

School Board of Clay County

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

August 6, 2026 - Regular School Board Meeting

Date: Aug 06 2026 (6:00 p.m.)

Student Showcase (None)

Invocation

Pledge of Allegiance

Call to Order

Recognitions and Awards

[1. Recognition of Orange Park High School - UCF-Certified Community Partnership School](#)

Presenters

School Showcase (None)

Student Speaker

[2. Student Speaker](#)

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

[3. Public Comment on Specific Agenda Items](#)

Discussion Agenda

[4. D1 - Public Hearing to Approve as Advertised Modifications to the 2025-2026 Student Progression Plan](#)

🔗 [2026-27 SPP Summary of Changes.pdf](#)

🔗 [2026-27 CCDS Student Progression Plan with Markup.pdf](#)

🔗 [2026-27 CCDS Student Progression Plan DRAFT Pending Board Approval.pdf](#)

🔗 [July 7, 2026 Notice of Public Hearing - Progression Plan Revisions.pdf](#)

Human Resources

[5. D2 - Human Resources Special Action A](#)

[6. D3 - Human Resources Special Action B](#)

Consent Agenda

School Board Member

[7. C1 - Approval to Advertise and Notice of Public Hearing to Adopt Proposed Revisions to School Board Policies 1430.03, 3430.03, 4430.03 and 7540.02; Rescind Policy 9200; and Adopt New Policies 1430.031 and 9200](#)

☞ [July 2026 NOTICE OF APPROVAL TO ADVERTISE SB Policy.pdf](#)

Human Resources

[8. C2 - Personnel Consent Agenda](#)

☞ [Personnel Consent Agenda Aug 6, 2026.pdf](#)

Instruction-Academic Services

[9. C3 - K-12 Academic Services Out of State and Overnight Student Travel](#)

☞ [Student Travel August 2026.pdf](#)

[10. C4 - Independent Contractor Service Agreement between the School Board of Clay County and the Boys and Girls Club of Northeast Florida \(BGCNF\)](#)

[11. C5 - 2026-2027 Uniform Statewide Assessment Calendar](#)

☞ [K12UniformAssessmentCalendar2627_07-07-26.pdf](#)

☞ [2026-2027 District Assessment Information.pdf](#)

Instruction-Exceptional Student Education

[12. C6 - Memorandum of Understanding between Clay County District Schools and Maryville University](#)

[13. C7 - Memorandum of Understanding between NOVA Southeastern University and Clay County District Schools](#)

Instruction-K-12 Academic

[14. C8 - School Board Approval of the 2026-2027 Comprehensive Evidence-Based Reading Plan \(CERP\)](#)

☞ [Clay_26-27 CERP JRF Review 7-13-26.pdf](#)

Instruction-Professional Development

[15. C9 - Addendum to Student Teaching Affiliation Agreement between Clay County District Schools and St. Johns River State College.](#)

☞ [260008A SJRSC & Clay Addendum \(1\).pdf](#)

[16. C10 - 2026-2027 Professional Learning Advisory Council Membership](#)

☞ [2026-2027 PDAC Committee Board Approval \(1\).pdf](#)

[17. C11 - Addition of a component to the Professional Learning Catalog to provide additional ESOL professional learning opportunities.](#)

☞ [1-703-002_ESOL Endorsement_Curriculum, Materials, and Methods of Teaching ESOL_2026.pdf](#)

Business Affairs-Accounting

[18. C12 - Monthly Financial Reports June 2026](#)

☞ [8-6-2026 Board Item \\$50,000 - \\$100,000 Contracts Signed by Superintendent _ BAD Financial Report-Agend.pdf.pdf](#)

Business Affairs-Property

[19. C13 - Deletion of Certain Items Report - July 2026 and August 2026](#)

☞ [DELETION ANALYSIS July 2026- 2027.pdf](#)

☞ [MONTHLY DELETION REPORT JULY 2026.pdf](#)

Business Affairs-Purchasing

[20. C14 - BID Extension](#)

[21. C15 - BID Award](#)

Operations

[22. C16 - Enterprise Fleet Management: Sourcewell Contract: 112025-EFM](#)

☞ [260105 Enterprise Fleet Management New.pdf](#)

Operations-Facilities

[23. C17 - Prequalification of Contractors](#)

☞ [08062026 Prequal Contractors.pdf](#)

[24. C18 - Change Order #1 for Shadowlawn Elementary School Fire Alarm Repair/Replacement \(C-61-25/26\)](#)

☞ [C-61 2526 CO 1 Form & Justification 20260806.pdf](#)

[25. C19 - Substantial Completion of Rideout Elementary School Classroom Addition \(C-43-23/24\)](#)

☞ [CCSD - Rideout Substantial Completion Form 20260806-Signed.pdf](#)

[26. C20 - Change Order #2 for Rideout Elementary School Fire Alarm Repair/Replacement \(C-76-25/26\)](#)

☞ [C-76-2526-ROE FA CO#2 Form & Justification 20260806.pdf](#)

[27. C21 - Change Order #1 \(Direct Purchasing\) for Ridgeview High School Fire Alarm Repair/Replacement \(C-52-25/26\)](#)

☞ [RB C-52-2526 RHS FA CHO#1 DP Signed form & excel.pdf](#)

[28. C22 - Change Order #2 for Oakleaf High School Fire Alarm Repair/Replacement \(C-50-25/26\)](#)

☞ [C-50-2526 OHS FA CHO#2 signed form & justification 20260806.pdf](#)

[29. C23 - Change Order #3 for Fleming Island High School Fire Alarm Repair/Replacement \(C-49-25/26\)](#)

☞ [C-49-2526 FIH FA CHO#3 Signed form & justification 20260806.pdf](#)

[30. C24 - Change Order #2 for Lakeside Junior High School HVAC and Roof Repair/Replacement \(C-72-24/25\)](#)

☞ [C-72-2425 LJH HVAC & Roof form & justification 20260806.pdf](#)

Adoption of Consent Agenda

[31. Adoption of Consent Agenda](#)

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

[32. Public Comment on Non-Specific Agenda Items](#)

CCEA Update (Victoria Kidwell)

CESPA Update (Dianna Boase)

Superintendent's Update and Presentations

[33. Superintendent's Update and Presentations](#)

School Board Attorney Remarks

School Board Member Remarks

Adjournment

DRAFT

School Board of Clay County

August 6, 2026 - Regular School Board Meeting

Title

Recognition of Orange Park High School - UCF-Certified Community Partnership School

Description

Orange Park High School has officially become the 20th UCF-Certified Community Partnership School in the state.

Gap Analysis**Previous Outcomes****Expected Outcomes****Strategic Plan Goal****Recommendation**

Recognition only.

Contact

Sabrina Thomas, sabrina.thomas@myoneclay.net, Chief Communication and Community Engagement Officer

Financial Impact**Review Comments****Attachments**

School Board of Clay County

August 6, 2026 - Regular School Board Meeting

Title

Student Speaker

Description

Student Speaker: Katherine Worley from Orange Park High

Gap Analysis

N/A

Previous Outcomes

Students have always been invited to speak during public comment. Starting in June 2026, the agenda will include a dedicated time for a student speaker to share their perspectives on a topic of their choosing.

Expected Outcomes

To receive firsthand student perspectives in order to enhance board awareness and ensure student-centered decision-making.

Strategic Plan Goal

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

Family and Community Engagement (Goal #3): Engage families and the community in the educational process to create robust learning opportunities and partnerships that support and prepare students to be successful throughout the K-12 educational experiences, leading to graduation and beyond.

Recommendation

Presentation only

Contact

Kelly Watt, Chief of Staff, kelly.watt@myoneclay.net

Financial Impact

None

Review Comments**Attachments**

School Board of Clay County

August 6, 2026 - Regular School Board Meeting

Title

Public Comment on Specific Agenda Items

Description

Gap Analysis

Previous Outcomes

Expected Outcomes

Strategic Plan Goal

Recommendation

Contact

Misty M. Massey, Board Assistant, misty.massey@myoneclay.net

Financial Impact

Review Comments

Attachments

DRAFT

School Board of Clay County

August 6, 2026 - Regular School Board Meeting

Title

D1 - Public Hearing to Approve 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. The review and adoption of this Student Progression Plan (SPP) 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 used within the district are comprehensive in meeting the needs of individual students. The 2024-2025 SPP was reviewed and amended. The newly added language follows state law. Without approval of the proposed 2025-2026 SPP changes, the district will not comply with the Florida Statutes.

Previous Outcomes

The district is currently following the 2025-2026 Student Progression Plan. This plan does not include the most recent changes to legislation. 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 - 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

Heather Teto, Chief of Elementary Education, 904.336.6906, heather.teto@myoneclay.net

Financial Impact

None

Review Comments

Attachments

- 🔗 [2026-27 SPP Summary of Changes.pdf](#)
- 🔗 [2026-27 CCDS Student Progression Plan with Markup.pdf](#)
- 🔗 [2026-27 CCDS Student Progression Plan DRAFT Pending Board Approval.pdf](#)
- 🔗 [July 7, 2026 Notice of Public Hearing - Progression Plan Revisions.pdf](#)

Summary of Changes

2026-27 Student Progression Plan Draft

- Cover page and Introduction updated
- The committee implemented formatting, language, and content revisions to enhance readability and flow.

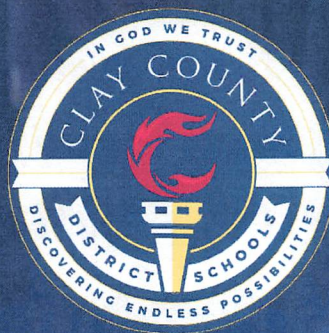
Section	General Information (K-12)	Page #
Students Experiencing Homelessness	• Project REACH contact information updated	11
Transfer Grades & Report Card Grades	• Replaced “Grade Book User Guide” with “Student Information System”	13-14
Attendance	• Replaced the first paragraph with general information. • Combined “Excused Absences and “Unexcused Absences” sections • Added Compulsory School Attendance & Truancy information • Revised “Child Study Team” to “Attendance Support & Child Study Team” • “McKinney-Vento Homeless Assistance Act” added	15 15-17 18 18-19 19-20
Multi-Tiered Systems of Support	• Revised “Three Levels of Multi-Tiered Systems of Support” verbiage	22-23
Home Education	• Added “Academic Standing and Credit Validation for Transferring Homeschool Students”	24-25
Section	Elementary Grades (K-5)	Page #
Transferring In-Progress Grades	• Verbiage revised to reflect 10 days	27
State Assessments	• Parent access information updated	29
Report Cards	• “Student Information System” replaced “Parent and Student applications” • Revised grading verbiage	30 30
Intervention & Remediation	• “Reading or Math Deficiencies& Parental Notification” revised • “Reading or Math Scholarships” removed due to lack of funding	32 33
Summer Reading Camps	• Star Reading, and/so SAT10 removed	37
Section	Middle Grades (6-8)	Page #
Transferring Student Placement	• Links to guidelines added	40
Transferring In-Progress Grades	• Verbiage revised to reflect 10 days • Revised virtual school verbiage	40

State Assessments	• Parent access information updated	44-45
Reporting Student Progress	• Revised to match the “Elementary Grades” verbiage	47
Reading Remediation	• Paragraph three revised	50
Section	High School Grades (9-12)	Page #
Transferring Student Placement	• Links to guidelines added	53
Transferring In-Progress Grades	• Verbiage revised to reflect 10 days • Revised virtual school verbiage	53-54
Accepting of Transferring Credits	• Information related to the validation of courses added	54
Honor Roll	• Removed “on or above grade level”	68
Interscholastic Participation	• School Board Policy number updated	69
Reading Remediation	• Paragraph three revised • Removed ACT, SAT, and/or CLT	71 71
Section	VPK	Page #
Summer Bridge VPK	• New section	82
Section	Clay Virtual Academy	Page #
Enrollment & Attendance	• “Kindergarten and First Grade CVA Enrollment” sub-section removed	84
Section	English for Speakers of Other Languages	Page #
Identification and Eligibility for ESOL Program	• 14 days changed to 20 days • Initial Eligibility for ESOL Program chart updated	91 91
Section	Exceptional Student Education	Page #
Hospital Homebound	• Grading process added	106

CLAY COUNTY DISTRICT SCHOOLS

STUDENT PROGRESSION PLAN

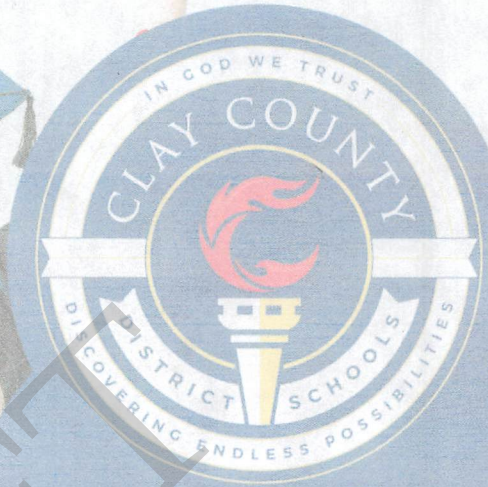
2026-2027 SCHOOL YEAR



Clay County District Schools

| 900 Walnut St, Green Cove Springs, FL 32043

| OneClay.net



CLAY COUNTY DISTRICT SCHOOLS STUDENT PROGRESSION PLAN

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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DRAFT

INTRODUCTION

Clay County District Schools (CCDS) is pleased to present the ~~2026-2027~~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.

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

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

- 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.

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 ~~the child is~~^{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/marketing period and averaged with subsequent quarter/marketing 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 ~~Focus-Documentation HUB~~^{GradeBook User Guide} [Student Information System](#) documentation 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.

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 [Student Information System 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

that remediation was provided in a timely and comprehensive manner and ~~was~~ communicated ~~to~~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.~~

Our schools are committed to partnering with families to promote consistent attendance, address barriers, and ensure all students remain engaged in their education. When attendance concerns arise, schools will use a supportive, problem-solving approach while also following state law and School Board policy. [CCDS School Board Policy 5200](#)

Absences (Excused/Unexcused)

Students are expected to attend school each day and arrive on time. When a student is absent, the parent/guardian or adult student must notify the school as soon as possible by providing a written note within three (3) school days. Until an absence is reported and verified as excused, it will be recorded as unexcused.

The principal or designee has final authority for determining whether an absence is excused or unexcused and may request documentation when a pattern of excessive absences is identified. In the case of excessive or extended absences, which are claimed to be due to illness, upon request of the principal or designee, a parent must provide documentation (doctor's statement) of a student's illness.

Excused Absences

Reasons for acceptable (excused) absences include but are not limited to:

1. Scheduled doctor or dentist appointments.
2. Approved therapy or treatment services provided by a licensed professional.
3. Illness of the student.

4. Death in the immediate family of the student.
5. Financial inability to provide necessary clothes for the student when reported by the parent in writing to the Superintendent and validated by the Superintendent FS 1003.24(3).
6. Religious holiday of the student's faith.
7. Religious instruction, institutes, conferences, or workshops, provided that the principal or designee approves the absence in advance.
8. Absences due to head lice will be excused. Unusual circumstances may be addressed by the principal to go beyond 10 days for excused absences for head lice.
9. Subpoena or forced absence by any law enforcement agency, a copy of the subpoena or court summons must be submitted to the school.
10. For purposes of attendance, school related activities would not be counted as absences from school.
11. Issues and occasions specific to military families.

Unexcused Absences

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

1. The absence was without the parent/guardian's knowledge or consent.
2. Permission for the absence was requested but denied by the principal of the student's school.
 - a. This could include the following:
 - i. Shopping trips
 - ii. Pleasure trips
 - iii. Appointments without prior approval
 - iv. Other avoidable absences

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.

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 for 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 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) ~~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.

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.

Compulsory School Attendance & Truancy

Florida Statute requires all children who have attained the age of 6 years or who will have attained the age of 6 years by February 1 of any school year or who are older than 6 years of age but who have not attained the age of 16 years, except as otherwise provided, are required to attend school regularly during the entire school term. [FS 1003.21](#)

Absenteeism, regardless of the reason, negatively affects the continuity of the learning process. As a student's absenteeism increases, there is a greater responsibility for the school to deter future absenteeism, and a greater responsibility for the student to demonstrate that such absenteeism has not negatively affected performance mastery. One of the greatest indicators of success is simply showing up on a daily basis.

The parent/guardian has the responsibility to ensure the student is rested and prepared for the rigor of a learning environment.

A student with fifteen (15) or more unexcused absences within a ninety (90) calendar day period may be considered habitually truant.

When a student does not respond to school-based interventions, the District may involve additional support or agencies, including referral to appropriate services or legal intervention as outlined in state law.

Attendance Support & Child Study Team

Showing up each day builds strong habits, supports learning, and helps students stay connected to their school community. Our goal is to work together with families to support every student's success. When a student begins to demonstrate a pattern of nonattendance (e.g., five (5) unexcused absences within thirty (30) school days or ten (10) within ninety (90) calendar days), the school will take steps to support improved attendance.

These supports may include:

- Communication between school staff and the family
- Problem-solving meetings with the school's attendance or child study team
- Identification of barriers to attendance and connection to resources or services
- Development of an attendance plan or contract
- Consideration of alternative educational options when appropriate

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

If concerns persist, additional interventions may be implemented in accordance with state law and School Board policy.

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\(1\)\(e\)](#). ~~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 the district website for review of [Attendance Requirements to Maintain Eligibility for Driving Privileges](#).

McKinney-Vento Homeless Assistance Act

The McKinney-Vento Homeless Assistance Act of 2000 (Subtitle VII-B) per Title IX, Part A of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act, ensures the following:

- Students who lack a fixed, regular, or adequate nighttime residence are considered eligible for Project REACH services.

- Project REACH can assist with enrollment needs to their Zoned School or ~~School-of-Origin~~ ~~School of Origin~~.
 - Zoned School is defined as the school the student is assigned to based on their current address.
 - ~~School-of-origin~~ ~~School of Origin~~ is defined as the last school the student was enrolled in when they were permanently housed.
- Schools are required to register students experiencing homelessness even if they lack normally required documents, such as immunization records or proof of residence.
- Students who are experiencing homelessness have the ability to request transportation to the ~~school-of-origin~~ ~~school of origin~~ if it is feasible and in the best interest of the student.
- Local school districts must appoint Local Education Liaisons to ensure that school staff know these rights, provide public notice to families experiencing homelessness (at shelters and school), and facilitate access to school and transportation services.

For more information please visit the district website and go to ~~Project REACH~~ ~~project reach~~ or contact the Clay County Homeless Liaison at 904-336-0491.

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;
- 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 [academic and behavioral](#) 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 [and](#); includes accommodations for students with a disability, students with an Individual Education Plan (IEP), and students who are [English Language Learners.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 [and](#); includes accommodations for students with a disability, students with an IEP, and students who are [English learners.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 [and](#); includes accommodations for students with a disability, students with an IEP, and students who are [English Language Learners.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 [Tier 1, Tier 2, or Tier 3 Progress Monitoring Plan \(PMP\)](#), ~~Progress Monitoring Plan (PMP), Tier 2 Intervention Plan, or Tier 3 Intervention Plan~~, communication with the family about the student's progress will ~~occur monthly~~ 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 (e.g. ~~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 ~~limited~~**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 **or at their zoned school**. 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.

Academic Standing and Credit Validation for Transferring Homeschool Students

Students transitioning from a home education program into a Clay County public school are subject to specific academic standing and credit validation requirements in accordance with state statute and district policy.

Pursuant to State Board Rule 6A-1.0994, a home education student transferring into a public school shall be placed at the appropriate sequential course level. To receive credit for coursework completed during the first grading period, the student must earn a minimum grade point average of 2.0. Students who do not meet this requirement must have their credits validated through an Alternative Validation Procedure. Under this procedure, a portfolio review is used to validate the first semester's earnings of half the credit.

In cases where a home education student has been identified as deficient, Florida Statute § 1002.41 provides that the parent shall have one year from the date of receipt of written notification to provide remedial instruction. At the end of the one-year probationary period, the student shall be reevaluated in accordance with paragraph (1)(f) of the statute. Continuation in the home education program is contingent upon the student demonstrating educational progress commensurate with his or her ability at the close of the probationary period. This provision is recognized by Clay County in supporting a one-year enrollment window for students with active probationary status.

Home education students who wish to earn a Clay County public high school diploma must re-enroll for their entire senior year and satisfy all applicable graduation requirements. Students and families are encouraged to contact the District Home Education Coordinator or their zoned

high school's guidance office to confirm specific deadlines for re-enrollment and participation in graduation ceremonies.

DRAFT

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](#).

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 1015 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.

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 \(Mobile App\)](#)~~

Parents can access their student's state-wide assessment score information through the CCDS Student Information System. For additional information and assistance, please reach out to your student's school.

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~~ allows 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 ~~for~~ 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 ~~for~~ 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:

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.

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](#))

To ensure the academic success of all students, schools are required to provide immediate support to any student in Kindergarten through 4th grade who has a potential substantial deficiency in reading or math. This includes students who exhibit characteristics of dyslexia or dyscalculia in the classroom setting or through a parent-provided evaluation from a licensed professional. Rather than waiting for a failing grade at the end of a grading period, schools are required to provide intensive, systematic, and multi-sensory instruction as soon as a need is identified. Once these supports begin, the student's progress will be closely monitored and intensive interventions will continue until the student demonstrates that they are performing at grade level, which often includes achieving a Level 3 on the statewide English Language Arts (ELA) or Mathematics assessments. After the initial notification, the school will communicate with the parent monthly regarding the student's response to reading and/or math intervention support. 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 § 1002.41](#) 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.

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 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.](#))

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\(7\)](#)

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.
 - 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 ~~who~~^{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.

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-1.0994](#). District staff should refer to the [CCDS Grade Placement & Evaluating Records](#) for detailed processes.

Transferring In-Progress Grades

Students transferring from one school to another who will be enrolled at the receiving school for more than ~~1015~~ 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 ~~1015~~ 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, [either with FLVS directly or through Clay Virtual Academy \(CVA\)](#) 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. If a student transfers from full-time FLVS or CVA to a CCDS school during a semester period without earning the semester grade on their virtual coursework (incomplete course completion), the student must either complete the semester of virtual coursework or they will be subject to grade validation processes.~~

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:

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 ([defined as one semester](#)).
- [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. District staff should refer to the \[CCDS Grade Placement & Evaluating Records\]\(#\) for detailed processes.](#)
 - 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. **S**The student's grades and credits will be awarded as received by the school where the student is regularly 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 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 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.

	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 **with** 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 \(Mobile App\)](#)

Parents can access their student's state-wide assessment score information through the CCDS Student Information System. For additional information and assistance, please reach out to your student's school.

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 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, and 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 that 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:

- 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.~~

~~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.~~

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 the Semester 1 final grade, and Quarters 3 and 4 will average for the 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.

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 6 - 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.

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 ~~who 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 6⁷ - 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.

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.

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 I 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.)
- **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.

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](#). District staff should refer to the [CCDS Grade Placement & Evaluating Records](#) for detailed processes.

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 the 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. District staff should refer to the [High School Placement Advisement Letter](#).

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 150 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 105 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, [either with FLVS directly or through Clay Virtual Academy\(CVA\)](#), 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.~~ [If a student transfers from full-time FLVS or CVA to a CCDS school during a semester period without earning the semester grade on their virtual coursework \(incomplete course completion\), the student must either complete the semester of virtual coursework or they will be subject to grade validation processes.](#)

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 ([defined as one semester](#)).
- [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. District staff should refer to the CCDS Grade Placement & Evaluating Records for detailed processes.](#)
 - 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.

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.
- 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.

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:
 - 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, 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 ~~who~~ 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

parents'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 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;
- 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 ~~coursework~~ 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.)*

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.

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.

	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.

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.

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

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.)] ~~is~~ 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	0.0 - 5.0	• Bright Futures eligibility • NCAA eligibility

guidelines. The weighted GPA listed in the CCDS Student Information System and on your transcript is for estimation purposes only.		• 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.

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 5610.05](#) 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 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 [state approved](#) 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~~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/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.

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 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 ($\frac{1}{2}$) credit in Economics with Financial Literacy; half ($\frac{1}{2}$) 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)
- **$\frac{1}{2}$ credit in Financial Literacy** (starting with the 23-24 cohort class);
- **8 credits in electives** ($7\frac{1}{2}$ 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.

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.

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 <i>MUST PASS</i> 10th-grade FAST ELA assessment	4 credits in Language Arts <i>MUST PASS</i> 10th-grade FAST ELA assessment	4 credits in Language Arts <i>MUST PASS</i> 10 th -grade FAST ELA assessment
Mathematics	4 credits: 1 credit must be Algebra 1 (<i>MUST PASS</i> 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 (<i>MUST PASS</i> EOC; EOC 30% of grade) 1 credit in Geometry (EOC 30% of grade; <i>MUST PASS</i> EOC 1 credit in Algebra 2 1 credit in Statistics or an equally rigorous course.	4 credits: 1 credit must be Algebra 1 (<i>MUST PASS</i> 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 (<i>MUST PASS</i> 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 (<i>MUST PASS</i> 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
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 <i>MUST PASS</i> : • 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, 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. 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;
- Authorize eligible students who graduate from high school mid-year to receive a Bright Futures Scholarship award during the spring term.

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 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;
- 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.
- 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 a 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 and criteria is set through Florida Administrative Code. ~~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.](#)

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~~2nd - 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.~~

~~FLDOE Memorandum.pdf~~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:

- ~~6th~~ 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.

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 (IEPs) 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.](#)

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.

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 ~~is~~ **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.

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.

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.

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.

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 14-20 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 & 2nd	WIDA Screener	Oral Language 1.0-3.9
1st 3rd-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.

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 ELP, 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 of 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	WIDA Screener* 1. 4.0+ Overall Composite and 2. 4.0+ Reading and

	FAST ELA 3. Level 3+	*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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DRAFT

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;

- 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](#).

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, the 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 do NOT need to defer receipt of the special diploma 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)

- 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.

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.

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.

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 **who** 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.

[Grading for Hospital/Homebound students will be determined through a collaboration between the brick and mortar teacher of record and the Hospital/Homebound teacher.](#)

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.

CLAY COUNTY DISTRICT SCHOOLS

STUDENT PROGRESSION PLAN

2026-2027 SCHOOL YEAR



Clay County District Schools

| 900 Walnut St, Green Cove Springs, FL 32043

| OneClay.net

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DRAFT

INTRODUCTION

Clay County District Schools (CCDS) is pleased to present the 2026-2027 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.

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 student, accompanied by an affidavit sworn to by the parent;
 - An insurance policy on the student's life that had been in force for at least two years;
 - A bona fide contemporary religious record of the student'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 student;
 - A transcript of record of age shown in the student'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 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 students 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 state in which the student was previously enrolled and attended school. If the student 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 students 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.

Eligibility

- Special power of attorney, relative to the guardianship of a student 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 student 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 the student is 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/marketing period and averaged with subsequent quarter/marketing 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 [Student Information System](#) documentation 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.

The school receiving the student will assign progress report/report card grades when the student has been enrolled in the receiving school for ten (10) or more days. If the student has been at the receiving school for less than ten (10) 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 [Student Information System](#) documentation 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 ten (10) 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

that remediation was provided in a timely and comprehensive manner and was communicated to 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

Our schools are committed to partnering with families to promote consistent attendance, address barriers, and ensure all students remain engaged in their education. When attendance concerns arise, schools will use a supportive, problem-solving approach while also following state law and School Board policy. [CCDS School Board Policy 5200](#)

Absences (Excused/Unexcused)

Students are expected to attend school each day and arrive on time. When a student is absent, the parent/guardian or adult student must notify the school as soon as possible by providing a written note within three (3) school days. Until an absence is reported and verified as excused, it will be recorded as unexcused.

The principal or designee has final authority for determining whether an absence is excused or unexcused and may request documentation when a pattern of excessive absences is identified. In the case of excessive or extended absences, which are claimed to be due to illness, upon request of the principal or designee, a parent must provide documentation (doctor's statement) of a student's illness.

Excused Absences

Reasons for acceptable (excused) absences include, but are not limited to:

1. Scheduled doctor or dentist appointments.
2. Approved therapy or treatment services provided by a licensed professional.
3. Illness of the student.
4. Death in the immediate family of the student.
5. Financial inability to provide necessary clothes for the student when reported by the parent in writing to the Superintendent and validated by the Superintendent [FS 1003.24\(3\)](#).
6. Religious holiday of the student's faith.
7. Religious instruction, institutes, conferences, or workshops, provided that the principal or designee approves the absence in advance.

8. Absences due to head lice will be excused. Unusual circumstances may be addressed by the principal to go beyond 10 days for excused absences for head lice.
9. Subpoena or forced absence by any law enforcement agency, a copy of the subpoena or court summons must be submitted to the school.
10. For purposes of attendance, school related activities would not be counted as absences from school.
11. Issues and occasions specific to military families.

Unexcused Absences

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

1. The absence was without the parent/guardian's knowledge or consent.
2. Permission for the absence was requested but denied by the principal of the student's school.
 - a. This could include the following:
 - i. Shopping trips
 - ii. Pleasure trips
 - iii. Appointments without prior approval
 - iv. Other avoidable absences

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) 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.

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.

Compulsory School Attendance & Truancy

Florida Statute requires all children who have attained the age of 6 years or who will have attained the age of 6 years by February 1 of any school year or who are older than 6 years of age but who

have not attained the age of 16 years, except as otherwise provided, are required to attend school regularly during the entire school term. [FS 1003.21](#)

Absenteeism, regardless of the reason, negatively affects the continuity of the learning process. As a student's absenteeism increases, there is a greater responsibility for the school to deter future absenteeism, and a greater responsibility for the student to demonstrate that such absenteeism has not negatively affected performance mastery. One of the greatest indicators of success is simply showing up on a daily basis.

The parent/guardian has the responsibility to ensure the student is rested and prepared for the rigor of a learning environment.

A student with fifteen (15) or more unexcused absences within a ninety (90) calendar day period may be considered habitually truant.

When a student does not respond to school-based interventions, the District may involve additional support or agencies, including referral to appropriate services or legal intervention as outlined in state law.

Attendance Support & Child Study Team

Showing up each day builds strong habits, supports learning, and helps students stay connected to their school community. Our goal is to work together with families to support every student's success. When a student begins to demonstrate a pattern of nonattendance (e.g., five (5) unexcused absences within thirty (30) school days or ten (10) within ninety (90) calendar days), the school will take steps to support improved attendance.

These supports may include:

- Communication between school staff and the family
- Problem-solving meetings with the school's attendance or child study team
- Identification of barriers to attendance and connection to resources or services
- Development of an attendance plan or contract
- Consideration of alternative educational options when appropriate

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

If concerns persist, additional interventions may be implemented in accordance with state law and School Board policy.

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 the district website for review of [Attendance Requirements to Maintain Eligibility for Driving Privileges](#).

McKinney-Vento Homeless Assistance Act

The McKinney-Vento Homeless Assistance Act of 2000 (Subtitle VII-B) per Title IX, Part A of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act, ensures the following:

- Students who lack a fixed, regular, or adequate nighttime residence are considered eligible for Project REACH services.
- Project REACH can assist with enrollment needs to their Zoned School or School-of-Origin.
 - Zoned School is defined as the school the student is assigned to based on their current address.
 - School-of-Origin is defined as the last school the student was enrolled in when they were permanently housed.
- Schools are required to register students experiencing homelessness even if they lack normally required documents, such as immunization records or proof of residence.
- Students who are experiencing homelessness have the ability to request transportation to the school-of-origin if it is feasible and in the best interest of the student.
- Local school districts must appoint Local Education Liaisons to ensure that school staff know these rights, provide public notice to families experiencing homelessness (at shelters and school), and facilitate access to school and transportation services.

For more information please visit the district website and go to [Project REACH](#) or contact the Clay County Homeless Liaison at 904-336-0491.

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;
- 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 growth and development. The district aims to foster a collaborative environment where families feel empowered and engaged in their student'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 students. 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 academic and behavioral 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 support (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 and includes accommodations for students with a disability, students with an Individual Education Plan (IEP), and students who are English Language Learners;
- Supplemental Instruction/Intervention (Tier 2): is standards-aligned and includes accommodations for students with a disability, students with an IEP, and students who are English learners; 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 and includes accommodations for students with a disability, students with an IEP, and students who are English Language Learners; 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.

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 Tier 1, Tier 2, or Tier 3 Progress Monitoring Plan (PMP), communication with the family about the student's progress will occur monthly.

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 (e.g., 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 FHSA, 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 limited 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 or at their zoned school. 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 an 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 student 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.

Academic Standing and Credit Validation for Transferring Homeschool Students

Students transitioning from a home education program into a Clay County public school are subject to specific academic standing and credit validation requirements in accordance with state statute and district policy.

Pursuant to [State Board Rule 6A-1.09941](#), a home education student transferring into a public school shall be placed at the appropriate sequential course level. To receive credit for coursework completed during the first grading period, the student must earn a minimum grade point average of 2.0. Students who do not meet this requirement must have their credits validated through an Alternative Validation Procedure. Under this procedure, a portfolio review is used to validate the first semester's earnings of half the credit.

In cases where a home education student has been identified as deficient, [Florida Statute § 1002.41](#) provides that the parent shall have one year from the date of receipt of written notification to provide remedial instruction. At the end of the one-year probationary period, the student shall be reevaluated in accordance with paragraph (1)(f) of the statute. Continuation in the home education program is contingent upon the student demonstrating educational progress commensurate with his or her ability at the close of the probationary period. This provision is

recognized by Clay County in supporting a one-year enrollment window for students with active probationary status.

Home education students who wish to earn a Clay County public high school diploma must re-enroll for their entire senior year and satisfy all applicable graduation requirements. Students and families are encouraged to contact the District Home Education Coordinator or their zoned high school's guidance office to confirm specific deadlines for re-enrollment and participation in graduation ceremonies.

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 student 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 student 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](#).

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 student 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 will have their transfer grade incorporated into that grading period, as determined by the receiving teacher. Any student transferring within the last 10 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.

Class Change Requests

A parent may request a transfer of their student(s) 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

- The parent makes a written request to the school principal to transfer their student(s) 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.

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 through the CCDS Student Information System. For additional information and assistance, please reach out to your student's school.

Reporting Student Progress & Grading

Report Cards - [Florida Statute § 1003.33](#)

Parents will be notified at regular intervals of the academic progress of their student, in accordance with the provisions of [Florida Statute § 1003.02\(1\)\(h\)2](#). The Student Information System allows 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 at the end of each quarter.

Report cards will contain:

- The student's academic performance in each class or course for 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 conduct and behavior in each class or course for 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, 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.

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:

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.

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 student’s academic progress and must be informed of ways they can help their student 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.

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 student 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 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.](#))

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 student has not met the proficiency level required for promotion and the reasons the student 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 student 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\(7\)](#)

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. 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.
 - 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 who 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.

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](#). District staff should refer to the [CCDS Grade Placement & Evaluating Records](#) for detailed processes.

Transferring In-Progress Grades

Students transferring from one school to another who will be enrolled at the receiving school for more than 10 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 10 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.

Virtual students taking Florida Virtual School (FLVS) content courses, either with FLVS directly or through Clay Virtual Academy(CVA), receive grades of "WF" or "WP" when transferring before course completion per FLVS policy. If a student transfers from full-time FLVS or CVA to a CCDS school during a semester period without earning the semester grade on their virtual coursework (incomplete course completion), the student must either complete the semester of virtual coursework or they will be subject to grade validation processes.

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	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 (defined as one semester).
- 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. District staff should refer to the [CCDS Grade Placement & Evaluating Records](#) for detailed processes.
 - 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. The student's grades and credits will be awarded as received by the school where the student is regularly 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 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 student(s) 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 student(s) 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, 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.

	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 with 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 through the CCDS Student Information System. For additional information and assistance, please reach out to your student's school.

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 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, and 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 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 annually. 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 that 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 student 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:

- 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 student, 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, attendance, and promotion or non-promotion.

Reporting Student Progress

Per [Florida Statute § 1002.20](#), parents/guardians of public school students must receive accurate and timely information regarding their student's academic progress and must be informed of ways they can help their student 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 the Semester 1 final grade, and Quarters 3 and 4 will average for the 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.

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 6 - 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.

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 who 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 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 6 - 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.

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.

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.)
- **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.

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-1.0994](#). District staff should refer to the [CCDS Grade Placement & Evaluating Records](#) for detailed processes.

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 the 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. District staff should refer to the [High School Placement Advisement Letter](#).

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 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 10 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 10 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.

Virtual students taking Florida Virtual School (FLVS) content courses, either with FLVS directly or through Clay Virtual Academy(CVA), receive grades of "WF" or "WP" when transferring before

course completion per FLVS policy. If a student transfers from full-time FLVS or CVA to a CCDS school during a semester period without earning the semester grade on their virtual coursework (incomplete course completion), the student must either complete the semester of virtual coursework or they will be subject to grade validation processes.

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 (defined as one semester).
- 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. District staff should refer to the [CCDS Grade Placement & Evaluating Records](#) for detailed processes.
 - 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.

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.
- 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 students 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 students 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.

Dependent students 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 student(s) 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 student(s) 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:
 - 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 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, 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 who 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 parents' 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 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;
- 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 coursework, 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 (FHSA 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.)*

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.

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.

	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.

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 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 annually. 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.

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

Honor Roll

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

- The "A" Honor Roll will consist of all "As"
- The "A/B" Honor Roll will consist of all "As" or "Bs"
- 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.)] is 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 purpose 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.

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 5610.05 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

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 student, 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 student's academic progress and must be informed of ways they can help their student 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 9th through 12th 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 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 state approved concordant 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.

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.

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 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 ($\frac{1}{2}$) credit in Economics with Financial Literacy; half ($\frac{1}{2}$) 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)
- **$\frac{1}{2}$ credit in Financial Literacy** (starting with the 23-24 cohort class);
- **8 credits in electives (7 $\frac{1}{2}$ credits starting with the 23-24 cohort class)** - elective courses are selected by the student 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.

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.

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 <i>MUST PASS</i> 10th-grade FAST ELA assessment	4 credits in Language Arts <i>MUST PASS</i> 10th-grade FAST ELA assessment	4 credits in Language Arts <i>MUST PASS</i> 10 th -grade FAST ELA assessment
Mathematics	4 credits: 1 credit must be Algebra 1 (<i>MUST PASS</i> 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 (<i>MUST PASS</i> EOC; EOC 30% of grade) 1 credit in Geometry (EOC 30% of grade; <i>MUST PASS</i> EOC) 1 credit in Algebra 2 1 credit in Statistics or an equally rigorous course.	4 credits: 1 credit must be Algebra 1 (<i>MUST PASS</i> 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 (<i>MUST PASS</i> 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 (<i>MUST PASS</i> 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
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 <i>MUST PASS</i> : • 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, 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. 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;
- Authorize eligible students who graduate from high school mid-year to receive a Bright Futures Scholarship award during the spring term.

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 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;
- 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.
- 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.

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 student 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 students 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. Parents and/or guardians 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 a 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 STAR Early Literacy Assessment completed in May-June, and the criteria is set through Florida Administrative Code. [Rule 6A.-6.05030 F.A.C.](#)

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.

DRAFT

CLAY VIRTUAL ACADEMY

Clay Virtual Academy (CVA) is a school of choice option for 2nd - 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

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:

- 6th - 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.

Requirements for Students with Disabilities

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

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.

Live Lesson Requirement

Participation and attendance in Live Lessons lead 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 is 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.

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 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.

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 student 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 student the intellectual, emotional, and physical rigor needed to become a self-directed learner, flexible thinker, creative problem solver, and support the student'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.

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 student'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.

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 20 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	Oral Language 1.0-3.9
1st & 2nd	WIDA Screener	Oral Language 1.0-3.9
3rd-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 student 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 student 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.

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 ELP 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 of 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

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 student'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;

- 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 student 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](#).

Waiver of Statewide, Standardized Assessment Results for Students with Disabilities

[Florida Statute § 1008.22\(3\)\(c\)](#) 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, the 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 do NOT need to defer receipt of the special diploma 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)
 - 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 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 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.

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. 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.

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.

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 who 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.

Grading for Hospital/Homebound students will be determined through a collaboration between the brick and mortar teacher of record and the Hospital/Homebound teacher.

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

**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 - June 4, 2026. 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, August 6, 2026*** 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 misty.massey@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.

School Board of Clay County

August 6, 2026 - 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**

School Board of Clay County

August 6, 2026 - 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**

School Board of Clay County

August 6, 2026 - Regular School Board Meeting

Title

C1 - Approval to Advertise and Notice of Public Hearing to Adopt Proposed Revisions to School Board Policies 1430.03, 3430.03, 4430.03 and 7540.02; Rescind Policy 9200; and Adopt New Policies 1430.031 and 9200

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 and adoptions 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.

- 1430.03 - Administration Sick Leave
- 1430.031 - Administration Sick Leave Bank
- 3430.03 - Instructional Staff Sick Leave
- 4430.03 - Support Staff Sick Leave
- 7540.02 - Digital Content and Accessibility
- 9200 - Volunteers

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 September 3, 2026.

Contact

Erin Skipper, Board Chair, erin.skipper@myoneclay.net
Jeremiah Blocker, School Board Attorney, jeremiah.blocker@myoneclay.net

Financial Impact

Review Comments

Attachments

📎 [July 2026 NOTICE OF APPROVAL TO ADVERTISE SB Policy.pdf](#)

SCHOOL BOARD OF CLAY COUNTY, FLORIDA

APPROVAL TO REVISIONS TO 4 SB POLICIES

APPROVAL TO ADOPT TWO SB POLICIES

APPROVAL TO RESCIND ONE POLICY

Approval to Advertise: The School Board of Clay County, Florida ("the Board"), approves the advertisement of proposed revisions to School Board Policies 1430.03, 3430.03, 4430.03 and 7540.02; rescind School Board Policy 9200; and adopt new School Board Policies 1430.031 and 9200.

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 1430.03, 3430.03, 4430.03 and 7540.02; rescind School Board Policy 9200; and adopt new School Board Policies 1430.031 and 9200 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 - August 6, 2026. 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 and modify School Board Policies 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 1430.03, 3430.03, 4430.03 and 7540.02; rescind School Board Policy 9200; and adopt new School Board Policies 1430.031 and 9200 following a public hearing. ***The public hearing shall be held on Thursday, September 3, 2026***, during the course of a Regular School Board meeting, which begins ***at 6:00 pm*** 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 misty.massey@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.

School Board of Clay County

August 6, 2026 - Regular School Board Meeting

Title

C2 - 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 Aug 6, 2026.pdf](#)

**DIVISION OF HUMAN RESOURCES
PERSONNEL CONSENT AGENDA**

**August 6, 2026
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I. Administrative Actions

A. APPOINTMENT

<u>Name/Assignment</u>	<u>Site</u>	<u>Contract</u>
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DRAFT

I. Administrative Actions

B. RE-APPOINTMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Contract</u>
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DRAFT

I. Administrative Actions

C. RE-DESIGNATION

<u>Name/Assignment</u>	<u>Site</u>	<u>Previous Assignments</u>
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DRAFT

I. Administrative Actions

D. TRANSFER

<u>Name/Assignment</u>	<u>Site</u>	<u>Contract</u>
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I. Administrative Actions**E. RESIGNATIONS/RETIREMENTS/CONCLUDE EMPLOYMENT**

<u>Name/Assignment</u>	<u>Site</u>	<u>Effective/Action</u>
DETWYLER JR, KENNETH P TBE TEACHER, SC, FIFTH GR 10 MONTH	Orange Park Jr High	Effective 2026-06-01 RESIGNATION
HALTER, JENNIFER PRYOR CHS PRINCIPAL, SENIOR HIGH 12 MONTH	Clay High	Effective 2026-06-24 RESIGNATION

I. Administrative Actions

F. SUPPLEMENT

<u>Name/Assignment</u>	<u>Site</u>	
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DRAFT

I. Administrative Actions

A. APPOINTMENT

<u>Name/Assignment</u>	<u>Site</u>	<u>Contract</u>
BLACKBURN, LAURA MCMAHON FNS MANAGER INTERN HIGH- SCHOOL CAFETERI	Food & Nutrition Srvc	Effective 2026-08-03 CAFETERI / Annual
DETWYLER JR, KENNETH P OPJ ASST PRINCIPAL JH 11 MO 11 MONTH	Orange Park Jr High	Effective 2026-07-20 11 MONTH / Annual
GEORGE, MICHAEL CLARK CHIEF OF SECONDARY EDUCATION ASSISTAN	K-12 Academic Services	Effective 2026-07-01 ASSISTAN / Annual
RAUCCI, STEPHANIE ANN BUILDING OFFICIAL 12 MONTH	Division Of Support Services	Effective 2026-07-01 12 MONTH / Annual
WILLIS, TRACINA MONTAE OLJ ASST PRINCIPAL JH 11 MO 11 MONTH	Oakleaf Junior High School	Effective 2026-07-20 11 MONTH / Annual

I. Administrative Actions

B. RE-APPOINTMENT

<u>Name/Assignment</u>	<u>Site</u>	<u>Contract</u>
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I. Administrative Actions**C. RE-DESIGNATION**

<u>Name/Assignment</u>	<u>Site</u>	<u>Previous Assignments</u>
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I. Administrative Actions**D. TRANSFER**

<u>Name/Assignment</u>	<u>Site</u>	<u>Contract</u>
COLTER, LINDA ANNE OLJ MGR SELF CONTAINED I CAFETERI	Oakleaf Junior High School	EFFECTIVE 08/03/2026 / TRANSFER FROM FNS MANAGER FOOD SERVICES INTERN / 10 MONTH
OVERSTREET, SHOKO SLE MGR SELF CONTAINED I CAFETERI	Shadowlawn Elementary	EFFECTIVE 08/03/2026 / TRANSFER FROM FNS MANAGER FOOD SERVICES INTERN / 10 MONTH

I. Administrative Actions

E. RESIGNATIONS/RETIREMENTS/CONCLUDE EMPLOYMENT

<u>Name/Assignment</u>	<u>Site</u>	<u>Effective/Action</u>
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DRAFT

I. Administrative Actions

F. SUPPLEMENT

<u>Name/Assignment</u>	<u>Site</u>	
JAMES, REBECCA SHANNON OPH TITLE 1 SUP ED SUPPLEME	Orange Park High	Appointment
PACHECO, CARLY GALLAGHER TBE DISCRETIONARY SUPPLEME	Thunderbolt Elementary	Appointment
PACHECO, CARLY GALLAGHER TBE ESE INTERVENTION FAC. SUPPLEME	Thunderbolt Elementary	Appointment

DRAFT

II. Professional Managerial Actions

A. APPOINTMENT

Name/Assignment	Site	
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DRAFT

II. Professional Managerial Actions

B. RE-APPOINTMENT

<u>Name/Assignment</u>	<u>Site</u>	
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DRAFT

II. Professional Managerial Actions

C. RE-DESIGNATION

<u>Name/Assignment</u>	<u>Site</u>	
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DRAFT

II. Professional Managerial Actions

D. TRANSFER

<u>Name/Assignment</u>	<u>Site</u>	
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DRAFT

II. Professional Managerial Actions

E. RESIGNATIONS/RETIREMENTS/CONCLUDE EMPLOYMENT

<u>Name/Assignment</u>	<u>Site</u>	
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DRAFT

II. Professional Managerial Actions

F. SUPPLEMENT

Name/Assignment	Site	
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DRAFT

II. Professional Managerial Actions

A. APPOINTMENT

<u>Name/Assignment</u>	<u>Site</u>	
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DRAFT

II. Professional Managerial Actions

B. RE-APPOINTMENT

<u>Name/Assignment</u>	<u>Site</u>	
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DRAFT

II. Professional Managerial Actions

C. RE-DESIGNATION

<u>Name/Assignment</u>	<u>Site</u>	
BOESE, TRUDI J GRAPHIC DESIGNER PROFESSI	SUPERINTENDENT	EFFECTIVE 2026-7-1 RE- DESIGNATED GRAPHIC DESIGNER ADMIN
BRAWER, AMANDA COAD BEHAVIOR ANALYST PROFESSI	Exceptional Student Education	EFFECTIVE 2026-7-1 RE- DESIGNATED ESE BEHAVIOR ANALYST INSTRUCTIONAL 12 MO
LAWRENCE, KATHRYN T ESE SEDNET MANAGER PROFESSI	Exceptional Student Education	EFFECTIVE 2026-7-1 RE- DESIGNATED SUPERVISOR OF SEDNET 12 MO ADMIN

DRAFT

II. Professional Managerial Actions

D. TRANSFER

Name/Assignment	Site	
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II. Professional Managerial Actions

E. RESIGNATIONS/RETIREMENTS/CONCLUDE EMPLOYMENT

<u>Name/Assignment</u>	<u>Site</u>	
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II. Professional Managerial Actions

F. SUPPLEMENT

<u>Name/Assignment</u>	<u>Site</u>	
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III. Instructional Actions

A. APPOINTMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Contract</u>
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III. Instructional Actions

B. RE-APPOINTMENT

<u>Name/Assignment</u>	<u>Site</u>	<u>Contract</u>
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III. Instructional Actions

C. RE-DESIGNATION

<u>Name/Assignment</u>	<u>Site</u>	<u>Effective/Action</u>
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III. Instructional Actions

D. TRANSFER

<u>Name/Assignment</u>	<u>Site</u>	<u>Previous Assignment</u>
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III. Instructional Actions

E. RESIGNATIONS/RETIREMENTS/CONCLUDE EMPLOYMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Effective/Action</u>
	BAKER, LISA MICHELLE OLJ TEACHER, MATHEMATICS, JH 10 MONTH	Oakleaf Junior High School	Effective 2026-06-01 CONCLUDE EMPLOYMENT
	BUTLER, KIARA RENEE CGE TEACHER, PRE-K/ BEHAVIOR ESE 10 MONTH	Coppergate Elementary	Effective 2026-06-01 CONCLUDE EMPLOYMENT
	BYRD, JUSTIN OMAR LAJ TEACHER, BUSINESS ED 10 MONTH	Lake Asbury Junior High School	Effective 2026-06-01 CONCLUDE EMPLOYMENT
	CENTENO, KRIS ANN KHE TEACHER, VE/INCLUSION 10 MONTH	Keystone Heights Elementary	Effective 2026-06-01 RESIGNATION
	COLLINS, JUDY M OPJ TEACHER, SOC STUD, JH 10 MONTH	Orange Park Jr High	Effective 2026-06-01 CONCLUDE EMPLOYMENT
	CRUZEN, CORY MICHAEL FIE TEACHER, PRE-KDG/ASD ESE 10 MONTH	Fleming Island Elementary	Effective 2026-06-01 CONCLUDE EMPLOYMENT
	DAVIS, TAMIKA M OLJ TEACHER, SOC STUD, JH 10 MONTH	Oakleaf Junior High School	Effective 2026-06-01 RESIGNATION
	DECK, JULIE LYNN CGE TEACHER, SC, KINDERGARTEN 10 MONTH	Coppergate Elementary	Effective 2026-06-01 RETIREMENT
	EGLESTON, STEPHANIE MICHELLE OPH TEACHER, STRATEGIC INT 10 MONTH	Orange Park High	Effective 2026-06-01 RESIGNATION
	GRANT, COLBY ALEXANDER OHS TEACHER, READING, SH 10 MONTH	Oakleaf High School	Effective 2026-06-01 RESIGNATION
	HIX, DONNA THORNTON KHH TEACHER, READING, SH 10 MONTH	Keystone Heights High School	Effective 2026-06-01 RESIGNATION
	LEDIX, GUITO OPJ TEACHER, MATHEMATICS, JH 10 MONTH	Orange Park Jr High	Effective 2026-06-01 CONCLUDE EMPLOYMENT
0.5	LUSARARIAN, TANYA OVE TEACHER, PRE-K 10 MONTH	Oakleaf Village Elementary	Effective 2026-06-01 CONCLUDE EMPLOYMENT
0.5	LUSARARIAN, TANYA OVE TEACHER, PRE-KDG ESE 10 MONTH	Oakleaf Village Elementary	Effective 2026-06-01 CONCLUDE EMPLOYMENT
	MAY, GAYLE D WJH TEACHER, SCIENCE, JH 10 MONTH	Wilkinson Jr High	Effective 2026-06-01 CONCLUDE EMPLOYMENT
	MERCER, AMANDA MICHELLE AES TEACHER, SC, FIFTH GR 10 MONTH	Argyle Elementary	Effective 2026-06-01 RESIGNATION
	MORIARTY, MICHEALA ANNE WJH ASST PRINCIPAL JH 11 MO 11 MONTH	Orange Park High	Effective 2026-06-09 RESIGNATION

III. Instructional Actions

E. RESIGNATIONS/RETIREMENTS/CONCLUDE EMPLOYMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Effective/Action</u>
	NEWBERRY, LEAH JEANINE TBE TEACHER, SC, SIXTH GR 10 MONTH	Thunderbolt Elementary	Effective 2026-06-01 RESIGNATION
	PARRIS, SANDI ALTMAN GCJ TEACHER, SUPP FACIL 10 MONTH	Green Cove Springs Junior High	Effective 2026-06-01 RESIGNATION
	PATTON, ROBERT DOUGLAS GCJ TEACHER, SOC STUD, JH 10 MONTH	Green Cove Springs Junior High	Effective 2026-06-01 RESIGNATION
	PICKETT, VIRGINIA WEBB CVA TEACHER, SCIENCE, SH 10 MONTH	Clay Virtual Academy	Effective 2026-06-01 RESIGNATION
	RICHARDSON, AMBER DAWN KHE TEACHER, SC, SIXTH GR 10 MONTH	Keystone Heights Elementary	Effective 2026-06-01 CONCLUDE EMPLOYMENT
	SAGREDO, LISA MARIE POE TEACHER, SC, SECOND GR 10 MONTH	Plantation Oaks Elementary	Effective 2026-06-01 CONCLUDE EMPLOYMENT
	SAMPSEL, KHELA D CEB TEACHER, SC, KINDERGARTEN 10 MONTH	Charles E. Bennett Elementary	Effective 2026-06-01 CONCLUDE EMPLOYMENT
	SAMPSON, SANDRA BERNADETTE ROE TEACHER, VE/INCLUSION 10 MONTH	Rideout Elementary	Effective 2026-06-01 CONCLUDE EMPLOYMENT
0.9	SILCOX, ASHLEY LEA MBE TITLE I ASSISTANT 9 MON SU	Mcrae Elementary	Effective 2026-05-29 RESIGNATION
0.9	SLOCUM, JESSICA LYNN RHS GENERAL HEALTH ASSISTA 9 MON SU	Clay High	Effective 2026-05-29 RESIGNATION
	STEVENS, ARIEL DESIREE CHE TEACHER, ART, ELEM 10 MONTH	Clay Hill Elementary	Effective 2026-06-01 RESIGNATION

III. Instructional Actions

F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	BLACKNER, ANDREW GREGORY CHS TENNIS HD SH SUPPLEME	Clay High	Appointment
	BLACKNER, AUBRIE KEALANA CHS TENNIS HD SH SUPPLEME	Clay High	Appointment
	BROWN JR, HAROLD BERNARD RHS FOOTBALL HD JV 25% SUPPLEME	Ridgeview High School	Appointment
0.5	THOMAS, ANTONIO NAJEE OHS FOOTBALL ASST HS 25% SUPPLEME	Oakleaf High School	Appointment

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III. INSTRUCTIONAL ACTIONS 2025-2026

G. PENDING APPOINTMENTS

<u>Last Name</u>	<u>First Name</u>	<u>Site</u>	<u>Subject</u>	<u>OOF Subject</u>
NONE				

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III. INSTRUCTIONAL ACTIONS 2025-2026

H. OUT OF FIELD

<u>Last Name</u>	<u>First Name</u>	<u>Site</u>	<u>Subject</u>	<u>OOF Subject</u>
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NONE				
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III. Instructional Actions

A. APPOINTMENT

<u>Name/Assignment</u>	<u>Site</u>	<u>Contract</u>
AYERS, RICHARD THOMAS OLJ TEACHER, MATHEMATICS, JH 10 MONTH	Oakleaf Junior High School	Effective 2026-08-03 10 MONTH / Instructional Probationary Annual
BALSAMO, JOHN A MHS TEACHER, SUPP FACIL 10 MONTH	Middleburg High	Effective 2026-08-03 10 MONTH / Instructional Probationary Annual
BANGKRASOR, ALEX PAUL LAJ TEACHER, SOC STUD, JH 10 MONTH	Lake Asbury Junior High School	Effective 2026-08-03 10 MONTH / Instructional Probationary Annual
BEALS, ALEXIS MISHEA KHE TEACHER, SC, KINDERGARTEN 10 MONTH	Keystone Heights Elementary	Effective 2026-08-03 10 MONTH / Instructional Probationary Annual
BELL, MADELEINE VIRGINIA TES TEACHER, SC, THIRD GR 10 MONTH	Tynes Elementary	Effective 2026-08-03 10 MONTH / Instructional Probationary Annual
BONITATIS, HEATHER LEIGH LAE TEACHER, PRE-KDG ESE 10 MONTH	Lake Asbury Elementary	Effective 2026-08-03 10 MONTH / Instructional Probationary Annual
BRADY, BRITTANY MARIE GPE TEACHER, SC, THIRD GR 10 MONTH	Grove Park Elementary	Effective 2026-08-03 10 MONTH / Instructional Probationary Annual
BRIDGES, BROOKLYN BELLE GCJ TEACHER, RESEARCH/CRIT JH 10 MONTH	Green Cove Springs Junior High	Effective 2026-08-03 10 MONTH / Instructional Probationary Annual
BUCK, COURTNEY MICHELLE OVE TEACHER, SC, SECOND GR 10 MONTH	Oakleaf Village Elementary	Effective 2026-08-03 10 MONTH / Instructional Probationary Annual
BUELL, NOAH PATRICK RHS VE SELF-CONTAINED-ASD 10 MONTH	Ridgeview High School	Effective 2026-08-03 10 MONTH / Instructional Probationary Annual
CALDWELL, MICHELLE MARIE SPC TEACHER, COMBINATION, EL 10 MONTH	Swimming Pen Creek Elem	Effective 2026-08-03 10 MONTH / Instructional Probationary Annual
CARBONE, MEGHAN E MRE TEACHER, SC, FIRST GR 10 MONTH	Mcrae Elementary	Effective 2026-08-03 10 MONTH / Instructional Probationary Annual
CASTALDI, ISABELLA CAROL WJH TEACHER, LANGUAGE ARTS, JH 10 MONTH	Wilkinson Jr High	Effective 2026-08-03 10 MONTH / Instructional Probationary Annual
COUTU, RACHEL OLIVIA CHS TEACHER, MATHEMATICS, SR 10 MONTH	Clay High	Effective 2026-08-03 10 MONTH / Instructional Probationary Annual
COX, BREANNA MAE OPH TEACHER, FAMILY/CONSUMER 10 MONTH	Orange Park High	Effective 2026-08-03 10 MONTH / Instructional Probationary Annual
DAILEY, LOGAN WAYNE CHS TEACHER, BUSINESS ED 10 MONTH	Clay High	Effective 2026-08-03 10 MONTH / Instructional Probationary Annual
DALTON, KATIE DIANE	Fleming Island High School	Effective 2026-08-03

III. Instructional Actions

A. APPOINTMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Contract</u>
	FIH TEACHER, LANGUAGE ARTS, SH 10 MONTH		10 MONTH / Instructional Probationary Annual
	DINUNZIO, PAMELA ANN OPJ TEACHER, LANGUAGE ARTS, JH 10 MONTH	Orange Park Jr High	Effective 2026-08-03 10 MONTH / Instructional Probationary Annual
	GREY, ELYSE DANIELLE ESE TEACHER, SPEECH CLINICIAN 10 MONTH	Exceptional Student Education	Effective 2026-08-03 10 MONTH / Instructional Probationary Annual
	GRIFFIN, MICHELLE SUZANNE MBE TEACHER, SC, FOURTH GR 10 MONTH	Middleburg Elementary	Effective 2026-08-03 10 MONTH / Instructional Probationary Annual
	HALLO, REBECCA LYN MBE TEACHER, SC, KINDERGARTEN 10 MONTH	Middleburg Elementary	Effective 2026-08-03 10 MONTH / Instructional Probationary Annual
	HAMMONS, KYLIE RACHELLE DOE TEACHER, SC, FIFTH GR 10 MONTH	Discovery Oaks Elementary	Effective 2026-08-03 10 MONTH / Instructional Probationary Annual
	HARPER JR, CHARLES LINWOOD CHS TEACHER, INDUSTRIAL ED 10 MONTH	Clay High	Effective 2026-08-03 10 MONTH / Instructional Probationary Annual
	HARPER, KATHRYN LYNN OPJ TEACHER, SCIENCE, JH 10 MONTH	Orange Park Jr High	Effective 2026-08-03 10 MONTH / Instructional Probationary Annual
	HERBST, EMMA NICOLE FIH TEACHER, SCIENCE, SH 10 MONTH	Fleming Island High School	Effective 2026-08-03 10 MONTH / Instructional Probationary Annual
	HODGES, HEATHER LEIGH ROE TEACHER, SC, KINDERGARTEN 10 MONTH	Rideout Elementary	Effective 2026-08-03 10 MONTH / Instructional Probationary Annual
0.5	INGRAM, JESSIE KAY WEC TEACHER, PRE-K 10 MONTH	W.E. Cherry Elementary	Effective 2026-08-03 10 MONTH / Instructional Probationary Annual
0.5	INGRAM, JESSIE KAY WEC TEACHER, PRE-KDG ESE 10 MONTH	W.E. Cherry Elementary	Effective 2026-08-03 10 MONTH / Instructional Probationary Annual
	JACOBS, JAYLA ASHTON DOE TEACHER, SC, THIRD GR 10 MONTH	Discovery Oaks Elementary	Effective 2026-08-03 10 MONTH / Instructional Probationary Annual
	JORDAN, RACHEL LEE LAE TEACHER, SC, FOURTH GR 10 MONTH	Lake Asbury Elementary	Effective 2026-08-03 10 MONTH / Instructional Probationary Annual
	KESTING, BRAYA DAWN WES TEACHER, SC, SIXTH GR 10 MONTH	Wilkinson Elementary	Effective 2026-08-03 10 MONTH / Instructional Probationary Annual
	KYLE, KEERA ANN MRE TEACHER, SC, FOURTH GR 10 MONTH	Mcrae Elementary	Effective 2026-08-03 10 MONTH / Instructional Probationary Annual
	LANDIN, VALARIE NICOLE SBJ TEACHER, SC, FIRST GR	S. Bryan Jennings Elementary	Effective 2026-08-03 10 MONTH / Instructional

III. Instructional Actions

A. APPOINTMENT

<u>Name/Assignment</u>	<u>Site</u>	<u>Contract</u>
10 MONTH		Probationary Annual
LEFORGE, LAURA ANN LAE TEACHER, SC, FIFTH GR 10 MONTH	Lake Asbury Elementary	Effective 2026-08-03 10 MONTH / Instructional Probationary Annual
LEONARD, ISABEL ANGELA CEB TEACHER, SC, SECOND GR 10 MONTH	Charles E. Bennett Elementary	Effective 2026-08-03 10 MONTH / Instructional Probationary Annual
LESS, ALICE REGINA TBE TEACHER, SC, SECOND GR 10 MONTH	Thunderbolt Elementary	Effective 2026-08-03 10 MONTH / Instructional Probationary Annual
MITCHELL, KAREEMA MALIKA DOE TEACHER, SC, SECOND GR 10 MONTH	Discovery Oaks Elementary	Effective 2026-08-03 10 MONTH / Instructional Probationary Annual
MORIARTY, MICHEALA ANNE OPH TEACHER, SOC STUD, SH 10 MONTH	Orange Park High	Effective 2026-08-03 10 MONTH / Annual
PALMA, JENNY LYNN MBE TEACHER, SC, THIRD GR 10 MONTH	Middleburg Elementary	Effective 2026-08-03 10 MONTH / Instructional Probationary Annual
PURNELL-PIERRE, SHAVONNE TSUN LAE TEACHER, PRE-K/ BEHAVIOR ESE 10 MONTH	Lake Asbury Elementary	Effective 2026-08-03 10 MONTH / Instructional Probationary Annual
RIPLEY, ROBERT L DEAN -SH 10 MONTH	Middleburg High	Effective 2026-08-03 10 MONTH / Instructional Probationary Annual
RIVERA, SAMUEL LAJ TEACHER, LANGUAGE ARTS, JH 10 MONTH	Lake Asbury Junior High School	Effective 2026-08-03 10 MONTH / Instructional Probationary Annual
ROBBINS, CANDICE NICOLE WEC TEACHER, SC, SIXTH GR 10 MONTH	W.E. Cherry Elementary	Effective 2026-08-03 10 MONTH / Instructional Probationary Annual
RODRIGUEZ, MELANIE CARIDAD STS STUD SERV PSYCH 11 MO 11 MONTH	Exceptional Student Education	Effective 2026-07-20 11 MONTH / Instructional Probationary Annual
SANTOS, VALERIE E OVE TEACHER, SC, SECOND GR 10 MONTH	Oakleaf Village Elementary	Effective 2026-08-03 10 MONTH / Instructional Probationary Annual
SILCOX, ASHLEY LEA MRE TEACHER, SC, SECOND GR 10 MONTH	Mcrae Elementary	Effective 2026-08-03 10 MONTH / Instructional Probationary Annual
SLOCUM, JESSICA LYNN CHS TEACHER ESE APP TECH 10 MONTH	Clay High	Effective 2026-08-03 10 MONTH / Instructional Probationary Annual
SMITH, LACIE DANIELLE CHE TEACHER, COMBINATION, EL 10 MONTH	Clay Hill Elementary	Effective 2026-08-03 10 MONTH / Instructional Probationary Annual
STEPHENS, CYNThERIA ALICIA	Argyle Elementary	Effective 2026-08-03

III. Instructional Actions

A. APPOINTMENT

<u>Name/Assignment</u>	<u>Site</u>	<u>Contract</u>
AES TEACHER, SC, THIRD GR 10 MONTH		10 MONTH / Instructional Probationary Annual
TELLIS, KRISTEN TAYLOR GPE TEACHER, SC, KINDERGARTEN 10 MONTH	Grove Park Elementary	Effective 2026-08-03 10 MONTH / Instructional Probationary Annual
VAHOS, ISAIAH OHS TEACHER, TECHNOLOGY ED 10 MONTH	Oakleaf High School	Effective 2026-08-03 10 MONTH / Instructional Probationary Annual
VERCOE, KRISTEN NICOLE RVE TEACHER, SC, THIRD GR 10 MONTH	Ridgeview Elementary	Effective 2026-08-03 10 MONTH / Instructional Probationary Annual
VINCENT, MALARE MACHELE CEB TEACHER, MUSIC, ELEM 10 MONTH	Charles E. Bennett Elementary	Effective 2026-08-03 10 MONTH / Instructional Probationary Annual
WALLEY, SANDRA ANN POE TEACHER, SC, SECOND GR 10 MONTH	Plantation Oaks Elementary	Effective 2026-08-03 10 MONTH / Instructional Probationary Annual
WAUGHON, HEIDI KATHRYN KHE TEACHER, SC, THIRD GR 10 MONTH	Keystone Heights Elementary	Effective 2026-08-03 10 MONTH / Instructional Probationary Annual

III. Instructional Actions

B. RE-APPOINTMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Contract</u>
	ALLISON, CANDACE LEAH WES TEACHER, VE/INCLUSION 10 MONTH	Wilkinson Elementary	10 MONTH / Annual
	CAIN, HOMER EDMOND OPJ TEACHER, LANGUAGE ARTS, JH 10 MONTH	Orange Park Jr High	10 MONTH / Annual
	CARTER, KATIE ALYSSA FIH TEACHER, TECHNOLOGY ED 10 MONTH	Fleming Island High School	10 MONTH / Annual
	CLARK, CODY MELISSA LJH COUNSELOR, JH 10 MONTH 10 MONTH	Lakeside Junior High	10 MONTH / Professional Services
	DUBOSE, AMARI TREVON ZECHARIA OHS TEACHER, SCIENCE, SH 10 MONTH	Oakleaf High School	10 MONTH / Annual
	ELDRIDGE, KELSEY ANNE POE TEACHER, SC, FIFTH GR 10 MONTH	Plantation Oaks Elementary	10 MONTH / Annual
	FROESS, ALISON MARIE LES TEACHER, SC, FIFTH GR 10 MONTH	Lakeside Elementary	10 MONTH / Annual
	HURT, MARIA DUMSTORF KHH TEACHER, MATHEMATICS, SR 10 MONTH	Keystone Heights High School	10 MONTH / Annual
	JOHNS, TABBATHA JAN K12 SCHOOL COUNSELING SP 12 MO 12 MONTH	K-12 Academic Services	12 MONTH / Annual
	KEATON, STEPHANIE DAWN MHS TEACHER, FAMILY/CONSUMER 10 MONTH	Middleburg High	10 MONTH / Annual
0.6	LESAGE, CHARLOTTE RAE ESE TEACHER, SPEECH CLINICIAN SPECIAL	Exceptional Student Education	SPECIAL / Annual
	MCDADE, LORI ALLEN FIE TEACHER, ART, ELEM 10 MONTH	Fleming Island Elementary	10 MONTH / Annual
	NADDAF, JOSEPH PIERRE LJH TEACHER, BUSINESS ED 10 MONTH	Lakeside Junior High	10 MONTH / Annual
	SPEIGHT, FAITH-ANNE MARIE ESE TEACHER, SPEECH CLINICIAN 10 MONTH	Rideout Elementary	10 MONTH / Annual
	STANHOPE, AMBER LYNNE WEC TEACHER, SC, FOURTH GR 10 MONTH	W.E. Cherry Elementary	10 MONTH / Annual
	WELLS, JENNIFER M RHS TEACHER, SCIENCE, SH 10 MONTH	Ridgeview High School	10 MONTH / Annual

III. Instructional Actions

B. RE-APPOINTMENT

<u>Name/Assignment</u>	<u>Site</u>	<u>Contract</u>
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III. Instructional Actions

C. RE-DESIGNATION

	<u>Name/Assignment</u>	<u>Site</u>	<u>Previous Assignment</u>
0.6	DAVIS, LORI ANN CVA TEACHER, BUSINESS ED 10 MONTH	Clay Virtual Academy	Effective 2026-10-01 / redesignated from / CVA TEACHER, SH CLASSROOM / 10 MONTH
0.2	DAVIS, LORI ANN CVA TEACHER, DRIVERS ED 10 MONTH	Clay Virtual Academy	Effective 2026-10-01 / redesignated from / CVA TEACHER, SH CLASSROOM / 10 MONTH
0.2	DAVIS, LORI ANN TEACHER, HEALTH SH 10 MONTH	Clay Virtual Academy	Effective 2026-10-01 / redesignated from / CVA TEACHER, SH CLASSROOM / 10 MONTH
0.8	HANSMAN, KAYLYN SUSANNE ESE TEACHER, SPEECH CLINICIAN SPECIAL	Exceptional Student Education	EFFECTIVE 08/03/2026 / REDESIGNATE FROM ESE TEACHER, SPEECH CLINICIAN 1.0 / 10 MONTH
	RYKALSKY, CAROL ANN MCE TEACHER, TITLE I, ELEM 11 MONTH	Montclair Elementary	EFFECTIVE 08/03/2026 / REDESIGNATE FROM MCE TEACHER, TITLE I, ELEM 0.8 / 10 MONTH
	SMITH, MERLIN DARRELL RHS TEACHER, PHYSICAL ED SH 10 MONTH	Ridgeview High School	EFFECTIVE 07/20/2026 / REDESIGNATE FROM RHS TEACHER, PHYSICAL ED SH / 11 MONTH

III. Instructional Actions

D. TRANSFER

<u>Name/Assignment</u>	<u>Site</u>	<u>Previous Assignment</u>
BILLINGS, SAMANTHA ALEXANDRA WEC TEACHER, TITLE I, ELEM 10 MONTH	W.E. Cherry Elementary	EFFECTIVE 08/03/2026 / TRANSFER FROM SLE TEACHER, SC, KINDERGARTEN / 10 MONTH
CORBY, KATHLEEN E OPH TEACHER, MATHEMATICS, SR 10 MONTH	Orange Park High	EFFECTIVE 08/03/2026 / TRANSFER FROM SBJ TEACHER, SC, SIXTH GR / 10 MONTH
DEROUSIE, BETHANY LOIS CVA TEACHER, SCIENCE, SH 10 MONTH	Clay Virtual Academy	EFFECTIVE 08/03/2026 / TRANSFER FROM RHS TEACHER, SCIENCE, SH / 10 MONTH
KING, DONNIELLE S LAE VE SELF-CONTAINED-ASD 10 MONTH	Lake Asbury Elementary	EFFECTIVE 08/03/2026 / TRANSFER FROM SPS VE SELF-CONTAINED-ASD / 10 MONTH
KIRKBRIDE, CHARITY RUTH KHE TEACHER, SC, FIFTH GR 10 MONTH	Keystone Heights Elementary	EFFECTIVE 08/03/2026 / TRANSFER FROM MRE TEACHER, SC, SIXTH GR / 10 MONTH
LEWIS, MATTHEW L LAJ TEACHER, AGRICULTURE 11 MONTH	Lake Asbury Junior High School	EFFECTIVE 08/03/2026 / TRANSFER FROM DEAN -SH / 10 MONTH
MARSHALL, ELEANOR DWEN KHH TEACHER, VE/INCLUSION 10 MONTH	Keystone Heights High School	EFFECTIVE 08/03/2026 / TRANSFER FROM MRE TEACHER, SC, SIXTH GR / 10 MONTH
RIVEROS POSADA, FERNANDO JOSE OPH TEACHER, FOREIGN LANG, SH 10 MONTH	Orange Park High	EFFECTIVE 08/03/2026 / TRANSFER FROM OHS TEACHER, LANGUAGE ARTS, SH / 10 MONTH
STEVENS, WENDI DIANE RLA CURRICULUM SPEC. 12 MO 12 MONTH	READING AND EARLY LITERACY	EFFECTIVE 08/03/2026 / TRANSFER FROM LAJ TEACHER, ENGLISH LANG ARTS / 10 MONTH
TIPTON, TRAVIS ANTHONY OPH TEACHER, SOC STUD, SH 10 MONTH	Orange Park High	EFFECTIVE 08/03/2026 / TRANSFER FROM WJH TEACHER, SOC STUD, JH / 10 MONTH

III. Instructional Actions

E. RESIGNATIONS/RETIREMENTS/CONCLUDE EMPLOYMENT

<u>Name/Assignment</u>	<u>Site</u>	<u>Effective/Action</u>
BUDZINSKI, TED STANLEY FIE TEACHER, SC, SECOND GR 10 MONTH	Fleming Island Elementary	Effective 2026-08-03 RETIREMENT
DRYDEN, KATHARINE L SPC MEDIA SPECIALIST, ELEM 10 MONTH	Swimming Pen Creek Elem	Effective 2026-08-03 RETIREMENT
GIPSON, MARILYN D OVE TEACHER, SC, FOURTH GR 10 MONTH	Oakleaf Village Elementary	Effective 2026-08-03 RETIREMENT
GLOD, ROBERT P CVA TEACHER, DRIVERS ED 10 MONTH	Clay Virtual Academy	Effective 2026-09-30 RETIREMENT
NELSON, KATHRYN WEC VE SELF-CONTAINED-IND 10 MONTH	W.E. Cherry Elementary	Effective 2026-08-03 RETIREMENT

III. Instructional Actions

F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	ABRAHAM, DANIELLE NICOLE SBJ DEPT HD (3-5) SUPPLEME	S. Bryan Jennings Elementary	Appointment
	ACKERMAN, CHRISTINE DAWN MHS DEPT HEAD (6-10) SUPPLEME	Middleburg High	Appointment
	ADAIR, KIMBERLY A SLE DEPT HD (3-5) SUPPLEME	Shadowlawn Elementary	Appointment
	ADAMS, JANE MARGARET SBJ DEPT HD (3-5) SUPPLEME	S. Bryan Jennings Elementary	Appointment
	ADAMS, TERESA ANN SBJ DEPT HD (3-5) SUPPLEME	S. Bryan Jennings Elementary	Appointment
0.5	ADDIE, NICOLE ELIZABETH OVE SAFETY PATROL SUPPLEME	Oakleaf Village Elementary	Appointment
	ADMIRE, CHRISTY LEIGH INST APPLICATION FACILITATOR SUPPLEME	Ridgeview Elementary	Appointment
	ADMIRE, CHRISTY LEIGH RVE DISCRETIONARY SUPPLEME	Ridgeview Elementary	Appointment
	AFLEJE, ELIZABETH ANN LJH ACTIVITY PROG CO JH SUPPLEME	Exceptional Student Education	Appointment
	AGURKIS, ANGELA LEE RHS SOFTBALL FP HD SH SUPPLEME	Ridgeview High School	Appointment
0.5	ALBERSON, MEAGHAN RYAN DOE DEPT HEAD (6-10) SUPPLEME	Discovery Oaks Elementary	Appointment
0.5	ALERS-ALERS, NICOLAS OLJ DRAMA JH SUPPLEME	Oakleaf Junior High School	Appointment
	ALFANO, KELLY MARIE OPE DEPT HD (3-5) SUPPLEME	Orange Park Elementary	Appointment
	ALLAIN-SHIPLEY, APRIL S SIP MATH FIELD DAY COOR SUPPLEME	PROFESSIONAL DEVELOPMENT	Appointment
	ALLISON, ARTHUR JAMES CHS BAND DIR SH SUPPLEME	Clay High	Appointment
	ALTWATER, ALLISON GAIL GPE ESE INTERVENTION FAC. SUPPLEME	Grove Park Elementary	Appointment
0.5	ALVAREZ, LEAVY JAKOB- GATOR KHH ACTIVITY PROG CO JH SUPPLEME	Keystone Heights High School	Appointment
	AMERSON, BARBARA DANIELE SBJ DEPT HD (3-5) SUPPLEME	S. Bryan Jennings Elementary	Appointment

III. Instructional Actions

F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	AMIDON, SARA LAUREN WES DEPT HEAD (6-10) SUPPLEME	Wilkinson Elementary	Appointment
	AMODEO, CHARLES MATTHEW OPJ SOCCER HEAD JH SUPPLEME	Orange Park Jr High	Appointment
	AMODEO, CHARLES MATTHEW OPJ SOFTBALL FP HD JH SUPPLEME	Orange Park Jr High	Appointment
	ANDERSEN, SARAH MARIE RHS SOFTBALL FP HD JV SUPPLEME	Ridgeview High School	Appointment
	ANDERSEN, SARAH MARIE RHS VOLLEYBALL HD SH SUPPLEME	Ridgeview High School	Appointment
	ANSCHUETZ, KIMBERLY JOY LJH DEPT HEAD (6-10) SUPPLEME	Lakeside Junior High	Appointment
	ARMENTA, JESSICA LEE AES DEPT HEAD (6-10) SUPPLEME	Argyle Elementary	Appointment
	ARTZER, SARAH ELAINE MBE TITLE 1 SUP ED SUPPLEME	Middleburg Elementary	Appointment
	ASKELSON, LAURA A INST APPLICATION FACILITATOR SUPPLEME	Thunderbolt Elementary	Appointment
	BAILEY, DOROTHY V GPE DEPT HD (3-5) SUPPLEME	Grove Park Elementary	Appointment
	BAKER, AMANDA GRACE LES SAFETY PATROL SUPPLEME	Lakeside Elementary	Appointment
	BAKER-ALLEN, ALICIA MONIQUE MBE DEPT HD (3-5) SUPPLEME	Middleburg Elementary	Appointment
	BARENGO, RACHEL E DOE DEPT HEAD (11-16) SUPPLEME	Discovery Oaks Elementary	Appointment
0.5	BARNARD, ROBIN LEE FIE DEPT HD (3-5) SUPPLEME	Fleming Island Elementary	Appointment
	BARNES, MICHELLE PATTERSON AES DEPT HEAD (11-16) SUPPLEME	Argyle Elementary	Appointment
	BARNES, MICHELLE PATTERSON AES ESE INTERVENTION FAC. SUPPLEME	Argyle Elementary	Appointment
	BARTON, DONNA M INST APPLICATION FACILITATOR SUPPLEME	Plantation Oaks Elementary	Appointment

III. Instructional Actions

F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	BASSETT, JENNIFER HUBBARD TBE ELEM PERF/PROD SUPPLEME	Thunderbolt Elementary	Appointment
	BATTON, BRITTANY TAYLOR PERRY INST APPLICATION FACILITATOR SUPPLEME	Swimming Pen Creek Elem	Appointment
	BATTS, ASHLEY NICOLE INST APPLICATION FACILITATOR SUPERINT	S. Bryen Jennings Elementary	Appointment
	BAUM, KENDRA MISHELLE OLJ ANNUAL STAFF JH SUPPLEME	Oakleaf Junior High School	Appointment
	BAUM, KENDRA MISHELLE OLJ DEPT HEAD (11-16) SUPPLEME	Oakleaf Junior High School	Appointment
	BEAVERS, SHANNON MARIE FIE DEPT HD (3-5) SUPPLEME	Fleming Island Elementary	Appointment
	BEHNKEN, MARIA BECHHOLD LAJ CO-CURR CLUB SUPPLEME	Lake Asbury Junior High School	Appointment
	BEHNKEN, MARIA BECHHOLD MHS CO-CURR CLUB SUPPLEME	Lake Asbury Junior High School	Appointment
	BELDEN, TAMMY HILLIKER CEB DEPT HD (3-5) SUPPLEME	Charles E. Bennett Elementary	Appointment
	BELL, SHANA KAY CEB DEPT HD (3-5) SUPPLEME	Charles E. Bennett Elementary	Appointment
	BENEDICT, HARRY THOREAU OPJ BAND DIR JH SUPPLEME	Orange Park Jr High	Appointment
	BENEDICT, HARRY THOREAU OPJ BAND END OF YEAR 2 FEST SUPPLEME	Orange Park Jr High	Appointment
	BENEDICT, HARRY THOREAU OPJ CHORAL DIRECTOR SH/JH SUPPLEME	Orange Park Jr High	Appointment
	BENEDICT, HARRY THOREAU OPJ CHORUS DIR EOY 2 EVENTS SUPPLEME	Orange Park Jr High	Appointment
	BERLINICKE, DAVID WILLIAM KHH DEPT HEAD (11-16) SUPPLEME	Keystone Heights High School	Appointment
	BERRY, TAYLOR NICOLE FIH ANNUAL STAFF SH SUPPLEME	Fleming Island High School	Appointment
2.0	BEZUE, TAMEKA DANIELLE RHS TENNIS HD SH SUPPLEME	Ridgeview High School	Appointment

III. Instructional Actions

F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
0.5	BICE, HEATHER MOULTON K12 MUSIC FESTIVAL COOR SUPPLEME	Ridgeview High School	Appointment
	BICE, HEATHER MOULTON RHS CHORAL DIRECTOR SH/JH SUPPLEME	Ridgeview High School	Appointment
	BICE, HEATHER MOULTON RHS DEPT HEAD (6-10) SUPPLEME	Ridgeview High School	Appointment
	BICKNELL, MARY ANN MBE ESE INTERVENTION FAC. SUPPLEME	Middleburg Elementary	Appointment
	BIEBEL, BRANDEN MILLER WJH TRACK HD JH SUPPLEME	Wilkinson Jr High	Appointment
	BILELLO, ROBYN ELYSE WJH SOCCER HEAD JH SUPPLEME	Wilkinson Jr High	Appointment
	BILLINGS, CHRISTOPHER MICHAEL WEC DEPT HD (3-5) SUPPLEME	W.E. Cherry Elementary	Appointment
	BILLINGS, CHRISTOPHER MICHAEL WEC SAFETY PATROL SUPPLEME	W.E. Cherry Elementary	Appointment
	BISHOP, HANNAH DIS DEPT HD (3-5) SUPPLEME	Doctors Inlet Elementary	Appointment
	BISHOP, JESSICA AMBER CEB DEPT HD (3-5) SUPPLEME	Charles E. Bennett Elementary	Appointment
	BLATCHFORD, TODD G KHH DRILL SPONSOR SH SUPPLEME	Keystone Heights High School	Appointment
	BLEAU, CHERA FORNER CHS DRAMA SH SUPPLEME	Clay High	Appointment
	BODIE, MIRIAM LOUISE RVE DEPT HD (3-5) SUPPLEME	Ridgeview Elementary	Appointment
0.5	BOHN, LAURA SANDEFER DIS DEPT HEAD (6-10) SUPPLEME	Doctors Inlet Elementary	Appointment
	BORUM, AMANDA JUNE DIS DEPT HD (3-5) SUPPLEME	Doctors Inlet Elementary	Appointment
	BOWIE, KIMBERLY ANN OPE ESE INTERVENTION FAC. SUPPLEME	Orange Park Elementary	Appointment
	BOWLES, CATHARINE REBECCA OPH CO-CURR CLUB SUPPLEME	Orange Park High	Appointment
	BOWMAN, MICHELLE L INST APPLICATION	Oakleaf Junior High School	Appointment

III. Instructional Actions

F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	FACILITATOR SUPPLEME		
	BOYER, WALTER SCOTT LJH BAND DIR JH SUPPLEME	Lakeside Junior High	Appointment
	BOYER, WALTER SCOTT LJH BAND END OF YEAR 2 FEST SUPPLEME	Lakeside Junior High	Appointment
0.5	BRAGG, REGINA M SPC DEPT HD (3-5) SUPPLEME	Swimming Pen Creek Elem	Appointment
0.5	BRANCH, CHRISTIN DANIELLE TBE DEPT HD (3-5) SUPPLEME	Thunderbolt Elementary	Appointment
	BRAVO, MICHELLE NICOLE SPC SAFETY PATROL SUPPLEME	Swimming Pen Creek Elem	Appointment
	BREEDING, CALLIE RAYNE WES ELEM PERF/PROD SUPPLEME	Wilkinson Elementary	Appointment
	BREINDEL-HILL, JULIE ANN CHS JUNIOR CLASS SPONSOR SUPPLEME	Clay High	Appointment
0.5	BRESNOCK, CASEY LYNN DIS SAFETY PATROL SUPPLEME	Doctors Inlet Elementary	Appointment
	BROCK, DANA LYNN CHS NATIONA HONOR SOCIETY SUPPLEME	Clay High	Appointment
	BRODERSEN, CHEVY ALLISON OLJ DEPT HEAD (11-16) SUPPLEME	Oakleaf Junior High School	Appointment
	BRODERSEN, CHEVY ALLISON OLJ ESE INTERVENTION FAC. SUPPLEME	Oakleaf Junior High School	Appointment
	BROSNAN, MINDY MICHELLE KHE ESE INTERVENTION FAC. SUPPLEME	Keystone Heights Elementary	Appointment
	BROWN JR, HAROLD BERNARD RHS FOOTBALL HD JV 25% SUPPLEME	Ridgeview High School	Appointment
	BROWN, CANDICE LACHELLE OLJ CO-CURR CLUB SUPPLEME	Oakleaf Junior High School	Appointment
	BROWN, CANDICE LACHELLE OLJ DISCRETIONARY SUPPLEME	Oakleaf Junior High School	Appointment
	BROWN, CURRY SANCHEZ OPJ FOOTBALL ASST JH 25% SUPPLEME	Orange Park Jr High	Appointment
	BROWN, CURRY SANCHEZ OPJ FOOTBALL ASST JH 75% SUPPLEME	Orange Park Jr High	Appointment
	BROWN, MARTIN P	Ridgeview High School	Appointment

III. Instructional Actions

F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	RHS GOLF HD SH SUPPLEME		
	BROWN, RACHEL ELIZABETH OLJ CO-CURR CLUB SUPPLEME	Oakleaf Junior High School	Appointment
	BROWN, RACHEL ELIZABETH OLJ DEPT HEAD (6-10) SUPPLEME	Oakleaf Junior High School	Appointment
	BROWN, RACHEL ELIZABETH OLJ NATION JUNIOR HONOR SOC SUPPLEME	Oakleaf Junior High School	Appointment
	BRYMER, JENNIFER D KHH DEPT HEAD (6-10) SUPPLEME	Keystone Heights High School	Appointment
	BUCK, ALEXANDER JOHN FIH BAND DIR SH SUPPLEME	Fleming Island High School	Appointment
	BUCKLIN, SARA SOTOLONGO OLJ DEPT HEAD 17-20 SUPPLEME	Oakleaf Junior High School	Appointment
	BUMPERS, SHERRY L LJH DEPT HEAD (6-10) SUPPLEME	Lakeside Junior High	Appointment
	BUMPERS, SHERRY L LJH DISCRETIONARY SUPPLEME	Lakeside Junior High	Appointment
	BUMPERS, SHERRY L LJH NAT HON SOC SH SUPPLEME	Lakeside Junior High	Appointment
0.5	BUNN, TARA J LES TT1 SUP ED SUPPLEME	Lakeside Elementary	Appointment
	BUONOPANE, KAREN MICHELLE RHS JUNIOR CLASS SPONSOR SUPPLEME	Ridgeview High School	Appointment
	BURGETT, CHRISTINA D DEPT HEAD RESOURCE SUPPLEME	Rideout Elementary	Appointment
	BURGHART, LINDSAY ANN MHS DEPT HEAD (6-10) SUPPLEME	Middleburg High	Appointment
	BURLEY, JEANETTE MARIE RHS ACADEMIC COACH, LOCAL SUPPLEME	Ridgeview High School	Appointment
0.3	BURRAN, STEPHANIE MARIE WEC DEPT HEAD 17-20 SUPPLEME	W.E. Cherry Elementary	Appointment
	BYRD, PRINCE D CHS CHORAL DIRECTOR SH/JH SUPPLEME	Clay High	Appointment
	CABALLERO, KYLE R DEPT HEAD RESOURCE SUPPLEME	Discovery Oaks Elementary	Appointment
	CALHOUN, SHAY SUE	Wilkinson Jr High	Appointment

III. Instructional Actions

F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	WJH NATION JUNIOR HONOR SOC SUPPLEME		
	CAMBRON, CHRISTOPHER TODD ROE SAFETY PATROL SUPPLEME	Rideout Elementary	Appointment
	CAMPBELL, ROBIN MARIE WJH DEPT HEAD (6-10) SUPPLEME	Wilkinson Jr High	Appointment
	CAMPBELL, ROBIN MARIE WJH SCI FAIR COOR LOCAL SUPPLEME	Wilkinson Jr High	Appointment
	CANNARELLA, CINNAMON LEIGH RHS DEPT HEAD 21+ SUPPLEME	Ridgeview High School	Appointment
0.5	CARLSON, LAURA LEA DEPT HEAD RESOURCE SUPPLEME	Doctors Inlet Elementary	Appointment
	CARMICHAEL, DENISE RENEE ESOL SUPPORT FACILITATOR SUPPLEME	ESOL	Appointment
	CARNES, KALI ANN CHE DEPT HD (3-5) SUPPLEME	Clay Hill Elementary	Appointment
	CARNES, SHERMAN B KHH ACADEMIC COACH, LOCAL SUPPLEME	Keystone Heights High School	Appointment
0.5	CARRIGAN, MEGAN K CEB DEPT HD (3-5) SUPPLEME	Charles E. Bennett Elementary	Appointment
	CARROLL, TRACY A DEPT HEAD RESOURCE SUPPLEME	W.E. Cherry Elementary	Appointment
0.5	CARTER, CLAYTON W FIH NATIONAL BETA CLUB SP SUPPLEME	Fleming Island High School	Appointment
0.3	CASSADY, KAYLA MARIE WEC DEPT HEAD 17-20 SUPPLEME	W.E. Cherry Elementary	Appointment
	CAUSEY, HEATHER NICOL CEB SAFETY PATROL SUPPLEME	Charles E. Bennett Elementary	Appointment
	CAUSEY, HEATHER NICOL DEPT HEAD RESOURCE SUPPLEME	Charles E. Bennett Elementary	Appointment
	CHAMPINE, CRYSTAL ANN DEPT HEAD RESOURCE SUPPLEME	Middleburg Elementary	Appointment
	CHANDLER, LINDSAY BROOKS SLE DEPT HD (3-5) SUPPLEME	Shadowlawn Elementary	Appointment
	CHAPMAN, CLAUDINE MARIE DEPT HEAD RESOURCE SUPPLEME	Argyle Elementary	Appointment

III. Instructional Actions

F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	CHAPMAN, KRISTEN DANIELLE CHE DEPT HD (3-5) SUPPLEME	Clay Hill Elementary	Appointment
	CHARLEBOIS, ZACHARY CONNOR SLE ELEM PERF/PROD SUPPLEME	Shadowlawn Elementary	Appointment
0.5	CLARK, TREVOR M RHS DEPT HEAD (11-16) SUPPLEME	Ridgeview High School	Appointment
0.5	COCHUYT, CAROL JEAN CVA DEPT HD (3-5) SUPPLEME	Clay Virtual Academy	Appointment
	COCHUYT, CAROL JEAN CVA TECH COACH SEC SUPPLEME	Clay Virtual Academy	Appointment
	COKER, JUSTIN HAYWARD KHH BAND DIR JH SUPPLEME	Keystone Heights High School	Appointment
	COKER, JUSTIN HAYWARD KHH BAND DIR SH SUPPLEME	Keystone Heights High School	Appointment
	COKER, JUSTIN HAYWARD KHH BAND END OF YEAR 2 FEST SUPPLEME	Keystone Heights High School	Appointment
	COLON, AMANDA ELAINE MURPHY RHS CO-CURR CLUB SUPPLEME	Ridgeview High School	Appointment
0.5	COLON, ARNALDO J K12 MUSIC FESTIVAL COOR SUPPLEME	Ridgeview High School	Appointment
	COLON, ARNALDO J RHS BAND DIR SH SUPPLEME	Ridgeview High School	Appointment
	COLON, ARNALDO J RHS DRILL SPONSOR SH SUPPLEME	Ridgeview High School	Appointment
	COMEAU, LORI CHRISTINE POE DISCRETIONARY SUPPLEME	Plantation Oaks Elementary	Appointment
	COMEAU, LORI CHRISTINE POE ESE INTERVENTION FAC. SUPPLEME	Plantation Oaks Elementary	Appointment
	CONOVER, KIMBERLY ANNE CHS NATIONAL BETA CLUB SP SUPPLEME	Clay High	Appointment
	CONRAD, MARLENA KAYE DEPT HEAD RESOURCE SUPPLEME	Keystone Heights Elementary	Appointment
	CONSIDINE, JACQUELINE ANNE DOE ELEM PERF/PROD SUPPLEME	Discovery Oaks Elementary	Appointment
	CONSIDINE, JACQUELINE ANNE INST APPLICATION	Discovery Oaks Elementary	Appointment

III. Instructional Actions

F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	FACILITATOR SUPPLEME		
	CORLESS, BRYAN JOSEPH LES DEPT HD (3-5) SUPPLEME	Lakeside Elementary	Appointment
	COURSON, ANGELA RAIN FIE DEPT HD (3-5) SUPPLEME	Fleming Island Elementary	Appointment
	COURTNEY, ERICA JANE SLE ESE INTERVENTION FAC. SUPPLEME	Shadowlawn Elementary	Appointment
	COVEY-SHANNON, FINNIAN TADHG SBJ DEPT HD (3-5) SUPPLEME	S. Bryan Jennings Elementary	Appointment
	COX, ANGELA SHEILA OLJ CHEERLEADING JH SUPPLEME	Oakleaf Junior High School	Appointment
	CRAWFORD, KEVIN NEIL OPJ BASKETBALL HD JH SUPPLEME	Orange Park Jr High	Appointment
	CREWS, LAURIENNE MARIE RHS ANNUAL STAFF SH SUPPLEME	Ridgeview High School	Appointment
	CREWS, LAURIENNE MARIE RHS FRESHMAN CLASS SPONSOR SUPPLEME	Ridgeview High School	Appointment
	CREWS, VANESSA NICOLE SBJ DEPT HD (3-5) SUPPLEME	S. Bryan Jennings Elementary	Appointment
	CRIM, TONYA A CHS ESE INTERVENTION FAC. SUPPLEME	Clay High	Appointment
	CROSBY, CARRIE SUE GCJ ESE INTERVENTION FAC. SUPPLEME	Green Cove Springs Junior High	Appointment
0.5	CRUMP, JESSICA LEIGH MHS CO-CURR CLUB SUPPLEME	Middleburg High	Appointment
	CUMBUS, JENNIFER ALICIA KHE DEPT HEAD (11-16) SUPPLEME	Exceptional Student Education	Appointment
	CUMMINGS, KATHERYN ELIZABETH WEC TT1 SUP ED SUPPLEME	W.E. Cherry Elementary	Appointment
	CUNNINGHAM, BLAKE ALLEN FIH CO-CURR CLUB SUPPLEME	Fleming Island High School	Appointment
	CYRUS, ELIZABETH QUINTERO SLE DEPT HD (3-5) SUPPLEME	Shadowlawn Elementary	Appointment
	D ALESSIO, CHELSEA E TBE DEPT HD (3-5) SUPPLEME	Thunderbolt Elementary	Appointment

III. Instructional Actions

F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
0.5	DALLAS, LINDSEY LATRELLE KHE DEPT HEAD (6-10) SUPPLEME	Keystone Heights Elementary	Appointment
0.3	DALLMANN, ROSE MARIE LAE DISCRETIONARY SUPPLEME	Lake Asbury Elementary	Appointment
0.3	DALLMANN, ROSE MARIE LAE ESE INTERVENTION FAC. SUPPLEME	Lake Asbury Elementary	Appointment
	DALTON, JOHN EDWARD CHS DRILL SPONSOR SH SUPPLEME	Clay High	Appointment
0.5	DAMRON, SANDRA JEAN LES ESE INTERVENTION FAC. SUPPLEME	Lakeside Elementary	Appointment
	DANZ, NICOLE MELISSA GPE DEPT HD (3-5) SUPPLEME	Grove Park Elementary	Appointment
	DAVIS, AMANDA NICHOLE LES DEPT HD (3-5) SUPPLEME	Lakeside Elementary	Appointment
	DAVIS, KIMBERLY MCCARTY SPC DEPT HD (3-5) SUPPLEME	Swimming Pen Creek Elem	Appointment
0.5	DEANGELO, LIDIA ELENA LES ESE INTERVENTION FAC. SUPPLEME	Lakeside Elementary	Appointment
	DECORDOVA, ANGEL LEE SLE DEPT HD (3-5) SUPPLEME	Shadowlawn Elementary	Appointment
	DEMARCO, MARY ELLEN OPH CO-CURR CLUB SUPPLEME	Orange Park High	Appointment
	DENMARK, CARRIE LANG KHH DEPT HEAD (11-16) SUPPLEME	Keystone Heights High School	Appointment
	DEROUSIE JR, WILLIAM L CHS SCI FAIR COOR LOCAL SUPPLEME	Clay High	Appointment
	DEROUSIE, BETHANY LOIS RHS SCI FAIR COOR LOCAL SUPPLEME	Clay Virtual Academy	Appointment
	DETORO, MARK ANDREW RHS WRESTLING HD SH SUPPLEME	Ridgeview High School	Appointment
0.5	DEVINE, MAUREEN CRISTIN OVE DEPT HEAD (6-10) SUPPLEME	Oakleaf Village Elementary	Appointment
	DEVOE, COREY KENTAE OPJ FOOTBALL HD JH 25% SUPPLEME	Orange Park Jr High	Appointment
	DEVOE, COREY KENTAE OPJ FOOTBALL HD JH 75% SUPPLEME	Orange Park Jr High	Appointment
	DEVOE, COREY KENTAE OPJ TRACK ASST JH	Orange Park Jr High	Appointment

III. Instructional Actions

F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	SUPPLEME		
	DIAZ, JENNIFER LYNNE KRUSE FIH DEPT HD (3-5) SUPPLEME	Fleming Island High School	Appointment
	DIAZ, JENNIFER LYNNE KRUSE FIH SENIOR CLASS SPONSOR SUPPLEME	Fleming Island High School	Appointment
	DICKEY, BROOKE ASHLEY RHS VOLLEYBALL HD JV SUPPLEME	Ridgeview High School	Appointment
0.5	DICKEY, SHERI LYNN RHS DEPT HEAD (11-16) SUPPLEME	Ridgeview High School	Appointment
	DICKEY, SHERI LYNN RHS DISCRETIONARY SUPPLEME	Ridgeview High School	Appointment
	DICKEY, SHERI LYNN RHS SENIOR CLASS SPONSOR SUPPLEME	Ridgeview High School	Appointment
	DILLON, THERESA MAE CHS DEPT HEAD (6-10) SUPPLEME	Clay High	Appointment
	DISTIN, CARLY RENEE DEPT HEAD RESOURCE SUPPLEME	Orange Park Elementary	Appointment
	DISTIN, CARLY RENEE OPE ELEM PERF/PROD SUPPLEME	Orange Park Elementary	Appointment
	DOTY, ROBIN ELISABETH INST APPLICATION FACILITATOR SUPPLEME	Orange Park Elementary	Appointment
	DOTY, ROBIN ELISABETH OPE DEPT HD (3-5) SUPPLEME	Orange Park Elementary	Appointment
	DOTY, SAMUEL JAMES OPJ DEPT HEAD (6-10) SUPPLEME	Orange Park Jr High	Appointment
	DOTY, SAMUEL JAMES OPJ MATH TEAM SPONSOR SUPPLEME	Orange Park Jr High	Appointment
	DOUGHERTY, LEE ANNE OPE DEPT HD (3-5) SUPPLEME	Orange Park Elementary	Appointment
	DOUGHTY, STEVEN PAUL WJH ACADEMIC COACH, LOCAL SUPPLEME	Wilkinson Jr High	Appointment
	DOUGHTY, STEVEN PAUL WJH DEPT HEAD (6-10) SUPPLEME	Wilkinson Jr High	Appointment
	DOUGHTY, STEVEN PAUL WJH MATH TEAM SPONSOR SUPPLEME	Wilkinson Jr High	Appointment
	DOUKMAK, MELISSA CHASE DEPT HEAD RESOURCE SUPPLEME	Ridgeview Elementary	Appointment

III. Instructional Actions

F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	DUNN, FRANK J CHS DEPT HEAD (6-10) SUPPLEME	Clay High	Appointment
	DUPAS, KRISTA LEE DEPT HEAD RESOURCE SUPPLEME	Plantation Oaks Elementary	Appointment
	DUPAS, KRISTA LEE POE SAFETY PATROL SUPPLEME	Plantation Oaks Elementary	Appointment
	DUPONT, DEEANN K CHE DEPT HD (3-5) SUPPLEME	Clay Hill Elementary	Appointment
	EATON, SAMANTHA JO WJH DEPT HD (3-5) SUPPLEME	Wilkinson Jr High	Appointment
	EATON, SAMANTHA JO WJH TRACK HD JH SUPPLEME	Wilkinson Jr High	Appointment
	ECKER, ELIZABETH E OPJ ESE INTERVENTION FAC. SUPPLEME	Orange Park Jr High	Appointment
	ELLIOTT, NICHOLAS JEFFERSON GPE ELEM PERF/PROD SUPPLEME	Grove Park Elementary	Appointment
	ELROD, LACEY JEAN CHS CO-CURR CLUB SUPPLEME	Clay High	Appointment
	ELROD, MARY MCBATH OVE DISCRETIONARY SUPPLEME	Oakleaf Village Elementary	Appointment
0.5	ELROD, MARY MCBATH OVE SAFETY PATROL SUPPLEME	Oakleaf Village Elementary	Appointment
	EMLANO, NOEMIE IBAY AES ELEM PERF/PROD SUPPLEME	Argyle Elementary	Appointment
	ERWIN, DENISE ROY ROE DEPT HD (3-5) SUPPLEME	Rideout Elementary	Appointment
0.5	ESPOSITO, JORDAN THOMAS OLJ DRAMA JH SUPPLEME	Oakleaf Junior High School	Appointment
	FATIMA, BATUL OPJ CO-CURR CLUB SUPPLEME	Orange Park Jr High	Appointment
	FEAGLE, CARLEY LAYNE KHH CO-CURR CLUB SUPPLEME	Career And Technical Education	Appointment
	FEDOROWICH, LORI G CEB ESE INTERVENTION FAC. SUPPLEME	Charles E. Bennett Elementary	Appointment
	FEDOROWICH, LORI G INST APPLICATION FACILITATOR SUPPLEME	Charles E. Bennett Elementary	Appointment

III. Instructional Actions

F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	FENDER, JENNIFER M KHE DEPT HEAD (6-10) SUPPLEME	Keystone Heights Elementary	Appointment
	FITE, KRISTEN MARIE OPJ DEPT HEAD (6-10) SUPPLEME	Orange Park Jr High	Appointment
	FITE, KRISTEN MARIE OPJ DISCRETIONARY SUPPLEME	Orange Park Jr High	Appointment
	FITE, KRISTEN MARIE OPJ TITLE 1 SUP ED SUPPLEME	Orange Park Jr High	Appointment
	FITZGERALD, EMILY MARGARET FIH CO-CURR CLUB SUPPLEME	Fleming Island High School	Appointment
0.5	FITZGERALD, MARIE MERCKEL FIH DEPT HEAD (11-16) SUPPLEME	Fleming Island High School	Appointment
	FORBIS, ALLYSON LANG DIS DEPT HD (3-5) SUPPLEME	Doctors Inlet Elementary	Appointment
	FORD, ALICIA MICHELE OPH CO-CURR CLUB SUPPLEME	Orange Park High	Appointment
	FORD, LINDA ANN WJH DEPT HEAD (6-10) SUPPLEME	Wilkinson Jr High	Appointment
	FORD, LINDA ANN WJH ESE INTERVENTION FAC. SUPPLEME	Wilkinson Jr High	Appointment
	FORD-HUDSON, SUSAN DIANE DEPT HEAD RESOURCE SUPPLEME	S. Bryan Jennings Elementary	Appointment
	FORD-HUDSON, SUSAN DIANE SBJ DISCRETIONARY SUPPLEME	S. Bryan Jennings Elementary	Appointment
	FRANCZAK, BRITTANY MARIE CGE TT1 SUP ED SUPPLEME	Coppergate Elementary	Appointment
	FRANKLIN, MACHELE DEVON OLJ BASKETBALL HD JH SUPPLEME	Oakleaf Junior High School	Appointment
	FRANKLIN, MACHELE DEVON OLJ FLAG FOOTBALL HD SH/JH SUPPLEME	Oakleaf Junior High School	Appointment
0.5	FRYE, COURTNEY JEAN SBJ DEPT HD (3-5) SUPPLEME	S. Bryan Jennings Elementary	Appointment
	FUHS, THOMAS M DOE DEPT HEAD (6-10) SUPPLEME	Discovery Oaks Elementary	Appointment
	GAGNON, BRIAN M FIE ELEM PERF/PROD SUPPLEME	Fleming Island Elementary	Appointment
	GANEY, EMMALEE DANIELLE	W.E. Cherry Elementary	Appointment

III. Instructional Actions

F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	WEC DEPT HD (3-5) SUPPLEME		
	GANEY, MATTHEW THOMAS DEPT HEAD RESOURCE SUPPLEME	Grove Park Elementary	Appointment
	GANEY, MATTHEW THOMAS OPJ BASEBALL HEAD JH SUPPLEME	Grove Park Elementary	Appointment
	GANN, ASHLEY NICHOLE INST APPLICATION FACILITATOR SUPPLEME	Lake Asbury Elementary	Appointment
0.5	GANN, ASHLEY NICHOLE LAE SAFETY PATROL SUPPLEME	Lake Asbury Elementary	Appointment
	GARLAND JR, TOMMY L OPJ FOOTBALL ASST JH 25% SUPPLEME	Orange Park Jr High	Appointment
	GARLAND JR, TOMMY L OPJ FOOTBALL ASST JH 75% SUPPLEME	Orange Park Jr High	Appointment
0.5	GAY, DELISHA DAWN LJH DEPT HEAD (6-10) SUPPLEME	Lakeside Junior High	Appointment
	GAY, DELISHA DAWN LJH ESE INTERVENTION FAC. SUPPLEME	Lakeside Junior High	Appointment
	GAYLOR, REBEKAH JULIE LES ELEM PERF/PROD SUPPLEME	Lakeside Elementary	Appointment
	GEESER, MELANIE L OPE DEPT HD (3-5) SUPPLEME	Orange Park Elementary	Appointment
	GEIGER, KRISTEN JANE INST APPLICATION FACILITATOR SUPPLEME	Fleming Island Elementary	Appointment
	GELEGAN, AMANDA MARIE FIE DEPT HD (3-5) SUPPLEME	Fleming Island Elementary	Appointment
	GELINAS, CRYSTAL LEE LAE DEPT HD (3-5) SUPPLEME	Lake Asbury Elementary	Appointment
	GIBBENS, PAULA KAYE WEC DEPT HD (3-5) SUPPLEME	W.E. Cherry Elementary	Appointment
	GIBSON, VICTORIA A LJH CHORAL DIRECTOR SH/JH SUPPLEME	Lakeside Junior High	Appointment
	GIBSON, VICTORIA A LJH CHORUS DIR EOY 2 EVENTS SUPPLEME	Lakeside Junior High	Appointment
	GIBSON, VICTORIA A LJH DRAMA JH SUPPLEME	Lakeside Junior High	Appointment

III. Instructional Actions

F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	GILLENWATERS, MELISSA LYNN KHH DEPT HD (3-5) SUPPLEME	Keystone Heights High School	Appointment
	GILLENWATERS, MELISSA LYNN KHH TITLE 1 SUP ED SUPPLEME	Keystone Heights High School	Appointment
	GLADFELTER, NICOLE MARIE TBE DEPT HD (3-5) SUPPLEME	Thunderbolt Elementary	Appointment
	GLENESKI, NANCY LYNN SBJ ESE INTERVENTION FAC. SUPPLEME	S. Bryan Jennings Elementary	Appointment
0.5	GLIDDEN, KARLA ANN FIE DEPT HD (3-5) SUPPLEME	Fleming Island Elementary	Appointment
	GODWIN, KELLY JOYCE ESOL SUPPORT FACILITATOR SUPPLEME	ESOL	Appointment
	GOLDEN, DAVID KHH CHORAL DIRECTOR SH/JH SUPPLEME	Keystone Heights High School	Appointment
	GOMES, VICTOR GREGORY OPJ DEPT HEAD (6-10) SUPPLEME	Orange Park Jr High	Appointment
	GOMEZ, BETHANY ANNE WES DEPT HEAD (6-10) SUPPLEME	Wilkinson Elementary	Appointment
	GONZALES, JOYCE LYNN LORIO OVE DEPT HEAD (6-10) SUPPLEME	Oakleaf Village Elementary	Appointment
	GONZALEZ, CARLOS J ORTIZ RHS STUDENT COUNCIL SH SUPPLEME	Ridgeview High School	Appointment
	GONZALEZ, MEGAN BROOKS AES DEPT HD (3-5) SUPPLEME	Argyle Elementary	Appointment
	GONZALEZ, VINCENT OWEN CHS CO-CURR CLUB SUPPLEME	Clay High	Appointment
	GONZALEZ, VINCENT OWEN INST APPLICATION FACILITATOR SUPPLEME	Clay High	Appointment
	GOOLSBY, APRIL DENISE KHH STUDENT COUNCIL SH SUPPLEME	Keystone Heights High School	Appointment
0.3	GOURLEY, TAYLOR PAIGE LAE DISCRETIONARY SUPPLEME	Lake Asbury Elementary	Appointment
0.3	GOURLEY, TAYLOR PAIGE LAE ESE INTERVENTION FAC. SUPPLEME	Lake Asbury Elementary	Appointment
	GRAHAM, CLARISSA	Orange Park Jr High	Appointment

III. Instructional Actions

F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	BERNADETTE OPJ ACTIVITY PROG CO JH SUPPLEME		
	GRAHAM, CLARISSA BERNADETTE OPJ FLAG FOOTBALL HD SH/JH SUPPLEME	Orange Park Jr High	Appointment
	GRAHAM, CLARISSA BERNADETTE OPJ SOFTBALL FP ASST JH SUPPLEME	Orange Park Jr High	Appointment
	GRANGER, CHRISTINA LYNN MHS CO-CURR CLUB SUPPLEME	Career And Technical Education	Appointment
	GRIMM, AMY GREENE FIH CO-CURR CLUB SUPPLEME	Career And Technical Education	Appointment
	GROOVER, SUZANNE M CHE DEPT HD (3-5) SUPPLEME	Clay Hill Elementary	Appointment
	GRULLON, DAVID ANTONIO FIH BAND DIR SH SUPPLEME	Fleming Island High School	Appointment
	GUESS, CARLI ELIZABETH DIS DEPT HD (3-5) SUPPLEME	Doctors Inlet Elementary	Appointment
	GULDI, MALLORY MEREDITH FIH CO-CURR CLUB SUPPLEME	Fleming Island High School	Appointment
0.5	GULLETT, CAREY PIERCE OPE DISCRETIONARY SUPPLEME	Orange Park Elementary	Appointment
	GUMS, SARA ELIZABETH WJH SOFTBALL FP HD JH SUPPLEME	Wilkinson Jr High	Appointment
	GUMS, SARA ELIZABETH WJH VOLLEYBALL HD JH SUPPLEME	Wilkinson Jr High	Appointment
	GUNTER, STEPHANIE G KHE DEPT HEAD (6-10) SUPPLEME	Keystone Heights Elementary	Appointment
2.0	GWALTNEY, VICTORIA LEIGH OHS CO-CURR CLUB SUPPLEME	Oakleaf High School	Appointment
	HAIR, GLENN P OPJ DEPT HD (3-5) SUPPLEME	Orange Park Jr High	Appointment
	HALE, PHYLLIS GENE FIE DISCRETIONARY SUPPLEME	Fleming Island Elementary	Appointment
	HALL, BRITTANY MONIQUE ESOL SUPPORT FACILITATOR SUPPLEME	Thunderbolt Elementary	Appointment
	HALL, BROOKLYNN MARIE KHH CO-CURR CLUB SUPPLEME	Keystone Heights High School	Appointment

III. Instructional Actions

F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	HALL, KATHERYN LEE MHS SOPHMORE CLASS SPON SUPPLEME	Middleburg High	Appointment
	HALLSTEIN, CINDY MARIE GPE DEPT HD (3-5) SUPPLEME	Grove Park Elementary	Appointment
	HAMILTON, DANIELLE ELIZABETH LAE DEPT HEAD (6-10) SUPPLEME	Lake Asbury Elementary	Appointment
	HAMMER, PENNY DIANE OVE DEPT HEAD (6-10) SUPPLEME	Oakleaf Village Elementary	Appointment
	HAMMOND, LISA MARIE INST APPLICATION FACILITATOR SUPPLEME	Orange Park Jr High	Appointment
	HAMMOND, LISA MARIE OPJ DEPT HEAD (6-10) SUPPLEME	Orange Park Jr High	Appointment
	HAMMOND, LISA MARIE OPJ SCI FAIR COOR LOCAL SUPPLEME	Orange Park Jr High	Appointment
0.5	HANLIN, ANITA LYNN DIS DEPT HEAD (6-10) SUPPLEME	Doctors Inlet Elementary	Appointment
	HANSON, SARAH ELLIOTT ESOL SUPPORT FACILITATOR SUPPLEME	ESOL	Appointment
	HARRIS, CHRISTOPHER CHARLES OPE DEPT HD (3-5) SUPPLEME	Orange Park Elementary	Appointment
	HARRISON, CRYSTAL ELAINE RHS SWIMMING HD SH SUPPLEME	Doctors Inlet Elementary	Appointment
	HASH, LAURA ANN DEPT HEAD RESOURCE SUPPLEME	Wilkinson Elementary	Appointment
	HAYES, ANN MARIE GCJ DEPT HEAD (11-16) SUPPLEME	Green Cove Springs Junior High	Appointment
	HAYNES, MICHELLE ANNE ESOL SUPPORT FACILITATOR SUPPLEME	ESOL	Appointment
	HEALY, SAMANTHA MICHEAL RHS CHEERLEADING JV SUPPLEME	Ridgeview High School	Appointment
	HEITMAN, ANDREW T SPC DEPT HD (3-5) SUPPLEME	Swimming Pen Creek Elem	Appointment
	HENDRICKS, MELISSA RENEE MHS CO-CURR CLUB SUPPLEME	Middleburg High	Appointment
	HINTON, TAYLOR N WJH VOLLEYBALL HD JH	Wilkinson Jr High	Appointment

III. Instructional Actions

F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	SUPPLEME		
	HOLCOMBE, COURTNEY GRAYCE SPC ELEM PERF/PROD SUPPLEME	Swimming Pen Creek Elem	Appointment
	HOLDREN, BRANDEN KYLE RHS SOCCER HEAD JV SUPPLEME	Ridgeview High School	Appointment
	HOLEMAN, JAMES A CHS DEPT HD (3-5) SUPPLEME	Clay High	Appointment
	HOVSEPIAN, TARA JENNIFER KHH DEPT HEAD (6-10) SUPPLEME	Keystone Heights High School	Appointment
	HUBE, SHANNON RENEE LJH ANNUAL STAFF JH SUPPLEME	Lakeside Junior High	Appointment
	HUBE, SHANNON RENEE LJH CO-CURR CLUB SUPPLEME	Lakeside Junior High	Appointment
	HUBE, SHANNON RENEE LJH DEPT HD (3-5) SUPPLEME	Lakeside Junior High	Appointment
	HUNT, KATHERINE JO ANNE LES DEPT HD (3-5) SUPPLEME	Lakeside Elementary	Appointment
	HURLOCK, LISA MARIE OVE ESE INTERVENTION FAC. SUPPLEME	Oakleaf Village Elementary	Appointment
	IACOB, PAIGE DARCIE OPJ ACADEMIC COACH, LOCAL SUPPLEME	Orange Park Jr High	Appointment
	IACOB, PAIGE DARCIE OPJ DEPT HEAD (6-10) SUPPLEME	Orange Park Jr High	Appointment
	IACOB, PAIGE DARCIE OPJ NATION JUNIOR HONOR SOC SUPPLEME	Orange Park Jr High	Appointment
	IGOU, SHANA LEE OPJ DEPT HEAD (6-10) SUPPLEME	Orange Park Jr High	Appointment
0.5	IVINS, AMANDA MARIE LES DEPT HD (3-5) SUPPLEME	Lakeside Elementary	Appointment
0.5	JACKSON, CARL LLOYD RHS DEPT HEAD (6-10) SUPPLEME	Ridgeview High School	Appointment
	JACKSON, CARL LLOYD RHS GOLF HD SH SUPPLEME	Ridgeview High School	Appointment
	JACKSON, CARL LLOYD RHS TRACK HD SH SUPPLEME	Ridgeview High School	Appointment
	JACKSON, ISIAH LEMETRICE RHS BASKETBALL HD SH	Ridgeview High School	Appointment

III. Instructional Actions

F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	SUPPLEME		
	JACKSON, SALLY ANN KHH DRAMA SH SUPPLEME	Keystone Heights High School	Appointment
	JACKSON, SALLY ANN KHH SENIOR CLASS SPONSOR SUPPLEME	Keystone Heights High School	Appointment
	JACKSON-SOUTHAM, SHANNON M KHH DANCE TEAM SH SUPPLEME	Keystone Heights High School	Appointment
	JAMES, ELIZABETH ANNE GPE DISCRETIONARY SUPPLEME	Grove Park Elementary	Appointment
	JANKE, SHANNON NICOLE OLJ CROSS COUNTRY HD SH SUPPLEME	Oakleaf Junior High School	Appointment
	JANKE, SHANNON NICOLE OLJ TRACK ASST JH SUPPLEME	Oakleaf Junior High School	Appointment
0.5	JANKOWSKI, MEAGHAN BROOKE KHE DEPT HEAD (6-10) SUPPLEME	Keystone Heights Elementary	Appointment
	JENSEN, APRIL MARIE LAE DEPT HEAD (6-10) SUPPLEME	Lake Asbury Elementary	Appointment
	JIMENEZ-SANTIAGO, SAUL RHS BASEBALL HEAD SH SUPPLEME	Ridgeview High School	Appointment
	JOHNS, BENJAMIN G CHE ELEM PERF/PROD SUPPLEME	Clay Hill Elementary	Appointment
	JOHNS, DANIEL T SBJ ELEM PERF/PROD SUPPLEME	S. Bryan Jennings Elementary	Appointment
0.5	JOHNSON, CORRINE NADINE LES DEPT HD (3-5) SUPPLEME	Lakeside Elementary	Appointment
	JOHNSON, JOELLE NICHOLE DOE DEPT HD (3-5) SUPPLEME	Discovery Oaks Elementary	Appointment
0.5	JOHNSON, MADISON PEARL FIH NATIONAL BETA CLUB SP SUPPLEME	Fleming Island High School	Appointment
	JOHNSON, STACEY MICHELLE FIE DEPT HD (3-5) SUPPLEME	Fleming Island Elementary	Appointment
	JOHNSTON, ELIZABETH ANN RHS CO-CURR CLUB SUPPLEME	Ridgeview High School	Appointment
	JONES, JONATHAN CHARLES INST APPLICATION FACILITATOR SUPPLEME	Lakeside Junior High	Appointment
	JONES, JONATHAN CHARLES	Lakeside Junior High	Appointment

III. Instructional Actions

F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	LJH DEPT HEAD (6-10) SUPPLEME		
	JONES, MARY L WES TITLE 1 SUP ED SUPPLEME	Wilkinson Elementary	Appointment
	JOURDAN, JANA A ROE DEPT HD (3-5) SUPPLEME	Rideout Elementary	Appointment
	KANDT, SIERRA DANYELLE POE DEPT HD (3-5) SUPPLEME	Plantation Oaks Elementary	Appointment
	KEATON, STEPHANIE DAWN MHS CO-CURR CLUB SUPPLEME	Middleburg High	Appointment
	KELLER, RODNEY SCOTT CVA DEPT HEAD (6-10) SUPPLEME	Clay Virtual Academy	Appointment
0.5	KENDRICK, JULIE ANNE FIH DEPT HEAD (11-16) SUPPLEME	Fleming Island High School	Appointment
	KERN, KATERI MARIAH LES DEPT HD (3-5) SUPPLEME	Lakeside Elementary	Appointment
	KEY, ALFRALISA OPH CO-CURR CLUB SUPPLEME	Orange Park High	Appointment
	KIEM, ANDREA NICOLE OPJ DRAMA JH SUPPLEME	Orange Park Jr High	Appointment
	KING, DAWN MARIE CEB DEPT HD (3-5) SUPPLEME	Charles E. Bennett Elementary	Appointment
	KING, MALLORY ANNE ROE ESE INTERVENTION FAC. SUPPLEME	Rideout Elementary	Appointment
	KIRK, LAURA MARIE FIH DEPT HEAD 17-20 SUPPLEME	Fleming Island High School	Appointment
	KIRK, LAURA MARIE FIH JUNIOR CLASS SPONSOR SUPPLEME	Fleming Island High School	Appointment
0.5	KIRK, LAURA MARIE FIH STUDENT COUNCIL SH SUPPLEME	Fleming Island High School	Appointment
	KIRKLAND, BRANDI LEIGH KHE DEPT HD (3-5) SUPPLEME	Keystone Heights Elementary	Appointment
	KIRKLAND, BRENDA SUE LAJ CO-CURR CLUB SUPPLEME	Lake Asbury Junior High School	Appointment
	KNIGHT, SHERRILL NICOLE CVA TECH COACH SEC SUPPLEME	Clay Virtual Academy	Appointment
	KNIGHT, SHERRILL NICOLE LJH SCI FAIR COOR LOCAL SUPPLEME	Clay Virtual Academy	Appointment

III. Instructional Actions

F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	KRIENER, BRECLYN F AES DEPT HD (3-5) SUPPLEME	Argyle Elementary	Appointment
	LANG, JENNIFER H DIS DEPT HD (3-5) SUPPLEME	Doctors Inlet Elementary	Appointment
	LAPIERRE, AMY ELIZABETH RHS DEPT HEAD (6-10) SUPPLEME	Ridgeview High School	Appointment
	LEAVITT, CALEB JAMES SBJ DEPT HEAD (6-10) SUPPLEME	S. Bryan Jennings Elementary	Appointment
	LEE, JENNY ELISABETH LES DEPT HD (3-5) SUPPLEME	Lakeside Elementary	Appointment
0.5	LEE, JENNY ELISABETH LES TT1 SUP ED SUPPLEME	Lakeside Elementary	Appointment
	LEEDY, AMANDA STARR LAE DEPT HEAD (6-10) SUPPLEME	Lake Asbury Elementary	Appointment
	LEGETTE, SHIRLEY ELAINE WES DEPT HEAD (6-10) SUPPLEME	Wilkinson Elementary	Appointment
	LEGGETT, MARK HOWARD OLJ FOOTBALL ASST JH 25% SUPPLEME	Oakleaf Junior High School	Appointment
	LEGGETT, MARK HOWARD OLJ FOOTBALL ASST JH 75% SUPPLEME	Oakleaf Junior High School	Appointment
	LEVINSON, MICHELLE P DEPT HEAD RESOURCE SUPPLEME	Oakleaf Village Elementary	Appointment
	LEWIS, DONEISHA SHERNILA GPE DEPT HD (3-5) SUPPLEME	Grove Park Elementary	Appointment
	LEWIS, MARNE ANN DOE ESE INTERVENTION FAC. SUPPLEME	Discovery Oaks Elementary	Appointment
	LINDQUIST, ANGELA K KHH DEPT HEAD (11-16) SUPPLEME	Keystone Heights High School	Appointment
	LINDQUIST, ANGELA K KHH ESE INTERVENTION FAC. SUPPLEME	Keystone Heights High School	Appointment
	LOCKLIN, TOM DEAN OPJ BASEBALL ASST JH SUPPLEME	Orange Park Jr High	Appointment
0.3	LOCKMAN, TRACY RUTH LAE DISCRETIONARY SUPPLEME	Lake Asbury Elementary	Appointment
0.3	LOCKMAN, TRACY RUTH LAE ESE INTERVENTION FAC. SUPPLEME	Lake Asbury Elementary	Appointment
	LOONEY, KERRI RENEE CHS DEPT HEAD (6-10)	Clay High	Appointment

III. Instructional Actions

F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	SUPPLEME		
	LOVELAND, CHRISTINE FRANCES LES DEPT HEAD (6-10) SUPPLEME	Lakeside Elementary	Appointment
	LOWANS, ALLYSON ELIZABETH DEPT HEAD RESOURCE SUPPLEME	Clay Hill Elementary	Appointment
	LOWANS, ALLYSON ELIZABETH INST APPLICATION FACILITATOR SUPPLEME	Clay Hill Elementary	Appointment
	LOWE, GINNY CHARLENE FIH SOPHMORE CLASS SPON SUPPLEME	Fleming Island High School	Appointment
0.5	LOWE, GINNY CHARLENE FIH STUDENT COUNCIL SH SUPPLEME	Fleming Island High School	Appointment
	LUNSFORD, SHERRI LYNN POE DEPT HEAD (11-16) SUPPLEME	Exceptional Student Education	Appointment
0.5	MACKENZIE, BARBARA LYNN WJH DEPT HEAD (6-10) SUPPLEME	Wilkinson Jr High	Appointment
	MACPHERSON, SAMANTHA RENE FIH DANCE TEAM SH SUPPLEME	Fleming Island High School	Appointment
	MADINE, NICOLE L SPC DEPT HD (3-5) SUPPLEME	Swimming Pen Creek Elem	Appointment
	MAGLOFF, KATHRYN CHRISTINE RHS DEPT HEAD (6-10) SUPPLEME	Ridgeview High School	Appointment
	MAGLOFF, KATHRYN CHRISTINE RHS ESE INTERVENTION FAC. SUPPLEME	Ridgeview High School	Appointment
	MAKAR, KRISTIN AMBER RVE ESE INTERVENTION FAC. SUPPLEME	Ridgeview Elementary	Appointment
	MALY, RICHARD LEE LJH ACADEMIC COACH, LOCAL SUPPLEME	Lakeside Junior High	Appointment
	MANN, MELISSA KHE ELEM PERF/PROD SUPPLEME	Keystone Heights Elementary	Appointment
0.5	MANSEL-TUCKER, TAMARA D RHS DANCE TEAM SH SUPPLEME	Career And Technical Education	Appointment
	MARKEL, CIARRA ANNALISE GPE DEPT HD (3-5) SUPPLEME	Grove Park Elementary	Appointment
	MARKUM, COLLIN JAMES MHS ACADEMIC COACH,	Middleburg High	Appointment

III. Instructional Actions

F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	LOCAL SUPPLEME		
0.5	MARQUART, JESSICA ANN KHH ACTIVITY PROG CO JH SUPPLEME	Keystone Heights High School	Appointment
0.5	MARROLETTI, CIERRA LEANN TBE DEPT HD (3-5) SUPPLEME	Thunderbolt Elementary	Appointment
0.5	MARTELLE, JASON SCOTT LJH DEPT HEAD (6-10) SUPPLEME	Lakeside Junior High	Appointment
	MARTELLE, JASON SCOTT LJH MATH TEAM SPONSOR SUPPLEME	Lakeside Junior High	Appointment
	MARTI, BRIAN MICHAEL CHS CO-CURR CLUB SUPPLEME	Clay High	Appointment
	MARTIN, VICTORIA L MBE DEPT HEAD (6-10) SUPPLEME	Middleburg Elementary	Appointment
0.5	MASON, KRYSTAL MARIE OVE DEPT HEAD (6-10) SUPPLEME	Oakleaf Village Elementary	Appointment
	MASSEY, BRIAN THOMAS INST APPLICATION FACILITATOR SUPPLEME	Wilkinson Elementary	Appointment
	MATHIS, BILLY J MHS CO-CURR CLUB SUPPLEME	Middleburg High	Appointment
	MATHIS, BILLY J MHS DEPT HEAD (6-10) SUPPLEME	Middleburg High	Appointment
	MATHIS, JAMIE LEIGH OPE DEPT HD (3-5) SUPPLEME	Orange Park Elementary	Appointment
0.5	MATHIS, JAMIE LEIGH OPE DISCRETIONARY SUPPLEME	Orange Park Elementary	Appointment
	MATTHEW, ANGELA ALICE INST APPLICATION FACILITATOR SUPPLEME	Middleburg High	Appointment
	MATTHEW, ANGELA ALICE MHS DEPT HEAD (6-10) SUPPLEME	Middleburg High	Appointment
	MATZEN, MACKENZIE ANNE LAE DEPT HD (3-5) SUPPLEME	Lake Asbury Elementary	Appointment
	MAULDIN, ADDYSON VICTORIA RHS SOFTBALL FP ASST SH SUPPLEME	Ridgeview High School	Appointment
	MAULDIN, ADDYSON VICTORIA RHS WEIGHTLIFTING HD SH SUPPLEME	Ridgeview High School	Appointment
	MAYFIELD, AMY YOUNG	Ridgeview High School	Appointment

III. Instructional Actions

F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	RHS DEPT HEAD (6-10) SUPPLEME		
	MCCLAIN, AMY LYNN CHS SOPHMORE SUPPLEME	Clay High	Appointment
0.5	MCCLOUD, LISA A LAE DEPT HEAD 17-20 SUPPLEME	Lake Asbury Elementary	Appointment
0.5	MCCORD, AMY C SPC DEPT HD (3-5) SUPPLEME	Swimming Pen Creek Elem	Appointment
0.5	MCDADE, LINDSAY E RHS DRAMA SH SUPPLEME	Ridgeview High School	Appointment
	MCDADE, LORI ALLEN DEPT HEAD RESOURCE SUPPLEME	Fleming Island Elementary	Appointment
	MCDONALD, TEANDRIA TOINS DOE DEPT HEAD (6-10) SUPPLEME	Discovery Oaks Elementary	Appointment
	MCGHGHY, LINDA FAYE BLC DEPT HEAD (11-16) SUPPLEME	Bannerman Learning Center	Appointment
	MCGHGHY, LINDA FAYE BLC ESE INTERVENTION FAC. SUPPLEME	Bannerman Learning Center	Appointment
	MCGHGHY, LINDA FAYE INST APPLICATION FACILITATOR SUPPLEME	Bannerman Learning Center	Appointment
	MCKELVAIN, DENNIS JOHN OPJ WRESTLING HD JH SUPPLEME	Orange Park Jr High	Appointment
	MCKIERNAN, LAUREN AMBROSE POE DEPT HD (3-5) SUPPLEME	Plantation Oaks Elementary	Appointment
	MCLAIN, ERIN MIRANDA CEB ELEM PERF/PROD SUPPLEME	Charles E. Bennett Elementary	Appointment
	MCQUAIN, JOHANNA LOUGHRAN DEPT HEAD RESOURCE SUPPLEME	Thunderbolt Elementary	Appointment
	MCREE, JULIE ROXANNE MHS DEPT HEAD (11-16) SUPPLEME	Middleburg High	Appointment
	MCREE, MAEGAN BROOKE MHS ANNUAL STAFF SH SUPPLEME	Middleburg High	Appointment
	MIDDLETON, GAVIN CROSS CHS CO-CURR CLUB SUPPLEME	Clay High	Appointment
	MILAM, HEATHER LYNN MHS NATIONA HONOR SOCIETY	Middleburg High	Appointment

III. Instructional Actions

F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	SUPPLEME		
	MILAM, HEATHER LYNN MHS NATIONAL BETA CLUB SP SUPPLEME	Middleburg High	Appointment
	MILLER JR, CHARLES R WJH BASEBALL HEAD JH SUPPLEME	Wilkinson Jr High	Appointment
	MILLER JR, CHARLES R WJH WRESTLING HD JH SUPPLEME	Wilkinson Jr High	Appointment
0.5	MILLER, EMILY THOMAS TBE DEPT HEAD (11-16) SUPPLEME	Thunderbolt Elementary	Appointment
	MILLER, LISA M FIE SAFETY PATROL SUPPLEME	Fleming Island Elementary	Appointment
0.5	MILLER, TRACI MICHELLE AES DEPT HD (3-5) SUPPLEME	Argyle Elementary	Appointment
	MILLER, VICTORIA LIEN CHS ACADEMIC COACH, LOCAL SUPPLEME	Clay High	Appointment
2.0	MILLER, VICTORIA LIEN CHS DEPT HD (3-5) SUPPLEME	Clay High	Appointment
	MILLS, KATLYN NICOLE SPC ESE INTERVENTION FAC. SUPPLEME	Swimming Pen Creek Elem	Appointment
	MINEO, KRISTI FRANCES DIS DEPT HD (3-5) SUPPLEME	Doctors Inlet Elementary	Appointment
	MONCRIEF, HELEN SUZANNE KHH NATION JUNIOR HONOR SOC SUPPLEME	Keystone Heights High School	Appointment
	MONCRIEF, HELEN SUZANNE KHH NATIONA HONOR SOCIETY SUPPLEME	Keystone Heights High School	Appointment
	MONCRIEF, HELEN SUZANNE KHH NATIONAL BETA CLUB SP SUPPLEME	Keystone Heights High School	Appointment
	MOORE, BRITTANY MIHALIK FIH DEPT HEAD (11-16) SUPPLEME	Fleming Island High School	Appointment
	MORALES, ALIANA OLJ CHORAL DIRECTOR SH/JH SUPPLEME	Oakleaf Junior High School	Appointment
	MORALES, ALIANA OLJ CHORUS DIR EOY 2 EVENTS SUPPLEME	Oakleaf Junior High School	Appointment
	MORAN, HAYLEY GRACE POE DEPT HD (3-5) SUPPLEME	Plantation Oaks Elementary	Appointment
	MORELAND, JESSICA ANN	Shadowlawn Elementary	Appointment

III. Instructional Actions

F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	SLE DEPT HEAD (6-10) SUPPLEME		
	MORGAN, ASHLEE LAYNE AES DEPT HD (3-5) SUPPLEME	Argyle Elementary	Appointment
	MORGAN, ASHLEE LAYNE AES SAFETY PATROL SUPPLEME	Argyle Elementary	Appointment
	MORGAN, MICHELLE L GCJ DEPT HEAD (6-10) SUPPLEME	Green Cove Springs Junior High	Appointment
	MORRIS, BRITTANY LYNNE MBE DEPT HD (3-5) SUPPLEME	Middleburg Elementary	Appointment
	MOSS, MCKENZIE ERIN CHE DEPT HD (3-5) SUPPLEME	Clay Hill Elementary	Appointment
	MULLINS, AMBER-LYNN MARIE OVE DEPT HEAD (6-10) SUPPLEME	Oakleaf Village Elementary	Appointment
	MURCH, GARY SCOTT WEC ELEM PERF/PROD SUPPLEME	W.E. Cherry Elementary	Appointment
0.5	NEBESNYK, HEIDI RENE FIE DEPT HEAD (11-16) SUPPLEME	Fleming Island Elementary	Appointment
	NETHERLAND, CARLY DEANNE FIH DEPT HD (3-5) SUPPLEME	Fleming Island High School	Appointment
	NGUYEN, ANGELA L GPE TT1 SUP ED SUPPLEME	Grove Park Elementary	Appointment
	NIMMO-OLSEN, HEATHER ELIZABETH OLJ ACTIVITY PROG CO JH SUPPLEME	Oakleaf Junior High School	Appointment
	NOONEY, CHRISTOPHER A INST APPLICATION FACILITATOR SUPPLEME	Green Cove Springs Junior High	Appointment
	NORMAN, BENJAMIN ALAN FIH CHORAL DIRECTOR SH/JH SUPPLEME	Fleming Island High School	Appointment
	NORRIS, DELRAYE ADRIANNA RHS SWIMMING HD SH SUPPLEME	Ridgeview High School	Appointment
	NOSSE, ASHLEIGH TARA GCJ DEPT HD (3-5) SUPPLEME	Green Cove Springs Junior High	Appointment
	NOTICE, STACYANN JULIET CHS CO-CURR CLUB SUPPLEME	Oakleaf Junior High School	Appointment
	O SHIELDS, CHRISTOPHER DENNIS OLJ FOOTBALL HD JH 25% SUPPLEME	Oakleaf Junior High School	Appointment

III. Instructional Actions

F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	O SHIELDS, CHRISTOPHER DENNIS OLJ FOOTBALL HD JH 75% SUPPLEME	Oakleaf Junior High School	Appointment
	O SHIELDS, CHRISTOPHER DENNIS OLJ TRACK HD JH SUPPLEME	Oakleaf Junior High School	Appointment
0.5	ODONNELL, CAITLIN PATRICIA CEB DEPT HD (3-5) SUPPLEME	Charles E. Bennett Elementary	Appointment
	OHLENDORF, FAITH CHRISTINA SPC DEPT HD (3-5) SUPPLEME	Swimming Pen Creek Elem	Appointment
0.5	PAGE, HOLLIANNE MERCY KHE DEPT HD (3-5) SUPPLEME	Keystone Heights Elementary	Appointment
0.5	PAINE, LAUREN DANIELLE DEPT HEAD RESOURCE SUPPLEME	Doctors Inlet Elementary	Appointment
	PAINE, LAUREN DANIELLE INST APPLICATION FACILITATOR SUPPLEME	Doctors Inlet Elementary	Appointment
	PALMER, CATHY S TBE DEPT HD (3-5) SUPPLEME	Thunderbolt Elementary	Appointment
	PAPAIANNI, TAYLOR ANNE MBE DEPT HD (3-5) SUPPLEME	Middleburg Elementary	Appointment
0.7	PARKER, ASHLEY MARIE SLE DEPT HD (3-5) SUPPLEME	Shadowlawn Elementary	Appointment
	PATERNOSTER, DAWN MARIE SPC DEPT HD (3-5) SUPPLEME	Swimming Pen Creek Elem	Appointment
	PATTERSON, LLOYD CLARK LJH DISCRETIONARY SUPPLEME	Lakeside Junior High	Appointment
	PELECH, ASHLEY LOUISE MOORE OPJ TRACK HD JH SUPPLEME	Orange Park Jr High	Appointment
	PELECH, ASHLEY LOUISE MOORE OPJ VOLLEYBALL HD JH SUPPLEME	Orange Park Jr High	Appointment
	PELLEGRIN, APRIL MARIE OLJ DEPT HEAD (11-16) SUPPLEME	Oakleaf Junior High School	Appointment
	PELLEGRINI, CAITLYN A GCJ BAND DIR JH SUPPLEME	Green Cove Springs Junior High	Appointment
	PELLEGRINI, CAITLYN A GCJ BAND END OF YEAR 2 FEST SUPPLEME	Green Cove Springs Junior High	Appointment

III. Instructional Actions

F. SUPPLEMENT

<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
PELLEGRINI, CAITLYN A GCJ CHORAL DIRECTOR SH/JH SUPPLEME	Green Cove Springs Junior High	Appointment
PELLEGRINI, CAITLYN A GCJ CHORUS DIR EOY 2 EVENTS SUPPLEME	Green Cove Springs Junior High	Appointment
PELLEGRINI, CAITLYN A GCJ DRAMA JH SUPPLEME	Green Cove Springs Junior High	Appointment
PEREA, MARLENE RVE DEPT HD (3-5) SUPPLEME	Ridgeview Elementary	Appointment
PEREZ, ERIKA LYN DOE DEPT HEAD (6-10) SUPPLEME	Discovery Oaks Elementary	Appointment
PEREZ, MABEL MARIE SLE ELEM PERF/PROD SUPPLEME	Shadowlawn Elementary	Appointment
PERRY, CHAD D DEPT HEAD RESOURCE SUPPLEME	Lakeside Elementary	Appointment
PETERSON, MELISSA ANNE ROE DISCRETIONARY SUPPLEME	Rideout Elementary	Appointment
PFUNTNER, TRACY LYNN OPE DEPT HD (3-5) SUPPLEME	Orange Park Elementary	Appointment
PHELPS, SHANNON ELIZABETH WEC DEPT HD (3-5) SUPPLEME	W.E. Cherry Elementary	Appointment
PICKMAN, STEPHANIE RAE DEPT HEAD RESOURCE SUPPLEME	Swimming Pen Creek Elem	Appointment
PICKMAN, STEPHANIE RAE SPC DISCRETIONARY SUPPLEME	Swimming Pen Creek Elem	Appointment
PIKE, CARRIE ANN TBE DEPT HEAD (6-10) SUPPLEME	Thunderbolt Elementary	Appointment
PIKE, ZEBULON MONTGOMERY WJH FOOTBALL ASST JH 25% SUPPLEME	Wilkinson Jr High	Appointment
PIKE, ZEBULON MONTGOMERY WJH FOOTBALL ASST JH 75% SUPPLEME	Wilkinson Jr High	Appointment
PINKSTON, RACHEL PATRICIA INST APPLICATION FACILITATOR SUPPLEME	W.E. Cherry Elementary	Appointment
PINKSTON, RACHEL PATRICIA WEC DEPT HD (3-5) SUPPLEME	W.E. Cherry Elementary	Appointment
PITTMAN, MEREDITH ALAIR CHE DEPT HD (3-5) SUPPLEME	Clay Hill Elementary	Appointment

III. Instructional Actions

F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	POMEROY, CHEYENNE DAKOTA ROE DEPT HD (3-5) SUPPLEME	Rideout Elementary	Appointment
	POUNDS, AMANDA ANN OPE DEPT HD (3-5) SUPPLEME	Orange Park Elementary	Appointment
	PRATHER, DANEEN WES DEPT HEAD (6-10) SUPPLEME	Wilkinson Elementary	Appointment
	PRICHARD, SARAH ANN RVE DEPT HD (3-5) SUPPLEME	Ridgeview Elementary	Appointment
	PRYOR, EMILY ANNE DIS DEPT HD (3-5) SUPPLEME	Doctors Inlet Elementary	Appointment
	PUGH, MELISSA ANN MCE TT1 SUP ED SUPPLEME	Montclair Elementary	Appointment
0.5	PURVIS, TAYLOR LAYNE DIS SAFETY PATROL SUPPLEME	Doctors Inlet Elementary	Appointment
	QUIETT, SARA ELIZABETH INST APPLICATION FACILITATOR SUPPLEME	Middleburg Elementary	Appointment
	QUIETT, SARA ELIZABETH MBE DEPT HD (3-5) SUPPLEME	Middleburg Elementary	Appointment
	QUILLIN, LAUREN ALIA MBE DEPT HD (3-5) SUPPLEME	Middleburg Elementary	Appointment
	QUILLIN, LAUREN ALIA MBE SAFETY PATROL SUPPLEME	Middleburg Elementary	Appointment
	RAY, JORDAN LEE RHS DEPT HEAD (11-16) SUPPLEME	Ridgeview High School	Appointment
	RAY, NATALIE ESNEAULT ROE DEPT HD (3-5) SUPPLEME	Rideout Elementary	Appointment
	REID, MARTHA FRANKLIN OVE ELEM PERF/PROD SUPPLEME	Oakleaf Village Elementary	Appointment
	REPPER, KIMBERLI DAWN FIH ESE INTERVENTION FAC. SUPPLEME	Fleming Island High School	Appointment
	RESCHKE, POLLY KATHLEEN KHE DEPT HD (3-5) SUPPLEME	Keystone Heights Elementary	Appointment
	RESIGA, ENIKO RHS NATIONAL BETA CLUB SP SUPPLEME	Ridgeview High School	Appointment
	RICHARD, KRISTEN L WJH BAND DIR JH SUPPLEME	Wilkinson Jr High	Appointment

III. Instructional Actions

F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	RICHARD, KRISTEN L WJH BAND END OF YEAR 2 FEST SUPPLEME	Wilkinson Jr High	Appointment
	RICHARD, KRISTEN L WJH CHORAL DIRECTOR SH/JH SUPPLEME	Wilkinson Jr High	Appointment
	RICHARD, KRISTEN L WJH CHORUS DIR EOY 2 EVENTS SUPPLEME	Wilkinson Jr High	Appointment
	RICHARD, KRISTEN L WJH DRAMA JH SUPPLEME	Wilkinson Jr High	Appointment
	RICHARD, LEANNE MADISON SPC DEPT HD (3-5) SUPPLEME	Swimming Pen Creek Elem	Appointment
	RICHARDSON, CLAYTON SWANN CHS DEPT HD (3-5) SUPPLEME	Clay High	Appointment
	RICHMOND, BERNARD DWAYNE OLJ BASEBALL ASST JH SUPPLEME	Oakleaf Junior High School	Appointment
	RICHMOND, BERNARD DWAYNE OLJ FOOTBALL ASST JH 25% SUPPLEME	Oakleaf Junior High School	Appointment
	RICHMOND, BERNARD DWAYNE OLJ FOOTBALL ASST JH 75% SUPPLEME	Oakleaf Junior High School	Appointment
0.5	RIVERA, MIGUEL ANTON AES DEPT HD (3-5) SUPPLEME	Argyle Elementary	Appointment
	ROBBINS, LARRY D KHH CO-CURR CLUB SUPPLEME	Keystone Heights High School	Appointment
	ROBBINS, MICHELLE MAE INST APPLICATION FACILITATOR SUPPLEME	Rideout Elementary	Appointment
	ROBERTS, CHRISTOPHER ALLEN OLJ SOCCER HEAD JH SUPPLEME	Oakleaf Junior High School	Appointment
	ROBERTS, PEGGY SUE MHS CO-CURR CLUB SUPPLEME	Middleburg High	Appointment
	ROBINSON, LASANDRA ROCHELLE RHS CO-CURR CLUB SUPPLEME	Ridgeview High School	Appointment
0.5	ROBINSON, LASANDRA ROCHELLE RHS DANCE TEAM SH SUPPLEME	Ridgeview High School	Appointment

III. Instructional Actions

F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	ROBLES, CARMINE NOEL AES DEPT HD (3-5) SUPPLEME	Argyle Elementary	Appointment
	ROCKWELL, JESSICA L INST APPLICATION FACILITATOR SUPPLEME	Wilkinson Jr High	Appointment
0.5	ROCKWELL, JESSICA L WJH DEPT HEAD (6-10) SUPPLEME	Wilkinson Jr High	Appointment
	ROCKWELL, JESSICA L WJH TT1 SUP ED SUPPLEME	Wilkinson Jr High	Appointment
	RODRIGUEZ, MIRANDA LANE MHS DEPT HEAD 17-20 SUPPLEME	Middleburg High	Appointment
	RODRIGUEZ, MIRANDA LANE MHS FRESHMAN CLASS SPONSOR SUPPLEME	Middleburg High	Appointment
	ROE, CHRISTINE PAULINE OHS CO-CURR CLUB SUPPLEME	Oakleaf High School	Appointment
	ROMANO, DEIRDRE VICTORIA MBE DEPT HD (3-5) SUPPLEME	Middleburg Elementary	Appointment
	ROSENBAUM, TANNER NICOLE WJH CO-CURR CLUB SUPPLEME	Wilkinson Jr High	Appointment
	ROSS, COURTNEY HALL CVA ESE INTERVENTION FAC. SUPPLEME	Clay Virtual Academy	Appointment
	ROVNAK, PAULA JEAN TBE SAFETY PATROL SUPPLEME	Thunderbolt Elementary	Appointment
	RUCKERSFELDT, JORDAN DANIELLE SBJ TT1 SUP ED SUPPLEME	S. Bryan Jennings Elementary	Appointment
	RUELAS, KATHRYN EMILY SIP SCI FAIR COOR, DISTRICT SUPPLEME	PROFESSIONAL DEVELOPMENT	Appointment
	RUNDIO, JORDAN MARIE WES DEPT HEAD (6-10) SUPPLEME	Wilkinson Elementary	Appointment
	RUNDIO, JORDAN MARIE WES SAFETY PATROL SUPPLEME	Wilkinson Elementary	Appointment
	RUOSS, MEGAN MARIE WES DEPT HEAD (6-10) SUPPLEME	Wilkinson Elementary	Appointment
	RUSSO, JANE MARIE OVE DEPT HEAD (6-10) SUPPLEME	Oakleaf Village Elementary	Appointment
	RUSZKOWSKI, SHAWN MARIE OPJ VOLLEYBALL HD JH	Orange Park Jr High	Appointment

III. Instructional Actions

F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	SUPPLEME		
0.5	SALEM, JAMISON REBECCA LJH DEPT HEAD (6-10) SUPPLEME	Lakeside Junior High	Appointment
	SAMPLES, AARON L OHS CO-CURR CLUB SUPPLEME	Oakleaf High School	Appointment
	SANDERS, ALLISON JAMES INST APPLICATION FACILITATOR SUPPLEME	Keystone Heights Elementary	Appointment
	SANDERS, ALLISON JAMES KHE DEPT HD (3-5) SUPPLEME	Keystone Heights Elementary	Appointment
	SANDS-CREE, BRITANY MICHELE MHS CO-CURR CLUB SUPPLEME	Middleburg High	Appointment
0.5	SAOUD, CHERYL ANNE WEC DEPT HD (3-5) SUPPLEME	W.E. Cherry Elementary	Appointment
	SAUER, JEREMIAH K FIH DEPT HEAD (11-16) SUPPLEME	Fleming Island High School	Appointment
	SCAMAHORN, ALEXANDRA VIRGINIA MRE TITLE 1 SUP ED SUPPLEME	Mcrae Elementary	Appointment
	SCARBOROUGH, DIANA Q KHH DEPT HEAD (6-10) SUPPLEME	Keystone Heights High School	Appointment
	SCHARF, EVAN S INST APPLICATION FACILITATOR SUPPLEME	Fleming Island High School	Appointment
	SCHILLER, LISA LOUSIE WES DEPT HEAD (6-10) SUPPLEME	Wilkinson Elementary	Appointment
0.5	SCHLIFF, MEGHAN NICOLE LAE DEPT HEAD 17-20 SUPPLEME	Lake Asbury Elementary	Appointment
	SCHLOFMAN, DANIELLE LITTELL WES DEPT HEAD (6-10) SUPPLEME	Wilkinson Elementary	Appointment
	SCHOENTHALER, BRITTANY MICHELLE FIE ESE INTERVENTION FAC. SUPPLEME	Fleming Island Elementary	Appointment
	SCOTT, AMY NICOLE INST APPLICATION FACILITATOR SUPPLEME	Keystone Heights High School	Appointment
	SCOTT, AMY NICOLE KHH CO-CURR CLUB SUPPLEME	Keystone Heights High School	Appointment

III. Instructional Actions

F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	SERDA, DEBORAH LYNN LAE DEPT HEAD (6-10) SUPPLEME	Lake Asbury Elementary	Appointment
0.5	SESSIONS, NATALIE LYNN CVA DEPT HEAD (6-10) SUPPLEME	Clay Virtual Academy	Appointment
0.5	SESSIONS, NATALIE LYNN INST APPLICATION FACILITATOR SUPPLEME	Clay Virtual Academy	Appointment
	SHAFFER, STEPHANIE S DEPT HEAD RESOURCE SUPPLEME	Shadowlawn Elementary	Appointment
	SHAFFER, STEPHANIE S INST APPLICATION FACILITATOR SUPPLEME	Shadowlawn Elementary	Appointment
	SHANNON-COVEY, KATHLEEN NORA SBJ DEPT HD (3-5) SUPPLEME	S. Bryan Jennings Elementary	Appointment
0.5	SIEGER, HEATHER M CVA DEPT HD (3-5) SUPPLEME	Clay Virtual Academy	Appointment
	SLATER, DANIEL C GCJ ACTIVITY PROG CO JH SUPPLEME	Green Cove Springs Junior High	Appointment
0.5	SLAYTON, KRISTIN MELTON KHE DEPT HD (3-5) SUPPLEME	Keystone Heights Elementary	Appointment
	SMITH, DANTE LAMONT RHS BASKETBALL HD SH SUPPLEME	Ridgeview High School	Appointment
	SMITH, DAWN E CVA DEPT HEAD (6-10) SUPPLEME	Clay Virtual Academy	Appointment
	SMITH, JASON RHS FOOTBALL HD SH 75% SUPPLEME	Ridgeview High School	Appointment
	SMITH, JASON RHS WEIGHTLIFTING HD SH SUPPLEME	Ridgeview High School	Appointment
	SMITH, JERRY OWEN OLJ WRESTLING HD JH SUPPLEME	Oakleaf Junior High School	Appointment
	SMITH, KAMRYN HOPE MHS CO-CURR CLUB SUPPLEME	Middleburg High	Appointment
	SMITH, ROBYN LEIGH KHH ANNUAL STAFF SH SUPPLEME	Keystone Heights High School	Appointment
	SMOAK, ANNE ELIZABETH CVA DEPT HD (3-5) SUPPLEME	Clay Virtual Academy	Appointment
	SNELL, JONATHAN LEE OPH CO-CURR CLUB	Orange Park High	Appointment

III. Instructional Actions

F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	SUPPLEME		
	SNIPES, HEATHER NICOLE INST APPLICATION FACILITATOR SUPPLEME	Argyle Elementary	Appointment
	SNOW, BRITTANY NICOLE KHH FRESHMAN CLASS SPONSOR SUPPLEME	Keystone Heights High School	Appointment
0.5	SNYDER, ALICE MARIE TBE DEPT HEAD (11-16 SUPPLEME	Thunderbolt Elementary	Appointment
0.5	SNYDER, LEIGH A FIE DEPT HEAD (11-16 SUPPLEME	Fleming Island Elementary	Appointment
	SPEER, KATHARINE VOGT CHS ANNUAL STAFF SH SUPPLEME	Clay High	Appointment
	SPENCER, THLEIA ROBYN LES DISCRETIONARY SUPPLEME	Lakeside Elementary	Appointment
	ST. PETER, JESSICA MCCOSKEY OVE DEPT HEAD (11-16 SUPPLEME	Oakleaf Village Elementary	Appointment
	STEINER, JOHN ARMAND GCJ DEPT HEAD (6-10) SUPPLEME	Green Cove Springs Junior High	Appointment
	STEINER, JOHN ARMAND GCJ MATH TEAM SPONSOR SUPPLEME	Green Cove Springs Junior High	Appointment
	STEVENS, ANDREA MARIE RHS CO-CURR CLUB SUPPLEME	Ridgeview High School	Appointment
	STEVENS, CANDICE ELBON CHE ESE INTERVENTION FAC. SUPPLEME	Clay Hill Elementary	Appointment
	STEVERS, EDWARD L RVE DEPT HD (3-5) SUPPLEME	Ridgeview Elementary	Appointment
	STEWART, LAUREN M MBE DEPT HD (3-5) SUPPLEME	Middleburg Elementary	Appointment
	STILIANOU, JOHN WILLARD MHS DEPT HD (3-5) SUPPLEME	Middleburg High	Appointment
	STILIANOU, JOHN WILLARD MHS DISCRETIONARY SUPPLEME	Middleburg High	Appointment
	STILIANOU, JOHN WILLARD MHS DRILL SPONSOR SH SUPPLEME	Middleburg High	Appointment
	STILIANOU, JOHN WILLARD MHS STUDENT COUNCIL SH SUPPLEME	Middleburg High	Appointment
	STORK, MARY WATSON	Green Cove Springs Junior High	Appointment

III. Instructional Actions

F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	G CJ CO-CURR CLUB SUPPLEME		
	STOUDNOUR, KELLY LAUREN TBE DEPT HD (3-5) SUPPLEME	Thunderbolt Elementary	Appointment
	STRAYER II, WILLIAM DALE WJH FOOTBALL HD JH 25% SUPPLEME	Wilkinson Jr High	Appointment
	STRAYER II, WILLIAM DALE WJH FOOTBALL HD JH 75% SUPPLEME	Wilkinson Jr High	Appointment
0.5	STRICKLAND, HOLLY ANNE WEC DEPT HD (3-5) SUPPLEME	W.E. Cherry Elementary	Appointment
	STUART, HOLLY MICHELLE DOE DEPT HEAD (6-10) SUPPLEME	Discovery Oaks Elementary	Appointment
0.3	STUDER, LAUREN DEGRYSE SLE DEPT HD (3-5) SUPPLEME	Shadowlawn Elementary	Appointment
	STUDER, LAUREN DEGRYSE SLE DISCRETIONARY SUPPLEME	Shadowlawn Elementary	Appointment
	STUTZ, ANISSA HANLIN OPE SAFETY PATROL SUPPLEME	Orange Park Elementary	Appointment
	SULLIVAN, ANGELA NOEL SLE DEPT HD (3-5) SUPPLEME	Shadowlawn Elementary	Appointment
	SULLIVAN, ANGELA NOEL SLE SAFETY PATROL SUPPLEME	Shadowlawn Elementary	Appointment
	SULLIVAN, DAWN MARIE WEC ESE INTERVENTION FAC. SUPPLEME	W.E. Cherry Elementary	Appointment
	SUMMERS, MICHAEL BERT OLJ BAND DIR JH SUPPLEME	Oakleaf Junior High School	Appointment
	SUMMERS, MICHAEL BERT OLJ BAND END OF YEAR 2 FEST SUPPLEME	Oakleaf Junior High School	Appointment
0.5	SUMMERS, MICHAEL BERT OLJ DEPT HEAD (6-10) SUPPLEME	Oakleaf Junior High School	Appointment
	SUMMERS, MICHAEL BERT OLJ DISCRETIONARY SUPPLEME	Oakleaf Junior High School	Appointment
	SUMMERS, PAULA KRISTINA K12 ACADEMIC COACH, DISTRICT SUPPLEME	SUPERINTENDENT	Appointment
	SUMMERSETT-FRANCIS, TONYA DENISE ESOL SUPPORT FACILITATOR SUPPLEME	ESOL	Appointment

III. Instructional Actions

F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	TAFT, WILLIAM MICHAEL GCJ DEPT HEAD (6-10) SUPPLEME	Green Cove Springs Junior High	Appointment
	TAFT, WILLIAM MICHAEL GCJ NATION JUNIOR HONOR SOC SUPPLEME	Green Cove Springs Junior High	Appointment
	TATRO, MEGAN ROSE MHS CHORAL DIRECTOR SH/JH SUPPLEME	Middleburg High	Appointment
	TATRO, MEGAN ROSE MHS DRAMA SH SUPPLEME	Middleburg High	Appointment
	TEAL, MARLA VIRGINIA OVE DEPT HEAD (6-10) SUPPLEME	Oakleaf Village Elementary	Appointment
	THOMAS, KRISTAL MCDONALD LES DEPT HEAD (6-10) SUPPLEME	Lakeside Elementary	Appointment
	THOMASSON, ANDREW WILLIAM LJH DEPT HEAD (6-10) SUPPLEME	Lakeside Junior High	Appointment
	TICHINEL, BRANDY RENE CHE DEPT HD (3-5) SUPPLEME	Clay Hill Elementary	Appointment
	TOMARO, PAUL RHS CROSS COUNTRY HD SH SUPPLEME	Ridgeview High School	Appointment
0.5	TOMARO, PAUL RHS DEPT HEAD (6-10) SUPPLEME	Ridgeview High School	Appointment
	TOMARO, PAUL RHS SOCCER HEAD SH SUPPLEME	Ridgeview High School	Appointment
	TOMLIN, AMANDA LYN RHS SOPHMORE CLASS SPON SUPPLEME	Ridgeview High School	Appointment
0.5	TOMPKINS, VICTORIA A RVE ELEM PERF/PROD SUPPLEME	Ridgeview Elementary	Appointment
	TONEY, ELIZABETH MCEWEN LAE ELEM PERF/PROD SUPPLEME	Lake Asbury Elementary	Appointment
	TORRES, SUZETTE M DIS ESE INTERVENTION FAC. SUPPLEME	Doctors Inlet Elementary	Appointment
	TORRES, SUZETTE M DIS TT1 SUP ED SUPPLEME	Doctors Inlet Elementary	Appointment
	TOUCEY, LEIGHTON NICOLE CEB DEPT HD (3-5) SUPPLEME	Charles E. Bennett Elementary	Appointment
	TUFANO, JAMIE MARIE RVE DEPT HD (3-5) SUPPLEME	Ridgeview Elementary	Appointment

III. Instructional Actions

F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	TULLY, KRISTEN ANN FIE DEPT HD (3-5) SUPPLEME	Fleming Island Elementary	Appointment
	TURNER, THEO KEION MHS BAND DIR SH SUPPLEME	Middleburg High	Appointment
	TURNER, THEO KEION MHS DANCE TEAM SH SUPPLEME	Middleburg High	Appointment
	TURPIN, ALCIA MARIE FIH DEPT HEAD 17-20 SUPPLEME	Fleming Island High School	Appointment
	URFER, BRENNIA GALE GPE DEPT HEAD (6-10) SUPPLEME	Grove Park Elementary	Appointment
	VAN VACTOR, ALICE MAY WES ESE INTERVENTION FAC. SUPPLEME	Wilkinson Elementary	Appointment
	VERPLANCK, ERIN NICOLE KHH CO-CURR CLUB SUPPLEME	Keystone Heights High School	Appointment
	VERPLANCK, ERIN NICOLE KHH DEPT HEAD (6-10) SUPPLEME	Keystone Heights High School	Appointment
	VILLEGAS, ARIEL ELIZABETH SPC DEPT HEAD (6-10) SUPPLEME	Swimming Pen Creek Elem	Appointment
	VON EBERS, KARRI JO TBE DEPT HD (3-5) SUPPLEME	Thunderbolt Elementary	Appointment
	WADE, WENDY ANN RVE DEPT HD (3-5) SUPPLEME	Ridgeview Elementary	Appointment
	WALKER, ERIC CHRISTOPHER OLJ BASEBALL HEAD JH SUPPLEME	Oakleaf Junior High School	Appointment
	WALLACE, ANTHONY VENTO OLJ BASKETBALL HD JH SUPPLEME	Oakleaf Junior High School	Appointment
	WALTHOUR, TIFFANY AMBER OLJ DEPT HEAD (11-16) SUPPLEME	Oakleaf Junior High School	Appointment
	WALTHOUR, TIFFANY AMBER OLJ MATH TEAM SPONSOR SUPPLEME	Oakleaf Junior High School	Appointment
0.5	WALTON, ENDIA CECILIA DOE DEPT HEAD (6-10) SUPPLEME	Discovery Oaks Elementary	Appointment
	WARREN, KELLI M WES DISCRETIONARY SUPPLEME	Wilkinson Elementary	Appointment
	WARREN, SARA ANN CHE DEPT HD (3-5) SUPPLEME	Clay Hill Elementary	Appointment
	WATSON, AMY JAN GPE DEPT HD (3-5)	Grove Park Elementary	Appointment

III. Instructional Actions

F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	SUPPLEME		
	WATSON, AMY JAN INST APPLICATION FACILITATOR SUPPLEME	Grove Park Elementary	Appointment
	WATSON, CINDY MARIE CHE SAFETY PATROL SUPPLEME	Clay Hill Elementary	Appointment
	WATSON, KRISTINE D WEC DEPT HD (3-5) SUPPLEME	W.E. Cherry Elementary	Appointment
0.5	WEAVER, GAYLE H CVA DEPT HEAD (6-10) SUPPLEME	Clay Virtual Academy	Appointment
0.5	WEAVER, GAYLE H INST APPLICATION FACILITATOR SUPPLEME	Clay Virtual Academy	Appointment
	WEBBER, CASEY NICOLE DEPT HEAD RESOURCE SUPPLEME	Lake Asbury Elementary	Appointment
0.5	WEBBER, CASEY NICOLE LAE SAFETY PATROL SUPPLEME	Lake Asbury Elementary	Appointment
	WELLS, JENNIFER M RHS DEPT HEAD (6-10) SUPPLEME	Ridgeview High School	Appointment
	WELLS, NATALIE NICOLE FIE DEPT HD (3-5) SUPPLEME	Fleming Island Elementary	Appointment
	WELLS, TIMOTHY A INST APPLICATION FACILITATOR SUPPLEME	Lakeside Elementary	Appointment
	WERNER JR, GEORGE P RHS NATIONA HONOR SOCIETY SUPPLEME	Ridgeview High School	Appointment
	WHITEHEAD, WENDY H FIH DEPT HEAD (11-16) SUPPLEME	Fleming Island High School	Appointment
2.0	WHITEHURST, SYDNEY MARIE CHS CO-CURR CLUB SUPPLEME	Clay High	Appointment
0.5	WILKES, MEGHAN LEIGH OLJ DEPT HEAD (6-10) SUPPLEME	Oakleaf Junior High School	Appointment
	WILKES, MEGHAN LEIGH OLJ TRACK HD JH SUPPLEME	Oakleaf Junior High School	Appointment
	WILLIAMS, BRYNA NICOLE ROE DEPT HD (3-5) SUPPLEME	Rideout Elementary	Appointment
0.5	WILLIAMS, JENNIFER LYNNE LJH DEPT HEAD (6-10) SUPPLEME	Lakeside Junior High	Appointment

III. Instructional Actions

F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Supplement Action</u>
	WILLIAMS, PATRICIA LOUISE FIH DRAMA SH SUPPLEME	Fleming Island High School	Appointment
	WILLIAMS, PATRICIA LOUISE FIH NATIONA HONOR SOCIETY SUPPLEME	Fleming Island High School	Appointment
	WILSON, STEPHANY ROBIN OLJ DEPT HEAD (11-16) SUPPLEME	Oakleaf Junior High School	Appointment
	WINE, MEGHAN R GPE SAFETY PATROL SUPPLEME	Grove Park Elementary	Appointment
0.3	WINSLOW, KELLI ELIZABETH WEC DEPT HEAD 17-20 SUPPLEME	W.E. Cherry Elementary	Appointment
	WOELKERS, JESSICA CASEY POE DEPT HD (3-5) SUPPLEME	Plantation Oaks Elementary	Appointment
	WOLFE, KACEE CHRISTINA AES DEPT HD (3-5) SUPPLEME	Argyle Elementary	Appointment
0.5	WOLTER, CHRISTIANNE LUCILLE MHS CO-CURR CLUB SUPPLEME	Middleburg High	Appointment
	WOLVERTON, ALEXANDRA MARIE MBE DISCRETIONARY SUPPLEME	Middleburg Elementary	Appointment
	WOOD, SLOANE ASHLEY DIS ELEM PERF/PROD SUPPLEME	Doctors Inlet Elementary	Appointment
	WOODLEY, JACQUELYN RAE MHS DEPT HEAD (11-16) SUPPLEME	Middleburg High	Appointment
	WORSHAM, DIANE RAYLEEN ESOL SUPPORT FACILITATOR SUPPLEME	ESOL	Appointment
	WRIGHT, KIMBERLY BRANESE GPE DEPT HD (3-5) SUPPLEME	Grove Park Elementary	Appointment
	YOUNG, MICHAEL EDWARD GCJ ACADEMIC COACH, LOCAL SUPPLEME	Green Cove Springs Junior High	Appointment

III. INSTRUCTIONAL ACTIONS 2026-2027

G. PENDING APPOINTMENTS

<u>Last Name</u>	<u>First Name</u>	<u>Site</u>	<u>Subject</u>	<u>OOF Subject</u>
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NONE

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III. INSTRUCTIONAL ACTIONS 2026-2027

H. OUT OF FIELD

<u>Last Name</u>	<u>First Name</u>	<u>Site</u>	<u>Subject</u>	<u>OOF Subject</u>
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NONE

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A. SUMMER SCHOOL

<u>Name/Assignment</u>	<u>Site</u>	<u>Effective Dates</u>
NONE		

DRAFT

IV. INSTRUCTIONAL MISCELLANEOUS ACTIONS 2025-2026

B. COMMUNITY EDUCATION

Appointments

NONE

DRAFT

IV. INSTRUCTIONAL MISCELLANEOUS ACTIONS 2025-2026

C. ADULT EDUCATION

Appointments

NONE

DRAFT

A. SUMMER SCHOOL

<u>Name/Assignment</u>	<u>Site</u>	<u>Effective Dates</u>
CARAWAY, TELISSA ANN SUMMER SCHOOL TEACHER BASIC ED	CURRICULUM AND INSTRUCTION	Effective 2026-07-01 - 2026-07-31
MANANA, YOLANDA TRN BUS AIDE SUMMER	Argyle Elementary	Effective 2026-07-01 - 2026-07-27
MILLER, VICTORIA NICOLE TRN BUS AIDE SUMMER	Argyle Elementary	Effective 2026-07-01 - 2026-07-27

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IV. INSTRUCTIONAL MISCELLANEOUS ACTIONS 2026-2027

B. COMMUNITY EDUCATION

Appointments

NONE

DRAFT

IV. INSTRUCTIONAL MISCELLANEOUS ACTIONS 2026-2027

C. ADULT EDUCATION

Appointments

NONE

DRAFT

V. INSTRUCTIONAL SUBSTITUTE TEACHER ACTIONS 2025-2026

A. SUBSTITUTE TEACHER APPROVAL

Appointments

NONE

DRAFT

V. INSTRUCTIONAL SUBSTITUTE TEACHER ACTIONS 2026-2027

A. SUBSTITUTE TEACHER APPROVAL

Appointments

NONE

DRAFT

VI. Support Actions

A. APPOINTMENT

<u>Name/Assignment</u>	<u>Site</u>	<u>Action/Effective</u>
CRUZ, RYANE NICOLE DOE PRINCIPAL SECRETARY 12 MO SU	Discovery Oaks Elementary	Effective 2026-06-24 12 MO SU / Annual
ROBBINS, KRISTINA ROSE MCE CUSTODIAN 12 MO SU	Montclair Elementary	Effective 2026-06-23 12 MO SU / Annual

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VI. Support Actions

B. RE-APPOINTMENT

	<u>Name/Assignment</u>	<u>Site</u>	
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VI. Support Actions

C. RE-DESIGNATION

<u>Name/Assignment</u>	<u>Site</u>	
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VI. Support Actions

D. TRANSFER

<u>Name/Assignment</u>	<u>Site</u>	<u>Previous</u>
ROBERTS, REBECCA LEIGH OPH BOOKKEEPER 12 MO SU	Orange Park High	Effective 2026-06-22 /transfer from / LJH SECRETARY 11 MO
SINKOVICH, SHARI LYN BAF POSITION CONTROL/ALLOC SP CONFIDEN	BAF BUDGET	EFFECTIVE 2026-7-1 TRANSFER FROM BAF POSITION CONTROL/ALLOC SP

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VI. Support Actions

E. RESIGNATIONS/RETIREMENTS/CONCLUDE EMPLOYMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Action/Effective</u>
0.9	ABRAHAM, CODI ADELAIDE WEC BEHAVIORAL HEALTH ASST 9 MON SU	W.E. Cherry Elementary	Effective 2026-05-29 RESIGNATION
	ANDERSON, DEBORAH KAY TRN ESE ASST/BUS MONITOR TRANSPOR	Transportation	Effective 2026-05-29 RESIGNATION
0.9	BARTHEL, VICTORIA MAE GCJ BEHAVIORAL HEALTH ASST 9 MON SU	Green Cove Springs Junior High	Effective 2026-05-29 RESIGNATION
0.9	BIGHAM, NICOLE MARIE MCE BEHAVIORAL HEALTH ASST 9 MON SU	Montclair Elementary	Effective 2026-05-29 RESIGNATION
	BUSSEY, LUTHER ANTONIO OHS CUSTODIAN 12 MO SU	Oakleaf High School	Effective 2026-06-29 CONCLUDE EMPLOYMENT
0.9	CHACO, JUNE ANN B CGE GENERAL ASSISTANT 9 MON SU	Coppergate Elementary	Effective 2026-05-29 CONCLUDE EMPLOYMENT
0.9	CHAMPNEY, SUMMER ANN MCE BEHAVIORAL HEALTH ASST 9 MON SU	Montclair Elementary	Effective 2026-05-29 RESIGNATION
	DAVIS, TAMIKA M OLJ TEACHER, SOC STUD, JH 10 MONTH	Oakleaf Junior High School	Effective 2026-06-01 RESIGNATION
	DELIA, RUTHLEY GPE TITLE I ASSISTANT 9 MON SU	Grove Park Elementary	Effective 2026-05-29 CONCLUDE EMPLOYMENT
	E0207202 SCHOOL SAFETY OFFICER 9 MON SU	SAFETY AND SECURITY	Effective 2026-05-29 RESIGNATION
0.8	EVANS, ESMERALDA OHS ESOL CLASSROOM ASSISTANT 9 MON SU	Oakleaf High School	Effective 2026-05-29 RESIGNATION
	FOSBENNER, SAUNDRA PETERSEN BAF ACCOUNTING ASSISTANT 12 MO SU	BAF BUDGET	Effective 2026-06-30 RETIREMENT
0.9	GELINAS, HARTSON LUKE RHS BEHAVIORAL HEALTH ASST 9 MON SU	Ridgeview High School	Effective 2026-05-29 RESIGNATION
	GONZALEZ, REYNALDO REGGIE OHS CUSTODIAN 12 MO SU	Oakleaf High School	Effective 2026-06-25 RESIGNATION
0.9	MCNABB, TARA ANN BLC CHILD CARE ASSISTANT 9 MON SU	Bannerman Learning Center	Effective 2026-05-28 RESIGNATION
	MEDELLIN, LISA A FIE LICENSED PRAC NURSE 10 MONTH	Fleming Island Elementary	Effective 2026-06-01 RESIGNATION
	O BRIEN, SCOTT A	Wilkinson Elementary	Effective 2026-06-30

VI. Support Actions

E. RESIGNATIONS/RETIREMENTS/CONCLUDE EMPLOYMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Action/Effective</u>
	WES ST RECORD SEC 12 MO 12 MO SU		CONCLUDE EMPLOYMENT
0.8	PERKINS, ALEXIS JANEL OPH IN SCHOOL SUSPENSION 9 MON SU	Orange Park High	Effective 2026-05-29 RESIGNATION
	SAMPSON, SANDRA BERNADETTE ROE TEACHER, VE/INCLUSION 10 MONTH	Coppergate Elementary	Effective 2026-06-01 CONCLUDE EMPLOYMENT
	STRICKLAND, PRISCILLA LEA MRE TITLE I ASSISTANT 9 MON SU	Mcrae Elementary	Effective 2026-05-29 RESIGNATION
0.1	STRICKLAND, TYSON W GPE TITLE I ASSISTANT 9 MON SU	Grove Park Elementary	Effective 2026-05-29 RESIGNATION
0.9	STURDIVANT, JOI ASHANTI LES GENERAL ASSISTANT 9 MON SU	Lakeside Elementary	Effective 2026-05-29 CONCLUDE EMPLOYMENT
0.9	TILLMAN, SHAWN COX LAE BEHAVIORAL HEALTH ASST 9 MON SU	Lake Asbury Elementary	Effective 2026-05-29 RESIGNATION
	VAN GINKEL, GINA E DIS SECRETARY 11 MO 11 MONTH	Doctors Inlet Elementary	Effective 2026-06-09 RESIGNATION
0.9	WEEKS, DALTON RIEDOUT CHS GENERAL HEALTH ASSISTA 9 MON SU	Clay High	Effective 2026-05-29 RESIGNATION
0.9	WEST, AMBER B KHE GENERAL ASSISTANT 9 MON SU	Keystone Heights Elementary	Effective 2026-05-29 RESIGNATION
	WINTERS, MARY KATHLEEN RVE REGISTERED NURSE 10 MONTH	Ridgeview Elementary	Effective 2026-06-01 RESIGNATION

VI. Support Actions

F. SUPPLEMENT

Name/Assignment	Site	
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VI. Support Actions

A. APPOINTMENT

<u>Name/Assignment</u>	<u>Site</u>	<u>Action/Effective</u>
BURKE, CRYSTAL GAYLE OPH PRINCIPAL SECRETARY 12 MO SU	Orange Park High	Effective 2026-07-01 12 MO SU / Annual
CARDOSO, MIGUEL FERNANDES DOE CUSTODIAN 12 MO SU	Discovery Oaks Elementary	Effective 2026-07-01 12 MO SU / Annual
HAROLD, AYDEN CHEYENNE SPS CUSTODIAN 12 MO SU	SPRING PARK ELEMENTARY SCHOOL	Effective 2026-07-01 12 MO SU / Annual
HICKMAN, ROBIN LYNN LES ST RECORD SEC 12 MO 12 MO SU	Lakeside Elementary	Effective 2026-07-06 12 MO SU / Multi-Year Conditional
HILL, DAMIAN JONATHAN RHS CUSTODIAN 12 MO SU	Ridgeview High School	Effective 2026-07-01 12 MO SU / Annual
KENNEDY, CHASE KENNETH PES CUSTODIAN 12 MO SU	Robert M. Paterson Elementary	Effective 2026-07-01 12 MO SU / Annual
MARQUEZ, JAMES LAJ CUSTODIAN 12 MO SU	Lake Asbury Junior High School	Effective 2026-07-07 12 MO SU / Annual
SIMMONS JR, CLARENCE OPH CUSTODIAN 12 MO SU	Orange Park High	Effective 2026-07-08 12 MO SU / Annual
VAUGHAN, JESSICA LEANN TBE CUSTODIAN 12 MO SU	Thunderbolt Elementary	Effective 2026-07-06 12 MO SU / Annual

VI. Support Actions

B. RE-APPOINTMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Contract</u>
0.9	BAGASAN, CRISTINA N KHH BEHAVIORAL HEALTH ASST 9 MON SU	Keystone Heights High School	9 MON SU / Multi-Year Conditional
	BATESON, JENNIFER LYNN TRN BUS DRIVER TRANSPOR	Transportation	TRANSPOR / Multi-Year Conditional
	BELL, SUMMER VICTORIA TRN ESE ASST/BUS MONITOR TRANSPOR	Transportation	TRANSPOR / Annual
	BRISBANE, DEANA SUZANNE TRN BUS DRIVER TRANSPOR	Transportation	TRANSPOR / Multi-Year Conditional
	CLAY, GEORGE S TRN BUS DRIVER TRANSPOR	Transportation	TRANSPOR / Multi-Year Conditional
	CRUZ, RYANE NICOLE DOE PRINCIPAL SECRETARY 12 MO SU	Discovery Oaks Elementary	12 MO SU / Annual
	DANIELS, ANGELA M TRN BUS DRIVER TRANSPOR	Transportation	TRANSPOR / Multi-Year Conditional
0.9	EDENFIELD, DEBRA K KHE BEHAVIORAL HEALTH ASST 9 MON SU	Keystone Heights Elementary	9 MON SU / Multi-Year Conditional
0.9	GIVENS, ANGELA M KHE BEHAVIORAL HEALTH ASST 9 MON SU	Keystone Heights Elementary	9 MON SU / Multi-Year Conditional
	GREEN, REBECCA MICHELLE TRN BUS DRIVER TRANSPOR	Transportation	TRANSPOR / Multi-Year Conditional
0.8	HALL, MARY GRACE LAJ REGISTERED NURSE 10 MONTH	Lake Asbury Junior High School	10 MONTH / Multi-Year Conditional
	HATTABAUGH, TERRI JO TRN BUS DRIVER TRANSPOR	Transportation	TRANSPOR / Multi-Year Conditional
	LEE, ROBERT E TRN BUS DRIVER TRANSPOR	Transportation	TRANSPOR / Multi-Year Conditional
	MANIRE, SHARON LEE TRN BUS DRIVER TRANSPOR	Transportation	TRANSPOR / Multi-Year Conditional
	MCFARLAND, GLORIA MARY TRN BUS DRIVER TRANSPOR	Transportation	TRANSPOR / Multi-Year Conditional
0.9	MISHOE, AMIE MICHELLE MRE BEHAVIORAL HEALTH ASST 9 MON SU	Mcrae Elementary	9 MON SU / Multi-Year Conditional
0.9	PARALES, AIMEE SIDES KHE BEHAVIORAL HEALTH ASST 9 MON SU	Keystone Heights Elementary	9 MON SU / Multi-Year Conditional

VI. Support Actions

B. RE-APPOINTMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Contract</u>
0.9	RAYSIN, TIFFANY LAUREN MRE BEHAVIORAL HEALTH ASST 9 MON SU REWINKEL, ROBERT EDWARD TRN BUS DRIVER TRANSPOR ROBBINS, KRISTINA ROSE MCE CUSTODIAN 12 MO SU ROBERTS, REBECCA LEIGH OPH BOOKKEEPER 12 MO SU	Mcrae Elementary Transportation Montclair Elementary Orange Park High	9 MON SU / TRANSPOR / Multi-Year Conditional 12 MO SU / Annual 12 MO SU / Multi-Year Conditional
0.9	ROSADO, JESSICA MARIE KHH BEHAVIORAL HEALTH ASST 9 MON SU ROWAND, LISA WILKINSON DOE REGISTERED NURSE 10 MONTH	Keystone Heights High School Discovery Oaks Elementary	9 MON SU / Multi-Year Conditional 10 MONTH / Multi-Year Conditional
0.9	SABLE, TANIA SABINE RHS BEHAVIORAL HEALTH ASST 9 MON SU SINGLETARY, ASHLEY ROBIN ROE REGISTERED NURSE 10 MONTH TENNANT, EUGENE WALLACE TRN MECHANIC 12 MO SU	Ridgeview High School Rideout Elementary Transportation	9 MON SU / Multi-Year Conditional 10 MONTH / Multi-Year Conditional 12 MO SU / Annual
0.9	TILLMAN, ASHLIE NICOLE MRE BEHAVIORAL HEALTH ASST 9 MON SU TURNER, SUSAN MAY TRN BUS DRIVER TRANSPOR WILLIAMSON, ELTON LARRY WAYNE TRN MECHANIC 12 MO SU WINCHESTER, RAYKEL RASHAN TRN CUSTODIAN 12 MO SU	Mcrae Elementary Transportation Transportation Transportation	9 MON SU / Multi-Year Conditional TRANSPOR / Multi-Year Conditional 12 MO SU / Annual 12 MO SU / Annual

VI. Support Actions

C. RE-DESIGNATION

	<u>Name/Assignment</u>	<u>Site</u>	<u>Previous</u>
0.9	HALL, LESLIE R CHS GENERAL HEALTH ASSISTA 9 MON SU	Clay High	

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VI. Support Actions

D. TRANSFER

	<u>Name/Assignment</u>	<u>Site</u>	<u>Previous</u>
	ABATE, MARY JOSEPHINE LJH SECRETARY 11 MO 11 MONTH	Lakeside Junior High	EFFECTIVE 2026-07-20 TRANSFER FROM LJH SECRETARY 10 MO
	ASBELL, SHANNON LEON LAE HEAD CUSTODIAN 12 MO SU	Lake Asbury Elementary	EFFECTIVE 2026-07-01 TRANSFER FROM MNT CUSTODIAN
	BENNETT, JAELEY HAVYN KHE CAFE ASSISTANT 5 HOURS 9 MON SU	Keystone Heights Elementary	EFFECTIVE 2026-8-10 TRANSFER FROM KHE CAFE ASSISTANT 4 HOURS
0.9	BLANKENSHIP, STACI LEE LES GENERAL ASSISTANT 9 MON SU	Lakeside Junior High	EFFECTIVE 2026-8-7 TRANSFER FROM LJH CAFE ASSISTANT 7 HOURS
0.9	CANALES, ALBA MARGARITA LES GENERAL ASSISTANT 9 MON SU	Lakeside Elementary	EFFECTIVE 2026-8-7 TRANSFER FROM SBJ CAFE ASSISTANT 4.5 HOURS
	EDMONSON, LINDSEY E BAF ACCOUNTING SUPPORT ASST 12 MO SU	BAF PURCHASING	EFFECTIVE 2026-7-1 TRANSFER FROM SLE MEDIA TECH ASSISTANT 10 MO
	ELLISON, CYNTHIA D AES CAFE ASSISTANT 5.5 HOURS 9 MON SU	Argyle Elementary	EFFECTIVE 2026-8-10 TRANSFER FROM FIE CAFE ASSISTANT 3.75 HOURS
0.9	HARRIS-HAYDEN, PAULA ANN CEB GENERAL ASSISTANT 9 MON SU	Charles E. Bennett Elementary	EFFECTIVE 2026-8-7 TRANSFER FROM GPE BEHAVIORAL HEALTH ASST
0.9	HUSKEY, JOSHUA DANIEL LAE BEHAVIORAL HEALTH ASST 9 MON SU	Lake Asbury Elementary	EFFECTIVE 2026-8-7 TRANSFER FROM LJH BEHAVIORAL HEALTH ASST
	LAIDLER, MARK E TRN ESE ASST/BUS MONITOR TRANSPOR	Transportation	EFFECTIVE 2026-7-28 TRANSFER FROM TRANSPORTATION BUS DRIVER
0.9	MALTAGLIATI, BRIANNA MARIE ROE BEHAVIORAL HEALTH ASST 9 MON SU	Rideout Elementary	EFFECTIVE 2026-8-7 TRANSFER FROM SPS BEHAVIORAL HEALTH ASST
	MEAKINS, MIA CAROL WJH TESTING/ADMIN SUPPORT ASST 10 MONTH	Wilkinson Jr High	EFFECTIVE 2026-8-3 TRANSFER FROM WJH GENERAL ASST
	MERCADO RAMOS, SYLVIA SPC GENERIC CLASSROOM ASSISTAN 9 MON SU	Swimming Pen Creek Elem	EFFECTIVE 2026-8-7 TRANSFER FROM SPC GENERIC CLASSROOM ASST
0.9	MORRIS, TAMARA LEE MYREE CGE BEHAVIORAL HEALTH ASST 9 MON SU	Coppergate Elementary	EFFECTIVE 2026-8-7 TRANSFER FROM CGE CAFE 3.75 HOURS
	NIEVES, XIOMARA J DIS SECRETARY 11 MO 11 MONTH	Doctors Inlet Elementary	EFFECTIVE 2026-7-20 TRANSFER FROM DIS 10 MO SCHOOL SECRETARY
0.9	ORTIZ-GRACIA, WALESKA	W.E. Cherry Elementary	EFFECTIVE 2026-8-7

VI. Support Actions

D. TRANSFER

	<u>Name/Assignment</u>	<u>Site</u>	<u>Previous</u>
	WEC BEHAVIORAL HEALTH ASST 9 MON SU		TRANSFER FROM WEC GENERAL HEALTH ASST
0.9	PALMER, EARLENE L DIS BEHAVIORAL HEALTH ASST 9 MON SU	Doctors Inlet Elementary	EFFECTIVE 2026-8-7 TRANSFER FROM DIS GENERAL ASST
0.9	PIERCE, JENA MICHELE LAE GENERAL ASSISTANT 9 MON SU	Lake Asbury Elementary	EFFECTIVE 2026-8-7 TRANSFER FROM LAJ GENERAL HEALTH ASST
0.9	ROLDAN, PEGGY LYNN MBE BEHAVIORAL HEALTH ASST 9 MON SU	Middleburg Elementary	EFFECTIVE 2026-8-7 TRANSFER FROM CEB GENERAL ASST
	SINKOVICH, SHARI LYNN SPEC, INT ACCTS 12 MO SU	BAF BUDGET	EFFECTIVE 2026-7-1 TRANSFER FROM BAF POSITION CONTROL/ALLOC SP
	THOMAS, DUANE ALLEN MBE CAFE ASSISTANT 7.25 HOURS 9 MON SU	Food & Nutrition Srvc	EFFECTIVE 2026-8-10 TRANSFER FROM FNS CAFE VAN DRIVER 7.5 HOURS
	THOMAS, JAMIE LYNN RHS LICENSED PRAC NURSE 10 MONTH	Ridgeview High School	EFFECTIVE 2026-8-3 TRANSFER FROM GPE LICENSED PRAC NURSE
0.9	THOMPSON, MICHELE L DIS GENERAL ASSISTANT 9 MON SU	Doctors Inlet Elementary	EFFECTIVE 2026-8-7 TRANSFER FROM LES GENERAL ASST
	WHITE, MARY R BAF POSITION CONTROL/ALLOC SP CONFIDEN	BAF BUDGET	EFFECTIVE 2026-7-1 TRANSFER FROM CTE ADMINISTRATIVE SECRETARY
	YOUNG, CORINNE DIS SCHOOL SECRETARY 10 MONTH 9 MON SU	Doctors Inlet Elementary	EFFECTIVE 2026-8-3 TRANSFER FROM DIS TITLE ONE ASST
	ZAYAS, DENISE E SPC ST RECORD SEC 12 MO 12 MO SU	Swimming Pen Creek Elem	EFFECTIVE 2026-7-1 TRANSFER FROM BAF INT ACCTS

VI. Support Actions

E. RESIGNATIONS/RETIREMENTS/CONCLUDE EMPLOYMENT

<u>Name/Assignment</u>	<u>Site</u>	<u>Action/Effective</u>
DARR, AUBREY LYNN KHE CUSTODIAN 12 MO SU	Keystone Heights Elementary	Effective 2026-07-15 RESIGNATION
MOODY, BEVERLY L SUPPORT - CWL 12 MO 12 MO SU	COUNTY-WIDE LEAVE	Effective 2026-09-30 RETIREMENT

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VI. Support Actions

F. SUPPLEMENT

	<u>Name/Assignment</u>	<u>Site</u>	<u>Previous</u>
	ANDERSON, ABIGALE LEIGH RHS CHEERLEADING VARSITY SUPPLEME	Ridgeview High School	Appointment
0.5	CUSACK, ASHLEY M KHE SAFETY PATROL SUPPLEME	Keystone Heights Elementary	Appointment
	DELL, CALVIN WJH BASKETBALL HD JH SUPPLEME	Wilkinson Jr High	Appointment
	EDWARDS, BRIDGET C SBJ SAFETY PATROL SUPPLEME	S. Bryan Jennings Elementary	Appointment
	FLORES PEDRAZA, DAVID WJH FOOTBALL ASST JH 25% SUPPLEME	SAFETY AND SECURITY	Appointment
	FLORES PEDRAZA, DAVID WJH FOOTBALL ASST JH 75% SUPPLEME	SAFETY AND SECURITY	Appointment
	HAMLETT, TRACY DIANE OPJ ANNUAL STAFF JH SUPPLEME	Orange Park Jr High	Appointment
	HARMANSKY, SHELLAINE LEE DOE DISCRETIONARY SUPPLEME	Discovery Oaks Elementary	Appointment
	HERSEY, MELISSA DANIELLE KHH DISCRETIONARY SUPPLEME	Keystone Heights High School	Appointment
	HERSEY, MELISSA DANIELLE KHH JUNIOR SUPPLEME	Keystone Heights High School	Appointment
	HESTER, THEODOSIA MARTINA DOE SAFETY PATROL SUPPLEME	Discovery Oaks Elementary	Appointment
	MCNEILL, MOLLY DIANE FIH DISCRETIONARY SUPPLEME	Fleming Island High School	Appointment
2.0	MEAKINS, MIA CAROL WJH DISCRETIONARY SUPPLEME	Wilkinson Jr High	Appointment
	MILLER, MARIE S KHE DISCRETIONARY SUPPLEME	Keystone Heights Elementary	Appointment
0.5	MILLER, MARIE S KHE SAFETY PATROL SUPPLEME	Keystone Heights Elementary	Appointment
	PEREDA, JENNER J RHS FOOTBALL ASST SH 75% SUPPLEME	Ridgeview High School	Appointment
	PINER, EDMOND RHS WRESTLING ASST SH SUPPLEME	Discovery Oaks Elementary	Appointment
	RIVERA, LINDA ESTRELLA OPJ CHEERLEADING JH SUPPLEME	Orange Park Jr High	Appointment
	SANFORD, TENLEIGH BROOKE WJH ANNUAL STAFF JH	Wilkinson Jr High	Appointment

VI. Support Actions**F. SUPPLEMENT**

<u>Name/Assignment</u>	<u>Site</u>	<u>Previous</u>
SUPPLEME		
SANFORD, TENLEIGH BROOKE WJH CHEERLEADING JH SUPPLEME	Wilkinson Jr High	Appointment
WARE, DALPHINE DENISE FIH FRESHMAN CLASS SPONSOR SUPPLEME	Fleming Island High School	Appointment
WITTWER, KASSANDRA ANN GCJ ANNUAL STAFF JH SUPPLEME	Green Cove Springs Junior High	Appointment

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School Board of Clay County

August 6, 2026 - Regular School Board Meeting

Title

C3 - K-12 Academic Services Out of State and Overnight Student 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
Middleburg High	09/17-09/19/26	Venice, FL	Volleyball	Volleyball Tournament
Middleburg High	10/01-10/03/26	Orlando, FL	Volleyball	Volleyball Tournament
Oakleaf High	04/14-04/18/27	Washington, DC	Band	Participate in a clinic with the US Army band

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

Dr. Michael George, Chief of Secondary Ed; michael.george@myoneclay.net; 904-336-6918

Financial Impact

None

Review Comments

Attachments

🔗 [Student Travel August 2026.pdf](#)



8.6.26 ✓

Clay County District Schools Field Trip Request Form

School Requesting:	*HS* Middleburg High
Staff Requesting:	Meredith Forkum, Coach meredith.forkum@myoneclay.net
Grade Level and Subject/Program:	Multi-Grade Athletics Indoor Volleyball
Destination:	Venice High School - Tournament 1 Indian Ave, Venice, FL 34285
Educational Value	NA
FLDOE Standards/Benchmarks	NA
Field Trip Details: Start/End Date/Time	Starts: 9/17/2026 18:00:00 Ends: 9/19/2026 22:00:00
Overnight:	Yes
Out-Of-State:	No
Type of Transportation:	Private Vehicle(s)
Charter Bus Company (if applicable):	NA
Legal Name of Approved Drivers (if applicable)	Meredith Forkum, Kory Cobb, Sierra Mooney
Anticipated # of Students:	15
Cost Per Student and What it Covers:	NA NA
Anticipated # of Chaperones:	3
Cost Per Chaperone and What it Covers:	NA NA
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:	Volleyball 1116
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	Meredith Forkum 1/20/2026 12:45:32 <i>M. Forkum</i>
Principal Signature and Date	Principal Signs Here Principal Inserts Date Here 6/15/26 <i>[Signature]</i>
Assistant Superintendent Signature and Date	Assistant Superintendent Signs Here Assistant Superintendent Inserts Date Here 6/27/26 <i>[Signature]</i>
Superintendent Signature and Date	Superintendent Signs Here Superintendent Inserts Date Here 6/27/26 <i>[Signature]</i>

*District Use Only	
☒	ADMINISTRATIVELY APPROVED: Pending School Board approval for next School Board meeting on (Date) <u>8.6.26</u>
☐	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) _____.

8/6/26



Clay County District Schools Field Trip Request Form

School Requesting:	*HS* Middleburg High
Staff Requesting:	Meredith Forkum, Coach meredith.forkum@myoneclay.net
Grade Level and Subject/Program:	Multi-Grade Athletics Indoor Volleyball
Destination:	Volleyball Tournament - Game Point Events, 6700 Kingspointe Pkway Orlando, FL, 32189
Educational Value	NA
FLDOE Standards/Benchmarks	NA
Field Trip Details: Start/End Date/Time	Starts: 10/1/2026 18:00:00 Ends: 10/3/2026 22:00:00
Overnight:	Yes
Out-Of-State:	No
Type of Transportation:	Private Vehicle(s)
Charter Bus Company (if applicable):	NA
Legal Name of Approved Drivers (if applicable)	Meredith Forkum, Sierra Mooney, Kory Cobb, Summer Replogle
Anticipated # of Students:	16
Cost Per Student and What it Covers:	NA NA
Anticipated # of Chaperones:	4
Cost Per Chaperone and What it Covers:	NA NA
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:	Volleyball 1116
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	Meredith Forkum 1/20/2026 12:38:23 <i>M. Forkum</i> 6/15/26
Principal Signature and Date	Principal Signs Here Principal Inserts Date Here <i>[Signature]</i> 6/15/26
Assistant Superintendent Signature and Date	Assistant Superintendent Signs Here Assistant Superintendent Inserts Date Here <i>[Signature]</i> 6/12/26
Superintendent Signature and Date	Superintendent Signs Here Superintendent Inserts Date Here <i>D. Shiri</i> 6/22/26

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☐	CTE EVENT Event was Pre-Approved at the School Board meeting on (Date) _____.



HOME GAME POINT TOURNAMENTS FL TOURNEY FINDER CAMPS & LESSONS GP CLUB VOLLEYBALL GP CENTER RESOURCES ABOUT Events

BISHOP MOORE CATHOLIC HS SWING FOR THE CURE VARSITY INVITATIONAL OCT 2- 3, 2026



REGISTER

SCHEDULE

FLOW CHART

TOURNAMENT BOOK

ADMISSIONS

HOTEL

OVERVIEW

We are very excited to bring you the Bishop Moore Invitational.

WHERE: Game Point Event Center, 6700 KingsPointe Parkway, Orlando FL 32819

DIVISION: Two High School VARSITY Divisions: Premier and Elite

CHECK-IN: Starts at 4pm on Friday, with live play at 5pm

ENTRY FEE: **\$550.00**

Checks payable to: Game Point Volleyball

Mail to:

Game Point Events

7512 DR Phillips Blvd

Orlando FL 32819

ENTRY DEADLINE: Sept 4, 2026

REFUND POLICY: no refunds

ADMISSIONS: [BUY PASS HERE](#)

HOTEL: This is a Stay-n-play event. To make a reservation [BOOK HERE](#).

QUESTIONS: For questions concerning this invitation, please email: Sinder@orlv@aol.com

FACILITY RULES: Due to the incidents in the previous years, there will be a NO TOLERANCE policy for misbehavior by players/teams and spectators in the venues. Ball Handling is allowed on the volleyball courts only. Coolers and outside food and drink are NOT ALLOWED in the playing facilities. Only water and sports drinks may be brought inside the facilities.

Violation of these policies or any other general misbehaviors may result in IMMEDIATE dismissal from the facility for the remainder of the day.

ATHLETIC TRAINERS: There will be a athletic trainers available to tape and assist with minor injuries and serve as a first responder to more serious injuries.

Athletes must provide tape and pre-wrap for any pre-existing needs. Tape and pre-wrap are only provided by the tournament for emergency purposes.

PARTICIPATING SCHOOLS - Will Be posted in the future





Clay County District Schools Field Trip Request Form

8.6.26 ✓

School Requesting:	*HS* Oakleaf High
Staff Requesting:	Kayla Lemak, Teacher kayla.lemak@myoneclay.net
Grade Level and Subject/Program:	Multi-Grade Fine Arts N/A
Destination:	WW2 National Memorial, 1750 Independence Ave SW, Washington DC 20024
Educational Value	Students will be receiving a clinic with the United States Army Band. This will allow them to experience professional level playing and receive direct feedback from professional musicians. Students may also perform at the national WW2 memorial.
FLDOE Standards/Benchmarks	MU.912.S.2.1 Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.
Field Trip Details: Start/End Date/Time	Starts: 4/14/2027 21:00:00 Ends: 4/18/2027 20:00:00
Overnight:	Yes
Out-Of-State:	Yes
Type of Transportation:	Charter Bus
Charter Bus Company (if applicable):	Candies
Legal Name of Approved Drivers (if applicable)	N/A
Anticipated # of Students:	90
Cost Per Student and What it Covers:	954 Transportation, lodging, some meals, admissions to clinics, admission to museums
Anticipated # of Chaperones:	12
Cost Per Chaperone and What it Covers:	1080 Transportation, lodging, some meals, admissions to clinics, admission to museums
Volunteer Policy Awareness:	I am aware of this School Board Policy and will verify that all

4

	chaperones have the appropriate volunteer clearance.
Budget Code/Course to Be Charged:	Internal Accounts, 2100.0661, Band
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	<i>Kayla Lemak</i> 6/10/2026 11:58:20
Principal Signature and Date	Principal Signs Here <i>[Signature]</i> Principal Inserts Date Here 6/17/26
Assistant Superintendent Signature and Date	Assistant Superintendent Signs Here <i>[Signature]</i> Assistant Superintendent Inserts Date Here 6/17/26
Superintendent Signature and Date	Superintendent Signs Here <i>[Signature]</i> Superintendent Inserts Date Here 6/20/26

*District Use Only	
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☐	CTE EVENT Event was Pre-Approved at the School Board meeting on (Date) _____.

School Board of Clay County

August 6, 2026 - Regular School Board Meeting

Title

C4 - Independent Contractor Service Agreement between the School Board of Clay County and the Boys and Girls Club of Northeast Florida (BGCNF)

Description

A collaborative agreement between the School Board of Clay County and the BGCNF to address the after school needs of Clay County students. BGCNF will offer Project STEAM+L (Science Technology Engineering Arts and Math plus Literacy) at designated Clay County Schools in collaboration with the Florida Department of Education's 21st Century Community Learning Centers grant programming. Designed to complement and enrich school day instruction, the 21st Century program will serve students at 10 qualifying schools (Charles E Bennett Elementary, Keystone Heights Elementary, Montclair Elementary, Grove Park Elementary, Green Cove Junior High, Wilkinson Junior High, Orange Park Junior High, Orange Park High, Clay High, and Keystone Heights High).

Gap Analysis

Clay County Schools currently has 10 schools participating with BGCNF in collaboration with the Florida Department of Education's 21st Century Community Learning Centers grant.

Previous Outcomes

The BGCNF will be apply for and manage the 21st Century grant for our schools.

Expected Outcomes

The programs are free of charge and designed to address the identified needs: (1) academic remediation/homework help to address student progress; (2) integrated reading and writing activities (literacy) to support ELA academic achievement; (3) STEAM to address science and math deficiencies with a blend of visual arts and photography ("A in STEAM"); (4) physical exercise and education to create healthier students; and (5) adult-family member services.

Strategic Plan Goal

Goal 3: Engage families and the community in the educational process to create robust learning opportunities and partnerships that support and prepare students to be successful throughout K-12 education, leading to graduation and beyond.

Strategy 3.1: Expand community partnerships to increase student learning and extracurricular opportunities.

Recommendation

That the School Board of Clay County approve the agreement between the School Board of Clay County and the Boys and Girls Clubs of Northeast Florida.

Contact

Roger Dailey; Chief Academic Officer; roger.dailey@myoneclay.net; 904-336-6905

Dr. Michael George; Chief of Secondary Education; michael.george@myoneclay.net; 904-336-6918

Financial Impact

N/A

Review Comments

Attachments

School Board of Clay County

August 6, 2026 - Regular School Board Meeting

Title

C5 - 2026-2027 Uniform Statewide Assessment Calendar

Description

Per Rule 6A-1.094224, districts must add their district information to the uniform assessment calendar for the school year, submit the calendar for district school board approval, and then publish the approved, populated uniform assessment calendar on the district's website and submit it to the state department of education.

Gap Analysis

Approval of this agenda item will satisfy the district's obligations to approve a uniform assessment calendar to submit to the state.

Previous Outcomes

The board approved the 2025-2026 Uniform Statewide Assessment Calendar on September 4, 2025.

Expected Outcomes

The district will provide organized and structured implementation of state and local assessments in order to gather actionable data on which to base instructional decisions tailored to student's individual needs.

Strategic Plan Goal

Goal 1: Student Success

Recommendation

That the School Board will approve the 2026-2027 Uniform Assessment Calendar.

Contact

Rodney Ivey, District Assessment Coordinator, 904-336-9639, rodney.ivey@myoneclay.net

Financial Impact

None

Review Comments

Attachments

🔗 [K12UniformAssessmentCalendar2627_07-07-26.pdf](#)

🔗 [2026-2027 District Assessment Information.pdf](#)

2026–27 Uniform Statewide Assessment Calendar

According to Section 1008.22(7)(b), Florida Statutes (F.S.), and State Board of Education Rule 6A-1.094224, Florida Administrative Code (F.A.C.), the uniform assessment calendar must be published on the Florida Department of Education (FDOE) website by January of each year for, at a minimum, the following two school years. Prior to posting, FDOE will complete sections 1 through 4 with the appropriate information.

Each school district must then complete the uniform calendar with district-required assessment information, publish the calendar to the district website, and provide it to the FDOE by October 1 of each school year. Districts must provide completed calendars to schools and include the calendar in their parent guides. In addition, each school must publish the completed calendar on its website.

The statewide assessment information provided by the Department in sections 1 through 4 should not be altered; however, districts may otherwise modify and populate this template to accurately indicate their assessment schedules for the school year.

1. Glossary of Assessment Terms

The following glossary includes definitions of assessment terms and explanations of acronyms used throughout this template. The FDOE will populate this section with state-level terms in addition to those specified in s. 1008.22(7)(i), F.S. Districts may add rows as needed for additional glossary terms that are specific to district-required assessments but should not modify any FDOE-provided information.

Acronym/Term	Definition
WIDA ACCESS	Assessment to measure English language acquisition of English Language Learners (ELLs)
Accommodation	Per Rule 6A-1.0943, F.A.C., "Accommodations are defined as adjustments to the presentation of the statewide, standardized assessment questions, methods of recording examinee responses to the questions, scheduling for the administration of a statewide, standardized assessment to include amount of time for administration, settings for administration of a statewide, standardized assessment, and the use of assistive technology or devices to facilitate the student's participation in a statewide standardized assessment."
ASVAB	Armed Services Vocational Aptitude Battery
B.E.S.T.	Benchmarks for Excellent Student Thinking
CBT	Computer-Based Test
CLT	Classic Learning Test
Concordant and Comparative Scores	Concordant and comparative scores refer to scores that have been determined by establishing a relationship between assessments that measure similar (but not identical) constructs, such as the Algebra 1 End-of-Course Assessment and the SAT. In statute, concordant refers to scores associated with the ELA assessment and comparative refers to scores associated with the Algebra 1 assessment. A student can meet assessment graduation requirements by earning a concordant or comparative score, as specified in Rule 6A-1.09422, F.A.C.
Diagnostic	Assessments that measure students' understanding of a subject area or skills base, which allow teachers and educators to evaluate student learning, focusing on strengths and areas of need.
District Window	The selected dates within the statewide window during which a district will administer a given assessment.
District-Required Assessments	Assessments required by the school district for students in a specific grade or course.
ELA	English Language Arts
EOC	End-of-Course

2026–27 Uniform Statewide Assessment Calendar

Acronym/Term	Definition
Evaluative	Assessments that measure student proficiency at selected intervals in order to compare change over time and to compare state-level results.
FAA	Florida Alternate Assessment; The FAA—Datafolio is designed to provide meaningful information about students with the most significant cognitive disabilities who typically do not have a formal mode of communication and are working at pre-academic levels. The FAA—Performance Task is a performance-based assessment for students with the most significant cognitive disabilities aligned to the state's alternate academic achievement standards.
FACT	Florida Advanced Course Test
FAST	Florida Assessment of Student Thinking
FCLE	Florida Civic Literacy Exam
Formative	Formative assessments are the formal and informal ways that teachers and students gather and respond to evidence of student learning. Formative assessments are part of teaching in the classroom. Formative assessments will not result in a score that will appear on a student's report card, but they serve the greater purpose of informing both students and teachers on what changes need to happen in classroom instruction to better serve the needs of individual students.
Interim	Interim assessments are administered on a smaller scale (i.e., school or district) with results that can be used at the classroom level or aggregated at the school- or district-level. Depending on the design, interim assessments can be used to predict a student's ability to succeed on a summative assessment, to evaluate a program, or to diagnose student learning gaps.
NAEP	National Assessment of Educational Progress
PBT	Paper-Based Test
PM1	The baseline administration of FAST progress monitoring in the beginning of the school year.
PM2	The midyear administration of FAST progress monitoring in the middle of the school year.
PM3	The summative administration of FAST progress monitoring at the end of the school year; the statewide, standardized ELA assessment for students in grades 3 through 10 and the statewide, standardized Mathematics assessment for students in grades 3 through 8.
Progress Monitoring	The process used to determine whether a student's academic performance is improving, at what rate it is improving, and how effective instruction has been. In accordance with s. 1008.25(9)(b)1., F.S., the progress monitoring assessments for VPK through grade 2 must be administered at least three times within a program year or school year, as applicable, with the first administration occurring no later than the first 30 instructional days after a student's enrollment or the start of the program or school year, the second administration occurring midyear, and the third administration occurring within the last 30 days of the program or school year. In accordance with s. 1008.25(9)(b)3., F.S., the progress monitoring assessments for grades 3 through 10 must be administered at the beginning, middle, and end of the school year.
PSAT/NMSQT	Preliminary SAT/National Merit Scholarship Qualifying Test
Summative	Assessments that evaluate student mastery of Florida's academic standards at or near the conclusion of the course of instruction.
Statewide, Standardized Assessments	All assessments required by s. 1008.22, F.S.
Statewide Window	The range of dates during which districts and/or schools may choose to administer a given assessment.
Testing Time	The amount of time individual students are each given to respond to test items on each test.
VPK	Florida's Voluntary Prekindergarten Education Program

2026–27 Uniform Statewide Assessment Calendar

2. Test, Type, and Purpose/Use

FDOE will populate this section with information related to state-level tests. Districts may add rows as needed to define district-required tests, test type, and their purpose/use in the district, but they should not modify any FDOE-provided information. If additional types are added, define applicable types in the glossary.

Test	Type	Purpose/Required Use	Statutory Authority/Required Use Citation
WIDA ACCESS	Diagnostic	Measure English language acquisition of ELLs	s. 1003.56, F.S.
WIDA Alternate ACCESS	Diagnostic	Measure English language acquisition of ELLs with the most significant cognitive disabilities	Rule 6A-1.09432, F.A.C. Rule 6A-6.0902, F.A.C. Rule 6A-6.09021, F.A.C. Rule 6A-6.0903, F.A.C.
ACT	Summative	Inform course placement; can be used as a concordant or comparative score to meet assessment graduation requirements; provide postsecondary opportunities	s. 1008.22, F.S. s. 1009.531, F.S. Rule 6A-1.09422, F.A.C. Rule 6A-10.0315, F.A.C. Rule 6A-20.028, F.A.C.
ASVAB	Evaluative	Determine whether a student is qualified to enlist in the military and to assign an appropriate military job	s. 1003.451, F.S. s. 1008.34, F.S. Rule 6A-1.09981, F.A.C.
CLT	Summative	Inform course placement; can be used as a concordant or comparative score to meet assessment graduation requirements; provide postsecondary opportunities	s. 1008.22, F.S. s. 1009.531, F.S. Rule 6A-1.09422, F.A.C. Rule 6A-10.0315, F.A.C. Rule 6A-20.028, F.A.C.
CLT10	Summative	Inform course placement; can be used as a concordant or comparative score to meet assessment graduation requirements	s. 1007.35, F.S. s. 1008.22, F.S. Rule 6A-1.09422, F.A.C. Rule 6A-10.0315, F.A.C.
FACT	Summative	Inform course placement; college credit	s. 1007.27, F.S.
FAST PM1 and PM2	Diagnostic/Progress Monitoring	Provides information in mastering the appropriate grade-level standards and provides information on students' progress to parents, teachers, and school and program administrators. Used to provide data for accountability of the Voluntary Prekindergarten Education Program.	s. 1002.68, F.S. s. 1008.25(9), F.S. Rule 6M-8.622, F.A.C.
FCLE	Summative	If passed, exempts students from the postsecondary civic literacy assessment requirement established by s. 1007.25(5), F.S.	s. 1003.4282(3)(d), F.S. s. 1007.25(5)(b), F.S.
B.E.S.T. Writing	Summative	Purpose: statewide, standardized assessments, including FAST PM3, measure student achievement of Florida's state academic	s. 1002.38, F.S.
EOC	Summative		s. 1002.394, F.S.

Rule 6A-1.094224, F.A.C.

Form ARM 001

Effective August 2025

Updated May 26, 2026

2026–27 Uniform Statewide Assessment Calendar

Test	Type	Purpose/Required Use	Statutory Authority/Required Use Citation
FAST PM3	Progress Monitoring/Summative	standards	s. 1002.395, F.S.
FAA—Performance Task	Summative	Required uses: third grade retention; high school standard diploma; EOC assessments as 30% of course grade; school grades; school improvement ratings; district grades; School Improvement; Federal Percent of Points Index (FPPI); Value-Added Model (VAM); Scholar designation; Credit Acceleration Program; school improvement plans; school, district, state and federal reporting; assessment provisions for students in scholarship programs and stationed on military bases; New Worlds Reading Initiative; Reading Achievement Initiative for Scholastic Excellence (RAISE) Program	s. 1002.45, F.S.
FAA—Datafolio	Portfolio		s. 1002.68, F.S.
Statewide Science Assessment	Summative		s. 1003.4156, F.S. s. 1003.4282, F.S. s. 1003.4285, F.S. s. 1003.433, F.S. s. 1003.485, F.S. s. 1004.04, F.S. s. 1008.212, F.S. s. 1008.213, F.S. s. 1008.22, F.S. s. 1008.25, F.S. s. 1008.33, F.S. s. 1008.34, F.S. s. 1008.341, F.S. s. 1008.3415, F.S. s. 1008.345, F.S. s. 1008.365, F.S. s. 1012.34, F.S. s. 1012.56, F.S. Rule 6A-1.09422, F.A.C. Rule 6A-1.094221, F.A.C. Rule 6A-1.094222, F.A.C. Rule 6A-1.0943, F.A.C. Rule 6A-1.09430, F.A.C. Rule 6A-1.09432, F.A.C. Rule 6A-1.09963, F.A.C. Rule 6A-1.09981, F.A.C. Rule 6A-1.099811, F.A.C. Rule 6A-1.099822, F.A.C. Rule 6A-1.099828, F.A.C. Rule 6A-5.0411, F.A.C. Rule 6A-6.0212, F.A.C. Rule 6A-6.0531, F.A.C. Rule 6A-6.0532, F.A.C. Rule 6A-10.042, F.A.C.

2026–27 Uniform Statewide Assessment Calendar

Test	Type	Purpose/Required Use	Statutory Authority/Required Use Citation
NAEP	Evaluative	Measure student performance for comparison among state and national populations over time	s. 1008.22, F.S.
PreACT	Summative	Inform course placement	s. 1007.35, F.S. s. 1008.22, F.S. Rule 6A-1.09422, F.A.C. Rule 6A-10.0315, F.A.C.
PSAT10	Summative	Inform course placement; can be used as a concordant or comparative score to meet assessment graduation requirements	s. 1007.35, F.S. s. 1008.22, F.S. Rule 6A-1.09422, F.A.C. Rule 6A-10.0315, F.A.C.
PSAT/NMSQT	Summative	Inform course placement; can be used as a concordant or comparative score to meet Algebra 1 assessment graduation requirements	s. 1007.35, F.S. s. 1008.22, F.S. Rule 6A-1.09422, F.A.C. Rule 6A-10.0315, F.A.C.
SAT	Summative	Inform course placement; can be used as a concordant or comparative score to meet assessment graduation requirements; provide postsecondary opportunities	s. 1008.22, F.S. s. 1009.531, F.S. Rule 6A-1.09422, F.A.C. Rule 6A-10.0315, F.A.C. Rule 6A-20.028, F.A.C.

3. Required Statewide Assessments

The following assessments are required for students as indicated in the **Students to Be Tested** column. FDOE will complete this section with the required statewide assessments. Districts should then populate the **District Window** column for each assessment in the table but should not modify any FDOE-provided information.

When calculating total test time in Section 6, do not include times for assessments indicated by grey rows, which indicate duplicate assessment windows (e.g., EOCs), assessments that take the place of another assessment, or assessments that do not have a specified testing time.

Assessment	Students to Be Tested	Statewide Window	District Window	Mode	Testing Time	Results Expected
VPK FAST PM1	Students enrolled in VPK	First 30 instructional days after a student's enrollment or the start of a program year or school year	08/11/2026 - 09/25/2026	CBT	10–20 minutes	Immediately following test completion
FAST PM1	Kindergarten–Grade 1 ELA Reading ¹	August 3–September 25, 2026	08/11/2026 - 09/25/2026	CBT ²	10–20 minutes	Immediately following test completion

2026–27 Uniform Statewide Assessment Calendar

Assessment	Students to Be Tested	Statewide Window	District Window	Mode	Testing Time	Results Expected
FAST PM1	Grade 2 ELA Reading ¹	August 3–September 25, 2026	08/11/2026 - 09/25/2026	CBT ²	15–20 minutes	Immediately following test completion
FAST PM1	Kindergarten–Grade 2 Mathematics ¹	August 3–September 25, 2026	08/11/2026 - 09/25/2026	CBT ²	20–30 minutes	Immediately following test completion
FAST PM1	Grades 3–10 ELA Reading	August 10–September 25, 2026	08/11/2026 - 09/25/2026	CBT ²	90 minutes ³	Immediately following test completion
FAST PM1	Grades 3–5 Mathematics	August 10–September 25, 2026	08/11/2026 - 09/25/2026	CBT ²	80 minutes ³	Immediately following test completion
FAST PM1	Grades 6–8 Mathematics	August 10–September 25, 2026	08/11/2026 - 09/25/2026	CBT ²	100 minutes ³	Immediately following test completion
FAA—Datafolio ⁴	Grades 3–10 ELA (Reading and Writing); Grades 3–8 Mathematics; Grades 5 and 8 Science; and Algebra 1, Biology 1, Civics, Geometry, and U.S. History EOCs	Collection Period 1: September–October 2026 <u>August 31–October 9, 2026</u>	08/31/2026 - 10/09/2026	PBT	Varies/Untimed	June 2027
PSAT/NMSQT ⁷	Grade 10 students in districts that selected PSAT/NMSQT	October 2026	October 2026	CBT/PBT	134 minutes	4–6 weeks after testing
PreACT ⁷	Grade 10 students in districts that selected PreACT	October 2026–April 2027	---	CBT/PBT	150 minutes	Approximately 2 weeks after testing
FAA—Datafolio ⁴	Grades 3–10 ELA (Reading and Writing); Grades 3–8 Mathematics; Grades 5 and 8 Science; and Algebra 1, Biology 1, Civics, Geometry, and U.S. History EOCs	Collection Period 2: November–December 2026 <u>November 9–December 11, 2026</u>	11/09/2026 - 12/11/2026	PBT	Varies/Untimed	June 2027
FCLE	Students enrolled in associated courses	November 2–December 18, 2026	11/02/2026 - 12/18/2026	CBT ²	160 minutes ⁵	Immediately following test completion
VPK FAST PM2	Students enrolled in VPK	Midyear	11/23/2026 - 02/05/2027	CBT	10–20 minutes	Immediately following test completion

2026–27 Uniform Statewide Assessment Calendar

Assessment	Students to Be Tested	Statewide Window	District Window	Mode	Testing Time	Results Expected
CLT10 ⁷	Grade 10 students in districts that selected CLT10	November 2026–April 2027	---	PBT/CBT	120 minutes	Within 3 weeks
FAST PM2	Kindergarten–Grade 1 ELA Reading	November 30, 2026–January 22, 2027	11/30/2026 – 01/22/2027	CBT ²	10–20 minutes	Immediately following test completion
FAST PM2	Grade 2 ELA Reading	November 30, 2026–January 22, 2027	11/30/2026 – 01/22/2027	CBT ²	15–20 minutes	Immediately following test completion
FAST PM2	Kindergarten–Grade 2 Mathematics	November 30, 2026–January 22, 2027	11/30/2026 – 01/22/2027	CBT ²	20–30 minutes	Immediately following test completion
FAST PM2	Grades 3–10 ELA Reading	November 30, 2026–January 22, 2027	11/30/2026 – 01/22/2027	CBT ²	90 minutes ³	Immediately following test completion
FAST PM2	Grades 3–5 Mathematics	November 30, 2026–January 22, 2027	11/30/2026 – 01/22/2027	CBT ²	80 minutes ³	Immediately following test completion
FAST PM2	Grades 6–8 Mathematics	November 30, 2026–January 22, 2027	11/30/2026 – 01/22/2027	CBT ²	100 minutes ³	Immediately following test completion
FAA—Datafolio ⁴	Grades 3–10 ELA (Reading and Writing); Grades 3–8 Mathematics; Grades 5 and 8 Science; and Algebra 1, Biology 1, Civics, Geometry, and U.S. History EOCs	Collection Period 3: February–March 2027 <u>February 22–March 26, 2027</u>	02/22/2027 – 03/26/2027	PBT	Varies/Untimed	June 2027
ACT ⁷	Grade 11 students in districts that selected ACT	February–April 2027	----	CBT	175 minutes	3–8 weeks after test administration
CLT ⁷	Grade 11 students in districts that selected CLT	February–April 2027	----	CBT	120 minutes	Within 8 business days
SAT ⁷	Grade 11 students in districts that selected SAT	March–April 2027	03/01/2027 – 04/30/2027	CBT	134 minutes	2–4 weeks after test administration

2026–27 Uniform Statewide Assessment Calendar

Assessment	Students to Be Tested	Statewide Window	District Window	Mode	Testing Time	Results Expected
FAA—Performance Task ⁶	Grades 3–8 ELA and Mathematics; Grades 4–8 Writing; Grades 5 and 8 Science; and Civics EOC	March 1–April 16, 2027	03/01/2027 – 04/16/2027	PBT	Varies/Untimed	June 2027
FAA—Performance Task ⁶	Grades 9 and 10 ELA; Grades 9 and 10 Writing; and Algebra 1, Biology 1, Geometry, and U.S. History EOCs	March 8–April 23 30, 2027	03/08/2027 – 04/30/2027	PBT	Varies/Untimed	June 2027
B.E.S.T. Writing	Grades 4–10	March 29–April 9, 2027	03/29/2027 – 04/09/2027	CBT ²	120 minutes ⁵	June 2027
FCLE	Students enrolled in associated courses	March 29–May 28, 2027	03/29/2027 – 05/28/2027	CBT ²	160 minutes ⁵	Immediately following test completion
VPK FAST PM3	Students enrolled in VPK	The last 30 days of the program or school year	04/22/2027 – 05/27/2027	CBT	10–20 minutes	Immediately following test completion
FAST PM3	Kindergarten ELA Reading ⁸	April 12–May 28, 2027	04/12/2027 – 05/28/2027	CBT ²	10–20 minutes	Immediately following test completion
FAST PM3	Grades 1–2 ELA Reading ⁸	April 12–May 28, 2027	04/12/2027 – 05/28/2027	CBT ²	15–20 minutes	Immediately following test completion
FAST PM3	Kindergarten –Grade 2 Mathematics ⁸	April 12–May 28, 2027	04/12/2027 – 05/28/2027	CBT ²	20–30 minutes	Immediately following test completion
FAST PM3	Grades 3–10 ELA Reading	May 3–28, 2027	04/12/2027 – 05/28/2027	CBT ²	120 minutes ³	Immediately following test completion
FAST PM3	Grades 3–5 Mathematics	May 3–28, 2027	04/12/2027 – 05/28/2027	CBT ²	100 minutes ³	Immediately following test completion
FAST PM3	Grades 6–8 Mathematics	May 3–28, 2027	04/12/2027 – 05/28/2027	CBT ²	120 minutes ³	Immediately following test completion
Algebra 1, Geometry, Biology 1, Civics, and U.S. History EOCs	Students enrolled in associated courses	May 3–28, 2027	04/12/2027 – 05/28/2027	CBT ²	160 minutes ³	Immediately following test completion
Statewide Science	Grades 5 and 8	May 3–28, 2027	04/12/2027 – 05/28/2027	CBT ²	120 minutes ³	Immediately following test completion
FACT College Algebra	Students enrolled in associated courses	May 3–28, 2027	05/03/2027 – 05/28/2027	CBT ²	160 minutes ³	Immediately following test completion

2026–27 Uniform Statewide Assessment Calendar

¹ K–2 FAST assessments for PM1 must be administered within the first 30 instructional days of the school year.

² Paper-based accommodations (e.g., regular print, large print, braille, one-item-per-page) for computer-based tests are available to eligible students if indicated as an accommodation on an IEP or Section 504 plan.

³ Any student who has not completed the session by the end of the allotted time may continue working; however, testing must be completed within the same school day.

⁴ The FAA—Datafolio is designed for students with the most significant cognitive disabilities for whom participation in the general statewide assessment or the FAA—Performance Task is inappropriate, even with accommodations.

⁵ Any student who has not completed the test by the end of the allotted time may continue working up to half the length of a typical school day.

⁶ The FAA—Performance Task is designed for students with the most significant cognitive disabilities for whom participation in the general statewide assessment is inappropriate, even with accommodations.

⁷ Each district must choose to administer the CLT10, PreACT, or PSAT/NMSQT for grade 10 and the ACT, CLT, or SAT for grade 11. Complete the row for the assessments chosen by your district and then change the background for the assessment not chosen to gray and leave the district window cell blank.

⁸ K–2 FAST assessments for PM3 must be administered within the last 30 instructional days of the school year.

4. Statewide Assessments for SELECT Students

The following assessments are only intended for selected students/students in certain sub-groups. The FDOE will complete this section with the applicable statewide assessments. Districts should then populate the **District Window** column for the assessments in the table below but should not modify any FDOE-provided information. If an assessment is not being administered in your district, indicate “N/A” in the District Window column.

Because the tests included in this section are not administered to all students or, in some cases, are optional for students, the testing time for these tests should not be included in the total testing time calculated in Section 6.

Assessment	Students to Be Tested ³	Statewide Window	District Window	Mode	Testing Time	Results Expected
ASVAB		August 2026–May 2027	08/2026 – 05/2027	CBT/PBT	CBT: 198 minutes PBT: 149 minutes	Approximately 2 weeks after testing
FAST Grade 10 ELA Reading Retake		September 7–October 2, 2026	04/12/2027 – 05/28/2027	CBT ¹	120 minutes ²	Immediately following test completion
Algebra 1, Geometry, Biology 1, Civics, and U.S. History EOCs		September 7–October 2, 2026	04/12/2027 – 05/28/2027	CBT ¹	160 minutes ²	Immediately following test completion
FAA—Performance Task ⁴ Grade 10 ELA and Algebra 1 EOC Makeup		September 21–October 23 ⁹ , 2026	09/21/2026 – 10/23/2026	PBT	Varies/Untimed	December 2026
FAST Grade 10 ELA Reading Retake		November 30–December 18, 2026	11/30/2026 – 12/18/2026	CBT ¹	120 minutes ²	Immediately following test completion
Algebra 1, Geometry, Biology 1, Civics, and U.S. History EOCs		November 30–December 18, 2026	11/30/2026 – 12/18/2026	CBT ¹	160 minutes ²	Immediately following test completion
FACT College Algebra		November 30–December 18, 2026	11/30/2026 – 12/18/2026	CBT ¹	160 minutes ²	Immediately following test completion

Rule 6A-1.094224, F.A.C.

Form ARM 001

Effective August 2025

Updated May 26, 2026

2026–27 Uniform Statewide Assessment Calendar

Assessment	Students to Be Tested ³	Statewide Window	District Window	Mode	Testing Time	Results Expected
WIDA ACCESS	Kindergarten students currently classified as ELL with “LY” code	January 11–March 12, 2027	01/11/2027 – 03/12/2027	PBT	45 minutes	June 2027
WIDA ACCESS	Grades 1–12 students currently classified as ELL with “LY” code	January 11–March 12, 2027	01/11/2027 – 03/12/2027	CBT	105–245 minutes ¹ (varies by grade-level/tier)	June 2027
WIDA Alternate ACCESS	K–12 students with the most significant cognitive disabilities and currently classified as ELL with “LY” code	January 11–March 12, 2027	01/11/2027 – 03/12/2027	PBT	120 minutes	June 2027
FAST Grade 10 ELA Reading Retake		May 3–28, 2027	05/03/2027 – 05/28/2027	CBT ¹	120 minutes ²	Immediately following test completion
FAST Grade 3 ELA Reading		June 21–25, 2027 July 12–16, 2027	07/12/2027 – 07/16/2027	CBT ²	120 minutes ²	Immediately following test completion
FAST Grade 10 ELA Reading Retake		June 21–25, 2027 July 12–16, 2027	07/12/2027 – 07/16/2027	CBT ¹	120 minutes ²	Immediately following test completion
Algebra 1, Geometry, Biology 1, Civics, and U.S. History EOCs		June 21–25, 2027 July 12–16, 2027	07/12/2027 – 07/16/2027	CBT ¹	160 minutes ²	Immediately following test completion

¹ Paper-based accommodations (e.g., regular print, large print, braille, one-item-per-page) for computer-based tests are available to eligible students if indicated as an accommodation on an IEP or Section 504 plan.

² Any student who has not completed the session by the end of the allotted time may continue working; however, testing must be completed within the same school day.

³ If indicated, “applicable students” relates to the sub-group(s) of students who *may* take that assessment; it does not indicate that all students throughout the state in that sub-group will take that assessment.

Assessments for which no applicable student group is listed are available to students as needed but are not limited to any specific sub-group.

⁴ The FAA—Performance Task is designed for students with the most significant cognitive disabilities for whom participation in the general statewide assessment is inappropriate, even with accommodations.

5. District-Required Assessment Information

Complete the table below with assessments that are required for all schools in the district.

Assessment	Students to Be Tested	District Window	Mode	Testing Time	Results Expected
Beginning of Year Acadience Reading	Grades K – 6	08/10/2026 – 09/25/2026	CBT	Gr K – 3 mins Gr 1 – 5 mins Gr 2 – 8 mins Gr 3-6 – 11 mins	Instantly

2026–27 Uniform Statewide Assessment Calendar

Assessment	Students to Be Tested	District Window	Mode	Testing Time	Results Expected
Beginning of Year Math Screener	Grades K–5	08/12/2026 – 08/28/2026	CBT	Gr K – 5 mins Gr 1-2 – 15 mins Gr 3-5 – 20 mins	Instantly
ALEKS Initial Knowledge Check	Grades 6-8 Math, Algebra 1, Algebra 1A, Algebra 1B, Geometry & Foundations 9-12	08/11/2026 – 09/04/2026	CBT	45 mins each	Instantly
Baseline Biology 1, Civics, US History, MJ US History	Content Areas	08/11/2026 – 09/04/2026	CBT	90 mins each	Instantly
Baseline Science	Grades 3–8	08/11/2026 – 09/16/2026	CBT	Gr 3-5 – 60 mins, Gr 6-8 – 90 mins	Instantly
Clay PM 1: Algebra 1, Algebra 1A, Algebra 1B & Geometry	Content Areas	08/11/2026 – 09/18/2026	CBT	90 mins each	Instantly
Mid-year Math District Assessment	Grades K–5	10/26/2026 – 11/06/2026	CBT	Gr K-2 – 15 mins each Gr 3-5 – 25 mins each	Instantly
Middle of Year Acadience Reading	Grades K–6	11/30/2026 – 01/22/2027	CBT	Gr K – 6.5 mins Gr 1 – 8 mins Gr 2 – 6 mins Gr 3-6 – 11 mins	Instantly
Clay PM2: Algebra 1, Algebra 1A, Algebra 1B & Geometry	Content Areas	11/30/2026 – 12/18/2026	CBT	90 mins each	Instantly
Midyear Biology 1, Civics, US History, M/J US History	Content Areas	11/30/2026 – 12/18/2026	CBT	90 mins, 75 mins, 75 mins, 75 mins	Instantly
Midyear Science	Grades 3–8	11/30/2026 – 12/18/2026	CBT	Gr 3-5 – 60 mins, Gr 6-8 – 90 mins	Instantly
End-of-Year Math District	Grades K-5	03/04/2027 – 03/18/2027	CBT	Gr K-2 - 15 mins each Gr 3-5 – 25 mins each	Instantly
End of Year Science	Grades 3–4 & 6–7	05/03/2027 – 05/27/2027	CBT	Gr 3-4 – 60 mins, Gr 7-8 – 90 mins	Instantly
End of Year Acadience Reading	Grades K–6	05/03/2027 – 05/28/2027	CBT	Gr K – 5 mins Gr 1 – 8 mins Gr 2 – 6 mins Gr 3-6 – 11 mins	Instantly

2026–27 Uniform Statewide Assessment Calendar

Assessment	Students to Be Tested	District Window	Mode	Testing Time	Results Expected
ALEKS Knowledge Check	Grades 6-8 Math, Algebra 1, Algebra 1A, Algebra 1B, Geometry & Foundations 9–12	05/03/2027 – 05/27/2027	CBT	45 mins each	Instantly
End of Year Algebra 1A	Algebra 1A	05/03/2027 – 05/27/2027	CBT	90 mins	Instantly

6. Estimates of Total Testing Time by Grade Level

Estimates of average time for administering state-required and district-required assessments (listed in Sections 3 and 5 above) by grade level. Subject-based assessments should be included with the grade level to which they are most likely to be administered (e.g., Biology 1 with grade 9).

Grade Level	Statewide Assessments	District Assessments	Approximate Total Testing Time (In Minutes)
VPK	60	0	60
K	150	49.5	199.5
1	150	66	216
2	150	65	215
3	560	283	843
4	680	283	963
5	840	223	1063
6	740	393	1133
7	900	360	1260
8	900	485	1385
9	740	540	1280
10	580+120/150/134 ¹	450	1164
11	160+175/120/134 ²	125	419
12	160	0	160

¹The amount of time for grade 10 statewide assessments will depend on whether a district selects CLT10, PreACT, or PSAT/NMSQT. If CLT10, use 700 minutes (580 + 120) for the grade 10 Statewide Assessments cell. If PreACT, use 730 (580 + 150) for the grade 10 Statewide Assessments cell. If PSAT/PSAT/NMSQT, use 714 (580 + 134) for the grade 10 Statewide Assessments cell.

²The amount of time for grade 11 statewide assessments will depend on whether a district selects ACT, CLT, or SAT. If ACT, use 335 minutes (160 + 175) for the grade 11 Statewide Assessments cell. If CLT, use 280 minutes (160 + 120) for the grade 11 Statewide Assessments cell. If SAT, use 294 minutes (160 + 134) for the grade 11 Statewide Assessments cell.



Academic Services

Clay County District Schools

2026–2027 District Assessment Information

[2026 – 2027 CCDS Required Assessments](#)

[2026 – 2027 CCDS Optional Assessments](#)

2026–2027 CCDS Required Assessments

Dates	Assessment	Grade Level	Local/State
August/September 2026			
08/03/2026 - 09/25/2026	FAST PM 1 Reading and Math	Grades K - 2	State
08/10/2026 - 09/25/2026	FAST PM 1 Reading	Grades 3 - 10	State
08/10/2026 - 09/25/2026	FAST PM 1 Math	Grades 3 - 8	State
08/11/2026 - 09/24/2026	FAST PM 1 Reading	VPK	State
08/10/2026 - 09/25/2026	Beginning of Year Acadience Reading	Grades K - 6	Local

08/12/2026 - 08/28/2026	K-5 Beginning of Year Math Screener	Grades K - 5	Local
08/11/2026 - 09/04/2026	ALEKS Initial Knowledge Check	Grades 6 - 8 Math, Algebra 1, Algebra 1A, Algebra 1B, Geometry & Foundations 9 - 12	Local
08/11/2026 - 09/04/2026	Baseline Biology 1, Civics, US History	Content Areas	Local
08/11/2026 - 09/04/2026	Baseline Science	Grades 3 - 8	Local
08/17/2026 - 09/18/2026	Clay PM 1: Algebra 1, Algebra 1A, Algebra 1B & Geometry	Algebra 1, Algebra 1A, Algebra 1B & Geometry	Local
08/31/2026 - 10/09/2026	FAA-Datafolio Grades 3 - 10 ELA (Reading & Writing) Grades 3 - 8 Math Grades 5 & 8 Science EOC (Algebra 1, Biology, Civics, Geometry & US History)	Collection Period 1	State
09/08/2026 - 10/02/2026	FAST Grade 10 Reading Retake	Grades 11 and 12	State
09/08/2026 - 10/02/2026	EOC Assessments (Algebra 1, Geometry, Biology 1, Civics, US History)	EOC Content Areas	State
09/21/2026 - 10/23/2026	FAA Perf Task Gr 10 ELA Makeup	Grades 11 and 12	State
09/21/2026 - 10/23/2026	FAA Perf Task Algebra 1 Makeup	Grades 10 - 12	State
October 2026			
10/26/2026 - 11/06/2026	K-5 Mid-year Math District Assessment	K - 5	Local
	PSAT (Online)	Grade 10 and 11	State

	SAT (School Day)	Grade 12	State
November/December 2026/January 2027			
11/09/2026 - 12/11/2026	FAA-Datafolio Grades 3 - 10 ELA (Reading & Writing) Grades 3 - 8 Math Grades 5 & 8 Science EOC (Algebra 1, Biology, Civics, Geometry & US History)	Collection Period 2	State
11/02/2026 - 12/18/2026	Florida Civic Literacy Exam	US Government	State
	FAST PM 2 Reading	VPK	State
11/30/2026 - 01/22/2027	FAST PM 2 Reading and Math	Grades K - 2	State
11/30/2026 - 01/22/2027	FAST PM 2 Reading	Grades 3 - 10	State
11/30/2026 - 01/22/2027	FAST PM 2 Math	Grades 3 - 8	State
11/30/2026 - 12/18/2026	FAST Grade 10 Reading Retake	Grades 11 and 12	State
11/30/2026 - 12/18/2026	EOC Assessments (Algebra 1, Geometry, Biology 1, Civics, US History)	EOC Content Areas	State
11/30/2026 - 01/22/2027	Middle of Year Acadience Reading	Grades K - 6	Local
11/30/2026 - 12/18/2026	Clay PM2: Algebra 1, Algebra 1A, Algebra 1B & Geometry	Algebra 1, Algebra 1A, Algebra 1B & Geometry	Local
11/30/2026 - 12/18/2026	Midyear Biology 1, Civics, US History	Content Areas	Local
11/30/2026 - 12/18/2026	Midyear Science	Grade 3 - 8	Local
01/11/2027 - 03/12/2027	WIDA ACCESS for ELLs	All Grades	State

01/11/2027 - 03/12/2027	WIDA Alternate ACCESS for ELLs	All Grades	State
February/March 2027			
02/22/2027 - 03/26/2027	FAA-Datafolio Grades 3 - 10 ELA (Reading & Writing) Grades 3 - 8 Math Grades 5 & 8 Science EOC (Algebra 1, Biology, Civics, Geometry & US History)	Collection Period 3	State
03/01/2027 - 04/16/2027	FAA Perf Task ELA and Math	Grades 3 - 8	State
03/01/2027 - 04/16/2027	FAA Perf Task Writing	Grades 4 - 8	State
03/01/2027 - 04/16/2027	FAA Perf Task Science	Grades 5 & 8	State
03/01/2027 - 04/16/2027	FAA Perf Task Civics	EOC	State
	ACT	Grades 11 - 12	State
	SAT	Grades 11 - 12	State
	CLT	Grades 11 - 12	State
03/08/2027 - 04/30/2027	FAA Perf Task ELA and Writing	Grades 9 - 10	State
03/08/2027 - 04/30/2027	FAA Perf Task (Algebra 1, Biology, Geometry, and US History)	EOC	State
03/29/2027 - 04/09/2027	FAST Writing	Grades 4 - 10	State
03/29/2027 - 05/28/2027	Florida Civic Literacy Exam	US Government	State
03/04/2027 - 03/18/2027	K-5 End-of-Year Math District	K - 5	Local

	Assessment		
April/May 2027			
04/22/2027 - 05/27/2027	FAST PM 3 Reading	VPK	State
04/12/2027 - 05/28/2027	FAST PM 3 Reading and Math	Grades K - 2	State
05/03/2027 - 05/28/2027	FAST PM 3 Reading	Grades 3 - 10	State
05/03/2027 - 05/28/2027	FAST PM 3 Math	Grades 3 - 8	State
05/03/2027 - 05/27/2027	End of Year Science	Grades 3 - 4 & Grades 6 - 7	Local
05/03/2027 - 05/28/2027	Statewide Science Assessment	Grades 5 & 8	State
05/03/2027 - 05/28/2027	EOC Assessments (Algebra 1, Geometry, Biology 1, Civics, US History)	EOC Content Areas	State
05/03/2027 - 05/28/2027	FAST Grade 10 Reading Retake	Grades 11 and 12	State
05/04/2027 - 05/28/2027	AP, AICE, and IB Exams	Grades 9 - 12	State
05/03/2027 - 05/28/2027	End of Year Acadience Reading	Grades K - 6	Local
05/03/2027 - 05/27/2027	ALEKS Knowledge Check	Grades 6 - 8 Math, Algebra 1, Algebra 1A, Algebra 1B, Geometry & Foundations 9 - 12	Local
05/03/2027 - 05/27/2027	End of Year Algebra 1A	Algebra 1A	Local
June/July 2027			

06/21/2027 - 06/25/2027 07/12/2027 - 07/16/2027	FAST Grade 3 ELA Retake	Grades 3	State
06/21/2027 - 06/25/2027 07/12/2027 - 07/16/2027	FAST Grade 10 ELA Retake	Grades 11 - 12	State
06/21/2027 - 06/25/2027 07/12/2027 - 07/16/2027	EOC Assessments (Algebra 1, Geometry, Biology 1, Civics, US History)	EOC Content Areas	State

2026 – 2027 CCDS Optional Assessments

Optional ELA Assessments			
Elementary			
Secondary			
Optional Science Assessments			
Elementary Science K–5			
04/05/2027 - 04/30/2027	Grade 5 Mock SSA Science Assessment	Grade 5	Local
Secondary Science & Grade 6 Science			
08/11/2026 - 09/04/2026	Physical Science Baseline	Grades 10 - 12	Local
08/11/2026 - 09/04/2026	Chemistry 1 Baseline	Grades 10 - 12	Local

08/11/2026 - 09/04/2026	Physics 1 Baseline	Grades 10 - 12	Local
03/15/2027 - 04/23/2027	Grade 8 Mock SSA Science	Grade 8	Local
04/05/2027 - 04/30/2027	Biology 1 Mock EOC	Grades 9 - 10	Local
05/03/2027 - 05/27/2027	Chemistry 1 EOC	Grades 10 - 12	Local
05/03/2027 - 05/27/2027	Physical Science EOC	Grades 10 - 12	Local
05/03/2027 - 05/27/2027	Physics 1 EOC	Grades 10 - 12	Local
Optional Social Studies Assessments			
08/11/2026 - 09/04/2026	M/J US History Baseline Assessment	Grades 7 - 8	Local
10/05/2026 - 10/16/2026	Civics Quarter 1 Assessment	Grades 7 - 8	Local
10/05/2026 - 10/16/2026	M/J US History Quarter 1 Assessment	Grade 7 - 8	Local
10/05/2026 - 10/16/2026	Grade 11 US History Quarter 1 Assessment	Grade 11	Local
11/30/2026 - 12/18/2026	M/J US History Mid-Year	Grade 7 - 8	Local
03/08/2026 - 03/18/2027	Civics Quarter 3 Assessment	Grades 7 - 8	Local
03/08/2026 - 03/18/2027	M/J US History Quarter 3 Assessment	Grade 7 - 8	Local
03/08/2026 - 03/18/2027	Grade 11 US History Quarter 3 Assessment	Grade 11	Local
04/01/2026 - 04/30/2027	Civics Baseline Recheck	Grade 7 - 8	Local
04/01/2026 - 04/30/2027	11th Grade US History Baseline Recheck	Grade 11	Local
05/03/2026 - 05/28/2027	M/J US History Baseline Recheck	Grade 7 - 8	Local

School Board of Clay County

August 6, 2026 - Regular School Board Meeting

Title

C6 - Memorandum of Understanding between Clay County District Schools and Maryville University

Description

Collaborative partnership between Maryville University and Clay County Schools to provide internship placements for graduate students enrolled in the Speech-Language Pathology program.

Gap Analysis**Previous Outcomes****Expected Outcomes****Strategic Plan Goal****Recommendation****Contact****Financial Impact**

None

Review Comments**Attachments**

DRAFT

School Board of Clay County

August 6, 2026 - Regular School Board Meeting

Title

C7 - Memorandum of Understanding between NOVA Southeastern University and Clay County District Schools

Description

Gap Analysis

Previous Outcomes

Expected Outcomes

Strategic Plan Goal

Recommendation

Contact

Financial Impact

Review Comments

Attachments

DRAFT

School Board of Clay County

August 6, 2026 - Regular School Board Meeting

Title

C8 - School Board Approval of the 2026-2027 Comprehensive Evidence-Based Reading Plan (CERP)

Description

Prior to 2023, districts were required to submit the Comprehensive Evidence-Based Reading Plan (CERP) to the Department of Education for approval. Senate Bill 2524 requires school districts to submit a comprehensive reading plan for approval to the applicable district school board, charter school governing board, or lab school board of trustees. It removes the requirement for the Department of Education to approve district comprehensive reading plans. The approval of the 2026-2027 K-12 CERP by the district school board is to be in alignment with the statutory requirements outlined in Rule 6A-6.053, Florida Administrative Code (FAC). The school district is required to submit the district-approved Comprehensive Evidence-Based Reading Plan (CERP) to Just Read, Florida! By August 1st. Each year, the Department shall release to each school district its allocation of appropriated funds.

Gap Analysis

Without a district school board-approved Comprehensive Evidence-Based Reading Plan, CCDS will not receive its allocation of appropriated Evidence-Based Reading funds, thereby preventing the funding of salaries for the Supervisor of Reading and Early Literacy, Reading/Literacy Specialists, and Reading/Literacy Coaches. Without the allocation of appropriated Evidence-Based Reading funds, the ability of the district to purchase evidence-based professional learning, curriculum to support MTSS at Tier 1, Tier 2, and Tier 3 reading materials, and interventions would be greatly impacted. The District will be limited in supporting K-3 students with substantial deficiencies in reading in accordance with Section 1008.25(3)(a), F.S. Additionally, the District will be limited in providing teacher certification courses required for reading.

Previous Outcomes

The total amount of Evidence-Based Reading Funds released to CCDS based on the 2025-2026 FEFP First Calculation Prekindergarten through Grade 12 funding Summary was \$2,239,737.50. The decrease in the Evidence-Based Reading Funds for 2026-2027 to \$1,674,410.00 is in line with decreasing the need to supplement K-5 curriculum due to the adoption of a new curriculum, a decrease of one allocation, and a decrease in travel. The 2026-2027 CERP reflects that we will continue to prioritize areas of need for multiple tiers of support to benefit all students through instruction aligned to the science of reading as outlined in Section 1008.25(3)(c)(4), F.S. With the 2025-2026 funding, the district was able to provide salary funding for the Supervisor of Reading and Early Literacy, four Specialists, and four coaches; purchase evidence-based professional learning, supplemental reading materials, and interventions; reimburse teachers for taking and passing the K-12 Reading Subject Area Exam; reimburse teachers for adding the reading endorsement to their teaching certificate; provide funding for district reading competency course facilitator pay for the reading endorsement to their teaching certificate; provide funding for the district reading competency course facilitator pay for the reading endorsement; provide schools substitute reimbursement for teachers attending district reading/literacy professional learning sessions; and fund other items relating to evidence-based reading instruction as outlined in the state approved CCDS 2026-2027 CERP.

Expected Outcomes

With district school board approval of the 2026-2027 Comprehensive Evidence-Based Reading Plan, it is expected that student learning of the B.E.S.T. English Language Arts Standards as provided in Rule 6A-1.09401, F.A.C. will improve based on the role of administration (both district and school level), professional development, assessment, curriculum, and instruction as fully depicted in the District CERP. It is also expected that district school board approval of the budget for the Evidence-Based Reading Instruction Allocation will result in the District receiving its allocation of appropriated funds for salaries and benefits, professional development, assessment, programs/materials, tutoring, and incentives pursuant to Section 1011.62(8)(d), F.S., and for supporting K-3 students with substantial deficiencies in reading in accordance with Section 1008.25(3)(a), F.S.

Strategic Plan Goal

Goal 1: Develop High Quality & Aligned Instructional System

Strategy 1.1 Provide teachers and students with the tools and resources necessary to meet the demands of the Florida Standards and students' individual needs.

Strategy 1.2 Provide diagnostic and prescriptive interventions for differentiated instruction in reading.

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.

Goal 5: Develop and support great educators, support personnel, and leaders.

Strategy 5.2: Provide ongoing training and support for teachers, support staff, and leaders.

Recommendation

That the School Board approve the 2026-2027 Comprehensive Evidence-Based Reading Plan.

Contact

Heather Teto, Chief of Elementary Education, 904.336.6909 heather.teto@myoneclay.net

Melanie McIver, Reading Supervisor, 904.336.6965 melanie.mciver@myoneclay.net

Financial Impact

+\$1,674,410.00 with approval, -\$1,674,410.00 without approval

Review Comments**Attachments**

🔗 [Clay_26-27 CERP JRF Review 7-13-26.pdf](#)

Comprehensive Evidence-Based Reading Plan

School Year 2026-2027

Clay County District Schools



Mr. David Broskie
Superintendent

The School Board of Clay County

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

District Comprehensive Evidence-Based Reading Plan

Annually, school districts must develop a Comprehensive Evidence-Based Reading Plan (CERP) that outlines the components of the district's comprehensive system of reading instruction. In order to assist districts, the Florida Department of Education (Department) has developed the format below for district reading plans. Districts may utilize the Department's format or an alternative developed by the district. The CERP must be approved by the governing board or authority prior to being submitted to the Department by August 1 for approval. A charter school that elects to develop its own CERP must submit its CERP, approved by the governing board or authority, to the sponsoring district by July 15 and meet the requirements of sections (ss.) [1002.33\(7\)\(a\)2.a.](#) and [1003.4201](#), Florida Statutes (F.S.).

The District CERP depicts and details the role of administration (both district and school level), professional learning, assessment, curriculum and instruction in the improvement of student learning of the Benchmarks for Excellent Student Thinking (B.E.S.T.) English Language Arts (ELA) Standards as provided in [Rule 6A-1.09401, Florida Administrative Code \(F.A.C.\), Student Performance Standards](#). This information is reflected for all schools and grade levels and must be shared with all stakeholders, including school administrators, literacy leadership teams, literacy coaches, classroom instructors, support staff and parents.

1) Contact Information

The Main District Reading Contact will be the Department's contact for the District CERP and is responsible for the plan and its implementation. Other contacts are those who work primarily with an area covered within the plan. Indicate the contacts for your district. Add additional rows as needed.

Point of Contact	Name	Email	Phone
Main Reading Contact	Melanie McIver	melanie.mciver@myoneclay.net	904-336-6965
Data Element	Jarrold Eason	jarrod.eason@myoneclay.net	904-336-0301
Third Grade Promotion	Melanie McIver	melanie.mciver@myoneclay.net	904-336-6965
Multi-Tiered System of Supports	Robin Rae	robin.rae@myoneclay.net	904-336-6593

2) District Expenditures

Comprehensive System of Reading Instruction Expenditures ([Rule 6A-6.053\(9\)\(b\)3.b., F.A.C.](#))

The reading funding included in the Florida Education Finance Program (FEFP) base funding is intended to provide comprehensive reading instruction to students in prekindergarten (PreK) through grade 12. Districts will include salaries and benefits, professional learning, assessment, programs/materials, tutoring and incentives required to effectively implement the district's plan. The expenditures must prioritize Voluntary Prekindergarten (VPK) students who have a substantial deficiency in early literacy skills and K-3 students who have a substantial reading deficiency or characteristics of dyslexia.

Charter schools must utilize their proportionate share in accordance with ss. [1002.33\(7\)\(a\)2.a.](#), [1003.4201](#) and [1008.25\(3\)\(a\)](#), F.S. *Note: All intensive reading interventions specified by the charter must be delivered by a teacher who has a literacy micro-credential or is certified or endorsed in reading.*

Comprehensive System of Reading Instruction Expenditures	Amount	FTE
Elementary Expenses		
Literacy specialists and coaches (VPK-5)	368,410	6
Scientifically researched and evidence-based supplemental instructional materials	200,000	
Third grade summer reading camps	200,000	
Summer VPK Programs	32,000	
Secondary Expenses		
Literacy specialists and coaches	324,000	3
Scientifically researched and evidence-based supplemental instructional materials	150,000	
PreK-Grade 12 Expenses		
Professional learning to help K-12 instructional personnel and certified PreK teachers earn a certification, a credential, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction, includes substitute teacher and stipend pay.	325,000	
Incentives for K-12 instructional personnel and certified PreK teachers who obtain the Reading Endorsement or Certification	20,000	
Tutoring programs to accelerate literacy learning	50,000	
Family engagement activities	5,000	
Other – Please Describe. Add additional rows as needed.		
Estimated Sum of Expenditures	1,674,410	

3) Literacy Leadership – District and School

A. Measurable Student Achievement Goals ([Rule 6A-6.053\(9\)\(b\)3.d., F.A.C.](#))

Goals for the plan year should increase from the previous year in order to meet statewide literacy achievement goals.

For VPK, establish clear and measurable student literacy achievement goals based on percentiles from the Florida Assessment of Student Thinking (FAST).

FAST				
Grade	Previous School Year 2026 % of Students Scoring	Goal for Plan Year 2027% of Students Scoring	Previous School Year 2026 % of Students Scoring	Goal for Plan Year 2027% of Students Scoring
	Urgent Intervention <10 th percentile	Urgent Intervention <10 th percentile	At & Above Benchmark 40 th percentile & above	At & Above Benchmark 40 th percentile & above
VPK	<1%	<1%	<1%	<1%

1. Describe how the district will improve literacy outcomes for VPK students based on an analysis of student performance data.

Based on the Performance Metrics System (50% of CLASS Observation, 30% Learning Gains, and 20% Achievement), the areas for improvement have been identified as Instructional Support Domain and Regard for Child Perspectives Indicator. Action steps will include professional learning specifically around concept development, quality of feedback, and language modeling. In order to ensure theory to practice, coaching models will be provided for the school that indicate the need in these domains.

A crosswalk between Prekindergarten/VPK standards, curriculum, and district teacher evaluation will center professional learning in order to best align student expectations and instructional practice. Professional learning will include: Summer Learning Sessions, In-Service Day, and on-going cohorts throughout the school year.

For K-10, establish clear and measurable student literacy achievement goals based on achievement levels from the FAST.

FAST				
Grade	Previous School Year 2026 % of Students Scoring	Goal for Plan Year 2027% of Students Scoring	Previous School Year 2026 % of Students Scoring	Goal for Plan Year 2027 % of Students Scoring
	Level 1	Level 1	Levels 3-5	Levels 3-5
K	11%	10%	70%	72%
1	20%	13%	65%	68%
2	19%	18%	61%	65%
3	14%	12%	65%	67%
4	15%	14%	64%	67%
5	14%	13%	60%	64%
6	10%	10%	72%	73%
7	15%	13%	62%	65%
8	15%	13%	61%	64%
9	13%	12%	66%	67%
10	10%	9%	69%	70%

B. Plan Implementation and Monitoring ([Rule 6A-6.053\(10\), F.A.C.](#))

Districts must monitor the implementation of the District CERP at the district and school level, including charter schools sponsored by a district.

1. Provide an explanation of the following for all grades:

Grades K-5	District Level	School Level
Data that will be collected and frequency of review	- 3 times per year FAST PM1, PM2, PM3 and Acadience -Monthly District Literacy Team reviews Tier 1 literacy, walkthrough, and team observation data to determine next steps to supports schools. MTSS District reviews Tier2/Tier 3 reading intervention data. Computer Assisted Instruction (CAI) Classroom Walkthrough Data -Quarterly: Curriculum-based Assessments through Benchmark Universe	- 3 times per year FAST PM1, PM2, PM3 and Acadience -Weekly: Curriculum-based Assessments through Benchmark Universe and teacher observation -Monthly: School-based Literacy Leadership - Review to include Tier 1 literacy, attendance, and discipline data Student Intervention Teams-Teacher, ITF, MTSS Lead Administrator reviews Tier 2/Tier 3 reading intervention data. Computer Assisted Instruction (CAI) Classroom Walkthrough Data
Grades 6-12	District Level	School Level
Data that will be collected and frequency of review	- 3 times per year FAST PM1, PM2, PM3 and Acadience (Elementary 6) -Monthly MTSS Tier2/Tier 3 District Data Review to include literacy, attendance, and discipline Classroom Walkthrough Data	- 3 times per year FAST PM1, PM2, PM3 and Acadience (Elementary 6th) -Weekly Benchmark-Aligned Assessments, Exit Tickets, (SAVVAS) and teacher observation -Intensive Reading Mastery Assessments

	-Quarterly: Curriculum-based Common Assessments	-Fluency assessments daily -Monthly School-based Literacy Leadership –MTSS Tier2/Tier 3 Data Review to include literacy, attendance, and discipline Lexia Data PowerUP Classroom Walkthrough Data
Actions for continuous support and improvement for grades K-12	The District Literacy team reviews ongoing progress monitoring data monthly. The Literacy team collaborates with school-based administrators as school needs are determined to plan supports and monitor the supports in place. Supervisor of Reading communicates monthly through Administrator Meetings for specific data reviews and/or administrator support.	The School Literacy Leadership team reviews ongoing grade level and teacher data to determine both school and student needs. Administrators conduct data chats and reviews with individual teams and/or teachers throughout the year to make determinations that address instructional needs at Tier 1, 2 and 3. The SLLT consults with the District Literacy team when additional supports have been identified as a need.

2. Describe what has been revised to improve literacy outcomes for students in the district’s CERP based upon the District CERP Reflection Tool and a root-cause analysis of student performance data.

Clay County’s proficiency rate for students in grades 3–10 for 2026 is 66%. In grades K–2, the overall proficiency rate is 65%. Currently, Clay County is not meeting the Multi-Tiered System of Support (MTSS) goal of 80% of students demonstrating proficiency on grade-level reading assessments. While Clay County continues to make steady gains in literacy (56% in 2023, 60% in 2024, 62% in 2025, and 66% in 2026), a root cause analysis has led to the implementation of the following changes and recommendations to further improve these results. Through analyzing outcomes from assessments, surveys, and school walkthroughs, the District Literacy Team determined the following changes for the 2026–2027 CERP.

Root Cause: While the implementation of a new curriculum in elementary schools will begin to address the vertical alignment of rigor across the elementary and secondary grade bands, there is still a need to continue intentionally designing curriculum guides at both levels to provide rigorous, benchmark-aligned instructional tasks. Additionally, providing clear professional learning to build capacity within our Multi-Tiered System of Supports is necessary to strengthen Tier 1 instruction and interventions across all grade bands.

Recommendations for Implementation

- A. Provide professional learning for the district’s School Improvement Playbook to strengthen the implementation and monitoring of literacy leadership teams, administrators’ weekly meetings, school-based professional learning, professional learning communities, and classroom walk-throughs. Creating systems to link all aspects together through the school improvement plan will be the focus of the monthly administrator meetings.
- B. Continue to analyze Tier 1 assessment data and implement data protocols to assist schools in identifying school-wide, grade-level, and classroom teacher/student needs.
- C. Continue to monitor the composite and subcategory data within the universal screener (Acadience) to help assess the health of our literacy system, identify students with substantial reading deficiencies, and drive implementation of targeted interventions with responsive and frequent progress monitoring.
- D. Adopt and implement the 6–12 ELA Curriculum, plan corresponding professional learning, and create curriculum guides to intentionally align benchmarks and core instruction.
- E. Provide professional learning for both teachers and administrators that addresses instructional practices aligned with the Science of Reading (SoR) and targeted interventions with responsive progress monitoring within our Multi-Tiered System of Supports.
- F. Strengthen support within curriculum guides to explicitly address gaps in benchmark-aligned tasks.

3. Describe the process used by principals to monitor implementation of the reading plan, including the frequency of reading walkthroughs conducted by administrators.

Monitoring System for Implementation of the CCDS K-12 CERP:

- District School Leader's Classroom Walkthrough Log: District communication for administrator expectation is to complete walkthroughs weekly, including literacy classrooms. Walkthroughs are documented by administrators and reviewed by district administrators. The digital platform for walkthrough information is the CCDS Walkthrough Dashboard.
- School administrators attend grade-level Professional Learning Communities.
- Administrators lead discussions through problem-solving protocols at the School-Based Literacy Leadership Teams, which include ongoing progress monitoring for Tier 1, Tier 2, and Tier 3.
- District K-12 CERP Implementation Rubric (Survey)

4. In addition, describe how principals monitor collection and utilization of assessment data, including progress monitoring data, to inform instruction and support needs of students.

Principals use multiple monitoring systems to inform instruction and support needs of students which include: the District Data Warehouse to include multiple data sources, District's Student Data System, Renaissance PK-2, Florida Reporting System for Grades 3-10 (FDOE), PK-20 Education Data Warehouse (FDOE).

C. Literacy Coaches ([Rule 6A-6.053\(4\), F.A.C.](#))

The Just Read, Florida! literacy coach model delineates the roles and responsibilities of literacy coaches.

1. Is the district using the Just Read, Florida! literacy coach model as defined in [Rule 6A-6.053\(4\), F.A.C.](#)?
☒ Yes ☐ No
2. If no, please describe the evidence-based coach model the district is using.

n/a

3. How is the district's literacy coach model communicated to principals?

Coaching expectations are discussed at the annual Summer Leadership Institute with administrators and are revisited as needed at the monthly principal professional learning meetings. Updates are shared monthly during a virtual administration meeting and/or in-person training. Weekly updates are shared digitally as needed via the district communication system (Superintendent's Weekly Briefing). Coaching resources in alignment with the expectations are made available to all school leaders in the One Clay portal.

4. How does the district support literacy coaches throughout the school year?

Literacy coaches meet on a bi-monthly basis for professional learning around literacy coaching, collective problem-solving, and engaging in inquiry practices in alignment with their coaching experiences. During these meetings, coaches review the coaching logs and teacher support dashboards to monitor progress, reflect on support, and make coaching adjustments as needed. Coaches also review student achievement data in alignment with walkthrough data reflective of instructional practices to identify next steps in alignment with teacher and student needs. Literacy coaches attend JRF, FCRR, and other conferences to provide opportunities to learn at the state level. The District Literacy Team meets after each Progress Monitoring and District Assessment with district administration to discuss supports, noticing's, and action steps.

5. How is the district supporting coaches with prioritizing high-impact activities, such as conducting data analysis with teachers to establish goals and create action plans, coaching and providing professional learning based on need?

Literacy coaches engage in data conversations with teachers, teams, and school leaders on an ongoing basis. Coaches and specialists attend weekly Professional Learning Communities with schools identified as RAISE. During coaching cycles with teachers, coaching logs are used in alignment with the district instructional vision for literacy to set goals for the coaching cycle and create action plans for achieving the goals. The coaching logs ensure a cycle of multiple

visits, rather than a single conversation, to foster continuous improvement. With learning teams within the school's professional learning community, literacy coaches engage in data analysis and guide teams in using student data to intensify Tier 1 support and plan for responsive instruction based on student needs. Literacy coaches also work alongside school leaders to plan for school-based professional learning experiences, as well as use district data to inform district-wide professional learning experiences throughout the school year.

6. How does the district monitor implementation of the literacy coach model?

District coaching logs are utilized to document the nature and duration of the ongoing support and are collected into a digital dashboard. This allows for both aggregated and individual review of the coaching support. These dashboards are reviewed bi-monthly for recalibration of focus as well as to identify trends and patterns to plan for future needs. Weekly collaboration with specialists occurs every Friday. During the District Literacy Leadership Meetings specialists share the number of minutes, types of support, and trend data.

7. How does the district measure the effectiveness of literacy coaches?

The district utilizes a multi-faceted approach to measure the effectiveness of literacy coaches, primarily relying on the systematic collection and analysis of coaching activities and collaborative interactions. Systems in place assist in: quantifying their activity through detailed logging and digital dashboards; analyzing trends and patterns in their support to inform future planning; facilitating ongoing dialogue and sharing of insights through regular collaboration with specialists; and providing a comprehensive overview of coaching efforts and impact to district leadership.

This data-driven approach, combined with collaborative feedback mechanisms, allows the district to gain a comprehensive understanding of the reach, focus, and ultimately, the effectiveness of its literacy coaching program in supporting teachers and improving student literacy outcomes.

4) Assessment, Curriculum and Reading Instruction

G. Florida's Formula for Reading Success ([Rule 6A-6.053\(3\)\(a\), F.A.C.](#))

K-12 reading instruction will align with Florida's Formula for Reading Success, 6 + 4 + T1 + T2 + T3, which includes:

- **Six components of reading:** oral language, phonological awareness, phonics, fluency, vocabulary and comprehension.
- **Four types of classroom assessments:** screening, progress monitoring, diagnostic and summative assessment.
- **Three tiers of instruction that are standards-aligned;** include accommodations for students with a disability, students with an Individual Educational Plan (IEP) and students who are English language learners; and incorporate the principles of Universal Design for Learning as defined in [34 Code of Federal Regulations 200.2\(b\)\(2\)\(ii\)](#).
 - **Core Instruction (Tier 1):** provides print-rich explicit and systematic, scaffolded, differentiated instruction and corrective feedback; builds background and content knowledge; incorporates writing in response to reading.
 - **Supplemental Instruction/Interventions (Tier 2):** provides explicit, systematic, small group teacher-led instruction matched to student need, targeting gaps in learning to reduce barriers to students' ability to meet Tier 1 expectations; provides multiple opportunities to practice the targeted skill(s) and receive corrective feedback; occurs in addition to core instruction.
 - **Intensive, Individualized Instruction/Interventions (Tier 3):** 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; occurs in addition to core instruction and Tier 2 interventions. Tier 3 interventions must be provided to students identified as having a substantial deficiency in reading. All intensive reading interventions must be delivered by instructional personnel who are certified or endorsed in reading or possess a literacy micro-credential as provided in [s. 1003.485, F.S.](#)

1. How does the district's strategic plan align with Florida's Formula for Reading Success for all students, including students with disabilities and students who are English language learners?

Clay County District Schools' strategic plan aligns directly with Florida's Formula for Reading Success (6 + 4 + T1 + T2 + T3) to establish a robust framework that sustains student growth and evaluates the effectiveness of instruction during the 2026-2027 school year. The district's instructional vision is built upon high expectations, rigorous tasks, and student engagement. Under Goal 1 of the strategic plan, the district seeks to engage all students to attain the necessary skills to be future-ready graduates. This vision is supported by the district

literacy team, which uses the strategic plan to match the state's formula with the district's goals, ensuring that every student receives a well-rounded and effective literacy education.

To ensure data-driven instructional decisions, the district utilizes the four types of assessment outlined in the state formula: FAST Progress Monitoring VPK-10, Acadience universal screening, additional diagnostics to determine specific intervention needs, and ongoing classroom assessments with teacher observations. These assessments guide the tiered system of support. All students receive Tier 1 core instruction grounded in the Science of Reading, complete with necessary differentiation, scaffolds, and accommodations for students with an IEP or 504 plan. For students who demonstrate gaps in learning, Tier 2 intervention is provided in addition to Tier 1, delivering increasingly intensive, small-group instruction matched to the student's most foundational needs. Finally, Tier 3 intensive instruction is offered to students who are significantly below grade level, utilizing targeted intervention programs focused on the critical components of reading development.

The district also emphasizes the six key components of reading—oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension—through comprehensive professional learning and family engagement initiatives. Under Goal 2, the district provides teachers with ongoing professional learning at least three times a year, alongside school-based training, coaching, and ELA curriculum guides derived from Reading Decision Trees to ensure systematic, explicit, and multisensory instruction. Furthermore, Goal 3 promotes family engagement through the Read at Home Plan, parent communications, and literacy events to reinforce student learning outside the classroom.

The district's plan ensures that specialized student populations receive the targeted support they need to succeed. English Language Learners (ELLs) receive comprehensible instruction grounded in the science of reading, combined with scaffolded strategies tailored to their English Language Proficiency (ELP). ELLs with an oral ELP of 1.0–2.9 receive explicit English Language Instruction through the Vista curriculum to support listening, reading, speaking, and writing. Meanwhile, students with disabilities (SWD) are supported through strong Tier 1 core instruction, evidence-based supplemental programs, and Specially Designed Instruction. Based on student data, intensive interventions may also be implemented that are tailored to meet their individual needs ensuring mastery of Florida's ELA standards.

2. Describe your public school PreK (VPK, Exceptional Student Education (ESE) and other PreK) program's plan for assessment, standards, instruction and support to meet the needs of all learners.

Clay's PreK programs, including Voluntary Prekindergarten (VPK), Exceptional Student Education (ESE), and other PreK classrooms, are committed to providing developmentally appropriate, inclusive, and high-quality instruction that supports the diverse needs of all learners. Our program aligns assessment, standards, instruction, and support services to ensure every child is prepared for kindergarten success.

Instruction is guided by the Florida Early Learning and Developmental Standards: 4 Years Old to Kindergarten and incorporates evidence-based curricula designed to support language and literacy development, mathematical thinking, social-emotional growth, physical development, and approaches to learning. Teachers use intentional planning, differentiated instruction, and hands-on learning experiences to meet students at their individual developmental levels.

Assessment practices include ongoing progress monitoring, teacher observations, classroom-based assessments, and the administration of the FAST Star Early Literacy Assessment in accordance with state requirements. Assessment data identifies student strengths and areas of need, guides instructional decisions, develops targeted interventions, and monitors student growth throughout the school year.

To support all learners, classrooms implement a multi-tiered system of supports (MTSS) that includes differentiated instruction, small-group interventions, accommodations, and individualized supports. ESE students receive services and instruction aligned to their Individualized Education Plans (IEPs), with collaboration among teachers, therapists, specialists, and families to ensure students receive appropriate support within inclusive learning environments whenever possible.

2a. Describe the instructional materials your public school PreK (VPK, ESE and other PreK) program utilizes.

Oral Language and Vocabulary Development: *Story Champs, FrogStreet*

Emergent Literacy (Reading and Writing): *FrogStreet*, Additional supports: *Heggergty, Tools4Reading: Kid Lips*, FCRR, and DEL Lessons, *Wilson Foundations*, and *Phoneme Recognition Instruction Developing Empowerment (P.R.I.D.E.)*.

Emergent Math: *FrogStreet*

Science/Social Studies/Arts: *FrogStreet*

2b. Describe the interventions provided to public school VPK students identified as having a substantial deficiency in early literacy skills as defined in [Rule 6A-6.053\(5\), F.A.C.](#)

Any VPK student in our district who exhibits a substantial deficiency in early literacy skills or math must have an individualized progress monitoring plan (PMP) developed no later than 45 days after the results of the STAR assessment become available.

- Early Literacy determination of intervention needed: The VPK student scores below the tenth (10th) percentile or is unable to complete the practice items at the **middle** or **end** of the year administration of the coordinated screening and progress monitoring system.
- Intervention and responsibility VPK Teacher: Notifying the parent/family about the identified deficiency, creating the progress monitoring plan (PMP), providing the intervention for the student, using District Approved interventions, updating the PMP monthly with student data, notifying the parent/family monthly regarding the student's progress
- Intervention Materials based on specifically identified need through diagnostics:
 - **Kid Lips: Tools for Reading**
 - **VPK Heggergty**

B. Assessment/Curriculum Decision Trees ([Rule 6A-6.053\(9\)\(b\)4., F.A.C.](#))

Districts are required to develop Assessment/Curriculum Decision Trees to demonstrate how data will be used to determine specific reading instructional needs and interventions for all students in grades K-12. Use Assessment/Curriculum Decision Trees to address ALL students. The template can be used for grade bands or for individual grades.

The Decision Trees must contain the following information:

- Name of each assessment, targeted audience, component(s) of reading assessed, type of assessment, the frequency of data collection and the method and timeframes by which assessment data will be provided to teachers and parents. For students in VPK through grade 10, the FAST must be administered pursuant to [s. 1008.25\(9\)\(b\), F.S.](#), and included as a component of the Assessment/Curriculum Decision Trees.
- Performance criteria used for decision-making for each assessment at each grade level.
- Evidence-based instructional materials and strategies.
- Specific criteria for when a student is identified to receive intensive reading interventions (Tier 3), what intensive reading interventions will be used, how the intensive reading interventions are provided and assurance that intensive reading interventions are delivered by a teacher who is certified or endorsed in reading or instructional personnel who possess a literacy micro-credential.
- Identification of the multisensory interventions provided to students in grades K-3 who have a substantial deficiency in reading or characteristics of dyslexia, including a description of the intensive, explicit, systematic and multisensory reading interventions which will be provided to students in grades K-3.

Note: Evidence-based instructional materials and strategies have a significant effect on improving student outcomes and meet strong, moderate or promising levels of evidence as defined in [20 United States Code \(U.S.C.\) s. 7801\(21\)\(A\)\(i\)](#):

(A) ...an activity, strategy or intervention that –

- (i) demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on –
- (I) strong evidence from at least 1 well-designed and well-implemented experimental study;
 - (II) moderate evidence from at least 1 well-designed and well-implemented quasi-experimental study; or
 - (III) promising evidence from at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias.

Grades VPK-5

1. Grades VPK-5 Assessments

FAST				
Name of the Assessment	Target Audience	What component of reading is assessed?	Assessment Type	How often is the data collected?
FAST Star Early Literacy	☒ VPK ☒ Grade K ☒ Grade 1	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Summative	☒ 3 x Year
FAST Star Reading	☒ Grade 1 ☒ Grade 2	☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Summative	☒ 3 x Year
FAST ELA Reading	☒ Grade 3 ☒ Grade 4 ☒ Grade 5	☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Summative	☒ 3 x Year

Indicate in the chart below any additional assessment(s) used to guide instructional decision-making for grades PreK-5 students. Add additional rows as needed.

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades PreK-5) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
Acadience Benchmark universal screener	☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually
LETRS Spelling and Phonics Screeners	☒ Grade K ☒ Grade 1 ☒ Grade 2	☐ Oral Language ☐ Phonological Awareness	☐ Screening ☐ Progress Monitoring	☐ Weekly ☐ 2 x Month ☐ Monthly

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades PreK-5) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
	☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☒ Select Students	☒ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension	☒ Diagnostic ☐ Summative	☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed
Informal Decoding Inventory	☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☒ Select Students	☐ Oral Language ☐ Phonological Awareness ☒ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension	☒ Screening ☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☒ As Needed
Early Phonological Awareness Screening Test (PAST)	☒ VPK ☒ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Select Students	☒ Oral Language ☒ Phonological Awareness ☐ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension	☐ Screening ☐ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other
Phonological Awareness Screening Test (PAST)	☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☒ Select Students	☐ Oral Language ☒ Phonological Awareness ☐ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension	☒ Screening ☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed
CUBED Narrative Language Measure (NLM)	☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☒ Select Students	☒ Oral Language ☒ Phonological Awareness ☐ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension	☒ Screening ☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed

2. Students with a Substantial Deficiency in Reading ([Rule 6A-6.053\(6\), F.A.C.](#))

Students identified with a substantial deficiency in reading must have an individualized progress monitoring plan that is designed to address the student's specific reading deficiency and that meets the minimum requirements set forth in [s. 1008.25\(4\)\(c\), F.S.](#) The individualized progress monitoring plan must be developed within forty-five (45) days after the results of the coordinated screening and progress monitoring system become available, and parents must be consulted in the development of the plan.

Students with qualifying disabilities covered by an IEP or a 504 Plan are exempt from the requirement to have a progress monitoring plan, if the IEP or 504 Plan addresses the student's reading deficiency. Nothing in [Rule 6A-6.053, F.A.C.](#), should be construed to require or prohibit an IEP or 504 Plan or the contents of the CERP.

A K-3 student is identified as having a substantial deficiency in reading if the student demonstrates through progress monitoring, formative assessments or teacher observation data, minimum skill levels for reading competency in one or more of the six (6) components of reading; and

- The student is identified as in need of Tier 3 interventions; or
- The student was retained the previous school year; or
- For kindergarten through grade 2, the student scores:
 - Below the tenth (10th) percentile or is unable to complete the practice items on the designated grade-level assessment at the beginning or middle of the year test administration of the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(9\), F.S.](#); or
 - Level 1 at the end of the year test administration of the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(9\), F.S.](#); or
- For grade 3, the student scores:
 - Below the twentieth (20th) percentile at the beginning or middle of the year test administration of the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(9\), F.S.](#); or
 - Level 1 on the statewide, standardized ELA assessment pursuant to [s. 1008.22\(3\)\(a\), F.S.](#)

Tier 3 interventions must be provided to students identified as having a substantial reading deficiency.

2a. Describe the district's process (e.g., Multi-Tiered System of Supports (MTSS)) for identifying grades K-3 students in need of Tier 2/Tier 3 interventions.

Step 1: Clay County District Schools will implement the Coordinated Screening and Progress Monitoring (CSPM) Program known as Florida's Assessment of Student Thinking (FAST). Acadience screeners will be administered as a universal screener to assist in the triangulation of data. All students in elementary schools K-6 will be administered the Acadience screener in the fall, winter, and spring of each program year.

Step 2: Each School Literacy Leadership Team will analyze assessment data, including those listed below to determine the effectiveness of their Tier 1 literacy instruction and to identify students who are performing at the lowest achievement level/benchmark. Additionally, in K-3 data is analyzed based on the criteria to review for students meeting indicators for substantial deficiency as outlined in the K-5 Decision Tree for Tier 3.

Step 3: Strengthening Tier 1 and Identifying Individual Needs

Instruction must be provided at the most foundational level of deficiency, and response to instruction must be monitored and reviewed by the School Literacy Leadership Team. Additionally, the School Literacy Leadership Team will determine if the appropriate course of action is Tier 1 instruction and intervention at an individual, class-wide, or grade-wide level based on student data.

Once initial EBRI is provided, the School Literacy Leadership Team will meet again to determine students' response to Tier 1 instruction and intervention. The team will formulate the next steps in alignment with the B.E.S.T. Foundational Benchmarks and the individual needs of the identified students.

Step 4: If it is determined that a student demonstrates characteristics of dyslexia or meets criteria for substantial deficiency in reading, a diagnostic assessment must be administered to identify the most foundational area(s) of deficit and need. Using the Comprehensive Evidence-Based Reading Plan Decision Trees as a guide, an instructional and intervention plan will be created to provide more individualized and frequent instruction and intervention to include explicit, systematic, and multisensory reading interventions. All determinations must be made in compliance with current state statutes regarding the identification of students with a substantial deficiency in reading and/or characteristics of dyslexia (s 1008.25 F.S.).

Step 5: The school will immediately provide written notification to the parent of any student determined to have a substantial deficiency in reading and/or characteristics of dyslexia, and a plan will be created within 45 days of the notification.

Step 6: Instruction and intervention will be implemented and progress monitored in alignment with Comprehensive Evidence-Based Reading Plan Decision Trees and any individualized reading intervention plan. After initial notification, the school will communicate to the parent through monthly updates of the student's

progress in response to the intensive interventions and support. Such communications must be in writing and must explain any additional interventions or supports that will be implemented to accelerate the student's progress if the interventions and supports already being implemented have not resulted in improvement.

Step 7: The School Literacy Leadership Team will continue to meet to review Tier 1 literacy data and the Student Intervention Team (SIT) will meet to discuss individual students and their progress monitoring data to make determinations based on the students' response to instruction and intervention. All instruction and intervention will be provided until the identified reading deficiency has been ameliorated.

2b. Describe the district's process (e.g., MTSS) for identifying grades 4-5 students in need of Tier 2/Tier 3 interventions.

The above process is utilized for all students. In the K-5 Decision Tree, a criterion of students scoring below the 30th percentile may be identified as in need of Tier 2 or Tier 3 interventions through the review of a triangulation of data.

3. Students with Characteristics of Dyslexia ([Rule 6A-6.053\(7\), F.A.C.](#))

Students who have characteristics of dyslexia must be covered by one of the plans described in [s. 1008.25\(4\)\(b\), F.S.](#), and parents must be consulted in the development of the plan.

3a. Describe the district's process (i.e., actionable steps) for identifying grades K-3 students with characteristics of dyslexia. Tier 3 interventions must be provided to students identified as having characteristics of dyslexia.

As outlined in state statute and in alignment with professional standards, multiple data sources must be considered rather than utilizing a single assessment to make high-stakes decisions such as the determination of characteristics of dyslexia. The district has created a data dashboard system to analyze Acadience data alongside FAST Progress Monitoring data at the District, School, Class, and Student levels. This system allows the District-Based Literacy Team, the District MTSS Team, and the School Literacy Leadership Team to determine the needs of all students.

CCDS Multi-Tiered System of Supports (MTSS) is a prevention-oriented model, which requires both early and periodic screening to identify students who may be at risk in reading.

Based on student indicators, the following diagnostics may be implemented for students identified with characteristics of dyslexia: the Early Phonological Awareness Skills Test (PAST) or Phonological Awareness Screening Test (PAST), Language Essentials for Teachers of Reading and Spelling (LETRS) Phonics and Word Reading Survey, and/or Informal Decoding Inventory. The diagnostic results will be used to determine the most foundational areas of deficit(s) to determine targeted instructional support and intervention needed for the student to become a proficient reader. After the determination of characteristics of dyslexia, the CCDS MTSS progress monitoring protocols, including parent communication, as outlined in 2a. will be implemented and followed.

3b. Students with characteristics of dyslexia require additional screening pursuant to [s. 1008.25\(9\), F.S.](#) List the screener(s) utilized.

List additional screeners utilized for dyslexia screening after FAST

Universal Screener: Acadience Benchmark Assessment

Diagnostic: the Early Phonological Awareness Skills Test (PAST) or Phonological Awareness Screening Test (PAST), Language Essentials for Teachers of Reading and Spelling (LETRS) Phonics and Word Reading Survey, and/or Informal Decoding Inventory.

4. For grades K-5, what processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?

School level, grade level, and content area professional learning communities meet to review Tier 1 data, make adjustments to instruction, and identify what Tier 1 remediation and enrichment is necessary based on the data. School

administrators are responsible for classroom walkthroughs, focused on monitoring Tier 1 instruction. Following the classroom walkthrough, the school administrator provides constructive and actionable feedback. School Based Literacy Leadership teams meet monthly to review Tier 1 data, provide feedback on plans, and make any necessary adjustments to support grade level and content area teams in their implementation of Tier 1 instruction.

The District Literacy Team analyzes the effectiveness of Tier 1 through multiple data sources including FAST Progress Monitoring 1, 2, and 3, Acadience (Elementary K-6), RAISE school support data, district school improvement walks and internal coaching logs. The team meets monthly to problem solve and address areas of concern. The District Literacy team determines next steps in district initiatives to address areas of opportunity to reach 80% proficiency.

5. For grades K-5, what processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions?

Tier 2 reading interventions require progress monitoring two times per month, utilizing the Acadience progress monitoring most closely aligned to the intervention need. This data is entered into the District Student Data System. School-based Student Intervention Teams review this data monthly, with the expectation that 80% of students will respond positively to Tier 2 interventions.

The District MTSS team analyzes all Tier 2 data quarterly to determine the effectiveness of the intervention materials, professional learning, and support. Data are reviewed annually after FAST Progress Monitoring 3 to determine student growth for students receiving Tier 2 Support.

6. For grades K-5, what processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?

Tier 3 reading interventions require progress monitoring two times per week, utilizing the Acadience progress monitoring most closely aligned to the intervention need. This data is entered into the District Student Data System. School based Student Intervention Teams review this data monthly, with the expectation that 80% of students will respond positively to Tier 3 intervention.

The District MTSS team analyzes all Tier 3 data quarterly to determine the effectiveness of the intervention materials, professional learning, and support. Data are reviewed annually after FAST Progress Monitoring 3 to determine student growth for students receiving Tier 3 Support.

Grades K-5 Decision Tree

Elementary schools (K-5) must teach reading in a dedicated, uninterrupted block of time of at least 90 minutes daily to all students. The reading block will include whole group instruction utilizing an evidence-based sequence of reading instruction and small group differentiated instruction in order to meet individual student needs.

Tier 1 (Core) Only

Beginning of Year Data

Students must meet the following criteria at the beginning of the school year:

Beginning of Year Criteria:

All listed criteria can be considered in the problem-solving process for each student; no single data source is relied upon; each can be a factor in addressing the student's instructional and intervention needs.

FAST PM3 Summative Assessment (May 2026) Level 3 or higher, Acadience Benchmark Assessment Beginning of the Year At/Above Benchmark as listed in the chart progress monitoring, formative assessment (Benchmark Advance) 60%, and teacher observation data

Tier 1 Considerations: K-5 All Students

Acadience At and Above Benchmark: Reading Composite

BOY

MOY

EOY

Kindergarten	26+	122+	119+
1st	113+	130+	155+
2nd	141+	190+	238+
3rd	220+	285+	330+
4th	290+	330+	391+
5th	357+	372+	415+

List performance criteria that indicate Tier 1 instruction is sufficient for at least 80% of students.
Triangulation of data for consideration includes:
FAST PM3 Level 3 and above, Acadience Benchmark Assessment At/Above Benchmark Beginning of Year Composite Score), formative assessment (Benchmark Advance and classroom assessments) 60%, and teacher observation data support students' meeting grade level expectation for beginning of the year criteria.

Core Instruction
Indicate the core instructional materials utilized. Add additional rows as needed.

Name of Program	Year of Program Adoption
K-5: Benchmark Advance @2026	Adopted August 2025
ELL 1.0-2.9 English Language Development Courses: VISTA-English Language Development	Adopted August 2024

Tier 1 Supplemental

Grades K-5: Benchmark Advance @2026 Intervention Tool Kit and Progress Monitoring	Phonological Awareness, Phonics, Fluency, Vocabulary, Language Comprehension
Grades K-5: Lexia Core5 Teacher resource	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Language Comprehension
Grades K-5: ELD Course (K-2) Heggerty Early Phonological Awareness or (3-12) Heggerty Phonemic Awareness Primary Extension 3-5 with language supports within the English Language Development	Supports Oral Language Development for ELL 1.0-2.9
Grades K-5: ELD Course extended to 45 minutes to support phonics instruction with language supports utilizing Benchmark Advance Phonics Toolkit and Progress Monitoring	Supports Phonics for ELL with Oral Language Development of 1.0-2.9.
Strategic Instruction Model (SIM) Tier 1: Strong Evidence	ESE, RAISE, or MTSS Model schools after required training
FCRR Student Center Activities	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Language Comprehension

Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/ benchmarks during the school year:

If one or more of the following are present:
FAST PM1 or PM2 K-2 <20th percentile 3-5 <35th percentile regardless of level, or Level 1/2
Acadience Benchmark Assessment Beginning of Year Below Benchmark Composite (see table below), Lexia Level is one grade level below, review of Progress Monitoring Plan data and work samples, formative assessment below 59% K-5 Benchmark Advance @2026 and 6-10 SAVVAS Perspectives, teacher observation data that indicate below benchmark performance
If students demonstrate deficits in reading and below benchmark performance, complete the Problem-Solving Protocol and convene a Student Intervention Team meeting to determine the next steps with intervention.

Tier 2 Considerations: K-5 All Students

Acadience Below Benchmark			
	BOY	MOY	EOY
Kindergarten	13-25	85-121	89-118
1st	97-112	100-129	111-154
2nd	109-140	145-189	180-237
3rd	180-219	235-284	280-329
4th	245-289	290-329	330-390
5th	258-356	310-371	340-414
Tier 1 Instruction + Tier 2 Interventions			
Beginning of Year Data			
Students who meet the following criteria at the beginning of the school year: All listed criteria can be considered in the problem-solving process for each student; no single data source is relied upon; each can be a factor in addressing the student's instructional and intervention needs. - Retained K-3 - FAST PM3 Summative Assessment (May 2026) Level 1 or 2, <30th percentile, - Acadience Benchmark Assessment Beginning of Year Below Benchmark Composite (see table above), - Lexia Level is one grade level below, - review of Progress Monitoring Plan data and work samples - formative assessment below 59% K-5 Benchmark Advance @2026 and 6-10 SAVVAS Perspectives and - teacher observation data that indicate below benchmark performance.			
Number of times per week interventions are provided: 3-5 Times Per Week Number of minutes per intervention session: 15-30 Minutes			
Supplemental Instruction/Interventions			
Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.			
Name of Program	Grade Level and Component of Reading	ESSA Evidence Level or Verbiage (as needed)	
Teach Your Child to Read in 100 Easy Lessons	Grades K-2 Phonological Awareness, Phonics, Vocabulary, Language Comprehension	<u>Teach Your Child to Read in 100 Easy Lessons</u> does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: <u>Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade</u>, Recommendation 2: Develop awareness of segments of sounds in speech and how they link to letters (Strong Evidence); Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words (Strong Evidence); and Recommendation 4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension (Moderate Evidence). These recommendations were built into the program by systematically and explicitly teaching phonics (sounds for letters) and the essential skills to blend sounds into words and reading those words in connected text. The district will support and monitor implementation of this program by monitoring the district required Tier 2 intervention portfolios of students who receive instruction/intervention with <u>Teach Your Child to Read in 100 Easy Lessons</u>, by training Intervention Team Facilitators and MTSS Lead Administrators to train teachers at the school level in utilizing this program, including progress monitoring, with follow up and support from the district's Intervention Coach and MTSS Specialist, when necessary.	
UFLI Foundations	Grades K-5	Alignment to evidence-based instructional practices: <u>UFLI Foundations</u> does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: <u>Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade</u>, Recommendation 2: Develop awareness of segments of sounds in	

	Phonological Awareness, Phonics, Vocabulary, Language Comprehension	speech and how they link to letters (Strong Evidence); Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words (Strong Evidence); and Recommendation 4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension (Moderate Evidence). These recommendations were built into the program by systematically and explicitly teaching phonics (sounds for letters) and the essential skills to blend sounds into words and reading those words in connected text. and <u>Providing Reading Interventions for Students in Grades 4-9</u>, Recommendation 1: Build students; decoding skills to enable them to read complex multisyllabic words (Strong Evidence); Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly (Strong Evidence); Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text (Strong Evidence). The district will support and monitor implementation of this program by monitoring the district required Tier 2 intervention portfolios of students who receive instruction/intervention with <u>UFLI Foundations</u>, by training Intervention Team Facilitators and MTSS Lead Administrators to train teachers at the school level in utilizing this program, including progress monitoring, with follow up and support from the district's Intervention Coach and MTSS Specialist, when necessary.
P.R.I.D.E. Phonemic Recognition Instruction Delivering Empowerment Orton-Gillingham Program P.R.I.D.E Comprehensive Reading Assessment	Grades K-5 Phonological Awareness, Phonics, Fluency, Vocabulary, Language Comprehension	<u>P.R.I.D.E. (Phonemic Recognition Instruction Delivering Empowerment)</u> does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: <u>Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade</u>, Recommendation 2: Develop awareness of segments of sounds in speech and how they link to letters (Strong Evidence); Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words (Strong Evidence); and Recommendation 4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension (Moderate Evidence). These recommendations were built into the program by use of an Orton-Gillingham structured literacy approach that systematically and explicitly teaches phonics (sounds for letters) and the essential skills to blend sounds into words and reading those words in connected text. The district will support and monitor implementation of this program by monitoring the district required Tier 2 intervention portfolios of students who receive instruction/intervention with <u>P.R.I.D.E.</u>, by training Intervention Team Facilitators and MTSS Lead Administrators to train teachers at the school level in utilizing this program, including progress monitoring, with follow up and support from the district's Intervention Coach and MTSS Specialist, when necessary. PRIDE Reading Program Instructional Design Review Evidence-Based Reading Instruction for Dyslexia
Story Champs	Grades K-5 Oral Language, Vocabulary, Language Comprehension	<u>Story Champs</u> does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation supports the use of the program: <u>Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade</u>, Recommendation 1: Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge (Minimal Evidence). This recommendation is built into the program as it is developed to systematically and explicitly promote oral academic language as the foundation for success in school to foster growth in recalling and sharing information, acquiring word meanings through context, expanding domain knowledge, writing and comprehending. The district will support and monitor implementation of this program by monitoring the district required Tier 2 intervention portfolios of students who receive instruction/intervention with <u>Story Champs</u>, by training Intervention Team Facilitators and MTSS Lead Administrators to train teachers at the school level in utilizing this program, including progress monitoring, with follow up and support from the district's Intervention Coach and MTSS Specialist, when necessary.
Heggerty Early Phonological Awareness Curriculum (Early Prekindergarten Curriculum)	Grades K-3 Oral Language, Phonological Awareness	<u>Heggerty Early Phonological Awareness Curriculum (Early Prekindergarten Curriculum)</u> does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation supports the program: <u>Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade</u>, Recommendation 2: Develop awareness of segments of sounds in speech and how they link to letters (Strong Evidence). This recommendation was built into the design of the program through an intentional and systematic instructional progression of a range of phonological and phonemic awareness skills. The district will support and monitor implementation of this program by monitoring the district required Tier 2 intervention portfolios of students who receive instruction/intervention with <u>Heggerty Early Phonological Awareness Curriculum</u>, by training Intervention Team Facilitators and MTSS Lead Administrators to train teachers at the school level in utilizing this program, including progress monitoring, with follow up and support from the district's Intervention Coach and MTSS Specialist, when necessary.

Heggerty Bridge the Gap	Grades 3-5 Oral Language, Phonological Awareness	<u>Heggerty Bridge the Gap</u> does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendations support the use of this program: <u>Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade</u>, Recommendation 2: Develop awareness of segments of sounds in speech and how they link to letters (Strong Evidence) and <u>Providing Reading Interventions for Students in Grades 4-9</u>, Recommendation 1: Build students' decoding skills so that they can read complex, multisyllabic words (Strong Evidence). Further information about this recommendation within the practice guide supports the instruction at the phoneme level as a component of this recommendation. These recommendations were built into the design of the program through an intentional and systematic instructional progression of a range of phonological and phonemic awareness skills. The district will support and monitor implementation of this program by monitoring the district required Tier 2 intervention portfolios of students who receive instruction/intervention with <u>Heggerty Bridge the Gap Curriculum</u>, by training Intervention Team Facilitators and MTSS Lead Administrators to train teachers at the school level in utilizing this program, including progress monitoring, with follow up and support from the district's Intervention Coach and MTSS Specialist, when necessary.
Sound Partners Struggling Readers	Grades K-2 Oral Language, Phonological Awareness, Phonics	Sound Partners - Struggling Readers: Strong
Sound Partners English Language Learners	Grades K-2 Oral Language, Phonological Awareness, Phonics	Sound Partners - English Learners: Promising
Spelling Mastery Levels A-F	Grades 3-5 Companion to Corrective Decoding	Spelling Mastery: Tier 3 Promising This curriculum is designed to be paired with Corrective Decoding if Tier 3 is warranted.
Word Origins Level 1	Retained 3rd Grade or Good Cause Promotion 4th Grade Students (ONLY) Decoding and Encoding, Vocabulary, and Writing	<u>Word Origins</u> does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation supports the use of the program: <u>Reading Interventions for Students in Grades 4-9</u>, Recommendation 1: Build students' decoding skills so that they can read complex, multisyllabic words (Strong Evidence). Further information about this recommendation within the practice guide supports the instruction at the instruction focused on decoding, spelling patterns, and morphological analysis. These recommendations were built into the design of the program through an intentional and systematic instructional progression of a range of vocabulary, writing, decoding, and encoding skills. The district will support and monitor implementation of this program by monitoring the district required Tier 2 intervention portfolios of students who receive instruction/intervention with <u>Word Origins</u>, by training Intervention Team Facilitators and MTSS Lead Administrators to train teachers at the school level in utilizing this program, including progress monitoring, with follow up and support from the district's Intervention Coach and MTSS Specialist, when necessary.
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if used instead of or in addition to programs above. Add additional rows as needed.		
Name of Practice/Program ESE and ELL Considerations		ESSA Evidence Level or Verbiage (as needed)
CEEDAR Center Evidence Based Practices for English Learners		CEEDAR Center Evidence Based Practices for English Learners <u>Providing visuals and in Comprehensible Input Practices</u> do not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide 6: Assisting Students Struggling with Reading, Recommendation 4: Provide appropriate interventions for English Learners who need support beyond Tier 1 instruction. This includes providing accommodations

Add visuals or comprehensible input support to any of the above programs to make it most appropriate to their language level needs.

during interventions, such as "using visuals and gestures, building background knowledge, and clarifying meaning of words". The district will support and monitor implementation of this program by monitoring the district required Tier 2 intervention portfolios of students who receive instruction/intervention with, by training Intervention Team Facilitators and MTSS Lead Administrators to train teachers at the school level in utilizing this program, including progress monitoring, with follow up and support from the district's Intervention Coach and MTSS Specialist, when necessary.

For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory strategies provided.

Teach Your Child to Read in 100 Easy Lessons: incorporates auditory input (hearing letter sounds, words, sentences, and stories, oral blending), visual input (seeing letters, words, sentences, illustrations, and visual cues), kinesthetic/tactile input (finger tracing, physical manipulation), verbal output (practicing letters sounds out loud, reading passages aloud, and repetition)

UFLI Foundations: incorporates auditory (phonemic awareness drills, auditory drills), visual examples (visual drills), kinesthetic/tactile (finger tracing, sky writing, manipulating letter tiles, Elkonin boxes)

PRIDE (Phonemic Recognition Instruction Delivering Empowerment Orton-Gillingham Program): incorporates auditory (phonological awareness, sound drills, oral blending), visual (grapheme cards, blending boards), kinesthetic/tactile (finger tracing, sky writing, letter tiles)

Story Champs: incorporates auditory (listening comprehension, oral retelling), visual (story grammar icons, visual cues), kinesthetic/tactile (physical gestures and movements, manipulation of the physical icons)

Heggerty Phonemic Awareness: incorporates auditory (oral manipulation of sounds), kinesthetic/tactile (hand motions are used to represent phonological skills, and physical manipulatives like Magnetic Spell Tiles offer hands-on practice)

Sound Partners: utilizes a combination of visual materials (sound cards, texts), auditory drills and oral reading, and kinesthetic interaction (pointing, tracing implicitly, manipulating materials)

Additional performance criteria that prompt Tier 3 interventions for students not meeting expectations/benchmarks during the school year:

All listed criteria can be considered in the problem-solving process for each student; no single data source is relied upon; each can be a factor in addressing the student's instructional and intervention needs.

- K-2 FAST PM 1 or 2 <10th percentile or is unable to complete the practice items on the designated grade-level assessment; and/or
- 3rd grade FAST PM 1 or 2 or <20th percentile; and/or
- Acadience Benchmark Assessment Beginning of Year Well Below Benchmark (see table above), Lexia Level is two or more grade levels below; and/or
- Review of Tier 2 intervention portfolio data and work samples); and/or
- formative assessments below 40% K-5 Benchmark Advance @2026; and/or
- teacher observation data that indicate well below benchmark performance

Tier 3 Considerations: K-5 All Students

Acadience Well Below Benchmark: Composite Score			
	BOY	MOY	EOY
Kindergarten	0-12	0-84	0-88
1st	0-96	0-99	0-110
2nd	0-108	0-144	0-179
3rd	0-179	0-234	0-279
4th	0-244	0-289	0-329
5th	0-257	0-309	0-339

Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions

Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: All listed criteria can be considered in the problem-solving process for each student; no single data source is relied upon; each can be a factor in addressing the student's instructional and intervention needs. • K-3 previously retained • FAST PM3 Summative Assessment (May 2026) Level 1 • K-2 FAST PM 1 <10th percentile or is unable to complete the practice items on the designated grade-level assessment • 3rd grade FAST PM 1 <20th percentile • Acadience Benchmark Assessment Beginning of Year Well Below Benchmark Composite (see table above), Lexia Level is two or more grade levels below, • review Tier 2 data and student work samples) • formative assessment, and/or • teacher observation data that indicates well below benchmark performance		
Number of times per week interventions are provided: 4-5 times per week Number of minutes per intervention session: 30 - 45 minutes per session		
Intensive, Individualized Instruction/Interventions Indicate the evidence-based programs and/or practices used for Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.		
Name of Program	Grade Level and Component of Reading	ESSA Evidence Level or Verbiage (as needed)
Wilson Early Foundations	Kindergarten* Oral Language, Phonological Awareness, Phonics Early Foundations Tier 3 Intervention requires district support through an individualized plan specific to the student needs. Please submit a MTSS Service and Support Form to request district support.	According to information provided by the publisher, Foundations' study is sufficient for a rating of "Promising Evidence/Tier 3" on the U.S. Department of Education's ESSA evidence scale. The following WWC Practice Guide Recommendations support the use of <u>Foundations</u> program: <u>Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade</u>, Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters (Strong Evidence); Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words (Strong Evidence); Recommendation 4: Ensure students read connected text every day to support reading accuracy, fluency, and comprehension (Moderate Evidence). The district will support and monitor implementation of this program by monitoring the district required Tier 3 intervention portfolios of students who receive instruction/intervention with <u>Foundations</u>, by training teachers at the school level in utilizing this program, including progress monitoring, with follow up and support from the district's R.A.I.S.E. Specialist, Intervention Coach, and MTSS Specialist, on a monthly basis, and more often, when needed.
Wilson Foundations	Kindergarten - 4 Oral Language, Phonological Awareness, Phonics Foundations Tier 3 Intervention requires district support through an individualized plan specific to the student needs. Please submit a	According to information provided by the publisher, Foundations' study is sufficient for a rating of "Promising Evidence/Tier 3" on the U.S. Department of Education's ESSA evidence scale. The following WWC Practice Guide Recommendations support the use of <u>Foundations</u> program: <u>Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade</u>, Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters (Strong Evidence); Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words (Strong Evidence); Recommendation 4: Ensure students read connected text every day to support reading accuracy, fluency, and comprehension (Moderate Evidence).

	MTSS Service and Support Form to request district support.	The district will support and monitor implementation of this program by monitoring the district required Tier 3 intervention portfolios of students who receive instruction/intervention with <u>Fundations</u> , by training Intervention Team Facilitators and MTSS Lead Administrators to train teachers at the school level in utilizing this program, including progress monitoring, with follow up and support from the district's R.A.I.S.E. Specialist, Intervention Coach, and MTSS Specialist, on a monthly basis, and more often, when needed.
Corrective Reading Decoding Requires: Corrective Decoding Placement Assessment	Grades 3-5	WWC: Corrective Reading Decoding: Tier 3 Promising
Corrective Reading Language Comprehension	Grades 4-5 Oral Language, Vocabulary, Language Comprehension	WWC: Corrective Reading: Tier 3 Promising
Wilson Reading System Requires: Wilson Assessment of Decoding and Encoding (WADE) program placement assessment AND Word Identification and Spelling Test (WIST)	Grades 3-5 Oral Language, Phonological Awareness, Phonics, Vocabulary, Language Comprehension Wilson Reading System Tier 3 Intervention requires district support through an individualized plan specific to the student needs. Please submit a MTSS Service and Support Form to request district support.	Wilson Reading System: Tier 3 Promising
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP, and students who are English language learners, if used instead of or in addition to programs above. Add additional rows as needed.		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
CEEDAR Center Evidence-Based Practices for English Learners Add visuals or comprehensible input support to any of the above programs to make it most appropriate to their language level needs.		CEEDAR Center Evidence-Based Practices for English Learners <u>Providing visuals and In Comprehensible Input Practices</u> ds not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide 6: Assisting Students Struggling with Reading, Recommendation 4: Provide appropriate interventions for English Learners who need support beyond Tier 1 instruction. This includes providing accommodations during interventions, such as "using visuals and gestures, building background knowledge, and clarifying meaning of words". The district will support and monitor implementation of this program by monitoring the district required Tier 2 intervention portfolios of students who receive instruction/intervention with, by training Intervention Team Facilitators and MTSS Lead Administrators to train teachers at the school level in utilizing this program, including progress monitoring, with follow up and support from the district's Intervention Coach and MTSS Specialist, when necessary.
For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory strategies provided. Wilson Early Foundations: incorporates visual (letter cards, keyword cards, visual cues for handwriting, kinesthetic/tactile (sky writing, finger tracing) Wilson Foundations: incorporates auditory (letter-keyword-sound drills, oral repetition), visual (letter and keyword cards, handwriting lines, visual cues), kinesthetic/tactile (sky writing, tapping for blending and segmenting, magnetic letter tiles) Wilson Reading: incorporates auditory (letter-keyword-sound drills, phonemic awareness, oral repetition), visual (letter and keyword cards, syllable types and spelling patterns, handwriting lines), kinesthetic/tactile (sky writing, sound tapping, magnetic letter tiles)		

7. Summer Reading Camps ([Rule 6A-6.053\(8\), F.A.C.](#))

Requirements of Summer Reading Camps pursuant to [s. 1008.25\(8\), F.S.](#), include:

- Providing instruction to grade 3 students who score Level 1 on the statewide, standardized ELA assessment;
 - Implementing evidence-based explicit, systematic and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary and comprehension; and
 - Providing instruction by a highly effective teacher endorsed or certified in reading.
- *Note: Instructional personnel who possess a literacy micro-credential **may not** be assigned to these students.*

7a. Provide a description of the district's plan to meet each requirement for Summer Reading Camps required by [s. 1008.25\(8\), F.S.](#) As a reminder, instructional personnel providing services to retained third grade students, including those attending Summer Reading Camp, must be certified or endorsed in reading and rated highly effective as determined by the teacher's performance evaluation under [s. 1012.34, F.S.](#)

Summer Reading Camps for Retained Grade 3 Students
Schedule: 15 days: June 7 - July 14, 2027
Evidence-Based Instructional Materials to be used, as defined in 20 U.S.C. s. 7801(21)(A)(i): Phonemic Awareness: <i>Heggerty, FCRR Student Center Activities</i> Phonics, Fluency, Vocabulary, and Comprehension: <i>From Phonics to Reading Multisyllabic Words, LexiaCore5, FCRR</i> Comprehension: <i>P.R.I.D.E. (Phonemic Recognition Instruction Delivering Empowerment Orton-Gillingham Program)</i> <i>Reading Comprehension</i> From Phonics to Reading Building Reading Success does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: <i>Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade</i> (WWC Practice Guide 14): Recommendation 1: Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge; Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters (Strong Evidence); Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words (Strong Evidence); Recommendation 4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension (Moderate Evidence). <i>These recommendations were built into the program as a module-based intervention, founded on the latest Science of Reading research and elements of structured literacy. The program explicitly develops foundational literacy skills, with a strong emphasis on phonics and word study (aligning with Recommendations 2 and 3). It promotes fluency through daily reading and writing applications and addresses comprehension (aligning with Recommendation 4). Furthermore, its inclusion of vocabulary and syntax instruction supports the development of academic language skills (aligning with Recommendation 1). The program aims to accelerate learning through additional instruction, small-group or one-on-one intensity, and instruction tailored to individual student needs.</i> <i>The district will support and monitor the implementation of this program by providing professional learning to teachers hired to teach Summer Reading Camp during the initial day of training. The district will monitor use through classroom visits, surveys, and analyzing outcome data at the end of SRC.</i>
Alternative Assessment Used: May 2027– STAR SAT 10 Form A
Additional Information (optional): Students are offered another opportunity to take the FAST during the summer-- July–FAST 3rd Grade ELA

7b. Districts have the option of providing Summer Reading Camps to students in grades K-5 with a reading deficiency.

Summer Reading Camps for Students in Grades K-5
Will the district implement this option? ☐ Yes ☒ No
If yes, please describe the grade level(s) that will be invited to participate.

Grades 6-8

8. Grades 6-8 Assessments

FAST				
Name of the Assessment	Target Audience	What component of reading is assessed?	Assessment Type	How often is the data collected?
FAST ELA Reading	☒ Grade 6 ☒ Grade 7 ☒ Grade 8	☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Summative	☒ 3 x Year

Indicate in the chart below the assessment(s) used to guide instructional decision-making for grades 6-8 students. Add additional rows as needed.

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades 6-8) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
Acadience Progress Monitoring, at the intervention level, for students who have a PMP, Tier 2, and/or Tier 3 reading intervention plan	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☒ Grade 9 ☒ Grade 10 ☐ All Students ☒ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☒ As Needed ☒ Other, as determined by intervention plan
Informal Decoding Inventory	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☒ Grade 9 ☒ Grade 10 ☐ All Students ☒ Select Students	☐ Oral Language ☐ Phonological Awareness ☒ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension	☒ Screening ☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☒ As Needed ☐ Other
Phonological Awareness Screening Test (PAST)	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☒ Grade 9 ☒ Grade 10	☐ Oral Language ☒ Phonological Awareness ☐ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension	☒ Screening ☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☒ As Needed
CUBED Narrative Language Measure (NLM)	☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☒ Grade 9	☒ Oral Language ☒ Phonological Awareness	☒ Screening ☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☒ As Needed

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades 6-8) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
	☒ Grade 10			

9. Describe the district's process (e.g., MTSS) for identifying grades 6-8 students in need of Tier 2/Tier 3 interventions.

Students in grades 6-8 identified by the FAST Progress Monitoring 3 assessment as scoring a level 1 or 2, may be enrolled in Intensive Reading course based on data factors described in the decision tree. Students are screened using the Corrective Reading Decoding assessment and scheduled into the course best matched to meet the learning needs of the student. The Corrective Reading Decoding (A-C) or Lexia assigned course is designed to provide foundational, fluency, and comprehension skills interventions at their most foundational level of need. Students' progress through the levels of decoding instruction to offer a more personalized approach to ensure each student receives the necessary support to ameliorate his or her reading gaps and increase academic success. Once decoding gaps are closed, students will receive explicit instruction in specific strategies for reading comprehension. Master scheduling differs on each campus, however, providing intervention is mandatory for all identified students, whether through this course or an alternative model. Students are monitored through the School Literacy Leadership Team and District Literacy Team progress monitoring systems in collaboration with teachers and school staff. If a student does not demonstrate increased mastery of fundamental reading skills, a problem-solving protocol will be completed, and additional interventions will be provided.

9a. Describe the district's process (e.g., Multi-Tiered System of Supports (MTSS)) for identifying secondary students in need of Tier 2/Tier 3 interventions.

Step 1: Clay County District Schools will implement the Coordinated Screening and Progress Monitoring (CSPM) Program known as Florida's Assessment of Student Thinking (FAST). Acadience screeners will be administered as needed to assist in the triangulation of data.

Step 2: Each School Literacy Leadership Team will analyze assessment data, including those listed below to determine the effectiveness of their Tier 1 literacy instruction and to identify students who are performing at the lowest achievement level/benchmark.

Step 3: Strengthening Tier 1 and Identifying Individual Needs

Instruction must be provided at the most foundational level of deficiency, and response to instruction must be monitored and reviewed by the School Literacy Leadership Team. Additionally, the School Literacy Leadership Team will determine if the appropriate course of action is Tier 1 instruction and intervention at an individual, class-wide, or grade-wide level based on student data.

Once initial EBRI is provided, the School Literacy Leadership Team will meet again to determine students' response to Tier 1 instruction and intervention. The team will formulate the next steps in alignment with the B.E.S.T. 6-12 Foundational Reading Intervention Standards and the individual needs of the identified students.

Step 4: If it is determined that a student demonstrates characteristics of dyslexia or meets criteria for reading intervention, a diagnostic assessment must be administered to identify the most foundational area(s) of deficit and need. Using the Comprehensive Evidence-Based Reading Plan Decision Trees as a guide, an instructional and intervention plan will be created to provide more individualized and frequent instruction and intervention to include explicit, systematic, and multisensory reading interventions. All determinations must be made in compliance with current state statutes.

Step 5: The school will immediately provide written notification to the parent of any student determined to require Tier 2/Tier 3 intervention, and a plan will be created within 45 days of the notification.

Step 6: Instruction and intervention will be implemented and progress monitored in alignment with Comprehensive Evidence-Based Reading Plan Decision Trees and any individualized reading intervention plan. After initial notification, the school will communicate to the parent through monthly updates of the student's progress in response to the intensive interventions and support. Such communications must be in writing and must explain any additional interventions or supports that will be implemented to accelerate the student's progress if the interventions and supports already being implemented have not resulted in improvement.

Step 7: The School Literacy Leadership Team will continue to meet to review Tier 1 literacy data and the Student Intervention Team (SIT) will meet to discuss individual students and their progress monitoring data to make determinations based on the students' response to instruction and intervention. All instruction and intervention will be provided until the identified reading deficiency has been ameliorated.

10. For grades 6-8, what processes and procedures are in place to identify and solve problems to improve the effectiveness of Tier 1 instruction?

School level, grade level, and content area professional learning communities meet to review Tier 1 data, make adjustments to instruction, and identify what Tier 1 remediation and enrichment is necessary based on the data. School administrators are responsible for classroom walkthroughs, focused on monitoring Tier 1 instruction. Following the classroom walkthrough, the school administrator provides constructive and actionable feedback. School Based Literacy Leadership teams meet monthly to review Tier 1 data, provide feedback on plans, and make any necessary adjustments to support grade level and content area teams in their implementation of Tier 1 instruction.

The District Literacy Team analyzes the effectiveness of Tier 1 through multiple data sources including FAST Progress Monitoring 1, 2, and 3, and internal coaching logs. The team meets monthly to problem solve and address areas of concern. The District Literacy team determines next steps in district initiatives to address areas of opportunity to reach 80% proficiency.

11. For grades 6-8, what processes and procedures are in place to identify and solve problems to improve the effectiveness of Tier 2 interventions?

Tier 2 reading interventions require progress monitoring two times per month, utilizing the Acadience progress monitoring most closely aligned to the intervention need. This data is entered into the District Student Data System. School-based Student Intervention Teams review this data monthly, with the expectation that 80% of students will respond positively to Tier 2 interventions.

The District MTSS team analyzes all Tier 2 data quarterly to determine the effectiveness of the intervention materials, professional learning, and support. Data are reviewed annually after FAST Progress Monitoring 3 to determine student growth for students receiving Tier 2 Support.

12. For grades 6-8, what processes and procedures are in place to identify and solve problems to improve the effectiveness of Tier 3 interventions?

Tier 3 reading interventions require progress monitoring two times per week, utilizing the Acadience progress monitoring most closely aligned to the intervention need. This data is entered into the District Student Data System. School based Student Intervention Teams review this data monthly, with the expectation that 80% of students will respond positively to Tier 3 intervention.

The District MTSS team analyzes all Tier 3 data quarterly to determine the effectiveness of the intervention materials, professional learning, and support. Data are reviewed annually after FAST Progress Monitoring 3 to determine student growth for students receiving Tier 3 Support.

Grades 6-8 Decision Tree

Tier 1 (Core) Only

Beginning of Year Data

Students must meet the following criteria at the beginning of the school year:

Beginning of Year Criteria:

All listed criteria can be considered in the problem-solving process for each student; no single data source is relied upon; each can be a factor in addressing the student's instructional and intervention needs.

FAST PM3 Summative Assessment (May 2026) Level 3 or higher, formative and summative assessment (SAVVAS myPerspectives 6-12) 60%, Acadience Benchmark Assessment Beginning of the Year At/Above Benchmark as listed in the chart (Elementary 6), and/or teacher observation data.

Acadience At and Above Benchmark: Reading Composite			
	BOY	MOY	EOY
6 th Elementary	344+	358+	380+

FAST PM3 Level 1's and 2's Corrective Decoding Placement administered:

- Corrective Decoding A: 12-21 errors on Part 1 and more than 2 minutes, 8-40 errors on Part 2
- Corrective Decoding B1: 0-11 errors and more than 2 minutes on Part 1; 0-7 errors on Part 2; 16 or more errors on Part 3; 6-15 errors and more than 2.5 minutes
- Corrective Decoding B2: 6-15 errors and 2.5 minutes or less on Part 3; 0-5 errors and more than 2.5 minutes on Part 3; 9 or more errors on Part 4 or 4-8 errors and more than 1.5 minutes on Part 4.
- Corrective Decoding C: 408 errors and 1.5 or less of Part 4; or 0-3 errors and more than 1 minute 20 seconds on Part 4

List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.

Triangulation of data for consideration includes: FAST PM3 Level 3, progress monitoring, formative assessment (SAVVAS myPerspectives 6-12) 60%, and teacher observation data supports students' meeting grade level expectation for beginning of the year criteria.

Core Instruction

Indicate the core instructional materials utilized. Add additional rows as needed.

Name of Program	Year of Program Adoption
Grades 6-8: SAVVAS, myPerspectives	Adopted August 2026
ELL 1.0-2.9 English Language Development Courses: VISTA-English Language Development	Adopted August 2024
Tier 1 Supplemental	
Grades 6-8: ELD/ELA Courses in grades 6-12 UFLI Foundations with language supports within the English Language Development class	Supports Phonological Awareness, Phonics for ELL with Oral Language Development of 1.0 -2.9
Grades 7-8: Vocabulary.com	Vocabulary, Language Comprehension

Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year:

All listed criteria can be considered in the problem-solving process for each student; no single data source is relied upon; each can be a factor in addressing the student's instructional and intervention needs. FAST Summative Assessment Level 1 or 2 and/or <30th percentile, Acadience Benchmark Assessment Below or Well Below as set by grade level (See chart below), and/or Lexia Level PowerUp is one or more areas in the Foundational Skills range, and/or review of Progress Monitoring Plan data and work samples, formative assessment below 59% (6-10 SAVVAS Perspectives), and/or teacher observation data that indicate below benchmark performance. If students demonstrate deficits in reading and below benchmark performance, complete the Problem-Solving Protocol and convene a Student Intervention Team meeting to determine the next steps with intervention.

Tier 1 Instruction + Tier 2 Interventions

Beginning of Year Data

Students who meet the following criteria at the beginning of the school year:

All listed criteria can be considered in the problem-solving process for each student; no single data source is relied upon; each can be a factor in addressing the student's instructional and intervention needs.

- FAST PM3 Summative Assessment (May 2026) Level 1 or 2
- Lexia Power Up Foundational Range
- review of Progress Monitoring Plan data and work samples
- Corrective Decoding Placement test to determine foundational skill gaps
- formative assessment below 59% 6-8 SAVVAS Perspectives and/or
- teacher observation data that indicate below benchmark performance.

Acadience Below Benchmark: Reading Composite			
	BOY	MOY	EOY
6 th Elementary	280-343	285-357	324-379

Number of times per week interventions are provided: 3-5 times per week

Number of minutes per intervention session: 15-30 minutes

Course(s) where interventions take place: Intensive Reading

Supplemental Instruction/Interventions

Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.

Name of Program	Grade Level and Reading Component	ESSA Evidence Level or Verbiage (as needed)
Strategic Instruction Model (SIM)	6-8 Intensive Reading Dependent upon Model - Vocabulary, Writing, and Inferencing	Evidence for ESSA: Strong
Lexia PowerUp Lesson Library	6-8 Phonics, Fluency, Vocabulary, Language Comprehension	Lexia PowerUp Literacy: Evidence for ESSA: Promising
Rewards	6-8 Phonics, Fluency, Vocabulary, Language Comprehension	<u>Rewards</u> does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: <u>Providing Reading Interventions for Students in Grades 4-9</u> , Recommendation 1: Build students' decoding skills so that they can read complex, multisyllabic words (Strong Evidence); and Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of text (Strong Evidence). These recommendations were built into the program through explicit and systematic instruction in decoding multi-syllabic words using a "six-step strategy," direct vocabulary instruction (including explicit teaching of content area vocabulary) and fluency and comprehension instruction through repeated readings, and guided practice. The district will support and monitor implementation of this program by monitoring the district required Tier 2 intervention portfolios of students who receive instruction/intervention with <u>REWARDS</u> , by training Intervention Team Facilitators and MTSS Lead Administrators to train teachers at the school level in utilizing this program, including progress monitoring, with follow up and support from the district's Intervention Coach and MTSS Specialist, when necessary.
Corrective Reading Decoding Requires: Corrective Decoding Placement Assessment	Intensive Reading Course Code	Corrective Reading Decoding does not meet strong, moderate, or promising levels of evidence for secondary students; however, the following WWC Practice Guide Recommendation(s) support the program: <i>Providing Reading Interventions for Students in Grades 4-9</i> , Recommendation 1: Build students' decoding skills so that they can read complex, multisyllabic words (Strong Evidence); and Recommendation 3: Routinely use a set of comprehension-

		building practices to help students make sense of text (Strong Evidence). These recommendations are embedded within the program through explicit, systematic instruction in phonemic awareness, sound-symbol relationships, word attack skills, decoding strategies, guided oral reading practice, and structured correction procedures designed to increase reading accuracy and fluency. The program also incorporates repeated reading opportunities and teacher-directed instruction to strengthen students’ automaticity and support comprehension. The district will support and monitor implementation of this program by monitoring district-required Tier 2 intervention portfolios for students receiving instruction/intervention with Corrective Reading Decoding, training Intervention Team Facilitators and MTSS Lead Administrators to provide school-based professional learning on program implementation and progress monitoring procedures, and providing ongoing coaching and technical assistance from the district’s Intervention Coach and MTSS Specialist as needed to ensure fidelity of implementation and student progress.
Equipped for Reading Success	Grades 3-12 Phonological Awareness	Alignment to evidence-based instructional practices: <u>Equipped for Reading Success</u> does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendations support the use of the program: <u>Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade</u>, Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters (Strong Evidence); Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words (Strong Evidence), and <u>Providing Reading Interventions for Students in Grades 4-9</u>, Recommendation 1: Build students’ decoding skills so that they can read complex, multisyllabic words (Strong Evidence). Further information about this recommendation within the practice guide supports the instruction at the phoneme level as a component of this recommendation. This recommendation was built into the program by comprehensive and sequential instruction in phonemic awareness and fluent word recognition. The district will support and monitor the implementation of this program by training Intervention Team Facilitators and MTSS Lead Administrators to train teachers at the school level in utilizing this program, including progress monitoring, with follow up and support from the district’s Intervention Coach and MTSS Specialist, when necessary..
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Name of Program	ESSA Evidence Level Verbiage (as needed)	
CEEDAR Center Evidence Based Practices for English Learners Add visuals or comprehensible input support to any of the above programs to make it most appropriate to their language level needs.	CEEDAR Center Evidence Based Practices for English Learners <u>Providing visuals and In Comprehensible Input Practices</u> do not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide 6: Assisting Students Struggling with Reading, Recommendation 4: Provide appropriate interventions for English Learners who need support beyond Tier 1 instruction. This includes providing accommodations during interventions, such as "using visuals and gestures, building background knowledge, and clarifying meaning of words". The district will support and monitor implementation of this program by monitoring the district required Tier 2 intervention portfolios of students who receive instruction/intervention with, by training Intervention Team Facilitators and MTSS Lead Administrators to train teachers at the school level in utilizing this program, including progress monitoring, with follow up and support from the district’s Intervention Coach and MTSS Specialist, when necessary.	
Additional performance criteria that prompt Tier 3 interventions for students not meeting expectations/benchmarks during the school year:		
- Progress monitoring indicates unsatisfactory progress (including review of Tier 2 intervention portfolio data and work samples); and/or - formative assessments below 40% SAVVAS Perspectives; and/or - Intensive Reading Course Mastery Assessments below 85%		

- teacher observation data that indicate well below benchmark performance

Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions

Beginning of Year Data

Students who meet the following criteria at the beginning of the school year:

All listed criteria can be considered in the problem-solving process for each student; no single data source is relied upon; each can be a factor in addressing the student's instructional and intervention needs.

- FAST PM3 Summative Assessment (May 2026) Level 1 <20th percentile)
- Review Tier 2 data and student work samples)
- formative assessment, and/or
- teacher observation data that indicates well below benchmark performance

Acadience Well Below: Reading Composite			
	BOY	MOY	EOY
6 th Elementary	0-279	0-284	0-284

Number of times per week interventions are provided: 4-5 times per week

Number of minutes per intervention session: 30 minutes per session

Course(s) where interventions take place: Intensive Reading class with 12 students or less, intervention provided in small group of 1-3

Intensive, Individualized Instruction/Interventions

Indicate the evidence-based programs and/or practices used for Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.

Name of Program	Grade Level and Reading Component	ESSA Evidence Level
Corrective Reading Decoding Requires: Corrective Decoding Placement Assessment	Grades 6-8 Phonics and fluency	Corrective Reading Decoding does not meet strong, moderate, or promising levels of evidence for secondary students; however, the following WWC Practice Guide Recommendation(s) support the program: <i>Providing Reading Interventions for Students in Grades 4–9</i>, Recommendation 1: Build students' decoding skills so that they can read complex, multisyllabic words (Strong Evidence); and Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of text (Strong Evidence). These recommendations are embedded within the program through explicit, systematic instruction in phonemic awareness, sound-symbol relationships, word attack skills, decoding strategies, guided oral reading practice, and structured correction procedures designed to increase reading accuracy and fluency. The program also incorporates repeated reading opportunities and teacher-directed instruction to strengthen students' automaticity and support comprehension. The district will support and monitor implementation of this program by monitoring district-required Tier 2 intervention portfolios for students receiving instruction/intervention with Corrective Reading Decoding, training Intervention Team Facilitators and MTSS Lead Administrators to provide school-based professional learning on program implementation and progress monitoring procedures, and providing ongoing coaching and technical assistance from the district's Intervention Coach and MTSS Specialist as needed to ensure fidelity of implementation and student progress.
Corrective Reading Comprehension	Grades 6-8 Oral Language, Vocabulary, Language Comprehension	WWC: Corrective Reading: Tier 3 Promising
Wilson Reading System Requires: Wilson Assessment of Decoding and Encoding (WADE) program placement assessment AND Word Identification and Spelling Test (WIST)	Grades 6-8 Oral Language, Phonological Awareness, Phonics, Vocabulary, Language Comprehension	Wilson Reading System: Tier 3 Promising

	Wilson Reading System Tier 3 Intervention requires district support through an individualized plan specific to the student needs. Please submit a MTSS Service and Support Form to request district support.	
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Name of Program	Verbiage (as needed)	
CEEDAR Center Evidence-Based Practices for English Learners Add visuals or comprehensible input support to any of the above programs to make it most appropriate to their language level needs.	CEEDAR Center Evidence-Based Practices for English Learners <i>Providing visuals and In Comprehensible Input Practices</i> ds not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide 6: Assisting Students Struggling with Reading, Recommendation 4: Provide appropriate interventions for English Learners who need support beyond Tier 1 instruction. This includes providing accommodations during interventions, such as "using visuals and gestures, building background knowledge, and clarifying meaning of words". The district will support and monitor implementation of this program by monitoring the district required Tier 2 intervention portfolios of students who receive instruction/intervention with, by training Intervention Team Facilitators and MTSS Lead Administrators to train teachers at the school level in utilizing this program, including progress monitoring, with follow up and support from the district's Intervention Coach and MTSS Specialist, when necessary.	

Grades 9-12

13. Grades 9-12 Assessments

FAST

Name of the Assessment	Target Audience (Grades 9-12)	What component of reading is assessed?	Assessment Type	How often is the data collected?
FAST ELA Reading	☒ Grade 9 ☒ Grade 10	☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Summative	☒ 3 x Year

Indicate in the chart below the assessment(s) used to guide instructional decision-making for grades 9-12 students. Add additional rows as needed.

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades 9-12) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
Acadience Progress Monitoring, at the intervention level, for students who have a PMP, Tier 2, and/or Tier 3 reading intervention plan	☒ Grade 9 ☒ Grade 10 ☐ All Students ☒ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☒ Other, as determined by intervention plan
Informal Decoding Inventory	☒ Grade 9 ☒ Grade 10 ☐ All Students	☐ Oral Language ☐ Phonological Awareness	☒ Screening ☒ Progress Monitoring	☐ Weekly ☐ 2 x Month ☐ Monthly

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades 9-12) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
	☒ Select Students	☒ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension	☐ Diagnostic ☐ Summative	☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other
Phonological Awareness Screening Test (PAST)	☒ Grade 9 ☒ Grade 10 ☐ All Students ☒ Select Students	☐ Oral Language ☒ Phonological Awareness ☐ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension	☒ Screening ☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed

14. Describe the district's process (e.g., MTSS) for identifying grades 9-12 students in need of Tier 2/Tier 3 interventions.

Students in grades 9-12 identified by the FAST Progress Monitoring 3 assessment as scoring a level 1 or 2, may be enrolled in Intensive Reading course based on data factors described in the decision tree. Students are screened using the Corrective Reading Decoding assessment and scheduled into the course best matched to meet the learning needs of the student. The Corrective Reading Decoding (A-C) or Lexia assigned course is designed to provide foundational, fluency, and comprehension skills interventions at their most foundational level of need. Students' progress through the levels of decoding instruction to offer a more personalized approach to ensure each student receives the necessary support to ameliorate his or her reading gaps and increase academic success. Once decoding gaps are closed, students will receive explicit instruction in specific strategies for reading comprehension. Master scheduling differs on each campus, however, providing intervention is mandatory for all identified students, whether through this course or an alternative model. Students are monitored through the School Literacy Leadership Team and District Literacy Team progress monitoring systems in collaboration with teachers and school staff. If a student does not demonstrate increased mastery of fundamental reading skills, a problem-solving protocol will be completed, and additional interventions will be provided.

14a. Describe the district's process (e.g., Multi-Tiered System of Supports (MTSS)) for identifying secondary students in need of Tier 2/Tier 3 interventions.

Step 1: Clay County District Schools will implement the Coordinated Screening and Progress Monitoring (CSPM) Program known as Florida's Assessment of Student Thinking (FAST). Acadience screeners will be administered as needed to assist in the triangulation of data.

Step 2: Each School Literacy Leadership Team will analyze assessment data, including those listed below to determine the effectiveness of their Tier 1 literacy instruction and to identify students who are performing at the lowest achievement level/benchmark.

Step 3: Strengthening Tier 1 and Identifying Individual Needs

Instruction must be provided at the most foundational level of deficiency, and response to instruction must be monitored and reviewed by the School Literacy Leadership Team. Additionally, the School Literacy Leadership Team will determine if the appropriate course of action is Tier 1 instruction and intervention at an individual, class-wide, or grade-wide level based on student data.

Once initial EBRI is provided, the School Literacy Leadership Team will meet again to determine students' response to Tier 1 instruction and intervention. The team will formulate the next steps in alignment with the B.E.S.T. 6-12 Foundational Reading Intervention Standards and the individual needs of the identified students.

Step 4: If it is determined that a student demonstrates characteristics of dyslexia or meets criteria for reading intervention, a diagnostic assessment must be administered to identify the most foundational area(s) of deficit and need. Using the Comprehensive Evidence-Based Reading Plan Decision Trees as a guide, an instructional and intervention plan will be created to provide more individualized and frequent instruction and intervention to include explicit, systematic, and multisensory reading interventions. All determinations must be made in compliance with current state statutes.

Step 5: The school will immediately provide written notification to the parent of any student determined to require Tier 2/Tier 3 intervention, and a plan will be created within 45 days of the notification.

Step 6: Instruction and intervention will be implemented and progress monitored in alignment with Comprehensive Evidence-Based Reading Plan Decision Trees and any individualized reading intervention plan. After initial notification, the school will communicate to the parent through monthly updates of the student's progress in response to the intensive interventions and support. Such communications must be in writing and must explain any additional interventions or supports that will be implemented to accelerate the student's progress if the interventions and supports already being implemented have not resulted in improvement. Adequate progress and response to intervention is determined through review of progress monitoring data (Acadience Progress Monitoring probes and intervention specific mastery assessments). If progress monitoring data indicate that the student is not making expected and adequate progress toward grade level proficiency, the intervention plan is modified through the addition of more intensive intervention and/or increasing frequency/duration.

Step 7: The School Literacy Leadership Team will continue to meet to review Tier 1 literacy data and the Student Intervention Team (SIT) will meet to discuss individual students and their progress monitoring data to make determinations based on the students' response to instruction and intervention. All instruction and intervention will be provided until the identified reading deficiency has been ameliorated.

15. For grades 9-12, what processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?

School level, grade level, and content area professional learning communities meet to review Tier 1 data, make adjustments to instruction, and identify what Tier 1 remediation and enrichment is necessary based on the data. School administrators are responsible for classroom walkthroughs, focused on monitoring Tier 1 instruction. Following the classroom walkthrough, the school administrator provides constructive and actionable feedback. School Problem Solving Teams meet monthly to review Tier 1 data, provide feedback on plans, and make any necessary adjustments to support grade level and content area teams in their implementation of Tier 1 instruction.

The District Literacy Team analyzes the effectiveness of Tier 1 through multiple data sources including FAST Progress Monitoring 1, 2, and 3, and internal coaching logs. The team meets monthly to problem solve and address areas of concern. The District Literacy team determines next steps in district initiatives to address areas of opportunity to reach 80% proficiency.

16. For grades 9-12, what processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions?

Tier 2 reading interventions require progress monitoring two times per month, utilizing the Acadience progress monitoring most closely aligned to the intervention need. This data is entered into the District Student Data System. School-based Student Intervention Teams review this data monthly, with the expectation that 80% of students will respond positively to Tier 2 interventions.

The District MTSS team analyzes all Tier 2 data quarterly to determine the effectiveness of the intervention materials, professional learning, and support. Data are reviewed annually after FAST Progress Monitoring 3 to determine student growth for students receiving Tier 2 Support.

17. For grades 9-12, what processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?

Tier 3 reading interventions require progress monitoring two times per week, utilizing the Acadience progress monitoring most closely aligned to the intervention need. This data is entered into the District Student Data System. School based Student Intervention Teams review this data monthly, with the expectation that 80% of students will respond positively to Tier 3 intervention.

The District MTSS team analyzes all Tier 3 data quarterly to determine the effectiveness of the intervention materials, professional learning, and support. Data are reviewed annually after FAST Progress Monitoring 3 to determine student growth for students receiving Tier 3 Support.

Grades 9-12 Decision Tree							
Tier 1 (Core) Only							
Beginning of Year Data							
Students must meet the following criteria at the beginning of the school year: (Enter assessment criteria that will be used.) Beginning of Year Criteria All listed criteria can be considered in the problem-solving process for each student; no single data source is relied upon; each can be a factor in addressing the student's instructional and intervention needs. FAST PM3 Summative Assessment (May 2026) Level 3 or higher, formative assessment SAVVAS Perspectives 60%, and/or teacher observation data. FAST PM3 Level 1's and 2's Corrective Decoding Placement administered: - Corrective Decoding A: 12-21 errors on Part 1 and more than 2 minutes, 8-40 errors on Part 2 - Corrective Decoding B1: 0-11 errors and more than 2 minutes on Part 1; 0-7 errors on Part 2; 16 or more errors on Part 3; 6-15 errors and more than 2.5 minutes - Corrective Decoding B2: 6-15 errors and 2.5 minutes or less on Part 3; 0-5 errors and more than 2.5 minutes on Part 3; 9 or more errors on Part 4 or 4-8 errors and more than 1.5 minutes on Part 4. - Corrective Decoding C: 408 errors and 1.5 or less of Part 4; or 0-3 errors and more than 1 minute 20 seconds on Part 4							
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. School-based Leadership Team Reviews data at each Progress Monitoring assessment time frame. Grade-level PLCs analyze student data through item analysis of common assessments Teacher professional learning							
Core Instruction							
Indicate the core instructional materials utilized. Add additional rows as needed. <table> <tr> <th>Name of Program</th><th>Year of Program Adoption</th></tr> <tr> <td>Grades 6-12: SAVVAS, myPerspectives</td><td>Adopted August 2026</td></tr> <tr> <td>ELL 1.0-2.9 English Language Development Courses: VISTA-English Language Development</td><td>Adopted August 2024</td></tr> </table>		Name of Program	Year of Program Adoption	Grades 6-12: SAVVAS, myPerspectives	Adopted August 2026	ELL 1.0-2.9 English Language Development Courses: VISTA-English Language Development	Adopted August 2024
Name of Program	Year of Program Adoption						
Grades 6-12: SAVVAS, myPerspectives	Adopted August 2026						
ELL 1.0-2.9 English Language Development Courses: VISTA-English Language Development	Adopted August 2024						
Tier 1 Supplemental Materials							
Grades 6-12: ELD/ELA Courses in grades 6-12 UFLI Foundations with language supports within the English Language Development class	Supports Phonological Awareness, Phonics for ELL with Oral Language Development of 1.0 -2.9						
Grades 7-12: Vocabulary.com	Vocabulary, Language Comprehension						
Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/ benchmarks during the school year: All listed criteria can be considered in the problem-solving process for each student; no single data source is relied upon; each can be a factor in addressing the student's instructional and intervention needs. FAST PM 1 or 2 or <30th percentile;							

- Corrective Decoding Mastery Assessments
- Lexia PowerUp Level any instructional level falls within the Foundational Level with little growth throughout the school year.
- progress monitoring data indicates unsatisfactory progress (including review of Tier 2 intervention portfolio data and work samples);
- formative assessments below 40% 6-10 SAVVAS myPerspectives; and/or
- teacher observation data that indicate well below benchmark performance

Tier 1 Instruction + Tier 2 Interventions

Beginning of Year Data

Students who meet the following criteria at the beginning of the school year:

All listed criteria can be considered in the problem-solving process for each student; no single data source is relied upon; each can be a factor in addressing the student's instructional and intervention needs.

- FAST PM3 Summative Assessment (May 2026) Level 1 or 2 or 30th percentile
- Lexia PowerUp One or More categories in the Foundational Range
- Acadience Benchmark Assessment (utilize EOY Grade 8)
- review of Progress Monitoring Plan data and work samples
- Corrective Decoding Placement test to determine foundational skill gaps
- formative assessment below 59% 6-8 SAVVAS Perspectives and/or
- teacher observation data that indicate below benchmark performance.

Number of times per week interventions are provided: 3-5 times per week

Number of minutes per intervention session: 15-30 min

Course(s) where interventions take place: Intensive Reading

Supplemental Instruction/Interventions

Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.

Name of Program	Grade Level and Reading Component	ESSA Evidence Level or Verbiage (as needed)
Corrective Reading Decoding Requires: Corrective Decoding Placement Assessment	Grades 9-12 Phonics and fluency	Corrective Reading Decoding does not meet strong, moderate, or promising levels of evidence for secondary students; however, the following WWC Practice Guide Recommendation supports the use of the program: <i>Providing Reading Interventions for Students in Grades 4–9</i>, Recommendation 1: Build students' decoding skills so that they can read complex, multisyllabic words (Strong Evidence). This recommendation is embedded within the program through explicit, systematic instruction in phonemic awareness, sound-symbol relationships, word attack skills, decoding strategies, guided oral reading practice, and structured correction procedures designed to increase reading accuracy and fluency. The program also incorporates repeated reading opportunities and teacher-directed instruction to strengthen students' automaticity and support comprehension. The district will support and monitor implementation of this program by monitoring district-required Tier 2 intervention portfolios for students receiving instruction/intervention with Corrective Reading Decoding, training Intervention Team Facilitators and MTSS Lead Administrators to provide school-based professional learning on program implementation and progress monitoring procedures, and providing ongoing coaching and technical assistance from the district's Intervention Coach and MTSS Specialist as needed to ensure
Grades 11-12-ChalkTalk	11-12 Intensive Reading Vocabulary, Language Comprehension	<u>ChalkTalk</u> does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendations support the use of this program: : <i>Providing Reading Interventions for Students in Grades 4-9</i>, Recommendation 1: Build students' decoding skills so that they can read complex, multisyllabic words (Strong Evidence); and Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of text (Strong Evidence). These recommendations were built into the program

		through explicit and systematic instruction in decoding and encoding multi-syllabic strategy instruction, direct vocabulary instruction (including explicit teaching of derivations and cross-disciplinary academic words) and fluency and comprehension instruction through summarizing (concise-gist instruction) and strategies to analyze question/text relationships.. The district will support and monitor implementation of this program by monitoring the district required Tier 2 intervention portfolios of students who receive instruction/intervention with REWARDS , by training Intervention Team Facilitators and MTSS Lead Administrators to train teachers at the school level in utilizing this program, including progress monitoring, with follow up and support from the district's Intervention Coach and MTSS Specialist, when necessary.
Strategic Instruction Model (SIM)	9-12 Intensive Reading Dependent upon Model - Vocabulary, Writing, and Inferencing	Tier 1: Strong Evidence
Spelling Mastery Levels A-F	Companion to Corrective Reading Decoding	Spelling Mastery: Tier 3 Promising This curriculum is designed to be paired with Corrective Decoding if Tier 3 is warranted.
Equipped for Reading Success	Grades 9-12 Phonological Awareness	Alignment to evidence-based instructional practices: <u>Equipped for Reading Success</u> does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendations support the use of the program: <u>Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade</u> , Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters (Strong Evidence); Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words (Strong Evidence), and <u>Providing Reading Interventions for Students in Grades 4-9</u> , Recommendation 1: Build students' decoding skills so that they can read complex, multisyllabic words (Strong Evidence). Further information about this recommendation within the practice guide supports the instruction at the phoneme level as a component of this recommendation. This recommendation was built into the program by comprehensive and sequential instruction in phonemic awareness and fluent word recognition. The district will support and monitor the implementation of this program by training Intervention Team Facilitators and MTSS Lead Administrators to train teachers at the school level in utilizing this program, including progress monitoring, with follow up and support from the district's Intervention Coach and MTSS Specialist, when necessary..
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
CEEDAR Center Evidence Based Practices for English Learners Add visuals or comprehensible input support to any of the above programs to make it most appropriate to their language level needs.		CEEDAR Center Evidence Based Practices for English Learners <u>Providing visuals and In Comprehensible Input Practices</u> do not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide 6: Assisting Students Struggling with Reading, Recommendation 4: Provide appropriate interventions for English Learners who need support beyond Tier 1 instruction. This includes providing accommodations during interventions, such as "using visuals and gestures, building background knowledge, and clarifying meaning of words". The district will support and monitor implementation of this program by monitoring the district required Tier 2 intervention portfolios of students who receive instruction/intervention with, by training Intervention Team Facilitators and MTSS Lead Administrators to train teachers at the school level in utilizing this program, including progress monitoring, with follow up and support from the district's Intervention Coach and MTSS Specialist, when necessary.
Additional performance criteria that prompt Tier 3 interventions for students not meeting expectations/benchmarks during the school year:		

All listed criteria can be considered in the problem-solving process for each student; no single data source is relied upon; each can be a factor in addressing the student's instructional and intervention needs.

- FAST PM 1 or 2 or <20th percentile; and/or
- Lexia PowerUp Level any instructional level falls within the Foundational Level with little growth throughout the school year.
- progress monitoring indicates unsatisfactory progress (including review of Tier 2 intervention portfolio data and work samples); and/or
- formative assessments below 40% 6-10 SAVVAS myPerspectives; and/or Corrective Decoding Mastery Tests where the student does not make a passing score (Mastery is 85% or better)
- teacher observation data that indicate well below benchmark performance

Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions

Beginning of Year Data

Students who meet the following criteria at the beginning of the school year:

All listed criteria can be considered in the problem-solving process for each student; no single data source is relied upon; each can be a factor in addressing the student's instructional and intervention needs.

- FAST PM3 Summative Assessment (May 2026) Level 1
- Corrective Decoding Screening
- progress monitoring (including review Tier 2 data and student work samples)
- formative assessment, and/or
- teacher observation data that indicates well below benchmark performance

Number of times per week interventions are provided: 4-5 times per week

Number of minutes per intervention session: 30

Course(s) where interventions take place: Intensive Reading class with 12 students or less, intervention provided in small group of 1-3

Intensive, Individualized Instruction/Interventions

Indicate the evidence-based programs and/or practices used for Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.

Name of Program	Grade Level and Reading Component	ESSA Evidence Level Or Verbiage (as needed)
Wilson Reading System Requires: Wilson Assessment of Decoding and Encoding (WADE) program placement assessment AND Word Identification and Spelling Test (WIST)	Grades 9-12 Oral Language, Phonological Awareness, Phonics, Vocabulary, Language Comprehension Wilson Reading System Tier 3 Intervention requires district support through an individualized plan specific to the student needs. Please submit a MTSS Service and Support Form to request district support.	Tier 3 Promising

Corrective Reading Decoding Requires: Corrective Decoding Placement Assessment	Grades 9-12 Phonics and fluency	Corrective Reading Decoding does not meet strong, moderate, or promising levels of evidence for secondary students; however, the following WWC Practice Guide Recommendation supports the use of the program: <i>Providing Reading Interventions for Students in Grades 4–9</i>, Recommendation 1: Build students' decoding skills so that they can read complex, multisyllabic words (Strong Evidence). This recommendation is embedded within the program through explicit, systematic instruction in phonemic awareness, sound-symbol relationships, word attack skills, decoding strategies, guided oral reading practice, and structured correction procedures designed to increase reading accuracy and fluency. The program also incorporates repeated reading opportunities and teacher-directed instruction to strengthen students' automaticity and support comprehension. The district will support and monitor implementation of this program by monitoring district-required Tier 2 intervention portfolios for students receiving instruction/intervention with Corrective Reading Decoding, training Intervention Team Facilitators and MTSS Lead Administrators to provide school-based professional learning on program implementation and progress monitoring procedures, and providing ongoing coaching and technical assistance from the district's Intervention Coach and MTSS Specialist as needed to ensure fidelity of implementation and student progress.
Corrective Reading Language Comprehension	Grades 9-12 Oral Language, Vocabulary, Language Comprehension	Corrective Reading Comprehension does not meet strong, moderate, or promising levels of evidence for secondary students; however, the following WWC Practice Guide Recommendation supports the use of the program: <i>Providing Reading Interventions for Students in Grades 4–9</i>, Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of text (Strong Evidence). This recommendation is embedded within the program through explicit, systematic instruction, repeated reading opportunities, and teacher-directed instruction to strengthen students' automaticity and support comprehension. The district will support and monitor implementation of this program by monitoring district-required Tier 2 intervention portfolios for students receiving instruction/intervention with Corrective Reading Decoding, training Intervention Team Facilitators and MTSS Lead Administrators to provide school-based professional learning on program implementation and progress monitoring procedures, and providing ongoing coaching and technical assistance from the district's Intervention Coach and MTSS Specialist as needed to ensure fidelity of implementation and student progress.
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Name of Program		ESSA Evidence Level OR Verbiage (as needed)
CEEDAR Center Evidence-Based Practices for English Learners Add visuals or comprehensible input support to any of the above programs to make it most appropriate to their language level needs.	CEEDAR Center Evidence-Based Practices for English Learners <u>Providing visuals and In Comprehensible Input Practices</u> does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide 6: Assisting Students Struggling with Reading, Recommendation 4: Provide appropriate interventions for English Learners who need support beyond Tier 1 instruction. This includes providing accommodations during interventions, such as "using visuals and gestures, building background knowledge, and clarifying meaning of words". The district will support and monitor implementation of this program by monitoring the district required Tier 2 intervention portfolios of students who receive instruction/intervention with, by training Intervention Team Facilitators and MTSS Lead Administrators to train teachers at the school level in utilizing this program, including progress monitoring, with follow up and support from the district's Intervention Coach and MTSS Specialist, when necessary.	

5) Professional Learning ([Rule 6A-6.053\(9\)\(b\)3.g.—k., F.A.C.](#))

Describe the literacy professional learning that will be provided by the district and/or schools, aligned to the requirements below:

Provide professional learning required by ss. [1012.585\(3\)\(f\)](#) and [1012.98\(5\)\(b\)11., F.S.](#), which includes training to help teachers integrate phonemic awareness, phonics, word study and spelling, fluency, vocabulary and text comprehension strategies into an explicit, systematic and sequential approach to reading instruction, including multisensory intervention strategies;

- Provide professional learning in B.E.S.T. ELA Standards and evidence-based reading practices and programs;
- Provide professional learning to help instructional personnel and certified PreK teachers funded in the FEP earn a certification, a credential, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction;

- Differentiate and intensify professional learning for teachers based on progress monitoring data;
- Identify mentor teachers and establish model classrooms within the school; and
- Ensure that time is provided for teachers to meet weekly for professional learning.

Provide the Name of Professional Learning, Target Audience and Description. Add additional rows as needed.

Name of Professional Learning	Target Audience	Description
Clay County's FCRR Literacy Matrix for Reading Endorsement	K-12 Teachers Seeking Reading Endorsement	The Florida Center for Reading Research at Florida State University has developed the <i>Reading Foundations and Evidence-Based Instructional Practices Pathway</i> to support educators in earning the Reading Endorsement. This pathway requires participants to complete all five reading endorsement competencies. Courses are delivered by certified Literacy Cadre Trainers in Clay County. Competency 1 AND Competency 2 may count toward the 40-hour reading renewal requirement.
Literacy for Leaders	Clay Administrators	School and district leaders receive information and professional learning opportunities throughout the school year starting with Summer Leadership. At Summer Leadership the district's Comprehensive Evidence-Based Reading Plan is reviewed and the implementation plan discussed. Specific training is offered in regards to best practices in analyzing Tier 1, Tier 2, Tier 3 outcomes for school, grade levels, and students. Administrators receive updates weekly through the SWB and monthly via virtual meetings. Specific trainings are offered throughout the year at monthly administrator trainings or in stand-alone sessions by topic.
Clay County's FCRR Literacy Coaching Endorsement	Title I Coaches, RAISE school representative, and Intervention Team Facilitators	The Florida Center for Reading Research, in collaboration with the Florida Department of Education, has developed coursework to meet the domains and standards of the Florida Literacy Coach Endorsement. The coursework provides an opportunity for coaches to improve their coaching knowledge and skills by engaging in reading, analyzing videos, participating in activities related to the standards with others in the course, and developing culminating projects for each module to demonstrate their growing knowledge and abilities. The <i>Florida Literacy Coach Endorsement Professional Learning Series</i> is comprehensive and intended to be completed in its entirety to successfully earn the Florida Literacy Coach Endorsement. The content is designed to be delivered face-to-face by a trained and certified Clay Literacy Team member.
Learning Through Play	VPK-PreK	Discover how purposeful play supports learning and development in VPK classrooms! This professional learning session explores strategies to integrate play into daily instruction, helping children build critical thinking, language, and social-emotional skills while meeting Florida Early Learning and Development Standards.
Early Mathematics for Early Learners	VPK-PreK + ESE Teachers	This session focuses on building strong early mathematics instruction aligned to the Florida Early Learning and Developmental Standards: 4 Years Old to Kindergarten. Participants will learn practical strategies for integrating math concepts throughout the daily classroom environment using developmentally appropriate practices while also supporting the

		development of oral language, mathematical vocabulary, and meaningful classroom conversations. The four-module series includes: ● Number Sense ● Number and Operations ● Patterns and Measurement ● Geometry and Spatial Relations Through interactive activities, classroom videos, and real-world examples from Florida early learning programs, participants will explore effective instructional practices, the use of mathematical language, and strategies to strengthen children's communication, problem-solving, and mathematical thinking skills throughout the learning day.
Emergent Literacy Quarterly Cohorts	VPK-PreK	Enhance your teaching practice by joining a VPK Professional Learning Cohort! These cohorts bring educators together for ongoing collaboration, professional development, and hands-on learning. Participants will explore the Florida Early Learning and Development Standards through the Frog Street curriculum, with a special focus on building a strong foundation in emergent literacy. Educators will deepen their understanding of developmentally appropriate practices and inclusive strategies using Universal Design for Learning (UDL) principles. Through coaching, workshops, and shared experiences, teachers will develop effective strategies to support young children's growth, learning, and long-term success in VPK classrooms.
Summer Literacy Learning	Grades K-5 ELA Teachers + ESE Teachers	This annual professional learning opportunity is designed as a full day session with multiple session opportunities. This year sessions will include ½ day Benchmark Advance @2026 (for teachers new to this curriculum), multisensory phonics instruction, analyzing assessment data, and B.E.S.T. writing strategies.
K-5 Grade Level Cohorts per grade	Quarters 1-3	Each 9 weeks professional learning is provided to 2 teachers per school, per grade level in a train-the-trainer model. This year's sessions will include responding to data plus grade level specific training based on feedback, data, and trends. Topics will include instructional strategies that increase capacity in the 5 Practice Profiles to integrate instruction in the 6 components of reading.
Summer Training	6-12 ELA Teachers	ELA teachers in grades 6-12 will be offered the opportunity to attend multiple half day learning sessions during the summer: A. 6-12 ELA: Exploring New SAVVAS Resources B. 6-12 ELA: Launch into the New ELA Curriculum Guides
Middle School ELA Cohort	Grades 6-8 ELA Teachers	English Language Arts (ELA) teachers in grades 6–8 will participate in quarterly professional learning sessions focused on evidence-based instructional practices.. These sessions will address key areas including: explicit vocabulary instruction, targeted benchmark instruction, alignment of classroom tasks to grade-level benchmarks, data-driven instructional decision-

		making, and explicit writing instruction grounded in the six principles of <i>The Writing Revolution</i> by Hochman and Wexler.
High School ELA Cohort	Grades 9-12 ELA Teachers	English Language Arts (ELA) teachers in grades 9-12 will participate in quarterly professional learning sessions focused on evidence-based instructional practices. These sessions will address key areas including: explicit vocabulary instruction, targeted benchmark instruction, alignment of classroom tasks to grade-level benchmarks, data-driven instructional decision-making, and explicit writing instruction grounded in the six principles of <i>The Writing Revolution</i> by Hochman and Wexler.
B.E.S.T. Practices in Intensive Reading and Collaboration	7-12 Intensive Reading Teachers	These sessions are designed for secondary Intensive Reading teachers to refine our delivery of direct, explicit, and engaging instruction of our curricula. The purpose of these sessions is to move beyond implementation and enrich our understanding of the science of reading and add engaging strategies that are being leveraged by our colleagues and educators outside of our district to increase the efficacy of our instructional practices.
School-Based Literacy Teacher Leaders	School Based ITF's and Literacy Coaches	Five sessions throughout the year designed to build school based coach/ITF capacity around the science of reading and Tiered Progress Monitoring.

Instructional Personnel and Certified PreK Teachers

Describe how professional learning is provided to help instructional personnel and certified PreK teachers funded in the FEFP earn a certification, a credential or credentials, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction.

District-wide Professional Learning opportunities are coordinated by the reading department and are facilitated by district specialists and coaches. This includes training to help teachers integrate phonemic awareness, phonics, word study and spelling, fluency, vocabulary, and text comprehension strategies into an explicit, systematic, and sequential approach to reading instruction, including multisensory intervention strategies. The PL opportunities are designed to meet the requirements of s. 1012.585(3)(f). Teachers are notified of these opportunities via flyers and Google Classroom announcements and can register for the PL in Elevate, the district's professional learning tracking system. These sessions currently include: Reading Competency Courses through UF Flamingo; Corrective Reading and Spelling Through Morphographs DL Course; BEES Portal courses: Facilitated-- Exploring Structured Literacy, Differentiating Reading Instruction, Self-Paced, Independent-Reading Difficulties, Disabilities and Dyslexia, Structured Literacy through a Multi-Sensory Approach) Developmental Literacy, Literacy Micro-Credentials, and Leveraging Lexia PowerUp for Data-Driven Lesson Planning focused on Florida's B.E.S.T. Benchmarks for Reading.

Professional learning in B.E.S.T. ELA standards and evidence-based reading practices and programs are also offered at the district and school levels. District unit-planning sessions are offered five times a year in alignment with the curriculum guides that integrate the B.E.S.T. standards and the district-adopted reading curriculum. Additional district and school-based training is provided for teachers in using the supplemental resources in alignment with the B.E.S.T. standards and identified student needs.

PreK/VPK professional learning opportunities focused on the Florida Early Learning and Developmental Standards, early literacy, and evidence-based reading practices are offered at both the district and school levels. Professional learning sessions are designed to support teachers in implementing developmentally appropriate literacy instruction that strengthens oral language, phonological awareness, vocabulary development, comprehension, and early writing skills.

District collaborative planning sessions are provided throughout the school year and align with the district's adopted PreK/VPK curriculum and instructional expectations. Additional district and school-based training support teachers

in the effective use of supplemental instructional resources, FAST Star Early Literacy data, differentiated instruction, and targeted interventions to meet the individual needs of young learners.

Differentiated Professional Learning

Describe how professional learning is differentiated and intensified for teachers based on progress monitoring data.

Student data is reviewed throughout the year and support is prioritized for teachers, grade levels, and schools based on identified students' needs. Individual teachers may receive side-by-side coaching with job-embedded support, teams may receive ongoing support in reviewing data and developing literacy response plans, and school leaders may receive support for reviewing schoolwide data and making strategic plans for enhancing literacy instruction throughout the school.

7 schools have been identified for more intensive support in foundational skills K-2. These schools are implementing Foundations for foundational skills instruction. The district provides training and support as schools implement this curriculum. Additional support is provided to assist school-based coaches in monitoring and supporting instruction.

Mentor Teachers

Describe how mentor teachers are identified and how model classrooms are established and utilized within the school.

Each school identifies teacher leaders to serve as mentor teachers and may also serve as model classrooms for others. These teachers are selected to demonstrate evidence-based literacy practices and the use of evidence-based literacy programs in ways that can be viewed and replicated by others to strengthen student literacy achievement across the school.

The K-12 District Literacy Team identifies additional model classrooms across the district through an analysis of walkthrough, disaggregated data, and administrator input. The identified model teachers may be utilized for classroom visits from other teachers within the district.

Professional Learning Time

Describe how time is provided for teachers to meet weekly for professional learning.

As part of the CCEA teacher contract, teachers engage in a minimum of 1 hour of collaborative professional learning each week. Literacy teachers use this time to identify the specific literacy skills and standards that students need to know and be able to do, develop common formative assessments, and use other diagnostic literacy assessments as needed to determine which students are meeting expectations and which need additional support and develop responsive tiered support plans to meet the student needs.

6) Tutoring Programs to Accelerate Literacy Learning ([Rule 6A-6.053\(9\)\(b\)3.b., F.A.C.](#))

Describe any tutoring programs available within your district and include targeted grade levels (e.g., Reading Achievement Initiative for Scholastic Excellence (RAISE) High School Tutoring). Add additional rows as needed.

Name of Tutoring Program	Target Audience	Description
SAI (Supplemental Academic Instruction)	K-5	The district establishes a tutoring program for students who have reading deficiencies with funding provided through SAI (Supplemental Academic Instruction) findings or as funds become available. The district utilizes evidence-based materials included in our Decision Tree for before or after-school tutoring based on individual student needs through additional screenings. Schools develop a data-driven plan that identifies specific students, screenings to determine needs, and evidence-based materials that will be used for instruction.

		Materials include: The <i>Phonemic Recognition Instruction Delivering Empowerment</i> (P.R.I.D.E.) <i>Orton-Gillingham Program</i>–PAR (Green) Level; Black Grades 4-5 non-Summer Reading Camp students. The P.R.I.D.E. <i>Orton-Gillingham Program</i> is based on scientific research and years of Orton-Gillingham training and teaching experience at P.R.I.D.E. <i>Orton-Gillingham Program</i> Learning Center. P.R.I.D.E. <i>Orton-Gillingham Program</i> Learning Center is world-renowned for its work with students struggling with their reading and spelling due to common language difficulties such as dyslexia, auditory and visual processing disorders, speech deficits, and other learning differences. <i>Spelling Through Morphographs</i> Grades 4-6
RAISE School K-2 Tutoring	K-2	RAISE schools as identified through May, Progress Monitoring 3 outcomes, receive additional funds to prioritize K-2 students with the intention to ameliorate gaps prior to third grade. Screeners will be utilized to determine students' most foundational reading component to begin with a tutoring focus to close gaps. Materials include: <i>Heggerty Phonemic Awareness</i> (ESSA Level 3), <i>From Phonics to Reading Backpack</i> Levels K, A, B, C dependent on student need (ESSA Level 4), <i>Kid Lips Tools4Reading Backpack</i> (meets criteria for ESSA Level 3).

7) Family Engagement ([Rule 6A-6.053\(9\)\(b\)3.p., F.A.C.](#))

In accordance with the list outlined in [s. 1008.25\(5\)\(d\), F.S.](#), describe the district's plan for immediately notifying parents of students identified with a substantial deficiency in reading.

When a student is identified with a substantial reading deficiency, the parents of the student will receive a digital copy of the district's Read At-Home Plan in alignment with [s. 1008.25\(5\)\(e\), F.S.](#) The plan is embedded with links to resources, including links to the New Worlds Reading Initiative. The plan is disseminated through school communication, emails to families, posters provided to schools, Google Classrooms to teachers, and on the One Clay website.

Schools receive data to determine which students enroll in the New Worlds Reading Initiative. Students who qualify, but are not enrolled, will receive information through backpack fliers, email messages, and parent conferences. The district provides this information to schools after each Progress Monitoring Assessment.

Back-to-school events are planned for the district's most at-risk schools to assist in enrolling students in these partnership programs.

Parents will digitally receive a Literacy Newsletter each quarter. The goal of the newsletter is to provide ongoing information to assist in building a stronger partnership between school and home. Parents will be provided with educational articles, activities, and updates about literacy in our district.

Describe the literacy partnerships or programs the district utilizes to increase support for families to engage in literacy activities and reading at home (e.g., New Worlds Reading Initiative).

Our school district partners with New Worlds Reading Initiative. Flyers are distributed to schools with the purpose of sharing with qualifying students. The district provides family emails for teachers to send home to specific students. The district contact shares New Worlds information with administrators for direct contact for partnerships of school literacy nights. The district literacy night includes a partnership with CEA to host a New Worlds Reading Initiative table to provide families with information. The district literacy team supports RAISE schools in distributing flyers on orientation day.

8) Highly Effective Teachers ([Rule 6A-6.053\(9\)\(b\)3.f., F.A.C.](#))

Describe how the district prioritizes the assignment of highly effective teachers, as identified in [s. 1012.34\(2\)\(e\), F.S.](#), from kindergarten to grade 2.

We recognize the importance of building a strong foundation for students in grades K-2. Considerations for identifying highly effective teachers through multiple measures that can include teacher evaluations, student data, classroom walkthroughs, and collegial learning. As teachers are identified, administrators work to strategically place teachers based on teacher strengths and student needs.

9) Assurances ([Rule 6A-6.053\(9\)\(b\)2., F.A.C.](#))

District CERP Assurances: Initial next to each assurance (a.—i.). The [Local Educational Agency Chief Executive Officer, or his/her authorized representative] assures the following:

Initials	Assurance
	a. All reading instruction and professional learning is grounded in the science of reading; uses instructional strategies that include phonics instruction for decoding and encoding as the primary strategy for word reading; and does not employ the three-cueing system model of reading or visual memory as a basis for teaching word reading.
	b. All students identified with a substantial deficiency in reading are covered by an individualized progress monitoring plan that meets the requirements of s. 1008.25(4)(c), F.S. , to address their specific reading deficiency, unless they have an IEP or 504 plan that addresses their reading deficiency, or both in accordance with Rule 6A-6.053(6)(c), F.A.C.
	c. All intensive reading interventions provided in Summer Reading Camps to students in grade 3 who score Level 1 on the statewide, standardized ELA assessment are delivered by instructional personnel who are certified or endorsed in reading and rated highly effective as determined by the teacher's performance evaluation under s. 1012.34, F.S. All other intensive reading interventions are delivered by instructional personnel who are certified or endorsed in reading, or by instructional personnel who possess the elementary or secondary literacy micro-credential and who are supervised by an individual certified or endorsed in reading.
	d. Each school has a literacy leadership team consisting of a school administrator, literacy coach, media specialist and a lead teacher, as applicable.
	e. All literacy coaches in the district meet the minimum qualifications described in Rule 6A-6.053(4), F.A.C.
	f. Literacy coaches are prohibited from performing administrative functions that will detract from their role as a literacy coach and spend limited time administering or coordinating assessments.
	g. Literacy coaches are assigned to schools with the greatest need based on student performance data in reading.
	h. Time is provided for teachers to meet weekly for professional learning, including lesson study and professional learning communities.
	i. The CERP will be shared with stakeholders, including school administrators, literacy leadership teams, literacy coaches, classroom instructors, support staff and parents.
Local Educational Agency Chief Executive Officer or Authorized Representative (Printed Name):	
Signature:	Date:

School Board of Clay County

August 6, 2026 - Regular School Board Meeting

Title

C9 - Addendum to Student Teaching Affiliation Agreement between Clay County District Schools and St. Johns River State College.

Description

The School Board of Clay County previously approved a foundational Student Teaching Affiliation Agreement with St. Johns River State College (SJRS) on September 4, 2025, to allow college students to participate in internships, practicums, and observations under the direction of certified educators. This addendum updates and supplements that agreement by establishing explicit qualification requirements for personnel involved. Specifically, it mandates that SJRS college supervisors hold valid Florida Professional Certificates, Reading Endorsements, and demonstrate annual experience in P-12 school settings. Additionally, it clarifies that District supervising teachers must possess a valid professional certificate, have at least three years of teaching experience, complete specialized clinical supervision training, and have earned an effective or highly effective performance rating. The addendum also outlines protocols for verifying these qualifications, handling qualification changes, and permits teacher candidates to video record their own instruction for educational and program evaluation purposes following appropriate parental consent.

Gap Analysis

Without this addendum, the District's agreement with SJRS would lack updated, explicit personnel qualification standards and verification protocols, potentially impacting statutory compliance and the precise alignment of observer roles with clinical education benchmarks.

Previous Outcomes

The School Board approved the primary renewal contract (Contract #260008) during the September 4, 2025, regular meeting. That foundational agreement established the general partnership framework through July 31, 2028.

Expected Outcomes

Approval will ensure that all supervising teachers and college supervisors meet required qualification frameworks, thereby protecting the quality of instruction and field preparation. It also safely facilitates required video evaluations for teacher candidates while strictly protecting student privacy.

Strategic Plan Goal

Goal 2: Talent Recruitment, Development, and Retention

Strategy 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

Recommendation

That the Clay County School Board approve the addendum to the Student Teaching Affiliation Agreement between Clay County District Schools and St. Johns River State College.

Contact

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

Financial Impact

\$0.00

Review Comments

Attachments

📎 [260008A SJRS & Clay Addendum \(1\).pdf](#)

FOLLOW ALL PROCEDURES ON BACK OF THIS FORM

Contract # **260008A**
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: 05/27/2026

Name of Contract Initiator: Jennifer Shepard Telephone #: 904 336 6951

School/Dept Submitting Contract: Professional Learning Cost Center # 9009

Vendor Name: St Johns River State College

Contract Title: SJRSC Addendum to 260008

Contract Type: New Renewal Amendment ☐ Extension ☐ Previous Year Contract # Addendum to 260008

Contract Term: 7/1/2025-7/31/2028 Renewal Option(s):

Contract Cost: \$0

☐ **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) - **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	No Cost
Review Date	
School Board Attorney JPS 6/8	Legally sufficient.
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: _____

ADDENDUM TO STUDENT TEACHING AFFILIATION AGREEMENT

This Addendum is made to the Student Teaching Affiliation Agreement ("Agreement") between St. Johns River State College ("SJR STATE") and The School Board of Clay County, Florida ("the District"). This Addendum supplements and amends the Agreement as follows:

1. Amendment to 4. SJR STATE Responsibilities

In addition to the existing requirements outlined in 4. SJR STATE ensures that each college supervisor meets the following qualifications:

- i. A valid Florida Professional Certificate in the field in which they supervise a teacher candidate;
- ii. Endorsement in Reading;
- iii. Completion of annual demonstration of experience in a P-12 school setting

2. Addition of 15.

15. The District ensures that each supervising teacher meets the following qualifications:

- i. A valid Florida Professional Certificate issued pursuant to s. 1012.56, F.S.;
- ii. At least 3 years of teaching experience in P-12;
- iii. Completion of specialized training in clinical supervision or clinical educator training;
- iv. Earned an effective or highly effective rating on the prior year's performance evaluation under s. 1012.34, F.S., or be a peer evaluator under the district's evaluation system approved under s. 1012.34, F.S.; and
- v. Endorsement in Reading, when required by statute.

3. Addition of 16.

16. Upon request, the District:

- i. Will provide verification of qualifications for each assigned supervising teacher upon request;
- ii. If qualifications cannot be verified, are incomplete, or change during the placement term, the District will:
 - i. Notify SJR STATE in writing, and;
 - ii. Coordinate with SJR STATE to identify an alternate qualified supervising teacher to ensure statutory compliance.

4. Addition of 17.

- i. The District agrees to permit SJR STATE's teacher candidates to video record themselves delivering instruction for the purpose of completing program requirements. The District shall ensure that appropriate parent/guardian consent is obtained, in accordance with district policies, prior to any recording in which P-12 students may appear. All recordings shall be used solely for educational purposes within SJR STATE's teacher education program and maintained in accordance with applicable privacy laws and institutional policies.
- ii. The District agrees to provide teacher candidates with access to relevant instructional and student support documents, including, as appropriate, Individualized Education Plans (IEPs) and Section 504

Plans, to support instructional planning and completion of program requirements. Access shall be provided in compliance with all applicable confidentiality laws and district policies.

All other terms and conditions of the Agreement remain unchanged and in full force and effect.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement as of the last date subscribed below.

**THE SCHOOL BOARD OF
CLAY COUNTY**

(Authorized Signature)

(Print Name)

(Title)

(Date)

ST. JOHNS RIVER STATE COLLEGE

(Authorized Signature)

Joe H. Pickens

(Print Name)

President

(Title)

(Date)

Contact Information School District

(Print Name)

(Title)

(Phone Number)

Email Address

Contact Information for Institution

(Print Name)

(Title)

(Phone Number)

Email Address



School Board of Clay County

September 4, 2025 - Regular School Board Meeting

Title

C11 - Affiliation Agreement between Clay County District Schools and St. Johns River State College.

Description

This agreement is between Clay County District Schools and St. Johns River State College for SJRSC students to participate in internships, practicums, and observations under the direction of a certified educator in Clay County schools.

Gap Analysis

Without this agreement, interns and pre-interns cannot be placed in Clay County District Schools and would thereby prevent potential teacher candidates from choosing Clay to begin their career.

Previous Outcomes

Clay County District Schools currently has agreements with 28 Colleges/Universities, and the current agreement with SJRSC is expiring. This agreement is a renewal of the previous contract. No changes have been made between the previous contract and this renewal contract.

Expected Outcomes

Placement of interns provides teacher candidates with real-world experiences that better prepares them for the rigors of classroom teaching. SJRCC requests placement for multiple interns each year.

Strategic Plan Goal

Goal 2: Talent Recruitment, Development, and Retention

Strategy 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

Recommendation

That the Clay County School Board approve the agreement between Clay County District Schools and St. Johns River State College.

Contact

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

Financial Impact

\$0

Review Comments

Attachments

[260008 SJR State Student Teaching Affiliation Agreement.pdf](#)

FOLLOW ALL PROCEDURES ON BACK OF THIS FORM

Contract # 260008

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: 07/07/2025

Name of Contract Initiator: Jennifer Shepard

Telephone #: 9043366951

School/Dept Submitting Contract: Professional Learning

Cost Center # 9009

Vendor Name: St Johns River State College

Contract Title: St Johns River State College Student Teaching Affiliation Agreement

Contract Type: New ☐ Renewal ☒ Amendment ☐ Extension ☐ Previous Year Contract # 220134

Contract Term: 7/1/2025-7/31/2028

Renewal Option(s):

Contract Cost: \$0

☐ 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) - **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	No Cost
Review Date	
School Board Attorney JPS 7/22	Legally sufficient.
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

STUDENT TEACHING AFFILIATION AGREEMENT

This Student Teaching Affiliation Agreement ("Agreement") is entered into on this 1st day of July 2025, by and between ST. JOHNS RIVER STATE COLLEGE, located at 5001 St. Johns Avenue, Florida, 32177 ("SJR STATE"), and THE SCHOOL BOARD OF CLAY COUNTY, FLORIDA, located at 900 Walnut Street, Green Cove Springs, Florida, 32043 ("the District").

1. **Purpose.** The purpose of this Agreement is to establish the terms and conditions under which SJR STATE students ("SJR State Students") may participate in Student Teaching Internships, Practicums, and Observations at the schools located in the District.

2. **SJR STATE Student Placements.** The District shall accept SJR STATE students for placement in Student Teaching Internships, Practicums, and Observations on the terms and conditions set forth herein.

3. **Policies Governing SJR STATE Student Placements.**

a. Placements for all clinical field experiences will be arranged by the designated representatives of the District in collaboration with representatives of SJR STATE. SJR STATE Student applications for final internship will be submitted to the District by the appropriate SJR STATE representative according to the following dates or as otherwise agreed upon by the parties:

April 15 – Submission of applications for final internships for
Fall Semester

October 15 – Submission of applications for final internships for
Spring Semester

b. Under no circumstances will SJR STATE students be allowed to contact principals, administrators, or teachers to request a specific preferred placement.

c. SJR STATE student applicants for college practicums or final internships cannot be placed in a school in which the applicant has a relative who is an employee or a student.

4. **SJR STATE Responsibilities.**

a. SJR STATE will provide a college supervisor for each practicum student or final intern placed in a District school. Each college supervisor will meet the minimum qualifications set forth by the Florida Department of Education which presently include the following:

- i. Three or more years of K-12 Teaching Experience
- ii. Evidence of Clinical Educator Training or commensurate clinical training
- iii. A Master's Degree or higher in an appropriate educational field

5. **Confidentiality.** SJR STATE and the District shall inform each SJR STATE student of federal and state laws governing the confidentiality of District student information, including FERPA. The parties agree that any breach of confidentiality by an SJR STATE Student shall be grounds for immediate termination of the student's clinical experience.

7. **Indemnification and Hold Harmless.** Neither party shall be responsible to the other for personal injury or property damage or other loss except ,subject to section 768.28 Florida Statutes, that resulting from its own negligence or the negligence of its employees or others for whom the party is legally responsible. The District will provide SJR STATE Students with immediate first aid for work-related injuries or illnesses, such as blood or bodily fluid exposure.

8. **Insurance.** During the term of this Agreement, SJR STATE shall maintain in full force and effect commercial general liability insurance in the minimum amount of \$1,000,000 per occurrence and \$2,000,000 aggregate.

9. **Notices.** Notices under this Agreement shall be mailed or delivered to the parties as follows:

To the District:

Director of Professional Learning
THE SCHOOL BOARD OF CLAY COUNTY, FLORIDA
900 Walnut Street
Green Cove Springs, Florida 32043

To SJR STATE:

St. Johns River State College
Attention: Dean of Arts and Sciences
5001 St. Johns Avenue
Palatka, Florida 32177

10. **Term and Termination.** The term of this Agreement begins upon signature by both parties and ends on July 31, 2028. Either party may, either with or without cause, upon thirty (30) days' written notice to the other party, terminate this Agreement. Terminating this Agreement as set forth herein shall not operate to interrupt the progress of any student who has been assigned to a teaching internship, practicum or observation. A student who is assigned to any student teaching or practicum pursuant to this contract shall be allowed to complete their assignment.

11. **Assignment.** The provisions of this Agreement shall inure to the benefit of and shall be binding upon the successors of the parties hereto. Neither this Agreement nor any of the rights or obligations hereunder may be transferred or assigned without prior written consent of the other party.

12. **Modification of Agreement.** This Agreement may be modified only by written amendment executed by all parties.

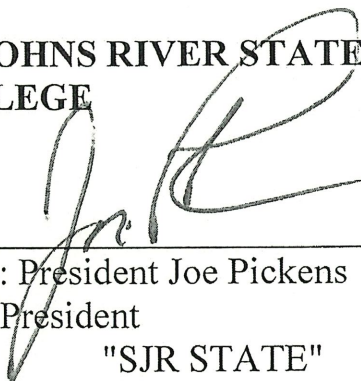
13. **Partnership/Joint Venture/Employment.** Nothing herein shall in any way be construed or intended to create a partnership or joint venture between the parties or to create the relationship of principal and agent between or among any of the parties.

14. **Nondiscrimination.** The parties shall comply with Title VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Americans with Disabilities Act of 1990 and the regulations related thereto. The parties will not discriminate against any individual, including but not limited to employees or applicants for employment

and/or students because of race, religion, creed, color, sex, age, disability, veteran status, or national origin. This section shall not apply to discrimination in employment on the basis of religion that is specifically exempt under the Civil Rights Act of 1964 (42 U.S.C. §2000 e).

IN WITNESS THEREOF, the parties hereto have caused this Agreement to be duly executed and delivered by their respective officials thereunto duly authorized as of the date first above written.

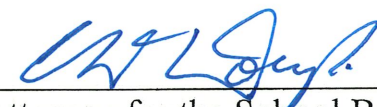
**ST. JOHNS RIVER STATE
COLLEGE**

By: 
Name: President Joe Pickens
Title: President
"SJR STATE"

**THE SCHOOL BOARD OF CLAY
COUNTY, FLORIDA**

By: 
Name: Erin Skipper
Title: Board Chair or Designee
"District"

Approved as to Form:


Attorney for the School Board



CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)

3/5/2025

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an **ADDITIONAL INSURED**, the policy(ies) must have **ADDITIONAL INSURED** provisions or be endorsed. If **SUBROGATION** IS **WAIVED**, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER Arthur J. Gallagher Risk Management Services, LLC 200 South Orange Avenue Orlando FL 32801	CONTACT NAME: PHONE (A/C, No, Ext): 407-370-2320 FAX (A/C, No): 407-370-3057 E-MAIL ADDRESS:
	INSURER(S) AFFORDING COVERAGE INSURER A: Safety National Casualty Corporation INSURER B: INSURER C: INSURER D: INSURER E: INSURER F:
INSURED St. Johns River State College 5001 St. Johns Avenue Palatka, FL 32177-3897	NAIC # 15105

COVERAGES**CERTIFICATE NUMBER:** 2019289257**REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	☒ COMMERCIAL GENERAL LIABILITY ☐ CLAIMS-MADE ☒ OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: ☒ POLICY ☐ PRO-JECT ☐ LOC ☒ OTHER: \$500,000 SIR			XPR4069250	3/1/2025	3/1/2026	EACH OCCURRENCE \$5,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$50,000 MED EXP (Any one person) \$- PERSONAL & ADV INJURY \$ Included GENERAL AGGREGATE \$10,000,000 PRODUCTS - COMP/OP AGG \$10,000,000 \$
A	AUTOMOBILE LIABILITY ☐ ANY AUTO ☒ OWNED AUTOS ONLY ☐ SCHEDULED AUTOS ☒ HIRED AUTOS ONLY ☒ NON-OWNED AUTOS ONLY ☒ \$500,000 SIR			XPR4069250	3/1/2025	3/1/2026	COMBINED SINGLE LIMIT (Ea accident) \$5,000,000 BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$ \$
	UMBRELLA LIAB ☐ OCCUR EXCESS LIAB ☐ CLAIMS-MADE DED ☐ RETENTION \$						EACH OCCURRENCE \$ AGGREGATE \$ \$
A	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? ☐ Y/N ☒ N/A (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below			SP4068114	3/1/2025	3/1/2026	☒ PER STATUTE ☐ OTH-ER E.L. EACH ACCIDENT \$2,000,000 E.L. DISEASE - EA EMPLOYEE \$2,000,000 E.L. DISEASE - POLICY LIMIT \$2,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

WC - Statutory - Excess of \$750,000 Self Insured Retention.

Certificate Holder is included as Additional Insured as respects to General Liability coverage, when required by written contract, to the extent of such obligation, for claims arising out of the Named Insured's operations, per policy forms.

Internships for our Teacher Education students.

CERTIFICATE HOLDER**CANCELLATION**Clay County School Board
900 Walnut Street
Green Cove Springs FL 32043
USA

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE

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School Board of Clay County

August 6, 2026 - Regular School Board Meeting

Title

C10 - 2026-2027 Professional Learning Advisory Council Membership

Description

The purpose of the Professional Learning Advisory Council (PLAC) is to assist the Professional Learning office in planning, coordinating and making recommendations to the Clay County School Board to implement professional learning activities. PLAC meets a minimum of twice per year to collaborate on meaningful professional learning experiences throughout the district. The conversations that are held during these meetings help shape the trajectory of professional learning, leading to more effective professional learning opportunities, increased job satisfaction and improved student learning outcomes.

Gap Analysis

This council provides an opportunity for collaborative discussions in the area of professional learning by convening teachers, support employees, school leaders, and district leaders. Without this collaborative discussion, decisions about professional learning would be made in isolation, and would likely be less effective because the decisions would be made with a narrower perspective.

Previous Outcomes

PLAC has been meeting since 1995 (formerly known as PDAC) upon the enactment of the The School Community Professional Development Act of 1995.

Expected Outcomes

The implementation of meaningful professional learning experiences for all CCDS employees as a result of the collaboration among the members of the council, resulting in increased learning outcomes for students.

Strategic Plan Goal

Goal 2: Talent Recruitment Development and Retention.

Strategy 3: Retain employees through opportunities for growth and career development leading to high satisfaction and increased student outcomes.

Recommendation

That the School Board approve the 2026-2027 Professional Learning Advisory Council Membership.

Contact

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

Financial Impact

\$0.00

Review Comments

Attachments

📎 [2026-2027 PDAC Committee Board Approval \(1\).pdf](#)



Professional Learning Advisory Council

2026-2027 Membership

Committee Position

Elementary Teacher 1
 Elementary Teacher 2
 Elementary Teacher 3
 Elementary Teacher 4
 Junior High Teacher 1
 Junior High Teacher 2
 High School Teacher 1
 High School Teacher 2
 High School Teacher 3
 Applied Technology Teacher
 ESE Teacher
 Elementary Administrator
 Junior High Administrator
 High School Administrator
 Health and Social Services Personnel
 District Level Administrator
 Citizen representative

Member

Tricia Breast
 Tori Tompkins
 Kim Dziwulski
 Katherine Morrison
 Jen Brymer
 Will Wood
 Aaron Pratt
 Michelle Forbis
 Angela Curvier
 Christine Roe
 Kamesa Carter
 Tiffany Outman
 Dustin James
 Justin Fluent
 Amanda Brawer
 Sabrina Thomas
 Carloyn Krall

Ex Officio Members

Vicki Kidwell
 Jennifer Collins
 CESPA Representative

Non-Voting Members

Heather Weaver
 Roger Dailey
 Michael George
 Heather Teto
 Melanie Sanders
 Melanie McIver
 Sarah Brennan
 Robin Bossinger
 Tabbatha Johns
 Tiffany Bazemore
 Liana Arnette
 Karen Frazier
 Sherry Walsh

School Board of Clay County

August 6, 2026 - Regular School Board Meeting

Title

C11 - Addition of a component to the Professional Learning Catalog to provide additional ESOL professional learning opportunities.

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

Florida has revised the ESOL Endorsement course requirements; while each course addresses unique standards, participants would benefit from two of the Endorsement courses being combined. This combination of Curriculum and Materials Development and Methods of Teaching ESOL will allow participants to meet the standards of both courses in a practical manner geared towards implementation. Since the standards of both courses complement each other, participants will complete this combined course in 12 weeks. The combined course, Curriculum, Materials, and Teaching ESOL, will be added to the Professional Learning Catalog to allow participants to be awarded 120 Endorsement hours for engaging in these professional learning opportunities.

Previous Outcomes

The 2026-2027 CCDS Professional Learning Catalog was approved in April 2026.

Expected Outcomes

The CCDS Professional Learning Catalog will include a new component for ESOL Professional Learning that combines two of the ESOL endorsement courses (120 Hours).

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 addition to the CCDS Professional Learning Catalog.

Contact

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

Financial Impact

\$0.00 (include funding source)

Review Comments

Attachments

📎 [1-703-002_ESOL Endorsement_ Curriculum, Materials, and Methods of Teaching ESOL_2026.pdf](#)

Component Title: ESOL Endorsement: Curriculum, Materials, and Methods of Teaching ESOL

Component Number: 1-703-002

Inservice Points: 120

Description of Objectives and Activities to be Completed:

Participants will:

1) Demonstrate knowledge of Florida's educational statutes and rules when participating in activities regarding the identification, instruction, and progress monitoring of ELLs. 2) Plan for benchmarks-aligned and linguistically appropriate instruction to create a student-centered learning environment. 3) Plan learning tasks to meet the needs of ELLs with interrupted or limited Education. 4) Apply evidence-based practices to deliver instruction that supports and accelerates English language acquisition. 5) Develop skills and knowledge to ensure ELLs have access to benchmarks-aligned academic content to provide language support at varying English proficiency levels. 6) Use benchmarks-aligned materials and other resources based on ELLs' language proficiency data. 7) Integrate applicable technological tools into instruction to support ELLs' development of academic language and content knowledge.

This component will provide K-12 educators the opportunity to develop, increase, and demonstrate knowledge of evidence-based practices and requirements in the field of ESOL as identified in FI Rule 6A-4.02451 when planning and delivering lessons that include English language acquisition, using technological tools and benchmarks-aligned resources to meet the needs of ELLs at varying English proficiency levels.

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

a. Participants will demonstrate the use of evidence-based practices in English language acquisition to plan instruction that meets the needs of ELLs at varying English proficiency levels.

b. Participants will plan and deliver a model lesson that includes English language acquisition, using technological tools and benchmarks-aligned resources to meet the needs of ELLs at varying English proficiency levels.

c. Participants' knowledge and skills will be assessed during each session activity through the monitoring of discussions, activity artifacts, and action step development.

d. Participants will use the knowledge to increase their efficacy in the area of teaching English language learners.

e. Student achievement will increase as evidenced by state, district, and/or school-based assessments.

School Board of Clay County

August 6, 2026 - Regular School Board Meeting

Title

C12 - Monthly Financial Reports June 2026

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 June 30, 2026.

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 is normal past 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 June 30, 2026.

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

🔗 [8-6-2026 Board Item \\$50,000 - \\$100,000 Contracts Signed by Superintendent _ BAD Financial Report-Agend.pdf.pdf](#)

\$50,000 - \$100,000 Contracts "Signed" by Superintendent for BAD monthly BOARD Financial Report
All applicable Contracts prior to Contract #260118 have been added to the list.

CONTRACT #	SUBMITTED BY	DEPT	COST	PO #	VENDOR	FUNDING SOURCE	FUNDING SOURCE
<u>260103</u>	M Sanders	9005	\$95,000.00	Pending PO	Expedited Reports (Psychological Report Writing)	General Fund	100-6100310-9005-1172-0000-000-0
<u>260101</u>	M Sanders	9005	\$78,000.00	Pending PO	McCoy Institute - Audiological Services	General Fund	100-5200310-9005-0000-0000-000-0
<u>260095</u>	M Sanders	9005	\$90,000.00	Pending PO	Behavior Management Consultants	General Fund	100-5200310-9005-0000-0000-000-0
<u>260090</u>	M Sanders	9005	\$90,000.00	Pending PO	Allied Instructional Services	General Fund	100-5200310-9005-0000-0000-000-0
<u>260078</u>	K Riebe	9004	NTE \$75,000.00	PO entered if Needed	Amergis Healthcare Staffing, Inc.	General Fund	100-6100310-9004-0000-0000-000-0

School Board of Clay County

August 6, 2026 - Regular School Board Meeting

Title

C13 - Deletion of Certain Items Report - July 2026 and August 2026

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 months of June 2026 and July 2026.

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 - July 2026 and August 2026 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 July 2026- 2027.pdf](#)
- ☞ [MONTHLY DELETION REPORT JULY 2026.pdf](#)

Monthly Deletion Analysis / July 2026-2027			
Cost Center	Asset	Item, Reason for Deletion	Type of Deletion
GCJ - 0021	00089228	SYSTEM: PUBLIC ADDRESS SPEAKER	D1
WEC - 0241	00075546	ZERO TURN / BROKEN	D5
DIS - 0261	00067099	LAMINATOR / BROKEN	D1
KHH - 0311	10000142	TRACTOR / BROKEN	D5
RVE - 0401	00049697	PIANO:YAMAHA W/BENCH / OBSOLETE	D5
	21000089	MONITOR: INTERACTIVE 70" DELL / BROKEN	D5
	21000093	MONITOR: INTERACTIVE 70" DELL / BROKEN	D5
	21000086	MONITOR: INTERACTIVE 70" DELL / BROKEN	D5
LAE - 0451	00086988	FREEZER: COMMERICAL THREE BAY / BROKEN	D5
TRANSPORTATION - 9010	B0001251	BUS: 47 PASSENGER / TIMEED OUT	D5
	B0001501	BUS: 71 PASSENGER / TIMED OUT	D5
	B0001502	BUS: 71 PASSENGER / TIMED OUT	D5
	B0000761	BUS: 47 PASSENGER / TIME OUT	D5
	B0000760	BUS: 47 PASSENGER / TIME OUT	D5
	B0000763	BUS: 47 PASSENGER / TIME OUT	D5
	B0000736	BUS: 47 PASSENGER / TIME OUT	D5
	B0000782	BUS: 47 PASSENGER / TIME OUT	D5
	B0000784	BUS: 47 PASSENGER / TIME OUT	D5
	B0000789	BUS: 47 PASSENGER / TIME OUT	D5
	B0001353	BUS: 54 PASSENGER / TIME OUT	D5
	B0001205	BUS: 71 PASSENGER / TIME OUT	D5
	B0001206	BUS: 71 PASSENGER / TIME OUT	D5
	B0000735	BUS: 47 PASSENGER / TIME OUT	D5
	B0001203	BUS: 71 PASSENGER / TIME OUT	D5
	B0001201	BUS: 71 PASSENGER / TIME OUT	D5
	B0001202	BUS: 71 PASSENGER / TIME OUT	D5
	B0001503	BUS: 71 PASSENGER / TIME OUT	D5
	B0001504	BUS: 71 PASSENGER / TIME OUT	D5
	B0001509	BUS: 71 PASSENGER / TIME OUT	D5
	B0000726	BUS: 47 PASSENGER / TIME OUT	D5
	B0000734	BUS: 47 PASSENGER / TIME OUT	D5
	B0000731	BUS: 47 PASSENGER / TIME OUT	D5
	B0000730	BUS: 47 PASSENGER / TIME OUT	D5
	B0001505	BUS: 71 PASSENGER / TIME OUT	D5
	B0000727	BUS: 47 PASSENGER / TIME OUT	D5
	B0001508	BUS: 71 PASSENGER / TIME OUT	D5
	B0001506	BUS: 71 PASSENGER / TIME OUT	D5
	B0001507	BUS: 71 PASSENGER / TIME OUT	D5
FOOD SERVICE - 9110	14001231	TRANSPORT CART / BROKEN	D5
TTC - 9113	13000699	CART - IPAD - BREDFORD / BROKEN	D1

D1 = PARTED OUT/JUNK

D5 = SURPLUS

Clay County Public Schools
Monthly Deletion Report
For Month Ending: 07/31/2026

<u>Disposal Method</u>	<u>Tag</u>	<u>Description</u>		<u>Acquisition Date</u>	<u>Disposal Date</u>	<u>Purchase Amount</u>	<u>Depreciation Value</u>
<u>LCTN</u> <u>0021</u> <u>GREEN COVE SPRINGS JUNIOR HIGH</u>							
Junk/Parts	00089228	SYSTEM: PUBLIC ADDRESS - ANCHO	Furniture,Fixtures & Equipment	12/14/2006	07/01/2026	1,448.00	0.00
						1,448.00	0.00
<u>LCTN</u> <u>0241</u> <u>W E CHERRY ELEMENTARY</u>							
Surplus Sale	00075546	MOWER:60" DECK HYDRO GRAVELY	Furniture,Fixtures & Equipment	10/10/2002	07/01/2026	6,249.25	0.00
						6,249.25	0.00
<u>LCTN</u> <u>0261</u> <u>DOCTORS INLET ELEMENTARY</u>							
Junk/Parts	00067099	LAMINATOR: HEATSEAL ULTIMA - G	Furniture,Fixtures & Equipment	04/26/2007	07/01/2026	2,700.00	0.00
						2,700.00	0.00
<u>LCTN</u> <u>0311</u> <u>KEYSTONE HEIGHTS JR/SR HIGH</u>							
Surplus Sale	10000142	TRACTOR: KUBOTA COMPACT UTILIT	Furniture,Fixtures & Equipment	11/12/2009	07/01/2026	15,148.47	0.00
						15,148.47	0.00
<u>LCTN</u> <u>0401</u> <u>RIDGEVIEW ELEMENTARY</u>							
Surplus Sale	00049697	PIANO:YAMAHA W/BENCH	Furniture,Fixtures & Equipment	08/20/1991	07/01/2026	2,500.00	0.00
Surplus Sale	21000086	MONITOR: INTERACTIVE 70" DELL	Furniture,Fixtures & Equipment	01/19/2021	07/01/2026	2,584.93	0.00
Surplus Sale	21000089	MONITOR: INTERACTIVE 70" DELL	Furniture,Fixtures & Equipment	01/19/2021	07/01/2026	2,584.93	0.00
Surplus Sale	21000093	MONITOR: INTERACTIVE 70" DELL	Furniture,Fixtures & Equipment	01/19/2021	07/01/2026	2,584.93	0.00
						10,254.79	0.00
<u>LCTN</u> <u>0451</u> <u>LAKE ASBURY ELEMENTARY</u>							
Surplus Sale	00086988	FREEZER: COMMERICAL THREE BAY	Furniture,Fixtures & Equipment	06/08/2006	07/01/2026	9,529.65	0.00
						9,529.65	0.00
<u>LCTN</u> <u>9010</u> <u>TRANSPORTATION</u>							
Surplus Sale	B0000726	BUS: SCHOOL 47 PASSENGER 2010	Motor Vehicles	06/25/2009	07/01/2026	99,771.08	0.00
Surplus Sale	B0000727	BUS: SCHOOL 47 PASSENGER 2010	Motor Vehicles	06/25/2009	07/01/2026	99,771.08	0.00
Surplus Sale	B0000730	BUS: SCHOOL 47 PASSENGER 2010	Motor Vehicles	06/25/2009	07/01/2026	99,771.08	0.00
Surplus Sale	B0000731	BUS: SCHOOL 47 PASSENGER 2010	Motor Vehicles	06/25/2009	07/01/2026	99,771.08	0.00
Surplus Sale	B0000734	BUS: SCHOOL 47 PASSENGER 2010	Motor Vehicles	06/25/2009	07/01/2026	99,771.08	0.00
Surplus Sale	B0000735	BUS: SCHOOL 47 PASSENGER 2010	Motor Vehicles	06/25/2009	07/01/2026	99,771.08	0.00
Surplus Sale	B0000736	BUS: SCHOOL 47 PASSENGER 2010	Motor Vehicles	06/25/2009	07/01/2026	99,771.08	0.00
Surplus Sale	B0000760	BUS: 47 PASSENGER 2011 C-2	Motor Vehicles	04/22/2010	07/01/2026	97,274.22	0.00

Clay County Public Schools
Monthly Deletion Report
For Month Ending: 07/31/2026

<u>Disposal Method</u>	<u>Tag</u>	<u>Description</u>		<u>Acquisition Date</u>	<u>Disposal Date</u>	<u>Purchase Amount</u>	<u>Depreciation Value</u>
Surplus Sale	B0000761	BUS: 47 PASSENGER 2011 C-2	Motor Vehicles	04/22/2010	07/01/2026	97,274.22	0.00
Surplus Sale	B0000763	BUS: 47 PASSENGER 2011 C-2	Motor Vehicles	05/13/2010	07/01/2026	97,274.22	0.00
Surplus Sale	B0000782	BUS: 47 PASSENGER 2011 C-2	Motor Vehicles	06/09/2011	07/01/2026	106,892.23	0.00
Surplus Sale	B0000784	BUS: 47 PASSENGER 2011 C-2	Motor Vehicles	06/09/2011	07/01/2026	106,892.23	0.00
Surplus Sale	B0000789	BUS: 47 PASSENGER 2011 C-2	Motor Vehicles	06/09/2011	07/01/2026	106,892.22	0.00
Surplus Sale	B0001201	BUS: 71 PASSENGER - THOMAS C-2	Motor Vehicles	07/26/2012	07/01/2026	106,202.00	0.00
Surplus Sale	B0001202	BUS: 71 PASSENGER - THOMAS C-2	Motor Vehicles	07/26/2012	07/01/2026	106,202.00	0.00
Surplus Sale	B0001203	BUS: 71 PASSENGER - THOMAS C-2	Motor Vehicles	08/09/2012	07/01/2026	106,202.00	0.00
Surplus Sale	B0001205	BUS: 71 PASSENGER - THOMAS C-2	Motor Vehicles	08/09/2012	07/01/2026	106,202.00	0.00
Surplus Sale	B0001206	BUS: 71 PASSENGER - THOMAS C-2	Motor Vehicles	08/09/2012	07/01/2026	106,202.00	0.00
Surplus Sale	B0001251	BUS: 47 PASSENGER - THOMAS C-2	Motor Vehicles	06/26/2012	07/01/2026	115,470.00	0.00
Surplus Sale	B0001353	BUS: 54 PASSENGER - THOMAS C-2	Motor Vehicles	10/10/2013	07/01/2026	108,552.22	0.00
Surplus Sale	B0001501	BUS: 71 PASSENGER - THOMAS C-2	Motor Vehicles	08/13/2015	07/01/2026	105,729.80	0.00
Surplus Sale	B0001502	BUS: 71 PASSENGER - THOMAS C-2	Motor Vehicles	09/10/2015	07/01/2026	105,729.80	0.00
Surplus Sale	B0001503	BUS: 71 PASSENGER - THOMAS C-2	Motor Vehicles	09/10/2015	07/01/2026	105,729.80	0.00
Surplus Sale	B0001504	BUS: 71 PASSENGER - THOMAS C-2	Motor Vehicles	09/24/2015	07/01/2026	105,729.81	0.00
Surplus Sale	B0001505	BUS: 71 PASSENGER - THOMAS C-2	Motor Vehicles	09/10/2015	07/01/2026	105,729.81	0.00
Surplus Sale	B0001506	BUS: 71 PASSENGER - THOMAS C-2	Motor Vehicles	08/13/2015	07/01/2026	105,729.81	0.00
Surplus Sale	B0001507	BUS: 71 PASSENGER - THOMAS C-2	Motor Vehicles	09/10/2015	07/01/2026	105,729.81	0.00
Surplus Sale	B0001508	BUS: 71 PASSENGER - THOMAS C-2	Motor Vehicles	09/24/2015	07/01/2026	105,729.80	0.00
Surplus Sale	B0001509	BUS: 71 PASSENGER - THOMAS C-2	Motor Vehicles	09/10/2015	07/01/2026	105,729.81	0.00
						3,017,497.37	0.00
<u>LCTN</u>	9110	FOOD & NUTRITION SERVICES					
Surplus Sale	14001231	CART: TRANSPORT CARTER-HOFFMAN	Furniture,Fixtures & Equipment	02/27/2014	07/01/2026	3,012.00	0.00
						3,012.00	0.00
<u>LCTN</u>	9113	TEACHER TRAINING CENTER FIH					
Junk/Parts	13000699	CART - IPAD - BREDFORD HB716LL	Furniture,Fixtures & Equipment	06/13/2013	07/01/2026	2,799.95	0.00
						2,799.95	0.00

Clay County Public Schools
Monthly Deletion Report
For Month Ending: 07/31/2026

<u>Disposal Method</u>	<u>Tag</u>	<u>Description</u>	<u>Acquisition Date</u>	<u>Disposal Date</u>	<u>Purchase Amount</u>	<u>Depreciation Value</u>
Total Furniture		Total Vehicles	Total Audio Visual	Total Software	Totals for Deletion Report	
51,142.11		3,017,497.37	0.00	0.00	3,068,639.48	0.00

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)

School Board of Clay County

August 6, 2026 - Regular School Board Meeting

Title

C14 - BID Extension

Description

Extend BID as required per FS 287, DOE 6A-1.012 and School Board Policy

a. Chiller Services County Wide Bid 23-MA-326: Extension Period is September 1, 2026 through February 28, 2027. The extension period is for 6 months and is the final extension option for Bid.

Gap Analysis

The District requires contractors to provide services to ensure our facilities and equipment are maintained and functional. The District requires vendors to provide products and/or services to ensure our students and staff receive the products and/or services to meet their needs.

Previous Outcomes

Original Bid was Board approved and has been used successfully during the past term to provide quality services and products to the district.

Expected Outcomes

Upon approval by the Board; we expect the contractors and vendors to continue providing quality services and products at the same terms and conditions as when the original Bid was awarded.

Strategic Plan Goal

Goal 5; Strategy 5.4; Enhance fiscal practices that enable the district to maximize effectiveness and efficiency.

Recommendation

Extend BID as follows:

a. Chiller Services County Wide Bid #23-MA-326:

-Section 1 Group A & B: Trane US Inc 8929 Western Way, Jacksonville, FL 32256

-Section 1 Group C: Brooks Building Solutions 4501 Beverly Avenue, Jacksonville, FL 32210

-Section 2 All Items: Trane US Inc 8929 Western Way, Jacksonville, FL 32256 Brooks Building Solutions 4501 Beverly Avenue, Jacksonville, FL 32210 WW Gay Mechanical 524 Stockton Street, Jacksonville, FL 32204

Contact

Ms. Dawn Posey, Assistant Superintendent for Business Affairs, Phone: (904)336-6721, Email: dawn.posey@myoneclay.net

Financial Impact

a. Chiller Services County Wide Bid #23-MA-326: The total estimated expenditure for the six (6) month extension is \$125,000 from General and Capital Revenue.

Review Comments

Attachments

School Board of Clay County

August 6, 2026 - Regular School Board Meeting

Title

C15 - BID Award

Description

Award BID as required per FS 287, DOE 6A-1.012 and School Board Policy

a. Ice Cream and Frozen Novelties – County Wide Bid #26-SFS-13: Contract period is for a three (3) year period from August 7, 2026 through August 6, 2029 with the option to renew for three (3) additional one (1) year contract periods upon mutual agreement, in writing. Bid established for the purchase and delivery of ice cream and frozen novelties to our schools ordered by School Food Service. The vendor(s) awarded is the lowest, most responsive and responsible qualified bidder meeting specifications.

Gap Analysis

The District requires contractors to provide services to ensure our facilities and equipment are maintained and functional. The District requires vendors to provide products and/or services to ensure our students and staff receive the products and/or services to meet their needs.

Previous Outcomes

Prior Board approved Bid will expire but it was used successfully during the past terms to provide quality services and products to the district.

Expected Outcomes

Upon approval by the Board, we expect the contractors and vendors to provide quality services and products at the terms and conditions listed in the Bid.

Strategic Plan Goal

Goal 5; Strategy 5.4; Enhance fiscal practices that enable the district to maximize effectiveness and efficiency.

Recommendation

Award BID as follows:

a. Ice Cream and Frozen Novelties – County Wide Bid #26-SFS-13:

-DeConna Ice Cream 6300 W Hwy 318, Reddick, FL 32686

Contact

Ms. Dawn Posey, Assistant Superintendent for Business Affairs, Phone: (904)336-6721, Email: dawn.posey@myoneclay.net

Financial Impact

a. Ice Cream and Frozen Novelties – County Wide Bid #26-SFS-13: The total estimated expenditure for the three (3) year contract is \$675,000. Estimated annual spend of \$225,000 for 2026-27, \$225,000 for 2027-28, and \$225,000 for 2028-29 from Federal Revenue.

Review Comments

Attachments

School Board of Clay County

August 6, 2026 - Regular School Board Meeting

Title

C16 - Enterprise Fleet Management: Sourcewell Contract: 112025-EFM

Description

The Operations department is requesting Board approval for the District to enter into a lease agreement with Enterprise Fleet Management, to defer the cost of purchasing fleet vehicles requiring replacements. This agreement would transition the district from purchasing district fleet vehicles to leasing vehicles to ensure all district fleet vehicles meet safety requirements for day-to-day operation by district employees.

In addition, leased vehicles will remain under the manufacturer warranty and Enterprise Fleet will monitor mileage, age, and trade value to assist the district in determining when vehicles should be replaced.

Gap Analysis

By partnering with Enterprise Fleet Management, the District will transition from its current owned, buy-and-hold approach to a more adaptable program with a shorter replacement cycle. This shift will enable the District to reduce the age of its white fleet, resulting in newer and safer vehicles, all while remaining within or below current budget estimates and maximizing cash flow.

Previous Outcomes

N/A

Expected Outcomes

Reduction in cost to the general fund for the purchase and maintenance of district fleet vehicles.

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 Enterprise Fleet Management Contract.

Contact

Bryce Ellis, Assistant Superintendent for Operations, (904) 336-6853, bryce.ellis@myoneclay.net

Roxanne Chiamonte, Director of Transportation, (904) 336-0002, roxanne.chiamonte@myoneclay.net

Financial Impact

Current average annual cost for white fleet acquisitions and maintenance is \$1.1M. Significantly reduce maintenance to an average monthly cost of \$57.17 to \$166.67 per unit or a 60% cost savings year over year with a total potential savings impact of \$1,452,885 over 10 years. Please see attached cost savings analysis.

Review Comments

Attachments

📎 [260105 Enterprise Fleet Management New.pdf](#)

FOLLOW ALL PROCEDURES ON BACK OF THIS FORM

Contract # **260105**

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: June 8, 2026

Name of Contract Initiator: Bryce Ellis, Assistant Superintendent of Operations Telephone #: 904-336-6853

School/Dept Submitting Contract: **Operations / Transportation** Cost Center # **Various**

Vendor Name: **Enterprise**

Contract Title: **Enterprise Fleet Management (White Fleet) (Updated Documents)**

Contract Type: New ☒ Renewal ☐ Amendment ☐ Extension ☐ Previous Year Contract # **260056 Voided**

Contract Term: **Varies (Lease Terms 60 months)** Renewal Option(s): **Piggyback Contract 112025 good thru 5/4/2030 w/ (3) 1year renewal options**

Contract Cost: **Estimated Cost \$600,000 annually (in lieu of annual purchasing/maintenance of current white fleet)**

☐ **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) - **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)

6/25/2026 Vendor sent new contract with new Piggyback #

____ Release and Hold Harmless (If Applicable)

**AREA BELOW FOR DISTRICT PERSONNEL ONLY **

CONTRACT REVIEWED BY:	COMMENTS BELOW BY REVIEWING DEPARTMENT
Purchasing Department	Sourcewell Piggyback Contract 112025-EFM / Solicitation Number: RFP #112025
Review Date	2/5/2026 the School Board approved Contract 260056. Vendor made updates so contract 260056 has been voided.
School Board Attorney	Department needs to review/understand the comments.
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: _____

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

IMPORTANT

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

Recommendation & Cost - Leverage Equity

Replace select aged units & 5 -7 years old units With Equity

FACTORY ORDER - Lead Times 20 - 22 Weeks

Estimated Equity Lease Pricing for 2027 Model Year within 5%

Year	Make	Model	Trim Level	Quantity	Term	Estimated Annual Mileage	Monthly Cost (Lease Rate)	Full Maintenance & GPS**	Annual Cost Including Maintenance	Annual Cost Including Maintenance by Quantity
2027	Ford	Transit 350	Transit-350 Cargo Base Rear-Wheel Drive Low Roof Van 148 in. WB 3.5L PFDi V6	10	60	10000	\$954.66	\$73.15	\$12,333.72	\$123,337.20
2027	Ford	Transit 250	Transit-250 Cargo Base Rear-Wheel Drive Low Roof Van 148 in. WB 3.5L PFDi V6	10	60	10000	\$932.35	\$68.88	\$12,014.76	\$120,147.60
2026	Chevy	1500	2026 Chevrolet Silverado 1500 Work Truck 4x2 Crew Cab 5.75 ft. box 147.4 in. WB 2.7L TurboMax	10	60	10000	\$771.76	\$66.50	\$10,059.12	\$100,591.20
2027	Ford	F-250	F-250 XL 4x4 SD Crew Cab 8 ft. box 176 in. WB SRW 7.3L 2V DEVCT NA PFI V8 Gas	10	60	10000	\$990.64	\$71.97	\$12,751.32	\$127,513.20
2027	Chrysler	Pacifica	Pacifica LX Front-Wheel Drive Passenger Van 3.6L V6 24V VVT UPG I w/ESS	10	60	10000	\$801.64	\$64.45	\$10,393.08	\$103,930.80

**Full Maintenance includes all mechanical maintenance, no brakes, no tires + Geo Tab Telematics

Units	Program for Existing Fleet	Monthly Cost Per Unit	Total Annual Cost
100	Maintenance Management	\$ 6.00	\$ 7,200.00
100	Geo Tab Telematics	\$ 20.15	\$ 24,180.00
TOTAL ANNUAL COST			\$ 31,380.00

Fiscal Year	Timeframe	Est. Months Of Payments	Lease Payments	Down Payment on AME	Equity from Surplus	Year 1 Estimated Cost
2027	July-September	0	\$0.00	\$0	\$0	\$0.00
2027	October - June	9	\$ 431,640.00	\$0	\$ (884,477.50)	\$ (452,837.50)

Surplus 141 Vehicles

\$884,477.50

Annual Cost Including Maintenance

\$575,520.00

\$884,477.50

Total Estimated Equity on Surplus Units

Prepared For: District School Board of Clay County				Date	07/14/2026
Dowell, Chris				AE/AM	SO4/AJM
Unit #					
Year	2026	Make	Chevrolet	Model	Silverado 1500
Series	Work Truck 4x2 Crew Cab 5.75 ft. box 147.4 in. WB				
Vehicle Order Type	Ordered	Term	60	State	FL Customer# 615482
\$ 38,719.80	Capitalized Price of Vehicle ¹				
\$0.00	*	Certain Other Charges <u>0.0000%</u> State <u>FL</u>			
\$ 450.00	*	Initial License Fee			
\$ 0.00	Registration Fee				
\$ 360.00	Other: (See Page 2)				
\$ 0.00	Capitalized Price Reduction				
\$ 0.00	Gain Applied From Prior Unit				
\$ 0.00	*	Security Deposit			
\$0.00	Taxes				
\$ 39,079.80	Total Capitalized Amount (Delivered Price)				
\$ 586.20	Depreciation Reserve @ <u>1.5000%</u>				
\$ 185.56	Monthly Lease Charge (Based on Interest Rate - Subject to a Floor) ²				
, Including Management	\$ 43.38				
Fee of					
\$ 771.76	Total Monthly Rental Excluding Additional Services				
Additional Fleet Management					
Master Policy Enrollment Fees					
\$ 0.00	Commercial Automobile Liability Enrollment				
	Liability Limit <u>\$0.00</u>				
\$ 0.00	Physical Damage Management				
\$ 46.35	Full Maintenance Program ³ Contract Miles <u>50,000</u>				
	Incl: # Brake Sets (1 set = 1 Axle) <u>0</u>				
\$ 46.35	Additional Services SubTotal				
\$ 0.00	Tax <u>0.0000%</u> State <u>FL</u>				
\$ 818.11	Total Monthly Rental Including Additional Services				
\$ 3,907.80	Reduced Book Value at <u>60</u> Months				
\$ 400.00	Service Charge Due at Lease Termination				

Quantity x10

All language and acknowledgments contained in the signed quote apply to all vehicles that are ordered under this signed quote.

Order Information

Driver Name

Exterior Color Summit White

Interior Color Jet Black w/Vinyl Seat Trim

Lic. Plate Type Unknown

GVWR 0

Quantity x10

All language and acknowledgments contained in the signed quote apply to all vehicles that are ordered under this signed quote.

Order Information

Driver Name	
Exterior Color	Summit White
Interior Color	Jet Black w/Vinyl Seat Trim
Lic. Plate Type	Unknown
GVWR	0

Quote based on estimated annual mileage of 10,000
 (Current market and vehicle conditions may also affect value of vehicle)
 (Quote is Subject to Customer's Credit Approval)
 Notes

Enterprise FM Trust will be the owner of the vehicle covered by this Quote. Enterprise FM Trust (not Enterprise Fleet Management) will be the Lessor of such vehicle under the Master Open - End (Equity) Lease Agreement and shall have all rights and obligations of the Lessor under the Master Open - End (Equity) Lease Agreement with respect to such vehicle. Lessee must maintain insurance coverage on the vehicle as set forth in Section 11 of the Master Open-End (Equity) Lease Agreement until the vehicle is sold.

ALL TAX AND LICENSE FEES TO BE BILLED TO LESSEE AS THEY OCCUR.

Lessee hereby authorizes this vehicle order, and agrees to lease the vehicle on the terms set forth herein and in the Master Equity Lease Agreement. In the event Lessee fails or refuses to accept delivery of the ordered vehicle, Lessee agrees that Lessor shall have the right to collect damages, including, but not limited to, a \$500 disposal fee, interest incurred, and loss of value.

LESSEE District School Board of Clay County

BY _____

TITLE

DATE

* INDICATES ITEMS TO BE BILLED ON DELIVERY.

¹ Capitalized price of vehicle may be adjusted to reflect final manufacturer's invoice, plus a pre delivery interest charge. Lessee hereby assigns to Lessor any manufacturer rebates and/or manufacturer incentives intended for the Lessee, which rebates and/or incentives have been used by Lessor to reduce the capitalized price of the vehicle.

² Monthly lease charge will be adjusted to reflect the interest rate on the delivery date (subject to a floor).

³ The inclusion herein of references to maintenance fees/services are solely for the administrative convenience of Lessee. Notwithstanding the inclusion of such references in this [Invoice/Schedule/Quote], all such maintenance services are to be performed by Enterprise Fleet Management, Inc., and all such maintenance fees are payable by Lessee solely for the account of Enterprise Fleet Management, Inc., pursuant to that certain separate [Maintenance Agreement] entered into by and between Lessee and Enterprise Fleet Management, Inc.; provided that such maintenance fees are being billed by Enterprise FM Trust, and are payable at the direction of Enterprise FM Trust, solely as an authorized agent for collection on behalf of Enterprise Fleet Management, Inc.

Other Totals

Description	(B)illed or (C)apped	Price
Initial Administration Fee	C	\$ 60.00
Courtesy Delivery Fee	C	\$ 300.00
Total Other Charges Billed		\$ 0.00
Total Other Charges Capitalized		\$ 360.00
Other Charges Total		\$ 360.00

DRAFT

VEHICLE INFORMATION:

2026 Chevrolet Silverado 1500 Work Truck 4x2 Crew Cab 5.75 ft. box 147.4 in. WB - US

Series ID: CC10543

Pricing Summary:

	INVOICE	MSRP
Base Vehicle	\$41,034.70	\$42,700.00
Total Options	\$-809.90	\$-890.00
Destination Charge	\$2,795.00	\$2,795.00
Total Price	\$43,019.80	\$44,605.00

SELECTED COLOR:

Exterior: GAZ-Summit White
Interior: H2G-Jet Black w/Vinyl Seat Trim

SELECTED OPTIONS:

CODE	DESCRIPTION	INVOICE	MSRP
1WT	Preferred Equipment Group 1WT	NC	NC
A2S	4-Way Manual Driver Seat Adjuster	Included	Included
A60	Locking Tailgate	Included	Included
A68	Rear 60/40 Folding Bench Seat (Folds Up)	Included	Included
AED	Power Front Windows w/Passenger Express Down	Included	Included
AEQ	Power Rear Windows w/Express Down	Included	Included
AKO	Deep-Tinted Glass	Included	Included
AKP	Solar Absorbing Tinted Glass	Included	Included
AQQ	Remote Keyless Entry	Included	Included
AXG	Power Front Windows w/Driver Express Up/Down	Included	Included
AZ3	40/20/40 Front Split-Bench Seat	Included	Included
BG9	Rubberized-Vinyl Floor Covering	Included	Included
BLUE	Bluetooth For Phone	Included	Included
C49	Electric Rear-Window Defogger	Included	Included
C5U	GVWR: 6,800 lbs (3,084 Kgs)	STD	STD
CTT	Hitch Guidance	Included	Included
D31	Inside Rearview Mirror w/Tilt	Included	Included
DLF	Heated Power-Adjustable Outside Mirrors	Included	Included
ENGCR	TurboMax Engine Credit	\$-1,228.50	\$-1,350.00
GAZ_01	Summit White	NC	NC
GU6	3.42 Rear Axle Ratio	STD	STD
H2G_01	Jet Black w/Vinyl Seat Trim	NC	NC
IOR	Radio: Chevrolet Infotainment 3 System	STD	STD
K34	Electronic Cruise Control	Included	Included
KW5	220 Amp Alternator	Included	Included
L3B	Engine: 2.7L TurboMax	Included	Included
MFC	Transmission: 8-Speed Automatic	Included	Included
N33	Manual Tilt Wheel Steering Column	Included	Included
PAINT	Solid Paint	STD	STD
PCV	WT Convenience Package	Included	Included
PEB	WT Value Package	\$418.60	\$460.00
PED	Chevy Safety Assist	Included	Included
QBN	Tires: 255/70R17 as BW	Included	Included
QBR	255/70R17 as BW Spare Tire	Included	Included
QK1	Standard Tailgate	Included	Included
QT2	Manual Tailgate Function w/No EZ Lift	Included	Included

CODE	DESCRIPTION	INVOICE	MSRP
RD6	Wheels: 17" X 8" Ultra Silver Painted Steel	Included	Included
STDTM	Vinyl Seat Trim	Included	Included
TDM	Teen Driver	Included	Included
TQ5	IntelliBeam Automatic High Beam On/Off	Included	Included
U2J	SiriusXM Delete	Included	Included
UDC	3.5" Monochromatic Display Driver Info Center	Included	Included
UE1	OnStar Services Capable	Included	Included
UE4	Following Distance Indicator	Included	Included
UEU	Forward Collision Alert	Included	Included
UHX	Lane Keep Assist w/Lane Departure Warning	Included	Included
UHY	Automatic Emergency Braking	Included	Included
UJN	Tire Pressure Monitoring System	Included	Included
UKJ	Front Pedestrian Braking	Included	Included
UQF	6-Speaker Audio System	Included	Included
UVB	HD Rear Vision Camera	Included	Included
V76	Front Frame-Mounted Black Recovery Hooks	Included	Included
VH6	Black (Semi-Gloss) Front Bumper	Included	Included
VJG	Black (Semi-Gloss) Rear Bumper	Included	Included
VV4	Wi-Fi Hot Spot Capable	Included	Included
Z82	Trailer Package	Included	Included
Z85	Standard Suspension Package	STD	STD

DRAFT

CONFIGURED FEATURES:

Body Exterior Features:

Number Of Doors: 4
Rear Cargo Door Type: tailgate
Driver And Passenger Mirror: power remote heated manual folding side-view door mirrors
Convex Driver Mirror: convex driver and passenger mirror
Door Handles: black
Front And Rear Bumpers: black front and rear bumpers with black rub strip
Rear Step Bumper: rear step bumper
Front Tow Hooks: 2 front tow hooks
Box Style: regular
Body Material: galvanized steel/aluminum body material
: class IV trailering with harness, hitch
Grille: black grille

Convenience Features:

Air Conditioning: manual air conditioning
Console Ducts: console ducts
Cruise Control: cruise control with steering wheel controls
Power Windows: power windows with front and rear 1-touch down
Remote Keyless Entry: yes remote keyless entry
Illuminated Entry: illuminated entry
Integrated Key Remote: integrated key/remote
Auto Locking: auto-locking doors
Passive Entry: proximity key
Steering Wheel: steering wheel with manual tilting
Day-Night Rearview Mirror: day-night rearview mirror
Emergency SOS: OnStar emergency communication system
Front Cupholder: front cupholder
Overhead Console: mini overhead console with storage
Glove Box: locking glove box
Driver Door Bin: driver and passenger door bins
Rear Door Bins: rear door bins
Seatback Storage Pockets: 2 seatback storage pockets
Dashboard Storage: dashboard storage
IP Storage: covered bin instrument-panel storage
Front Underseat Storage Tray: locking front underseat storage tray
Driver Footrest: driver's footrest
Retained Accessory Power: retained accessory power
Power Accessory Outlet: 1 12V DC power outlet

Entertainment Features:

radio: with seek-scan
Radio Data System: radio data system
Speakers: 6 speakers
Internet Access: Wi-Fi Hotspot capable internet access
TV Tuner: OnStar Turn-by-Turn Navigation turn-by-turn navigation directions
1st Row LCD: 1 1st row LCD monitor
Wireless Connectivity: wireless phone connectivity
Antenna: fixed antenna

Lighting, Visibility and Instrumentation Features:

Headlamp Type: delay-off reflector halogen headlamps
Auto-Dimming Headlights: IntelliBeam auto high-beam headlights
Cab Clearance Lights: cargo bed light
Front Wipers: variable intermittent wipers
Rear Window Defroster: rear window defroster

Tinted Windows: deep-tinted windows
Dome Light: dome light with fade
Front Reading Lights: front and rear reading lights
Variable IP Lighting: variable instrument panel lighting
Display Type: analog appearance
Tachometer: tachometer
Voltmeter: voltmeter
Compass: compass
Exterior Temp: outside-temperature display
Low Tire Pressure Warning: tire specific low-tire-pressure warning
Trip Computer: trip computer
Trip Odometer: trip odometer
Lane Departure Warning: lane departure
Front Pedestrian Braking: front pedestrian detection
Following Distance Indicator: following distance alert
Forward Collision Alert: forward collision
Oil Pressure Gauge: oil pressure gauge
Water Temp Gauge: water temp. gauge
Engine Hour Meter: engine hour meter
Clock: digital clock
Systems Monitor: driver information centre
Check Control: redundant digital speedometer
Rear Vision Camera: rear vision camera
Oil Pressure Warning: oil-pressure warning
Water Temp Warning: water-temp. warning
Battery Warning: battery warning
Low Oil Level Warning: low-oil-level warning
Low Coolant Warning: low-coolant warning
Lights On Warning: lights-on warning
Key in Ignition Warning: key-in-ignition warning
Low Fuel Warning: low-fuel warning
Low Washer Fluid Warning: low-washer-fluid warning
Door Ajar Warning: door-ajar warning
Brake Fluid Warning: brake-fluid warning
Turn Signal On Warning: turn-signal-on warning
Transmission Fluid Temperature Warning: transmission-fluid-temperature warning
Brake Pad Wear: brake pad wear

Safety And Security:

ABS four-wheel ABS brakes
Number of ABS Channels: 4 ABS channels
Brake Assistance: brake assist
Brake Type: DuraLife four-wheel disc brakes
Vented Disc Brakes: front and rear ventilated disc brakes
Daytime Running Lights: daytime running lights
Spare Tire Type: full-size spare tire
Spare Tire Mount: underbody mounted spare tire w/crankdown
Driver Front Impact Airbag: driver and passenger front-impact airbags
Driver Side Airbag: seat-mounted driver and passenger side-impact airbags
Overhead Airbag: curtain 1st and 2nd row overhead airbag
Occupancy Sensor: front passenger airbag occupancy sensor
Seatbelt Pretensioners: front seatbelt pre-tensioners
3Point Rear Centre Seatbelt: 3 point rear centre seatbelt
Side Impact Bars: side-impact bars
Perimeter Under Vehicle Lights: remote activated perimeter/approach lights
Tailgate/Rear Door Lock Type: manual tailgate/rear door lock

Rear Child Safety Locks: rear child safety locks
Ignition Disable: immobilizer
Panic Alarm: panic alarm
Tracker System: tracker system
Electronic Stability: StabiliTrak w/Proactive Roll Avoidance electronic stability stability control with anti-rollover
Traction Control: ABS and driveline traction control
Front and Rear Headrests: manual adjustable front head restraints
Rear Headrest Control: 2 rear head restraints

Seats And Trim:

Seating Capacity max. seating capacity of 6
Front Bucket Seats: front split-bench 40-20-40 seats
Number of Driver Seat Adjustments: 4-way driver and passenger seat adjustments
Reclining Driver Seat: manual reclining driver and passenger seats
Driver Fore/Aft: manual driver and passenger fore/aft adjustment
Front Centre Armrest Storage: front centre armrest with storage
Rear Seat Type: rear 60-40 split-bench seat
Rear Folding Position: rear seat fold-up cushion
Leather Upholstery: vinyl front and rear seat upholstery
Door Trim Insert: vinyl door panel trim
Headliner Material: full cloth headliner
Floor Covering: full vinyl/rubber floor covering
Cabback Insulator: cabback insulator
Dashboard Console Insert, Door Panel Insert Combination: metal-look instrument panel insert, door panel insert, console insert
Shift Knob Trim: urethane shift knob
Interior Accents: chrome interior accents

Standard Engine:

Engine 310-hp, 2.7-liter I-4 (regular gas)

Standard Transmission:

Transmission 8-speed automatic w/ OD and auto-manual

Full Maintenance

The Enterprise Full Maintenance program eliminates unexpected repair costs, hassles of budgeting for repairs, expense reporting for driver and the need for you or your driver to be a vehicle repair specialist. The program is comprehensive and inflation proof.

Included Services

- All major and minor repairs (engines, transmission, radiators, etc.,)
- All recommended services (oil changes, tune-ups, etc.,)
- All maintenance related towing
- Incidentals (fluid, belts, hoses, etc.,)
- After hours and weekend services available
- Proactive service technicians
- No out of pocket expense for covered repairs
- Brakes: 0 replacement set(s)*....1 set equals 1 axle (2 wheels)
- Tires: 0 individual*
- Loaner vehicle not Included

Services Not Included

- Oil between changes
- Gas and parking
- Insurance related repairs
- Car washes
- Obvious neglect or abuse
- Non factory/dealer installed equipment
- Motor vehicle safety and emissions inspections

<u>Unit #</u>	<u>Vehicle</u>	<u>Contract Mileage/Term</u>	<u>Cost/Month</u>
	2026 Chevrolet Silverado 1500 Work Truck 4x2 Crew Cab 5.75 ft. box 147.4 in. WB	50,000 / 60 Months	\$46.35

* These two items are the ONLY qualified items on the program.
The Full Maintenance program becomes null and void at 100,000 miles.
Overmileage is charged at \$0.0500 Per Mile

Lessee agrees to add full maintenance and associated parameters to the above designated vehicle

LESSEE: District School Board of Clay County

BY	TITLE	DATE
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Full Maintenance

ANTICIPATED MAINTENANCE EXPENSE

Category 2 / <7,500 gvw/1/2 Ton - Powertrain
1/2 Ton - Powertrain

Miles

50,000

Months

60

ROUTINE MAINTENANCE

Service	INTERVAL	Number	Industry Average	Total
Power Steering Flush	N/A	1	\$132.00	\$132.00
Fuel Injection Service	N/A	1	\$147.00	\$147.00
Oil Change	7,500 Miles	6	\$127.00	\$762.00
Tire Rotation	15,000 Miles	3	\$30.00	\$90.00
Wiper Blades (pair)	22,500 Miles	2	\$70.00	\$140.00
Engine Air Filter	37,500 Miles	1	\$64.00	\$64.00
Cabin Air Filter	37,500 Miles	1	\$100.00	\$100.00
Brakes and Rotors	45,000 Miles	1	\$484.00	\$484.00
Tires (set)	45,000 Miles	1	\$1,366.00	\$1,366.00
Brake Fluid Flush	60,000 Miles	0	\$114.00	\$0.00
Transmission Service	75,000 Miles	0	\$236.00	\$0.00
Spark Plugs (set)	127,500 Miles	0	\$428.00	\$0.00
Serpentine Belt	127,500 Miles	0	\$152.00	\$0.00
Differential Service Rear	127,500 Miles	0	\$156.00	\$0.00
Differential Service Front	127,500 Miles	0	\$156.00	\$0.00
Transercase Service	127,500 Miles	0	\$163.00	\$0.00
Engine Coolant Service	187,500 Miles	0	\$145.00	\$0.00
Routine Maintenance Total Costs				\$3,285.00
Per Month				\$54.75

UNSCHEDULED / COMMON REPAIRS

Service	Average Failure	Number	Industry Average	Total
Electrical	70,000 Miles	0	\$1,202.00	\$0.00
Engine/EV Battery Cooling System	70,000 Miles	0	\$702.00	\$0.00
Steering/Suspension	70,000 Miles	0	\$1,290.00	\$0.00
Performance/Emmissions	70,000 Miles	0	\$621.00	\$0.00
Advanced Driver Assistance System (ADAS)	70,000 Miles	0	\$1,777.00	\$0.00
Roadside	75,000 Miles	0	\$212.00	\$0.00
AC and Heater	80,000 Miles	0	\$1,091.00	\$0.00
Fuel System	85,000 Miles	0	\$943.00	\$0.00
Exhaust	90,000 Miles	0	\$1,748.00	\$0.00
Braking	90,000 Miles	0	\$709.00	\$0.00
Engine Repair	150,000 Miles	0	\$1,898.00	\$0.00
Transmission Replacement	150,000 Miles	0	\$5,253.00	\$0.00
Engine Replacement	150,000 Miles	0	\$14,963.00	\$0.00
Differential Replacement	150,000 Miles	0	\$2,321.00	\$0.00
Common Unscheduled Maintenance Costs				\$0.00

Total Anticipated Maintenance Costs \$3,285.00

ESTIMATED MONTHLY MAINTENANCE COST \$54.75

Prepared For: District School Board of Clay County				Date	07/14/2026
Dowell, Chris				AE/AM	SO4/AJM
Unit #					
Year	2027	Make	Chrysler	Model	Pacifica
Series LX Front-Wheel Drive Passenger Van					
Vehicle Order Type	Ordered	Term	60	State	FL Customer# 615482
\$ 40,325.00	Capitalized Price of Vehicle ¹				
\$0.00	*	Certain Other Charges <u>0.0000%</u> State <u>FL</u>			
\$ 450.00	*	Initial License Fee			
\$ 0.00	Registration Fee				
\$ 360.00	Other: (See Page 2)				
\$ 0.00	Capitalized Price Reduction				
\$ 0.00	Gain Applied From Prior Unit				
\$ 0.00	*	Security Deposit			
\$0.00	Taxes				
\$ 40,685.00	Total Capitalized Amount (Delivered Price)				
\$ 610.28	Depreciation Reserve @ <u>1.5000%</u>				
\$ 191.36	Monthly Lease Charge (Based on Interest Rate - Subject to a Floor) ²				
, Including Management	\$ 43.44				
Fee of					
\$ 801.64	Total Monthly Rental Excluding Additional Services				
Additional Fleet Management					
Master Policy Enrollment Fees					
\$ 0.00	Commercial Automobile Liability Enrollment				
	Liability Limit <u>\$0.00</u>				
\$ 0.00	Physical Damage Management				
\$ 44.30	Full Maintenance Program ³ Contract Miles <u>50,000</u>				
	Incl: # Brake Sets (1 set = 1 Axle) <u>0</u>				
\$ 44.30	Additional Services SubTotal				
\$ 0.00	Tax <u>0.0000%</u> State <u>FL</u>				
\$ 845.94	Total Monthly Rental Including Additional Services				
\$ 4,068.20	Reduced Book Value at <u>60</u> Months				
\$ 400.00	Service Charge Due at Lease Termination				

Quantity x10

All language and acknowledgments contained in the signed quote apply to all vehicles that are ordered under this signed quote.

Order Information

Driver Name

Exterior Color Bright White Clearcoat

Interior Color Black w/Caprice Leatherette Bucket Seats

Lic. Plate Type Unknown

GVWR 0

Quantity x10

All language and acknowledgments contained in the signed quote apply to all vehicles that are ordered under this signed quote.

Order Information

Driver Name

Exterior Color Bright White Clearcoat

Interior Color Black w/Caprice Leatherette Bucket Seats

Lic. Plate Type Unknown

GVWR 0

Quote based on estimated annual mileage of 10,000

(Current market and vehicle conditions may also affect value of vehicle)

(Quote is Subject to Customer's Credit Approval)

Notes

Enterprise FM Trust will be the owner of the vehicle covered by this Quote. Enterprise FM Trust (not Enterprise Fleet Management) will be the Lessor of such vehicle under the Master Open - End (Equity) Lease Agreement and shall have all rights and obligations of the Lessor under the Master Open - End (Equity) Lease Agreement with respect to such vehicle. Lessee must maintain insurance coverage on the vehicle as set forth in Section 11 of the Master Open-End (Equity) Lease Agreement until the vehicle is sold.

ALL TAX AND LICENSE FEES TO BE BILLED TO LESSEE AS THEY OCCUR.

Lessee hereby authorizes this vehicle order, and agrees to lease the vehicle on the terms set forth herein and in the Master Equity Lease Agreement. In the event Lessee fails or refuses to accept delivery of the ordered vehicle, Lessee agrees that Lessor shall have the right to collect damages, including, but not limited to, a \$500 disposal fee, interest incurred, and loss of value.

LESSEE District School Board of Clay County

BY

TITLE

DATE

* INDICATES ITEMS TO BE BILLED ON DELIVERY.

¹ Capitalized price of vehicle may be adjusted to reflect final manufacturer's invoice, plus a pre delivery interest charge. Lessee hereby assigns to Lessor any manufacturer rebates and/or manufacturer incentives intended for the Lessee, which rebates and/or incentives have been used by Lessor to reduce the capitalized price of the vehicle.

² Monthly lease charge will be adjusted to reflect the interest rate on the delivery date (subject to a floor).

³ The inclusion herein of references to maintenance fees/services are solely for the administrative convenience of Lessee. Notwithstanding the inclusion of such references in this [Invoice/Schedule/Quote], all such maintenance services are to be performed by Enterprise Fleet Management, Inc., and all such maintenance fees are payable by Lessee solely for the account of Enterprise Fleet Management, Inc., pursuant to that certain separate [Maintenance Agreement] entered into by and between Lessee and Enterprise Fleet Management, Inc.; provided that such maintenance fees are being billed by Enterprise FM Trust, and are payable at the direction of Enterprise FM Trust, solely as an authorized agent for collection on behalf of Enterprise Fleet Management, Inc.

Other Totals

Description	(B)illed or (C)apped	Price
Initial Administration Fee	C	\$ 60.00
Courtesy Delivery Fee	C	\$ 300.00
Total Other Charges Billed		\$ 0.00
Total Other Charges Capitalized		\$ 360.00
Other Charges Total		\$ 360.00

DRAFT

VEHICLE INFORMATION:

2027 Chrysler Pacifica LX Front-Wheel Drive Passenger Van - US
Series ID: RUCL53

Pricing Summary:

	INVOICE	MSRP
Base Vehicle	\$41,080.00	\$41,495.00
Total Options	\$0.00	\$0.00
Destination Charge	\$1,995.00	\$1,995.00
Total Price	\$43,075.00	\$43,490.00

SELECTED COLOR:

Exterior: PW7-Bright White Clearcoat
Interior: X3-Black w/Caprice Leatherette Bucket Seats

SELECTED OPTIONS:

CODE	DESCRIPTION	INVOICE	MSRP
27E	Quick Order Package 27E	NC	NC
APA	Monotone Paint Application	STD	STD
DFH	Transmission: 9-Speed 948TE Automatic	STD	STD
ERC	Engine: 3.6L V6 24V VVT UPG I w/ESS	STD	STD
NAS	50 State Emissions	NC	NC
PW7_01	Bright White Clearcoat	NC	NC
SDC	Touring Suspension	STD	STD
SJ	Caprice Leatherette Bucket Seats	STD	STD
TMK	Tires: 235/65R17 BSW All Season	STD	STD
UBG	Radio: Uconnect 5 w/10.1" Display	STD	STD
WFN	Wheels: 17" X 7.0" Aluminum	STD	STD
X3_01	Black w/Caprice Leatherette Bucket Seats	NC	NC

CONFIGURED FEATURES:

Body Exterior Features:

Number Of Doors: 4
Rear Driver Door: power sliding rear passenger doors
Driver And Passenger Mirror: power remote heated manual folding side-view door mirrors with turn signal indicator
Spoiler: rear lip spoiler
Door Handles: body-coloured
Front And Rear Bumpers: body-coloured front and rear bumpers
Front License Plate Bracket: front license plate bracket
Body Material: galvanized steel/aluminum body material
Grille: black w/chrome surround grille

Convenience Features:

Air Conditioning: automatic dual-zone front air conditioning
Air Filter: air filter
Rear Air Conditioning: rear air conditioning with separate controls
Voice Activated A/C: voice activated air conditioning
Cruise Control: cruise control with steering wheel controls, Adaptive Cruise Control w/Stop & Go adaptive
Trunk/Hatch/Door Remote Release: power cargo access remote release
Power Windows: power windows with front and rear 1-touch down
1/4 Vent Rear Windows: power rearmost windows
Remote Keyless Entry: yes remote keyless entry
Illuminated Entry: illuminated entry
Integrated Key Remote: integrated key/remote
Auto Locking: auto-locking doors
Passive Entry: proximity key
Valet Key: valet function
Trunk FOB Controls: keyfob trunk/hatch/door release
Remote Engine Start: keyfob remote start - yes
Steering Wheel: heated steering wheel with manual tilting, manual telescoping
Day-Night Rearview Mirror: day-night rearview mirror
Driver and Passenger Vanity Mirror: illuminated driver and passenger-side visor mirrors
Emergency SOS: Chrysler Connect emergency communication system
Front Cupholder: front and rear cupholders
Floor Console: full floor console with covered box
Overhead Console: mini overhead console with storage, conversation mirror
Glove Box: locking glove box
Driver Door Bin: driver and passenger door bins
Rear Door Bins: rear door bins
Seatback Storage Pockets: 2 seatback storage pockets
Interior Concealed Storage: interior concealed storage
Driver Footrest: driver's footrest
Retained Accessory Power: retained accessory power
Power Accessory Outlet: 2 12V DC power outlets

Entertainment Features:

radio: with seek-scan
Radio Data System: radio data system
Speed Sensitive Volume: speed-sensitive volume
Steering Wheel Radio Controls: steering-wheel mounted audio controls
Speakers: 6 speakers
Internet Access: 4G LTE Wi-Fi Hot Spot internet access
1st Row LCD: 2 1st row LCD monitor
Wireless Connectivity: wireless phone connectivity
Antenna: integrated roof antenna

Lighting, Visibility and Instrumentation Features:

Headlamp Type: delay-off reflector halogen headlamps
 Front Wipers: variable intermittent rain detecting wipers wipers
 Rear Window wiper: rear window wiper
 Rear Window Defroster: rear window defroster
 Rear Side Blinds: rear side blind
 Tinted Windows: deep-tinted windows
 Dome Light: dome light with fade
 Front Reading Lights: front reading lights
 Ignition Switch: ignition switch light
 Variable IP Lighting: variable instrument panel lighting
 Display Type: digital/analog appearance
 Tachometer: tachometer
 Voltmeter: voltmeter
 Compass: compass
 Exterior Temp: outside-temperature display
 Low Tire Pressure Warning: tire specific low-tire-pressure warning
 Park Distance Control: ParkSense with Stop rear parking sensors
 Trip Computer: trip computer
 Trip Odometer: trip odometer
 Lane Departure Warning: lane departure
 Blind Spot Sensor: blind spot
 Front Pedestrian Braking: front pedestrian detection
 Forward Collision Alert: forward collision
 Oil Pressure Gauge: oil pressure gauge
 Water Temp Gauge: water temp. gauge
 Oil Temp Gauge: oil temperature gauge
 Transmission Oil Temp Gauge: transmission oil temp. gauge
 Clock: digital clock
 Systems Monitor: driver information centre
 Check Control: redundant digital speedometer
 Rear Vision Camera: rear vision camera
 Oil Pressure Warning: oil-pressure warning
 Water Temp Warning: water-temp. warning
 Battery Warning: battery warning
 Lights On Warning: lights-on warning
 Key in Ignition Warning: key-in-ignition warning
 Low Fuel Warning: low-fuel warning
 Low Washer Fluid Warning: low-washer-fluid warning
 Door Ajar Warning: door-ajar warning
 Trunk Ajar Warning: trunk-ajar warning
 Brake Fluid Warning: brake-fluid warning
 Turn Signal On Warning: turn-signal-on warning
 Transmission Fluid Temperature Warning: transmission-fluid-temperature warning

Safety And Security:

ABS: four-wheel ABS brakes
 Number of ABS Channels: 4 ABS channels
 Brake Assistance: brake assist
 Brake Type: four-wheel disc brakes
 Vented Disc Brakes: front ventilated disc brakes
 Daytime Running Lights: daytime running lights
 Driver Front Impact Airbag: driver and passenger front-impact airbags
 Driver Side Airbag: seat-mounted driver and passenger side-impact airbags
 Overhead Airbag: curtain 1st, 2nd and 3rd row overhead airbag
 Knee Airbag: knee airbag
 Occupancy Sensor: front passenger airbag occupancy sensor

Height Adjustable Seatbelts: height adjustable front and rear seatbelts
Seatbelt Pretensioners: front seatbelt pre-tensioners
Side Impact Bars: side-impact bars
Tailgate/Rear Door Lock Type: tailgate/rear door lock included with power door locks
Rear Child Safety Locks: rear child safety locks
Ignition Disable: Sentry Key immobilizer
Security System: security system
Panic Alarm: panic alarm
Tracker System: tracker system
Electronic Stability: electronic stability
Traction Control: ABS and driveline traction control
Front and Rear Headrests: manual adjustable front head restraints with tilt
Rear Headrest Control: 2 rear head restraints
3rd Row Headrests: 3 fixed third row head restraints

Seats And Trim:

Seating Capacity max. seating capacity of 7
Front Bucket Seats: front bucket seats
Front Heated Cushion: driver and passenger heated
Number of Driver Seat Adjustments: 8-way driver and passenger seat adjustments
Reclining Driver Seat: power reclining driver and manual reclining passenger seats
Driver Lumbar: power 4-way driver and passenger lumbar support
Driver Height Adjustment: power height-adjustable driver and passenger seats
Driver Fore/Aft: power driver and passenger fore/aft adjustment
Driver Cushion Tilt: power driver and passenger cushion tilt
Front Centre Armrest Storage: front centre armrest
Rear Seat Type: rear manual reclining captain seat
Rear Seat Fore/Aft: manual rear seat fore/aft adjustment
Rear Folding Position: rear seat tumble forward
Rear Seat Fold into Floor: folding activation rear seat
Rear Seat Mounted Armrests: rear seat mounted armrest
3rd Row Seat Type: fixed third row manual 60-40 split-bench seat
3rd Row Electric Control: Stow 'n Go fold into floor third row seat
Leather Upholstery: leatherette front and rear seat upholstery
Door Trim Insert: vinyl door panel trim
Headliner Material: full cloth headliner
Floor Covering: full carpet floor covering
Dashboard Console Insert, Door Panel Insert Combination: piano black instrument panel insert, door panel insert, console insert
Shift Knob Trim: metal-look shift knob
LeatherSteeringWheel: TechnoLeather leatherette steering wheel
Floor Mats: carpet front and rear floor mats
Interior Accents: piano black/metal-look interior accents
Cargo Space Trim: carpet cargo space
Trunk Lid: plastic trunk lid/rear cargo door
Cargo Tie Downs: cargo tie-downs
Cargo Light: cargo light
Air Compressor: tire mobility kit

Standard Engine:

Engine 287-hp, 3.6-liter V-6 (regular gas)

Standard Transmission:

Transmission 9-speed automatic w/ OD

Prepared For: District School Board of Clay County				Date	07/14/2026
Dowell, Chris				AE/AM	SO4/AJM
Unit #					
Year	2027	Make	Ford	Model	F-250
Series	XL 4x4 SD Crew Cab 8 ft. box 176 in. WB SRW				
Vehicle Order Type	Ordered	Term	60	State	FL Customer# 615482
\$ 49,918.00	Capitalized Price of Vehicle ¹				
\$0.00	*	Certain Other Charges <u>0.0000%</u> State <u>FL</u>			
\$ 450.00	*	Initial License Fee			
\$ 0.00	Registration Fee				
\$ 360.00	Other: (See Page 2)				
\$ 0.00	Capitalized Price Reduction				
\$ 0.00	Gain Applied From Prior Unit				
\$ 0.00	*	Security Deposit			
\$0.00	Taxes				
\$ 50,278.00	Total Capitalized Amount (Delivered Price)				
\$ 754.17	Depreciation Reserve @ <u>1.5000%</u>				
\$ 236.47	Monthly Lease Charge (Based on Interest Rate - Subject to a Floor) ²				
, Including Management Fee of	\$ 54.28				
\$ 990.64	Total Monthly Rental Excluding Additional Services				
Additional Fleet Management					
Master Policy Enrollment Fees					
\$ 0.00	Commercial Automobile Liability Enrollment				
Liability Limit <u>\$0.00</u>					
\$ 0.00	Physical Damage Management				
\$ 51.82	Full Maintenance Program ³ Contract Miles <u>50,000</u>				
Incl: # Brake Sets (1 set = 1 Axle) <u>0</u>					
\$ 51.82	Additional Services SubTotal				
\$ 0.00	Tax <u>0.0000%</u> State <u>FL</u>				
\$ 1,042.46	Total Monthly Rental Including Additional Services				
\$ 5,027.80	Reduced Book Value at <u>60</u> Months				
\$ 400.00	Service Charge Due at Lease Termination				

Quantity x10

All language and acknowledgments contained in the signed quote apply to all vehicles that are ordered under this signed quote.

Order Information

Driver Name	
Exterior Color	Oxford White
Interior Color	Medium Dark Slate w/HD Vinyl 40/20/40 Split B
Lic. Plate Type	Unknown
GVWR	0

Comp/Coll Deductible	<u>0 / 0</u>
OverMileage Charge	<u>\$ 0.0500</u> Per Mile
# Tires <u>0</u>	Loaner Vehicle Not Included

Quantity x10

All language and acknowledgments contained in the signed quote apply to all vehicles that are ordered under this signed quote.

Order Information

Driver Name

Exterior Color Oxford White

Interior Color Medium Dark Slate w/HD Vinyl 40/20/40 Split B

Lic. Plate Type Unknown

GVWR 0

Comp/Coll Deductible0 / 0

OverMileage Charge\$ 0.0500 Per Mile

Tires0

Loaner Vehicle Not Included

Quote based on estimated annual mileage of 10,000

(Current market and vehicle conditions may also affect value of vehicle)

(Quote is Subject to Customer's Credit Approval)

Notes

Enterprise FM Trust will be the owner of the vehicle covered by this Quote. Enterprise FM Trust (not Enterprise Fleet Management) will be the Lessor of such vehicle under the Master Open - End (Equity) Lease Agreement and shall have all rights and obligations of the Lessor under the Master Open - End (Equity) Lease Agreement with respect to such vehicle. Lessee must maintain insurance coverage on the vehicle as set forth in Section 11 of the Master Open-End (Equity) Lease Agreement until the vehicle is sold.

ALL TAX AND LICENSE FEES TO BE BILLED TO LESSEE AS THEY OCCUR.

Lessee hereby authorizes this vehicle order, and agrees to lease the vehicle on the terms set forth herein and in the Master Equity Lease Agreement. In the event Lessee fails or refuses to accept delivery of the ordered vehicle, Lessee agrees that Lessor shall have the right to collect damages, including, but not limited to, a \$500 disposal fee, interest incurred, and loss of value.

LESSEE District School Board of Clay County

BY

TITLE

DATE

* INDICATES ITEMS TO BE BILLED ON DELIVERY.

¹ Capitalized price of vehicle may be adjusted to reflect final manufacturer's invoice, plus a pre delivery interest charge. Lessee hereby assigns to Lessor any manufacturer rebates and/or manufacturer incentives intended for the Lessee, which rebates and/or incentives have been used by Lessor to reduce the capitalized price of the vehicle.

² Monthly lease charge will be adjusted to reflect the interest rate on the delivery date (subject to a floor).

³ The inclusion herein of references to maintenance fees/services are solely for the administrative convenience of Lessee. Notwithstanding the inclusion of such references in this [Invoice/Schedule/Quote], all such maintenance services are to be performed by Enterprise Fleet Management, Inc., and all such maintenance fees are payable by Lessee solely for the account of Enterprise Fleet Management, Inc., pursuant to that certain separate [Maintenance Agreement] entered into by and between Lessee and Enterprise Fleet Management, Inc.; provided that such maintenance fees are being billed by Enterprise FM Trust, and are payable at the direction of Enterprise FM Trust, solely as an authorized agent for collection on behalf of Enterprise Fleet Management, Inc.

Other Totals

Description	(B)illed or (C)apped	Price
Initial Administration Fee	C	\$ 60.00
Courtesy Delivery Fee	C	\$ 300.00
Total Other Charges Billed		\$ 0.00
Total Other Charges Capitalized		\$ 360.00
Other Charges Total		\$ 360.00

DRAFT

VEHICLE INFORMATION:

2027 Ford F-250 XL 4x4 SD Crew Cab 8 ft. box 176 in. WB SRW - US
Series ID: W2B

Pricing Summary:

	INVOICE	MSRP
Base Vehicle	\$50,531.00	\$53,190.00
Total Options	\$592.00	\$650.00
Destination Charge	\$2,795.00	\$2,795.00
Total Price	\$53,918.00	\$56,635.00

SELECTED COLOR:

Exterior: Z1-Oxford White
Interior: AS-Medium Dark Slate w/HD Vinyl 40/20/40 Split Bench Seat

SELECTED OPTIONS:

CODE	DESCRIPTION	INVOICE	MSRP
176WB	176" Wheelbase	STD	STD
425	50-State Emissions System	STD	STD
44F	Transmission: TorqShift-G 10-Speed Automatic	Included	Included
600A	Order Code 600A	NC	NC
64A	Wheels: 17" Argent Painted Steel	Included	Included
68B	GVWR: Fixed 10,000 Lb Package	Included	Included
85S	Tough Bed Spray-in Bedliner	\$592.00	\$650.00
99N	Engine: 7.3L 2V DEVCT NA PFI V8 Gas	Included	Included
A	HD Vinyl 40/20/40 Split Bench Seat	Included	Included
AS_03	Medium Dark Slate w/HD Vinyl 40/20/40 Split Bench Seat	NC	NC
FCP1	Ford Connectivity Package (1-Year Included)	Included	Included
PAINT	Monotone Paint Application	STD	STD
STDRD	Radio: AM/FM Stereo w/MP3 Player	Included	Included
SYNC4	SYNC 4 w/8" Center Display	Included	Included
TD8	Tires: LT245/75Rx17E BSW A/S	Included	Included
WARANT	Fleet Customer Powertrain Limited Warranty	NC	NC
X37	3.73 Axle Ratio	Included	Included
Z1_01	Oxford White	NC	NC

CONFIGURED FEATURES:

Body Exterior Features:

Number Of Doors: 4
 Rear Cargo Door Type: tailgate
 Driver And Passenger Mirror: power remote heated manual folding side-view door mirrors with turn signal indicator
 Convex Driver Mirror: convex driver and passenger mirror
 Mirror Type: manual extendable trailer mirrors
 Door Handles: black
 Front And Rear Bumpers: black front and rear bumpers with black rub strip
 Rear Step Bumper: rear step bumper
 Front Tow Hooks: 2 front tow hooks
 Bed Liner: bed liner
 Box Style: regular
 Body Material: aluminum body material
 : class V trailering with harness, hitch
 Grille: black grille

Convenience Features:

Air Conditioning: manual air conditioning
 Air Filter: air filter
 Cruise Control: cruise control with steering wheel controls
 Power Windows: power windows with driver and passenger 1-touch down
 Remote Keyless Entry: yes remote keyless entry
 Illuminated Entry: illuminated entry
 Integrated Key Remote: integrated key/remote
 Auto Locking: auto-locking doors
 Steering Wheel: steering wheel with manual tilting, manual telescoping
 Day-Night Rearview Mirror: day-night rearview mirror
 Emergency SOS: SYNC 4 911 Assist emergency communication system
 Front Cupholder: front and rear cupholders
 Overhead Console: full overhead console with storage
 Glove Box: locking glove box
 Driver Door Bin: driver and passenger door bins
 Rear Door Bins: rear door bins
 Dashboard Storage: dashboard storage
 IP Storage: covered bin instrument-panel storage
 Retained Accessory Power: retained accessory power
 Power Accessory Outlet: 2 12V DC power outlets

Entertainment Features:

radio: AM/FM stereo with seek-scan
 Voice Activated Radio: voice activated radio
 Speed Sensitive Volume: speed-sensitive volume
 Steering Wheel Radio Controls: steering-wheel mounted audio controls
 Speakers: 6 speakers
 Internet Access: 5G Modem - Ford Connectivity Package internet access
 1st Row LCD: 2 1st row LCD monitor
 Wireless Connectivity: wireless phone connectivity
 Antenna: fixed antenna

Lighting, Visibility and Instrumentation Features:

Headlamp Type: delay-off reflector halogen headlamps
 Cab Clearance Lights: cargo bed light
 Front Wipers: variable intermittent wipers
 Tinted Windows: light-tinted windows
 Dome Light: dome light with fade
 Front Reading Lights: front and rear reading lights

Variable IP Lighting: variable instrument panel lighting
 Display Type: digital/analog appearance
 Tachometer: tachometer
 Compass: compass
 Exterior Temp: outside-temperature display
 Low Tire Pressure Warning: tire specific low-tire-pressure warning
 Trip Computer: trip computer
 Trip Odometer: trip odometer
 Oil Pressure Gauge: oil pressure gauge
 Water Temp Gauge: water temp. gauge
 Transmission Oil Temp Gauge: transmission oil temp. gauge
 Engine Hour Meter: engine hour meter
 Clock: digital clock
 Systems Monitor: driver information centre
 Rear Vision Camera: rear vision camera
 Oil Pressure Warning: oil-pressure warning
 Water Temp Warning: water-temp. warning
 Battery Warning: battery warning
 Lights On Warning: lights-on warning
 Key in Ignition Warning: key-in-ignition warning
 Low Fuel Warning: low-fuel warning
 Door Ajar Warning: door-ajar warning
 Brake Fluid Warning: brake-fluid warning

Safety And Security:

ABS four-wheel ABS brakes
 Number of ABS Channels: 4 ABS channels
 Brake Assistance: brake assist
 Brake Type: four-wheel disc brakes
 Vented Disc Brakes: front and rear ventilated disc brakes
 Daytime Running Lights: daytime running lights
 Spare Tire Type: full-size spare tire
 Spare Tire Mount: underbody mounted spare tire w/crankdown
 Driver Front Impact Airbag: driver and passenger front-impact airbags
 Driver Side Airbag: seat-mounted driver and passenger side-impact airbags
 Overhead Airbag: Safety Canopy System curtain 1st and 2nd row overhead airbag
 Height Adjustable Seatbelts: height adjustable front seatbelts
 3Point Rear Centre Seatbelt: 3 point rear centre seatbelt
 Side Impact Bars: side-impact bars
 Perimeter Under Vehicle Lights: remote activated perimeter/approach lights
 Tailgate/Rear Door Lock Type: tailgate/rear door lock included with power door locks
 Rear Child Safety Locks: rear child safety locks
 Ignition Disable: SecuriLock immobilizer
 Security System: security system Ford Security Package
 Panic Alarm: panic alarm
 Tracker System: tracker system
 Electronic Stability: AdvanceTrac w/Roll Stability Control electronic stability stability control with anti-rollover
 Traction Control: ABS and driveline traction control
 Front and Rear Headrests: manual adjustable front head restraints
 Rear Headrest Control: 3 rear head restraints

Seats And Trim:

Seating Capacity max. seating capacity of 6
 Front Bucket Seats: front split-bench 40-20-40 seats
 Number of Driver Seat Adjustments: 4-way driver and passenger seat adjustments
 Reclining Driver Seat: manual reclining driver and passenger seats
 Driver Lumbar: manual driver and passenger lumbar support

Driver Fore/Aft: manual driver and passenger fore/aft adjustment
Front Centre Armrest Storage: front centre armrest with storage
Rear Seat Type: rear 60-40 split-bench seat
Rear Folding Position: rear seat fold-up cushion
Leather Upholstery: vinyl front and rear seat upholstery
Headliner Material: full cloth headliner
Floor Covering: full vinyl/rubber floor covering
Shift Knob Trim: urethane shift knob
Interior Accents: chrome interior accents

Standard Engine:

Engine 430-hp, 7.3-liter V-8 (regular gas)

Standard Transmission:

Transmission 10-speed automatic w/ OD and PowerShift automatic

DRAFT

Prepared For: District School Board of Clay County				Date	07/14/2026	
Dowell, Chris				AE/AM	SO4/AJM	
Unit #						
Year	2027	Make	Ford	Model	Transit-250 Cargo	
Series	Base Rear-Wheel Drive Low Roof Van 148 in. WB					
Vehicle Order Type	Ordered	Term	60	State	FL	Customer# 615482
\$ 46,940.00		Capitalized Price of Vehicle ¹				
\$0.00		*	Certain Other Charges <u>0.0000%</u> State <u>FL</u>			
\$ 450.00		*	Initial License Fee			
\$ 0.00		Registration Fee				
\$ 360.00		Other: (See Page 2)				
\$ 0.00		Capitalized Price Reduction				
\$ 0.00		Gain Applied From Prior Unit				
\$ 0.00		*	Security Deposit			
\$0.00		Taxes				
\$ 47,300.00		Total Capitalized Amount (Delivered Price)				
\$ 709.50		Depreciation Reserve @ <u>1.5000%</u>				
\$ 222.85		Monthly Lease Charge (Based on Interest Rate - Subject to a Floor) ²				
, Including Management Fee of		\$ 51.30				
\$ 932.35		Total Monthly Rental Excluding Additional Services				
Additional Fleet Management						
Master Policy Enrollment Fees						
\$ 0.00		Commercial Automobile Liability Enrollment				
Liability Limit <u>\$0.00</u>						
\$ 0.00		Physical Damage Management		Comp/Coll Deductible	<u>0 / 0</u>	
\$ 48.73		Full Maintenance Program ³ Contract Miles <u>50,000</u>		OverMileage Charge	<u>\$ 0.0500</u> Per Mile	
Incl: # Brake Sets (1 set = 1 Axle) <u>0</u>						
\$ 48.73		Additional Services SubTotal				
\$ 0.00		Tax <u>0.0000%</u>		State <u>FL</u>		
\$ 981.08		Total Monthly Rental Including Additional Services				
\$ 4,730.00		Reduced Book Value at <u>60</u> Months				
\$ 400.00		Service Charge Due at Lease Termination				

Quantity x10

All language and acknowledgments contained in the signed quote apply to all vehicles that are ordered under this signed quote.

Order Information

Driver Name

Exterior Color Oxford White

Interior Color Dark Palazzo Gray w/Vinyl Front Bucket Seats

Lic. Plate Type Unknown

GVWR 0

Total Monthly Rental Excluding Additional Services		Comp/Coll Deductible		<u>0 / 0</u>	
Additional Fleet Management		OverMileage Charge		<u>\$ 0.0500</u> Per Mile	
Master Policy Enrollment Fees		# Tires <u>0</u>		Loaner Vehicle Not Included	
\$ 0.00					
Commercial Automobile Liability Enrollment					
Liability Limit <u>\$0.00</u>					
\$ 0.00					
Physical Damage Management					
\$ 48.73					
Full Maintenance Program ³ Contract Miles <u>50,000</u>					
Incl: # Brake Sets (1 set = 1 Axle) <u>0</u>					
\$ 48.73					
Additional Services SubTotal					
\$ 0.00					
\$ 981.08					
\$ 4,730.00					
\$ 400.00					

Quantity x10

All language and acknowledgments contained in the signed quote apply to all vehicles that are ordered under this signed quote.

Order Information

Driver Name

Exterior Color Oxford White

Interior Color Dark Palazzo Gray w/Vinyl Front Bucket Seats

Lic. Plate Type Unknown

GVWR 0

Quote based on estimated annual mileage of 10,000
 (Current market and vehicle conditions may also affect value of vehicle)
 (Quote is Subject to Customer's Credit Approval)
 Notes

Enterprise FM Trust will be the owner of the vehicle covered by this Quote. Enterprise FM Trust (not Enterprise Fleet Management) will be the Lessor of such vehicle under the Master Open - End (Equity) Lease Agreement and shall have all rights and obligations of the Lessor under the Master Open - End (Equity) Lease Agreement with respect to such vehicle. Lessee must maintain insurance coverage on the vehicle as set forth in Section 11 of the Master Open-End (Equity) Lease Agreement until the vehicle is sold.

ALL TAX AND LICENSE FEES TO BE BILLED TO LESSEE AS THEY OCCUR.
 Lessee hereby authorizes this vehicle order, and agrees to lease the vehicle on the terms set forth herein and in the Master Equity Lease Agreement. In the event Lessee fails or refuses to accept delivery of the ordered vehicle, Lessee agrees that Lessor shall have the right to collect damages, including, but not limited to, a \$500 disposal fee, interest incurred, and loss of value.

LESSEE District School Board of Clay County

BY _____

TITLE _____

DATE _____

* INDICATES ITEMS TO BE BILLED ON DELIVERY.

¹ Capitalized price of vehicle may be adjusted to reflect final manufacturer's invoice, plus a pre delivery interest charge. Lessee hereby assigns to Lessor any manufacturer rebates and/or manufacturer incentives intended for the Lessee, which rebates and/or incentives have been used by Lessor to reduce the capitalized price of the vehicle.

² Monthly lease charge will be adjusted to reflect the interest rate on the delivery date (subject to a floor).

³ The inclusion herein of references to maintenance fees/services are solely for the administrative convenience of Lessee. Notwithstanding the inclusion of such references in this [Invoice/Schedule/Quote], all such maintenance services are to be performed by Enterprise Fleet Management, Inc., and all such maintenance fees are payable by Lessee solely for the account of Enterprise Fleet Management, Inc., pursuant to that certain separate [Maintenance Agreement] entered into by and between Lessee and Enterprise Fleet Management, Inc.; provided that such maintenance fees are being billed by Enterprise FM Trust, and are payable at the direction of Enterprise FM Trust, solely as an authorized agent for collection on behalf of Enterprise Fleet Management, Inc.

Other Totals

Description	(B)illed or (C)apped	Price
Initial Administration Fee	C	\$ 60.00
Courtesy Delivery Fee	C	\$ 300.00
Total Other Charges Billed		\$ 0.00
Total Other Charges Capitalized		\$ 360.00
Other Charges Total		\$ 360.00

DRAFT

VEHICLE INFORMATION:

2027 Ford Transit-250 Cargo Base Rear-Wheel Drive Low Roof Van 148 in. WB - US

Series ID: R1Y

Pricing Summary:

	INVOICE	MSRP
Base Vehicle	\$48,545.00	\$51,100.00
Total Options	\$0.00	\$0.00
Destination Charge	\$2,395.00	\$2,395.00
Total Price	\$50,940.00	\$53,495.00

SELECTED COLOR:

Exterior: YZ-Oxford White
Interior: VK-Dark Palazzo Gray w/Vinyl Front Bucket Seats

SELECTED OPTIONS:

CODE	DESCRIPTION	INVOICE	MSRP
101A	Order Code 101A	NC	NC
148WB	148" Wheelbase	STD	STD
21G	Dark Palazzo Gray Vinyl Bucket Seats	Included	Included
425	50-State Emissions System	STD	STD
44U	Transmission: 10-Spd Automatic w/OD & SelectShift	Included	Included
998	Engine: 3.5L PFDi V6	Included	Included
FCP	Ford Connectivity Package (1-Year Included)	Included	Included
PAINT	Monotone Paint Application	STD	STD
STDGV	GVWR: 9,150 lbs	Included	Included
STDRD	Radio: AM/FM Stereo	Included	Included
STDTR	Tires: 235/65R16C 121/119 R as BSW	Included	Included
STDWL	Wheels: 16" Silver Steel w/Black Hubcap	Included	Included
SYNC	SYNC	Included	Included
V	Vinyl Front Bucket Seats	Included	Included
VK_01	Dark Palazzo Gray w/Vinyl Front Bucket Seats	NC	NC
WARANT	Fleet Customer Powertrain Limited Warranty	NC	NC
X73	3.73 Axle Ratio	Included	Included
YZ_01	Oxford White	NC	NC

CONFIGURED FEATURES:

Body Exterior Features:

Number Of Doors 3
Rear Cargo Door Type: split swing-out
Driver And Passenger Mirror: power remote manual folding side-view door mirrors
Convex Driver Mirror: convex driver and passenger mirror
Door Handles: black
Front And Rear Bumpers: black front and rear bumpers
Front License Plate Bracket: front license plate bracket
Body Material: fully galvanized steel body material
Body Side Cladding: black bodyside cladding
Grille: black grille

Convenience Features:

Air Conditioning manual air conditioning
Voice Activated A/C: voice activated air conditioning
Cruise Control: cruise control with steering wheel controls
Power Windows: power windows with driver 1-touch down
Remote Keyless Entry: yes remote keyless entry
Illuminated Entry: illuminated entry
Integrated Key Remote: integrated key/remote
Auto Locking: auto-locking doors
Passive Entry: proximity key
Steering Wheel: steering wheel with manual tilting, manual telescoping
Emergency SOS: 911 Assist emergency communication system
Front Cupholder: front cupholder
Floor Console: partial floor console with box
Glove Box: locking glove box
Driver Door Bin: driver and passenger door bins
IP Storage: bin instrument-panel storage
Driver Footrest: driver's footrest
Power Accessory Outlet: 3 12V DC power outlets

Entertainment Features:

radio AM/FM stereo with seek-scan
Voice Activated Radio: voice activated radio
Steering Wheel Radio Controls: steering-wheel mounted audio controls
Speakers: 4 speakers
Internet Access: Ford Connect 5G internet access
1st Row LCD: 1 1st row LCD monitor
Wireless Connectivity: wireless phone connectivity
Antenna: fixed antenna

Lighting, Visibility and Instrumentation Features:

Headlamp Type reflector halogen headlamps
Auto-Dimming Headlights: Auto High Beam auto high-beam headlights
Front Wipers: variable intermittent rain detecting wipers wipers
Tinted Windows: light-tinted windows
Dome Light: dome light with fade
Front Reading Lights: front reading lights
Variable IP Lighting: variable instrument panel lighting
Display Type: analog appearance
Tachometer: tachometer
Low Tire Pressure Warning: low-tire-pressure warning
Park Distance Control: front and rear parking sensors
Trip Odometer: trip odometer
Lane Departure Warning: lane departure

Front Pedestrian Braking: front pedestrian detection
Forward Collision Alert: forward collision
Water Temp Gauge: water temp. gauge
Engine Hour Meter: engine hour meter
Clock: digital clock
Systems Monitor: driver information centre
Rear Vision Camera: rear vision camera
Oil Pressure Warning: oil-pressure warning
Water Temp Warning: water-temp. warning
Battery Warning: battery warning
Lights On Warning: lights-on warning
Key in Ignition Warning: key-in-ignition warning
Low Fuel Warning: low-fuel warning
Door Ajar Warning: door-ajar warning
Trunk Ajar Warning: trunk-ajar warning
Brake Fluid Warning: brake-fluid warning

Safety And Security:

ABS four-wheel ABS brakes
Number of ABS Channels: 4 ABS channels
Brake Assistance: brake assist
Brake Type: four-wheel disc brakes
Vented Disc Brakes: front ventilated disc brakes
Daytime Running Lights: daytime running lights
Driver Front Impact Airbag: driver and passenger front-impact airbags
Driver Side Airbag: seat-mounted driver and passenger side-impact airbags
Overhead Airbag: Safety Canopy System curtain 1st row overhead airbag
Occupancy Sensor: front passenger airbag occupancy sensor
Height Adjustable Seatbelts: height adjustable front seatbelts
Seatbelt Pretensioners: front seatbelt pre-tensioners
Side Impact Bars: side-impact bars
Tailgate/Rear Door Lock Type: tailgate/rear door lock included with power door locks
Ignition Disable: SecuriLock immobilizer
Security System: security system
Panic Alarm: panic alarm
Tracker System: tracker system
Electronic Stability: Ford Co-Pilot360 w/Side Wind Stabilization electronic stability stability control with anti-rollover
Traction Control: ABS and driveline traction control
Front and Rear Headrests: manual adjustable front head restraints
Break Resistant Glass: break resistant glass

Seats And Trim:

Seating Capacity max. seating capacity of 2
Front Bucket Seats: front bucket seats
Number of Driver Seat Adjustments: 4-way driver and passenger seat adjustments
Reclining Driver Seat: manual reclining driver and passenger seats
Driver Seat Mounted Armrest: driver and passenger seat mounted armrests
Driver Fore/Aft: manual driver and passenger fore/aft adjustment
Leather Upholstery: vinyl front seat upholstery
Headliner Material: front cloth headliner
Floor Covering: front vinyl/rubber floor covering
Dashboard Console Insert, Door Panel Insert Combination: metal-look instrument panel insert, door panel insert, console insert
Shift Knob Trim: urethane shift knob
Cargo Light: cargo light

Standard Engine:

Engine 275-hp, 3.5-liter V-6 (regular gas)

Standard Transmission:

Transmission 10-speed automatic w/ OD and PowerShift automatic

DRAFT

Prepared For: District School Board of Clay County				Date	07/14/2026
Dowell, Chris				AE/AM	SO4/AJM
Unit #					
Year	2027	Make	Ford	Model	Transit-350 Cargo
Series	Base Rear-Wheel Drive Low Roof Van 148 in. WB				
Vehicle Order Type	Ordered	Term	60	State	FL Customer# 615482
\$ 48,080.00		Capitalized Price of Vehicle ¹			
\$0.00		*	Certain Other Charges <u>0.0000%</u> State <u>FL</u>		
\$ 450.00		*	Initial License Fee		
\$ 0.00		*	Registration Fee		
\$ 360.00		Other: (See Page 2)			
\$ 0.00		Capitalized Price Reduction			
\$ 0.00		Gain Applied From Prior Unit			
\$ 0.00		*	Security Deposit		
\$0.00		Taxes			
\$ 48,440.00		Total Capitalized Amount (Delivered Price)			
\$ 726.60		Depreciation Reserve @ <u>1.5000%</u>			
\$ 228.06		Monthly Lease Charge (Based on Interest Rate - Subject to a Floor) ²			
, Including Management Fee of		\$ 52.44			
\$ 954.66		Total Monthly Rental Excluding Additional Services			
Additional Fleet Management					
Master Policy Enrollment Fees					
\$ 0.00		Commercial Automobile Liability Enrollment			
Liability Limit <u>\$0.00</u>					
\$ 0.00		Physical Damage Management		Comp/Coll Deductible	<u>0 / 0</u>
\$ 53.00		Full Maintenance Program ³ Contract Miles <u>50,000</u>		OverMileage Charge	<u>\$ 0.0500</u> Per Mile
Incl: # Brake Sets (1 set = 1 Axle) <u>0</u>					
\$ 53.00		Additional Services SubTotal			
\$ 0.00		Tax <u>0.0000%</u>		State <u>FL</u>	
\$ 1,007.66		Total Monthly Rental Including Additional Services			
\$ 4,844.00		Reduced Book Value at <u>60</u> Months			
\$ 400.00		Service Charge Due at Lease Termination			

Quantity x10

All language and acknowledgments contained in the signed quote apply to all vehicles that are ordered under this signed quote.

Order Information

Driver Name

Exterior Color Oxford White

Interior Color Dark Palazzo Gray w/Vinyl Front Bucket Seats

Lic. Plate Type Unknown

GVWR 0

Quantity x10

All language and acknowledgments contained in the signed quote apply to all vehicles that are ordered under this signed quote.

Order Information

Driver Name

Exterior Color Oxford White

Interior Color Dark Palazzo Gray w/Vinyl Front Bucket Seats

Lic. Plate Type Unknown

GVWR 0

Quote based on estimated annual mileage of 10,000
 (Current market and vehicle conditions may also affect value of vehicle)
 (Quote is Subject to Customer's Credit Approval)
 Notes

Enterprise FM Trust will be the owner of the vehicle covered by this Quote. Enterprise FM Trust (not Enterprise Fleet Management) will be the Lessor of such vehicle under the Master Open - End (Equity) Lease Agreement and shall have all rights and obligations of the Lessor under the Master Open - End (Equity) Lease Agreement with respect to such vehicle. Lessee must maintain insurance coverage on the vehicle as set forth in Section 11 of the Master Open-End (Equity) Lease Agreement until the vehicle is sold.

ALL TAX AND LICENSE FEES TO BE BILLED TO LESSEE AS THEY OCCUR.
 Lessee hereby authorizes this vehicle order, and agrees to lease the vehicle on the terms set forth herein and in the Master Equity Lease Agreement. In the event Lessee fails or refuses to accept delivery of the ordered vehicle, Lessee agrees that Lessor shall have the right to collect damages, including, but not limited to, a \$500 disposal fee, interest incurred, and loss of value.

LESSEE District School Board of Clay County
BY

TITLE

DATE

* INDICATES ITEMS TO BE BILLED ON DELIVERY.

¹ Capitalized price of vehicle may be adjusted to reflect final manufacturer's invoice, plus a pre delivery interest charge. Lessee hereby assigns to Lessor any manufacturer rebates and/or manufacturer incentives intended for the Lessee, which rebates and/or incentives have been used by Lessor to reduce the capitalized price of the vehicle.

² Monthly lease charge will be adjusted to reflect the interest rate on the delivery date (subject to a floor).

³ The inclusion herein of references to maintenance fees/services are solely for the administrative convenience of Lessee. Notwithstanding the inclusion of such references in this [Invoice/Schedule/Quote], all such maintenance services are to be performed by Enterprise Fleet Management, Inc., and all such maintenance fees are payable by Lessee solely for the account of Enterprise Fleet Management, Inc., pursuant to that certain separate [Maintenance Agreement] entered into by and between Lessee and Enterprise Fleet Management, Inc.; provided that such maintenance fees are being billed by Enterprise FM Trust, and are payable at the direction of Enterprise FM Trust, solely as an authorized agent for collection on behalf of Enterprise Fleet Management, Inc.

Other Totals

Description	(B)illed or (C)apped	Price
Initial Administration Fee	C	\$ 60.00
Courtesy Delivery Fee	C	\$ 300.00
Total Other Charges Billed		\$ 0.00
Total Other Charges Capitalized		\$ 360.00
Other Charges Total		\$ 360.00

DRAFT

VEHICLE INFORMATION:

2027 Ford Transit-350 Cargo Base Rear-Wheel Drive Low Roof Van 148 in. WB - US
Series ID: W1Y

Pricing Summary:

	INVOICE	MSRP
Base Vehicle	\$49,685.00	\$52,300.00
Total Options	\$0.00	\$0.00
Destination Charge	\$2,395.00	\$2,395.00
Total Price	\$52,080.00	\$54,695.00

SELECTED COLOR:

Exterior: YZ-Oxford White
Interior: VK-Dark Palazzo Gray w/Vinyl Front Bucket Seats

SELECTED OPTIONS:

CODE	DESCRIPTION	INVOICE	MSRP
101A	Order Code 101A	NC	NC
148WB	148" Wheelbase	STD	STD
21G	Dark Palazzo Gray Vinyl Bucket Seats	Included	Included
425	50-State Emissions System	STD	STD
44U	Transmission: 10-Spd Automatic w/OD & SelectShift	Included	Included
998	Engine: 3.5L PFDi V6	Included	Included
FCP	Ford Connectivity Package (1-Year Included)	Included	Included
PAINT	Monotone Paint Application	STD	STD
STDGV	GVWR: 9,500 Lb	Included	Included
STDRD	Radio: AM/FM Stereo	Included	Included
STDTR	Tires: 235/65R16C 121/119 R as BSW	Included	Included
STDWL	Wheels: 16" Silver Steel w/Black Hubcap	Included	Included
SYNC	SYNC	Included	Included
V	Vinyl Front Bucket Seats	Included	Included
VK_01	Dark Palazzo Gray w/Vinyl Front Bucket Seats	NC	NC
WARANT	Fleet Customer Powertrain Limited Warranty	NC	NC
X73	3.73 Axle Ratio	Included	Included
YZ_01	Oxford White	NC	NC

CONFIGURED FEATURES:

Body Exterior Features:

Number Of Doors 3
Rear Cargo Door Type: split swing-out
Driver And Passenger Mirror: power remote manual folding side-view door mirrors
Convex Driver Mirror: convex driver and passenger mirror
Door Handles: black
Front And Rear Bumpers: black front and rear bumpers
Front License Plate Bracket: front license plate bracket
Body Material: fully galvanized steel body material
Body Side Cladding: black bodyside cladding
Grille: black grille

Convenience Features:

Air Conditioning manual air conditioning
Voice Activated A/C: voice activated air conditioning
Cruise Control: cruise control with steering wheel controls
Power Windows: power windows with driver 1-touch down
Remote Keyless Entry: yes remote keyless entry
Illuminated Entry: illuminated entry
Integrated Key Remote: integrated key/remote
Auto Locking: auto-locking doors
Passive Entry: proximity key
Steering Wheel: steering wheel with manual tilting, manual telescoping
Emergency SOS: 911 Assist emergency communication system
Front Cupholder: front cupholder
Floor Console: partial floor console with box
Glove Box: locking glove box
Driver Door Bin: driver and passenger door bins
IP Storage: bin instrument-panel storage
Driver Footrest: driver's footrest
Power Accessory Outlet: 3 12V DC power outlets

Entertainment Features:

radio AM/FM stereo with seek-scan
Voice Activated Radio: voice activated radio
Steering Wheel Radio Controls: steering-wheel mounted audio controls
Speakers: 4 speakers
Internet Access: Ford Connect 5G internet access
1st Row LCD: 1 1st row LCD monitor
Wireless Connectivity: wireless phone connectivity
Antenna: fixed antenna

Lighting, Visibility and Instrumentation Features:

Headlamp Type reflector halogen headlamps
Auto-Dimming Headlights: Auto High Beam auto high-beam headlights
Front Wipers: variable intermittent rain detecting wipers wipers
Tinted Windows: light-tinted windows
Dome Light: dome light with fade
Front Reading Lights: front reading lights
Variable IP Lighting: variable instrument panel lighting
Display Type: analog appearance
Tachometer: tachometer
Low Tire Pressure Warning: low-tire-pressure warning
Park Distance Control: front and rear parking sensors
Trip Odometer: trip odometer
Lane Departure Warning: lane departure

Front Pedestrian Braking: front pedestrian detection
Forward Collision Alert: forward collision
Water Temp Gauge: water temp. gauge
Engine Hour Meter: engine hour meter
Clock: digital clock
Systems Monitor: driver information centre
Rear Vision Camera: rear vision camera
Oil Pressure Warning: oil-pressure warning
Water Temp Warning: water-temp. warning
Battery Warning: battery warning
Lights On Warning: lights-on warning
Key in Ignition Warning: key-in-ignition warning
Low Fuel Warning: low-fuel warning
Door Ajar Warning: door-ajar warning
Trunk Ajar Warning: trunk-ajar warning
Brake Fluid Warning: brake-fluid warning

Safety And Security:

ABS four-wheel ABS brakes
Number of ABS Channels: 4 ABS channels
Brake Assistance: brake assist
Brake Type: four-wheel disc brakes
Vented Disc Brakes: front ventilated disc brakes
Daytime Running Lights: daytime running lights
Driver Front Impact Airbag: driver and passenger front-impact airbags
Driver Side Airbag: seat-mounted driver and passenger side-impact airbags
Overhead Airbag: Safety Canopy System curtain 1st row overhead airbag
Occupancy Sensor: front passenger airbag occupancy sensor
Height Adjustable Seatbelts: height adjustable front seatbelts
Seatbelt Pretensioners: front seatbelt pre-tensioners
Side Impact Bars: side-impact bars
Tailgate/Rear Door Lock Type: tailgate/rear door lock included with power door locks
Ignition Disable: SecuriLock immobilizer
Security System: security system
Panic Alarm: panic alarm
Tracker System: tracker system
Electronic Stability: Ford Co-Pilot360 w/Side Wind Stabilization electronic stability stability control with anti-rollover
Traction Control: ABS and driveline traction control
Front and Rear Headrests: manual adjustable front head restraints
Break Resistant Glass: break resistant glass

Seats And Trim:

Seating Capacity max. seating capacity of 2
Front Bucket Seats: front bucket seats
Number of Driver Seat Adjustments: 4-way driver and passenger seat adjustments
Reclining Driver Seat: manual reclining driver and passenger seats
Driver Seat Mounted Armrest: driver and passenger seat mounted armrests
Driver Fore/Aft: manual driver and passenger fore/aft adjustment
Leather Upholstery: vinyl front seat upholstery
Headliner Material: front cloth headliner
Floor Covering: front vinyl/rubber floor covering
Dashboard Console Insert, Door Panel Insert Combination: metal-look instrument panel insert, door panel insert, console insert
Shift Knob Trim: urethane shift knob
Cargo Light: cargo light

Standard Engine:

Engine 275-hp, 3.5-liter V-6 (regular gas)

Standard Transmission:

Transmission 10-speed automatic w/ OD and PowerShift automatic

DRAFT

SERVICE AGREEMENT

This Service Agreement is entered into as of the 25th day of June, 2026, by and between Enterprise Fleet Management, Inc. (EFM, Contractor), a Missouri corporation, and District School Board of Clay County (Company, SBCC).

Additionally, the Parties acknowledge that Company and Enterprise FM Trust, a Delaware statutory trust, are parties to that certain Master Equity Lease Agreement dated June 25th, 2026.

Additionally, the Parties acknowledge that Company and Enterprise Fleet Management, Inc., a Missouri corporation, are parties to that certain Maintenance Agreement dated June 25th, 2026.

Additionally, the Parties acknowledge that Company and Enterprise Fleet Management, Inc., a Missouri corporation, are parties to that certain Maintenance Management and Fleet Rental Agreement dated June 25th, 2026.

Additionally, the Parties acknowledge that Company and Enterprise Fleet Management, Inc., a Missouri corporation, are parties to that certain Consignment Auction Agreement dated June 25th, 2026.

WITNESSETH:

Enterprise Fleet Management, Inc. is the "Servicer" as denoted by the MASTER EQUITY LEASE AGREEMENT that is by and between Enterprise FM Trust, a Delaware statutory trust and District School Board of Clay County.

SCOPE OF SERVICE: WHEREAS, EFM is willing to honor the terms, conditions, and pricing of the Sourcewell Agreement to provide fleet management services for the Company.

1.1 Recitals. The above recitals are true and correct and incorporated in this Adoption and Amendment.

1.2 Contract Documents. This Services Agreement shall consist of the following documents ("Contract Documents"):

- A. Sourcewell Agreement
- B. Master Equity Lease Agreement Government
- C. Full Maintenance Agreement
- D. Maintenance Management and Fleet Rental Agreement
- E. Consignment Auction Agreement
- F. Amendment to Master Equity Lease Agreement
- G. Authorized Signer

Attachments A through Attachment G are attached hereto and incorporated herein by reference as material elements of this Services Agreement. In the event there are any conflicting terms and

conditions between the documents that constitute the entirety of the Services Agreement, the terms and conditions of the Master Equity Lease Agreement and Addendum shall control.

1.3 Scope of Service: This pricing and services under this contract are in accordance with the contract between Enterprise Fleet Management and Sourcwell for Fleet Management Services Request for Proposal # 112025-EFM.

INDEMNITY: Enterprise Fleet Management, Inc. ("EFM") agrees to defend and indemnify District School Board of Clay County from and against any and all losses, damages, liabilities, suits, claims, demands, costs and expenses (including, without limitation, reasonable attorneys' fees and expenses) which District School Board of Clay County may incur by reason of EFM's breach or violation of, or failure to observe or perform, any of its obligations as Servicer (EFM in such capacity, "Servicer") for Enterprise FM Trust in connection with the Master Equity Lease Agreement between District School Board of Clay County and Enterprise FM Trust dated as of the date hereof, or as a result of any loss, damage, theft or destruction of any Vehicle or related to or arising out of or in connection with the use, operation or condition of any Vehicle, in each case, while the Vehicle was in possession of the Servicer.

PUBLIC RECORDS: This Amendment shall be subject to Florida's Public Records Laws, Chapter 119, Florida Statutes. EFM understands the broad nature of these laws and agrees to comply with Florida's public records laws and laws relating to records retention. In compliance with section 119.0701, Florida Statutes, EFM agrees to:

- a. Keep and maintain public records required by the COMPANY in order to perform the Services.
- b. Upon request from COMPANY's custodian of public records, provide COMPANY with a copy of the requested records or allow the records to be inspected or copied within a reasonable time at a cost that does not exceed the cost provided in the Chapter 119, Florida Statutes or as otherwise provided by law.
- c. Ensure that public records that are exempt or confidential and exempt from public records disclosure requirements are not disclosed except as authorized by law for the duration of the Agreement term and following completion of the Agreement if the Lessor does not transfer the records to COMPANY.
- d. Upon completion of the Agreement, transfer, at no cost, to COMPANY all public records in possession of Lessor or keep and maintain public records required by COMPANY to perform the Service. If Lessor transfers all public records to COMPANY upon completion of the Agreement, Lessor shall destroy any duplicate public records that are exempt or confidential and exempt from public records disclosure requirements. If Lessor keeps and maintains public records upon completion of the Agreement, Lessor shall meet all applicable requirements for retaining public records. All records stored electronically must be provided to COMPANY, upon request of COMPANY's custodian of public records, in a format that is compatible with the information technology systems of COMPANY.

IF EFM HAS QUESTIONS REGARDING THE APPLICATION OF CHAPTER 119, FLORIDA STATUTES, EFM'S DUTY TO PROVIDE PUBLIC RECORDS RELATING TO THIS CONTRACT, CONTACT THE SBCC'S CUSTODIAN OF PUBLIC RECORDS AT 900 WALNUT STREET, GREEN COVE SPRINGS, FLORIDA 32043 OR AT 904-336-6500 OR AT: PRR@myoneclay.net

Failure to comply with this subsection will be deemed a breach of this Agreement and enforceable as set forth in Section 119.0701, Florida Statutes.

1.7 Application to School Board: EFM shall provide any notices to the Company as required under the Agreement to the following locations:

School District of Clay County
900 Walnut Street
Green Cove Springs, FL 32043

E-Verify.

A. Pursuant to Section 448.095, Florida Statutes, EFM shall register with and use the U.S. Department of Homeland Security's E-Verify system to verify the work authorization status of all employees hired during the term of this Agreement and must, within fifteen (15) days of request, provide evidence of compliance with this provision.

B. Subcontractors.

(i) EFM shall also require all subcontractors performing work under this Agreement to use the E-Verify system for any employees they may hire during the term of this Agreement.

(ii) Subcontractors shall provide EFM with an affidavit stating the subcontractor does not employ, contract with, or subcontract with an unauthorized alien, as stated in Section 448.095, Florida Statutes.

(iii) EFM shall provide a copy of such affidavit to the Company upon receipt and shall maintain a copy for the duration of the Agreement.

C. Failure to comply with this provision is a material breach of the Agreement, and Company may choose to terminate the Agreement at its sole discretion.

Scrutinized Companies – Section 287.135, Fla. Stat.

Pursuant to Section 287.135, Florida Statutes, contracting with any entity that is listed on the Scrutinized Companies or Other Entities that Boycott Israel List or other or that is engaged in the boycott of Israel, that is listed on the Scrutinized Companies with Activities in Sudan List, that is listed on the Scrutinized Companies with Activities in the Iran Petroleum Energy Sector List, the Scrutinized Companies with Activities in Iran Terrorism Sectors List, or is engaged in business operations in Cuba or Syria (collectively the "Scrutinized Companies' Lists") is prohibited. EFM shall certify that the County is not on any of the Scrutinized Companies' Lists. If this Agreement is for One Million Dollars (\$1,000,000) or more, it may be terminated at the County's option if it is discovered that the EFM submitted false documents of certification or is listed on any of the Scrutinized Companies' Lists. If this Agreement is less than One Million Dollars (\$1,000,000), this Agreement may also be terminated at the County's option if the County is listed on the Scrutinized Companies or Other Entities that Boycott Israel List or engaged in the boycott of Israel. By entering into this Agreement, EFM is certifying that they are not on any of the Scrutinized Companies' Lists and are not participating in a boycott of Israel. Submitting a false certification shall be deemed a material breach of contract. The County shall provide notice, in writing, to EFM of the County's determination concerning the false certification. EFM shall have ninety (90) days following receipt of the notice to respond in writing and demonstrate that the determination was in error. If EFM does not demonstrate that the County's determination of false certification was made in error, then the County shall have the right to terminate the contract and seek civil remedies.

Anti-Human Trafficking – Section 787.06, Fla. Stat.

As a condition precedent to entering into this Agreement and in compliance with Section 787.06(13), Florida Statutes, a duly authorized officer or representative of EFM must attest under the penalty of perjury that EFM does not use coercion for labor or services as defined in Section

787.06, Florida Statutes. The required affidavit is attached hereto as Appendix Band incorporated herein by reference.

IN WITNESS WHEREOF, the parties have made and executed this Service Agreement on the respective dates under each signature: the District School Board of Clay County, signing by and through its Chairman, duly authorized to execute same by Board action and by the CONTRACTOR through its duly authorized representative.

CONTRACTOR

ENTERPRISE FLEET MANAGEMENT, INC.

By: 
EC79300FEBDE474...

Printed Name: Daniel Lanoue

Title: Finance Manager

This 25th day of June, 2026.

ATTEST:

District School Board of Clay County

This _____ day of _____, 20____.



MASTER AGREEMENT #112025
CATEGORY: Fleet Leasing and Vehicle Management Services
SUPPLIER: Enterprise Fleet Management, Inc.

This Master Agreement (Agreement) is between Sourcewell, a Minnesota service cooperative located at 202 12th Street Northeast, P.O. Box 219, Staples, MN 56479 (Sourcewell) and Enterprise Fleet Management, Inc., 2281 Ball Drive, Maryland Heights, MO 63146-8603 (Supplier).

Sourcewell is a local government and service cooperative created under the laws of the State of Minnesota (Minnesota Statutes Section 123A.21) offering a Cooperative Purchasing Program to eligible participating government entities.

Under this Master Agreement entered with Sourcewell, Supplier will provide Included Solutions to Participating Entities through Sourcewell's Cooperative Purchasing Program.

Article 1:
General Terms

The General Terms in this Article 1 control the operation of this Master Agreement between Sourcewell and Supplier and apply to all transactions entered by Supplier and Participating Entities. Subsequent Articles to this Master Agreement control the rights and obligations directly between Sourcewell and Supplier (Article 2), and between Supplier and Participating Entity (Article 3), respectively. These Article 1 General Terms control over any conflicting terms. Where this Master Agreement is silent on any subject, Participating Entity and Supplier retain the ability to negotiate mutually acceptable terms.

- 1) **Purpose.** Pursuant to Minnesota law, the Sourcewell Board of Directors has authorized a Cooperative Purchasing Program designed to provide Participating Entities with access to competitively awarded cooperative purchasing agreements. To facilitate the Program, Sourcewell has awarded Supplier this cooperative purchasing Master Agreement following a competitive procurement process intended to meet compliance standards in accordance with Minnesota law and the requirements contained herein.
- 2) **Intent.** The intent of this Master Agreement is to define the roles of Sourcewell, Supplier, and Participating Entity as it relates to Sourcewell's Cooperative Purchasing Program.
- 3) **Participating Entity Access.** Sourcewell's Cooperative Purchasing Program Master Agreements are available to eligible public agencies (Participating Entities). A Participating Entity's authority to access Sourcewell's Cooperative Purchasing Program is determined through the laws of its respective jurisdiction.
- 4) **Supplier Access.** The Included Solutions offered under this Agreement may be made available to any Participating Entity. Supplier understands that a Participating Entity's use of this Agreement is at the Participating Entity's sole convenience. Supplier will educate its sales and service forces about

Sourcewell eligibility requirements and required documentation. Supplier will be responsible for ensuring sales are with Participating Entities.

- 5) **Term.** This Agreement is effective upon the date of the final signature below. The term of this Agreement is four (4) years from the effective date. The Agreement expires at 11:59 P.M. Central Time on May 4, 2030, unless it is cancelled or extended as defined in this Agreement.
1. **Extensions.** Sourcewell and Supplier may agree to up to three (3) additional one-year extensions beyond the original four-year term. The total possible length of this Agreement will be seven (7) years from the effective date.
2. **Exceptional Circumstances.** Sourcewell retains the right to consider additional extensions as required under exceptional circumstances.
- 6) **Survival of Terms.** Notwithstanding the termination of this Agreement, the obligations of this Agreement will continue through the performance period of any transaction entered between Supplier and any Participating Entity before the termination date.
- 7) **Scope.** Supplier is awarded a Master Agreement to provide the solutions identified in RFP #112025 to Participating Entities. In Scope solutions include:
1. Sourcewell is seeking proposals for Fleet Leasing and Vehicle Management Services, including, but not limited to:
- a. Services for the acquisition by Sourcewell participating entities, whether by lease or financing, of on-road vehicles of all types or classifications, all weight classes, and all engine types;
 - b. New vehicle service and preparation for the vehicles described in subsection 1. a. above, such as, pre-delivery inspection, parts and accessories installation, and vehicle marking application or installation;
 - c. Preventative maintenance plans, vehicle maintenance and repair services, and related service level agreements for Sourcewell participating entity on-road vehicle fleets of all types; and,
 - d. In addition to the solutions described in subsections 1. a. - c. above, proposers may include a **complementary** offering of the following ancillary services:
 - i. Short-term on-road vehicles rental programs;
 - ii. Upfitting or aftermarket products;
 - iii. Fleet management information technologies, such as: telematics, fleet monitoring, fuel management, fuel tank management, and motor pool/fleet sharing software systems;
 - iv. Roadside assistance including towing, emergency charging, and repairs; and
 - v. Vehicle battery longevity monitoring, replacement plans; including installation, operation, and maintenance of dedicated charging and fueling stations.
- 8) **Included Solutions.** Supplier's Proposal to the above referenced RFP is incorporated into this Master Agreement. Only those Solutions included within Supplier's Proposal and within Scope (Included Solutions) are included within the Agreement and may be offered to Participating Entities.
- 9) **Indefinite Quantity.** This Master Agreement defines an indefinite quantity of sales to eligible Participating Entities.

10) **Pricing.** Pricing information (including Pricing and Delivery and Pricing Offered tables) for all Included Solutions within Supplier's Proposal is incorporated into this Master Agreement.

11) **Not to Exceed Pricing.** Suppliers may not exceed the prices listed in the current Pricing List on file with Sourcwell when offering Included Solutions to Participating Entities. Participating Entities may request adjustments to pricing directly from Supplier during the negotiation and execution of any transaction.

12) **Open Market.** Supplier's open market pricing process is included within its Proposal.

13) Supplier Representations:

- a. **Compliance.** Supplier represents and warrants it will provide all Included Solutions under this Agreement in full compliance with applicable federal, state, and local laws and regulations.
- b. **Licenses.** As applicable, Supplier will maintain a valid status on all required federal, state, and local licenses, bonds, and permits required for the operation of Supplier's business with Participating Entities. Participating Entities may request all relevant documentation directly from Supplier.
- c. **Supplier Warrants.** Supplier warrants that all services performed by Supplier or on Supplier's behalf will be performed in a professional, timely, and workmanlike manner, in accordance with this Agreement, applicable law, and generally accepted industry standards. Supplier shall pass through to Participating Entities the full benefit of all applicable manufacturer, dealer, installer, upfitter, repair, parts, service, and other third-party warranties, at no additional cost, to the fullest extent permitted by law. Supplier agrees to assist a Participating Entity in reach a resolution in any dispute over warranty terms with the manufacturer or provider. Supplier shall correct, at no additional cost, any nonconforming service, billing error, administrative error, or warranty-processing error caused by Supplier or parties acting on Supplier's behalf.

14) **Bankruptcy Notices.** Supplier certifies and warrants it is not currently in a bankruptcy proceeding. Supplier has disclosed all current and completed bankruptcy proceedings within the past seven years within its Proposal. Supplier must provide notice in writing to Sourcwell if it enters a bankruptcy proceeding at any time during the term of this Agreement.

15) **Debarment and Suspension.** Supplier certifies and warrants that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from programs operated by the State of Minnesota, the United States federal government, or any Participating Entity. Supplier certifies and warrants that neither it nor its principals have been convicted of a criminal offense related to the subject matter of this Agreement. Supplier further warrants that it will provide immediate written notice to Sourcwell if this certification changes at any time during the term of this Agreement.

16) **Provisions for non-United States federal entity procurements under United States federal awards or other awards (Appendix II to 2 C.F.R § 200).** Participating Entities that use United States federal

grant or other federal funding to purchase solutions from this Agreement may be subject to additional requirements including the procurement standards of the Uniform Administrative Requirements, Cost Principles and Audit Requirements for Federal Awards, 2 C.F.R. § 200. Participating Entities may have additional requirements based on specific funding source terms or conditions. Within this Section, all references to “federal” should be interpreted to mean the United States federal government. The following list applies when a Participating Entity accesses Supplier’s Included Solutions with United States federal funds.

- a. **EQUAL EMPLOYMENT OPPORTUNITY.** Except as otherwise provided under 41 C.F.R. § 60, all agreements that meet the definition of “federally assisted construction contract” in 41 C.F.R. § 60-1.3 must include the equal opportunity clause provided under 41 C.F.R. § 60-1.4(b), in accordance with Executive Order 11246, “Equal Employment Opportunity” (30 FR 12319, 12935, 3 C.F.R. §, 1964-1965 Comp., p. 339), as amended by Executive Order 11375, “Amending Executive Order 11246 Relating to Equal Employment Opportunity,” and implementing regulations at 41 C.F.R. § 60, “Office of Federal Contract Compliance Programs, Equal Employment Opportunity, Department of Labor.” The equal opportunity clause is incorporated herein by reference.
- b. **DAVIS-BACON ACT, AS AMENDED (40 U.S.C. § 3141-3148).** Intentionally omitted.
- c. **CONTRACT WORK HOURS AND SAFETY STANDARDS ACT (40 U.S.C. § 3701-3708).** Intentionally omitted
- d. **RIGHTS TO INVENTIONS MADE UNDER A CONTRACT OR AGREEMENT.** Intentionally omitted
- e. **CLEAN AIR ACT (42 U.S.C. § 7401-7671Q.) AND THE FEDERAL WATER POLLUTION CONTROL ACT (33 U.S.C. § 1251-1387).** Intentionally omitted
- f. **DEBARMENT AND SUSPENSION (EXECUTIVE ORDERS 12549 AND 12689).** A contract award (see 2 C.F.R. § 180.220) must not be made to parties listed on the government wide exclusions in the System for Award Management (SAM), in accordance with the OMB guidelines at 2 C.F.R. § 180 that implement Executive Orders 12549 (3 C.F.R. § 1986 Comp., p. 189) and 12689 (3 C.F.R. § 1989 Comp., p. 235), “Debarment and Suspension.” SAM Exclusions contains the names of parties debarred, suspended, or otherwise excluded by agencies, as well as parties declared ineligible under statutory or regulatory authority other than Executive Order 12549. Supplier certifies that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation by any federal department or agency.
- g. **BYRD ANTI-LOBBYING AMENDMENT, AS AMENDED (31 U.S.C. § 1352).** Suppliers must file any required certifications. Suppliers must not have used federal appropriated funds to pay any person or organization for influencing or attempting to influence an officer or employee of any agency, a member of Congress, officer or employee of Congress, or an employee of a member of Congress in connection with obtaining any federal contract, grant, or any other award covered by 31 U.S.C. § 1352. Suppliers must disclose any lobbying with non-federal funds that takes place in connection with obtaining any federal award. Such disclosures are forwarded from tier to tier up to the non-federal award. Suppliers must file all certifications

and disclosures required by, and otherwise comply with, the Byrd Anti-Lobbying Amendment (31 U.S.C. § 1352).

- h. **RECORD RETENTION REQUIREMENTS.** To the extent applicable, Supplier must comply with the record retention requirements detailed in 2 C.F.R. § 200.333. The Supplier further certifies that it will retain all records as required by 2 C.F.R. § 200.333 for a period of 3 years after grantees or subgrantees submit final expenditure reports or quarterly or annual financial reports, as applicable, and all other pending matters are closed.
- i. **ENERGY POLICY AND CONSERVATION ACT COMPLIANCE.** Intentionally omitted
- j. **BUY AMERICAN PROVISIONS COMPLIANCE.** Intentionally omitted
- k. **ACCESS TO RECORDS (2 C.F.R. § 200.336).** Supplier agrees that duly authorized representatives of a federal agency must have access to any books, documents, papers and records of Supplier that are directly pertinent to Supplier's discharge of its obligations under this Agreement for the purpose of making audits, examinations, excerpts, and transcriptions. The right also includes timely and reasonable access to Supplier's personnel for the purpose of interview and discussion relating to such documents.
- l. **PROCUREMENT OF RECOVERED MATERIALS (2 C.F.R. § 200.322).** Intentionally omitted
- m. **FEDERAL SEAL(S), LOGOS, AND FLAGS.** The Supplier cannot use the seal(s), logos, crests, or reproductions of flags or likenesses of Federal agency officials without specific pre-approval.
- n. **NO OBLIGATION BY FEDERAL GOVERNMENT.** The U.S. federal government is not a party to this Agreement or any purchase by a Participating Entity and is not subject to any obligations or liabilities to the Participating Entity, Supplier, or any other party pertaining to any matter resulting from the Agreement or any purchase by an authorized user.
- o. **PROGRAM FRAUD AND FALSE OR FRAUDULENT STATEMENTS OR RELATED ACTS.** The Contractor acknowledges that 31 U.S.C. § 38 (Administrative Remedies for False Claims and Statements) applies to the Supplier's actions pertaining to this Agreement or any purchase by a Participating Entity.
- p. **FEDERAL DEBT.** The Supplier certifies that it is non-delinquent in its repayment of any federal debt. Examples of relevant debt include delinquent payroll and other taxes, audit disallowance, and benefit overpayments.
- q. **CONFLICTS OF INTEREST.** The Supplier must notify the U.S. Office of General Services, Sourcewell, and Participating Entity as soon as possible if this Agreement or any aspect related to the anticipated work under this Agreement raises an actual or potential conflict of interest (as described in 2 C.F.R. Part 200). The Supplier must explain the actual or potential conflict in writing in sufficient detail so that the U.S. Office of General Services, Sourcewell, and Participating Entity are able to assess the actual or potential conflict; and provide any additional information as necessary or requested.

- r. **U.S. EXECUTIVE ORDER 13224.** The Supplier, and its subcontractors, must comply with U.S. Executive Order 13224 and U.S. Laws that prohibit transactions with and provision of resources and support to individuals and organizations associated with terrorism.
- s. **PROHIBITION ON CERTAIN TELECOMMUNICATIONS AND VIDEO SURVEILLANCE SERVICES OR EQUIPMENT.** Intentionally omitted
- t. **DOMESTIC PREFERENCES FOR PROCUREMENTS.** To the extent applicable, Supplier certifies that during the term of this Agreement, Supplier will comply with applicable requirements of 2 C.F.R. § 200.322.

Article 2: Sourcewell and Supplier Obligations

The Terms in this Article 2 relate specifically to Sourcewell and its administration of this Master Agreement with Supplier and Supplier's obligations thereunder.

- 1) **Authorized Sellers.** Supplier must provide Sourcewell a current means to validate or authenticate Supplier's authorized dealers, distributors, or resellers which may complete transactions of Included Solutions offered under this Agreement. Sourcewell may request updated information in its discretion, and Supplier agrees to provide requested information within a reasonable time.
 - 2) **Product and Price Changes Requirements.** Supplier may request Included Solutions changes, additions, or deletions at any time. All requests must be made in writing by submitting a Sourcewell Price and Product Change Request Form to Sourcewell. At a minimum, the request must:
 - Identify the applicable Sourcewell Agreement number;
 - Clearly specify the requested change;
 - Provide sufficient detail to justify the requested change;
 - Individually list all Included Solutions affected by the requested change, along with the requested change (e.g., addition, deletion, price change); and
 - Include a complete restatement of Pricing List with the effective date of the modified pricing, or product addition or deletion. The new pricing restatement must include all Included Solutions offered, even for those items where pricing remains unchanged.
- A fully executed Sourcewell Price and Product Change Request Form will become an amendment to this Agreement and will be incorporated by reference.
- 3) **Authorized Representative.** Supplier will assign an Authorized Representative to Sourcewell for this Agreement and must provide prompt notice to Sourcewell if that person is changed. The Authorized Representative will be responsible for:
 - Maintenance and management of this Agreement;
 - Timely response to all Sourcewell and Participating Entity inquiries; and
 - Participation in reviews with Sourcewell.

Sourcewell's Authorized Representative is its Chief Procurement Officer.

- 4) **Performance Reviews.** Supplier will perform a minimum of one review with Sourcewell per agreement year. The review will cover transactions to Participating Entities, pricing and terms, administrative fees, sales data reports, performance issues, supply chain issues, customer issues, and any other necessary information.
- 5) **Sales Reporting Required.** Supplier is required as a material element to this Master Agreement to report all completed transactions with Participating Entities utilizing this Agreement. Failure to provide complete and accurate reports as defined herein will be a material breach of the Agreement and Sourcewell reserves the right to pursue all remedies available at law including cancellation of this Agreement.
- 6) **Reporting Requirements.** Supplier must provide Sourcewell an activity report of all transactions completed utilizing this Agreement. Reports are due at least once each calendar quarter (Reporting Period). Reports must be received no later than 45 calendar days after the end of each calendar quarter. Supplier may report on a more frequent basis in its discretion. Reports must be provided regardless of the amount of completed transactions during that quarter (i.e., if there are no sales, Supplier must submit a report indicating no sales were made). Enterprise will provide required reporting within 30 days after our fiscal quarter ends.

The Report must contain the following fields:

- Participating Entity Name (e.g., City of Staples Highway Department);
- Participating Entity Physical Street Address;
- Participating Entity City;
- Participating Entity State/Province;
- Participating Entity Zip/Postal Code;
- Sourcewell Participating Entity Account Number;
- Transaction Description;
- Transaction Purchased Price;
- Sourcewell Administrative Fee Applied; and
- Date Transaction was invoiced/sale was recognized as revenue by Supplier.

If collected by Supplier, the Report may include the following fields as available:

- Participating Entity Contact Name;
- Participating Entity Contact Email Address;
- Participating Entity Contact Telephone Number;

- 7) **Administrative Fee.** In consideration for the support and services provided by Sourcewell, Supplier will pay an Administrative Fee to Sourcewell on all completed transactions to Participating Entities utilizing this Agreement. Supplier will include its Administrative Fee within its proposed pricing. Supplier may not directly charge Participating Entities to offset the Administrative Fee.
- 8) Enterprise Fleet Management retains the right to offer discounted promotional pricing on a market by market basis.
- 9) **Fee Calculation.** Supplier's Administrative Fee payable to Sourcewell will be calculated as a stated percentage (listed in Supplier's Proposal) of all completed transactions utilizing this Master

Agreement within the preceding Reporting Period. For certain categories, a flat fee may be proposed. The Administrative Fee will be stated in Supplier's Proposal.

- 10) **Fee Remittance.** Supplier will remit fee to Sourcewell no later than 45 calendar days after the close of the preceding calendar quarter in conjunction with Supplier's Reporting Period obligations defined herein. Payments should note the Supplier's name and Sourcewell-assigned Agreement number in the memo; and must be either mailed to Sourcewell above "Attn: Accounts Receivable" or remitted electronically to Sourcewell's banking institution per Sourcewell's Finance department instructions.
- 11) **Noncompliance.** Sourcewell reserves the right to seek all remedies available at law for unpaid or underpaid Administrative Fees due under this Agreement. Failure to remit payment, delinquent payments, underpayments, or other deviations from the requirements of this Agreement may be deemed a material breach and may result in cancellation of this Agreement and disbarment from future Agreements.
- 12) **Audit Requirements.** Pursuant to Minn. Stat. § 16C.05, subdivision 5, the books, records, documents, and accounting procedures and practices relevant to this Agreement are subject to examination by Sourcewell and the Minnesota State Auditor for a minimum of six years from the end of this Agreement. Supplier agrees to fully cooperate with Sourcewell in auditing transactions under this Agreement to ensure compliance with pricing terms, correct calculation and remittance of Administrative Fees, and verification of transactions as may be requested by a Participating Entity or Sourcewell.
- 13) **Assignment, Transfer, and Administrative Changes.** Supplier may not assign or otherwise transfer its rights or obligations under this Agreement without the prior written consent of Sourcewell. Such consent will not be unreasonably withheld. Sourcewell reserves the right to unilaterally assign all or portions of this Agreement within its sole discretion to address corporate restructurings, mergers, acquisitions, or other changes to the Responsible Party and named in the Agreement. Any prohibited assignment is invalid. Upon request Sourcewell may make administrative changes to agreement documentation such as name changes, address changes, and other non-material updates as determined within its sole discretion.
- 14) **Amendments.** Any material change to this Agreement must be executed in writing through an amendment and will not be effective until it has been duly executed by the parties.
- 15) **Waiver.** Failure by Sourcewell to enforce any right under this Agreement will not be deemed a waiver of such right in the event of the continuation or repetition of the circumstances giving rise to such right.
- 16) **Complete Agreement.** This Agreement represents the complete agreement between the parties for the scope as defined herein. Supplier and Sourcewell may enter into separate written agreements relating specifically to transactions outside of the scope of this Agreement.
- 17) **Relationship of Sourcewell and Supplier.** This Agreement does not create a partnership, joint venture, or any other relationship such as employee, independent contractor, master-servant, or principal-agent.

18) **Indemnification.** Supplier must indemnify, defend, save, and hold Sourcewell, including their agents and employees, harmless from any third-party claims or causes of action, including attorneys' fees incurred by Sourcewell, arising out of any act or omission in the performance of this Contract by the Supplier or its agents or employees. Sourcewell's responsibility will be governed by the State of Minnesota's Tort Liability Act (Minnesota Statutes Chapter 466) and other applicable law.

19) **Data Practices.** Supplier and Sourcewell acknowledge Sourcewell is subject to the Minnesota Government Data Practices Act, Minnesota Statutes Chapter 13. As it applies to all data created and maintained in performance of this Agreement, Supplier may be subject to the requirements of this chapter.

20) **Grant of License.**

a) **During the term of this Agreement:**

- i) **Supplier Promotion.** Sourcewell grants to Supplier a royalty-free, worldwide, non-exclusive right and license to use the trademark(s) provided to Supplier by Sourcewell in advertising, promotional materials, and informational sites for the purpose of marketing Sourcewell's Agreement with Supplier.
- ii) **Sourcewell Promotion.** Supplier grants to Sourcewell a royalty-free, worldwide, non-exclusive right and license to use Supplier's trademarks in advertising, promotional materials, and informational sites for the purpose of marketing Supplier's Agreement with Sourcewell.

b) **Limited Right of Sublicense.** The right and license granted herein includes a limited right of each party to grant sublicenses to their respective subsidiaries, distributors, dealers, resellers, marketing representatives, partners, or agents (collectively "Permitted Sublicensees") in advertising, promotional, or informational materials for the purpose of marketing the Parties' relationship. Any sublicense granted will be subject to the terms and conditions of this Article. Each party will be responsible for any breach of this section by any of their respective sublicensees.

c) **Use; Quality Control.**

- i) Neither party may alter the other party's trademarks from the form provided and must comply with removal requests as to specific uses of its trademarks or logos.
- ii) Each party agrees to use, and to cause its Permitted Sublicensees to use, the other party's trademarks only in good faith and in a dignified manner consistent with such party's use of the trademarks. Each party may make written notice to the other regarding misuse under this section. The offending party will have 30 days of the date of the written notice to cure the issue or the license/sublicense will be terminated.

d) **Termination.** Upon the termination of this Agreement for any reason, each party, including Permitted Sublicensees, will have 30 days to remove all Trademarks from signage, websites, and the like bearing the other party's name or logo (excepting Sourcewell's pre-printed catalog of suppliers which may be used until the next printing). Supplier must return all marketing and promotional materials, including signage, provided by Sourcewell, or dispose of it according to Sourcewell's written directions.

- 21) **Venue and Governing law between Sourcewell and Supplier Only.** The substantive and procedural laws of the State of Minnesota will govern this Agreement between Sourcewell and Supplier. Venue for all legal proceedings arising out of this Agreement between Sourcewell and Supplier will be in court of competent jurisdiction within the State of Minnesota. This section does not apply to any dispute between Supplier and Participating Entity. This Agreement reserves the right for Supplier and Participating Entity to negotiate this term to within any transaction documents.
- 22) **Severability.** If any provision of this Agreement is found by a court of competent jurisdiction to be illegal, unenforceable, or void then both parties will be relieved from all obligations arising from that provision. If the remainder of this Agreement is capable of being performed, it will not be affected by such determination or finding and must be fully performed.
- 23) **Insurance Coverage.** At its own expense, Supplier must maintain valid insurance policy(ies) during the performance of this Agreement with insurance company(ies) licensed or authorized to do business in the State of Minnesota having an "AM BEST" rating of A- or better, with coverage and limits of insurance not less than the following:
- a) **Commercial General Liability Insurance.** Supplier will maintain insurance covering its operations, with coverage on an occurrence basis, and must be subject to terms no less broad than the Insurance Services Office ("ISO") Commercial General Liability Form CG0001 (2001 or newer edition), or equivalent. At a minimum, coverage must include liability arising from premises, operations, bodily injury and property damage, independent contractors, products-completed operations including construction defect, contractual liability, blanket contractual liability, and personal injury and advertising injury. All required limits, terms and conditions of coverage must be maintained during the term of this Agreement.
 - \$1,500,000 each occurrence Bodily Injury and Property Damage
 - \$1,500,000 Personal and Advertising Injury
 - \$2,000,000 aggregate for products liability-completed operations
 - \$2,000,000 general aggregate
 - b) **Certificates of Insurance.** Prior to execution of this Agreement, Supplier must furnish to Sourcewell a certificate of insurance, as evidence of the insurance required under this Agreement. Prior to expiration of the policy(ies), renewal certificates must be mailed to Sourcewell, 202 12th Street Northeast, P.O. Box 219, Staples, MN 56479 or provided to in an alternative manner as directed by Sourcewell. The certificates must be signed by a person authorized by the insurer(s) to bind coverage on their behalf. Failure of Supplier to maintain the required insurance and documentation may constitute a material breach.
 - c) **Additional Insured Endorsement and Primary and Non-contributory Insurance Clause.** Supplier agrees to list Sourcewell, including its officers, agents, and employees, as an additional insured under the Supplier's commercial general liability insurance policy with respect to liability arising out of activities, "operations," or "work" performed by or on behalf of Supplier, and products and completed operations of Supplier. The policy provision(s) or endorsement(s) must further provide that coverage is primary and not excess over or contributory with any other valid, applicable, and collectible insurance or self-insurance in force for the additional insureds.
 - d) **Waiver of Subrogation.** Supplier waives and must require (by endorsement or otherwise) all its insurers to waive subrogation rights against Sourcewell and other additional insureds for losses

paid under the insurance policies required by this Agreement or other insurance applicable to the Supplier or its subcontractors. The waiver must apply to all deductibles and/or self-insured retentions applicable to the required or any other insurance maintained by the Supplier or its subcontractors. Where permitted by law, Supplier must require similar written express waivers of subrogation and insurance clauses from each of its subcontractors.

- e) **Umbrella/Excess Liability/SELF-INSURED RETENTION.** The limits required by this Agreement can be met by either providing a primary policy or in combination with umbrella/excess liability policy(ies), or self-insured retention.

24) **Termination for Convenience.** Sourcewell or Supplier may terminate this Agreement upon 60 calendar days' written notice to the other Party. Termination pursuant to this section will not relieve the Supplier's obligations under this Agreement for any transactions entered with Participating Entities through the date of termination, including reporting and payment of applicable Administrative Fees.

25) **Termination for Cause.** Sourcewell may terminate this Agreement upon providing written notice of material breach to Supplier. Notice must describe the breach in reasonable detail and state the intent to terminate the Agreement. Upon receipt of Notice, the Supplier will have 30 calendar days in which it must cure the breach. Termination pursuant to this section will not relieve the Supplier's obligations under this Agreement for any transactions entered with Participating Entities through the date of termination, including reporting and payment of applicable Administrative Fees.

Article 3:

Supplier Obligations to Participating Entities

The Terms in this Article 3 relate specifically to Supplier and a Participating Entity when entering transactions utilizing the General Terms established in this Master Agreement. Article 1 General Terms control over any conflict with this Article 3. Where this Master Agreement is silent on any subject, Participating Entity and Supplier retain the ability to negotiate mutually acceptable terms.

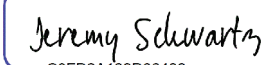
- 1) **Quotes to Participating Entities.** Suppliers are encouraged to provide all pricing information regarding the total cost of acquisition when quoting to a Participating Entity. Suppliers and Participating Entities are encouraged to include all cost specifically associated with or included within the Suppliers proposal and Included Solutions within transaction documents.
- 2) **Shipping, Delivery, Acceptance, Rejection, and Warranty.** Supplier's proposal may include proposed terms relating to shipping, delivery, inspection, and acceptance/rejection and other relevant terms of tendered Solutions. Supplier and Participating Entity may negotiate final terms appropriate for the specific transaction relating to non-appropriation, shipping, delivery, inspection, acceptance/rejection of tendered Solutions, and warranty coverage for Included Solutions. Such terms may include, but are not limited to, costs, risk of loss, proper packaging, inspection rights and timelines, acceptance or rejection procedures, and remedies as mutually agreed include notice requirements, replacement, return or exchange procedures, and associated costs.
- 3) **Applicable Taxes.** Participating Entity is responsible for notifying supplier of its tax-exempt status and for providing Supplier with any valid tax-exemption certification(s) or related documentation.

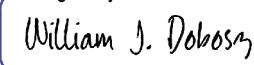
- 4) **Ordering Process and Payment.** Supplier's ordering process and acceptable forms of payment are included within its Proposal. Participating Entities will be solely responsible for payment to Supplier and Sourcewell will have no liability for any unpaid invoice of any Participating Entity.
- 5) **Transaction Documents.** Supplier will require the use of its own forms to complete transactions directly with Participating Entity utilizing the terms established in this Agreement. Supplier's standard form agreements will be offered as part of its Proposal. Supplier and Participating Entity may complete and document transactions utilizing any type of transaction documents as mutually agreed. In any transaction document entered utilizing this Agreement, Supplier and Participating Entity must include specific reference to this Master Agreement by number and to Participating Entity's unique Sourcewell account number.
- 6) **Additional Terms and Conditions Permitted.** Participating Entity and Supplier may negotiate and include additional terms and conditions within transaction documentation as mutually agreed. Such terms may supplant or supersede this Master Agreement when necessary and as determined by Supplier and Participating Entity. Sourcewell has expressly reserved the right for Supplier and Participating Entity to address any necessary provisions within transaction documents not expressly included within this Master Agreement, including but not limited to transaction cancellation, dispute resolution, governing law and venue, non-appropriation, insurance, defense and indemnity, and other material terms as mutually agreed. It is Enterprise Fleet Management Inc.'s intention to work with each Participating Entity to arrive at a mutually beneficial solution regarding contract negotiations of Participating Entity's Terms and Conditions. Enterprise Fleet Management utilizes Enterprise FM Trust as the Lessor in the Asset-backed securitization (ABS) market, which is the best market for a leasing business to obtain its debt. Without a Trust as the Lessor, it would not be possible to enter this debt market. Additionally certain terms and conditions that obligate the Trust may prohibit entering this debt market. Due to this, we would like to negotiate certain terms of the Participating Entity Standard Contract Terms and Conditions. Additionally, not including this Master Agreement, Supplier's Master [****Equity/Walkaway****] Lease Agreement must supersede all other agreements with a Participating Entity. All pricing is subject to successful contract negotiations and dependent on credit worthiness.
- 7) **Subsequent Agreements and Survival.** Supplier and Participating Entity may enter into a separate agreement to facilitate long-term performance obligations utilizing the terms of this Master Agreement as mutually agreed. Such agreements may provide for a performance period extending beyond the full term of this Master Agreement as determined in the discretion of Participating Entity.
- 8) **Participating Addendums.** Supplier and Participating Entity may enter a Participating Addendum or similar document extending and supplementing the terms of this Master Agreement to facilitate adoption as may be required by a Supplier and Participating Entity.

112025-EFM

Sourcewell

Enterprise Fleet Management, Inc.

Signed by:

C0FD2A139D06489...
By: _____
Jeremy Schwartz
Title: Chief Procurement Officer
Date: 5/29/2026 | 6:51 AM CDT

Signed by:

D402067331DF4B9...
By: _____
Billy Dobosz
Title: Assistant Vice President
Date: 5/28/2026 | 12:55 PM PDT

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RFP 112025 - Fleet Leasing and Vehicle Management Services

Vendor Details

Company Name: Enterprise Fleet Management, Inc.

Does your company conduct business under any other name? If yes, please state: MO

Address: 600 Corporate Park Dr.
St. Louis, MO 63050

Contact: Michelle Rojas

Email: michelle.m.rojas@efleets.com

Phone: 314-686-9925

HST#: 43-1697807

Submission Details

Created On: Tuesday October 07, 2025 14:28:50

Submitted On: Thursday November 20, 2025 12:05:44

Submitted By: Michelle Rojas

Email: michelle.m.rojas@efleets.com

Transaction #: 7c809a8c-025c-4219-9b26-99574ef9bd81

Submitter's IP Address: 147.243.206.211

Specifications

Table 1: Proposer Identity & Authorized Representatives (Not Scored)

General Instructions (applies to all Tables) Sourcewell prefers a brief but thorough response to each question. Do not merely attach additional documents to your response without also providing a substantive response. Do not leave answers blank; respond "N/A" if the question does not apply to you (preferably with an explanation).

Table 1 Specific Instructions. Sourcewell requires identification of all parties responsible for providing Solutions under a resulting master agreement(s) (Responsible Supplier). Proposers are strongly encouraged to include all potential Responsible Suppliers including any corporate affiliates, subsidiaries, D.B.A., and any other authorized entities within a singular proposal. All information required under this RFP must be included for each Responsible Supplier as instructed. Proposers with multiple Responsible Supplier options may choose to respond individually as distinct entities, however each response will be evaluated individually and only those proposals recommended for award may result in a master agreement award. Unawarded entities will not be permitted to later be added to an existing master agreement through operation of Proposer's corporate organization affiliation.

Line Item	Question	Response *	
1	Provide the legal name of the Proposer authorized to submit this Proposal.	Enterprise Fleet Management, Inc.	*
2	In the event of award, is this entity the Responsible Supplier that will execute the master agreement with Sourcewell? Y or N.	EFM, Inc. will execute the Master Agreement with Sourcewell. Enterprise FM Trust is the Lessor.	*
3	Identify all subsidiaries, D.B.A., authorized affiliates, and any other entity that will be responsible for offering and performing delivery of Solutions within this Proposal (i.e. Responsible Supplier(s) that will execute a master agreement with Sourcewell).	Enterprise Fleet Management	*
4	Provide your CAGE code or Unique Entity Identifier (SAM):	6Q1F8	*
5	Provide your NAICS code applicable to Solutions proposed.	532112	
6	Proposer Physical Address:	600 Corporate Park Drive, St. Louis, MO 63105	*
7	Proposer website address (or addresses):	efleets.com	*
8	Proposer's Authorized Representative (name, title, address, email address & phone) (The representative must have authority to sign the "Proposer's Assurance of Compliance" on behalf of the Proposer):	Billy Dobosz, Assistant Vice President, billy.j.dobosz@efleets.com, (314) 274-4799	*
9	Proposer's primary contact for this proposal (name, title, address, email address & phone):	Roan Oropesa, Director of Government Marketing, roan.oropesa@efleets.com, (314) 274-4241	*
10	Proposer's other contacts for this proposal, if any (name, title, address, email address & phone):	Michelle Rojas, Business Analyst, michelle.m.rojas@efleets.com, 314-274-4556	*

Table 2A: Financial Viability and Marketplace Success (50 Points, applies to Table 2A and 2B)

Line Item	Question	Response *
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11	Provide a brief history of your company, including your company's core values, business philosophy, and industry longevity related to the requested Solutions.	Enterprise Mobility was founded in 1957 by Jack Taylor, a decorated World War II Navy fighter pilot. The organization is named after one of the aircraft carriers Jack served on the U.S.S. Enterprise. Jack built the organization on a simple business philosophy that guides us to this day: "Take care of customers and employees first, and everything else will follow." Nearly 70 years later, Enterprise Mobility is still privately owned and operates under the third generation of Taylor family leadership—Jack's granddaughter, Chrissy Taylor. In its operation, Enterprise Mobility has had only four CEOs – our founder Jack; his son, Andy Taylor; organization veteran Pamela Nicholson; and now Chrissy Taylor. Chrissy is a 25-year veteran of the business and part of the third generation of family owners. Our culture was built on a founding philosophy and an enduring set of values that guides every interaction, whether with customers, partners, communities or each other. What Enterprise Mobility is: Staying true to the founding values, guiding how we do business and how we give back to communities. Maintaining a culture of exceptional service, always putting people first—from team members and customers to partners and neighbors. Constantly innovating, pushing ourselves to deliver people-first experiences that meet the needs of those we serve in the rapidly evolving mobility landscape. Creating meaningful connections, collaborating to help move mobility forward. As mobility has evolved, so have we. What started as a fleet of just seven cars nearly 70 years ago has blossomed into a global network of diverse mobility solutions including car rental, fleet management, flexible vehicle hire, carsharing, vanpooling, car sales, truck rental, vehicle subscription, luxury rental, technology solutions and more. Enterprise Fleet Management, an affiliate of Enterprise Mobility, provides full-service fleet management for companies, government agencies, and organizations, as well as for those seeking an alternative to employee reimbursement programs. Enterprise Fleet Management supplies most makes and models of cars, light- and medium-duty trucks, and service vehicles across the U.S. and Canada, with local hands-on account management at its 60+ locations. In 2024, Enterprise Fleet Management was recognized by Automotive Fleet as the largest fleet management provider in the U.S.
12	What are your company's expectations in the event of an award?	While Enterprise Fleet Management has been an awarded contract for Sourcwell and was recognized as a top contract with over 97 percent of the spend in this category, we continue to look for ways to improve and deliver the best solutions to our government sector clients. We have expanded our Government sales support team and have grown our both our sales team and local offices providing even more reach to Sourcwell members. Enterprise has consistently delivered exceptional results. Our approach includes collaboration with Sourcwell, participation in academies and comprehensive training for our teams to ensure that our clients and prospects are aware of the awarded contract. Enterprise Fleet Management partners with Sourcwell members to deliver sustainable, cost-effective fleet programs that reduce total cost of ownership (TCO) and improve operational efficiency. Enterprise Fleet Management is committed to continuing this proven, compliant, and value-driven partnership with Sourcwell and its members. We provide: Personalized account management through localized, hands-on service. Industry-leading products and services tailored to member needs. Close relationships with the OEM Government Teams to maximize vehicle savings and availability Advanced technology and data-driven tools for informed decision-making. Enterprise Fleet Management fully complies with all federal, state, provincial, and local procurement regulations. We maintain audit-ready documentation, including detailed invoicing and contract records, to provide accountability and meet public-sector contract requirements.

13	Demonstrate your financial strength and stability with meaningful data. This could include such items as financial statements, SEC filings, credit and bond ratings, letters of credit, and detailed reference letters. Upload supporting documents (as applicable) in the document upload section of your response. DO NOT PROVIDE ANY TAX INFORMATION OR PERSONALLY IDENTIFIABLE INFORMATION.	As a privately held organization, Enterprise Mobility does not publicly disclose detailed financial information, but we can share several data points to reflect our strong financial performance. Enterprise Mobility has more than 90,000 global team members across 9,500-plus global locations and a fleet of over 2.4 million vehicles. In fiscal year 2025, our people-centric approach, combined with steady global growth and solid results across the business' portfolio – including fleet management, flexible vehicle hire, carsharing, vanpooling, car sales, truck rental, vehicle subscriptions and luxury rentals – generated more than \$39 billion in revenue for Enterprise Mobility, inclusive of its subsidiaries and affiliate Enterprise Fleet Management. Additionally, Enterprise Fleet Management continued to grow its fleet, with more than one million vehicles under management in the U.S. and Canada. Enterprise Fleet Management also received record-high customer satisfaction scores throughout the year. \$39 billion in fiscal-year 2025 revenue. Ranked 7th-largest private U.S. company by revenue (Forbes 2024). Global Presence: Over 90,000 team members worldwide. Operations in 90+ countries and territories. More than 9,500 rental branches globally. A fleet of 2.4 million+ vehicles. Long-Term Strategy & Stability: Founded in 1957, with a legacy of reinvestment by the Taylor family. Only four CEOs in company history, reflecting leadership stability. Focus on intentional growth and people-first values. Reinvestment into emerging technologies, markets, and services to ensure adaptability and long-term success. Credit Ratings: Standard & Poor's: A- (Long-Term), A-1 (Short-Term) Moody's: A3 (Long-Term), P-2 (Short-Term) Morningstar DBRS: A (Long-Term), R-1 (low) (Short-Term) Enterprise Fleet Management Inc. holds a BBB+ corporate credit rating from Standard & Poor's Rating Services, reflecting our strong financial position and commitment to a long-term business strategy.
14	What is your US market share for the Solutions that you are proposing?	Enterprise Fleet Management (EFM) is a leading provider in the U.S. leased fleet market, recognized by Automotive Fleet in 2024 as the nation's largest fleet management company. We closed our fiscal year with approximately 24% market share, managing over 750,000 leased vehicles and more than one million vehicles overall. Our services support thousands of public and private schools, colleges, universities, municipalities, and government agencies nationwide, including the management of over 200,000 public sector vehicles. This substantial market presence reflects Enterprise's leadership and ability to deliver scalable, innovative solutions across diverse industries, ensuring clients benefit from our deep expertise and robust infrastructure.
15	What is your Canadian market share for the Solutions that you are proposing?	Since launching Canadian operations in 2007, Enterprise Fleet Management has consistently grown at over 20% annually and over 200 percent in Western Canada, demonstrating market influence with now 6% of the Canadian leased fleet market share. EFM has now expanded to 5 offices in Canada with fully staffed teams to support our Canadian growth. This presence reflects our commitment to expanding services and delivering tailored fleet solutions that meet the unique needs of Canadian businesses.
16	Disclose all current and completed bankruptcy proceedings for Proposer and any included possible Responsible Party within the past seven years. Proposer must provide notice in writing to Sourcwell if it enters a bankruptcy proceeding at any time during the pendency of this RFP evaluation.	Enterprise Fleet Management, Inc. or Enterprise Mobility does not have any current or past bankruptcy's, we acknowledge it is our responsibility to disclose in writing to Sourcwell if this becomes applicable during the evaluation.

17	How is your organization best described: is it a manufacturer, a distributor/dealer/reseller, or a service provider? Answer the question that best applies to your organization, either a) or b). a) If your company is best described as a distributor/dealer/reseller (or similar entity), provide your written authorization to act as a distributor/dealer/reseller for the manufacturer of the products proposed in this RFP. If applicable, is your dealer network independent or company owned? b) If your company is best described as a manufacturer or service provider, describe your relationship with your sales and service force and with your dealer network in delivering the products and services proposed in this RFP. Are these individuals your employees, or the employees of a third party?	Service Provider Enterprise Fleet Management maintains a nationwide dealer network of over 17,000 dealerships, enabling us to source vehicles from any manufacturer to best support our clients individual fleet plans. Enterprise encourages use of 40,000+ Preferred Partners for the highest service quality and reduced downtime. Total network includes 90,000+ maintenance and repair shops nationwide, including dealers and National Account partners such as: Firestone, Michelin, Pep Boys, Tire Kingdom, Jiffy Lube, Valvoline Instant Oil Change, Goodyear, Discount Tire, and Grease Monkey. These partnerships provide customers with access to a nationwide network for routine maintenance and repairs beyond warranty coverage. This network allows us to: Secure competitive pricing and volume discounts Provide our clients an expansive network or options for maintenance, repairs and warranty. Arrange delivery options to clients as needed Vehicle upfitting Provide both new and used vehicles from existing inventory when needed We also maintain long-standing relationships with dealers to ensure consistent service and adherence to Enterprise standards. For Puerto Rico, all vehicles are priced based on dealer stock pricing, ensuring transparency and compliance with local market conditions. ASE-Certified Technicians: Review and negotiate repairs, ensuring quality and cost control Real-Time Maintenance Approvals: Electronic bid submission and approval thresholds to minimize downtime Warranty & Goodwill Assistance: Proactive warranty checks and manufacturer goodwill negotiations for out-of-warranty repairs Manage the full upfit process, leveraging established relationships with local and national vendors to ensure vehicles are delivered in a work-ready state. We proactively coordinate with vendors to have equipment ready for installation upon vehicle delivery, minimizing downtime and ensuring vehicles are ready for service as quickly as possible.
18	If applicable, provide a detailed explanation outlining the licenses and certifications that are both required to be held, and actually held, by your organization (including third parties and subcontractors that you use) in pursuit of the business contemplated by this RFP.	Enterprise Fleet Management, Inc. is a corporation duly incorporated under the laws of the State of Missouri and officially registered with the Missouri Secretary of State on August 11, 2008. In addition to its incorporation in Missouri, Enterprise maintains active registration with the Secretary of State in every U.S. state where business operations are conducted, ensuring full compliance with applicable state regulations. For Canadian operations, Enterprise holds a valid business license for each location and adheres to all provincial and municipal requirements. Furthermore, where applicable, Enterprise secures and maintains dealer licenses in accordance with local laws and industry standards. These measures reflect our ongoing commitment to regulatory compliance and operational integrity across all jurisdictions in which we operate.
19	Disclose all current and past debarments or suspensions for Proposer and any included possible Responsible Party within the past seven years. Proposer must provide notice in writing to Sourcwell if it enters a debarment or suspension status any time during the pendency of this RFP evaluation.	Enterprise Fleet Management, Inc. or any Enterprise Mobility does not have any current or past debarments or suspensions, we acknowledge it is our responsibility to disclose in writing to Sourcwell if we are debarred or suspended during the evaluation.

20	Describe any relevant industry awards or recognition that your company has received in the past five years.	True to our founder's business philosophy of taking care of customers and employees, we know that team members are crucial to our ability to provide a great customer experience. That's why we work hard to provide an engaging and diverse and inclusive workplace that gives all team members plenty of opportunity to thrive, grow and advance. It's also a workplace that's built on a strong and enduring set of values that guide all interactions with customers, communities and one another. We're pleased that those efforts have been widely recognized. This is just a sampling of the recognition we've earned (Note prior to October 2023 corporate awards were under Enterprise Holdings corporate brand): • Recognized by Automotive Fleet in 2024 as the largest fleet management provider in the U.S. • 2025 Gallup® Exceptional Workplace Award, Third Consecutive Year (Enterprise Mobility) • 2025 Gallup® Exceptional Workplace Award, Third Consecutive Year (Enterprise Mobility) • 2024 North American and EMEA Candidate Experience (CandE) Award (Enterprise Mobility) • 2024 Early Talent Award by Handshake® (Enterprise Mobility) • 2024 World's Top Companies for Women, Forbes® (Enterprise Mobility) • 2023 America's Best Employers for Veterans, Forbes (Enterprise Mobility) • 2024 America's Best Large Employers, Forbes (Enterprise Holdings) • 2024 National Intern Day Top 100 Internship Programs, Yello and WayUp (Enterprise Mobility) In 2024, Enterprise Fleet Management received the Pioneer Partner Award, demonstrating exceptional commitment, persistence, and influence as an awarded vendor. Since receiving this award, we have continued our expansive growth serving Sourcewell members.	*
21	What percentage of your sales are to the governmental sector in the past three years?	Enterprise Fleet Management is a privately owned family run business and does not release specific performance numbers to the public. Owned by the Taylor family of St Louis since 1957, Enterprise Fleet Management operates a network of more than 60 fully staffed offices, which manages a fleet of more than 1 million vehicles in the U.S and Canada. Enterprise Fleet Management provides services to thousands of public and private schools, colleges, universities, cities, counties, and other government entities nationwide to manage over 200,000 government vehicles. Over the past three years, over 20% of our clients have come from the government sector.	*
22	What percentage of your sales are to the education sector in the past three years?	Enterprise Fleet Management is a privately owned family run business and does not release specific performance numbers to the public. Owned by the Taylor family of St Louis since 1957, Enterprise Fleet Management operates a network of more than 60 fully staffed offices, which manages a fleet of close to one million vehicles in the U.S. and Canada. Enterprise Fleet Management provides services to hundreds of public and private schools, colleges, universities, cities, counties, and other government entities nationwide to manage over 200,000 government vehicles.	*
23	List all state, cooperative purchasing agreements that you hold. What is the annual sales volume for each of these agreement over the past three years?	Enterprise Fleet Management partners with Sourcewell, TIPS, and E&I to provide cooperative purchasing solutions. As a privately held company, we do not disclose specific performance metrics publicly. However, Enterprise offers services through purchasing cooperatives to public and private schools, colleges, universities, cities, counties, and other government entities. Based on our most recent business review with Sourcewell, Enterprise Fleet Management accounts for over 97% of the total sales volume under this contract. Additionally, more than 60% of our government-sector clients have utilized a purchasing cooperative, with Sourcewell being the most commonly used option.	*
24	List any GSA contracts or Standing Offers and Supply Arrangements (SOSA) that you hold. What is the annual sales volume for each of these contracts over the past three years?	Enterprise Fleet Management, Inc. does not hold any contracts directly with the GSA.	*

Table 2B: References/Testimonials

Line Item 25. Supply reference information from three customers who are eligible to be Sourcewell participating entities.

Entity Name *	Contact Name *	Phone Number *	
County of St. Joseph	Galen Pelletier	(574) 315-0584	*
City of Miami Gardens, Florida	Caleb Gunter	(302) 530-9215	*
City of San Marcos	Chad Johnson	(760) 752-7550	*

Table 3: Ability to Sell and Deliver Solutions (150 Points)

Describe your company's capability to meet the needs of Sourcewell participating entities across the US and Canada, as applicable. Your

response should address in detail at least the following areas: locations of your network of sales and service providers, the number of workers (full-time equivalents) involved in each sector, whether these workers are your direct employees (or employees of a third party), and any overlap between the sales and service functions.

Line Item	Question	Response *
26	Sales force.	Enterprise Fleet Management has an unparalleled salesforce, enabling year-over-year growth of the Sourcewell partnership and earning us the Sourcewell Pioneer Award. Each of our more than 60 Enterprise Fleet Management offices is fully staffed to handle all areas of our customers' fleet programs, including sales. EFM currently has over 1,000 field employees that are all dedicated to supporting our clients and delivering exceptional service and an additional 2,525 that support our field operations in departments like IT, Maintenance, Product, Compliance, etc. Key positions within the local offices include: Fleet Management Director • The director of the local leadership team who can assist in resolving escalated customer service needs regarding Sourcewell member' s fleet management services. Fleet Strategy Manager • Works with Client Strategy Manager to maximize resale/disposal of fleet vehicles ensuring maximum return on assets to members • Works with wholesalers nationwide to sell vehicles, maximize sales price on behalf of our clients and getting their proceeds as quickly as possible Maintaining relationships with local dealers to get members best pricing and vehicle availability throughout Finance Manager • A member of the local leadership team who can assist in resolving escalated customer service needs assist in implementing funding strategies regarding the entities fleet. Account Executive • Designs, reviews and implements fleet management programs • Supports the Client Strategy Manager in handling Sourcewell' s ongoing fleet needs Area Sales Manager • Provides a managerial oversight to the Account Executive and Client Strategy Manager and can provide additional support to the Sourcewell member as needed Client Strategy Manager • Implements fleet management programs specifically designed for Sourcewell member's • Reviews Sourcewell member' s Fleet Profile on a regular basis • Proactively forecasts vehicle replacement needs • Secondary point of contact for fleet related matters Account Fleet Coordinator • Primary contact for Sourcewell member' s fleet needs • Administers all day-to-day fleet-related matters • Works with Client Strategy Manager to provide turnkey fleet management • Works directly with Sourcewell member' s employees on fleet issues Additionally, Enterprise has a dedicated government team that works day in and day out supporting our local offices and our local teams. These folks have demonstrated a deep understanding of the government sector and ensure that clients are consistently meeting their fleet objectives. The assure compliance, due diligence and proper fleet strategies are proposed to each member. All in, Enterprise is uniquely positioned to maintain our leadership position supporting the government sector and providing value to the Sourcewell members. We have an unparalleled salesforce that allows for hands on fleet management and an ability to sit with local stake holders to develop, tweak and implement fleet strategies resulting in both financial and operational savings to our clients. Additionally, this illustrates that many of our employees live in the communities they serve.

27	Describe the network of Authorized Sellers who will deliver Solutions, including dealers, distributors, resellers, and other distribution methods.	As the largest purchaser of vehicles in North America, Enterprise Fleet Management has the ability to source vehicles from nearly any manufacturer. Based on what is best for the client we can factory order directly from the manufacturer, acquire from dealer stock inventory or secure used vehicles from our existing inventory to meet client requirements. Enterprise Fleet Management maintains a database of over 17,000 dealers to facilitate vehicle delivery or out of stock needs. Unless otherwise specified, we begin our search with our preferred dealers with lowest fees and closest to the driver's location. Our goal is to secure the best overall value for all parties, leveraging volume discount opportunities whenever possible. We often work with the same dealers to ensure consistency and familiarity with Enterprise's standards and customer expectations. To ensure a smooth transaction, we provide dealers with detailed step-by-step instructions, including payment procedures. Our CD dealers are expected to: Accept and inspect the vehicle for damage or missing equipment. File claims and arrange necessary repairs if required. Prepare the vehicle for delivery, including post-delivery inspection, cleaning, and installation of any equipment. Deliver the vehicle promptly to the driver, provide excellent customer service, and demonstrate vehicle features. Complete title and registration applications and install license plates or temporary tags. Our processes ensure compliance with competitive bidding requirements, cooperative purchasing agreements, and documentation standards. We maintain transparency in pricing, provide detailed invoicing, and follow all contract terms established by the awarding entity or cooperative purchasing program.
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28	Service force.	Enterprise Fleet Management has over 60 offices across North America, staffed by more than 1,000 sales professionals. These professionals conduct thousands of meetings each month, demonstrating how Enterprise Fleet Management's programs help government organizations optimize their fleets. As part of these demonstrations, our team consistently positions the Sourcewell cooperative contract as the most efficient way to implement fleet strategies. All sales professionals are trained to recommend cooperative purchasing contracts during the sales process to: Enterprise Fleet Management has over 2,500 employees in numerous departments to we can best support our clients needs. This teams number one priority is to maintain the highest levels of service in the industry and are measured closely in the Enterprise Service Quality Index. National Service Department Staff of approximately 250 professionals, including: 75+ Maintenance Coordinators for preventive maintenance, fluid services, brakes, and tires. 125+ Service Advisors for all types of repairs, from oil changes to major mechanical issues. 50+ Service Coordinators for towing, lockouts, jump starts, flat tire changes, and related services. Additionally, we offer Call Center Support with a single toll-free number for all customer support needs, including: Vehicle maintenance Roadside assistance Accident management The call center is staffed exclusively by Enterprise Fleet Management associates to ensure consistent service quality. Hours of Operation Maintenance Team: Monday–Friday: 6:00 a.m. – 9:00 p.m. CST Saturday: 7:00 a.m. – 4:00 p.m. CST Roadside Assistance Team: Monday–Friday: 5:00 a.m. – 9:00 p.m. CST Saturday: 7:00 a.m. – 4:00 p.m. CST After Hours: Roadside calls are routed to partner vendors. Roadside assistance is available 24/7. Supplier Network Enterprise encourages use of 40,000+ Preferred Partners for the highest service quality and reduced downtime. Total network includes 90,000+ maintenance and repair shops nationwide, including dealers and National Account partners such as: Firestone, Michelin, Pep Boys, Tire Kingdom, Jiffy Lube, Valvoline Instant Oil Change, Goodyear, Discount Tire, and Grease Monkey. These partnerships provide customers with access to a nationwide network for routine maintenance and repairs beyond warranty coverage. Compliance with Procurement Rules Enterprise Fleet Management adheres to all federal, state, and local procurement regulations. Our vendor network and service agreements are structured to meet competitive bidding and cooperative purchasing requirements. We maintain audit-ready documentation, including detailed invoicing and service records, to ensure transparency and accountability. All processes align with public procurement standards, mitigating risk and ensuring legal compliance.
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29	Describe the ordering process. If orders will be handled by distributors, dealers or others, explain the respective roles of the Proposer and others.	Enterprise Fleet Management has a dedicated ordering team located at our corporate office in St. Louis, responsible for placing factory orders with all major manufacturers. We utilize advanced system tools and an internal database to transmit orders electronically between departments and most OEMs, ensuring accuracy and efficiency. In addition, this team works closely with the OEMs to secure the best applicable incentive for each client based on their needs often identifying additional savings opportunities by comparing incentives across channels. Our ordering team has direct access to: - Manufacturer ordering systems - Official ordering guides - Assigned manufacturer contacts for assistance with ordering, scheduling, and tracking inquiries - Access to OEM Brand and Technical Teams - OEM Incentive Guides and Contacts - Tracking Details to ensure effective communication on ordering status This streamlined process allows Enterprise to manage large volumes of factory orders effectively each day and maintain strong relationships with manufacturers for timely delivery and support.
30	Describe in detail the process and procedure of your customer service program, if applicable. Include your response-time capabilities and commitments, as well as any incentives that help your providers meet your stated service goals or promises.	Enterprise uses a Service Quality index (SQi) to measure customer satisfaction for each of our brands. ESQi enables Enterprise to link our employees' career and financial aspirations to consistent and superior service levels with every customer. ESQi is one of the many ways in which we remind ourselves to put our customers' needs first. We also use our customer satisfaction data to monitor changing industry trends, needed enhancements, and local service issues to continually improve and distinguish our service from the competition. The result has been millions of satisfied Enterprise customers, thousands of successful employees, and a company that continues to grow. Customer Service Philosophy Our goal is to create lifelong relationships with all our Enterprise customers and to exceed expectations through superior customer service. Our founding values are one of the many ways in which we remind ourselves to put our customers' needs first. The result has been millions of satisfied Enterprise customers, thousands of successful employees, and a company that continues to grow. Founding Values Our founding values are a simple yet powerful set of beliefs that drives us and are how we hold ourselves accountable every day. Over the years we have formalized the values into a set of guiding principles that every employee can understand and embrace: • Our brands are the most valuable things we own. • Personal honesty and integrity are the foundation of our success. • Customer service is our way of life. • Our company is a fun and friendly place, where teamwork rules. • We work hard...and we reward hard work. • Great things happen when we listen...to our customers and to each other. • We strengthen our communities, one neighborhood at a time. • Our doors are open. In addition to our ESQi metric, our teams our measured and several on Service Key Performance Indicators such as response time, ensuring we are proactively meeting with and communicating with our clients as well as several others. At Enterprise, service is a way of life.
31	Describe your ability and willingness to provide your products and services to Sourcwell participating entities.	Enterprise Fleet Management provides local sales support through more than 60 offices across North America, staffed by over 1,000 trained sales professionals. These teams conduct thousands of meetings each month to help government organizations optimize their fleets and consistently position the Sourcwell cooperative contract as the most efficient procurement solution. By recommending cooperative purchasing during the sales process, our professionals streamline procurement, reduce administrative burden, and enhance the overall customer experience.
32	Describe your ability and willingness to provide your products and services to Sourcwell participating entities in Canada.	Enterprise Fleet Management is fully capable of providing our complete range of fleet management services to Sourcwell member agencies in Canada and has over 100 government agencies already partnered in Canada and growing. We currently operate four dedicated teams within Canada to support local clients. While our services are broadly available, some geographical limitations apply in certain regions of Canada. Our Canadian teams include French-speaking account managers and customer service representatives to ensure clear communication and compliance with local language requirements. All documentation, contracts, and client communications can be provided in both official languages upon request. Enterprise remains committed to delivering consistent, high-quality service across all areas where coverage is available, while meeting language and regulatory requirements.

33	Identify any geographic areas of the United States or Canada that you will NOT be fully serving through the proposed agreement.	Enterprise Fleet Management is dedicated to providing comprehensive service coverage throughout the United States and Canada. While most regions are supported by a local Enterprise office, remote areas are serviced by the nearest available location to ensure continuity. Regardless of geographic challenges, Enterprise remains fully committed to collaborating with Sourcewell participating entities to identify effective solutions and deliver the highest level of service and support, no matter the location.	*
34	Identify any account type of Participating Entity which will not have full access to your Solutions if awarded an agreement, and the reasoning for this.	We provide comprehensive fleet management services to hundreds of public and private schools, colleges, universities, cities, counties, and other government entities nationwide. Our extensive infrastructure and experienced teams allow us to deliver personalized, local support while leveraging national resources for cost efficiency and operational excellence. Enterprise Fleet Management is committed to helping government organizations optimize their fleets through proven strategies, compliance with procurement regulations, and industry-leading service standards.	*
35	Define any specific requirements or restrictions that would apply to our participating entities in Hawaii and Alaska and in US Territories.	Enterprise Fleet Management currently has leased vehicles in Hawaii, Alaska, and Puerto Rico. We operate in full compliance with local laws and statutes in these regions. All vehicles leased in Puerto Rico are priced based on dealer stock pricing to ensure transparency and adherence to local market conditions as factory ordering is not generally available by the OEM's into Puerto Rico Enterprise Fleet Management is committed to providing consistent, compliant, and high-quality service across all regions where coverage is available.	*
36	Will Proposer extend terms of any awarded master agreement to nonprofit entities?	Yes	*

Table 4: Marketing Plan (100 Points)

Line Item	Question	Response *	
37	Describe your marketing strategy for promoting this opportunity. Upload representative samples of your marketing materials (if applicable) in the document upload section of your response.	As previously demonstrated, with over 97% of the spend in this category and recognition as a Sourcewell Pioneer Partner Award recipient, Enterprise Fleet Management's ability to market and grow this contract is unmatched. Our marketing and outreach efforts have resulted in triple-digit growth for Sourcewell, and we continue to dedicate resources and emphasize this partnership. Enterprise Fleet Management will continue to collaborate with Sourcewell to develop a customized marketing strategy that leverages our extensive sales infrastructure across North America. Our scale and resources allow us to respond quickly to increased demand and ensure maximum program visibility. Enterprise's approach ensures broad awareness, proactive engagement, and measurable results, driving adoption and delivering value to Sourcewell members. Our marketing strategy for promoting this opportunity focuses on a full-funnel, multi-channel approach tailored to government agencies: Dedicated Landing Page: A government-specific page with a clear call-to-action to capture interest and drive engagement. Targeted Campaigns: Performance-driven media buys and social campaigns aimed at prospective government clients. Email Nurture Programs: Ongoing email nurture campaigns to educate and convert leads over time. Cross-Channel Visibility: Promotion of the partnership on the Enterprise website, which attracts millions of visitors annually, ensuring broad exposure. Involvement at Tradeshows and National Associations: Enterprise is an active member in many National Assoc and trade shows i.e. National League of Cities, Government Finance Officers Assoc, etc. This integrated strategy combines digital advertising, social engagement, and content-driven tactics to maximize awareness and lead generation within the government sector.	*

38	Describe your use of technology and digital data (e.g., social media, metadata usage) to enhance marketing effectiveness.	We leverage technology and digital data extensively to enhance marketing effectiveness across the entire funnel: Targeted Media Campaigns: We run an “always-on” digital media buy that uses algorithms to reach B2B C-suite and executive decision-makers in key industries. Ads are placed across major platforms (i.e. LinkedIn, Meta, Gmail, Newsweek, etc.) and retarget visitors who engage with our site but don’t convert. Search Engine Marketing (SEM): We actively bid on high-value category keywords (e.g., fleet management terms) and brand keywords to ensure visibility at the top of search results. We also monitor competitor keyword strategies to optimize performance marketing. Search Engine Optimization (SEO): We create content (articles, white papers) aligned with trending search terms to improve organic rankings and maintain organic, non-paid visibility. Business Listings: We maintain and pay for local business listings to capture location-based searches, giving us a competitive edge over competitors with fewer offices. Data-Driven Optimization: We track performance metrics like Marketing Qualified Leads, new accounts, fleet size, and potential. Insights from these data points guide continuous optimization of ad placements and keyword strategies. Sales Enablement & CRM Integration: We use Salesforce and Pardot for compliant email campaigns and nurture programs, supporting both new account growth and current client engagement. In short: Our approach leverages integrated, cross-channel marketing activations—combining advanced targeting, retargeting, keyword bidding, SEO, and data analytics—to drive brand awareness, consideration, and lead generation while supporting sales growth. Additionally, as the leading fleet management company in the U.S., Enterprise Fleet Management executive leaders consistently share expertise by speaking at industry events and with media. Subject-matter experts are regularly featured in Automotive Fleet, Government Fleet, and other trade publications given the organization’s position in the industry. For example, Enterprise recently published the whitepaper “Winning Strategies for Driving Down Costs and Maximizing Value in the Public Sector” alongside the article “Supercharge Government Fleet Operations with Breakthrough Flexibility,” which achieved 37.7K impressions through Smart City’s digital channels. Enterprise Fleet Management also works with customers to generate media coverage about new partnerships and initiatives. For example, Enterprise Fleet Management partnered with the City of South Pasadena to announce the nation’s first all-electric police fleet, earning coverage in top tier media publications, including Fox Business, Los Angeles Times, POLITICO, as well as pick up from the Associated Press.
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39	In your view, what is Sourcewell's role in promoting agreements arising out of this RFP? How will you integrate a Sourcewell-awarded agreement into your sales process?	We expect Sourcewell to maintain an unbiased recommendation of the awarded contracts in this category allowing us to illustrate why Enterprise Fleet Management is the market leader and provides the best value proposition to its members. We expect Sourcewell to continue to promote and assist in answering specific questions from Sourcewell members regarding contract utilization and how to utilize the awarded contracts effectively. We expect Sourcewell to continue to maintain collaborative relationship with Enterprise to resolve issues promptly, encourage innovation, and ensure consistent compliance, quality and service. As a result of earning this RFP, we will continue to make sure that are of our government sector clients are aware of this contract and its details. We will continue to train and ensure that our 60 fully staffed offices across North America are trained to recommend cooperative purchasing contracts to eligible entities during the sales process to ensure a more efficient and timelier implementation. Our teams receive in-depth training on how these contracts work and the benefits of utilizing them over other procurement options. Additionally, we will continue to promote the contract as part of our public sector marketing efforts. Enterprise Fleet Management expects Sourcewell to maintain an impartial stance in recommending awarded contracts within this category, enabling us to demonstrate why EFM is the market leader and delivers the strongest value proposition to its members. We also anticipate Sourcewell's continued support in promoting the contract and assisting members with questions regarding utilization and best practices. We look forward to sustaining a collaborative relationship with Sourcewell to resolve issues promptly, foster innovation, and ensure consistent compliance, quality, and service. Following this award, Enterprise will continue to ensure that government-sector clients are fully informed about the contract and its benefits. Our 60+ fully staffed offices across North America will remain trained to recommend cooperative purchasing agreements during the sales process, ensuring efficient and timely implementation. Each team receives in-depth training on contract terms and the advantages of cooperative procurement compared to other options. Additionally, we will continue to incorporate this contract into our public-sector marketing strategy. As a current Sourcewell-awarded vendor, Enterprise has consistently delivered exceptional results—holding more than 97% of category spend and ranking among Sourcewell's top contracts. Our goal is not only to maintain this success but to identify new opportunities to enhance and expand the program.	*
40	Are your Solutions available through an e-procurement ordering process? If so, describe your e-procurement system and how governmental and educational customers have used it.	Enterprise Fleet Management provides a tailored ordering and procurement process for each Sourcewell member agency to ensure alignment with their unique needs and objectives. Our Approach Includes: Dedicated Account Teams: Each member agency is assigned a local account team that will meet directly with the agency to understand specific requirements. Customized Vehicle Menu: Based on these discussions, we create a menu of vehicle options that the member can utilize for ordering, including available makes, models, and configurations. Transparent Quoting Process: After selections are finalized, Enterprise provides a detailed quote for each vehicle category, which must be reviewed and approved by the agency's authorized signer before the order is placed, this accomplished via Docusign simplifying the process for Sourcewell members and maintaining accurate ordering. Compliance with Procurement Rules Enterprise Fleet Management adheres to all federal, state, provincial, and local procurement regulations throughout the ordering process. All processes align with public sector requirements, mitigating risk and ensuring legal conformity for member agencies. This approach ensures accuracy, transparency, and compliance, while delivering a streamlined experience for Sourcewell members.	*

Table 5A: Value-Added Attributes (100 Points, applies to Table 5A and 5B)

Line Item	Question	Response *
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41	Describe any product, equipment, maintenance, or operator training programs that you offer to Sourcewell participating entities. Include details, such as whether training is standard or optional, who provides training, and any costs that apply.	Training and Onboarding clients is a priority for Enterprise Fleet Management as we want to ensure that they are maximizing the return on the services in which they are enrolling in. Below are examples of our Training and Onboarding plan: Implementation Plan Our implementation approach is designed to ensure a smooth, efficient, and fully supported transition for Sourcewell and its drivers. A dedicated local account team will take full ownership of the implementation process, managing all aspects from planning to execution. Training and Onboarding Services We will provide and host all driver training and onboarding services, including: - Live and recorded webinars - Conference calls for Q&A and support - Printed training materials - Online instructional videos - Additional customized resources as needed These services are tailored to Sourcewell's specific requirements and the unique needs of your drivers. Our team will work closely with you to review all available options and develop a clear, customized implementation roadmap. This ensures alignment with your goals and minimizes disruption to your operations. Cost and Support There are no additional costs for implementation and transition services. These are included as part of our standard service offering. Our goal is to make the process as easy and effective as possible, laying the groundwork for a successful long-term partnership. Post-Implementation Support Following implementation, our team remains actively engaged to ensure continued success and optimal performance of the program. Post-implementation support includes: - Dedicated Account Management: Your local account team will continue to serve as your primary point of contact, providing ongoing guidance and support. - Driver and Staff Assistance: We offer continuous access to training resources, including refresher webinars, updated materials, and on-demand video content. - Performance Monitoring: We will regularly review program metrics and user feedback to identify opportunities for improvement and ensure alignment with your goals. - Issue Resolution: Our support team is available to promptly address any questions, concerns, or technical issues that may arise. - Program Optimization: As your needs evolve, we will work with you to adjust and enhance the program, ensuring long-term value and satisfaction. All post-implementation support services are included in our standard offering at no additional cost, reinforcing our commitment to a successful and lasting partnership. When applicable we will leverage our third party partners as experts for additional training, such as OEM, Telematics, Fuel etc.
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42	Describe any technological advances that your proposed Solutions offer.	Since 2015, Enterprise has invested over \$500 million in information technology (IT) solutions to better serve its customers. This includes the launch of a mobile app and customer login website, making it more convenient for companies, government agencies and organizations to monitor and manage all aspects of their fleets on the go. Like the rest of our organization, our technology focus is to provide our customers and employees with the information and tools they need to be successful. We set our budgets and project priorities to accomplish this goal, all while trying to keep costs at a reasonable level. We examine input from our customers, Client Advisory board, field team, and corporate personnel to determine the list of projects to pursue. Our website and mobile app remain a top priority to ensure a great customer experience, and we continue to invest in adding new features and capabilities. A significant modernization of the customer website is also planned to start in late 2025. Our current roadmap is highlighted below and share's recent enhancements, as well as an outlook to our investment over the next 24 months. Summer to Winter 2025: - Mobile App Design Update – Updated look and feel to the mobile app design. This update includes performance updates and new language support for Spanish and French Canadian. - Digital Glovebox – Allow storage and management of key documents such as vehicle insurance via the website and mobile app. - Vehicle Order Tracker - Knowing where your vehicle order is in the process is key to your business. Customers will soon be able to monitor and track their vehicle orders from ordering a vehicle, adding aftermarket equipment, to estimated time for delivery. - Integrated Fuel card ordering & management within the current EFleets website in collaboration with WEX. Future Investment within 24 Months: - Modernized digital experience with new capabilities, simplifying reporting and supporting critical tasks for customers. - Integrated connected vehicle technology with vehicle health and maintenance dashboards supporting both ICE and EV vehicle types. - Advanced maintenance tracking as well as maintenance authorization, scheduling, and other self-service capabilities.
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43	Describe any "green" initiatives that relate to your company or to your Solutions, and include a list of the certifying agency for each.	Green Initiatives and Environmental Stewardship Enterprise Fleet Management is deeply committed to sustainability across its operations, services, and partnerships. Our environmental initiatives are designed to support our customers' sustainability goals while reducing the overall ecological footprint of fleet operations. These efforts span fleet optimization, carbon accountability, facilities management, and corporate social responsibility. Fleet Optimization and Vehicle Cycling Enterprise helps customers make environmentally responsible decisions through data-driven fleet management. By analyzing emissions, fuel efficiency, and lifecycle costs, we enable smarter vehicle cycling that reduces environmental impact. Emissions tracking and reporting Fuel efficiency analysis Remediation cost evaluation Support for low-emission and fuel-efficient vehicle selection Carbon Reporting and Offsets Enterprise simplifies emissions benchmarking and offers verified carbon offset solutions through: TerraPass – A third-party partner investing in renewable energy and carbon reduction projects Certifying Agencies: Verified Carbon Standard (VCS), Climate Action Reserve (CAR) Enterprise Holdings Foundation matches a portion of each customer's offset purchase to amplify impact Energy and Facilities Management Our corporate headquarters in St. Louis, Missouri, reflects our commitment to sustainable building practices: LEED Gold Certification in 2012 from the U.S. Green Building Council Built on previously developed land to minimize environmental disruption Low-flow fixtures reduce water usage by 46% LED lighting reduces electricity usage by 56% 92% of construction waste recycled or repurposed Corporate Social Responsibility (CSR) Enterprise Fleet Management, as an affiliate of Enterprise Holdings, supports long-term community growth and environmental sustainability through: Promotion of alternative fuels and mobility solutions Increased access to fuel-efficient vehicles Resource-efficient operations and waste minimization Carbon offset programs for vehicle leasing and rental Support for local and global philanthropic initiatives Disaster relief and community development efforts Our CSR Governance Council oversees a robust set of policies, including: Carbon Offsets Duty of Care Supplier Code of Conduct Human Rights Safety Recalls Workplace Ethics Equal Opportunity Employment Founding Values Privacy and Safe Harbor Subsidiary and Franchisee Sustainability Standards Sustainable Maintenance Programs We take a practical approach to sustainable transportation by focusing on small changes that make a big impact: Recycling and repurposing materials Comprehensive vehicle maintenance to reduce waste and costs Responsible material management Windshield recycling Use of water-based paints Re-refining oil and recycling filters Tire repurposing License plate renewal practices Prioritization of fuel-efficient vehicles
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44	Identify any third-party issued eco-labels, ratings or certifications that your company has received for the Solutions included in your Proposal related to energy efficiency or conservation, life-cycle design (cradle-to-cradle), or other green/sustainability factors.	Third-Party Sustainability Certifications and Eco-Labels 1. LEED Gold Certification (2012) one year certification to recognize our energy-efficient design. Certifying Agency: U.S. Green Building Council Scope: Enterprise Fleet Management's corporate headquarters in St. Louis Details: Recognized for energy-efficient design, water conservation, LED lighting, and recycling of construction waste. This is the second-highest level of LEED certification available and reflects a strong commitment to sustainable building practices. 2. Verified Carbon Offsets Certifying Agency: TerraPass (partnered with Verified Carbon Standard and Climate Action Reserve) Scope: Carbon offset programs offered to customers Details: Enterprise helps customers offset fleet emissions by investing in renewable energy and carbon reduction projects. The Enterprise Holdings Foundation matches a portion of each customer's offset purchase. 3. ISO 14001 (Enterprise Holdings sustainability practices) Certifying Agency: International Organization for Standardization (ISO) Scope: Environmental Management Systems (EMS) Details: ISO 14001 provides a framework for improving resource efficiency, reducing waste, and ensuring environmental compliance. While not explicitly listed for Enterprise Fleet Management, it is commonly adopted by large organizations with sustainability programs. 4. Cradle to Cradle Certified (Referenced in sustainability resources) Certifying Agency: Cradle to Cradle Products Innovation Institute Scope: Life-cycle design and product sustainability Details: This certification is relevant for evaluating products based on material health, reuse, renewable energy, water stewardship, and social fairness and not applicable to our services. Enterprise Mobility annually submits to leading ESG platforms to benchmark and improve our sustainability performance. We maintain a "Fast Mover" designation with EcoVadis, reflecting our proactive approach to sustainability, and currently hold a strong SAQ score of 83. Additionally, we report to CDP, where we have achieved a score of C, demonstrating our commitment to transparency and continuous improvement in climate-related disclosures. Additional information on our sustainability platform can be found on our mobility website. https://www.enterprisemobility.com/content/dam/enterpriseholdings/marketing/our-impact/sustainability/esg-report/esg-report-fy24.pdf
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45	What unique attributes does your company, your products, or your services offer to Sourcewell participating entities? What makes your proposed solutions unique in your industry as it applies to Sourcewell participating entities?	Enterprise Fleet Management offers a suite of solutions uniquely positioned to serve Sourcewell participating entities. Our approach combines deep industry expertise, national infrastructure, and a customer-first mindset to deliver unmatched value. Key differentiators include: 1. Fleet Expertise and Scale As part of Enterprise Holdings, we manage and operate over 1.85 million vehicles globally, giving us unparalleled insight into: Industry trends and regulatory changes Vehicle recalls and manufacturer updates Residual values and model enhancements This scale allows us to bring proven strategies and real-time market intelligence to Sourcewell members. 2. Nationwide Infrastructure and Local Support With over 60 fleet management offices nationwide and over 1,000 field employees, our local account teams provide personalized, face-to-face service. This proximity ensures responsive support and tailored solutions for each participating entity. Our people are part of developing, implementing and enhancing fleet strategies for our clients and are often asked to speak, present and be present at council meetings, board workshops, etc. 3. Total Cost of Ownership (TCO) Optimization We apply our internal fleet management expertise to help Sourcewell members reduce costs across: Acquisition Maintenance Fuel Depreciation Resale Our data-driven approach ensures decisions are made with full visibility into cost impacts. We help our clients identify the right vehicles for the application at the best cost and also ensure that they are properly using the assets often facilitating disposal of under utilized assets. 4. Logistics and Operational Efficiency Enterprise's experience in managing its own fleet logistics—vehicle pickup, delivery, and movement—translates into faster, more efficient service for our clients. We understand the operational challenges and solve them proactively. 5. Vehicle Resale and Remarketing Our nationwide network of remarketing professionals and offices allows us to maximize resale value through the most effective channels. We invest more in this area than any competitor, ensuring optimal returns for Sourcewell entities. This allows us to avoid auctions where often returns are less and fees come with that service. 6. In-House Claims and Subrogation Services As a self-insured company, Enterprise has dedicated in-house teams managing physical damage claims and subrogation. This internal expertise leads to faster resolution, reduced costs, and better outcomes for our clients. 7. Additional services available to Sourcewell Members Enterprise Mobility is an awarded vendor under the category "Near-new vehicle purchasing" allowing access to sourcewell members to purchase pre-owned vehicles at a discounted rate. Through Enterprise and National, we provide a comprehensive industry-leading business rental program Public-Sector pricing available through our mobility experts https://www.enterprise.com/en/business-car-rental/publicsector.html
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46	Describe in detail any facilitation or support services offered when OEM warranty work is required for vehicle acquired via your offering.	Warranty and Repair Support Enterprise Fleet Management partners with a network of national account providers to offer nationwide warranties and corporate-level support for vehicle repairs. Warranty coverage varies based on the type of repair and the parts used, but our process ensures that customers receive the maximum benefit available. Our ASE-certified technicians are trained to identify potential warranty opportunities by reviewing each vehicle's service and repair history. When repairs fall just outside of standard warranty coverage, our team refers the vehicle to the dealer. In many cases, our National Service Department can pursue goodwill assistance from the manufacturer to help cover eligible repairs. This proactive approach ensures that Sourcewell participating entities receive the most cost-effective and comprehensive support possible throughout the lifecycle of their fleet. Enterprise Fleet Management takes a proactive approach to helping clients minimize repair costs, especially when vehicles are just outside of standard warranty coverage. The goodwill assistance process involves the following steps: Warranty Review by Technicians Enterprise's ASE-certified technicians carefully review each vehicle's service and repair history to identify potential warranty coverage. This includes checking for manufacturer warranties and extended coverage options. Referral to Dealer for Out-of-Warranty Repairs If a repair falls just outside the warranty period, the vehicle is referred to the appropriate dealership for further evaluation. Engagement of National Service Department (NSD) Enterprise's National Service Department steps in to advocate on behalf of the client. They work directly with the manufacturer to request goodwill assistance—a discretionary coverage offered by manufacturers for repairs that are no longer under warranty but meet certain criteria (e.g., low mileage, consistent maintenance history, recent warranty expiration). Negotiation and Approval The NSD leverages Enterprise's strong manufacturer relationships and repair data to negotiate coverage. If approved, the manufacturer may cover part or all of the repair cost, reducing the financial burden on the client. Client Notification and Repair Coordination Once goodwill assistance is secured, Enterprise coordinates the repair and communicates the outcome to the client, ensuring transparency and minimal downtime. This process reflects Enterprise's commitment to cost savings and customer advocacy, helping Sourcewell participating entities get the most value from their fleet investment.
47	Describe any service standards or guarantees that apply to your services (policies, metrics, KPIs, etc.).	Key Performance Indicators Enterprise Fleet Management measures performance through a variety of metrics designed to reduce total cost of ownership and improve operational efficiency for our clients. For Sourcewell members, our goal is to deliver measurable savings and strategic value across all aspects of fleet management. We focus on the following areas to drive results: - Active vehicle lifecycle management to reduce fuel and maintenance expenses - Annual benchmarking of fuel and maintenance spend to identify cost-saving opportunities - Vehicle comparison analysis to recommend models with the best total cost of ownership - Proactive fleet planning and forecasting to increase equity at disposal - Continuous resale market review to determine optimal disposal timing and method - Resale performance tracking against industry benchmarks to ensure competitive returns - Incentive program management to reduce acquisition costs - Vehicle application review to "right-size" fleet based on operational needs - Driver and administrator feedback analysis to enhance satisfaction and usability Enterprise Fleet Management Performance Savings KPIs \$97 million in total maintenance and repair savings \$96 million in manufacturer incentives passed directly to customers \$30 million in negotiated repair savings, with 20–40% discounts on parts and labor through our network of 90,000 partner shops 109% resale performance compared to Black Book's Commercial Vehicle Index (CVI), exceeding industry standards Additionally, we measure and monitor several Customer Service KPI's like our ESQI scores to ensure that we are providing our clients the best experience in the industry.

Table 5B: Value-Added Attributes

Line Item	Question	Certification	Offered	Comment
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48	Select any Women or Minority Business Entity (WMBE), Small Business Entity (SBE), or veteran owned business certifications that your company or hub partners have obtained. Upload documentation and a listing of dealerships, HUB partners or resellers if available. Select all that apply.		☐ Yes ☒ No	While we do not hold any certifications, Enterprise Fleet Management is proud of its legacy as a veteran-founded and woman-led organization—an identity that reflects our deep commitment to service, leadership, and inclusion. The company was founded in 1957 by Jack C. Taylor, a decorated U.S. Navy fighter pilot who served aboard the USS Enterprise during World War II. Inspired by the values of integrity, discipline, and teamwork he learned in the military, Jack named the company after the aircraft carrier and built it on the principle: “Take care of your customers and employees first, and profits will follow.” [en.wikipedia.org] Today, Enterprise Fleet Management is led by Chrissy Taylor, the third generation of the Taylor family and one of the most prominent female CEOs in the global transportation industry. Chrissy began her career as a management trainee and rose through the ranks, holding 17 different positions before becoming President & CEO in 2020. Under her leadership, the company continues to innovate, expand its sustainability efforts, and champion diversity across its operations. This unique combination of military heritage and female executive leadership sets Enterprise Fleet Management apart in the industry and aligns with the values of Sourcewell participating entities that prioritize integrity, service, and inclusive representation. Enterprise Fleet Management is deeply committed to the principles of equal employment opportunity (EEO) and affirmative action (AA). These values are embedded in our company culture and communicated through: Our employee handbook Mandatory companywide diversity training Prominent postings in all branch offices nationwide We actively promote diversity, equity, and inclusion across our workforce and supplier relationships, and we are proud of our veteran ownership and woman leadership history, which reflect our dedication to representation and opportunity. Support for Small Business Enterprise (SBE) & Minority and Women Business Enterprise (MWBE) Enterprise Fleet Management takes a proactive approach to engaging and supporting SBE/MWBE vendors through the following initiatives: Identifying opportunities for certified SBE/MWBE vendors to provide goods and services Outreach efforts, including letters to interested vendors encouraging proposals and maintaining a log of all communications Encouraging certification for eligible vendors and assisting with bonding, credit, and insurance requirements Negotiating in good faith with all interested and certified SBE/MWBE vendors Membership and support of local and national minority, women, and small business organizations Advertising in DBE-focused publications to attract qualified vendors Encouraging drivers to utilize DBE and M/WBE vendors for maintenance and repair services based on operational needs Enterprise and its affiliate, National, are active members of numerous local and national programs, including: National Minority Supplier Development Council (NMSDC) affiliates Ethnic chambers of commerce National Association of Women Business Owners (NAWBO) chapters Women's Business Enterprise National Council (WBENC) regional chapters Urban League chapters These efforts reflect our ongoing commitment to building inclusive partnerships and promoting economic opportunity for underrepresented groups.
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49		Minority Business Enterprise (MBE)	☐ Yes ☒ No	N/A	*
50		Women Business Enterprise (WBE)	☐ Yes ☒ No	N/A	*
51		Disabled-Owned Business Enterprise (DOBE)	☐ Yes ☒ No	N/A	*
52		Veteran-Owned Business Enterprise (VBE)	☐ Yes ☒ No	N/A	*
53		Service-Disabled Veteran-Owned Business (SDVOB)	☐ Yes ☒ No	N/A	*
54		Small Business Enterprise (SBE)	☐ Yes ☒ No	N/A	*
55		Small Disadvantaged Business (SDB)	☐ Yes ☒ No	N/A	*
56		Women-Owned Small Business (WOSB)	☐ Yes ☒ No	N/A	*

Table 6A: Pricing (400 Points, applies to Table 6A, 6B, 6C, 6D, 6E)

Provide detailed pricing information in the questions that follow below.

Line Item	Question	Response *
57	Describe your payment terms and accepted payment methods.	Payment Terms Standard payment terms are Net 30. Payment Options Enterprise Fleet Management offers multiple convenient payment methods for Sourcewell participating entities: Direct Debit: Automatic withdrawal on the 20th of each month. One-Time ACH: Payments can be initiated via phone or email. Check: Payments may be mailed or sent via overnight delivery. Wire/ACH Push: Can be arranged through Enterprise's designated banking partner.

58	Describe any leasing or financing options available for use by educational or governmental entities.	Your local Enterprise Fleet Management team will collaborate with you to customize lease terms and deliver the most cost-effective solutions tailored to your operational needs. Enterprise offers four primary funding options: 1. Open-Ended Equity Lease A flexible solution ideal for organizations needing adaptable vehicle lifecycle funding. Key features include: No early termination penalties—vehicles can be returned at any time Payoff amount always applies; equity from vehicle resale can be applied to future leases If the resale value is less than the payoff, the difference is billed to the agency No mileage restrictions or wear-and-tear charges Improved cash flow and flexible financing Ownership rights retained by the agency Lease terms based on actual vehicle usage, not fixed timelines This lease finances the difference between the vehicle's purchase price and a conservative Reduced Book Value (RBV), based on anticipated market value. Agencies pay only for the time the vehicle is in use, improving budget flexibility. 2. Closed-End Lease Designed for low-mileage drivers, this option offers: Lower monthly payments Fixed lease terms (terms and miles) No residual risk at lease end. Simply turn the vehicle in 3. Prepaid Lease Ideal for entities seeking interest savings: All lease payments made upfront Access to discounted interest rates Simplified budgeting 4. Open-Ended Lease Finance For entities preferring vehicle ownership Leases are written down to a zero book value allowing for easier transfer of ownership at term if desired Suitable for long-term asset retention Service Charge and any pass through LTT fees are applicable for Title Lease Term Flexibility Enterprise offers lease terms ranging from 12 to 60 months for all vehicle classes and up to 72 months on specialty vehicles. While initial terms do not exceed 60 months Open-Ended Leases can be extended: Continue month-to-month until the RBV is fully paid Pay off the RBV at 60 months Extend for an additional term Once the vehicle Reduced Book Value is fully satisfied, Sourcewell members can keep on Enterprises books for the original management fee	*
59	Describe any standard transaction documents that you propose to use in connection with an awarded agreement (order forms, terms and conditions, service level agreements, etc.). Upload all template agreements or transaction documents which may be proposed to Participating Entities.	We have attached our sample contracts.	*
60	Do you accept the P-card procurement and payment process? If so, is there any additional cost to Sourcewell participating entities for using this process?	We cannot accept a P-card payment at this time.	*

61	Describe your pricing model (e.g., line-item discounts or product-category discounts). Provide detailed pricing data (including standard or list pricing and the Sourcewell discounted price) on all of the items that you want Sourcewell to consider as part of your RFP response. If applicable, provide a SKU for each item in your proposal. Upload your pricing materials (if applicable) in the document upload section of your response.	Inclusive, Upfront Pricing Enterprise Fleet Management understands the challenges of calculating both direct and indirect fleet costs. That's why we provide transparent, inclusive pricing upfront, along with predictive cost tools to help Sourcewell participants plan effectively for fleet expenses throughout the year—and beyond. Integrity and Transparency We prioritize clarity and trust. Our contracts are straightforward, with no hidden fees. Your dedicated Client Strategy Manager will offer honest, data-driven recommendations tailored to your needs. You'll also have full access to the same fleet data via our Client Website, ensuring complete visibility and collaborative decision-making. Flexible Financing Options Enterprise offers a range of leasing and financing solutions to meet diverse operational and budgetary needs, including: Open-End Lease Closed-End Lease Prepaid Lease Self-Funded Programs We work closely with each client to identify the best-fit financing structure and adapt to evolving requirements.
62	Quantify the pricing discount represented by the pricing proposal in this response. For example, if the pricing in your response represents a percentage discount from MSRP or list, state the percentage or percentage range.	Manufacturer Discounts & Capitalized Cost Enterprise Fleet Management leverages its national purchasing power to secure significant discounts for Sourcewell members. Discounts typically range from 5% to 25% off the Manufacturer's Suggested Retail Price (MSRP). For example: MSRP for a Ford Explorer: \$36,540 Delivered Price: \$31,232 Savings: Approximately 15% In some cases, manufacturers may also offer free optional equipment, providing additional value and cost savings when available. Capitalized Cost is calculated as: Factory Invoice Price Minus manufacturer-provided incentives Minus any applicable advertising fees This pricing structure ensures transparency and maximizes value for Sourcewell participants and as the largest purchaser of vehicles in North America, we leverage our OEM relationships to ensure the best solutions are offered to our sourcewell members.
63	Describe any quantity or volume discounts or rebate programs that you offer.	Incentive Management & Ancillary Discounts Enterprise Fleet Management works diligently to secure the best available incentives for Sourcewell members through: A dedicated team of incentive analysts at our operations headquarters Strong partnerships with manufacturers and relationships with dealers Ongoing collaboration with manufacturer zone representatives Our team actively tracks a wide range of incentives and maintains a comprehensive database that compares these against standard fleet, association, and upfit incentives. This allows us to identify and apply the most advantageous offers for each client. In some cases, manufacturers provide exclusive incentives to Enterprise that are not available through other channels. These are applied strategically to maximize savings for Sourcewell participants. For ancillary programs such as Full Maintenance and Maintenance Management, Enterprise passes through additional discounts on parts and labor, further enhancing cost efficiency. Volume/High Quantity discounts from Enterprise Fleet Management are also available to Sourcewell members based on individual member needs

64	Propose a method of facilitating "sourced" products or related services, which may be referred to as "open market" items or "non-contracted items". For example, you may supply such items "at cost" or "at cost plus a percentage," or you may supply a quote for each such request.	Enterprise Fleet Management provides comprehensive support for sourcing and installing aftermarket equipment. Enterprise will provide a quote for each sourced product that will include any discounts that Enterprise receives. We do not mark-up any quotes or charge for coordinating supply or installation - this is a part of Enterprise's standard service and additional value added service to our clients. Enterprise Fleet Management will coordinate the up-fit of any needed aftermarket equipment such as toolboxes, lights, signage, service bodies etc. We have established relationships with local and national vendors that supply these items and will deliver the equipment in a work-ready state. Enterprise will plan ahead with vendors to have equipment ready for installation once the ordered vehicles are delivered to ensure that the vehicles are ready for service as soon as possible. Enterprise will negotiate on behalf of the member agency to leverage volume discounts and deliver the lowest possible price on any needed equipment. The equipment can be billed up front or capitalized as a part of the lease structure. In both scenarios, the member will own the equipment at the conclusion or termination of the lease. Enterprise is able to sell customer-owned units as an additional benefit if the end user signs our consignment agreement. We have included a sample consignment agreement. Another example of Enterprise Fleet Managements open source at cost is vehicle electrification. In the event that a client wants to electrify their fleet, we do not markup vehicle chargers or installation, we introduce them to our national partners and allow them access to the services at no markup.	*
65	Identify any element of the total cost of acquisition that is NOT included in the pricing submitted with your response. This includes all additional charges associated with a purchase that are not directly identified as freight or shipping charges. For example, list costs for items like pre-delivery inspection, installation, set up, mandatory training, or initial inspection. Identify any parties that impose such costs and their relationship to the Proposer.	Vehicle registration fees, as applicable based on end user, are passed through directly to the end user without markup. All other costs are addressed within Enterprise's inclusive pricing structure provided in the RFP response.	*
66	If freight, delivery, or shipping is an additional cost to the Sourcewell participating entity, describe in detail the complete freight, shipping, and delivery program.	Enterprise Fleet Management typically arranges for vehicles to be delivered to the dealer closest to the end user, allowing for convenient pickup. Alternatively, Enterprise can coordinate delivery through the dealer or Enterprise personnel. Delivery charges may apply, depending on distance and other logistical factors.	*
67	Specifically describe freight, shipping, and delivery terms or programs available for Alaska, Hawaii, Canada, or any offshore delivery.	Enterprise Fleet Management maintains a broad network of dealerships and local personnel across supported regions. This includes staff from Enterprise Fleet Management offices and affiliated Enterprise Rent-A-Car and National Car Rental locations. These resources are available to assist with vehicle delivery and pickup, ensuring efficient logistics and responsive service for Sourcewell member agencies.	*
68	Describe any unique distribution and/or delivery methods or options offered in your proposal.	Enterprise Fleet Management employs one of the largest driver teams in the industry, enabling efficient coordination of vehicle pickups, deliveries, and transfers. With a global fleet of 1.85 million units operated in partnership with Enterprise Holdings, we manage logistics daily, giving us deep expertise and agility in navigating complex delivery scenarios for our fleet customers.	*

69	Specifically describe any self-audit process or program that you plan to employ to verify compliance with your proposed agreement with Sourcewell. This process includes ensuring that Sourcewell participating entities obtain the proper pricing.	Enterprise Fleet Management enforces compliance through a combination of system controls, regular audits, and transparent reporting: 1. System-Level Controls A dedicated pricing plan for Sourcewell is hard coded into Enterprise's internal systems. This pricing structure is locked, meaning it cannot be modified by any sales or support team member. All quotes and transactions for Sourcewell members are automatically tied to this pricing plan, ensuring consistency and adherence to contract terms. 2. Delivery & Transaction Audits Enterprise conducts monthly reviews of all vehicles on order prior to delivery processed under the Sourcewell program. These audits verify that pricing, incentives, and services provided align with Sourcewell contract requirements. Any discrepancies are investigated and resolved prior to billing to maintain program integrity. 3. Internal Oversight Enterprise's Client Strategy Managers and compliance teams are trained to uphold Sourcewell contract standards. Any updates to pricing, incentives, or program terms are reviewed and approved centrally before implementation.	*
70	If you are awarded an agreement, provide a few examples of internal metrics that will be tracked to measure whether you are having success with the agreement.	Internal Metrics & Customer Satisfaction Tracking Enterprise Fleet Management tracks key performance indicators to ensure program success and continuous improvement. Example metrics include: New customers utilizing the Sourcewell contract Total vehicle orders placed Total deliveries completed Our goal is to build lifelong customer relationships, and we actively monitor satisfaction through multiple channels: Internal Service Quality Index (SQI) External surveys, including the J.D. Power Satisfaction Survey Customer service inquiries and feedback These results are closely reviewed, and process improvements are implemented as needed to ensure we consistently meet or exceed customer expectations.	*
71	Provide a proposed Administration Fee payable to Sourcewell. The Fee is in consideration for the support and services provided by Sourcewell. The proposed Administrative Fee will be payable to Sourcewell on all completed transactions to Participating Entities utilizing this Agreement. The Administrative Fee will be calculated as a stated percentage, or flat fee as may be applicable, of all completed transactions utilizing this Master Agreement within the preceding Reporting Period defined in the agreement.	Enterprise will offer Sourcewell and your members access to our fleet management program and pay Sourcewell a quarterly marketing fee based upon the volume of Combined New Deliveries generated as defined below. Deliveries to qualified members during the term of the contract is \$150.00 per new delivery. Qualified members are eligible members who utilize the Agreement between Sourcewell and Enterprise Fleet Management as an approved means to satisfy proper due diligence and competitive requirements. Enterprise Fleet Management retains the right to offer discounted promotional pricing on a market-by-market basis.	*

Table 6B: Pricing Grid: Acquisition Terms

Provide detailed pricing information in the table below.

Line Item	Type	Charged/Percentage/Fees	Details	
72	Interest Rate Index Used	3- Year T- Bill Canadian 3 Year Bond	3- Year T- Bill Canadian 3 Year Bond	*
73	Basis Points	350 Basis Points (US and Canada)	350 Basis Points (US and Canada)	*
74	Domestic Factory Order Vehicles	Manufacturers Published Invoice Less all applicable incentives (+) \$170 Acquisition Fee plus courtesy delivery fee that is a pass-through charge from the delivering dealer	Manufacturers Published Invoice Less all applicable incentives (+) \$170 Acquisition Fee plus courtesy delivery fee that is a pass-through charge from the delivering dealer	*
75	Foreign Factory Order Vehicles	Manufacturers Published Invoice Less all applicable incentives (+) \$170 Acquisition Fee plus courtesy delivery fee that is a pass-through charge from the delivering dealer	Manufacturers Published Invoice Less all applicable incentives (+) \$170 Acquisition Fee plus courtesy delivery fee that is a pass-through charge from the delivering dealer	*
76	Domestic Dealer Stock Vehicles	Dealer Provided Invoice or Buyer sheet Less (-) Applicable Incentives plus (+) \$170 acquisition fee, (+) any applicable dealer fees; subject to dealer availability, applies to all Dealer ordered vehicles	Dealer Provided Invoice or Buyer sheet Less (-) Applicable Incentives plus (+) \$170 acquisition fee, (+) any applicable dealer fees; subject to dealer availability, applies to all Dealer ordered vehicles	*
77	Foreign Dealer Stock Vehicles	Dealer Provided Invoice or Buyer sheet Less (-) Applicable Incentives plus (+) \$170 acquisition fee, (+) any applicable dealer fees; subject to dealer availability, applies to all Dealer ordered vehicles	Dealer Provided Invoice or Buyer sheet Less (-) Applicable Incentives plus (+) \$170 acquisition fee, (+) any applicable dealer fees; subject to dealer availability, applies to all Dealer ordered vehicles	*

Table 6C: Pricing Grid: Incentives

Provide detailed pricing information in the table below.

Line Item	Type	Charged/Percentage/Fees	Details	
78	Federal Tax Incentives	no charge/fee/100% passed	EFM passes through all eligible and applicable incentives to end users at no charge	*
79	State Tax Incentives	no charge/fee/100% passed	EFM passes through all eligible and applicable incentives to end users at no charge	*
80	Manufacturer Incentives	no charge/fee/100% passed	100% of end user eligible incentives are passed to the member (Manufacturer Regional or State Incentive for specific model available at time of order available to the member) EFM also works closely with the manufacturers to achieve the highest available incentive and thus reducing cost to end user	*

Table 6D: Pricing Grid: Maintenance & Fees

Provide detailed pricing information in the table below.

Line Item	Type	Charged/Percentage/Fees	Details	
81	Fixed Maintenance	Variable	Enterprise offers a comprehensive fixed maintenance program that includes both preventative and non-preventative maintenance services. This program can be customized to incorporate additional components such as brakes, tires, and replacement rentals, allowing for a fully budgeted maintenance solution throughout the vehicle's term. Pricing Structure Rates vary based on vehicle type, annual mileage, and usage application. On average, pricing ranges from \$40 to \$90 per month, depending on these factors. Coverage is available for vehicles up to 100,000 miles and includes: All routine maintenance as recommended by the manufacturer Unplanned repairs, provided they are not the result of misuse or abuse This program is designed to provide predictable maintenance costs and minimize unexpected expenses over the life of the vehicle.	*
82	Occurance Maintenance	\$6 per month per vehicle	\$6 per month card fee per vehicle plus cost of service and parts. No out of network fees or additional roadside service fees.	*
83	Management Fee	0.10% for Factory Ordered Vehicles 0.15% for Dealer Stock Vehicles	0.10% for Factory Ordered Vehicles 0.15% for Dealer Stock Vehicles	*
84	Service Charge	US \$400 CA \$495	US \$400 CA \$495 per vehicle at the end of the Lease	*
85	Lease Termination Fee	Equity Leases: \$0 Net Leases: three months rent plus 30% of the total rent due	\$0 Termination Fee for Equity Leases, refer to Section 3 of Master Lease Agreement for settlement process. Termination Fees for Net Leases are an amount equal to three months rent plus 30% of the total rent due under the master walk away lease agreement.	*
86	Interim Interest Yes/No, How is it calculated?	Yes	Enterprise Charges Interim interest from the date that Enterprise pays for the vehicle + aftermarket equipment (if applicable) until it is delivered. It is calculated as follows: (3 Yr T-bill/Ca Bond Rate + 350 BP) x vehicle + aftermarket equipment cost (if applicable) / 365 x number of days between the paid for date and deliver date)	*
87	Resale Fee	\$400	For each Vehicle sold, the End User "Member" shall pay Enterprise a fee of \$400.00 ("Service Fee") plus towing at prevailing rates, applies to member owned/non-leased units. This is not in addition to the service charge as it is only applicable to non-Enterprise leased vehicles. This is an optional service.	*
88	Provide fees not listed + rate	Optional services provided	See pricing matrix for services available to Sourcwell Members but not referenced here	*

Table 6E: Pricing Offered

Line Item	The Pricing Offered in this Proposal is: *	Comments
89	The pricing offered is as good as or better than pricing typically offered through existing cooperative contracts, state contracts, or agencies.	Enterprise Fleet Management leverages its national purchasing power to secure significant discounts for Sourcewell members. Discounts typically range from 5% to 25% off the Manufacturer's Suggested Retail Price (MSRP). This pricing structure ensures transparency and maximizes value for Sourcewell participants and as the largest purchaser of vehicles in North America, we leverage our OEM relationships to ensure the best solutions are offered to our sourcewell members.

Table 7A: Depth and Breadth of Offered Solutions (200 Points, applies to Table 7A and 7B)

Line Item	Question	Response *
90	Provide a detailed description of all the Solutions offered, including used Solutions if applicable, offered in the proposal.	Enterprise Fleet Management provides a full-service, customizable fleet management program designed to optimize performance, reduce total cost of ownership, and improve operational efficiency for Sourcewell participating entities. Our solutions are backed by the infrastructure and expertise of Enterprise Holdings, the world's largest fleet operator. 1. Fleet Acquisition & Leasing Equity Lease & Closed-End Lease Options: Flexible financing models tailored to organizational needs Vehicle Selection Support: Side-by-side comparisons of makes and models based on cost, fuel efficiency, and suitability Manufacturer Incentives: Access to national fleet discounts and rebates, passed directly to customers 2. Used Vehicle Solutions Certified Pre-Owned Fleet Vehicles: Access to high-quality, well-maintained used vehicles from Enterprise's own fleet Resale Expertise: Enterprise sold over 126,000 client vehicles in 2024 at an average of 109% above Black Book's CVI, maximizing equity returns [efleets.com] Multi-Channel Remarketing: Vehicles are sold through the most effective channels to ensure optimal resale value 3. Fleet Planning & Optimization Client Strategy Managers: Local experts who build and manage customized fleet plans Lifecycle Management: Strategic planning for acquisition, maintenance, and disposal to reduce costs Fleet Electrification Consulting: Insights and planning support for transitioning to electric vehicles [efleets.com] 4. Maintenance Programs Nationwide Network of 90,000+ Service Centers ASE-Certified Technicians: Review and negotiate repairs, ensuring quality and cost control Real-Time Maintenance Approvals: Electronic bid submission and approval thresholds to minimize downtime Warranty & Goodwill Assistance: Proactive warranty checks and manufacturer goodwill negotiations for out-of-warranty repairs [efleets.com] 5. Technology & Reporting Tools Customer Website: Real-time fleet oversight, customizable dashboards, and

automated alerts

Mobile App: Driver tools including roadside assistance, maintenance locator, mileage tracking, and accident reporting

Annual Client Review: Year-over-year analysis of fleet performance and cost-saving opportunities

Fleet Planning Toolkit: Total cost analysis and vehicle replacement timing recommendations

6. Accident & Claims Management

24/7 Claims Support

In-House Subrogation Team: Enterprise is self-insured and manages claims internally, ensuring fast and efficient resolution

7. Sustainability Solutions

Carbon Reporting & Offsets: Verified carbon offset programs through TerraPass

Fleet Emissions Analysis: Data-driven insights to support environmental goals

LEED Gold-Certified Headquarters: Reflects our commitment to energy efficiency and sustainable operations

8. Fleet Electrification

EFM has the ability to help Sourcewell clients with their electrification journey including:

Acquisition of BEV

Implementation of Charging Strategies

Home and Workplace Charging procurement and installation

9. Telematics

EFM has partnerships with telematics partners such as Geotab, a Sourcewell awarded contract that can be offered to its clients. As Geotab is an awarded partner, we do not charge any additional fees on top of the Geotab's pricing.

10. Total Mobility Solution

Enterprise Mobility is the worlds largest and most trusted mobility provider. As such, we ensure that our clients have access to all of our services such as Daily Rental for short term needs and our Sourcewell Awarded Car Sales division.

We have also attached a full proposal with a detailed description of all our offerings.

91	Within this RFP category there may be subcategories of solutions. List subcategory titles that best describe your products and services.	1. Fleet Acquisition & Leasing Equity Lease and Closed-End Lease options New and certified pre-owned vehicle sourcing Manufacturer incentives and fleet discounts Vehicle selection and specification consulting 2. Fleet Planning & Optimization Lifecycle cost analysis Fleet right-sizing and application review Vehicle cycling strategy Electrification consulting and EV planning 3. Maintenance & Repair Management Nationwide network of 80,000+ service providers ASE-certified technician support Real-time maintenance approvals Warranty and goodwill assistance Preventive maintenance scheduling 4. Accident & Claims Management 24/7 accident reporting and support In-house subrogation and claims processing Physical damage claims management Roadside assistance coordination 5. Technology & Reporting Tools Online customer portal with fleet dashboards Mobile app for drivers (mileage tracking, alerts, accident reporting) Fleet Planning Toolkit Annual Client Review and performance benchmarking 6. Vehicle Resale & Remarketing Multi-channel remarketing strategy Resale performance tracking Disposal timing optimization Used vehicle resale and equity return maximization 7. Sustainability & Environmental Solutions Carbon emissions reporting Verified carbon offset programs (via TerraPass) LEED Gold-certified headquarters Sustainable maintenance practices 8. Compliance & Risk Management Safety recall tracking Regulatory updates and compliance support Driver policy and program consultation 9. Vendor Diversity & Inclusion Support for SBE/MWBE vendor engagement Outreach and certification assistance Membership in diversity-focused organizations (e.g., NMSDC, WBENC, NAWBO)
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Table 7B: Depth and Breadth of Offered Solutions

Indicate below if the listed types or classes of Solutions are offered within your proposal. Provide additional comments in the text box provided, as necessary.

Line Item	Category or Type	Offered *	Comments
92	Services for the acquisition by Sourcewell participating entities, whether by lease or financing, of on-road vehicles of all types or classifications, all weight classes, and all engine types;	☒ Yes ☐ No	Enterprise Fleet Management offers a full suite of acquisition services tailored to meet the diverse needs of Sourcewell participating entities. Our solutions support the procurement of on-road vehicles across all types,

weight classes, and engine configurations, including electric, hybrid, and internal combustion engines.
Enterprise provides a range of customizable funding solutions to align with each entity's operational and budgetary requirements. These Flexible Lease and Financing Options include:

Open-Ended Equity Lease: Offers flexibility to exit the lease at any time, with equity gains returned or applied to future leases. No mileage restrictions or wear-and-tear penalties.
Closed-Ended Lease: Ideal for low-mileage drivers, offering predictable monthly payments.
Prepaid Lease: Allows upfront payment to take advantage of discounted interest rates.

End-of-Lease Flexibility
At the conclusion of a lease term, Sourcewell members can:

- Renew vehicles with new models.
- Turn in the vehicle and take the equity
- Extend the lease term until Book Value is paid off
- Once RBV is paid off, clients can opt to take the title or keep on our books at the mgmt fee rate

Fleet Selection and Planning Tools
Enterprise supports informed decision-making through:

Vehicle Selector Lists: Expertly curated based on cost, fuel economy, safety, and driver satisfaction
Fleet Planning Toolkit: Models total cost of ownership and evaluates productivity and brand impact
Side-by-Side Comparisons: Ensures selection of the most cost-efficient vehicles for each application

Ordering and Tracking Technology
We've developed proprietary system tools and databases that enable seamless electronic transmission of orders across departments. Our ordering team has direct access to:

Manufacturer systems and ordering guides
Assigned contacts for scheduling and tracking inquiries
Real-time order tracking with manufacturers

Drivers can monitor vehicle status via the Enterprise website or mobile app, and once vehicles arrive, our Account Fleet Coordinators work directly with drivers to arrange convenient pickup or delivery.

Client Strategy Support
Each Sourcewell member is assigned a Client Strategy Manager who:
Performs cost analysis to optimize

			vehicle cycling Ensures vehicle selection aligns with operational needs and budget boundaries Provides ongoing consultation to maximize fleet efficiency and value.	
93	New vehicle service and preparation for the vehicles described in 92 above, such as pre-delivery inspection, parts and accessories, installation, and vehicle marking application or installation;	☒ Yes ☐ No	New Vehicle Service and Preparation Enterprise Fleet Management provides comprehensive new vehicle service and preparation to ensure that each vehicle is ready for deployment upon delivery. Our process includes: Pre-Delivery Inspection (PDI) Prior to acceptance of a vehicle, our courtesy delivery dealers perform a thorough inspection to ensure quality and readiness. This includes: Checking for any damage or missing equipment Cleaning the vehicle interior and exterior Installing any required equipment or accessories Parts and Accessories Installation Enterprise coordinates the installation of parts and accessories based on the specific needs of Sourcwell participating entities. This may include: Safety equipment Technology packages Upfitting for specialized use Comfort and performance enhancements Vehicle Marking and Branding We offer full support for the application and installation of vehicle markings, including: Logos and decals Fleet identification numbers Reflective safety striping Custom branding aligned with each entity's visual standards Order Management and Tracking Our proprietary system tools and database allow for seamless electronic transmission of orders between departments. Our ordering team has direct access to: Manufacturer systems and ordering guides Assigned contacts for scheduling and tracking inquiries Real-time order tracking throughout the production and delivery process Drivers can monitor vehicle status via the Enterprise website or mobile app, and once vehicles arrive, our Account Fleet Coordinators work directly with drivers to arrange the most convenient pickup or delivery method.	
94	Preventative maintenance plans, vehicle maintenance and repair services, and related service level agreements for Sourcwell participating entity on-road vehicle fleets of all types;	☒ Yes ☐ No	Enterprise Fleet Management offers a nationwide maintenance and repair network that spans the entire United States and Canada. Our extensive parts network allows us to source components quickly, minimizing vehicle downtime. Through our leveraged relationships with repair shops, we're	

able to pass on discounted rates to our customers—resulting in average repair costs that are typically lower than the industry standard.

Full Maintenance Program
Enterprise's Full Maintenance program provides comprehensive coverage for most makes and models in your fleet. This program is fully managed by Enterprise and requires no internal approvals or monthly invoice reviews. Key Features:

Fixed monthly cost for the term of the vehicle
Coverage up to 100,000 miles
All manufacturer-recommended routine services
Unexpected repairs (excluding damage or neglect)
24/7 roadside assistance and towing
Optional coverage for brakes, tires, loaner vehicles, windshield repair, and fueling services
Automated service reminders via Enterprise's website and mobile app

Maintenance Management Program
This program offers similar benefits to Full Maintenance but operates on a pay-as-needed basis. Repairs are charged directly to Sourcewell members, with Enterprise managing the process and contacting clients only when additional approval is required.

Flat monthly fee
Repairs authorized and managed by Enterprise
Vendor pricing negotiated to fair market value

Maintenance and Repair Process
All maintenance is coordinated through Enterprise using our local network of facilities. This reduces administrative burden for Sourcewell members by eliminating the need for time and cost estimates. Process Overview:

Drivers present a maintenance card (available in the Enterprise mobile app) at service locations
Shops contact Enterprise's National Service Department (NSD) for any work exceeding preset limits
ASE-certified technicians assess service recommendations based on mileage, history, and cost
Enterprise leverages national account agreements to negotiate pricing and ensure value

The NSD was the first to receive the ASE "Blue Seal of Excellence" and has maintained this recognition for 25 consecutive years, an industry record. Our team includes Master Auto, Double Master Auto, and World Class certified technicians.
Preventative Maintenance
Enterprise follows manufacturer-

			recommended service intervals for each vehicle. Preventative maintenance alerts are: Available to Sourcewell administrators via our customer website Pushed directly to drivers via the Enterprise mobile app Customizable by administrators for manual notification control Additional alerts include: Maintenance and mileage updates Registration status for each unit enrolled in the maintenance program.
95	In addition to the solutions described in 92-94 above, proposers may include a complimentary offering of the following ancillary services: i. Short-term rental programs; ii. Upfitting or aftermarket products; iii. Fleet management information technologies, such as: telematics, fleet monitoring, fuel management, fuel tank management, and motor pool/fleet sharing software systems; iv. Roadside assistance including towing, emergency charging, and repairs; v. Vehicle battery longevity monitoring and replacement plans; including installation, operation, and maintenance of dedicated charging and fueling stations.	☒ Yes ☐ No	Through our Fleet Management programs, we are able to offer all of these services. Enterprise Fleet Management, through its affiliate Enterprise Holdings (Enterprise Rent-A-Car and National Car Rental), provides flexible rental solutions for Sourcewell participants. Rentals can be included in Full Maintenance pricing for seamless access during vehicle service or billed as needed. This ensures minimal disruption and keeps drivers on the road when vehicles are out of service. Equipment Billing, Ownership & Fleet Technologies Equipment Billing & Ownership Equipment costs can be billed upfront or capitalized within the lease. Sourcewell entities retain ownership at lease end. Maintenance for equipment is not provided by Enterprise. Reuse or replacement decisions are made by the entity. Fleet Management Technologies Enterprise offers advanced tools to enhance fleet efficiency, including: Telematics Fleet monitoring Fuel management systems Motor pool and fleet sharing software Fleet Management Technologies and Reporting Tools Enterprise provides a robust suite of technology solutions for full visibility and control over fleet operations: Customizable Dashboard Offers day-to-day and month-over-month insights Fully customizable to meet organizational needs Supplements the Annual Client Review with real-time data Mileage & Taxable Fringe Benefit Reporting Drivers can log odometer readings and track personal vs. business mileage Reports align with IRS guidelines and support payroll reporting

			Downloadable in multiple formats with built-in guides Integrated Fuel Data Fuel card program (powered by WEX) integrates with dashboard Real-time visibility into fuel usage, costs, and MPG Identifies outliers and helps reduce fuel spend Monthly Vehicle Cost Analysis Compares fleet costs, downtime, resale values, and funding options Identifies opportunities for savings and operational improvements Annual Client Review Tool Delivered by a dedicated Client Strategy Manager Includes year-over-year performance analysis and strategic recommendations Customer Website & Data Tools Enterprise's updated customer portal provides powerful data access and reporting capabilities: Data Visibility Maintenance history License renewals Risk claims Fuel usage via WEX integration Custom Reporting & Management Role-based, self-service reporting Cost allocation by project, region, or vehicle Driver and vehicle history tracking Data export in multiple formats Automated alerts for maintenance, billing, registrations, lease renewals, and recalls Integration with internal accounting systems Mobile App Features Enterprise's mobile app keeps drivers and administrators connected and informed: Real-time alerts for mileage, insurance, license renewals, citations, and maintenance Digital maintenance cards and appointment scheduling Messaging for field communication Status updates on vehicle orders and repairs Oil change reminders and maintenance notifications Map tools for locating fuel stations and service shops Mileage tracking with personal/business categorization Accident reporting with photo upload Click-to-call roadside assistance and Enterprise contacts Multi-vehicle management under one	
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			account Pool vehicle check-in/check-out and driver tracking Optional Service Offerings Fuel Card Program (WEX) Accepted at 180,000+ U.S. locations Driver-specific cards for security Controls for product type, merchant access, and exception reporting Exception Monitoring & Fraud Protection Fuel Card Exception Reporting Monitors spend, gallons, purchase timing, and fuel type Custom exception parameters and delivery frequency (daily, weekly, monthly) Fraud Monitoring WEX Fraud Department reviews transactions Detects and alerts on suspicious activity Telematics and GPS Monitoring Enterprise offers Geotab telematics for real-time GPS tracking and analytics: Safety: Accident detection, driver coaching, behavior monitoring Cost Reduction: Lower accident costs, improved claims management Productivity: Route optimization, fuel tracking, workforce utilization Engine Health: Diagnostics, preventative maintenance, reduced downtime Compliance: Accurate HOS and IFTA reporting Enterprise data shows Geotab improves fuel efficiency, service response times, and driver safety. Roadside Assistance & After-Hours Support Enterprise provides 24/7 roadside assistance including towing, emergency charging, and repairs: Drivers can approve repairs up to preset limits via mobile app After-hours service available through preferred vendors Automatic approval for services under preset limits Individual case handling for timely support Battery Longevity & Charging Infrastructure Support Battery replacement included in Full Maintenance program While Enterprise does not install charging stations, it supports planning
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			and coordination with third-party providers	
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Exceptions to Terms, Conditions, or Specifications Form

Only those Proposer Exceptions to Terms, Conditions, or Specifications that have been accepted by Sourcewell have been incorporated into the contract text.

Documents

Ensure your submission document(s) conforms to the following:

1. Documents in PDF format are preferred. Documents in Word, Excel, or compatible formats may also be provided.
 2. Documents should NOT have a security password, as Sourcewell may not be able to open the file. It is your sole responsibility to ensure that the uploaded document(s) are not either defective, corrupted or blank and that the documents can be opened and viewed by Sourcewell.
 3. Sourcewell may reject any response where any document(s) cannot be opened and viewed by Sourcewell.
 4. If you need to upload more than one (1) document for a single item, you should combine the documents into one zipped file. If the zipped file contains more than one (1) document, ensure each document is named, in relation to the submission format item responding to. For example, if responding to the Marketing Plan category save the document as "Marketing Plan."
- [Pricing](#) - Enterprise Pricing Sheet.xlsx - Thursday November 20, 2025 10:41:31
 - [Financial Strength and Stability](#) - enterprise-mobility-fact-sheet_esgreport-fy25.pdf - Thursday November 20, 2025 11:56:43
 - [Marketing Plan/Samples](#) - Marketing Plan_Samples.pdf - Thursday November 20, 2025 11:56:52
 - WMBE/MBE/SBE or Related Certificates (optional)
 - [Standard Transaction Document Samples](#) - Agreements.zip - Wednesday November 19, 2025 11:21:36
 - [Requested Exceptions](#) - Sourcewell RFP Master Agreement 04.2026-final redline.docx - Thursday November 20, 2025 10:39:33
 - [Upload Additional Document](#) - Submission and Case Studies.zip - Thursday November 20, 2025 12:00:07

Addenda, Terms and Conditions

PROPOSER AFFIDAVIT OF COMPLIANCE

I certify that I am an authorized representative of Proposer and have authority to submit the foregoing Proposal:

1. The Proposer is submitting this Proposal under its full and complete legal name, and the Proposer legally exists in good standing in the jurisdiction of its residence.
2. The Proposer warrants that the information provided in this Proposal is true, correct, and reliable for purposes of evaluation for award.
3. The Proposer certifies that:
 - (1) The prices in this Proposal have been arrived at independently, without, for the purpose of restricting competition, any consultation, communication, or agreement with any other Proposer or competitor relating to-
 - (i) Those prices;
 - (ii) The intention to submit an offer; or
 - (iii) The methods or factors used to calculate the prices offered.
 - (2) The prices in this Proposal have not been and will not be knowingly disclosed by the Proposer, directly or indirectly, to any other Proposer or competitor before award unless otherwise required by law; and
 - (3) No attempt has been made or will be made by Proposer to induce any other concern to submit or not to submit a Proposal for the purpose of restricting competition.
4. To the best of its knowledge and belief, and except as otherwise disclosed in the Proposal, there are no relevant facts or circumstances which could give rise to an organizational conflict of interest. An organizational conflict of interest is created when a current or prospective supplier is unable to render impartial service to Sourcewell due to the supplier's: a. creation of evaluation criteria during performance of a prior agreement which potentially influences future competitive opportunities to its favor; b. access to nonpublic and material information that may provide for a competitive advantage in a later procurement competition; c. impaired objectivity in providing advice to Sourcewell.
5. Proposer will provide to Sourcewell Participating Entities Solutions in accordance with the terms, conditions, and scope of a resulting master agreement.
6. The Proposer possesses, or will possess, all applicable licenses or certifications necessary to deliver Solutions under any resulting master agreement.
7. The Proposer will comply with all applicable provisions of federal, state, and local laws, regulations, rules, and orders.
8. Proposer its employees, agents, and subcontractors are not:
 1. Included on the "Specially Designated Nationals and Blocked Persons" list maintained by the Office of Foreign Assets Control of the United States Department of the Treasury found at: <https://www.treasury.gov/ofac/downloads/sdnlist.pdf>;
 2. Included on the government-wide exclusions lists in the United States System for Award Management found at: <https://sam.gov/SAM/>; or
 3. Presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from programs operated by the State of Minnesota; the United States federal government, as applicable; or any Participating Entity. Vendor certifies and warrants that neither it nor its principals have been convicted of a criminal offense related to the subject matter of this solicitation.

☒ By checking this box I acknowledge that I am bound by the terms of the Proposer's Affidavit, have the legal authority to submit this Proposal on behalf of the Proposer, and that this electronic acknowledgment has the same legal effect, validity, and enforceability as if I had hand signed the Proposal. This signature will not be denied such legal effect, validity, or enforceability solely because an electronic signature or electronic record was used in its formation. - Michelle Rojas, Business Analyst, Enterprise Fleet Management, Inc.

The Proposer declares that there is an actual or potential Conflict of Interest relating to the preparation of its submission, and/or the Proposer foresees an actual or potential Conflict of Interest in performing the obligations contemplated in the solicitation proposal.

☐ Yes ☒ No

The Bidder acknowledges and agrees that the addendum/addenda below form part of the Bid Document.

Check the box in the column "I have reviewed this addendum" below to acknowledge each of the addenda.

File Name	I have reviewed the below addendum and attachments (if applicable)	Pages
Addendum_2_Fleet_Management_Leasing_RFP_112025 Fri October 24 2025 04:36 PM	☒	–
Addendum_1_Fleet_Management_Leasing_RFP_112025 Tue October 21 2025 05:07 PM	☒	2

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FLEET MANAGEMENT

Sourcewell Cooperative Contract Pricing Grid - Enterprise Fleet Management, Inc.

Contract #	Sourcewell Contract # 112025
Website	Enterprise Fleet Management: Contract #112025-EFM Sourcewell

PRICING

Factory Order Pricing (Domestic & Foreign)	Manufacturers Published Invoice Less all applicable incentives (+) \$170 Acquisition Fee plus cd fee plus courtesy delivery fee (pass through charge from the delivering dealer)
Dealer Stock Vehicle Pricing	Dealer Provided Invoice or Buyer sheet Less (-) Applicable Incentives plus (+) \$170 acquisition fee, (+) any applicable dealer fees; subject to dealer availability, applies to all Dealer ordered vehicles
Manufacturer Incentives	100% of end user eligible incentives are passed to the member (Manufacturer Regional or State Incentive for specific model available at time of order available to the member) EFM also works closely with the manufacturers to achieve the highest available incentive and thus reducing cost to end user
Federal Tax Incentives	EFM passes through all eligible and applicable incentives to end users at no charge
State Tax Incentives	EFM passes through all eligible and applicable incentives to end users at no charge
Taxes	Any applicable taxes will be passed to the end user at no charge, in order to receive eligible exemptions the member will need to provide the applicable tax exemption certificates to apply its exempt status for leased vehicles as well as products and services.
Aftermarket Equipment	Enterprise will negotiate on Sourcewell's behalf to leverage volume discounts and deliver the lowest possible price on any needed equipment with no additional markup. The equipment can be billed up front or capitalized as a part of the lease structure.
Aftermarket Service Fee	No charge

FEES

Acquisition Fee	Ordered \$170 Stock \$170 (listed within pricing details above, not additional)
Courtesy Delivery	Pass through charge from delivering dealer with no additional markup
Interest Rate	US : 3 Year T-Bill + 350 Basis Points at time of delivery CAN: Canadian 3 Year Bond + 350 Basis Points at time of delivery
Management Fee	0.10% for Factory Ordered Vehicles 0.15% for Dealer Stock Vehicles
Service Charge	\$400 (US) \$495 (CANADA) per vehicle at the end of the Lease
Interim Interest (if yes provide calculation)	YES: EFM Charges Interim interest from the date that EFM pays for the vehicle + aftermarket equipment (if applicable) until it is delivered. It is calculated as follows: (3 Yr T-bill/Ca Bond Rate + 350 BP) x vehicle + aftermarket equipment cost (if applicable) / 365 x number of days between the paid for date and deliver date)
Resale Fee (Fee for Sale of member owned non-lease vehicles)	For each Vehicle sold, the End User "Member" shall pay Enterprise a fee of \$400.00 ("Service Fee") plus towing at prevailing rates, applies to member owned/non-leased units. This is not in addition to the service charge as it is only applicable to non EFM leased vehicles. This is an optional service.
Lease Termination Fee	\$0 Termination Fee for Equity Leases, refer to Section 3 of Master Lease Agreement for settlement process. Termination Fees for Net Leases are listed in Section 3 of Walkaway Lease Agreement
Termination Fee Equity Leases, (Section 3 of MLA)	\$0
Termination Fee NET (walk away) Leases, (Section 14 of MLA)	Termination Fees for Net Leases are an amount equal to three months rent plus 30% of the total rent due under the master walk away lease agreement.



FLEET MANAGEMENT

Sourcewell Cooperative Contract Pricing Grid - Enterprise Fleet Management, Inc.

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ANCILLARIES

Full Maintenance	EFM offers a comprehensive fixed maintenance program that includes both preventative and non-preventative maintenance services. This program can be customized to incorporate additional components such as brakes, tires, and replacement rentals, allowing for a fully budgeted maintenance solution throughout the vehicle's term. Pricing Structure Rates vary based on vehicle type, annual mileage, and usage application. On average, pricing ranges from \$40 to \$90 per month, depending on these factors. Coverage is available for vehicles up to 100,000 miles and includes: All routine maintenance as recommended by the manufacturer Unplanned repairs, provided they are not the result of misuse or abuse This program is designed to provide predictable maintenance costs and minimize unexpected expenses over the life of the vehicle.
Maintenance Management	\$6 per month card fee per vehicle plus cost of service and parts. No out of network fees or additional roadside service fees.
Roadside Service	No charge – included in Full Maintenance
Short Term Rentals	Available Upon Request at best available market rates via Enterprise Rent-a-Car, National or Alamo.
Fuel Program	\$0 Card Fee -Additional Discounts Available
Physical Damage	Rates will vary and is based on factors such as loss runs, vehicle type, and usage - quoted rate provided at time of order per vehicle per month, underwriting reviewed annually and adjusted
Accident Management	\$0 month fee, up to \$310 per claim; \$30 glass claim plus replacement cost; 20% proceeds of subrogation per vehicle
GeoTab Telematics	Pricing per device per month for all new orders of Geotab Device Plans and/or third party product plans under Geotab's Sourcewell Contract #102924-GEOO for resale to Sourcewell members in accordance with the terms and conditions of the Sourcewell Addendum between the parties. EFM does not add any additional fees
Camera Services	Pricing for Surfsight Camera's included under Geotab's Sourcewell Contract #102924-GEOO for resale to Sourcewell members in accordance with the terms and conditions of the Sourcewell Addendum between the parties. EFM does not add any additional fees.
Electrification	Enterprise can coordinate with our national partners providing access to vehicle chargers or installation at no charge.
Licensing and Registration on Leased Vehicles	\$32 per occurrence plus the actual fee from municipality plus any dealer service fees, if applicable, no additional monthly charge
License Administration Fee for end user owned vehicles (client owned)	\$10 per unit per month plus renewal transaction fee up to \$32 per transaction plus the actual fee from municipality plus any dealer service fees, if applicable
Toll Management	\$1 processing fee for Toll Management
Toll Violations	\$10 processing fee for unpaid toll violations not included in Toll Management program + cost of violation



FLEET MANAGEMENT

Sourcewell Cooperative Contract Pricing Grid - Enterprise Fleet Management, Inc.

Contract #	Sourcewell Contract # 112025
Website	Enterprise Fleet Management: Contract #112025-EFM Sourcewell

OTHER

Website	No charge
Reporting	No charge
Consultative Services / Account Management	No charge
Lost or Stolen Maintenance and Fuel Cards	No charge
Out of Network Maintenance Fees	No charge
Off Road / Off Lease Charge	No charge
Rental Admin Charges	No charge
Car and Truck Rental for State & Local Government	Through Enterprise and National, we provide a comprehensive industry-leading business rental program Public-Sector pricing available through our mobility experts https://www.enterprise.com/en/business-car-rental/publicsector.html
Car Sales offering	Pricing on Near-new vehicle purchasing under Enterprise Mobility Sourcewell contract 050125-ENH

Confidentiality and Non-Binding Nature

Statement of Confidentiality

The information contained in this proposal and any exhibits, attachments, certifications, questionnaires, surveys and/or other deliveries required in connection with this proposal, and in subsequent communications relating to this proposal, whether or not expressly marked as confidential, are and shall be deemed confidential by both Enterprise Fleet Management, Inc. and the recipient of such proposal. The contents shall only be disclosed where required by applicable law and only the extent required by the applicable law or any applicable open records law (for government proposals) and only after prior written notice to Enterprise Fleet Management, Inc. Disclosure and misuse of such information would result in immediate and irreparable harm to Enterprise Fleet Management, Inc. and would provide Enterprise Fleet Management, Inc. with a competitive disadvantage in its marketplace should its confidential business, operational and financial information be released.

Notwithstanding any separate agreement to the contrary, the recipient shall protect and keep the provisions of this proposal and any subsequent communications confidential and will not disclose such provisions, except to its employees or agents who require the information for the purpose expressly authorized by Enterprise Fleet Management, Inc. and for no other purpose whatsoever. Such individuals shall be bound by the same confidentiality requirements — to the same extent and on the same basis — as these obligations are imposed upon and assumed by the recipient.

Except as set forth above, no part of this document may be reproduced or retained, in whole or in part, or made available to any third party, without the express prior written permission of Enterprise Fleet Management, Inc., which may be withheld in its sole discretion. All rights in such content and communications are hereby reserved by Enterprise Fleet Management, Inc.

Contingency Language for Sourcewell Request For Proposal

It is Enterprise Fleet Management Inc.'s intention to work with Sourcewell to arrive at a mutually beneficial solution regarding contract negotiations of Sourcewell's Terms and Conditions. Enterprise Fleet Management utilizes Enterprise FM Trust as the Lessor in the asset-backed securitization (ABS) market, which is the best market for a leasing business to obtain its debt. Without a Trust as the Lessor, it would not be possible to enter this debt market. Additionally, certain terms and conditions that obligate the Trust may prohibit entering this debt market. Due to this, we would like to negotiate certain terms of the Sourcewell standard Contract Terms and Conditions.

Additionally, our Master Lease Agreement must supersede all other agreements.

All pricing is subject to successful contract negotiations and dependent on credit worthiness.

Trademark and Copyright Information

Enterprise Fleet Management, Enterprise Rent-A-Car, National Car Rental, Alamo Rent A Car, Emerald Club, Enterprise Truck Rental, Commute with Enterprise, Enterprise CarShare, Zimride, and all associated features, processes, logos, phone numbers, websites, and promotional programs and/or phrases in any language or format are registered trademarks of their respective companies and Enterprise Holdings, Inc. and affiliate Enterprise Fleet Management, Inc., which hold copyrights where applicable.

These registered trademarks and copyrights, whether marked or unmarked, may not be infringed upon or reproduced without the express written consent of Enterprise Holdings and its subsidiaries.

For more information, please visit our websites efleets.com and enterprisemobility.com.

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MASTER EQUITY LEASE AGREEMENT

This Master Equity Lease Agreement is entered into this 25th day of June, 2026, by and between Enterprise FM Trust, a Delaware statutory trust ("Lessor"), and the lessee whose name and address is set forth on the signature page below ("Lessee").

1. LEASE OF VEHICLES: Lessor hereby leases to Lessee and Lessee hereby leases from Lessor the vehicles (individually, a "Vehicle" and collectively, the "Vehicles") described in the schedules from time to time delivered by Lessor to Lessee as set forth below ("Schedule(s)") for the rentals and on the terms and conditions set forth in this Agreement and in the applicable Schedule. References to this "Agreement" shall include this Master Equity Lease Agreement and the various Schedules and addenda to this Master Equity Lease Agreement, each of which are incorporated herein as part of a single, unitary Agreement. Lessor will, on or about the date of delivery of each Vehicle to Lessee, send Lessee a Schedule covering the Vehicle, which will include, among other things, a description of the Vehicle, the lease term and the monthly rental and other payments due with respect to the Vehicle. The terms contained in each such Schedule will be binding on Lessee unless Lessee objects in writing to such Schedule within ten (10) days after the date of delivery of the Vehicle covered by such Schedule. Lessor is the sole legal owner of each Vehicle. This Agreement is a lease only and Lessee will have no right, title or interest in or to the Vehicles except for the use of the Vehicles as described in this Agreement. This Agreement shall be treated as a true lease for federal and applicable state income tax purposes with Lessor having all benefits of ownership of the Vehicles. It is understood and agreed that Enterprise Fleet Management, Inc. or an affiliate thereof (together with any subservicer, agent, successor or assign as servicer on behalf of Lessor, "Servicer") may administer this Agreement on behalf of Lessor and may perform the service functions herein provided to be performed by Lessor.

2. TERM: The term of this Agreement ("Term") for each Vehicle begins on the date such Vehicle is delivered to Lessee (the "Delivery Date") and, unless terminated earlier in accordance with the terms of this Agreement, continues for the "Lease Term" as described in the applicable Schedule.

3. RENT AND OTHER CHARGES:

(a) Lessee agrees to pay Lessor monthly rental and other payments according to the Schedules, Open-End (Equity) Lease Rate Quotes, and this Agreement. The monthly payments will be in the amount listed as the "Total Monthly Rental Including Additional Services" on the applicable Schedule (with any portion of such amount identified as a charge for maintenance services under Section 4 of the applicable Schedule being payable to Lessor as agent for Enterprise Fleet Management, Inc.) and will be due and payable in advance on the first day of each month. Lessee agrees to pay Lessor interest charges, in connection with the acquisition of a Vehicle, for the period between the date Lessor issues payment to acquire such Vehicle and the date the Vehicle is delivered to Lessee. Such interest charges shall be included in each Schedule. If a Vehicle is delivered to Lessee on any day other than the first day of a month, monthly rental payments will begin on the first day of the next month. In addition to the monthly rental payments, Lessee agrees to pay Lessor a pro-rated rental charge for the number of days that the Delivery Date precedes the first monthly rental payment date. A portion of each monthly rental payment, being the amount designated as "Depreciation Reserve" on the applicable Schedule, will be considered as a reserve for depreciation and will be credited against the Delivered Price of the Vehicle for purposes of computing the Book Value of the Vehicle under Section 3(c). Lessee agrees to pay Lessor the "Total Initial Charges" set forth in each Schedule on the due date of the first monthly rental payment under such Schedule. Lessee agrees to pay Lessor the "Service Charge Due at Lease Termination" set forth in each Schedule at the end of the applicable Term (whether by reason of expiration, early termination or otherwise).

(b) In the event the Term for any Vehicle ends prior to the last day of the scheduled Term, whether as a result of a default by Lessee, a Casualty Occurrence or any other reason, the rentals and management fees paid by Lessee will be recalculated in accordance with the rule of 78's and the adjusted amount will be payable by Lessee to Lessor on the termination date.

(c) Lessee agrees to pay Lessor within thirty (30) days after the end of the Term for each Vehicle, additional rent equal to the excess, if any, of the Book Value of such Vehicle over the greater of (i) the wholesale value of such Vehicle as determined by Lessor in good faith or (ii) except as provided below, twenty percent (20%) of the Delivered Price of such Vehicle as set forth in the applicable Schedule. If the Book Value of such Vehicle is less than the greater of (i) the wholesale value of such Vehicle as determined by Lessor in good faith or (ii) except as provided below, twenty percent (20%) of the Delivered Price of such Vehicle as set forth in the applicable Schedule, Lessor agrees to pay such deficiency to Lessee as a terminal rental adjustment after the end of the applicable Term (subject to Lessor's right to recoup any amounts Lessor would owe to Lessee under this Section 3(c) against any obligations of Lessee to Lessor under this Agreement). Notwithstanding the foregoing, if (i) the Term for a Vehicle is greater than forty-eight (48) months (including any extension of the Term for such Vehicle), (ii) the mileage on a Vehicle at the end of the Term is greater than 15,000 miles per year on average (prorated on a daily basis) (i.e., if the mileage on a Vehicle with a Term of thirty-six (36) months is greater than 45,000 miles) or (iii) in the sole judgment of Lessor, a Vehicle has been subject to damage or any abnormal or excessive wear and tear, the calculations described in the two immediately preceding sentences shall be made without giving effect to clause (ii) in each such sentence. The "Book Value" of a Vehicle means the sum of (i) the "Delivered Price" of the Vehicle as set forth in the applicable Schedule minus (ii) the total Depreciation Reserve paid by Lessee to Lessor with respect to such Vehicle plus (iii) all accrued and unpaid rent and/or other amounts owed by Lessee with respect to such Vehicle.

(d) Any security deposit of Lessee will be returned to Lessee at the end of the applicable Term, except that the deposit will first be applied to and recouped against any losses and/or damages suffered by Lessor as a result of Lessee's breach of or default under this Agreement and/or to any other amounts then owed by Lessee to Lessor.

(e) Any rental payment or other amount owed by Lessee to Lessor which is not paid within twenty (20) days after its due date will accrue interest, payable on demand of Lessor, from the date due until paid in full at a rate per annum equal to the lesser of (i) Eighteen Percent (18%) per annum or (ii) the highest rate permitted by applicable law (the "Default Rate").

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(f) If Lessee fails to pay any amount due under this Agreement or to comply with any of the covenants contained in this Agreement, Lessor, Servicer or any other agent of Lessor may, at its option, pay such amounts or perform such covenants and all sums paid or incurred by Lessor in connection therewith will be repayable by Lessee to Lessor upon demand together with interest thereon at the Default Rate.

(g) Lessee's obligations to make all payments of rent and other amounts under this Agreement are absolute and unconditional and such payments shall be made in immediately available funds without setoff, counterclaim or deduction of any kind. Lessee acknowledges and agrees that neither any Casualty Occurrence to any Vehicle nor any defect, unfitness or lack of governmental approval in, of, or with respect to, any Vehicle regardless of the cause or consequence nor any breach by Enterprise Fleet Management, Inc. of any maintenance agreement between Enterprise Fleet Management, Inc. and Lessee covering any Vehicle regardless of the cause or consequence will relieve Lessee from the performance of any of its obligations under this Agreement, including, without limitation, the payment of rent and other amounts under this Agreement.

(h) In the event Lessor, Servicer or any other agent of Lessor arranges for rental vehicle(s) with a subsidiary or affiliate of Enterprise Holdings, Inc., Lessee shall be fully responsible for all obligations under any applicable rental agreement.

4. USE AND SURRENDER OF VEHICLES: Lessee agrees to allow only duly authorized, licensed and insured drivers to use and operate the Vehicles. Lessee agrees to comply with, and cause its drivers to comply with, all laws, statutes, rules, regulations and ordinances (including without limitation such federal, state and local laws, statutes, rules, regulations and ordinances governing autonomous vehicles and automated driving systems and any parts, components and products related thereto) and the provisions of all insurance policies affecting or covering the Vehicles or their use or operation. In connection with autonomous vehicles and automated driving systems and the parts, components and products related thereto, Lessee agrees to comply with all applicable guidance and professional standards issued, released or published by governmental and quasi-governmental agencies, including without limitation the federal guidance for automated vehicles published by the Department of Transportation and the Federal Automated Vehicle Policy issued by the U.S. Department of Transportation and the National Highway Traffic Safety Administration. Lessee agrees to keep the Vehicles free of all liens, charges and encumbrances. Lessee agrees that in no event will any Vehicle be used or operated for transporting hazardous substances or persons for hire, for any illegal purpose or to pull trailers that exceed the manufacturer's trailer towing recommendations. Lessee agrees that no Vehicle is intended to be or will be utilized as a "school bus" as defined in the Code of Federal Regulations or any applicable state or municipal statute or regulation. Lessee agrees not to remove any Vehicle from the continental United States without first obtaining Lessor's written consent. At the expiration or earlier termination of this Agreement with respect to each Vehicle, or upon demand by Lessor made pursuant to Section 14, Lessee at its risk and expense agrees to return such Vehicle to Lessor at such place and by such reasonable means as may be designated by Lessor. If for any reason Lessee fails to return any Vehicle to Lessor as and when required in accordance with this Section, Lessee agrees to pay Lessor additional rent for such Vehicle at twice the normal pro-rated daily rent. Acceptance of such additional rent by Lessor will in no way limit Lessor's remedies with respect to Lessee's failure to return any Vehicle as required hereunder.

5. COSTS, EXPENSES, FEES AND CHARGES: Lessee agrees to pay all costs, expenses, fees, charges, fines, tickets, penalties and taxes (other than federal and state income taxes on the income of Lessor) incurred in connection with the titling, licensing, registration, delivery, purchase, sale, rental, and Lessee's use or operation of the Vehicles. If Lessor, Servicer or any other agent of Lessor incurs any such costs or expenses, Lessee agrees to promptly reimburse Lessor for the same.

6. LICENSE AND CHARGES: Each Vehicle will be titled, registered and licensed in the name designated by Lessor at Lessee's expense. Certain other charges relating to the acquisition of each Vehicle and paid or satisfied by Lessor have been capitalized in determining the monthly rental, treated as an initial charge or otherwise charged to Lessee. Such charges have been determined without reduction for trade-in, exchange allowance or other credit attributable to any Lessor-owned vehicle.

7. REGISTRATION PLATES, ETC.: Lessee agrees, at its expense, to obtain in the name designated by Lessor all registration plates and other plates, permits, inspections and/or licenses required in connection with the Vehicles, except for the initial registration plates which Lessor will obtain at Lessee's expense. The parties agree to cooperate and to furnish any and all information or documentation, which may be reasonably necessary for compliance with the provisions of this Section or any federal, state or local law, rule, regulation or ordinance. Lessee agrees that it will not permit any Vehicle to be located in a state other than the state in which such Vehicle is then titled for any continuous period of time that would require such Vehicle to become subject to the titling, licensing and/or registration laws of such other state.

8. MAINTENANCE OF AND IMPROVEMENTS TO VEHICLES:

(a) Lessee agrees, at its expense, to (i) maintain the Vehicles in good condition, repair, maintenance and running order and in accordance with all manufacturer's instructions and warranty requirements and all legal requirements and (ii) furnish all labor, materials, parts and other essentials required for the proper operation and maintenance of the Vehicles. Lessee will not make (or cause to be made) any alterations, upgrades, upfitting, additions or improvements (collectively, "Alterations") to any Vehicle which (i) could impact or impair the "motor vehicle safety" (as defined by the Motor Vehicle Safety Act) of the Vehicle, or (ii) could impact, impair, void or render unenforceable the manufacturer's warranty. Without the prior written consent of Lessor, Lessee will not make (or cause to be made) any Alterations to any Vehicle which (i) detracts, impairs, damages or alters the Vehicle's nature, purpose, economic value, remaining useful life, functionality, utility, software or controls, or (ii) subjects the Vehicle or any part or component of such Vehicle to any lien, charge or encumbrance. Any Alterations of any nature to a Vehicle are made at Lessee's sole cost, risk and liability, including without limitation, any such Alterations approved by, or made with the assistance or at the direction of Lessor. Any replacement parts added to any Vehicle shall be in at least as good an operating condition as the prior part before the replacement (assuming such part was, at the time of the replacement, in the condition required by the terms of this Agreement). Any Alterations to a Vehicle will become and remain the property of Lessor and will be returned with such Vehicle upon such Vehicle's return pursuant to Section 4 and shall be free of any liens, charges or encumbrances; provided, however, Lessor shall have the right at any time to require Lessee to remove any such Alteration at Lessee's sole cost, expense and liability. In no event or instance shall the value of any Alterations be regarded as rent. Lessee and Lessor acknowledges and agrees that Lessor will not be required to make any repairs, replacements or Alterations of any nature or description with respect to any Vehicle, to maintain or repair any Vehicle or to make any

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expenditure whatsoever in connection with any such Vehicle(s) or this Agreement.

(b) Lessor and Lessee acknowledge and agree that if Section 4 of a Schedule includes a charge for maintenance, (i) the Vehicle(s) covered by such Schedule are subject to a separate maintenance agreement between Enterprise Fleet Management, Inc. and Lessee and (ii) Lessor shall have no liability or responsibility for any failure of Enterprise Fleet Management, Inc. to perform any of its obligations thereunder or to pay or reimburse Lessee for its payment of any costs and expenses incurred in connection with the maintenance or repair of any such Vehicle(s).

9. SELECTION OF VEHICLES AND DISCLAIMER OF WARRANTIES:

(a) LESSEE ACCEPTANCE OF DELIVERY AND USE OF EACH VEHICLE WILL CONCLUSIVELY ESTABLISH THAT SUCH VEHICLE IS OF A SIZE, DESIGN, CAPACITY, TYPE AND MANUFACTURE SELECTED BY LESSEE AND THAT SUCH VEHICLE IS IN GOOD CONDITION AND REPAIR AND IS SATISFACTORY IN ALL RESPECTS AND IS SUITABLE FOR LESSEE'S PURPOSE. LESSEE ACKNOWLEDGES THAT LESSOR IS NOT A MANUFACTURER OF ANY VEHICLE OR AN AGENT OF A MANUFACTURER OF ANY VEHICLE.

(b) LESSOR MAKES NO REPRESENTATION OR WARRANTY OF ANY KIND, EXPRESS OR IMPLIED, WITH RESPECT TO ANY VEHICLE, INCLUDING, WITHOUT LIMITATION, ANY REPRESENTATION OR WARRANTY AS TO CONDITION, MERCHANTABILITY OR FITNESS FOR ANY PARTICULAR PURPOSE, IT BEING AGREED THAT ALL SUCH RISKS ARE TO BE BORNE BY LESSEE. THE VEHICLES ARE LEASED "AS IS," "WITH ALL FAULTS." All warranties made by any supplier, vendor and/or manufacturer of a Vehicle are hereby assigned by Lessor to Lessee for the applicable Term and Lessee's only remedy, if any, is against the supplier, vendor or manufacturer of the Vehicle.

(c) None of Lessor, Servicer or any other agent of Lessor will be liable to Lessee for any liability, claim, loss, damage (direct, incidental or consequential) or expense of any kind or nature, caused directly or indirectly, by any Vehicle or any inadequacy of any Vehicle for any purpose or any defect (latent or patent) in any Vehicle or the use or maintenance of any Vehicle or any repair, servicing or adjustment of or to any Vehicle, or any delay in providing or failure to provide any Vehicle, or any interruption or loss of service or use of any Vehicle, or any loss of business or any damage whatsoever and however caused. In addition, none of Lessor, Servicer or any other agent of Lessor will have any liability to Lessee under this Agreement or under any order authorization form executed by Lessee if Lessor is unable to locate or purchase a Vehicle ordered by Lessee or for any delay in delivery of any Vehicle ordered by Lessee.

(d) In no event shall Lessor, Servicer or any other agent of Lessor or their respective affiliates be liable for consequential, indirect, incidental, special, exemplary, punitive or enhanced damages, lost profits or revenues or diminution in value, arising out of or relating to this Agreement, including, without limitation, any breach or performance of this Agreement, regardless of (i) whether such damages were foreseeable, (ii) whether or not Lessor, Servicer or any other agent of Lessor or their respective affiliates were advised of the possibility of such damages and/or (iii) the legal or equitable theory (contract, tort or otherwise) upon which a claim, action, cause of action, demand, lawsuit, arbitration, inquiry, proceeding or litigation is based, and notwithstanding the failure of any agreed or other remedy of its essential purpose.

10. RISK OF LOSS: Lessee assumes and agrees to bear the entire risk of loss of, theft of, damage to or destruction of any Vehicle from any cause whatsoever ("Casualty Occurrence"). In the event of a Casualty Occurrence to a Vehicle, Lessee shall give Lessor prompt notice of the Casualty Occurrence and thereafter will place the applicable Vehicle in good repair, condition and working order; provided, however, that if the applicable Vehicle is determined by Lessor to be lost, stolen, destroyed or damaged beyond repair (a "Totaled Vehicle"), Lessee agrees to pay Lessor no later than the date thirty (30) days after the date of the Casualty Occurrence the amounts owed under Sections 3(b) and 3(c) with respect to such Totaled Vehicle. Upon such payment, this Agreement will terminate with respect to such Totaled Vehicle.

11. INSURANCE:

(a) Lessee agrees to purchase and maintain in force during the Term, insurance policies in at least the amounts listed below covering each Vehicle, to be written by an insurance company or companies satisfactory to Lessor, insuring Lessee, Lessor and any other person or entity designated by Lessor against any damage, claim, suit, action or liability, and that Lessor will suffer immediate and irreparable harm if Lessee fails to comply with such obligations:

(i) Commercial Automobile Liability Insurance (including Uninsured/Underinsured Motorist Coverage and No-Fault Protection where required by law) for the limits listed below (Note - \$2,000,000 Combined Single Limit Bodily Injury and Property Damage per accident with No Deductible is required for each Vehicle capable of transporting more than 8 passengers):

State of Vehicle Registration	Coverage
Connecticut, Massachusetts, Maine, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, and Vermont	\$1,000,000 Combined Single Limit Bodily Injury and Property Damage per accident - No Deductible
Florida	\$500,000 Combined Single Limit Bodily Injury and Property Damage per accident or \$100,000 Bodily Injury Per Person Per Accident, \$300,000 Per Accident and \$50,000 Property Damage per accident (100/300/50) - No Deductible
All Other States	\$300,000 Combined Single Limit Bodily Injury and Property Damage Per Accident or \$100,000 Bodily Injury Per Person Per Accident, \$300,000 Per Accident and \$50,000 Property Damage Per Accident (100/300/50) - No Deductible

(ii) Physical Damage Insurance (Collision & Comprehensive): Actual cash value of the applicable Vehicle. Maximum deductible of \$1,000 per accident - Collision and \$1,000 per accident - Comprehensive).

If the requirements of any governmental or regulatory agency exceed the minimums stated in this Agreement, Lessee must obtain and maintain the higher insurance requirements. Lessee agrees that each required policy of insurance will by appropriate endorsement or otherwise name Lessor and any other person or entity designated by Lessor as additional insureds and loss payees, as their respective interests may appear. Further, each such insurance policy must provide the following: (i) that the same may not be cancelled, changed or modified until after the insurer has given to Lessor, Servicer and any other person or entity designated by Lessor at least thirty (30) days prior written notice of such proposed cancellation, change or modification, (ii) that no act or default of Lessee or any other person or entity shall affect the right of Lessor, Servicer, any other agent of Lessor or any of their respective successors or assigns to recover under such policy or policies of insurance in the event of any loss of or damage to any Vehicle and (iii) that the coverage is "primary coverage" for the protection of Lessee, Lessor, Servicer, any other agent of Lessor and their respective successors and assigns notwithstanding any other coverage carried by Lessee, Lessor, Servicer, any other agent of Lessor or any of their respective successors or assigns protecting against similar risks. Original certificates evidencing such coverage and naming Lessor, Servicer, any other agent of Lessor and any other person or entity designated by Lessor as additional insureds and loss payees shall be furnished to Lessor prior to the Delivery Date, and annually thereafter and/or as reasonably requested by Lessor from time to time. In the event of default, Lessee hereby appoints Lessor, Servicer and any other agent of Lessor as Lessee's attorney-in-fact to receive payment of, to endorse all checks and other documents and to take any other actions necessary to pursue insurance claims and recover payments if Lessee fails to do so. Any expense of Lessor, Servicer or any other agent of Lessor in adjusting or collecting insurance shall be borne by Lessee.

Lessee, its drivers, servants and agents agree to cooperate fully with Lessor, Servicer, any other agent of Lessor and any insurance carriers in the investigation, defense and prosecution of all claims or suits arising from the use or operation of any Vehicle. If any claim is made or action commenced for death, personal injury or property damage resulting from the ownership, maintenance, use or operation of any Vehicle, Lessee will promptly notify Lessor of such action or claim and forward to Lessor a copy of every demand, notice, summons or other process received in connection with such claim or action.

(b) Notwithstanding the provisions of Section 11(a) above: (i) if Section 4 of a Schedule includes a charge for physical damage waiver, Lessor agrees that (A) Lessee will not be required to obtain or maintain the minimum physical damage insurance (collision and comprehensive) required under Section 11(a) for the Vehicle(s) covered by such Schedule and (B) Lessor will assume the risk of physical damage (collision and comprehensive) to the Vehicle(s) covered by such Schedule; provided, however, that such physical damage waiver shall not apply to, and Lessee shall be and remain liable and responsible for, damage to a covered Vehicle caused by wear and tear or mechanical breakdown or failure, damage to or loss of any parts, accessories or components added to a covered Vehicle by Lessee without the prior written consent of Lessor and/or damage to or loss of any property and/or personal effects contained in a covered Vehicle. In the event of a Casualty Occurrence to a covered Vehicle, Lessor may, at its option, replace, rather than repair, the damaged Vehicle with an equivalent vehicle, which replacement vehicle will then constitute the "Vehicle" for purposes of this Agreement; and (ii) if Section 4 of a Schedule includes a charge for commercial automobile liability enrollment, Lessor agrees that it will, at its expense, obtain for and on behalf of Lessee, by adding Lessee as an additional insured under a commercial automobile liability insurance policy issued by an insurance company selected by Lessor, commercial automobile liability insurance satisfying the minimum commercial automobile liability insurance required under Section 11(a) for the Vehicle(s) covered by such Schedule. Lessor may at any time during the applicable Term terminate said obligation to provide physical damage waiver and/or commercial automobile liability enrollment and cancel such physical damage waiver and/or commercial automobile liability enrollment upon giving Lessee at least ten (10) days prior written notice. Upon such cancellation, insurance in the minimum amounts as set forth in 11(a) shall be obtained and maintained by Lessee at Lessee's expense. An adjustment will be made in monthly rental charges payable by Lessee to reflect any such change and Lessee agrees to furnish Lessor with satisfactory proof of insurance coverage within ten (10) days after mailing of the notice. In addition, Lessor may change the rates charged by Lessor under this Section 11(b) for physical damage waiver and/or commercial automobile liability enrollment upon giving Lessee at least thirty (30) days prior written notice.

12. INDEMNITY: To the extent permitted by state law, Lessee agrees to defend and indemnify Lessor, Servicer, any other agent of Lessor and their respective successors and assigns from and against any and all losses, damages, liabilities, suits, claims, demands, costs and expenses (including, without limitation, reasonable attorneys' fees and expenses) which Lessor, Servicer, any other agent of Lessor or any of their respective successors or assigns may incur by reason of Lessee's breach or violation of, or failure to observe or perform, any term, provision or covenant of this Agreement, or as a result of any loss, damage, theft or destruction of any Vehicle or related to or arising out of or in connection with the use, operation or condition of any Vehicle. The provisions of this Section 12 shall survive any expiration or termination of this Agreement. Nothing herein shall be deemed to affect the rights, privileges, and immunities of Lessee and the foregoing indemnity provision is not intended to be a waiver of any sovereign immunity afforded to Lessee pursuant to the law.

13. INSPECTION OF VEHICLES; ODOMETER DISCLOSURE; FINANCIAL STATEMENTS: Lessee agrees to accomplish, at its expense, all inspections of the Vehicles required by any governmental authority during the Term. Lessor, Servicer, any other agent of Lessor and any of their respective successors or assigns will have the right to inspect any Vehicle at any reasonable time(s) during the Term and for this purpose to enter into or upon any building or place where any Vehicle is located. Lessee agrees to comply with all odometer disclosure laws, rules and regulations and to provide such written and signed disclosure information on such forms and in such manner as directed by Lessor. Providing false information or failure to complete the odometer disclosure form as required by law may result in fines and/or imprisonment. Lessee hereby agrees to promptly deliver to Lessor such financial statements and other financial information regarding Lessee as Lessor may from time to time reasonably request.

14. DEFAULT; REMEDIES: The following shall constitute events of default ("Events of Default") by Lessee under this Agreement: (a) if Lessee fails to pay when due any rent or other amount due under this Agreement and any such failure shall remain unremedied for ten (10) days; (b) if Lessee fails to perform, keep or observe any term, provision or covenant contained in Section 11 of this Agreement; (c) if Lessee fails to perform, keep or observe any other term, provision or covenant contained in this Agreement and any such failure shall remain unremedied for thirty (30) days after written notice thereof is given by Lessor, Servicer or any other agent of Lessor to Lessee; (d) any seizure or confiscation of any Vehicle or any other act (other than a Casualty Occurrence) otherwise rendering any Vehicle unsuitable for use (as determined by Lessor); (e) if any present or future guaranty in favor of Lessor of all or any portion of the obligations of Lessee under this Agreement shall at any time for any reason cease to be in full force and effect or shall be declared to be null and void by a court of competent jurisdiction, or

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if the validity or enforceability of any such guaranty shall be contested or denied by any guarantor, or if any guarantor shall deny that it, he or she has any further liability or obligation under any such guaranty or if any guarantor shall fail to comply with or observe any of the terms, provisions or conditions contained in any such guaranty; (f) the occurrence of a material adverse change in the financial condition, a going concern audit comment of Lessee or any guarantor, or if Lessee admits that it cannot pay its debts as they become due, makes an assignment for the benefit of creditors, is the subject of a voluntary or involuntary petition for bankruptcy, is adjudged insolvent or bankrupt, or a receiver or trustee is appointed for any portion of Lessee's assets or property; (g) if more than one (1) payment by Lessee to Lessor is returned by Lessee's bank for any reason within a twelve (12) month period; or (h) if Lessee or any guarantor is in default under or fails to comply with any other present or future agreement with or in favor of Lessor, Servicer of Lessor, or any direct or indirect subsidiary of Servicer of Lessor, Enterprise Holdings, Inc. or a subsidiary or affiliate of Enterprise Holdings, Inc.. For purposes of this Section 14, the term "guarantor" shall mean any present or future guarantor of all or any portion of the obligations of Lessee under this Agreement.

Upon the occurrence of any Event of Default, Lessor, without notice to Lessee, will have the right to exercise concurrently or separately (and without any election of remedies being deemed made), the following remedies: (a) Lessor may demand and receive immediate possession of any or all of the Vehicles from Lessee, without releasing Lessee from its obligations under this Agreement; if Lessee fails to surrender possession of the Vehicles to Lessor on default (or termination or expiration of the Term), Lessor, Servicer, any other agent of Lessor and any of Lessor's independent contractors shall have the right to enter upon any premises where the Vehicles may be located and to remove and repossess the Vehicles; (b) Lessor may enforce performance by Lessee of its obligations under this Agreement; (c) Lessor may recover damages and expenses sustained by Lessor, Servicer, any other agent of Lessor or any of their respective successors or assigns by reason of Lessee's default including, to the extent permitted by applicable law, all costs and expenses, including court costs and reasonable attorneys' fees and expenses, incurred by Lessor, Servicer, any other agent of Lessor or any of their respective successors or assigns in attempting or effecting enforcement of Lessor's rights under this Agreement (whether or not litigation is commenced) and/or in connection with bankruptcy or insolvency proceedings; (d) upon written notice to Lessee, Lessor may terminate Lessee's rights under this Agreement; (e) with respect to each Vehicle, Lessor may recover from Lessee all amounts owed by Lessee under Sections 3(b) and 3(c) of this Agreement (and, if Lessor does not recover possession of a Vehicle, (i) the estimated wholesale value of such Vehicle for purposes of Section 3(c) shall be deemed to be \$0.00 and (ii) the calculations described in the first two sentences of Section 3(c) shall be made without giving effect to clause (ii) in each such sentence); and/or (f) Lessor may exercise any other right or remedy which may be available to Lessor under the Uniform Commercial Code, any other applicable law or in equity. A termination of this Agreement shall occur only upon written notice by Lessor to Lessee. Any termination shall not affect Lessee's obligation to pay all amounts due for periods prior to the effective date of such termination or Lessee's obligation to pay any indemnities under this Agreement. All remedies of Lessor under this Agreement or at law or in equity are cumulative.

15. ASSIGNMENTS: Lessor may from time to time assign, pledge or transfer this Agreement and/or any or all of its rights and obligations under this Agreement to any person or entity. Lessee agrees, upon notice of any such assignment, pledge or transfer of any amounts due or to become due to Lessor under this Agreement to pay all such amounts to such assignee, pledgee or transferee. Any such assignee, pledgee or transferee of any rights or obligations of Lessor under this Agreement will have all of the rights and obligations that have been assigned to it. Lessee's rights and interest in and to the Vehicles are and will continue at all times to be subject and subordinate in all respects to any assignment, pledge or transfer now or hereafter executed by Lessor with or in favor of any such assignee, pledgee or transferee, provided that Lessee shall have the right of quiet enjoyment of the Vehicles so long as no Event of Default under this Agreement has occurred and is continuing. Lessee acknowledges and agrees that the rights of any assignee, pledgee or transferee in and to any amounts payable by the Lessee under any provisions of this Agreement shall be absolute and unconditional and shall not be subject to any abatement whatsoever, or to any defense, setoff, counterclaim or recoupment whatsoever, whether by reason of any damage to or loss or destruction of any Vehicle or by reason of any defect in or failure of title of the Lessor or interruption from whatsoever cause in the use, operation or possession of any Vehicle, or by reason of any indebtedness or liability howsoever and whenever arising of the Lessor or any of its affiliates to the Lessee or to any other person or entity, or for any other reason.

Without the prior written consent of Lessor, Lessee may not assign, sublease, transfer or pledge this Agreement, any Vehicle, or any interest in this Agreement or in and to any Vehicle, or permit its rights under this Agreement or any Vehicle to be subject to any lien, charge or encumbrance. Lessee's interest in this Agreement is not assignable and cannot be assigned or transferred by operation of law. Lessee will not transfer or relinquish possession of any Vehicle (except for the sole purpose of repair or service of such Vehicle) without the prior written consent of Lessor.

16. MISCELLANEOUS: This Agreement contains the entire understanding of the parties. This Agreement may only be amended or modified by an instrument in writing executed by both parties. Lessor shall not by any act, delay, omission or otherwise be deemed to have waived any of its rights or remedies under this Agreement and no waiver whatsoever shall be valid unless in writing and signed by Lessor and then only to the extent therein set forth. A waiver by Lessor of any right or remedy under this Agreement on any one occasion shall not be construed as a bar to any right or remedy, which Lessor would otherwise have on any future occasion. If any term or provision of this Agreement or any application of any such term or provision is invalid or unenforceable, the remainder of this Agreement and any other application of such term or provision will not be affected thereby. Without Lessor's prior written consent, Lessee shall not use or include Lessor's, Servicer's, any other agent of Lessor's names or trademarks orally or in writing in any media, customer lists or marketing materials. Giving of all notices under this Agreement will be sufficient if mailed by certified mail to a party at its address set forth below or at such other address as such party may provide in writing from time to time. Any such notice mailed to such address will be effective one (1) day after deposit in the United States mail, duly addressed, with certified mail, postage prepaid. Lessee will promptly notify Lessor of any change in Lessee's address. This Agreement may be executed in multiple counterparts (including facsimile and pdf counterparts), but the counterpart marked "ORIGINAL" by Lessor will be the original lease for purposes of applicable law. All of the representations, warranties, covenants, agreements and obligations of each Lessee under this Agreement (if more than one) are joint and several.

17. SUCCESSORS AND ASSIGNS; GOVERNING LAW: Subject to the provisions of Section 15, this Agreement will be binding upon Lessee and its heirs, executors, personal representatives, successors and assigns, and will inure to the benefit of Lessor, Servicer, any other agent of Lessor and their respective successors and assigns. This Agreement will be governed by and construed in accordance with the substantive laws of the State of Missouri (determined without reference to conflict of law principles).

18. NON-PETITION: Each party hereto hereby covenants and agrees that, prior to the date which is one year and one day after payment in full of all indebtedness

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of Lessor, it shall not institute against, or join any other person in instituting against, Lessor any bankruptcy, reorganization, arrangement, insolvency or liquidation proceedings or other similar proceeding under the laws of the United States or any state of the United States. The provisions of this Section 18 shall survive termination of this Master Equity Lease Agreement.

19. NON-APPROPRIATION: Lessee's funding of this Agreement shall be on a Fiscal Year basis and is subject to annual appropriations. Lessor acknowledges that Lessee is a municipal corporation, is precluded by the County or State Constitution and other laws from entering into obligations that financially bind future governing bodies, and that, therefore, nothing in this Agreement shall constitute an obligation of future legislative bodies of the County or State to appropriate funds for purposes of this Agreement. Accordingly, the parties agree that the lease terms within this Agreement or any Schedules relating hereto are contingent upon appropriation of funds. The parties further agree that should the County or State fail to appropriate such funds, the Lessor shall be paid all rentals due and owing hereunder up until the actual day of termination. In addition, Lessor reserves the right to be paid for any reasonable damages. These reasonable damages will be limited to the losses incurred by the Lessor for having to sell the vehicles on the open used car market prior to the end of the scheduled term (as determined in Section 3 and Section 14 of this Agreement).

IN WITNESS WHEREOF, Lessor and Lessee have duly executed this Master Equity Lease Agreement as of the day and year first above written.

LESSEE: District School Board of Clay County

Signature: _____

By: _____

Title: _____

Address: 900 Walnut Street
Green Cove Springs, FL 32043

Date Signed: _____

LESSOR: Enterprise FM Trust

By: Enterprise Fleet Management, Inc. its attorney in fact

Signature: 
EC79300FEBDE474...

By: Daniel Lanoue

Title: Finance Manager

Address: 11034 Atlantic Blvd
Jacksonville, FL 32225

Date Signed: June 25th, 2026

Initials: EFM  Customer _____

FULL MAINTENANCE AGREEMENT

This Full Maintenance Agreement (this "Agreement") is made and entered into this 25th day of June, 2026, by Enterprise Fleet Management, Inc., a Missouri corporation ("EFM"), and District School Board of Clay County ("Lessee").

1. LEASE. Reference is hereby made to that certain Master Equity Lease Agreement dated as of the 25th day of June, 2026, by and between Enterprise FM Trust, a Delaware statutory trust, as lessor ("Lessor"), and Lessee, as lessee (as the same may from time to time be amended, modified, extended, renewed, supplemented or restated, the "Lease"). All capitalized terms used and not otherwise defined in this Agreement shall have the respective meanings ascribed to them in the Lease.

2. COVERED VEHICLES. This Agreement shall only apply to those vehicles leased by Lessor to Lessee pursuant to the Lease to the extent Section 4 of the Schedule for such vehicle includes a charge for maintenance (the "Covered Vehicle(s)").

3. TERM AND TERMINATION. The term of this Agreement ("Term") for each Covered Vehicle shall begin on the Delivery Date of such Covered Vehicle and shall continue until the last day of the "Term" (as defined in the Lease) for such Covered Vehicle unless earlier terminated as set forth below. Each of EFM and Lessee shall each have the right to terminate this Agreement effective as of the last day of any calendar month with respect to any or all of the Covered Vehicles upon not less than sixty (60) days prior written notice to the other party. The termination of this Agreement with respect to any or all of the Covered Vehicles shall not affect any rights or obligations under this Agreement which shall have previously accrued or shall thereafter arise with respect to any occurrence prior to termination, and such rights and obligations shall continue to be governed by the terms of this Agreement.

4. VEHICLE REPAIRS AND SERVICE. EFM agrees that, during the Term for the applicable Covered Vehicle and subject to the terms and conditions of this Agreement, it will pay for, or reimburse Lessee for its payment of, all costs and expenses incurred in connection with the maintenance or repair of a Covered Vehicle. This Agreement does not cover, and Lessee will remain responsible for and pay for, (a) fuel, (b) oil and other fluids between changes, (c) tire or brake repair and replacement beyond what is allocated within the Lease Schedule, (d) washing, (e) repair of damage due to lack of maintenance or neglect by Lessee between scheduled services (including, without limitation, failure to maintain fluid levels), (f) maintenance or repair of, or damage caused by, any alterations, upgrades, upfitting, additions, improvements (collectively, "Alterations") or unauthorized replacement parts added to a Covered Vehicle or of any after-market components (this Agreement covers maintenance and repair only of the Covered Vehicles themselves and any factory-installed components and does not cover maintenance or repair of chassis alterations, add-on bodies (including, without limitation, step vans), software or other equipment (including, without limitation, lift gates, autonomous or automated vehicle equipment, components, parts or products, and PTO controls) which is installed or modified by a dealer, body shop, upfitter or anyone else other than the manufacturer of the Covered Vehicle, (g) any service and/or damage resulting from, related to or arising out of (1) an accident, a collision, theft, fire, freezing, vandalism, riot, explosion, other Acts of God, an object striking the Covered Vehicle, improper use of the Covered Vehicle (including, without limitation, driving over curbs, overloading, racing or other competition) or (2) Lessee's failure to maintain or use the Covered Vehicle as required by and in compliance with, (A) the Lease, (B) all laws, statutes, rules, regulations and ordinances (including without limitation such applicable federal, state and local laws, statutes, rules, regulations, ordinances, guidance and professional standards governing autonomous vehicles and automated driving systems and any parts, components and products related thereto) and (C) the provisions of all insurance policies affecting or covering the Covered Vehicles or their use or operation, (h) roadside assistance or towing for routine vehicle maintenance purposes unless the vehicle is inoperable, (i) mobile services, (j) the cost of loaner or rental vehicles beyond what is allocated within the Lease Schedule or (k) if the Covered Vehicle is a Vehicle with a manual transmission, such manual transmission clutch adjustment or replacement. Whenever it is necessary to have a Covered Vehicle serviced, Lessee agrees to have the necessary work performed by an authorized dealer of such Covered Vehicle or by a service facility acceptable to EFM. In every case, if the cost of such service will exceed \$125.00 which may change from time to time based on market conditions, Lessee or service provider must notify EFM and obtain EFM's authorization for such service and EFM's instructions as to where such service shall be made and the extent of service to be obtained. Lessee agrees to furnish an invoice for all service to a Covered Vehicle, accompanied by a copy of the shop or service order (odometer mileage must be shown on each shop or service order). EFM will not be obligated to pay for any unauthorized charges or those exceeding \$125.00, which may change from time to time based on market conditions, for one service on any Covered Vehicle unless Lessee has complied with the above terms and conditions. EFM will not have any responsibility to pay for any services in excess of the services recommended by the manufacturer, unless otherwise agreed to by EFM. Notwithstanding any other provision of this Agreement to the contrary, (a) all service performed within one hundred twenty (120) days prior to the last day of the scheduled "Term" (as defined in the Lease) for the applicable Covered Vehicle must be authorized by and have the prior consent and approval of EFM and any service not so authorized will be the responsibility of and be paid for by Lessee and (b) EFM is not required to provide or pay for any service to any Covered Vehicle beyond the contract mileage not to exceed 120,000 miles.

5. ENTERPRISE CARDS. EFM may, at its option, provide Lessee with an authorization card (the "EFM Card"), which is an electronic card located on the Efleets mobile app and the efleets.com client website, for use in authorizing the payment of charges incurred in connection with the maintenance of the Covered Vehicles. Lessee agrees to be liable to EFM for, and upon receipt of a monthly or other statement from EFM, Lessee agrees to promptly pay to EFM, all charges made by or for the account of Lessee with the EFM Card (other than any charges which are the responsibility of EFM under the terms of this Agreement). EFM reserves the right to change the terms and conditions for the use of the EFM Card at any time. The EFM Card remains the property of EFM and EFM may revoke Lessee's right to possess or use the EFM Card at any time. Upon the termination of this Agreement or upon the demand of EFM, Lessee shall immediately cease using or accessing the EFM Card. The EFM Card is non-transferable.

6. PAYMENT TERMS. The amount of the monthly maintenance fee will be listed on the applicable Schedule and will be due and payable in advance on the first day of each month. If the first day of the Term for a Covered Vehicle is other than the first day of a calendar month, Lessee will pay EFM, on the first day of the Term for such Covered Vehicle, a pro-rated maintenance fee for the number of days that the Delivery Date precedes the first monthly maintenance fee payment date. Any monthly maintenance fee or other amount owed by Lessee to EFM under this Agreement which is not paid within thirty (30) days after its due date will accrue interest, payable upon demand of EFM, from the date due until paid in full at a rate per annum equal to the lesser of (i) Eighteen Percent (18%) per annum or (ii) the highest rate allowed by applicable law. The monthly maintenance fee set forth on each applicable Schedule allows the number of miles per month as set forth in such Schedule. Lessee agrees to pay EFM at the end of the applicable Term (whether by reason of termination of this Agreement or otherwise) an overmileage maintenance fee for any miles in excess of this average amount per month at the rate set forth in the applicable Schedule. EFM may, at its option, permit Lessor, as an agent for EFM, to bill and collect amounts due to EFM under this Agreement from Lessee on behalf of EFM.

7. NO WARRANTIES. Lessee acknowledges that EFM does not perform maintenance or repair services on the Covered Vehicles but rather EFM arranges for maintenance and/or repair services on the Covered Vehicles to be performed by third parties. EFM MAKES NO REPRESENTATION OR WARRANTY WHATSOEVER OF ANY KIND, EXPRESS OR IMPLIED, WHETHER ARISING BY COURSE OF DEALING, COURSE OF PERFORMANCE,

USAGE OF TRADE OR OTHERWISE WITH RESPECT TO ANY EQUIPMENT, PRODUCTS, REPAIRS OR SERVICES PROVIDED FOR UNDER THIS AGREEMENT BY THIRD PARTIES, INCLUDING, WITHOUT LIMITATION, ANY REPRESENTATION OR WARRANTY AS TO MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE, COMPLIANCE WITH SPECIFICATIONS, OPERATION, CONDITION, SUITABILITY, PERFORMANCE OR QUALITY. ANY DEFECT IN THE PERFORMANCE OF ANY PRODUCT, REPAIR OR SERVICE WILL NOT RELIEVE LESSEE OF ITS OBLIGATIONS UNDER THIS AGREEMENT, INCLUDING THE PAYMENT TO EFM OF THE MONTHLY MAINTENANCE FEES AND OTHER CHARGES DUE UNDER THIS AGREEMENT.

In no event shall EFM or its agents or their respective affiliates be liable for consequential, indirect, incidental, special, exemplary, punitive or enhanced damages, lost profits or revenues or diminution in value, arising out of or relating to this agreement, including, without limitation, any breach or performance of this agreement, regardless of (i) whether such damages were foreseeable, (ii) whether or not EFM or its agents or their respective affiliates were advised of the possibility of such damages and/or (iii) the legal or equitable theory (contract, tort or otherwise) upon which a claim, action, cause of action, demand, lawsuit, arbitration, inquiry, proceeding or litigation is based, and notwithstanding the failure of any agreed or other remedy of its essential purpose.

In the event Lessee notifies EFM of any claim or dispute under this Agreement, and/or any claim involving the Vehicle, EFM will, in good faith, attempt to resolve the Lessee's claims in a manner satisfactory to all parties and EFM will provide best commercial efforts to Lessee in any communications and/or negotiations with the vendor or service provider with respect to claims relating to such Vehicle.

8. LESSOR NOT A PARTY. Lessor is not a party to, and shall have no rights, obligations or duties under or in respect of, this Agreement.

9. NOTICES. Any notice or other communication under this Agreement shall be in writing and delivered in person, electronic mail or mailed postage prepaid by registered or certified mail or sent by express overnight delivery service with a nationally recognized carrier, to the applicable party at its address set forth on the signature page of this Agreement, or at such other address as any party hereto may designate as its address for communications under this Agreement by notice so given. Any such notice or communication sent by mail will be effective and deemed received three (3) days after deposit in the United States mail, duly addressed to the address for the Party set forth below, with registered or certified mail postage prepaid. Any such notice or communication sent by express overnight delivery service with a nationally recognized carrier will be effective and deemed received one (1) day after deposit with such delivery service, duly addressed, with delivery fees prepaid. The Lessee shall promptly notify EFM of any change in the Lessee's address.

10. MISCELLANEOUS. This Agreement embodies the entire Agreement between the parties relating to the subject matter hereof. Any provision of this Agreement which is prohibited or unenforceable in any jurisdiction shall, as to such jurisdiction, be ineffective only to the extent of such prohibition or unenforceability without invalidating the remaining provisions of this Agreement or affecting the validity or enforceability of such provisions in any other jurisdiction. This Agreement shall be binding upon and inure to the benefit of the parties hereto and their respective successors and assigns, except that Lessee may not assign, transfer or delegate any of its rights or obligations under this Agreement without the prior written consent of EFM. This Agreement shall be governed by and construed in accordance with the substantive laws of the State of Florida (without reference to conflict of law principles).

IN WITNESS WHEREOF, EFM and Lessee have executed this Full Maintenance Agreement as of the day and year first above written.

LESSEE: District School Board of Clay County

EFM: Enterprise Fleet Management, Inc.

By: _____

Name: _____

Title: _____

Address: 900 Walnut Street
Green Cove Springs, FL 32043

Attention: _____

Facsimile No.: _____

Date Signed: _____, _____

Signed by:

Daniel Lanoue

EC79300FEBDE474...

Name: Daniel Lanoue

Title: Finance Manager

Address: 11034 Atlantic Blvd
Jacksonville, FL 32225

Attention: _____

Facsimile No.: _____

Date Signed: June 25th, 2026

MAINTENANCE MANAGEMENT AND FLEET RENTAL AGREEMENT

This Agreement is entered into as of the 25th day of June, 2026, by and between Enterprise Fleet Management, Inc., a Missouri corporation, doing business as "Enterprise Fleet Management" ("EFM"), and District School Board of Clay County (the "Company").

1. ENTERPRISE CARDS: EFM will provide the Company with an EFM Card for each vehicle, which EFM Card is an electronic card and is located on the Efleets mobile app and the efleets.com client website, for use in authorizing the payment of charges incurred in connection with the vehicle maintenance program (the "Program") for a vehicle. The Company agrees to be and shall be liable to EFM for all charges made by or for the account of the Company with the EFM Card (other than any charges which are the responsibility of EFM under the terms of this Agreement). EFM will invoice the Company for all such charges, and the Company agrees to and shall pay to EFM all invoiced amounts in accordance with the terms of this Maintenance Management and Fleet Rental Agreement (Agreement). EFM reserves the right, and the Company agrees and acknowledges that EFM shall have the right, to change the terms and conditions as set forth in this Agreement for the use of the EFM Card at any time. The EFM Card is and shall remain at all times the property of EFM, and EFM may revoke the Company's right to possess, access, or use the EFM Card at any time and for any reason. The EFM Card is non-transferable. EFM will provide a driver information packet (the "Packet") outlining the Maintenance Management Program. The Parties agree that the Maintenance Management Program is subject to the terms and conditions of the Packet.

2. VEHICLE REPAIRS AND SERVICE: EFM will provide purchase order control by telephone, electronic mail, or in writing authorizing charges for service, maintenance, or repairs exceeding \$125.00, which may change from time to time based on market conditions, or such other amount as may be established by EFM, in its sole discretion, from time to time under the Program. All charges for service, maintenance or repairs will be invoiced to EFM. Invoices will be reviewed by EFM for accuracy, proper application of any applicable manufacturer's warranty, application of potential discounts and unnecessary, unauthorized repairs.

Notwithstanding the above, in the event the repairs and service are the result of damage from an accident or other non-maintenance related cause (including glass claims), these matters will be referred to the Company's Fleet Manager. If the Company prefers that EFM handle the damage repair, the Company agrees to assign the administration of the matter to EFM. EFM will administer such claims in its discretion. The fees for this service will be up to \$125.00 per claim and the Company agrees to reimburse for repairs as outlined in this agreement. If the Company desires the assistance of EFM in recovering damage amounts from at fault third parties, a Vehicle Risk Management Agreement must be on file for the Company.

3. BILLING AND PAYMENT: All audited invoices paid by EFM on behalf of the Company will be consolidated and submitted to the Company on a single monthly invoice for the entire Company fleet covered under this Agreement. The Company is liable for, and will pay EFM within thirty (30) days after receipt of an invoice or statement for, all purchases invoiced to the Company by EFM, which were paid by EFM for or on behalf of the Company. EFM will be entitled to retain for its own account, and treat as being paid by EFM for purposes of this Agreement, any discounts it receives from a supplier with respect to such purchases which are based on the overall volume of business EFM provides to such supplier and not solely the Company's business.

4. RENTAL VEHICLES: The EFM Card allows the Company the option to arrange for a rental vehicle at a discounted rate with a subsidiary or affiliate of Enterprise Holdings, Inc. ("EHI") for a maximum of two (2) days without prior authorization from EFM. Extensions beyond two (2) days must be approved by EFM. The Company shall be fully responsible for all obligations under any rental agreement with a subsidiary or affiliate of EHI pursuant to this Agreement. All drivers of a rental vehicle must be at least twenty one (21) years of age unless otherwise required by law, hold a valid driver's license, be an employee of the Company and authorized by the Company through established reservation procedures and meet all other applicable requirements of the applicable subsidiary or affiliate of EHI. The Company will be provided a specific telephone number for use in arranging a rental vehicle described in this Section.

5. NO WARRANTY: The Company acknowledges that EFM does not perform maintenance or repair services on the Company's vehicles or any rental vehicles and any maintenance or repair services are to be performed by third parties. EFM MAKES NO REPRESENTATION OR WARRANTY WHATSOEVER OF ANY KIND, EXPRESS OR IMPLIED, WHETHER ARISING BY COURSE OF DEALING, COURSE OF PERFORMANCE, USAGE OF TRADE OR OTHERWISE WITH RESPECT TO PRODUCTS, REPAIRS OR SERVICES PROVIDED IN CONNECTION WITH THIS AGREEMENT BY THIRD PARTIES, INCLUDING, WITHOUT LIMITATION, ANY REPRESENTATION OR WARRANTY AS TO MERCHANTABILITY, COMPLIANCE WITH SPECIFICATIONS, OPERATION, CONDITION, SUITABILITY, PERFORMANCE, QUALITY OR FITNESS FOR USE. Any defect in the performance of any product, repair or service will not relieve the Company from its obligations under this Agreement, including without limitation the payment to EFM of monthly invoices.

In the event Company notifies EFM of any claim or dispute under this Agreement, and/or any claim involving the Vehicle, EFM will, in good faith, attempt to resolve the Company's claims in a manner satisfactory to all parties and EFM will provide commercially reasonable assistance to Company in any communications and/or negotiations with the vendor or service provider with respect to claims relating to such Vehicle.

6. CANCELLATION: Either party may cancel any Card under this Agreement or this Agreement in its entirety at any time by giving written notice to the other party. The cancellation of any Card or termination of this Agreement will not affect any rights or obligations under this Agreement, which shall have previously accrued or shall thereafter arise with respect to any occurrence prior to such cancellation or termination. Upon such cancellation or termination, the Company shall immediately cease using or accessing the EFM Card to EFM. Notice to EFM regarding the

cancellation of any Card shall specify the Card number and identify the Company's representative. EFM will exercise due care to prevent additional charges from being incurred once the Company has notified EFM of its desire to cancel any outstanding Card under this Agreement.

7. **NOTICES:** Any notice or other communication under this Agreement shall be in writing and delivered in person, electronic mail or mailed postage prepaid by registered or certified mail or sent by express overnight delivery service with a nationally recognized carrier, to the applicable party at its address set forth on the signature page of this Agreement, or at such other address as any party hereto may designate as its address for communications under this Agreement by notice so given. Any such notice or communication sent by mail will be effective and deemed received three (3) days after deposit in the United States mail, duly addressed to the address for the Party set forth below, with registered or certified mail postage prepaid. Any such notice or communication sent by express overnight delivery service with a nationally recognized carrier will be effective and deemed received one (1) day after deposit with such delivery service, duly addressed, with delivery fees prepaid. The Company shall promptly notify EFM of any change in the Company's address.
8. **FEES:** EFM will charge the Company for the service under this Agreement \$ 6.00 per month per Card.
9. **MISCELLANEOUS:** This Agreement shall be binding upon and inure to the benefit of the parties hereto and their respective successors and assigns, except that Company may not assign, transfer or delegate any of its rights or obligations under this Agreement without the prior written consent of EFM. This Agreement is governed by the substantive laws of the State of Florida (determined without reference to conflict of law principles).

IN WITNESS WHEREOF, EFM and the Company have executed this Maintenance Management and Fleet Rental Agreement as of the day and year first above written.

Company: District School Board of Clay County

By: _____
Name:
Title:

Address: 900 Walnut Street
Green Cove Springs, FL 32043

Date Signed: _____, 2026

EFM: Enterprise Fleet Management, Inc.

Signed by:
By: Daniel Lanoue
Name: EC79300FEBDE474...
Title: Finance Manager

Address: 11034 Atlantic Blvd
Jacksonville, FL 32225

Date Signed: June 25th, 2026

CONSIGNMENT AUCTION AGREEMENT

THIS AGREEMENT is entered into by and between Enterprise Fleet Management, Inc. a Missouri Corporation (hereinafter referred to as "Enterprise") and the District School Board of Clay County (hereinafter referred to as "CUSTOMER") on this 25th day of June, 2026 (hereinafter referred to as the "Execution Date").

RECITALS

A. Enterprise is in the business of selling previous leased and rental vehicles at wholesale auctions; and

B. The CUSTOMER is in the business of School District.

C. The CUSTOMER and Enterprise wish to enter into an agreement whereby Enterprise will sell at wholesale auction, CUSTOMER's vehicles set forth on Exhibit A, attached hereto and incorporated herein, as supplemented from time to time (collectively, the "Vehicles").

NOW, THEREFORE, for and in consideration of the mutual promises and covenants hereinafter set forth, the parties agree as follows:

TERMS AND CONDITIONS

1. Right to Sell: Enterprise shall have the non-exclusive right to sell any Vehicles consigned to Enterprise by a CUSTOMER within the Geographic Territory.
2. Power of Attorney: CUSTOMER appoints Enterprise as its true and lawful attorney-in-fact to sign Vehicle titles on behalf of CUSTOMER for transfer of same and hereby grant it power in any and all matters pertaining to the transfer of Vehicle titles and any papers necessary thereto on behalf of CUSTOMER. The rights, powers and authorities of said attorney-in-fact granted in this instrument shall commence and be in full force and effect on the Execution Date, and such rights, powers and authority shall remain in full force and effect thereafter until terminated as set forth herein.
3. Assignments: Vehicle assignments may be issued to Enterprise by phone, fax, or electronically.
4. Service Fee: For each Vehicle sold, the CUSTOMER shall pay Enterprise a fee of \$400.00 ("Service Fee") plus towing at prevailing rates.
5. Sales Process: Enterprise shall use reasonable efforts to sell each Vehicle. CUSTOMER may, at its discretion, place a Minimum Bid or Bid to be Approved (BTBA) on any Vehicle by providing prior written notification to Enterprise.
6. Time for Payment:
 - (a) No later than ten (10) business days after the collection of funds for the sale of a Vehicle, Enterprise will remit to the CUSTOMER an amount equal to the Vehicle sale price minus any seller fees, auction fees, Service Fees, towing costs, title service fees, enhancement fees and any expenses incurred by Enterprise while selling Vehicle, regardless of whether the purchaser pays for the Vehicle.

- (b) Enterprise's obligations pursuant to Section 6(a) shall not apply to Vehicle sales involving mistakes or inadvertences in the sales process where Enterprise reasonably believes that fairness to the buyer or seller justifies the cancellation or reversal of the sale. If Enterprise has already remitted payment to CUSTOMER pursuant to Section 6(a) prior to the sale being reversed or cancelled, CUSTOMER agrees to reimburse Enterprise said payment in full. Enterprise will then re-list the Vehicle and pay CUSTOMER in accordance with this Section 6. Examples of mistakes or inadvertences include, but are not limited, to Vehicles sold using inaccurate or incomplete vehicle or title descriptions and bids entered erroneously.
7. Indemnification and Hold Harmless: Enterprise and CUSTOMER agree, to the extent permitted by law, to indemnify, defend and hold each other and its parent, employees and agents harmless to the extent any loss, damage, or liability arises from the negligence or willful misconduct of the other, its agents or employees, and for its breach of any term of this Agreement. Nothing herein shall be deemed to affect the rights, privileges, and immunities of CUSTOMER and the foregoing indemnity provision is not intended to be a waiver of any sovereign immunity afforded to CUSTOMER pursuant to the law. The parties' obligations under this section shall survive termination of this Agreement.
8. Liens, Judgments, Titles and Defects: CUSTOMER shall defend, indemnify and hold Enterprise its parent, employees and agents harmless from and against any and all claims, expenses (including reasonable attorney's fees), suits and demands arising out of, based upon, or resulting from any judgments, liens or citations that were placed on the Vehicle, defects in the Vehicle's title, or mechanical or design defects in the Vehicle.
9. Odometer: Enterprise assumes no responsibility for the correctness of the odometer reading on any Vehicle and the CUSTOMER shall defend, indemnify and hold Enterprise its parent, employees and agents harmless from and against any and all claims, expenses (including reasonable attorney's fees), suits and demands arising out of, based upon or resulting from inaccuracy of the odometer reading on any Vehicle or any odometer statement prepared in connection with the sale of any Vehicle, unless such inaccuracy is caused by an employee, Enterprise, or officer of Enterprise.
10. Bankruptcy: Subject to applicable law, in the event of the filing by CUSTOMER of a petition in bankruptcy or an involuntary assignment of its assets for the benefit of creditors, Enterprise may accumulate sales proceeds from the sale of all Vehicles and deduct seller fees, auction fees, Service Fees, towing costs, title service fees, enhancement fees and any expenses incurred by Enterprise while selling Vehicle from said funds. Enterprise will thereafter remit to CUSTOMER the net proceeds of said accumulated sales proceeds, if any.
11. Compliance with Laws: Enterprise shall comply with all federal, state, and local laws, regulations, ordinances, and statutes, including those of any state motor vehicle departments, department of insurance, and the Federal Odometer Act.
12. Insurance: CUSTOMER shall obtain and maintain in force at all times during the term of this Agreement and keep in place until each Vehicle is sold and title is transferred on each Vehicle, automobile third party liability of \$1,000,000 per occurrence and physical damage coverage on all Vehicles. This insurance shall be written as a primary policy and not contributing with any insurance coverage or self-insurance applicable to Enterprise.
13. Term: This agreement is effective on the Execution Date and shall continue until such time as either party shall notify the other party with thirty (30) days prior written notice to terminate the Agreement with or without cause.

14. Modification: No modification, amendment or waiver of this Agreement or any of its provisions shall be binding unless in writing and duly signed by the parties hereto.
15. Entire Agreement: This Agreement constitutes the entire Agreement between the parties and supersedes all previous agreements, promises, representations, understandings, and negotiations, whether written or oral, with respect to the subject matter hereto.
16. Liability Limit: In the event Enterprise is responsible for any damage to a Vehicle, Enterprise's liability for damage to a Vehicle in its possession shall be limited to the lesser of: (1) the actual cost to repair the damage to such vehicle suffered while in Enterprise's possession; or (2) the negative impact to the salvage value of such vehicle. Enterprise shall not be liable for any other damages to a Vehicle of any kind, including but not limited to special, incidental, consequential or other damages.
17. Attorney's Fees: In the event that a party hereto institutes any action or proceeding to enforce the provisions of this Agreement, the prevailing party shall be entitled to receive from the losing party reasonable attorney's fees and costs for legal services rendered to the prevailing party.
18. Authorization: Each party represents and warrants to the other party that the person signing this Agreement on behalf of such party is duly authorized to bind such party.

Signed by: "ENTERPRISE"		"CUSTOMER"	
By	 EC79300FEBDE474 Signature	By	_____ Signature
Printed Name: Daniel Lanoue		Printed Name:	
Title: Finance Manager		Title:	
Date: June 25th, 2026		Date:	



AMENDMENT TO MASTER EQUITY LEASE AGREEMENT

THIS AMENDMENT ("Amendment") dated this 25th day of June, 2026 is attached to, and made a part of, the MASTER EQUITY LEASE AGREEMENT entered into on the 25th day of June, 2026 ("Agreement") by and between Enterprise FM Trust, a Delaware statutory trust ("Lessor") and District School Board of Clay County ("Lessee"). This Amendment is made for good and valuable consideration, the receipt of which is hereby acknowledged by the parties.

Section 3(e) of the Master Equity Lease Agreement is amended to read as follows:

Any rental payment or other amount owed by Lessee to Lessor which is not paid within thirty (30) days after its due date will accrue interest, payable on demand of Lessor, from the date due until paid in full at a rate per annum equal to the lesser of (i) Eighteen Percent (18%) per annum or (ii) the highest rate permitted by Florida state law (the "Default Rate").

Section 3(g) of the Master Equity Lease Agreement is amended to add the additional paragraph which reads as follows:

In the event Lessee notifies Lessor of any claim or dispute under this Agreement, and/or any claim involving the Vehicle, Lessor will, in good faith, attempt to resolve the Lessee's claims in a manner satisfactory to all parties and Lessor will provide commercially reasonable assistance to Lessee in any communications and/or negotiations with the Vehicle's manufacturer with respect to claims relating to such Vehicle.

Section 11(a)(ii) first paragraph of the Master Equity Lease Agreement is amended to read as follows:

Physical Damage Insurance (Collision & Comprehensive): Actual cash value of the applicable Vehicle. Maximum deductible of \$5,000 per accident - Collision and \$5,000 per accident - Comprehensive).

Section 12 of the Master Equity Lease Agreement is amended to read as follows:

To the extent permitted by Florida law, Lessee agrees to defend and indemnify Lessor, Servicer, any other agent of Lessor and their respective successors and assigns from and against any and all losses, damages, liabilities, suits, claims, demands, costs and expenses (including, without limitation, reasonable attorneys' fees and expenses) which Lessor, Servicer, any other agent of Lessor or any of their respective successors or assigns may incur by reason of Lessee's breach or violation of, or failure to observe or perform, any term, provision or covenant of this Agreement, or as a result of any loss, damage, theft or destruction of any Vehicle or related to or arising out of or in connection with the use, operation or condition of any Vehicle. The provisions of this Section 12 shall survive any expiration or termination of this Agreement. Nothing herein shall be deemed to affect the rights, privileges, and immunities of Lessee pursuant to Florida law, except to the extent waived under Section 768.28 of the Florida Statutes. Section 12 is not intended to be a waiver of any sovereign immunity afforded to Lessee pursuant to Florida law, except to the extent waived by Florida law.

Section 14, second paragraph of the Master Equity Lease Agreement is amended to read as follows:

Upon the occurrence of any Event of Default, Lessor, shall provide written notice of Event of Default to Lessee. Lessee shall have ten (10) days (exclusive of Section 11, Insurance) upon receipt of notice to cure the Event of Default. Upon expiration of the ten (10) days without remedy of the Event of Default by the Lessee, Lessor will have the right to exercise concurrently or separately (and without any election of remedies being deemed made), the following remedies: (a) Lessor may demand and receive immediate possession of any or all of the Vehicles from Lessee, without releasing Lessee from its obligations under this Agreement; if Lessee fails to surrender possession of the Vehicles to Lessor on default (or termination or expiration of the Term), Lessor, Servicer, any other agent of Lessor and any of Lessor's independent contractors shall have the right to enter upon any premises where the Vehicles may be located and to remove and repossess the Vehicles; (b) Lessor may enforce performance by Lessee of its obligations under this Agreement; (c) Lessor may recover damages and expenses sustained by Lessor, Servicer, any other agent of Lessor or any of their respective successors or assigns by reason of Lessee's default including, to the extent permitted by applicable law, all costs and expenses, including court costs and reasonable attorneys' fees and expenses, incurred by Lessor, Servicer, any other agent of Lessor or any of their respective successors or assigns in attempting or effecting enforcement of Lessor's rights under this Agreement (whether or not litigation is commenced) and/or in connection with bankruptcy or insolvency proceedings; (d) upon written notice to Lessee, Lessor may terminate Lessee's rights under this Agreement; (e) with respect to each Vehicle, Lessor may recover from Lessee all amounts owed by Lessee under Sections 3(b) and 3(c) of this Agreement (and, if Lessor does not recover possession of a Vehicle, (i) the estimated wholesale value of such Vehicle for purposes of Section 3(c) shall be deemed to be \$0.00 and (ii) the calculations

described in the first two sentences of Section 3(c) shall be made without giving effect to clause (ii) in each such sentence); and/or (f) Lessor may exercise any other right or remedy which may be available to Lessor under the Uniform Commercial Code, any other applicable law or in equity. A termination of this Agreement shall occur only upon written notice by Lessor to Lessee. Any termination shall not affect Lessee's obligation to pay all amounts due for periods prior to the effective date of such termination or Lessee's obligation to pay any indemnities under this Agreement. All remedies of Lessor under this Agreement or at law or in equity are cumulative.

Section 17 of the Master Equity Lease Agreement is amended to read as follows:

Subject to the provisions of Section 15, this Agreement will be binding upon Lessee and its heirs, executors, personal representatives, successors and assigns, and will inure to the benefit of Lessor, Servicer, any other agent of Lessor and their respective successors and assigns. This Agreement will be governed by and construed in accordance with the substantive laws of the State of Florida (determined without reference to conflict of law principles).

All references in the Agreement and in the various Schedules and addenda to the Agreement and any other references of similar import shall henceforth mean the Agreement as amended by this Amendment. Except to the extent specifically amended by this Amendment, all of the terms, provisions, conditions, covenants, representations and warranties contained in the Agreement shall be and remain in full force and effect and the same are hereby ratified and confirmed.

IN WITNESS WHEREOF, Lessor and Lessee have executed this Amendment to Master Equity Lease Agreement as of the day and year first above written.

District School Board of Clay County (Lessee)

By _____

Title: _____

Date Signed: _____, 2026

Signed by:



Enterprise FM Trust (Lessor)

By: Enterprise Fleet Management, Inc., its attorney in fact

By Daniel Lanoue

Title: Finance Manager

Date Signed: June 25th, 2026

AUTHORIZED SIGNERS FOR MOTOR VEHICLE LEASE(S)

RESOLVED, The undersigned hereby certifies (i) that he/she is the duly appointed _____ (Title) for _____ (Entity legal name) hereafter known as "The Entity", (ii) that he/she is authorized by The Entity to execute and deliver on behalf of The Entity to Enterprise Fleet Management, hereafter known as "Enterprise" ("Lessor") and the Master Lease Agreement between Enterprise and the Entity) the ("Lessee"), and (iii) that the following individuals are authorized and empowered on behalf of and in the name of The Entity to execute and deliver to Enterprise Schedules to the Lease for individual motor vehicles, together with any other necessary documents in connection with those Schedules:

RESOLVED FURTHER, that:

_____ Print Name	_____ Title
_____ Print Name	_____ Title
_____ Print Name	_____ Title
_____ Print Name	_____ Title
_____ Print Name	_____ Title
_____ Print Name	_____ Title

Bond Rating: _____ Rating Agency: _____ Federal ID#: _____

RESOLVED FURTHER, that EFM is authorized to act upon this authorization until written notice of its revocation is received by EFM.

I do hereby certify that I am an authorized representative of this Company and have been given the authority to sign this agreement on behalf of the Company.

_____ Print Name	_____ Title
_____ Signature	_____ Company Name
_____ Date	



School Board of Clay County

February 5, 2026 - Regular School Board Meeting

Title

C19 - Enterprise Fleet Management Contract Award

Description

The Operations department is requesting Board approval for the District to enter into a lease agreement with Enterprise Fleet Management, to defer the cost of purchasing fleet vehicles requiring replacements. This agreement would transition the district from purchasing district fleet vehicles to leasing vehicles to ensure all district fleet vehicles meet safety requirements for day-to-day operation by district employees.

In addition, leased vehicles will remain under the manufacturer warranty and Enterprise Fleet will monitor mileage, age, and trade value to assist the district in determining when vehicles should be replaced.

Gap Analysis

By partnering with Enterprise Fleet Management, the District will transition from its current owned, buy-and-hold approach to a more adaptable program with a shorter replacement cycle. This shift will enable the District to reduce the age of its white fleet, resulting in newer and safer vehicles, all while remaining within or below current budget estimates.

Previous Outcomes

N/A

Expected Outcomes

Reduction in cost to the general fund for the purchase and maintenance of district fleet vehicles.

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 Enterprise Fleet Management Contract.

Contact

Bryce Ellis, Assistant Superintendent for Operations, (904) 336-6853, bryce.ellis@myoneclay.net

Financial Impact

Current average annual cost for white fleet acquisitions and maintenance is \$1.1M. Significantly reduce maintenance to an average monthly cost of \$57.17 to \$166.67 per unit or a 60% cost savings year over year with a total potential savings impact of \$1,452,885 over 10 years. Please see attached cost savings analysis.

Review Comments

Attachments

[Enterprise Fleet Management Contract #1.pdf](#)

[Enterprise Fleet Management Contract #2.pdf](#)

[Enterprise Fleet Management Synopsis - The School 1-27-2026.pdf](#)

Contracts Voided & replace with the following New Contracts

Synopsis document not updated or attached to New Contracts.



School Board of Clay County

January 27, 2026 - School Board Workshop

Title

White Fleet Management System

Description**Gap Analysis****Previous Outcomes****Expected Outcomes****Strategic Plan Goal****Recommendation****Contact**

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

Financial Impact**Review Comments****Attachments**

No attachments available

DRAFT



FLEET MANAGEMENT

Fleet Synopsis

PREPARED FOR:



Jean R. Bordes
FLEET CONSULTANT

904-661-1415
PHONE

JeanRene.Bordes@efleets.com
EMAIL



FLEET SYNOPSIS | CLAY COUNTY DISTRICT SCHOOLS

THE SITUATION

Current fleet age is negatively impacting the overall budget and fleet operations

- 42% of the light and medium duty fleet is currently 10 years or older
- 9.9 years is the current average age of the fleet
- 13.4 years – time it would take to cycle the entire fleet at current acquisition rates
- Older vehicles have higher fuel costs, maintenance costs and tend to be unreliable, causing increased downtime and loss of productivity.

THE OBJECTIVES

Identify an effective vehicle life cycle that maximizes potential equity at time of resale creating a conservative savings of over \$667,620 in 10 years

- Shorten the current vehicle life cycle from 13.4 years to 5 years
- Provide a lower sustainable fleet cost that is predictable year over year
- Significantly reduce Maintenance to an average monthly cost of \$57.17 vs. current \$166.67
- Reduce the overall fuel spend through more fuel-efficient vehicles
- Leverage an open-ended lease to maximize cash flow opportunities and recognize equity.

Increase employee safety with newer vehicles

- Currently:
 - 49 vehicles predate Anti-Lock Brake standardization (2007)
 - 90 vehicles predate Electronic Stability Control standardization (2012)
 - ESC is the most significant safety invention since the seatbelt
 - 140 vehicles predate standardization of back up camera (2018)

Piggyback The Sourcewell awarded RFP #030122-EFM that addresses the following:

- Access to all fleet management services as applicable to the needs of the district
- Supports the district's need for fleet evaluation on a quarterly basis assessing costs and reviewing best practices

THE RESULTS

By partnering with Enterprise Fleet Management, Clay County District Schools will be better able to leverage its buying power, implement a tighter controlled resale program to lower total cost of ownership and in turn minimize operational spend. Clay County District Schools will reduce fuel costs with newer more efficient vehicles and reduce maintenance costs from \$166.67 on average to \$57.17 per unit. Leveraging an open-end lease maximizes cash flow and recognizes equity from vehicles sold creating an internal replacement fund. Furthermore, Clay County District Schools will leverage Enterprise Fleet Management's ability to sell vehicles at an average of 10% above Black Book value. By shifting from reactively replacing inoperable vehicles to proactively planning vehicle purchases, Clay County District Schools will be able to replace all its vehicles over the course of 5 years while creating a sustainable savings of \$1,452,885.

FLEET PLANNING ANALYSIS | CLAY COUNTY DISTRICT SCHOOLS

School District of Clay County.

Fleet Profile

FLEET SIZE	AVG AGE	AVG ANNUAL MILEAGE	AVG ANNUAL ACQUISITIONS	AVG MODEL YEAR	HOLDING PERIOD
241	9.9	6000	17.0	2012	13.4

Mileage Intervals



0K - 20k



20K - 40k



40K - 60k



60K - 80k



80K - 100k



100k >

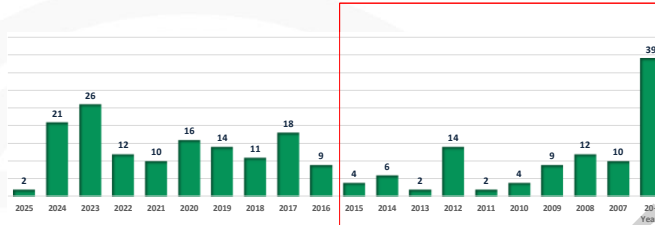
Vehicle Type	Quantity	Avg Age	Avg Annual Mileage
TRUCK	88	9.3	6,824
VAN	83	12.1	5,811
CAR	39	6.9	5,371
SUV	31	9.7	5,400
Totals/Averages:	241	9.9	6,100

enterprise
FLEET MANAGEMENT

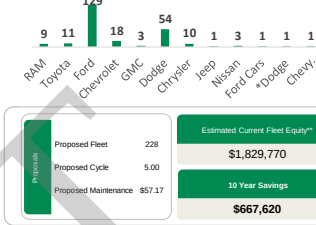
Vehicle Classes
4

Average Odometer
64,658

MODEL YEAR ANALYSIS



Manufacturer Profile



**Estimated Current Fleet Equity is based on the current fleet "right unseen"
*Total Savings Impact includes unrealized equity of \$785,265

School District of Clay County.

Fleet Planning Analysis

Assumptions	Fleet Analyzed Current Cycle Current Maintenance Maint. Cents Per Mile	228 13.41 \$166.67 \$0.33	Fleet Growth Annual Miles Current MPG Price/Gallon	0.00% 6,100 18 \$2.60	Proposals	Proposed Fleet Proposed Cycle Proposed Maintenance	228 5.00 \$57.17
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enterprise
FLEET MANAGEMENT

Fiscal Year	Fleet Size	Fleet Mix Annual Needs	Owned	Leased	Purchase	Lease*	Equity (Owned)	Equity (Leased)	Maintenance	Fuel	Fleet Budget	Net Cash
Average	228	17.0	228	0	623,397	0	-23,876		456,000	200,893	1,256,414	0
Year 1 (25)	228	100	128	100	0	814,130	-272,090		324,610	183,271	1,049,920	206,494
Year 2 (26)	228	23	105	123	0	986,190	-172,423		294,390	179,218	1,287,376	-30,961
Year 3 (27)	228	24	81	147	0	1,153,996	-248,134		262,856	174,989	1,343,707	-87,293
Year 4 (28)	228	23	58	170	0	1,325,341	-271,044		232,636	170,936	1,457,869	-201,455
Year 5 (29)	228	58	0	228	0	1,798,597	-866,080	-1,562,787	156,430	160,715	-313,126	1,569,540
Year 6 (30)	228	100	0	228	0	1,798,597		-337,119	156,430	160,715	1,778,622	-522,208
Year 7 (31)	228	23	0	228	0	1,798,597		-322,817	156,430	160,715	1,792,924	-536,510
Year 8 (32)	228	24	0	228	0	1,798,597		-324,188	156,430	160,715	1,791,553	-535,140
Year 9 (33)	228	23	0	228	0	1,798,597		-961,022	156,430	160,715	1,154,719	101,695
Year 10 (34)	228	58	0	228	0	1,798,597		-1,562,787	156,430	160,715	552,954	703,459

SAVINGS	10 Year Savings	\$667,620
	Total Savings Impact*	\$1,452,885
	*Total Savings Impact includes unrealized equity of \$785,265	

Projected Fleet Equity Analysis					
YEAR	2025	2026	2027	2028	2029
QTY	100	23	24	23	58
Est \$	\$2,721	\$7,497	\$10,339	\$11,785	\$14,932
TOTAL	\$272,090	\$172,423	\$248,134	\$271,044	\$866,080
\$1,829,770					
Estimated Current Fleet Equity**					

* Lease Rates are conservative estimates

**Estimated Projected Fleet Equity is based on the current fleet "right unseen" based on replacement year and can be adjusted after physical inspection and may change based on market factors, these are not guaranteed values
Lease Maintenance costs are exclusive of tires unless noted on the lease rate quote.

ANALYSIS BASED ON ORIGINAL RECOMMENDATIONS FOR CONCEPTUAL SAVINGS AND MAY CHANGE BASED ON FINAL PROPOSAL, CHANGES TO THE MARKET AND OTHER FACTORS

Prepared on 2/5/2025 Version 1222025

Key Objectives

Lower average age of the fleet

42% of the current light and medium duty fleet is over 10 years old
Resale of the aging fleet is significantly reduced

Reduce operating costs

Newer vehicles have a significantly lower maintenance expense
Newer vehicles have increased fuel efficiency with new technology implementations

Maintain a manageable vehicle budget

Challenged by inconsistent yearly budgets
Currently vehicle budget is underfunded

Fleet Size Comparison (Clay / Sarasota / St. Johns)

	Career & Tech. Edu. (CTE)	Climate & Culture	Department of Elementary Ed	Exceptional Students Ed	Facility Planning & Constr	Food Services	Information Tech	Property
Clay County Schools	16	16	1	18	6	13	22	6
Sarasota Schools	0	0	0	0	8	13	20	9
St Johns County Schools	0	0	0	0	11	8	8	4

	K12 Academic Services	Maintenance	Safety & Security	Superintendent's Office	Transportation / Police	Schools/Other	Technical College	Total
Clay County Schools	1	90	11	2	33	17	0	252
Sarasota Schools	2	119	41	5	75	21	28	341
St Johns County Schools	0	62	0	5	12	18	0	128

* Note that Sarasota School District has both a technical college and an in-house police department.

COOPERATIVE PURCHASING PARTNERSHIPS

SOURCEWELL/TIPS MEMBERSHIP ID

ACCOUNT NAME

Clay County School District

ACCOUNT NUMBER

11541

CONFIDENTIAL AND PROPRIETARY



CONTRACT NUMBER
030122



AWARDED VENDOR

CONTRACT NUMBER
240502



CONTRACT NUMBER
CNR01399

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Recommendation & Cost - Leverage Equity

Replace select aged units & 5-7 years old units With Equity

FACTORY ORDER - Lead Times 20 - 22 Weeks	Estimated Equity Lease Pricing for 2026 Model Year within 5%
--	--

Year	Make	Model	Trim Level	Quantity	Term	Estimated Annual Mileage	Monthly Cost (Lease Rate)	Full Maintenance**	Annual Cost Including Maintenance	Annual Cost Including Maintenance by Quantity
2026	Ford	Transit 350	Transit-350 Cargo Base Rear-Wheel Drive Low Roof Van 148 in. WB	10	60	10000	\$1,037.90	\$68.00	\$13,270.80	\$132,708.00
2026	Ford	Transit 250	Transit-250 Cargo Base Rear-Wheel Drive Low Roof Van 148 in. WB	10	60	10000	\$1,014.97	\$63.73	\$12,944.40	\$129,444.00
2026	RAM	1500	1500 Tradesman 4x2 Crew Cab 144.5 in. WB	10	60	10000	\$901.41	\$61.35	\$11,553.12	\$115,531.20
2026	Ford	F-250	F-250 XL 4x4 SD Crew Cab 8 ft. box 176 in. WB SRW	10	60	10000	\$1,076.58	\$66.82	\$13,720.80	\$137,208.00
2026	KIA	Carnival	Carnival LX Passenger Van	10	60	10000	\$763.23	\$61.35	\$9,894.96	\$98,949.60

**Full Maintenance includes all mechanical maintenance, no brakes, no tires

Annual Cost Including Maintenance

\$613,840.80

Surplus 141 Vehicles

\$884,477.50

\$884,477.50

Total Estimated Equity on Surplus Units

Fiscal Year	Timeframe	Est. Months Of Payments	Lease Payments	Down Payment on AME	Equity from Surplus	Year 1 Estimated Cost
2026	May - June	2	\$102,306.80	\$0	\$0	\$102,306.80
2027	July - January	12	\$613,840.80	\$0	(\$884,478)	-\$270,636.70

Average age of Vehicles is 10 Years Old and with an average Acquisition rate of 14 units annually, the district is moving towards 17 years.

Aged units often contribute to higher operating expenses and pose safety concerns.

My recommendation is to keep the 100 vehicles ranging from model years 2018 to 2025 and acquiring 50 leases and strategically selling the 141 units over a period of 5 years.

Client Portal / Data Tracking	Included
EFM Provided Client Strategy Manager	Included
EFM Provided Account Fleet Coordinator	Included
Vehicle Resale (COV) - Sourcewell Pricing	\$400 per Unit
Licensing & Title - Leased Units	Included
Maintenance Mgmt (COV)- EFM Pricing/ Invoice Tracking/ Vendor Payment	\$6 per unit, per month
Aftermarket Customization Facilitation	Included
Fuel Program	Included

CASE STUDY | DEER PARK ISD, TX

School District finds savings and increased productivity with the Enterprise Fleet Management Program.

BACKGROUND

Location: Deer Park, TX
Industry: Government – School District
Total vehicles: 80+ vehicles

THE CHALLENGE

Before partnering with Enterprise, Deer Park Independent School District (ISD) had 80+ vehicles ranging from 6 to 15 years of age, causing them to become less reliable and more expensive to maintain. Because vehicles were typically purchased with bond money, it created a pattern of a large number of vehicles needing to be repaired or replaced at the same time. District employees started complaining about the quality of the fleet, and mechanics were spending too much time working on the white fleet instead of buses.

THE SOLUTION

By partnering with Enterprise Fleet Management, Deer Park ISD will upgrade its fleet over a 4-year period by replacing its oldest vehicles first. Once the fleet has been updated, the vehicles will continue to be replaced every four years. A proactive replacement plan will allow the district to capitalize on maximum vehicle resale values. This process will also help streamline the annual transportation budget since the district will be able to predict most vehicle costs.

"By partnering with Enterprise, we have strengthened focus on our students, maximized personnel utilization, and provided our employees with vehicles they are proud to drive."

– Pete Pape, Assistant Superintendent for Business Services

The Deer Park ISD leverages Enterprise's maintenance program. All district vehicles are now repaired by a local service vendor. District mechanics can focus on buses to transport students. District employees have reported that they are more productive and are not waiting as long for repairs.

THE RESULTS

The Deer Park ISD and Enterprise have been partners for four years. Enterprise has yielded over \$790,000 in revenue by selling the district's older vehicles. In 2019, fourteen leased vehicles were replaced prior to their lease term saving over \$9,000 annually. The district has been able to maintain 89 vehicles for a little more than half the cost of a mechanic. Enterprise Fleet Management continues to help the district maximize its operations and reduce costs to meet strict budgetary requirements while keeping their vehicles on the road.

To learn more, visit efleets.com or call 877-23-FLEET.

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Key Results

MORE THAN
\$790,000
IN VEHICLE RESALE



 **9X
FASTER**
AT REPLACING VEHICLES

REDUCED
STAFF OVERHEAD



PROGRAM RESOURCES | CLAY COUNTY DISTRICT SCHOOLS

SAFETY

42% of all vehicles are older than 10 years of age and do not contain the most up to date safety features, such as electronic stability control, airbag standardization and anti-lock brake control.

ACCOUNT MANAGEMENT

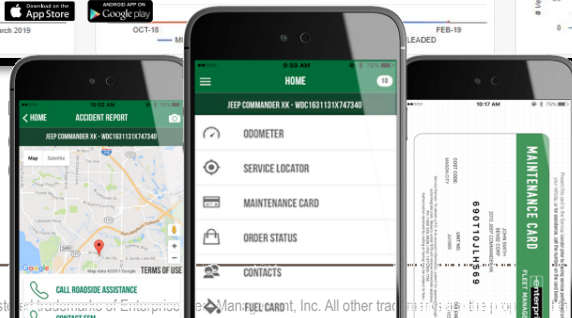
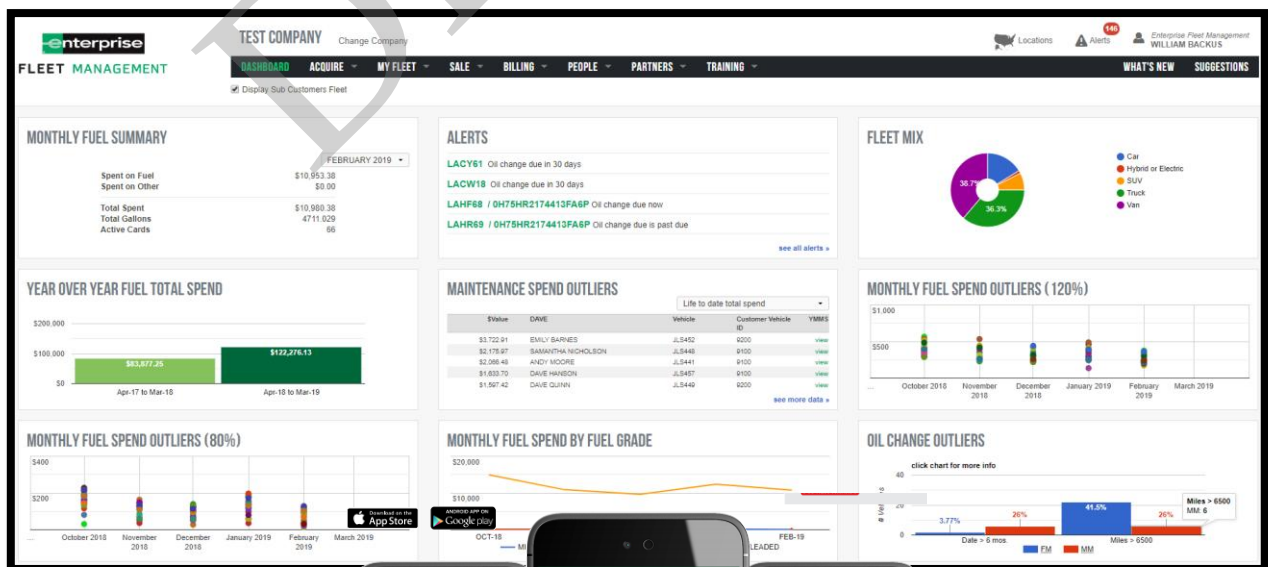
Clay County District Schools will have a dedicated, local account team to proactively manage and develop your fleet while delivering the highest level of customer service to facilitate your day-to-day needs.

- Your dedicated Client Strategy Manager meets with you 3-4 times a year for both financial and strategic planning.
- Your Client Strategy Manager will provide on-going analysis – this will include most cost-effective vehicle makes/models, cents per mile, total cost of ownership, and replacement analysis.

TECHNOLOGY

Enterprise Fleet Management's website provides vehicle tracking, reporting, and metrics. Our website can be customized to view a wide range of data so that you may have a comprehensive and detailed look at all aspects of your fleet and the services provided. Our Mobile App gives drivers all of the convenience and functionality they need.

- **Consolidated Invoices** - Includes lease, maintenance, and any additional ancillaries
- **Maintenance Utilization** - Review the life-to-date maintenance per vehicle
- **Recall Information** - See which units have open recalls
- **License & Registration** - See which plate renewals are being processed by Enterprise and view status
- **Alerts** - Set customizable alerts for oil changes, lease renewals, license renewals, and billing data
- **Lifecycle Analysis** - See data regarding all transactions for the lifecycle of the entire fleet, with drill-down capability to any specific lease or transaction



REFERENCES | CLAY COUNTY DISTRICT SCHOOLS

CURRENT PARTNERS

- Sarasota County Schools
- St. Johns County Schools
- Polk County Schools
- Miami-Dade County Schools
- St. Lucie County Schools
- Manatee County Schools
- Citrus County Schools
- Columbia County Schools
- Gadsden County Schools
- City of Green Cove Springs
- City of Lake City
- Lake County, FL
- Flagler County, FL
- Madison County, FL
- City of Hollywood, FL
- City of Miami Gardens, FL

REFERENCE:

Below is a list of at least two (2) client references including company name, contact person, and telephone number.

1. District: **St. Johns County School Board**
Business Phone #: (904) 547-7703
Contact Person: Patrick Snodgrass, Director of Purchasing
2. District: **The School Board of Columbia County, FL**
Business Phone #: (386) 755-8031
Contact Person: Keith L. Hatcher, Director of Purchasing & Risk Management

COOPERATIVES:

- TIPS/TAPS USA
- SOURCEWELL

School Board of Clay County

August 6, 2026 - Regular School Board Meeting

Title

C17 - 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

📎 [08062026 Prequal Contractors.pdf](#)

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 Erin Skipper. 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
Arete Construction, Inc.	General Contractor & Class A Air Conditioning	\$6,000,000.00	August 31, 2027
Hager Construction Company	General, Roofing, Mechanical and Underground Utility & Excavation Contractor	\$6,000,000.00	August 31, 2027
Meyer Najem Construction, LLC	General Contractor	\$250,000,000.00	August 31, 2027
Seibold Security of Florida, Inc.	Electrical/Security System	\$200,000.00	August 31, 2027
Vetted Security Solutions, LLC.	Electrical/Security System	\$200,000.00	August 31, 2027

School Board of Clay County

August 6, 2026 - Regular School Board Meeting

Title

C18 - Change Order #1 for Shadowlawn Elementary School Fire Alarm Repair/Replacement (C-61-25/26)

Description

Change orders are initiated by the contractor, architect/engineer or owner, and may increase or decrease the scope of the project as defined by the plans and specifications. Change orders are reviewed by the architect/engineer and staff prior to submission to the School Board for approval. This change order adds forty-six (46) days to the Substantial and Final Completion contract dates to complete demolition of the existing system equipment, devices, and wiring.

Gap Analysis

N/A

Previous Outcomes

N/A

Expected Outcomes

Construction will proceed immediately translating to an on time completion.

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 #1.

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**

🔗 [C-61 2526 CO 1 Form & Justification 20260806.pdf](#)

SCHOOL BOARD OF CLAY COUNTY

CHANGE ORDER NO. 1

CCDS PROJECT NAME: Shadowlawn Elementary School Fire Alarm Repair/Replacement

CCDS PROJECT NO: C-61-25/26

The Owner authorized the Contractor to make the following change(s) in the contract dated April 2, 2026.

ORIGINAL CONTRACT AMOUNT: \$ 410,485.00
REVISED CONTRACT AMOUNT BY PREVIOUS CHANGE ORDER(S): \$ 0.00

Change(s) and reason(s) for this Change Order: Additional days to complete demolition of the existing system equipment, devices, and wiring.

Additional Time needed for this Change Order is forty-six (46) calendar days. Contract Substantial Completion date is September 15, 2026. Final Completion date is October 15, 2026.

For these changes: ☐ Add to ☐ Deduct from the Contract in accordance with the conditions of the Contract the sum of: N/A

CURRENT CONTRACT AMOUNT: \$ 410,485.00
ADDITION TO CONTRACT: \$ 0.00
DEDUCTION TO CONTRACT: \$ 0.00
REVISED CONTRACT AMOUNT: \$ 410,485.00

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: *Nawin Haddad*
Architect

Date: 07/09/2026

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: *Jerry Anderson*
Contractor

Date: 7/10/2026

Signature: *Colli Banger*
CCDS Project Manager

Date: 7/13/2026

APPROVED: Signature: _____
School Board Chair

Date: _____

SCHOOL BOARD OF CLAY COUNTY
CHANGE ORDER # 1

CCDS PROJECT NAME: Shadowlawn Elementary School – Fire Alarm Repair/Replacement
CCDS PROJECT NUMBER: C-61-25/26

ADDITIONAL INFORMATION

1. Additional days to complete demolition of the existing system equipment, devices, and wiring.	\$0.00
TOTAL CHANGE ORDER AMOUNT:	\$0.00

COMMENTS: Forty-six (46) additional calendar days will be needed for this change order. Substantial Completion date is September 15, 2026. Final Completion date is October 15, 2026.

School Board of Clay County

August 6, 2026 - Regular School Board Meeting

Title

C19 - Substantial Completion of Rideout Elementary School Classroom Addition (C-43-23/24)

Description

Establish Substantial Completion dates 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/engineer, reached substantial completion on May 18, 2026 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 & Construction, (904) 336-6852, lance.addison@myoneclay.net

Financial Impact

None.

Review Comments**Attachments**

📎 [CCSD - Rideout Substantial Completion Form 20260806-Signed.pdf](#)

Clay County District Schools 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: Rideout Elementary Classroom Addition

School: Rideout Elementary - #0541

SDCC Project Number: C-43-23/24

OEF Project Number: EIFS #4934-1

Project Architect/Engineer: Bhide & Hall Architects, P.A.

Project Contractor: AJAX Building Company, LLC

Date of Substantial Completion: May 18, 2026


Signature: Contractor

Date : May 18, 2026


Signature: Architect/Engineer

Date: May 18, 2026


Project Manager

Date: May 18, 2026

School Board of Clay County

August 6, 2026 - Regular School Board Meeting

Title

C20 - Change Order #2 for Rideout Elementary School Fire Alarm Repair/Replacement (C-76-25/26)

Description

Change Orders are initiated by the Contractor, Architect/Engineer or Owner, and may increase or decrease the scope of the project as defined by the plans and specifications. Change Orders are reviewed by the Architect/Engineer and staff prior to submission to the School Board for approval. This change order is for the installation of additional devices. The contractor is also requesting thirty-nine (39) additional calendar days to reach substantial and final completion.

Gap Analysis

N/A

Previous Outcomes

N/A

Expected Outcomes

Construction will proceed immediately translating to an on-time completion.

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 & Construction, (904) 336-6852, lance.addison@myoneclay.net

Financial Impact

This change order will increase the contract amount by \$3,958.20. Architect/Engineer fees, contracted at 8%, will increase by \$316.66 as a result of this change order. These funds are available and budgeted in the Educational Facilities Plan.

Review Comments**Attachments**

📎 [C-76-2526-ROE FA CO#2 Form & Justification 20260806.pdf](#)

SCHOOL BOARD OF CLAY COUNTY

CHANGE ORDER NO. 2

CCDS PROJECT NAME: Rideout Elementary School Fire Alarm Repair/Replacement

CCDS PROJECT NO: C-76-25/26

The Owner authorized the Contractor to make the following change(s) in the contract dated March 5, 2026.

ORIGINAL CONTRACT AMOUNT: \$ 448,530.00

REVISED CONTRACT AMOUNT BY PREVIOUS CHANGE ORDER(S): \$ 309,791.10

Change(s) and reason(s) for this Change Order: This change order is for the installation of additional devices.

Additional Time needed for this Change Order is thirty-nine (39) calendar days. Contract Substantial Completion date is August 25, 2026. Final Completion date is September 24, 2026.

For these changes: ☒ Add to ☐ Deduct from the Contract in accordance with the conditions of the Contract the sum of: Three thousand nine hundred fifty-eight dollars and twenty cents.

CURRENT CONTRACT AMOUNT: \$ 309,791.10

ADDITION TO CONTRACT: \$ 3,958.20

DEDUCTION TO CONTRACT: \$ 0.00

REVISED CONTRACT AMOUNT: \$ 313,749.30

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: *Nawin Haddad*
Architect

Date: 7/13/2026

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: *Jerry Anderson*
Contractor

Date: 7-13-2026

Signature: *elli Banger*
CCDS Project Manager

Date: 7/13/2026

APPROVED: Signature: _____
School Board Chairman

Date: _____

SCHOOL BOARD OF CLAY COUNTY
CHANGE ORDER # 2

CCDS PROJECT NAME: Rideout Elementary School – Fire Alarm Repair/Replacement
CCDS PROJECT NUMBER: C-76-25/26

ADDITIONAL INFORMATION

1. Additive change order for the installation of additional devices.	\$3,958.20
TOTAL CHANGE ORDER AMOUNT:	\$3,958.20

COMMENTS: Thirty-nine (39) additional calendar days will be needed for this change order. Substantial Completion date is August 25, 2026. Final Completion date is September 24, 2026.

School Board of Clay County

August 6, 2026 - Regular School Board Meeting

Title

C21 - Change Order #1 (Direct Purchasing) for Ridgeview High School Fire Alarm Repair/Replacement (C-52-25/26)

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 for the project.

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 #1.

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 \$380,128.06 will not impact the budget. A total tax savings in the amount of \$21,587.44 is realized as a result of this direct purchasing change order.

Review Comments

Attachments

🔗 [RB C-52-2526 RHS FA CHO#1 DP Signed form & excel.pdf](#)

SCHOOL BOARD OF CLAY COUNTY

CHANGE ORDER NO. 1

CCDS PROJECT NAME: Ridgeview High School Fire Alarm Repair/Replacement

CCDS PROJECT NO: C-52-25/26

The Owner authorized the Contractor to make the following change(s) in the contract dated March 5, 2026.

ORIGINAL CONTRACT AMOUNT: \$ 1,639,000.00

REVISED CONTRACT AMOUNT BY PREVIOUS CHANGE ORDER(S): \$ 0.00

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 17, 2026. Final Completion date is August 16, 2026.

For these changes: ☐ Add to ☒ Deduct from the Contract in accordance with the conditions of the Contract the sum of: Three hundred eighty thousand one hundred twenty-eight dollars and six cents.

CURRENT CONTRACT AMOUNT: \$ 1,639,000.00

ADDITION TO CONTRACT: \$ 0.00

DEDUCTION TO CONTRACT: \$ 380,128.06

REVISED CONTRACT AMOUNT: \$ 1,258,871.94

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: Nawin Haddad
Architect

Date: 7/13/2026

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: Chad [Signature]
Contractor

Date: 7/13/26

Signature: [Signature]
CCDS Project Manager

Date: 7/13/2026

APPROVED: Signature: _____
School Board Chair

Date: _____

C-52-25/26

Jacksonville, FL 32246

<u>DATE</u>	<u>REQ. #</u>	<u>P.O. #</u>	<u>VENDOR</u>	<u>AMOUNT</u>	<u>SAVINGS (6%)</u>	<u>SAVINGS (1.5%)</u>	<u>DEDUCTION</u>
5/27/2026	R111519	P2608616	Life Safety Designs, Inc.	\$358,540.62	\$21,512.44	\$75.00	\$380,128.06
			TOTAL DEDUCTED FROM CONTRACT:	\$358,540.62	\$21,512.44	\$75.00	\$380,128.06

School Board of Clay County

August 6, 2026 - Regular School Board Meeting

Title

C22 - Change Order #2 for Oakleaf High School Fire Alarm Repair/Replacement (C-50-25/26)

Description

Change orders are initiated by the contractor, architect/engineer or owner, and may increase or decrease the scope of the project as defined by the plans and specifications. Change orders are reviewed by the architect/engineer and staff prior to submission to the School Board for approval. This change order adds an additional one hundred and seventy-one (171) days to the Substantial and Final Completion contract dates due to equipment and material delays.

Gap Analysis

N/A

Previous Outcomes

N/A

Expected Outcomes

Construction will proceed immediately translating to an on time completion.

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

None.

Review Comments**Attachments**

🔗 [C-50-2526 OHS FA CHO#2 signed form & justification 20260806.pdf](#)

SCHOOL BOARD OF CLAY COUNTY

CHANGE ORDER NO. 2

CCSD PROJECT NAME: Oakleaf High School Fire Alarm Repair/Replacement

CCSD PROJECT NO: C-50-25/26

The Owner authorized the Contractor to make the following change(s) in the contract dated February 5, 2026.

ORIGINAL CONTRACT AMOUNT: \$ 1,105,500.00

REVISED CONTRACT AMOUNT BY PREVIOUS CHANGE ORDER(S): \$ 910,887.70

Change(s) and reason(s) for this Change Order: Additional days due to equipment and material delays.

Additional Time needed for this Change Order is one hundred and seventy-one (171) calendar days. Contract Substantial Completion date is January 4, 2027. Final Completion date is February 3, 2027.

For these changes: ☐ Add to ☐ Deduct from the Contract in accordance with the conditions of the Contract the sum of: N/A

CURRENT CONTRACT AMOUNT: \$ 910,887.70

ADDITION TO CONTRACT: \$ 0.00

DEDUCTION TO CONTRACT: \$ 0.00

REVISED CONTRACT AMOUNT: \$ 910,887.70

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: Na'im Haddad Date: 7/13/2026
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: Jerry Anderson Date: 7-13-2026
Contractor

Signature: Billi Buzza Date: 7/13/2026
SDCC Project Manager

APPROVED: Signature: _____ Date: _____
School Board Chairman

MIS15010
EFF 7/10/08

SCHOOL BOARD OF CLAY COUNTY
CHANGE ORDER # 2

CCDS PROJECT NAME: Oakleaf High School – Fire Alarm Repair/Replacement
CCDS PROJECT NUMBER: C-50-25/26

ADDITIONAL INFORMATION

1. Time extension due to equipment and material delays.	\$0.00
TOTAL CHANGE ORDER AMOUNT:	\$0.00

COMMENTS: One hundred and seventy-one (171) additional calendar days will be needed for this change order. Substantial Completion date is January 4, 2027. Final Completion date is February 3, 2027.

School Board of Clay County

August 6, 2026 - Regular School Board Meeting

Title

C23 - Change Order #3 for Fleming Island High School Fire Alarm Repair/Replacement (C-49-25/26)

Description

Change orders are initiated by the contractor, architect/engineer or owner, and may increase or decrease the scope of the project as defined by the plans and specifications. Change orders are reviewed by the architect/engineer and staff prior to submission to the School Board for approval. This change order adds an additional one hundred and seventy-one (171) days to the substantial and final completion contract dates due to equipment and material delays.

Gap Analysis

N/A

Previous Outcomes

N/A

Expected Outcomes

Construction will proceed immediately translating to an on time completion.

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

None.

Review Comments**Attachments**

🔗 [C-49-2526 FIH FA CHO#3 Signed form & justification 20260806.pdf](#)

SCHOOL BOARD OF CLAY COUNTY

CHANGE ORDER NO. 3

CCDS PROJECT NAME: Fleming Island High School Fire Alarm Repair/Replacement

CCDS PROJECT NO: C-49-25/26

The Owner authorized the Contractor to make the following change(s) in the contract dated March 5, 2026.

ORIGINAL CONTRACT AMOUNT: \$ 1,175,820.00

REVISED CONTRACT AMOUNT BY PREVIOUS CHANGE ORDER(S): \$ 917,308.09

Change(s) and reason(s) for this Change Order: Additional days needed due to equipment and material delays.

Additional Time needed for this Change Order is one hundred and seventy-one (171) calendar days. Contract Substantial Completion date is January 4, 2027. Final Completion date is February 3, 2027.

For these changes: ☐ Add to ☐ Deduct from the Contract in accordance with the conditions of the Contract the sum of: N/A

CURRENT CONTRACT AMOUNT: \$ 917,308.09

ADDITION TO CONTRACT: \$ 0.00

DEDUCTION TO CONTRACT: \$ 0.00

REVISED CONTRACT AMOUNT: \$ 917,308.09

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: Nawin Haddad
Architect

Date: 7/2026

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: Jerry Anderson
Contractor

Date: 7-13-2026

Signature: Billi Banger
CCDS Project Manager

Date: 7/13/2026

APPROVED: Signature: _____
School Board Chairman

Date: _____

MIS15010
EFF 7/10/08

SCHOOL BOARD OF CLAY COUNTY
CHANGE ORDER # 3

CCSD PROJECT NAME: Fleming Island High School – Fire Alarm Repair/Replacement
CCSD PROJECT NUMBER: C-49-25/26

ADDITIONAL INFORMATION

1. Additional days needed due to equipment and material delays.	\$0.00
TOTAL CHANGE ORDER AMOUNT:	\$0.00

COMMENTS: One hundred and seventy-one (171) additional calendar days will be needed for this change order. Substantial Completion date is January 4, 2027. Final Completion date is February 3, 2027.

School Board of Clay County

August 6, 2026 - Regular School Board Meeting

Title

C24 - Change Order #2 for Lakeside Junior High School HVAC and Roof Repair/Replacement (C-72-24/25)

Description

Change Orders are initiated by the Contractor, Architect/Engineer or Owner, and may increase or decrease the scope of the project as defined by the plans and specifications. Change Orders are reviewed by the Architect/Engineer and staff prior to submission to the School Board for approval. This change order is for additional work involving plumbing, roofing, HVAC, electrical, and low-voltage.

Gap Analysis

N/A

Previous Outcomes

N/A

Expected Outcomes

Construction will proceed immediately translating to an on-time completion.

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 & Construction, (904) 336-6852, lance.addison@myoneclay.net

Financial Impact

This change order will increase the contract amount by \$111,235.40. Architect/Engineer fees, contracted at 8%, will increase by \$8,898.83 as a result of this change order. These funds are available and budgeted in the Educational Facilities Plan.

Review Comments

Attachments

📎 [C-72-2425 LJH HVAC & Roof form & justification 20260806.pdf](#)

SCHOOL BOARD OF CLAY COUNTY

CHANGE ORDER NO. 2

CCDS PROJECT NAME: Lakeside Junior High School HVAC & Roof Repair/Replacement

CCDS PROJECT NO: C-72-24/25

The Owner authorized the Contractor to make the following change(s) in the contract dated August 7, 2025.

ORIGINAL CONTRACT AMOUNT: \$ 2,800,000.00

REVISED CONTRACT AMOUNT BY PREVIOUS CHANGE ORDER(S): \$ 2,155,710.00

Change(s) and reason(s) for this Change Order: This change order is for additional work involving plumbing, roofing, HVAC, electrical, and low-voltage.

Additional Time needed for this Change Order is zero (0) calendar days. Contract Substantial Completion date is July 27, 2026. Final Completion date is August 26, 2026.

For these changes: ☒ Add to ☐ Deduct from the Contract in accordance with the conditions of the Contract the sum of: One hundred eleven thousand two hundred thirty-five dollars and forty cents.

CURRENT CONTRACT AMOUNT: \$ 2,155,710.00

ADDITION TO CONTRACT: \$ 111,235.40

DEDUCTION TO CONTRACT: \$ 0.00

REVISED CONTRACT AMOUNT: \$ 2,266,945.40

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: 
Architect

Digitally signed by
Dattatraya Sonavadekar
Date: 2026.07.13
12:48:36 -04'00'

Date: 07/13/2026

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: 
Contractor

Date: 7/13/2026

Signature: 
CCDS Project Manager

Date: 7/13/2026

APPROVED: Signature: _____
School Board Chairman

Date: _____

MIS15010
EFF 7/10/08

SCHOOL BOARD OF CLAY COUNTY
CHANGE ORDER # 2

CCDS PROJECT NAME: Lakeside Junior High School – HVAC and Roof Repair/Replacement
CCDS PROJECT NUMBER: C-72-24/25

ADDITIONAL INFORMATION

1. Additive change order for additional work involving plumbing, roofing, HVAC, electrical, and low-voltage.	\$111,235.40
TOTAL CHANGE ORDER AMOUNT:	\$111,235.40

COMMENTS: Zero (0) additional calendar days will be needed for this change order.
Substantial Completion date is July 27, 2026. Final Completion date is August 26, 2026.

School Board of Clay County

August 6, 2026 - Regular School Board Meeting

Title

Adoption of Consent Agenda

Description

Gap Analysis

Previous Outcomes

Expected Outcomes

Strategic Plan Goal

Recommendation

Contact

Misty M. Massey, Board Assistant, Misty.Massey@myoneclay.net

Financial Impact

Review Comments

Attachments

DRAFT

School Board of Clay County

August 6, 2026 - Regular School Board Meeting

Title

Public Comment on Non-Specific Agenda Items

Description

Gap Analysis

Previous Outcomes

Expected Outcomes

Strategic Plan Goal

Recommendation

Contact

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

Financial Impact

Review Comments

Attachments

DRAFT

School Board of Clay County

August 6, 2026 - Regular School Board Meeting

Title

Superintendent's Update and Presentations

Description

Gap Analysis

Previous Outcomes

Expected Outcomes

Strategic Plan Goal

Recommendation

Contact

David S. Broskie, Superintendent, David.Broskie@myoneclay.net

Financial Impact

Review Comments

Attachments

DRAFT