



Baker County Public Schools

Sherrie Raulerson, Superintendent of Schools

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"The vision of the Baker County School Board is to prepare individuals to be lifelong learners, self-sufficient and responsible citizens of good character."

REVISED AGENDA SCHOOL BOARD MEETING (Open to the Public) Monday, July 26, 2021 - 5:00 p.m. District School Board Room (270 South Boulevard East, Macclenny, Florida)	
SUPPLEMENTAL MINUTE BOOK #50 PAGE #2	
I.	A. Invocation B. Pledge of Allegiance
II.	CALL TO ORDER – 5:00 P.M.
III.	ROLL CALL OF MEMBERS
IV.	PUBLIC HEARINGS – 5:05 P.M. (if any)
	➤ Approval of the 2021-22 Tentative Required Local Effort Millage Rate as 3.564.
	➤ Approval of the 2021-22 Tentative Basic Discretionary Operating Millage Rate as .748.
	➤ Approval of 1.500 as the Basic Discretionary Capital Outlay Millage for 2021-22.
	➤ Approval of the 2021-22 Tentative Total Millages as 5.812.
	➤ Approval of the Resolution Adopting Tentative Millage Rates for Fiscal Year July 1, 2021 - June 30, 2022.
	➤ Approval of the Tentative Budget for 2021-2022.
	➤ Approval of the Resolution Adopting the Tentative Budget as \$94,783,004.00 for Fiscal Year July 1, 2021 - June 30, 2022.
V.	RECOGNITIONS / PRESENTATIONS
VI.	APPROVAL TO CORRECT AND/OR ADD ITEMS TO THE FINAL AGENDA
	➤ A.1. Personnel Items, Extra Duty List: Approval to Remove MTSS Extra Duty Forms for Beverly McCray, Cassandra Parker, and Andrea Smith.

Baker County School Board Meeting Revised Agenda (Monday, July 26, 2021) - Page 1 of 8
Minute Book # 39

Supplemental Minute Book #50 Page #2

"Preparing individuals to be lifelong learners, self-sufficient, and responsible citizens of good character"

DISTRICT SCHOOL BOARD MEMBERS

Tiffany McNarnay, District 1 🐾 Richard Dean Griffis, District 2 🐾 Paula T. Barton, District 3 🐾 Charlie M. Burnett, III, District 4 🐾 Amanda Hodges, District 5

AN EQUAL ACCESS/EQUAL OPPORTUNITY INSTITUTION

VII.	REMOVAL OF ROUTINE ITEMS		
VIII.	APPROVAL OF ITEMS FOR ACTION		
	A.	Approval of Routine Items	CONTACT
	A.	1. Approval of the Personnel Items List for Approval on July 26, 2021.	Sherrie Raulerson (259-0401)
	A.	2. Approval of the June 2021 District Property Inventory.	Denny Wells (259-5420)
	A.	3. Approval to Renew Agreement with First United Methodist Church and Preschool for Speech Language Services, Effective August 10, 2021 - May 25, 2022. (No Changes From Previous Agreement)	Michael Green (259-0444)
	A.	4. Approval to Renew Agreement with Westside Nursery-Preschool, Inc. for Speech Language Services, Effective August 10, 2021 - May 25, 2022. (No Changes From Previous Agreement.)	Michael Green (259-0444)
	A.	5. Approval to Renew Agreement with Sunshine Early Learning for Speech Language Services, Effective August 10, 2021 - May 25, 2022. (No Changes From Previous Agreement.)	Michael Green (259-0444)
	A.	6. Approval to Renew Agreement with Kinder Kollege for Speech Language Services, Effective August 10, 2021 - May 25, 2022. (No Changes From Previous Agreement.)	Michael Green (259-0444)
	A.	7. Approval to Renew Agreement with ABC Child Care and Learning Center for Speech Language Services, Effective August 10, 2021 - May 25, 2022. (No Changes From Previous Agreement.)	Michael Green (259-0444)
	A.	8. Approval of Budget Amendment #10 in the Amount of \$1,029.00 to Grant Proposal "Strengthening Career & Technical Education for the 21st Century Act - Perkins V Secondary". (No Change in Overall Budget - Previously Approved at \$3,076.71.) Amendment / Federal / No Matching	Carrie Dopson (259-0408)
	A.	9. Approval of the 2021-2022 Grant Proposal for Corrections Education in the Amount of \$85,043.00. Continuation / Federal / No Matching	Carrie Dopson (259-0408)
	A.	10. Approval of 2021-2022 Grant Proposal for Carl D. Perkins, Secondary, in the Amount of \$61,405.00. Continuation / Federal / No Matching	Carrie Dopson (259-0408)
	A.	11. Approval of the 2021-2022 Grant Proposal for Strengthening Career and Technical Education for the 21st Century Act (Perkins V) Rural Innovation Entitlement in the Amount of \$42,974.00. Continuation / Federal / No Matching	Carrie Dopson (259-0408)
	A.	12. Approval of the 2021-2022 Grant Proposal for Consolidated Adult Education in the Amount of \$88,991.00. New / Continuation / Federal / No Matching	Carrie Dopson (259-0408)
	B.	Approval of Removed Routine Items.	N/A
	C.	Approval of the Training Provider Agreement with First Coast Workforce Development, Inc. (Career Source) Effective July 1, 2021- June 30, 2023.	Carrie Dopson (259-0408)

	D.	Approval of the 2021-2022 Agreement with the University of Florida Board of Trustees and University of Florida Jacksonville Physicians, Inc. for On-Campus Work Experiences for Baker County High School Students.	Carrie Dopson (259-0408)
	E.	Approval of the 2020-2021 Annual Equity Update Report Mandated by the Florida Department of Education.	Robin Mobley (259-0428)
IX.	CITIZEN INPUT (A Citizen Input form must be completed and submitted to the Board Secretary PRIOR to the beginning of the meeting if you wish to address the Board. You will be called on by the Chairman at the appropriate time. Presentations/comments are limited to ten (10) minutes.)		
X.	INFORMATION AND ANNOUNCEMENTS		
XI.	ADJOURN		

NOTICE

Any person who desires to appeal any decision made by the School Board with respect to any matter considered at the above mentioned meeting will need a record of the proceedings, and for such purpose may need to ensure that a verbatim record of the proceedings is made, which record includes the testimony and evidence upon which an appeal may be based.

PERSONNEL ITEMS LIST FOR APPROVAL ON JULY 26, 2021

RESIGNATION LIST FOR APPROVAL ON JULY 26, 2021						
LAST NAME	FIRST NAME	MT	SPECIAL NOTE	POSITION	LOCATION	EFFECTIVE DATES
Durso	Melissa		*Never Began Contractual Employment (Board Approved June 21, 2021)	Teacher, Kindergarten (197 Days)	Baker County Pre-K / Kindergarten Center	July 14, 2021
Sarafin	Rachael			Teacher, Other Career and Voc Tech Teacher (197 Days)	Baker County High School	May 31, 2021
Williams	Emmaline			Extended Day Enrichment Program Assistant Supervisor (181 Days)	Westside Elementary School	May 27, 2021

EMPLOYMENT LIST FOR APPROVAL ON JULY 26, 2021						
LAST NAME	FIRST NAME	MT	SPECIAL NOTE	POSITION	LOCATION	EFFECTIVE DATES
Badzinski	Deborah		Initial Employment / Replacing Andrea Carver	Teacher, Fifth Grade (197 Days)	Keller Intermediate School	August 2, 2021
Benton	Kelsey		Initial Employment / Replacing Taryn Dugger	Extended Day Enrichment Program Supervisor (182 Days)	Keller Intermediate School	August 9, 2021
Blackshear	Tabitha		Initial Employment / Replacing Kellen Dopson	Teacher, Science (197 Days)	Baker County Middle School	August 2, 2021

EMPLOYMENT LIST FOR APPROVAL ON JULY 26, 2021

LAST NAME	FIRST NAME	MI	SPECIAL NOTE	POSITION	LOCATION	EFFECTIVE DATES
Buettgen	Betsy		Transfer from Nutrition Services Manager (193 Days) at Baker County High School / Replacing Karla Dotson	Nutrition Services Manager (193 Days)	Baker County Pre-K / Kindergarten Center	August 5, 2021
Craven	Morgan		Transfer Within the Same School Site from Teacher, Kindergarten (197 Days) / Replacing Heather Hickox	Career Specialist (197 Days)	Baker County Pre-K / Kindergarten Center	August 2, 2021
Gibson	Kari		Initial Employment / Replacing Amber Hyde	School Secretary (216 Days)	Baker County Middle School	July 19, 2021
Ploucher	Melissa		Transfer from Nutrition Services Manager (193 Days) at Keller Intermediate School / Replacing Betsy Buettgen	Nutrition Services Manager (193 Days)	Baker County High School	August 5, 2021
Scott	Joyce		Initial Employment / New Unit	Paraprofessional, Elementary (187 Days)	Macclenny Elementary School	August 9, 2021
Woodward	Charlotte		Promotion Within the Same School Site from Extended Day Enrichment Program Assistant Supervisor (181 Days) / Replacing Amanda Jordan	Extended Day Enrichment Program Supervisor (182 Days)	Macclenny Elementary School	August 6, 2021
Wurst	Erin		Transfer Within the Same School Site from Teacher, Language Arts M/J (197 Days) / Replacing John Wyatt Milton	Teacher, Social Studies (197 Days)	Baker County Middle School	August 2, 2021

EXTRA DUTY LIST FOR APPROVAL ON JULY 26, 2021

LAST NAME	FIRST NAME	MI	SPECIAL NOTE	DESCRIPTION	AMOUNT	EFFECTIVE DATES
Badzinski	Deborah			New Teacher Training	\$28.35 Per Hour / Maximum 6 Hours / Funding Source: Federal	July 29, 2021
Blackshear	Tabitha			New Teacher Training	\$28.35 Per Hour / Maximum 6 Hours / Funding Source: Federal	July 29, 2021
Britt	Amy			MTSS Guide Training for Key Personnel	\$28.35 Per Hour / Maximum 8 Hours / Funding Source: Federal	July 26, 2021
Craven	Morgan			MTSS Guide Training for Key Personnel	\$28.35 Per Hour / Maximum 8 Hours / Funding Source: Federal	July 26, 2021
Craven	Morgan			Career Specialist Summer Hours	Regular Hourly Rate / Maximum 40 Hours / Funding Source: General	July 15, 2021 - July 29, 2021
Crews	Debra			MTSS Guide Training for Key Personnel	\$28.35 Per Hour / Maximum 8 Hours / Funding Source: Federal	July 26, 2021

EXTRA DUTY LIST FOR APPROVAL ON JULY 26, 2021						
LAST NAME	FIRST NAME	MI	SPECIAL NOTE	DESCRIPTION	AMOUNT	EFFECTIVE DATES
Crews	Heather			MTSS Guide Training for Key Personnel	\$28.35 Per Hour / Maximum 8 Hours / Funding Source: Federal	July 26, 2021
Crummey	Kindall			MTSS Guide Training for Key Personnel	\$28.35 Per Hour / Maximum 8 Hours / Funding Source: Federal	July 26, 2021
Deel	Ellen			MTSS Guide Training for Key Personnel	\$28.35 Per Hour / Maximum 8 Hours / Funding Source: Federal	July 26, 2021
Elledge	Gretchen			Creation of MTSS Guide and Presentation of MTSS Trainings	Regular Hourly Rate / Maximum 100 Hours / Funding Source: Federal	July 1, 2021 - July 26, 2021
Hartley	Ronda			Summer of Success Testing	Regular Hourly Rate / Maximum 50 Hours / Funding Source: Federal	June 23, 2021 - July 21, 2021
Hickox	Heather			Teacher on Special Assignment Summer Duties	Regular Hourly Rate / Maximum 100 Hours / Funding Source: General	July 1, 2021 - July 30, 2021
Hite	Jeremy			Technology Duties at Baker County High School	Regular Hourly Rate / Maximum 40 Hours / Funding Source: General	July 26, 2021 - July 30, 2021
Hunt	Kathy			MTSS Guide Training for Key Personnel	\$28.35 Per Hour / Maximum 8 Hours / Funding Source: Federal	July 26, 2021
Lewis	Danyle			MTSS Guide Training for Key Personnel	\$28.35 Per Hour / Maximum 8 Hours / Funding Source: Federal	July 26, 2021
Manalo	Lara			Creation of MTSS Guide and Presentation of MTSS Trainings	Regular Hourly Rate / Maximum 100 Hours / Funding Source: Federal	July 1, 2021 - July 26, 2021
McCray	Beverly			MTSS Guide Training for Key Personnel	\$28.35 Per Hour / Maximum 8 Hours / Funding Source: Federal	July 26, 2021
Miller	Suzanne			MTSS Guide Training for Key Personnel	\$28.35 Per Hour / Maximum 8 Hours / Funding Source: Federal	July 26, 2021
Myer	Deanne			MTSS Guide Training for Key Personnel	\$28.35 Per Hour / Maximum 8 Hours / Funding Source: Federal	July 26, 2021
Parker	Cassandra			MTSS Guide Training for Key Personnel	\$28.35 Per Hour / Maximum 8 Hours / Funding Source: Federal	July 26, 2021
Payne	Jennifer			Creation of MTSS Guide and Presentation of MTSS Trainings	Regular Hourly Rate / Maximum 100 Hours / Funding Source: Federal	July 1, 2021 - July 26, 2021
Rhoden	Cheryl			MTSS Guide Training for Key Personnel	\$28.35 Per Hour / Maximum 8 Hours / Funding Source: Federal	July 26, 2021

EXTRA DUTY LIST FOR APPROVAL ON JULY 26, 2021						
LAST NAME	FIRST NAME	MI	SPECIAL NOTE	DESCRIPTION	AMOUNT	EFFECTIVE DATES
Smith	Andrea			MTSS Guide Training for Key Personnel	\$28.35 Per Hour / Maximum 8 Hours / Funding Source: Federal	July 26, 2021
Stafford	Rhonda			MTSS Guide Training for Key Personnel	\$28.35 Per Hour / Maximum 8 Hours / Funding Source: Federal	July 26, 2021
Taylor	Kim			MTSS Guide Training for Key Personnel	\$28.35 Per Hour / Maximum 8 Hours / Funding Source: Federal	July 26, 2021
Taylor	Rodney Quentin			MTSS Guide Training for Key Personnel	\$28.35 Per Hour / Maximum 8 Hours / Funding Source: Federal	July 26, 2021
Thornton	Nancy			MTSS Guide Training for Key Personnel	\$28.35 Per Hour / Maximum 8 Hours / Funding Source: Federal	July 26, 2021
Volner	Brynne			MTSS Guide Training for Key Personnel	\$28.35 Per Hour / Maximum 8 Hours / Funding Source: Federal	July 26, 2021
Wells	Diane			MTSS Guide Training for Key Personnel	\$28.35 Per Hour / Maximum 8 Hours / Funding Source: Federal	July 26, 2021
West	April Kirsty			MTSS Guide Training for Key Personnel	\$28.35 Per Hour / Maximum 8 Hours / Funding Source: Federal	July 26, 2021
Willoughby	Jana			MTSS Guide Training for Key Personnel	\$28.35 Per Hour / Maximum 8 Hours / Funding Source: Federal	July 26, 2021

SUPPLEMENT LIST FOR APPROVAL ON JULY 26, 2021						
LAST NAME	FIRST NAME	SPECIAL NOTE	LOCATION	DESCRIPTION	AMOUNT	EFFECTIVE DATES
Barrett	Ashley		Westside Elementary School	Chairperson, Third Grade	Board Approved Rate	2021-2022
Barrett	Ashley		Westside Elementary School	Computer Network Manager	Board Approved Rate	2021-2022
Crews	Debbie		Westside Elementary School	Chairperson, Resource	Board Approved Rate	2021-2022
Crews	Terry		Transportation	Certified Bus Inspector	Board Approved Rate	2021-2022
Dugger	Tabitha		Westside Elementary School	Enrichment, Good Morning News Show	Board Approved Rate	2021-2022
Dugger	Tabitha		Westside Elementary School	Chairperson, Third Grade	Board Approved Rate	2021-2022

SUPPLEMENT LIST FOR APPROVAL ON JULY 26, 2021						
LAST NAME	FIRST NAME	SPECIAL NOTE	LOCATION	DESCRIPTION	AMOUNT	EFFECTIVE DATES
Hager	David		Transportation	Certified Mechanic Trainer	Board Approved Rate	2021-2022
Hager	David		Transportation	Certified Bus Inspector	Board Approved Rate	2021-2022
Long	Bryan		Transportation	Certified Bus Inspector	Board Approved Rate	2021-2022
McDonald	Kaley		Westside Elementary School	Bus Duty	Board Approved Rate	2021-2022
McDonald	Kaley		Westside Elementary School	Chairperson, Second Grade	Board Approved Rate	2021-2022
Miller	Suzie		Westside Elementary School	Chairperson, ESE	Board Approved Rate	2021-2022
Miller	Suzie		Westside Elementary School	Bus Duty	Board Approved Rate	2021-2022
Miller	Suzie		Westside Elementary School	Director of Guidance	Board Approved Rate	2021-2022
Singletary	Pickett Lee		Transportation	Certified Bus Inspector	Board Approved Rate	2021-2022
Wendell	Scott		Westside Elementary School	Bus Duty	Board Approved Rate	2021-2022

LEAVE LIST APPROVAL ON JULY 26, 2021					
LAST NAME	FIRST NAME	MT	# OF DAYS	TYPE OF LEAVE	EFFECTIVE DATES
Lambright	Robert		197 Days	Personal Leave Without Pay - Personal / Extended	August 2, 2021 - May 30, 2022

SUBSTITUTE LIST FOR APPROVAL ON JULY 26, 2021					
LAST NAME	FIRST NAME	MT	DESCRIPTION	AMOUNT	EFFECTIVE DATES
Benton	Kelsey		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	July 15, 2021
Betros	Jan		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	July 15, 2021
Canty	Ja'Myra		Substitute in all areas pending completion of necessary requirements except Substitute Teacher	Board Approved Rate	July 15, 2021

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LAST NAME	FIRST NAME	MI	DESCRIPTION	AMOUNT	EFFECTIVE DATES
Clark	Andrea		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	July 12, 2021
Crosby	Diana		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	July 14, 2021
Eldridge	Robert		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	July 14, 2021
Griffis	Mary		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	July 12, 2021
Harvey	Hannah		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	July 12, 2021
Maxwell	Cathy		Substitute in all areas pending completion of necessary requirements except Substitute Teacher	Board Approved Rate	July 12, 2021
Scott	Joyce		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	July 15, 2021
Williams	Marva		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	July 12, 2021



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Baker County School Board Meeting Agenda (Monday, July 26, 2021) - Page 1 of 8
Minute Book # 39

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Manalo	Lara			Creation of MTSS Guide and Presentation of MTSS Trainings	Regular Hourly Rate / Maximum 100 Hours / Funding Source: Federal	July 1, 2021 - July 26, 2021
McCray	Beverly			MTSS Guide Training for Key Personnel	\$28.35 Per Hour / Maximum 8 Hours / Funding Source: Federal	July 26, 2021
Miller	Suzanne			MTSS Guide Training for Key Personnel	\$28.35 Per Hour / Maximum 8 Hours / Funding Source: Federal	July 26, 2021
Myer	Deanne			MTSS Guide Training for Key Personnel	\$28.35 Per Hour / Maximum 8 Hours / Funding Source: Federal	July 26, 2021
Parker	Cassandra			MTSS Guide Training for Key Personnel	\$28.35 Per Hour / Maximum 8 Hours / Funding Source: Federal	July 26, 2021
Payne	Jennifer			Creation of MTSS Guide and Presentation of MTSS Trainings	Regular Hourly Rate / Maximum 100 Hours / Funding Source: Federal	July 1, 2021 - July 26, 2021

EXTRA DUTY LIST FOR APPROVAL ON JULY 26, 2021						
LAST NAME	FIRST NAME	MI	SPECIAL NOTE	DESCRIPTION	AMOUNT	EFFECTIVE DATES
Rhoden	Cheryl			MTSS Guide Training for Key Personnel	\$28.35 Per Hour / Maximum 8 Hours / Funding Source: Federal	July 26, 2021
Smith	Andrea			MTSS Guide Training for Key Personnel	\$28.35 Per Hour / Maximum 8 Hours / Funding Source: Federal	July 26, 2021
Stafford	Rhonda			MTSS Guide Training for Key Personnel	\$28.35 Per Hour / Maximum 8 Hours / Funding Source: Federal	July 26, 2021
Taylor	Kim			MTSS Guide Training for Key Personnel	\$28.35 Per Hour / Maximum 8 Hours / Funding Source: Federal	July 26, 2021
Taylor	Rodney Quentin			MTSS Guide Training for Key Personnel	\$28.35 Per Hour / Maximum 8 Hours / Funding Source: Federal	July 26, 2021
Thornton	Nancy			MTSS Guide Training for Key Personnel	\$28.35 Per Hour / Maximum 8 Hours / Funding Source: Federal	July 26, 2021
Volner	Brynne			MTSS Guide Training for Key Personnel	\$28.35 Per Hour / Maximum 8 Hours / Funding Source: Federal	July 26, 2021
Wells	Diane			MTSS Guide Training for Key Personnel	\$28.35 Per Hour / Maximum 8 Hours / Funding Source: Federal	July 26, 2021
West	April Kirsty			MTSS Guide Training for Key Personnel	\$28.35 Per Hour / Maximum 8 Hours / Funding Source: Federal	July 26, 2021
Willoughby	Jana			MTSS Guide Training for Key Personnel	\$28.35 Per Hour / Maximum 8 Hours / Funding Source: Federal	July 26, 2021

SUPPLEMENT LIST FOR APPROVAL ON JULY 26, 2021						
LAST NAME	FIRST NAME	SPECIAL NOTE	LOCATION	DESCRIPTION	AMOUNT	EFFECTIVE DATES
Barrett	Ashley		Westside Elementary School	Chairperson, Third Grade	Board Approved Rate	2021-2022
Barrett	Ashley		Westside Elementary School	Computer Network Manager	Board Approved Rate	2021-2022
Crews	Debbie		Westside Elementary School	Chairperson, Resource	Board Approved Rate	2021-2022
Crews	Terry		Transportation	Certified Bus Inspector	Board Approved Rate	2021-2022
Dugger	Tabitha		Westside Elementary School	Enrichment, Good Morning News Show	Board Approved Rate	2021-2022

SUPPLEMENT LIST FOR APPROVAL ON JULY 26, 2021						
LAST NAME	FIRST NAME	SPECIAL NOTE	LOCATION	DESCRIPTION	AMOUNT	EFFECTIVE DATES
Dugger	Tabitha		Westside Elementary School	Chairperson, Third Grade	Board Approved Rate	2021-2022
Hagar	David		Transportation	Certified Mechanic Trainer	Board Approved Rate	2021-2022
Hager	David		Transportation	Certified Bus Inspector	Board Approved Rate	2021-2022
Long	Bryan		Transportation	Certified Bus Inspector	Board Approved Rate	2021-2022
McDonald	Kaley		Westside Elementary School	Bus Duty	Board Approved Rate	2021-2022
McDonald	Kaley		Westside Elementary School	Chairperson, Second Grade	Board Approved Rate	2021-2022
Miller	Suzie		Westside Elementary School	Chairperson, ESE	Board Approved Rate	2021-2022
Miller	Suzie		Westside Elementary School	Bus Duty	Board Approved Rate	2021-2022
Miller	Suzie		Westside Elementary School	Director of Guidance	Board Approved Rate	2021-2022
Singletary	Pickett Lee		Transportation	Certified Bus Inspector	Board Approved Rate	2021-2022
Wendell	Scott		Westside Elementary School	Bus Duty	Board Approved Rate	2021-2022

LEAVE LIST APPROVAL ON JULY 26, 2021					
LAST NAME	FIRST NAME	MI	# OF DAYS	TYPE OF LEAVE	EFFECTIVE DATES
Lambricht	Robert		197 Days	Personal Leave Without Pay - Personal / Extended	August 2, 2021 - May 30, 2022

SUBSTITUTE LIST FOR APPROVAL ON JULY 26, 2021					
LAST NAME	FIRST NAME	MI	DESCRIPTION	AMOUNT	EFFECTIVE DATES
Benton	Kelsey		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	July 15, 2021
Betros	Jan		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	July 15, 2021

SUBSTITUTE LIST FOR APPROVAL ON JULY 26, 2021					
LAST NAME	FIRST NAME	MI	DESCRIPTION	AMOUNT	EFFECTIVE DATES
Canty	Ja'Myra		Substitute in all areas pending completion of necessary requirements except Substitute Teacher	Board Approved Rate	July 15, 2021
Clark	Andrea		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	July 12, 2021
Crosby	Diana		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	July 14, 2021
Eldridge	Robert		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	July 14, 2021
Griffis	Mary		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	July 12, 2021
Harvey	Hannah		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	July 12, 2021
Maxwell	Cathy		Substitute in all areas pending completion of necessary requirements except Substitute Teacher	Board Approved Rate	July 12, 2021
Scott	Joyce		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	July 15, 2021
Williams	Marva		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	July 12, 2021



Baker County Public Schools Support Services



Sherrie Raulerson, Superintendent of Schools

392 South Boulevard East, Macclenny, Florida 32063

Telephone: (904) 259-6251

www.bakerk12.org

Fax: (904) 259-2825

DATE: July 19, 2021

TO: Sherrie Raulerson, SUPERINTENDENT

FROM: Teri Ambrose
EXECUTIVE DIRECTOR FOR SUPPORT SERVICES

RE: REQUEST TO APPROVE TENTATIVE MILLAGE RATES, BUDGET
AND RESOLUTIONS

Please request Board approval of the tentative millage rates, tentative budget, Resolution Adopting Tentative Millage Rates and Resolution Adopting the Tentative Budget. The 2021-2022 fiscal year millages are as follows:

Required Local Effort	3.564
Basic Discretionary Operating	.748
Capital Outlay	<u>1.500</u>
Total Mills	5.812

If you have any questions, please let me know. Thank you for your assistance in this matter.

"Preparing individuals to be lifelong learners, self-sufficient, and responsible citizens of good character"

DISTRICT SCHOOL BOARD MEMBERS

Tiffany McInarnay, District 1 🐾 Richard Dean Griffis, District 2 🐾 Paula T. Barton, District 3 🐾 Charlie M. Burnett, III, District 4 🐾 Amanda Hodges, District 5

AN EQUAL ACCESS/EQUAL OPPORTUNITY INSTITUTION

RESOLUTION ADOPTING TENTATIVE MILLAGE RATES

WHEREAS, the School Board of Baker County, Florida, did, pursuant to Chapters 200 and 1011, Florida Statutes, approve tentative millage rates for the fiscal year July 1, 2021 to June 30, 2022; and

WHEREAS, at the public hearing and in full compliance with Chapter 200, Florida Statutes, the Baker County School Board adopted the tentative millage rates for fiscal year 2021-2022 in the amounts of:

	<u>Tentative Millage Levy</u>	<u>Proposed Amount To Be Raised</u>
Required Local Effort	3.564	\$4,398,346
Basic Discretionary Operating	.748	\$ 886,185
Capital Outlay	1.500	\$1,777,109

The total millage rate to be levied is more than the roll-back rate by 0.78 percent.

NOW THEREFORE, BE IT RESOLVED:

That the Baker County School Board, adopted each tentative millage rate for the fiscal year July 1, 2021 to June 30, 2022 on July 26, 2021 by separate vote prior to adopting the tentative budget.

Chairman

BUDGET SUMMARY
THE PROPOSED OPERATING BUDGET EXPENDITURES OF BAKER COUNTY SCHOOL DISTRICT ARE 5.4 PERCENT
MORE THAN LAST YEAR'S TOTAL OPERATING EXPENDITURES.
FISCAL YEAR 2021 - 2022

PROPOSED MILLAGE LEVIES SUBJECT TO 10-MILL CAP:
 Required Local Effort 3.5640
 Basic Discretionary Capital Outlay 1.5000
 Basic Discretionary Operating 0.7480
Total Millage 5.8120

	GENERAL FUND	SPECIAL REVENUE	DEBT SERVICE	CAPITAL PROJECTS	TOTAL ALL FUNDS
ESTIMATED REVENUES:					
Federal sources	230,000	6,379,471			6,609,471
State sources	33,374,523	42,000		31,159,578	64,573,101
Local sources	5,779,597	986,898	37,955	1,977,109	8,781,557
TOTAL SOURCES	\$39,381,120	\$7,408,367	\$37,955	\$33,136,687	\$79,964,129
Transfers In			164,411		164,411
Fund Balances/Reserves/Net Assets	6,387,336	1,095,767	2,987,654	4,183,707	14,654,464
TOTAL REVENUES, TRANSFERS & BALANCES	\$45,768,456	\$8,504,134	\$3,190,020	\$37,320,394	\$94,783,004
EXPENDITURES					
Instruction	24,405,550	2,048,686			26,454,236
Pupil Personnel Services	2,528,900	309,799			2,838,699
Instructional Media Services	665,460	3,259			668,719
Instructional and Curriculum Development Services	655,545	519,900			1,175,445
Instructional Staff Training Services	250,850	508,621			760,471
Instruction Related Technology	336,845	19,929			356,774
School Board	564,900				564,900
General Administration	336,375	95,382			431,757
School Administration	2,415,320	8,500			2,423,820
Facilities Acquisition and Construction	73,152			37,320,394	37,393,546
Fiscal Services	819,250				819,250
Food Services	4,650	3,279,500			3,284,150
Central Services	599,850	34,297			634,147
Pupil Transportation Services	2,799,500	52,948			2,852,448
Operation of Plant	4,863,900				4,863,900
Maintenance of Plant	1,212,800				1,212,800
Administrative Technology Services	922,300				922,300
Community Services	329,500				329,500
Debt Services	184,411				184,411
Internal Service Funds		894,396			
TOTAL EXPENDITURES	\$43,969,058	\$7,776,217	\$0	\$37,320,394	\$89,065,669
Transfers Out	164,411				164,411
Fund Balances/Reserves/Net Assets	1,634,987	727,917	3,190,020	0	5,552,924
TOTAL APPROPRIATED EXPENDITURES					
TRANSFERS, RESERVES & BALANCES	\$45,768,456	\$8,504,134	\$3,190,020	\$37,320,394	\$94,783,003

The tentative, adopted, and/or final budgets are on file in the office of the above mentioned taxing authority as a public record.

A RESOLUTION OF THE BAKER COUNTY SCHOOL BOARD ADOPTING THE
TENTATIVE BUDGET FOR FISCAL YEAR JULY 1, 2021 TO JUNE 30, 2022.

WHEREAS, the School Board of Baker County, Florida, did, pursuant to Chapters 200 and 1011, Florida Statutes, approve tentative millage rates and tentative budget for the fiscal year July 1, 2021 to June 30, 2022; and

WHEREAS, the Baker County School Board set forth the appropriations and revenue estimates for the Budget for fiscal year July 1, 2021 to June 30, 2022.

WHEREAS, at the public hearing and in full compliance with Chapter 200, Florida Statutes, the Baker County School Board adopted the tentative millage rates and the budget in the amount of \$94,783,003 for fiscal year July 1, 2021 to June 30, 2022.

NOW THEREFORE, BE IT RESOLVED:

That the attached budget of Baker County School Board, including the millage rates as set forth therein, is hereby adopted by the School Board of Baker County as a tentative budget for the categories indicated for the fiscal year July 1, 2021 to June 30, 2022.

Chairman



Baker County School District

F.D. (Denny Wells), Director
270 Jonathan Street – Macclenny, Florida 32063
904-259-5420



July 8, 2021

Mrs. Sherrie Raulerson
Superintendent of Schools
Baker County School District
370 South Blvd. East
Macclenny, Florida

Dear Mrs. Raulerson:

I would like to request the School Board review and approve the District Property Report for **June, 2021.**

Should you have any questions concerning this request, please feel free to contact me at your convenience.

Sincerely yours,

F.D. Wells,
Director of Facilities and Maintenance

JUNE
2021

	Dead File Adjustment	\$956,376.77
	Final Property Total	\$14,247,782.17



Baker County District School Board

Exceptional Student Education • Student Services

290 Jonathan East • Macclenny, Florida 32063

Phone: (904) 259-7825 • Fax: (904) 259-9099

July 12, 2021

Sherrie Raulerson, Superintendent
Baker County School District
392 South Boulevard East
Macclenny, FL 32063

Dear Superintendent Raulerson:

I would like to request School Board approval to renew the Agreement between the Baker County School Board and First United Methodist Church & Preschool for the period of August 10, 2021 through May 25, 2022. This agreement is for the provision of services to preschool children eligible for Speech & Language Services. There are no changes from the previous contract

If you have any questions please contact me at (904) 259-7825 or michael.green@bakerk12.org.

Sincerely,

Michael Green Jr., Director
Exceptional Student Education/
Student Services

MG:al

**AGREEMENT BETWEEN
BAKER COUNTY SCHOOL DISTRICT
AND
FIRST UNITED METHODIST CHURCH & PRESCHOOL**

This Agreement is between Baker County School District and First United Methodist Church & Preschool for the period of August 10, 2021 – May 25, 2022.

Purpose Statement

The purpose of this Agreement is to establish working procedures between Baker County School District and First United Methodist Church & Preschool in the provision of services to preschool children eligible for special education in compliance with Federal and State laws and regulations.

It is the intent of this Agreement to:

1. Ensure that children eligible for preschool speech and/or language services receive a free and appropriate public education (FAPE), as required by law, in the least restrictive environment (LRE).
2. Ensure that each Agency cooperatively maintains communication and shares leadership responsibility at the local level to assure that available resources are utilized in the most effective manner.

This Agreement applies only to preschool children three years old to kindergarten who are eligible for speech and/or language services.

Program Mandates

Responsibility of School District:

1. Provide preschool children with speech and/or language disabilities with a free and appropriate education (FAPE) including the development and implementation of an Individualized Education Plan (IEP).
2. Serve the preschool children with speech and/or language disabilities in their preschool environment.

Responsibility of First United Methodist Church & Preschool:

1. Obtain parental permission and information needed to refer children who are suspected of having a speech and/or language disability to Baker County School District. These referrals will be made in a timely manner to ensure inclusion in the FTE count.

2. Provide adequate space for individual and group therapy.

Confidentiality


Baker County School District and First United Methodist & Preschool shall follow the requirements outlined in the Family Education Right to Privacy Act (FERPA).

Dispute Resolution

In the event that misunderstandings of differences of opinion occur with regard to policies and procedures necessary to accomplish these objectives, the staff and appropriate supervisor from the respective agencies will meet to reach a solution.

Termination/Review

This Agreement will be reviewed and revised by Baker County School District and First United Methodist Church & Preschool on an as needed basis, or at least once annually. This Agreement may be terminated by either party upon thirty days written notice.

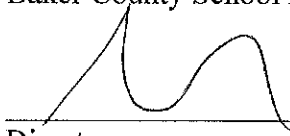
Sherrie Raulerson
Superintendent
Baker County School District


Date

7/12/2021

Michael Green Jr.
Director, Exceptional Student
Education Services
Baker County School District

Date



Director
First United Methodist Preschool

7-12-21

Date



Baker County District School Board

Exceptional Student Education • Student Services

290 Jonathan East • Macclenny, Florida 32063

Phone: (904) 259-7825 • Fax: (904) 259-9099

July 12, 2021

Sherrie Raulerson, Superintendent
Baker County School District
392 South Boulevard East
Macclenny, FL 32063

Dear Superintendent Raulerson:

I would like to request School Board approval to renew the Agreement between the Baker County School Board and Westside Nursery-Preschool, Inc. for the period of August 10, 2021 through May 25, 2022. This agreement is for the provision of services to preschool children eligible for Speech & Language Services. There are no changes from the previous contract.

If you have any questions please contact me at (904) 259-7825 or michael.green@bakerk12.org

Sincerely,

A handwritten signature in black ink, appearing to read "Mike Green", followed by a horizontal line.

Michael Green Jr., Director
Exceptional Student Education/
Student Services

MG:al

**AGREEMENT BETWEEN
BAKER COUNTY SCHOOL DISTRICT
AND
WESTSIDE NURSERY-PRESCHOOL, INC.**

This Agreement is between Baker County School District and Westside Nursery-Preschool, Inc. the period of August 10, 2021 – May 25, 2022.

Purpose Statement

The purpose of this Agreement is to establish working procedures between Baker County School District and Westside Nursery-Preschool, Inc. in the provision of services to preschool children eligible for special education in compliance with Federal and State laws and regulations.

It is the intent of this Agreement to:

1. Ensure that children eligible for preschool speech and/or language services receive a free and appropriate public education (FAPE), as required by law, in the least restrictive environment (LRE).
2. Ensure that each Agency cooperatively maintains communication and shares leadership responsibility at the local level to assure that available resources are utilized in the most effective manner.

This Agreement applies only to preschool children three years old to kindergarten who are eligible for speech and/or language services.

Program Mandates

Responsibility of School District:

1. Provide preschool children with speech and/or language disabilities with a free and appropriate education (FAPE) including the development and implementation of an Individualized Education Plan (IEP).
2. Serve the preschool children with speech and/or language disabilities in their preschool environment.

Responsibility of Westside Nursery-Preschool, Inc.:

1. Obtain parental permission and information needed to refer children who are suspected of having a speech and/or language disability to Baker County School District. These referrals will be made in a timely manner to ensure inclusion in the FTE count.

2. Provide adequate space for individual and group therapy.

Confidentiality

Baker County School District and Westside Nursery-Preschool, Inc. shall follow the requirements outlined in the Family Education Right to Privacy Act (FERPA).

Dispute Resolution

In the event that misunderstandings of differences of opinion occur with regard to policies and procedures necessary to accomplish these objectives, the staff and appropriate supervisor from the respective agencies will meet to reach a solution.


Termination/Review

This Agreement will be reviewed and revised by Baker County School District and Westside Nursery-Preschool, Inc. on an as needed basis, or at least once annually. This Agreement may be terminated by either party upon thirty days written notice.

Sherrie Raulerson
Superintendent
Baker County School District



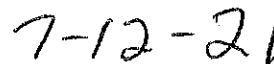
Michael Green Jr.
Director, Exceptional Student
Education Services
Baker County School District


Director
Westside Nursery-Preschool, Inc.

Date



Date



Date



Baker County District School Board

Exceptional Student Education • Student Services

290 Jonathan East • Macclenny, Florida 32063

Phone: (904) 259-7825 • Fax: (904) 259-9099

July 12, 2021

Sherrie Raulerson, Superintendent
Baker County School District
392 South Boulevard East
Macclenny, FL 32063

Dear Superintendent Raulerson:

I would like to request School Board approval to renew the Agreement between the Baker County School Board and Sunshine Early Learning for the period of August 10, 2021 through May 25, 2022. This agreement is for the provision of services to preschool children eligible for Speech and Language Services. There are no changes from the previous contact.

If you have any questions please contact me at (904)259-7825 or Michael.green@bakerk12.org.

Sincerely,

A handwritten signature in black ink, appearing to read "Michael Green Jr.", with a stylized flourish at the end.

Michael Green Jr., Director
Exceptional Student Education/
Student Services

MG:al

AGREEMENT BETWEEN BAKER COUNTY SCHOOL DISTRICT AND SUNSHINE EARLY LEARNING

This Agreement is between Baker County School District and Sunshine Early Learning the period of August 10, 2021 – May 25, 2022.

Purpose Statement

The purpose of this Agreement is to establish working procedures between Baker County School District and Sunshine Early Learning in the provision of services to preschool children eligible for special education in compliance with Federal and State laws and regulations.

It is the intent of this Agreement to:

1. Ensure that children eligible for preschool speech and/or language services receive a free and appropriate public education (FAPE), as required by law, in the least restrictive environment (LRE).
2. Ensure that each Agency cooperatively maintains communication and shares leadership responsibility at the local level to assure that available resources are utilized in the most effective manner.

This Agreement applies only to preschool children three years old to kindergarten who are eligible for speech and/or language services.

Program Mandates

Responsibility of School District:

1. Provide preschool children with speech and/or language disabilities with a free and appropriate education (FAPE) including the development and implementation of an Individualized Education Plan (IEP).
2. Serve the preschool children with speech and/or language disabilities in their preschool environment.

Responsibility of Sunshine Early Learning:

1. Obtain parental permission and information needed to refer children who are suspected of having a speech and/or language disability to Baker County School District. These referrals will be made in a timely manner to ensure inclusion in the FTE count.

2. Provide adequate space for individual and group therapy.

Confidentiality

Baker County School District and Sunshine Early Learning shall follow the requirements outlined in the Family Education Right to Privacy Act (FERPA).

Dispute Resolution

In the event that misunderstandings of differences of opinion occur with regard to policies and procedures necessary to accomplish these objectives, the staff and appropriate supervisor from the respective agencies will meet to reach a solution.

Termination/Review

This Agreement will be reviewed and revised by Baker County School District and Sunshine Early Learning on an as needed basis, or at least once annually. This Agreement may be terminated by either party upon thirty days written notice.

Sherrie Raulerson
Superintendent
Baker County School District

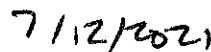


Michael Green Jr.
Director, Exceptional Student
Education Services
Baker County School District



Director
Sunshine Early Learning

Date



Date



Date



Baker County District School Board

Exceptional Student Education • Student Services

290 Jonathan East • Macclenny, Florida 32063

Phone: (904) 259-7825 • Fax: (904) 259-9099

July 12, 2021

Sherrie Raulerson, Superintendent
Baker County School District
392 South Boulevard East
Macclenny, FL 32063

Dear Superintendent Raulerson:

I would like to request School Board approval to renew the Agreement between the Baker County School Board and Kinder Kollege for the period of August 10, 2021 through May 25, 2022. This agreement is for the provision of services to preschool children eligible for Speech & Language Services. There are no changes from the previous contract.

If you have any questions please contact me at (904)259-7825 or michael.green@bakerk12.org.

Sincerely,

Michael Green Jr., Director
Exceptional Student Education/
Student Services

MG:al

AGREEMENT BETWEEN BAKER COUNTY SCHOOL DISTRICT AND KINDER KOLLEGE

This Agreement is between Baker County School District and Kinder Kollege for the period of August 10, 2021 – May 25, 2022.

Purpose Statement

The purpose of this Agreement is to establish working procedures between Baker County School District and Kinder Kollege in the provision of services to preschool children eligible for special education in compliance with Federal and State laws and regulations.

It is the intent of this Agreement to:

1. Ensure that children eligible for preschool speech and/or language services receive a free and appropriate public education (FAPE), as required by law, in the least restrictive environment (LRE).
2. Ensure that each Agency cooperatively maintains communication and shares leadership responsibility at the local level to assure that available resources are utilized in the most effective manner.

This Agreement applies only to preschool children three years old to kindergarten who are eligible for speech and/or language services.

Program Mandates

Responsibility of School District:

1. Provide preschool children with speech and/or language disabilities with a free and appropriate education (FAPE) including the development and implementation of an Individualized Education Plan (IEP).
2. Serve the preschool children with speech and/or language disabilities in their preschool environment.

Responsibility of Kinder Kollege:

1. Obtain parental permission and information needed to refer children who are suspected of having a speech and/or language disability to Baker County School District. These referrals will be made in a timely manner to ensure inclusion in the FTE count.

2. Provide adequate space for individual and group therapy.

Confidentiality

Baker County School District and Kinder Kollege shall follow the requirements outlined in the Family Education Right to Privacy Act (FERPA).

Dispute Resolution


In the event that misunderstandings of differences of opinion occur with regard to policies and procedures necessary to accomplish these objectives, the staff and appropriate supervisor from the respective agencies will meet to reach a solution.

Termination/Review

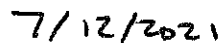
This Agreement will be reviewed and revised by Baker County School District and Kinder Kollege on an as needed basis, or at least once annually. This Agreement may be terminated by either party upon thirty days written notice.

Sherrie Raulerson
Superintendent
Baker County School District

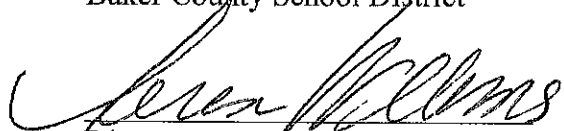
Date



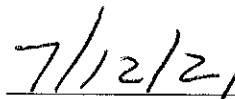
Michael Green Jr.
Director, Exceptional Student
Education Services
Baker County School District



Date



Director
Kinder Kollege



Date



Baker County District School Board

Exceptional Student Education • Student Services

290 Jonathan East • Macclenny, Florida 32063

Phone: (904) 259-7825 • Fax: (904) 259-9099

July 12, 2021

Sherrie Raulerson, Superintendent
Baker County School District
392 South Boulevard East
Macclenny, FL 32063

Dear Superintendent Raulerson:

I would like to request School Board approval to renew the Agreement between the Baker County School Board and ABC Child Care & Learning Center for the period of August 10, 2021 through May 22, 2022. This agreement is for provision of services to preschool children eligible for Speech & Language Services. There are no changes from the previous contract.

If you have any questions please contact me at (904)259-7825 or michael.green@bakerk12.org.

Sincerely,

A handwritten signature in black ink, appearing to read "Michael Green Jr.", with a stylized flourish at the end.

Michael Green Jr., Director
Exceptional Student Education/
Student Services

MG:al

**AGREEMENT BETWEEN
BAKER COUNTY SCHOOL DISTRICT
AND
ABC CHILD CARE & LEARNING CENTER**

This Agreement is between Baker County School District and ABC Child Care & Learning Center for the period of August 10, 2021 – May 25, 2022.

Purpose Statement

The purpose of this Agreement is to establish working procedures between Baker County School District and ABC Child Care & Learning Center in the provision of services to preschool children eligible for special education in compliance with Federal and State laws and regulations.

It is the intent of this Agreement to:

1. Ensure that children eligible for preschool speech and/or language services receive a free and appropriate public education (FAPE), as required by law, in the least restrictive environment (LRE).
2. Ensure that each Agency cooperatively maintains communication and shares leadership responsibility at the local level to assure that available resources are utilized in the most effective manner.

This Agreement applies only to preschool children three years old to kindergarten who are eligible for speech and/or language services.

Program Mandates

Responsibility of School District:

1. Provide preschool children with speech and/or language disabilities with a free and appropriate education (FAPE) including the development and implementation of an Individualized Education Plan (IEP).
2. Serve the preschool children with speech and/or language disabilities in their preschool environment.

Responsibility of ABC Child Care & Learning Center:

1. Obtain parental permission and information needed to refer children who are suspected of having a speech and/or language disability to Baker County School District. These referrals will be made in a timely manner to ensure inclusion in the FTE count.

2. Provide adequate space for individual and group therapy.

Confidentiality

Baker County School District and ABC Child Care & Learning Center shall follow the requirements outlined in the Family Education Right to Privacy Act (FERPA).

Dispute Resolution

In the event that misunderstandings of differences of opinion occur with regard to policies and procedures necessary to accomplish these objectives, the staff and appropriate supervisor from the respective agencies will meet to reach a solution.

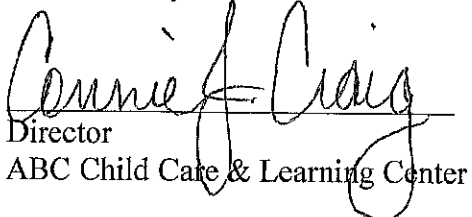
Termination/Review

This Agreement will be reviewed and revised by Baker County School District and ABC Child Care & Learning Center on an as needed basis, or at least once annually. This Agreement may be terminated by either party upon thirty days written notice.

Sherrie Raulerson
Superintendent
Baker County, School District



Michael Green Jr.
Director, Exceptional Student
Education Services
Baker County School District



Director
ABC Child Care & Learning Center

Date

7/12/2021

Date

7-12-21

Date

GRANT PROPOSAL SUMMARY REQUEST FOR BOARD APPROVAL

Board
Approval Status

(MUST BE TYPED)

NAME OF GRANT PROPOSAL *Perkins V =Secondary*

TYPE OF GRANT:

☐ New ☐ Continuation ☒ Amendment ☐ Entitlement ☐ Competitive

CONTACT PERSON: *Carrie Dopson, Director of Adult Education*

CONTACT PHONE NUMBER: *(904) 259-0408*

AMOUNT REQUESTED: *No change in original amt. Reused amt to transfer*

SOURCE: ☒ Federal ☐ State ☐ Other: _____

LOCAL MATCHING FUNDS REQUESTED:

☒ No

☐ Yes . . . If yes, please specify: ☐ Monetary Amount \$ _____
☐ In-Kind Amount \$ _____

LIST SPECIFIC IN-KIND CONTRIBUTIONS

N/A

PROJECT DESCRIPTION

(If additional space is needed, attachments may be used)

This amendment is submitted to transfer funds from 0510 Supplies to 0730 Industry Certifications to cover expenditures for Global Logistics Associates Test. Amendment #10

HOW WILL FUNDS BE USED

(If additional space is needed, attachments may be used)

The funds will be used to pay for Industry Certification Test for the Logistics Class.

SUBMITTED BY: *Carrie Dopson* DATE: *07/13/2021*

FLORIDA DEPARTMENT OF EDUCATION

PROJECT AMENDMENT REQUEST

Please return to: Florida Department of Education Office of Grants Management Room 332 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0496	A) Agency Name: Baker County School District	DOE USE ONLY Date Received				
B) Program Name: Strengthening Career and Technical Education for the 21 st Century Act (Perkins V) Secondary Sec 31 _____ TAPS Number: 21B004		Project Number (DOE Assigned) 020-1611B-1CS01				
C) Amendment Type <input type="checkbox"/> Program <input checked="" type="checkbox"/> Budget Amendment Number: 10	D) Amendment Request Contact Information <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;"> Contact Name: Carrie Dopson </td> <td style="width: 40%;"> Telephone Numbers: 904/259/0408 </td> </tr> <tr> <td> Mailing Address: 392 S Blvd E Macclenny, FL 32063 </td> <td> E-mail Addresses: carrie.dopson@bakerk12.org </td> </tr> </table>		Contact Name: Carrie Dopson	Telephone Numbers: 904/259/0408	Mailing Address: 392 S Blvd E Macclenny, FL 32063	E-mail Addresses: carrie.dopson@bakerk12.org
Contact Name: Carrie Dopson	Telephone Numbers: 904/259/0408					
Mailing Address: 392 S Blvd E Macclenny, FL 32063	E-mail Addresses: carrie.dopson@bakerk12.org					
E) Required Signature and Certification						
<p>I, <u>Sherrie Raulerson</u>, (Please Type Name) as the official who is authorized to legally bind the agency/organization, do hereby certify to the best of my knowledge and belief that all the information and attachments submitted in this application amendment are true, complete and accurate, for the purposes, and objectives, set forth in the RFA or RFP and are consistent with the statement of general assurances and specific programmatic assurances for this project. I am aware that any false, fictitious or fraudulent information or the omission of any material fact may subject me to criminal, or administrative penalties for the false statement, false claims or otherwise. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.</p> <p>Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application amendment.</p>						
_____ Signature of Agency Head	_____ Title	_____ Date				
F) Narrative						
This amendment is submitted to transfer funds from 0510 (Supplies) to 0730 (Fees for Student Industry Certifications)) to cover cost of Industry Certification Test for Global Logistics Associates.						

A) Baker County School District
District/Agency Name

020-1611B-1CS-01/21B004
Project Number/TAPS Number

C) 10
Amendment Number

FLORIDA DEPARTMENT OF EDUCATION BUDGET AMENDMENT NARRATIVE FORM

D) Total Project Amount Currently Approved

E) Total Project Amount resulting from this Budget Amendment

F) Line Item Description

Function	Object		FTE	Amount Increase	Amount Decrease
5300	730	Fees for student industry certifications: To provide increased opportunity to take industry certifications within their programs and assist new programs with access to industry certifications. Sec134: CLNA Need: Section 1-Part A4 Program #: 9503100 Global Logistics Associate Sec. 135: Requirement for the uses of funds: 4B; 5A; 5C; 5S		1029	
5300	510	Materials and Supplies: Consumables for CTE programs to include instructional and recruiting materials. No item cost more than \$1000. Sec. 134: CLNA Need: Section 1-Part 4A Sec. 135: Requirement for uses of funds: 5A, 5D,			1,029.00
				\$1,029.00	\$ 1,029.00
				Total	Total

GRANT PROPOSAL SUMMARY REQUEST FOR BOARD APPROVAL

Board
Approval Status

(MUST BE TYPED)

NAME OF GRANT PROPOSAL: *Corrections Application Fiscal Yr 2021-2022*

TYPE OF GRANT:

☒ New ☒ Continuation ☐ Amendment ☐ Entitlement ☐ Competitive

CONTACT PERSON: *Carrie Dopson, Director of Adult Education*

CONTACT PHONE NUMBER: *(904) 259-0408*

AMOUNT REQUESTED: *\$85043.00*

SOURCE: ☒ Federal ☐ State ☐ Other: _____

LOCAL MATCHING FUNDS REQUESTED:

☒ No

☐ Yes . . . If yes, please specify: ☐ Monetary Amount \$ _____
☐ In-Kind Amount \$ _____

LIST SPECIFIC IN-KIND CONTRIBUTIONS
N/A

PROJECT DESCRIPTION
(If additional space is needed, attachments may be used)
Supports efforts to educate student populations at the Baker Correctional Institute (BCI) Work Camp and baker County Detention Center (BCDC)

HOW WILL FUNDS BE USED
(If additional space is needed, attachments may be used)
Salaries for 2 part time teachers, supplies such as paper, copier/ printer supplies. Technology related repairs, new equipment

SUBMITTED BY: *Carrie Dopson* DATE: *07/13/2021*

FLORIDA DEPARTMENT OF EDUCATION

PROJECT APPLICATION

Please return to: Florida Department of Education Office of Grants Management Room 332 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0496	A) Program Name: Corrections Education Grant Application Fiscal Year 2021-2022 TAPS NUMBER: 22B021 CE	DOE USE ONLY Date Received						
B) Name and Address of Eligible Applicant: Baker County School District		Project Number (DOE Assigned)						
C) Total Funds Requested: <div style="font-size: 1.5em; font-family: cursive;">\$ 85,043.00</div> <hr style="width: 50%; margin: 5px auto;"/> <div style="text-align: center;">DOE USE ONLY</div> Total Approved Project: \$	D) Applicant Contact & Business Information <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;"> Contact Name: Carrie Dopson Fiscal Contact Name: Teri Ambrose </td> <td style="width: 40%;"> Telephone Numbers: (904)259-0408 (904)259-0418 </td> </tr> <tr> <td> Mailing Address: 418 S. 8th Street Macclenny, FL 32063 </td> <td> E-mail Addresses: Carrie.dopson@bakerc12.org Mary.ambrose@bakerc12.org </td> </tr> <tr> <td> Physical/Facility Address: Same </td> <td> DUNS number: 195771472 FEIN number: 59-60000509 </td> </tr> </table>		Contact Name: Carrie Dopson Fiscal Contact Name: Teri Ambrose	Telephone Numbers: (904)259-0408 (904)259-0418	Mailing Address: 418 S. 8 th Street Macclenny, FL 32063	E-mail Addresses: Carrie.dopson@bakerc12.org Mary.ambrose@bakerc12.org	Physical/Facility Address: Same	DUNS number: 195771472 FEIN number: 59-60000509
Contact Name: Carrie Dopson Fiscal Contact Name: Teri Ambrose	Telephone Numbers: (904)259-0408 (904)259-0418							
Mailing Address: 418 S. 8 th Street Macclenny, FL 32063	E-mail Addresses: Carrie.dopson@bakerc12.org Mary.ambrose@bakerc12.org							
Physical/Facility Address: Same	DUNS number: 195771472 FEIN number: 59-60000509							

CERTIFICATION

I, Sherrie Raulerson, as the official who is authorized to legally bind the agency/organization, do hereby certify to the best of my knowledge and belief that all the information and attachments submitted in this application are true, complete and accurate, for the purposes, and objectives, set forth in the RFA or RFP and are consistent with the statement of general assurances and specific programmatic assurances for this project. I am aware that any false, fictitious or fraudulent information or the omission of any material fact may subject me to criminal, or administrative penalties for the false statement, false claims or otherwise. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.

E) Sherrie Raulerson
 Signature of Agency Head

Superintendent
 Title

6/15/21
 Date

FLORIDA DEPARTMENT OF EDUCATION
Corrections Education - AEFLA Section 225
BUDGET NARRATIVE FORM

A) Name of Eligible Recipient/Fiscal Agent: Baker County Adult Education

B) DOE Assigned Project Number: _____

C) TAPS Number: Corrections Education 22B021

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE POSITION	AMOUNT	% ALLOCATED to this PROJECT	ALLOWABLE DOE USE ONLY	REASONABLE DOE USE ONLY	NECESSARY DOE USE ONLY
5400	120	Salaries for 2 part-time teachers (one to work at BCI and the other at BCDC) for the purpose of conducting Adult Education courses. Salary for (1) part-time Career Specialist to provide career planning and counseling services at both facilities.	1.25	\$42,000.00				
5400	150	Salaries for (2) part time Instructional assistants, one at BCI and the other at BCDC for the purpose of providing direct services to students in Adult education preparation classes.		\$16,000.00				
5400	210	Retirement (10.82%) for 2 part time Adult Ed teachers, 2 paraprofessionals and one Career Specialist		\$6,276.00				
5400	220	FICA (7.65%) for 2 part time Adult Ed teachers, 2 paraprofessional and one Career Specialist		\$4,437.00				
5400	230	Insurance for Career Specialist and one paraprofessional		\$1,330.00				

5400	350	Maintenance and repair: copier/printer used by classroom teachers to support instructional activities and student services. The maintenance costs charged to this project are prorated and split between programs		\$2,000.00			
5400	359	Technology related repairs and maintenance. Expenditures for technology related repairs		\$1,000.00			
5400	369	Technology related rentals. Expenditures for computer and related equipment rentals, licenses and fees for Internet subscriptions		\$2,500.00			
5400	510	Materials/Supplies- Copy paper for classroom use, chart paper, pencils, TABE test booklets and answer sheets, GED ready test vouchers and other instructional materials need to meet project objectives		\$1,000.00			
5400	520	Textbooks for Entrepreneur IET. (25 books @ \$60.00 each)		\$1,500.00			
5400	642	New equipment for use in classrooms by adult education (student laptops, projector, printer, and other equipment needed to increase student accessibility, and replacement of broken and/or obsolete equipment). No single item purchased will meet or exceed \$750 per unit.		\$3,000.00			
5400	790	Indirect Costs		\$4,000.00			
				\$0.00			
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			\$0.00	
		D) TOTAL	\$85,043.00	

GRANT PROPOSAL SUMMARY REQUEST FOR BOARD APPROVAL

Board
Approval Status

(MUST BE TYPED)

NAME OF GRANT PROPOSAL: *Perkins V Secondary Fiscal Year 2021-2022*

TYPE OF GRANT:

☒ New ☒ Continuation ☐ Amendment ☐ Entitlement ☐ Competitive

CONTACT PERSON: *Carrie Dopson, Director of Adult Education*

CONTACT PHONE NUMBER: *(904) 259-0408*

AMOUNT REQUESTED: *\$61,405.00*

SOURCE: ☒ Federal ☐ State ☐ Other: _____

LOCAL MATCHING FUNDS REQUESTED:

☒ No

☐ Yes . . . If yes, please specify: ☐ Monetary Amount \$ _____
☐ In-Kind Amount \$ _____

LIST SPECIFIC IN-KIND CONTRIBUTIONS
N/A

PROJECT DESCRIPTION
(If additional space is needed, attachments may be used)
Support Career and Technical Education programs at BCHS and BCMS in developing a skilled workforce aligned with regional workforce needs

HOW WILL FUNDS BE USED
(If additional space is needed, attachments may be used)
Career and Technical Ed program support such as teaching salaries beyond contractual time, teacher professional development, equipment, resource materials, software, student credentialing testing fees, classroom supplies

SUBMITTED BY: *Carrie Dopson* DATE: *07/13/2021*

FLORIDA DEPARTMENT OF EDUCATION

PROJECT APPLICATION

Please return to: Florida Department of Education Office of Grants Management Room 332 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0496	A) Program Name: Strengthening Career and Technical Education for the 21st Century Act (Perkins V) Secondary, Section 131 Entitlement Fiscal Year 2021-2022 TAPS NUMBER: 22B004	DOE USE ONLY Date Received						
B) Name and Address of Eligible Applicant: Baker County School District		Project Number (DOE Assigned)						
C) Total Funds Requested: \$ 61,405.00 <hr style="width: 200px; margin-left: 0;"/> DOE USE ONLY Total Approved Project: \$	D) Applicant Contact & Business Information <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;"> Contact Name: Carrie Dopson Fiscal Contact Name: Teri Ambrose </td> <td style="width: 40%;"> Telephone Numbers: (904) 259-0408 (904) 259-0418 </td> </tr> <tr> <td> Mailing Address: 418 S. 8th Street Maccleddy, FL 32063 </td> <td> E-mail Addresses: Carrie.dopson@bakerc12.org Mary.ambrose@bakerc12.org </td> </tr> <tr> <td> Physical/Facility Address: 1 Wildcat Drive Glen St. Mary, FL 32063 </td> <td> DUNS number: FEIN number: </td> </tr> </table>		Contact Name: Carrie Dopson Fiscal Contact Name: Teri Ambrose	Telephone Numbers: (904) 259-0408 (904) 259-0418	Mailing Address: 418 S. 8th Street Maccleddy, FL 32063	E-mail Addresses: Carrie.dopson@bakerc12.org Mary.ambrose@bakerc12.org	Physical/Facility Address: 1 Wildcat Drive Glen St. Mary, FL 32063	DUNS number: FEIN number:
Contact Name: Carrie Dopson Fiscal Contact Name: Teri Ambrose	Telephone Numbers: (904) 259-0408 (904) 259-0418							
Mailing Address: 418 S. 8th Street Maccleddy, FL 32063	E-mail Addresses: Carrie.dopson@bakerc12.org Mary.ambrose@bakerc12.org							
Physical/Facility Address: 1 Wildcat Drive Glen St. Mary, FL 32063	DUNS number: FEIN number:							
CERTIFICATION <p>I, <u>Sherrie Raulerson</u>, as the official who is authorized to legally bind the agency/organization, do hereby certify to the best of my knowledge and belief that all the information and attachments submitted in this application are true, complete and accurate, for the purposes, and objectives, set forth in the RFA or RFP and are consistent with the statement of general assurances and specific programmatic assurances for this project. I am aware that any false, fictitious or fraudulent information or the omission of any material fact may subject me to criminal, or administrative penalties for the false statement, false claims or otherwise. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.</p> <p>Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.</p> <div style="display: flex; justify-content: space-between; align-items: flex-end; margin-top: 20px;"> <div style="width: 40%;"> E) <u>Sherrie Raulerson</u> Signature of Agency Head </div> <div style="width: 30%;"> <u>Superintendent</u> Title </div> <div style="width: 20%; text-align: right;"> <u>6/13/24</u> Date </div> </div>								

**FLORIDA DEPARTMENT OF EDUCATION
2021-2022 Perkins V
BUDGET NARRATIVE FORM**

A) Name of Eligible Recipient/Fiscal Agent:

B) DOE Assigned Project Number:

C) TAPS Number:

Baker County School District
22B004

(1)	(2)	(3)	(4)	(5)
FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE POSITION	AMOUNT
5300	120	Salaries: Part-time Career Specialist responsible for working with advisory committees, working with guidance counselors to facilitate academic assistance and career exploration and decision making with struggling students. Meets with 7th - 10th grade students on mapping out a career pathway. (Sec. 134)CLNA Need and Priority #: Section 1A: 1,6; 1E: 3,4; 1F:3; Sect 3A; Section 4A; Sect 5A; Sect 9 Program Numbers: 8106800,8116000,8121600,8005100,8201200, 8301100, 9001300, 8827400, 890900, 8918000, 8800500, 8417210, 8727200, 8918200, 9504100 (Sec. 135) Required Uses of Funds: 1A; 1C; 5K; 5N		\$10,702.00
5300	120	Salaries: Extra duty hours for CTE Instructors for professional development and curriculum mapping. (250 hours @ 18.36) (Sec. 134) CLNA Need and Priority #: 1D:1,3; 1E:2; Program Numbers:8106800,8116000,8121600,8005100,8201200, 8301100, 9001300, 8827400, 890900, 8918000, 8800500, 8417210, 8727200, 8918200, 9504100 (Sec. 135)Required Uses of Funds: 2A; 2C; 2E; 2F; 2I; 6D		\$4,590.00
5300	150	Salary: % of paraprofessional salary to assist with student needs and industry certification testing. (Sec. 134) CLNA Need and Priority #: 1A:4,5; 1F:2 Program Numbers:8106800,8116000,8121600,8005100,8201200, 8301100, 9001300, 8827400, 890900, 8918000, 8800500, 8417210, 8727200, 8918200, 9504100 (Sec. 135) Required Uses of Funds: 2C; 2D		\$8,500.00

5300	210	Retirement (10.82%) for Career Specialist, CTE teachers and paraprofessional (Sec. 134) CLNA Need and Priority: 1A: 1,6; 1E: 3,4; 1F: 3, Sec 3A; 4A; 5A; 9 Program Numbers: 8106800, 8116000, 8121600, 8005100, 8201200, 8301100, 9001300, 8827400, 890900, 8918000, 8800500, 8417210, 8727200, 8918200, 9504100 (Sec. 135) Required Uses of Funds: 1A; 1C; 5K; 5N			\$2,575.00
5300	220	FICA/Medicare (7.65%): for Career Specialist, CTE teachers and paraprofessional (Sec. 134) CLNA Need and Priority #: Section 1A: 1,6; 1E: 3,4; 1F: 3; Sect 3A; Section 4A; Sect 5A; Sect 9 Program Numbers: 8106800, 8116000, 8121600, 8005100, 8201200, 8301100, 9001300, 8827400, 890900, 8918000, 8800500, 8417210, 8727200, 8918200, 9504100 Required Uses of Funds: 1A; 1C; 5K; 5N Insurance: employer portion for Career Specialist and paraprofessional (prorated by percentage) (Sec. 134) CLNA Need and Priority #: Section 1A: 1,6; 1E: 3,4; 1F: 3; Sect 3A; Section 4A; Sect 5A; Sect 9 Program Numbers: 8106800, 8116000, 8121600, 8005100, 8201200, 8301100, 9001300, 8827400, 890900, 8918000, 8800500, 8417210, 8727200, 8918200, 9504100 Required Uses of Funds: 1A; 1C; 5K; 5N			\$1,820.00
5300	230	Travel: cost for transportation, meals, hotels, registration fees and other expenditures associated with traveling, including field trips and student fees. This may include attending CLNA events, CTSO activities, or professional conferences. (Sec. 134) CLNA Need and Priority #: CLNA 1#3, 5A: b; Program Numbers: 8106800, 8116000, 8121600, 8005100, 8201200, 8301100, 9001300, 8827400, 890900, 8918000, 8800500, 8417210, 8727200, 8918200, 9504100 (Sec. 135) Required Uses of Funds: 5L; 5M; 5O			\$1,662.00
5300	330	Repairs and Maintenance: expenditures for repairs and maintenance not provided by the school district (Sec. 134) CLNA Need and Priority #: 1A: 9 Program Numbers: 8106800, 8116000, 8121600, 8005100, 8201200, 8301100, 9001300, 8827400, 890900, 8918000, 8800500, 8417210, 8727200, 8918200, 9504100 Required Uses of Funds: 2C			\$1,500.00
5300	350				\$2,500.00

5300	369	Technology related rentals: licenses and fees for internet based subscription (Electude, Major Clarity, and others associated with CTE programs) (Sec. 134)CLNA Need and Priority #: 1C:5; 1E:4; Program Numbers: 8106800,8116000,8121600,8005100,8201200, 8301100, 9001300, 8827400, 890900, 8918000, 8800500, 8417210, 8727200, 8918200, 9504100 (Sec. 135) Required Uses of Funds: 1A; 1E;2F; 2G; 3; 5A Other Purchase Services: expenditures for services provided for CTE programs (Sec. 134)CLNA Need and Priority #: 1C:5; 1E:4 Program Numbers: 8106800,8116000,8121600,8005100,8201200, 8301100, 9001300, 8827400, 890900, 8918000, 8800500, 8417210, 8727200, 8918200, 9504100 (Sec. 135) Required Uses of Funds: 1A; 1E; 2F; 2G; 3; 5A			\$8,500.00
5300	390	Supplies: expenditures for supplies for running CTE programs (Includes gardening equipment, materials for Middle School Ag program and items needed for CTE Program Fair) (Sec. 134)CLNA Need and Priority #: 1A:9 Numbers: 8106800,8116000,8121600,8005100,8201200, 8301100, 9001300, 8827400, 890900, 8918000, 8800500, 8417210, 8727200, 8918200, 9504100 (Sec. 135) Required Uses of Funds: 1A; 1E; 5A; 5D; 5P			\$1,000.00
5300	510	Equipment over \$750: Replace broken and/or obsolete equipment for existing CTE programs and purchase equipment for expanding programs. (Gas griddle for Culinary program) (Sec. 134)CLNA Need and Priority #: 1C:6 Numbers: 8106800,8116000,8121600,8005100,8201200, 8301100, 9001300, 8827400, 890900, 8918000, 8800500, 8417210, 8727200, 8918200, 9504100 (Sec. 135) Required Uses of Funds: 5D; 5E			\$2,000.00
5300	641	Furniture, Fixtures and Equipment under \$750: Includes 3D printers for CyberSecurity program (Sec. 134)CLNA Need and Priority #: 1C:6 Numbers: 8106800,8116000,8121600,8005100,8201200, 8301100, 9001300, 8827400, 890900, 8918000, 8800500, 8417210, 8727200, 8918200, 9504100 (Sec. 135) Required Uses of Funds: 5D; 5E			\$5,140.00
5300	642	Furniture, Fixtures and Equipment under \$750: Includes 3D printers for CyberSecurity program (Sec. 134)CLNA Need and Priority #: 1C:6 Numbers: 8106800,8116000,8121600,8005100,8201200, 8301100, 9001300, 8827400, 890900, 8918000, 8800500, 8417210, 8727200, 8918200, 9504100 (Sec. 135) Required Uses of Funds: 5D; 5E			\$2,000.00

10

		Dues and Fees: includes cost of industry certifications for new and expanding programs, professional registration dues (FACITE), training fees. (Sec. 134)CINA Need and Priority #: 1A:4, 1C:5 Program Numbers: 8106800, 8116000, 8121600, 8005100, 8201200, 8301100, 9001300, 8827400, 890900, 8918000, 8800500, 8417210, 8727200, 8918200, 9504100 (Sec. 135) Required Uses of Funds: 4B; 5A; 5C; 5F; 5S		
5300	730			\$5,860.00
5300	790	Indirect Cost (5%)		\$3,056.00
				\$0.00
				\$0.00
				\$0.00
D) TOTAL				\$61,405.00

DOE 101- Print version

March 2021

PROJECTED EQUIPMENT PURCHASES FORM

Baker County School District

TAPS NUMBER:
22B004

PROJECTED EQUIPMENT PURCHASES

ITEM #	FUNCTION CODE	OBJECT CODE	ACCOUNT TITLE	DESCRIPTION	SCHOOL/ PROGRAM	NUMBER OF ITEMS	ITEM COST (\$)	TOTAL AMOUNT (\$)
	A	B	C	D	E	F	G	H
1	5300	641	Equipment over \$750	Vulcan Heavy duty countertop gas griddle , 36" X 24 D cooking surface	Baker County High School/8800500	1	5140	5140
2								
3								
4								
5								
6								
7								
8								
9								
10								

Does the agency's inventory system contain all required federal and state elements listed above? ☒ YES ☐ NO

GRANT PROPOSAL SUMMARY REQUEST FOR BOARD APPROVAL

Board
Approval Status

(MUST BE TYPED)

NAME OF GRANT PROPOSAL *Perkins V Rural Fiscal Year 2021-2022*

TYPE OF GRANT:

☒ New ☒ Continuation ☐ Amendment ☐ Entitlement ☐ Competitive

CONTACT PERSON: *Carrie Dopson, Director of Adult Education*

CONTACT PHONE NUMBER: *(904) 259-0408*

AMOUNT REQUESTED: *\$42974.00*

SOURCE: ☒ Federal ☐ State ☐ Other: _____

LOCAL MATCHING FUNDS REQUESTED:

☒ No

☐ Yes . . . If yes, please specify: ☐ Monetary Amount \$ _____
☐ In-Kind Amount \$ _____

LIST SPECIFIC IN-KIND CONTRIBUTIONS
N/A

PROJECT DESCRIPTION
(If additional space is needed, attachments may be used)
Support Career and Technical Education programs at BCHS and BCMS in developing a skilled workforce aligned with regional workforce needs

HOW WILL FUNDS BE USED
(If additional space is needed, attachments may be used)
Career and Technical Ed program support such as teaching salaries beyond contractual time, teacher professional development, equipment, resource materials, software, student credentialing testing fees, classroom supplies

SUBMITTED BY: *Carrie Dopson* DATE: *07/13/2021*

FLORIDA DEPARTMENT OF EDUCATION PROJECT APPLICATION

Please return to: Florida Department of Education Office of Grants Management ShareFile System	A) Program Name: Strengthening Career and Technical Education for the 21st Century Act (Perkins V) Rural Innovation Entitlement Fiscal Year 2021-2022 TAPS NUMBER: 22B012	DOE USE ONLY Date Received						
B) Name and Address of Eligible Applicant: Baker County School District		Project Number (DOE Assigned)						
C) Total Funds Requested: \$ 42,974.00 <hr style="width: 50%; margin-left: 0;"/> DOE USE ONLY Total Approved Project: \$	D) Applicant Contact & Business Information <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;"> Contact Name: Carrie Dopson Fiscal Contact Name: Teri Ambrose </td> <td style="width: 40%;"> Telephone Numbers: (904) 259-0408 (904) 259-0418 </td> </tr> <tr> <td> Mailing Address: 418 S. 8th Street Macclenny, FL 32063 </td> <td> E-mail Addresses: Carrie.dopson@bakerc12.org Mary.ambrose@bakerc12.org </td> </tr> <tr> <td> Physical/Facility Address: Same </td> <td> DUNS number: FEIN number: </td> </tr> </table>		Contact Name: Carrie Dopson Fiscal Contact Name: Teri Ambrose	Telephone Numbers: (904) 259-0408 (904) 259-0418	Mailing Address: 418 S. 8 th Street Macclenny, FL 32063	E-mail Addresses: Carrie.dopson@bakerc12.org Mary.ambrose@bakerc12.org	Physical/Facility Address: Same	DUNS number: FEIN number:
Contact Name: Carrie Dopson Fiscal Contact Name: Teri Ambrose	Telephone Numbers: (904) 259-0408 (904) 259-0418							
Mailing Address: 418 S. 8 th Street Macclenny, FL 32063	E-mail Addresses: Carrie.dopson@bakerc12.org Mary.ambrose@bakerc12.org							
Physical/Facility Address: Same	DUNS number: FEIN number:							
CERTIFICATION <p>I, <u>Sherrie Raulerson</u>, as the official who is authorized to legally bind the agency/organization, do hereby certify to the best of my knowledge and belief that all the information and attachments submitted in this application are true, complete and accurate, for the purposes, and objectives, set forth in the RFA or RFP and are consistent with the statement of general assurances and specific programmatic assurances for this project. I am aware that any false, fictitious or fraudulent information or the omission of any material fact may subject me to criminal, or administrative penalties for the false statement, false claims or otherwise. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.</p> <p>Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.</p>								
<table style="width: 100%;"> <tr> <td style="width: 40%; vertical-align: bottom;"> E) <u>Sherrie Raulerson</u> Signature of Agency Head </td> <td style="width: 30%; vertical-align: bottom;"> <u>Superintendent</u> Title </td> <td style="width: 30%; vertical-align: bottom;"> <u>6/15/21</u> Date </td> </tr> </table>			E) <u>Sherrie Raulerson</u> Signature of Agency Head	<u>Superintendent</u> Title	<u>6/15/21</u> Date			
E) <u>Sherrie Raulerson</u> Signature of Agency Head	<u>Superintendent</u> Title	<u>6/15/21</u> Date						

Perkins V Budget Narrative Form (DOE 101 Form)

A) BAKER COUNTY SCHOOL DISTRICT

Name of Eligible Recipient:

B) _____

Project Number: (DOE USE ONLY)

TAPS Number
22B012

(1)	(2)	(3)	(4)	(5)
FUNCTION	OBJECT	ACCOUNT TITLE, NARRATIVE, AND EXPLANATION	FTE	AMOUNT (whole \$)
5300	120	Salaries: Full-Time: Career Specialist responsible for advisory committees, student career advisement, facilitate the integration of academic and career and technical components and curriculum modifications and other support services, collaborating with business partner. Career Specialist will assist in improving communication with parents about program options and pathways to employment. The Career Specialist will be responsible for providing professional development that incorporates career exploration into academics. Sec. 134 CLNA Need and Priority #: Section 1A: 1,6; 1E: 3,4; 1F:3; Sect 3A; Section 4A; Sect 5A; Sect 9 Program Numbers: 8106800, 8116000, 8121600, 8005100, 8201200, 8301100, 9001300, 8827400, 890900, 8918000, 8800500, 8417210, 8727200, 8918200, 9504100 Sec. 135 Required Uses of Funds: 1A; 1C; 5K; 5N	.6	\$32,106
5300	210	Retirement: (10.82%) for Career Specialist and paraprofessional Sec 134: CLNA Need and Priority: 1A: 1,6; 1E:3,4; 1F:3; Sec 3A; 4A; 5A; 9 Program Numbers: 8106800, 8116000, 8121600, 8005100, 8201200, 8301100, 9001300, 8827400, 890900, 8918000, 8800500, 8417210, 8727200, 8918200, 9504100 Sec. 135 Required Uses of Funds: 1A; 1C; 5K; 5N		\$3475
5300	220	FICA: for Career Specialist and paraprofessional (Sec. 134)CLNA Need and Priority #: Section 1A: 1,6; 1E: 3,4; 1F:3; Sect 3A; Section 4A; Sect 5A; Sect 9 Program Numbers: 8106800, 8116000, 8121600, 8005100, 8201200, 8301100, 9001300, 8827400, 890900, 8918000, 8800500, 8417210, 8727200, 8918200, 9504100 (Sec. 135) Required Uses of Funds: 1A; 1C; 5K;		\$2457
5300	230	Insurance: employer portion for Career Specialist and paraprofessional (prorated by percentage) (Sec. 134)CLNA Need and Priority #: Section 1A: 1,6; 1E: 3,4; 1F:3; Sect 3A; Section 4A; Sect 5A; Sect 9 Program Numbers: 8106800, 8116000, 8121600, 8005100, 8201200, 8301100, 9001300, 8827400, 890900, 8918000, 8800500, 8417210, 8727200, 8918200, 9504100 (Sec. 135) Required Uses of Funds: 1A; 1C; 5		\$25
5300	510	Materials and Supplies: Consumables for CTE programs to include paper, binders, pens, pencils, instructional and recruiting materials. No item costs \$1,000 or more. Section 134: CLNA Need: Section 1A;9 Program Number or CIP#: 8106800, 8116000, 8121600, 8005100, 8201200, 8301100, 9001300, 8827400, 890900, 8918000, 8800500, 8417210, 8727200, 8918200, 9504100 Section 135: Requirement Uses of Funds: 1A, 1E, 5A, 5D, 5P		\$1400

5300	519	Technology-Related Supplies: Expenditures for supplies used for technology related purposes, including ink for printers to print materials to help improve communication about CTE programs and promote Career Fair. <ul style="list-style-type: none"> Section 134: CLNA Need: section 1A; 9 Program Numbers: 8106800, 8116000, 8121600, 8005100, 8201200, 8301100, 9001300, 8827400, 890900, 8918000, 8800500, 8417210, 8727200, 8918200, 9504100 Section 135: Requirement for the Uses of Funds:1A, 1E, 5A; 5D, 5P 		\$1363
5300	790	Indirect Cost(5%)		2148.
			Total	\$42974
* Showing the percentage on benefits is optional. ** Indirect Cost plus Administrative Cost cannot exceed 5% of the total grant allocation.				

GRANT PROPOSAL SUMMARY REQUEST FOR BOARD APPROVAL

Board
Approval Status

(MUST BE TYPED)

NAME OF GRANT PROPOSAL	Adult Education Application Fiscal Yr 2021-2022
------------------------	---

TYPE OF GRANT:

☒ New ☒ Continuation ☐ Amendment ☐ Entitlement ☐ Competitive

CONTACT PERSON:	Carrie Dopson, Director of Adult Education
-----------------	--

CONTACT PHONE NUMBER:	(904) 259-0408
-----------------------	----------------

AMOUNT REQUESTED:	\$88991.00
-------------------	------------

SOURCE: ☒ Federal ☐ State ☐ Other: _____

LOCAL MATCHING FUNDS REQUESTED:

☒ No

☐ Yes . . . If yes, please specify: ☐ Monetary Amount \$ _____
☐ In-Kind Amount \$ _____

LIST SPECIFIC IN-KIND CONTRIBUTIONS
N/A

PROJECT DESCRIPTION (If additional space is needed, attachments may be used) Provide Adult learners with opportunities to acquire basic education skills, career certificate training, and or employment.

HOW WILL FUNDS BE USED (If additional space is needed, attachments may be used) Career and Technical Ed program support such as teaching salaries beyond contractual time, teacher professional development, equipment, resource materials, software, student credentialing testing fees, classroom supplies
--

SUBMITTED BY: Carrie Dopson DATE: 07/13/2021

**FLORIDA DEPARTMENT OF EDUCATION
PROJECT APPLICATION**

Please return to: Florida Department of Education Office of Grants Management Email: AEGrant@fldoe.org Tallahassee, Florida 32399-0400 Telephone: (850) 245-0496	A) Program Name: Consolidated Adult Education Grant Application Fiscal Year 2021-2022 TAPS NUMBER: 22B022 - AGE TAPS NUMBER: 22B023 - IELCE	DOE USE ONLY Date Received: _____ (DOE Assigned) Project Number (Section 231): _____ Project Number (Section 243): _____								
B) Name and Address of Eligible Applicant: Baker County School District 392 South Boulevard East Macleenny, Florida 32063		(DOE Assigned) Project Number (Section 231): _____ Project Number (Section 243): _____								
C) Total Funds Requested: AGE (Section 231) \$ <u>88,991</u> IELCE (Section 243) \$ _____ <hr/> <i>DOE USE ONLY</i> Total Approved Project: AGE (Section 231) \$ _____ IELCE (Section 243) \$ _____	D) Applicant Contact & Business Information <table border="1" style="width:100%; border-collapse: collapse;"> <tr> <td style="width:60%; padding: 5px;">Contact Name: Carrie Dopson</td> <td style="width:40%; padding: 5px;">Telephone Numbers: 904-259-0408</td> </tr> <tr> <td style="padding: 5px;">Fiscal Contact Name: Carrie Dopson</td> <td></td> </tr> <tr> <td style="padding: 5px;">Mailing Address: 418 South 8th Street Macleenny, Florida 32063</td> <td style="padding: 5px;">E-mail Addresses: carrie.dopson@bakerk12.org</td> </tr> <tr> <td style="padding: 5px;">Physical/Facility Address: 418 South 8th Street Macleenny, Florida 32063</td> <td style="padding: 5px;">DUNS number: 195771472 FEIN number: 59-60000509</td> </tr> </table>		Contact Name: Carrie Dopson	Telephone Numbers: 904-259-0408	Fiscal Contact Name: Carrie Dopson		Mailing Address: 418 South 8th Street Macleenny, Florida 32063	E-mail Addresses: carrie.dopson@bakerk12.org	Physical/Facility Address: 418 South 8th Street Macleenny, Florida 32063	DUNS number: 195771472 FEIN number: 59-60000509
Contact Name: Carrie Dopson	Telephone Numbers: 904-259-0408									
Fiscal Contact Name: Carrie Dopson										
Mailing Address: 418 South 8th Street Macleenny, Florida 32063	E-mail Addresses: carrie.dopson@bakerk12.org									
Physical/Facility Address: 418 South 8th Street Macleenny, Florida 32063	DUNS number: 195771472 FEIN number: 59-60000509									
<p align="center">CERTIFICATION</p> <p>I, <u>Sherrie Raulerson</u>, as the official who is authorized to legally bind the agency/organization, do hereby certify to the best of my knowledge and belief that all the information and attachments submitted in this application are true, complete and accurate, for the purposes, and objectives, set forth in the RFA or RFP and are consistent with the statement of general assurances and specific programmatic assurances for this project. I am aware that any false, fictitious or fraudulent information or the omission of any material fact may subject me to criminal, or administrative penalties for the false statement, false claims or otherwise. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.</p> <p>Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.</p> <div style="display: flex; justify-content: space-between; align-items: flex-end; margin-top: 20px;"> <div style="width: 45%;"> <p>E) <u>Sherrie Raulerson</u> Signature of Agency Head</p> </div> <div style="width: 45%; text-align: right;"> <p><u>Superintendent</u> Title</p> </div> <div style="width: 10%; text-align: right;"> <p><u>6/2/21</u> Date</p> </div> </div>										

FLORIDA DEPARTMENT OF EDUCATION
Adult Education General Education (AGE) - AEFLA Section 231
BUDGET NARRATIVE FORM

A) Name of Eligible Recipient/Fiscal Agent: Baker County School District

B) DOE Assigned Project Number: _____

C) TAPS Number: AGE 22B022

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE POSITION	AMOUNT	% ALLOCATED to this PROJECT	ALLOWABLE DOE USE ONLY	REASONABLE DOE USE ONLY	NECESSARY DOE USE ONLY
5400	120	Salaries: Part-time hourly salary for 3 teachers to provide direct instruction in Adult Education programs. The calculation: 50% of 2 instructors' salaries and 100% of 1 instructor's salary. 10% of Career Specialist salary to provide career exploration, field trips and career planning for Adult Ed students.	2.10	\$47,500.00	100%			
5400	150	Salary for one Instructional assistant. 42 weeks up to 20 hours per week		\$13,580.00	100%			
5400	210	Retirement (10%) for 3 part-time instructors, 1 Career Specialist and 1 Instructional assistant.		\$6,108.00	100%			
5400	220	FICA/ Medicare (7.65%) for 3 part-time instructors, 1 Career Specialist, 1 Instructional assistant.		\$4,673.00	100%			
5400	230	Insurance for 1 Career Specialist and 1 Instructional assistant.		\$2,650.00	100%			
5400	330	Capitalized Furniture, Fixtures and Equipment (over \$750). Replace broken laptops and chromebooks for student and teacher use		\$1,500.00	100%			
5400	359	Technology related maintenance and repair. Expenditures for maintenance and repairs of copier/printer used by classroom teachers to support instructional activities and student services.		\$500.00	100%			

5400	369	Tech related rentals. Expenditures for computer and related equipment rentals, licenses and fees for Internet subscriptions. (Aztec)		\$3,500.00	100%			
5400	510	Supplies: Expenditures for supplies used for the operation of the Adult Education classrooms. Including but not limited to paper, pencils, and other consumable supplies for instruction. GED Ready assessments.		\$500.00	100%			
5400	519	Technology related supplies: Expenditures for supplies used such as flash drives and TAFE printer supplies		\$500.00	100%			
5400	641	Capitalized Furniture, Fixtures and Equipment (over \$750): Replace broken laptops and chromebooks for student and teacher use		\$1,500.00	100%			
5400	642	Noncapitalized furniture, fixtures and equipment for use in Adult Education classrooms: (under \$750)		\$1,500.00	100%			
5400	730	Dues and Fees: funds paid to professional organizations (i.e.ACE)		\$530.45	100%			
5400 6400	160	Other Support Personnel: Administrative Assistant	0.08	\$3,353.00	100%			
6400	210	Retirement (10%) for 1 Administrative Assistant		\$335.00	100%			
6400	220	FICA/ Medicare (7.65%) for 1 Administrative assistant.		\$256.00	100%			
6400	230	Insurance for 1 Administrative Assistant		\$505.55				
				\$0.00				
				\$0.00				
				\$0.00				
				\$88,991.00				
				\$0.00				
				\$0.00				
				\$0.00				
				\$0.00				
				\$0.00				
				\$0.00				

750? Sub

DOE USE ONLY (Program)

I certify that the cost for each line item budget category has been evaluated and determined to be allowable, reasonable and necessary as required by Section 216.3475, Florida Statutes.

Printed Name: _____

Signature: _____

Title: _____

Date: _____

DOE USE ONLY (Grants Management)

I certify that the cost for each line item budget category has been evaluated and determined to be allowable as required by Section 216.3475, Florida Statutes. Documentation is on file evidencing the

Printed Name: _____

Signature: _____

Title: _____

Date: _____

DOE 1015
July 2020





Career and Adult Education

Baker County School District

418 South 8th Street, Macclenny, Florida 32063

Phone: (904) 259-0403 Fax: (904) 259-0378

July 1, 2021

Sherrie Raulerson, Superintendent
Baker County School District
392 South Boulevard East
Macclenny, FL. 32063

Dear Superintendent Raulerson:

Respectfully, please seek school board approval for the attached Training Provider Agreement between First Coast Workforce Development, Inc. and Baker County Adult Education. The agreement will be effective July 1st 2021 through June 30, 2023.

Sincerely,

Carrie Dopson
Director, Career and Adult Education

CD/ab
Attachments

TRAINING PROVIDER AGREEMENT
BY AND BETWEEN
FIRST COAST WORKFORCE DEVELOPMENT, INC.
(d/b/a CareerSource Northeast Florida)
AND
Baker County Adult Education

I. PARTIES

This agreement is entered into by and between the regional workforce development board's administrative entity, **First Coast Workforce Development, Inc.**, hereinafter referred to as "FCWD"; and **Baker County Adult Education**, hereinafter referred to as "Provider."

The contact person for the Provider is:

Name: **Carrie Dopson**

Address: **418 S 8th St**

City/State/Zip: **Maccleenny, FL 32063-2378**

Email: **carrie.dopson@bakerc12.org**

Phone: **(904) 259-0408**

II. TERM

This Agreement shall commence on **July 1, 2021** and remain in effect through **June 30, 2023**, regardless of the date of signature. The parties agree to review this Agreement bi-annually. This Agreement may be terminated at any time by either party upon thirty (30) days written notice, or at such time regulations and/or guidance from the Florida Department of Economic Opportunity changes the terms of this agreement.

III. PURPOSE

Pursuant to the Workforce Innovation and Opportunity Act (WIOA), section 134(c)(3)(G)(i): Title I adult and dislocated worker training services are preferably acquired through the use of Individual Training Accounts, hereinafter referred to as "Individual Scholarship Accounts" (ISA). ISA's can only be used to access training from Providers whose programs have been placed on the Eligible Training Providers List (ETPL) of approved training programs. Each Non-public Training Provider placed on the ETPL must be currently operational and offering training programs to the general

4. Ensure appropriate internship/externship sites are viable and available for student use as required by the training program. At no time shall Provider place responsibility on the student to find their own intern/externship training sites.
5. Provide the FCWD Case Manager timely end-of-term and/or program completion reports on WIOA participants' performance (attendance, grades, transcripts, etc.) at no cost.
6. Maintain WIOA participant's enrollment and performance records for a period of five years from student graduation or termination from program.
7. Allow authorized FCWD, state or federal staff to monitor classes/programs in which participants are enrolled, to interview Provider staff, to view facilities and have access to all records pertaining to payments on behalf of participants covered under this agreement, consistent with federal and state requirements concerning the privacy of student records.
8. Assist participants through their Financial Aid Office, to determine their eligibility for PELL grants, scholarships, and other grants of aid. Provider will provide FCWD staff with the amount of the participants' PELL grant award, or a copy of the Student Aid Report or other documentation evidencing that the student has been awarded or denied a PELL or other financial aid. Further, Provider agrees to document and provide to FCWD the manner in which the PELL grant or other financial aid will be disbursed within the specified time required by PELL rules.
9. Utilize monies received from PELL grants, scholarships, and other grants of aid first to pay for the participants, tuition, books and fees. Further, the Provider agrees that at no time will they apply dollars received from FCWD to the tuition and fee costs if the combination of payments (PELL grants, scholarships, other grants of aid and FCWD funds) will be in excess of the publicly advertised catalog costs or those submitted as part of this application process. FCWD monies in excess of the publicly advertised costs or those submitted as part of this application process will be returned to FCWD within ten (10) days of receipt.
10. Allow referred participants to retain PELL grants, scholarships, and other grants of aid (as allowable by federal, state or grant providing agency or entity) to pay for supportive services if they have received a hardship exemption from FCWD. FCWD will notify Provider of the hardship exemption status so funds can be disbursed to the participant. Provider will bill FCWD for the agreed upon training cost.
11. Notify FCWD if its student Federal loan default rate falls below the threshold, which governs PELL eligibility as appropriate.

4. Jointly define and develop an invoicing process and required support documentation (e.g.: proof of – Referral, Time & Attendance, Grades, Progress, etc.) with the FCWD Program Manager and submit invoices accordingly.
5. Inform the FCWD Program Manager within five (5) days if a participant drops out of training, and process any refund due of unused funds to FCWD within 45 days of notice.
6. Ensure that a minimum of seventy percent (70%) of the students enrolled by FCWD are placed in training related employment. Additionally, at the beginning of the next renewal period, statistics on the previous year's enrollments and placements must be provided as part of the renewal process.
7. File course completion and placement information annually with FETPIP, Office of the State of Florida, and with FCWD for supported participants.

III. LICENSURE / FETPIP PARTICIPATION

A. FCWD AGREES to:

1. Provide, upon the Provider's request, technical assistance with regard to the Licensure and/or FETPIP Registration processes. For technical assistance, contact us at providerlist@careersourcenefl.com.

B. PROVIDER (*Non-Public Only*) AGREES to:

1. Pursuant to FS 246.215, a Provider must maintain a current license issued by the State of Florida, Commission for Independent Education.
2. Pursuant to WIOA 112(b)(1)(c): participate in FETPIP performance information data gathering and reporting activities, in order to remain on the ETPL and obtain a continued eligibility status.

IV. GENERAL CONSIDERATIONS

A. FCWD and PROVIDER mutually AGREE to:

1. Ensure compliance with all Anti-Discrimination, Equal Opportunity, and Disabilities Laws and Regulations as pertain to service delivery and administrative activities during the execution of this agreement.
2. Provide a fifteen (15) day written notice of any change in organizational policy or statutorily mandated modifications to this agreement.

7. All amendments to this agreement shall be mutually agreed upon by all signatories and shall be made in writing.
8. All notices required to be given by FCWD under this Agreement shall be sufficient when faxed, hand delivered, emailed or mailed to Provider.

B. Indemnification

1. If the Provider is a private not-for-profit or private for-profit (commercial) entity the following indemnification shall apply to this agreement: Provider agrees to be liable for, defend and indemnify FCWD and all of FCWD's officers, agents, or employees against all claims, losses, suits, judgments, or damages, including the cost of administrative proceedings, court costs and attorney's fees, arising out of any acts, actions, negligence or omissions by the Provider, and its agents, subcontractors, or employees, during the performance of this agreement. Where the Provider and FCWD commit joint negligent acts or omissions, the Provider shall not be liable for nor have the obligation to defend FCWD with respect to that part of the joint negligent act or omission committed by FCWD. In no event shall the Provider be liable for or have any obligation to defend FCWD against such claims, suits, judgments, or damages, including costs and attorney's fees, arising out of the sole negligent or intentional acts or omissions of FCWD.
2. If the Provider is a state agency or subdivision, as defined in section 768.28, Florida Statutes the following indemnification shall apply to this agreement: Any Provider who is a state agency or subdivision agrees to be fully responsible for its negligent acts or omissions or tortuous acts that result in claims or suits against FCWD, and agrees to be liable for any damages proximately caused by said acts or omissions. In the event that FCWD suffers a loss or damages as a result of the Provider's breach of this agreement, or the Provider's negligence in discharging its duties under this agreement for which there is no adequate legal remedy available to FCWD, or there are insufficient funds from which the Provider can fully compensate FCWD, the Provider agrees to make a good faith effort to seek an appropriation from the legislature sufficient to fully reimburse FCWD for its' loss resulting from such negligence or, breach of agreement. Nothing herein is intended to serve as a waiver of sovereign immunity by any Provider to which sovereign immunity applies. Nothing herein shall be construed as consent by a state agency or subdivision of the State of Florida to be sued by third parties in any matter arising out of any contract.
3. The Provider's inability to evaluate liability or its evaluation of liability shall not excuse the Provider's duty to defend and indemnify within seven (7) calendar days after such notice by FCWD is given by certified mail. Only adjudication or judgment after the

IV. SIGNATURES

THIS AGREEMENT contains all terms and conditions herein agreed upon by the parties, for the program years commencing July 1, 2021 through June 30, 2023 or the date of the last signature, whichever is later. Renewals are required every two (2) years.

With each subsequent renewal, Provider shall attach a detailed summary for each training program showing the program of study, class tuition costs, book fees, etc. for every approved program endorsed by FCWD. Additionally, data showing the previous years' enrollment and placement data must be provided as part of the renewal process.

IN WITNESS THEREOF the parties hereto have caused this agreement and associated attachment(s) to be executed by their undersigned officials as duly authorized as of the date set forth below.

APPROVED BY:

FDWD, INC. d/b/a CareerSource Northeast Florida

Bruce Ferguson, Jr., President

Date

Baker County Adult Education

Carrie Dopson, Adult Education Director

Date

Paula T. Barton, Chairperson

Date

Sherrie Raulerson, Superintendent

Date

THIS AGREEMENT IS NOT VALID UNTIL SIGNED AND DATED BY BOTH PARTIES



Career and Adult Education

Baker County School District

418 South 8th Street, Macclenny, Florida 32063

Phone: (904) 259-0403 Fax: (904) 259-0378

July 1, 2021

Sherrie Raulerson, Superintendent
Baker County School District
392 South Boulevard East
Macclenny, FL. 32063

Dear Superintendent Raulerson:

Respectfully, please seek school board approval for the attached agreement between The University of Florida Jacksonville Physicians, Inc. and the Baker County School Board. This agreement outlines the principals to be used in guiding the management of an on the job training program. The agreement will be effective July 1st 2021 through June 30, 2022.

Sincerely,

Carrie Dopson
Director, Career and Adult Education

CD/ab
Attachments

**AGREEMENT BETWEEN
THE SCHOOL BOARD OF BAKER COUNTY, FLORIDA AND
THE UNIVERSITY OF FLORIDA BOARD OF TRUSTEES
AND UNIVERSITY OF FLORIDA JACKSONVILLE PHYSICIANS, INC.
FOR EDUCATION COOPERATION**

THIS AGREEMENT ("Agreement"), entered into the 1st day of July, 2021, by and between **THE SCHOOL BOARD OF BAKER COUNTY, FLORIDA** ("School") and the **UNIVERSITY OF FLORIDA BOARD OF TRUSTEES FOR THE BENEFIT OF THE COLLEGE OF MEDICINE-JACKSONVILLE, UNIVERSITY OF FLORIDA**, ("University"), a public body corporate and **UNIVERSITY OF FLORIDA JACKSONVILLE PHYSICIANS, INC.** ("UFJPI"). The Agreement outlines the principles to be used in guiding the management of an on the job training program ("Program").

WITNESSETH:

WHEREAS, University has a tri-fold mission of education, research, and service, and whereas, the educational programs and service mission will be enhanced because of opportunities for its faculty and staff to participate in educational and administrative responsibilities through the cooperative efforts of University, UFJPI, and School;

WHEREAS, School and University share the fundamental objective of providing education and employment training to students; and

WHEREAS, School, through its Program, provides strategic sourcing alternatives for potential employers to identify, acquire, develop, and retain talent, as well as support employment training and development for young people in the local community; and

WHEREAS, in support of its educational programs and its service mission, University enters into agreements pursuant to which it provides educational services through its University- employed and UFJPI-employed professionals; and

WHEREAS, University and/or UFJPI has among its staff professionals ("University Professionals") with appropriate training who are available to provide the training to students of School participating in the Program ("Students"); and

WHEREAS, School desires to obtain, the professional services of University's business units for the purpose of providing employment training and wages for Students during such training; and

WHEREAS, the service mission of University will be enhanced because of opportunities for Students to develop employment skills and enhance potential employment opportunities through the cooperative efforts of University and School; and

WHEREAS, UFJPI is a 501(c) (3) tax-exempt organization and political subdivision of the state of Florida that functions as a fiscal agent for University and was established to operate exclusively for the benefit of University, therefore UFJPI is a party to this Agreement solely in

furtherance of its mission to support the operations of University; and

WHEREAS, the parties agree that the cooperative efforts of the School's PROGRAM and University's training will benefit University and UFJPI's recruiting efforts developing a potential employee base for UFJPI.

NOW, THEREFORE, in consideration of the terms and covenants hereinafter set forth, and the mutual benefits each unto the other flowing, the parties heretofore named hereby agree as follows:

I. THE PROGRAM

- 1.01 **Goals.** The goals of the Program are to support University's tri-parte mission of education, research, and service, to support employment training and development for young people in the community, and to develop a potential employee base for University and UFJPI. Students will earn an hourly rate while receiving training and performing work functions as part of this Program. Additionally, University, through UFJPI, may offer additional paid work sessions for educational classes beyond those provided by the School.
- 1.02 **Curriculum.** The parties will establish and maintain an on the job training program at a mutually agreed upon Baker County School facility ("Training Site") for performing data processing and other claims processing work. The parties intend that the training provided by the Program will qualify for School credit for participating Students and will comply with the Florida Department of Education Curriculum Framework for Business Cooperative Education - OJT. Participating Students will earn an hourly rate while receiving training and performing work functions. While most training will take place at the Training Site, participating Students may be required to complete training at other University facilities before beginning the Program at the Training Site.
- 1.03 **Recruitment.** Recruitment for the Program will be coordinated through the Academy of Business Administration and Business Education Department located within the School. School faculty and officials will offer assistance in identifying potential students, however University has the exclusive right to make the final selection.

To be eligible for participation in the Program ("Program Eligibility"), a student must be a rising Junior or Senior with a minimum cumulative grade point average of 2.5, in good standing with School administration, and have no history of serious behavioral problems. Upon selection, continued participation by Student is at the discretion of University.

- 1.04 **Salary/Conditions of Employment.** Students participating in the Program will be paid a competitive hourly rate. After being selected to the Program, continued participation requires that Students maintain their Program Eligibility and consistently achieve productivity, effectiveness, and quality goals in accordance with UFJPI guidelines.

Students will receive performance evaluations on an established frequency and in collaboration with the lead teacher of the School CTE Business department or a School designee.

Students participating in the Program are subject to current UFJPI employment standards and policies. These standards and policies will be explained and shared with hired Students during an orientation session.

II. TRAINING SITE

- 2.01 Facility. The Program will be housed on the Baker County High School campus in a Facility provided by the School. Utilities (including electric, air conditioning, telephone lines, etc.), routine maintenance, and housekeeping will be provided by School personnel.
- 2.02 Equipment and Furnishings. University, through UFJPI, will provide equipment and furniture to create a business environment suitable for training. This equipment and furnishings will include:
- a. Technical equipment and associated software needed to interface with University's information systems.
 - b. Furnishings to include external signage to be affixed to the building and security equipment needed to gain access.
 - c. Supplies necessary to manage the Program.
 - d. Telecommunication equipment and WiFi or internet service necessary for networking.
- 2.03 Operating Hours. Students work schedules will be coordinated with the School, and set based upon class schedules and Student availability. Work during school holidays, semester breaks, and summer will be coordinated with Students, School administration, and University's on-site Professionals.
- 2.04 Training Site Program Management. University will provide appropriate management by on-site Professionals during operating hours. University Professionals will work closely with an appointed School liaison and School administration to ensure a mutually satisfactory relationship is maintained. University and/or UFJPI shall withhold or arrange for the withholding of income tax and social security tax for their employee(s) and will maintain, or arrange for the provision of worker's compensation insurance for their employee(s).

III. ADDITIONAL TERMS AND CONDITIONS

- 3.01 Term and Termination. This Agreement shall commence upon its execution by all parties ("Effective Date") and shall remain in full force and effect through June 30, 2022, and

may be renewed annually, subject to annual review and approval by all parties. Any party may terminate this Agreement for any reason upon not less than thirty (30) days written notice to the other party.

3.02 Amendments. The terms of this Agreement may be amended at any time by formal written amendment to this Agreement, mutually agreed upon and executed by all parties. Such amendments may have a retroactive effective date. All amendments shall be attached to and become a part of this Agreement.

3.03 Notices. All notices by any party required or permitted by this Agreement shall be in writing and delivered by registered or certified mail with the United States Postal Service, postage prepaid, return receipt requested, by overnight delivery (for which evidence of delivery is obtained by the sender) or by hand delivery, to the representatives specified herein. The name and address of the parties are as follows:

For University:

Leon L. Haley Jr., MD, MHSA
Dean, College of Medicine-Jacksonville
University of Florida
653-1 West 8th Street
Jacksonville, Florida 32209

For UFJPI:

Pradeep V. Kadambi, MD, MBA
President & CEO
UFJPI
653-1 West 8th Street
Jacksonville, Florida 32209

With a copy to:

UF Health Legal/Contracts
653 West 8th Street, LRC L15
Jacksonville, Florida 32209

For School:

The School Board of Baker County, Florida
Attn: Superintendent and Chairman
270 South Boulevard East
Macclenny, Florida 32063

3.04 University and UFJPI's Liability Protection. To the extent that the State of Florida, on behalf of the Board of Trustees, has partially waived its immunity to tort claims and is vicariously responsible for the negligent acts and omissions of its employees and agents as prescribed by Section 768.28, Florida Statutes, UF and its employees are protected for a claim or judgment by any one person in a sum not exceeding Two Hundred Thousand Dollars (\$200,000.00), and for total claims or judgments arising out of the same incident or occurrence in a total amount not exceeding Three Hundred Thousand Dollars (\$300,000.00), such protection being provided by the University of Florida J. Hillis Miller Health Center Self-Insurance Program, a self-insurance program created pursuant to the authority of Section 1004.24, Florida Statutes. Employees and agents of UF are not individually subject to actions arising from their State functions. Any damages allocated against the Board of Trustees as prescribed by Section 768.81, Florida Statutes, are not subject to reallocation under the doctrine of joint-and-several

liability to codefendants of the Board of Trustees in professional liability actions (see Section 766.112(2), of the Florida Statutes). The sole remedy available to a claimant to collect damages allocated to the Board of Trustees is as described in Section 768.28, Florida Statutes. All liability protection described in this Section is on an "occurrence" basis. The University of Florida J. Hillis Miller Health Center Self-Insurance Program provides ongoing protection with no expiration.

- 3.05 Independent Contractors. The parties hereby acknowledge that they are independent contractors, and neither University, UFJPI, nor any of their agents, representatives, students, or employees shall be considered agents, representatives, or employees of School. In no event shall this Agreement be construed as establishing a partnership or joint venture or similar relationship between the parties. University and UFJPI shall be liable for their own debts, obligations, acts and omissions, including the payment of all required withholding, social security and other taxes or benefits. No party shall have the right or authority nor hold itself out to have the right or authority to bind another party and neither shall either party be responsible for the acts or omissions of the other except as provided specifically to the contrary herein.
- 3.06 No Third Party Beneficiaries. Nothing in this Agreement, express or implied, is intended or shall be construed to confer upon any person, firm, or corporation other than the parties hereto and their respective successors or assigns, any remedy or claim under or by reason of this Agreement, or any term, covenant or condition hereof, as third party beneficiaries or otherwise, and all of the terms, covenants and conditions hereof shall be for the sole and exclusive benefit of the parties hereto and their permitted successors and assigns.
- 3.07 Compliance with Chapter 119. University shall have the right to terminate this Agreement at any time for refusal by School to allow public access to documents, papers, letters or other materials that are subject to the provisions of Chapter 119, Florida Statutes and made or received by School in conjunction with this Agreement.
- 3.08 Governing Law. This Agreement shall be governed by, enforced, and interpreted in accordance with the laws of the State of Florida.
- 3.09 Assignment. This Agreement is personal to each of the parties and neither party may assign or delegate any rights or obligations under this Agreement to another entity, without first obtaining the written consent of the other party. Any purported assignment or delegation shall be a default and shall be void.
- 3.10 Confidentiality of Patient Information. The parties shall instruct their employees to hold as confidential any patient information acquired as a result of this Agreement. Before any release or disclosure of medical records occurs, any required consents and authorization to release shall be obtained from the legal representative of the patient, in accordance with applicable state and federal laws pertaining to the confidentiality of medical records. Any and all disclosure of patient information must be made in

accordance with §§501.171, 394.4615, 395.3025 and 456.057, Florida Statutes, as applicable, and in accordance with any other applicable state and federal law, including the Health Insurance Portability and Accountability Act of 1996 ("HIPAA"), and the Health Information Technology for Economic and Clinical Health Act ("HITECH") and any and all implementing regulations. The parties acknowledge that, as a result of providing on the job training pursuant to this Agreement, School employees may have access to, and/or obtain confidential and protected health information ("PHI") in written and/or electronic format, including but not limited to medical records of patients. During the term of this Agreement, except as otherwise required by state and/or federal law, each party agrees (1) to maintain all PHI in a secure and confidential fashion, (2) to ensure that its directors, officers, employees and agents will maintain all PHI in a secure and confidential fashion, and (3) not to disclose such information to any third party, except as set forth herein or permitted by law.

- 3.11 Terms and Conditions. The terms and conditions set forth in this Agreement constitute all of the terms and conditions to which the parties have agreed and no other terms or conditions in the future shall be valid or binding on either party, unless reduced to writing, executed by both parties and attached to this Agreement as an amendment.
- 3.12 E-Verify Compliance; Unauthorized Alien Workers. By entering into a contract with University and/or UFJPI, School is obligated to comply with the provisions of Section 448.095, Florida Statutes, "Employment Eligibility." Compliance with Section 448.095, Florida Statutes, includes, but is not limited to, utilization of the E-Verify System to verify the work authorization status of all newly hired employees, and requiring all subcontractors to provide an affidavit attesting that the subcontractor does not employ, contract with, or subcontract with, an unauthorized alien. School affirms and represents that it is registered with the E-Verify system and are using same, and will continue to use same as required by Section 448.095, Florida Statutes. The School's employment of unauthorized aliens is considered a violation of Section 274A(e) of the Immigration and Nationality Act. If the School knowingly employs unauthorized alien workers, such violation shall be cause for UFJPI's unilateral cancellation of the Agreement.

[Signatures appear on following page]

IN WITNESS WHEREOF, the parties hereto have caused these presents to be executed in several counterparts, each of which shall be deemed an original, as of the Effective Date set forth above.

BAKER COUNTY SCHOOL DISTRICT

By: _____
Sherrie Raulerson Date
Schools Superintendent

By: _____
Paula T. Barton Date
Chairperson, Baker County School Board

**THE UNIVERSITY OF FLORIDA BOARD
OF TRUSTEES FOR THE BENEFIT OF
THE COLLEGE OF MEDICINE-
JACKSONVILLE, UNIVERSITY OF
FLORIDA**

By: Leon Haley 6/28/2021 | 12:41 PM PDT
Leon L. Haley Jr., MD, MHSA Date
Dean, College of Medicine-Jacksonville
University of Florida

**UNIVERSITY OF FLORIDA
JACKSONVILLE PHYSICIANS, INC.**

By: Pradeep M. Kadambi 6/29/2021
Pradeep M. Kadambi, MD, MBA Date
President & CEO



Baker County Public Schools

Sherrie Raulerson, Superintendent of Schools

270 South Boulevard East, Macclenny, Florida 32063

Telephone: (904) 259-6251

www.bakerk12.org

Fax: (904) 259-1387



July 14, 2021

Superintendent Sherrie Raulerson
Baker County School District
270 South Boulevard East
Macclenny FL 32063

Dear Superintendent Raulerson:

I am seeking School Board Approval for the 2020-21 Annual Equity Update. This report is mandated annually by the Florida Department of Education.

Thank you for your assistance.

Sincerely,

A handwritten signature in blue ink that reads "Robin Mobley".

Robin Mobley
Equity Coordinator

"Preparing individuals to be lifelong learners, self-sufficient, and responsible citizens of good character"

DISTRICT SCHOOL BOARD MEMBERS

Tiffany McInarnay, District 1 🐾 Richard Dean Griffis, District 2 🐾 Paula T. Barton, District 3 🐾 Charlie M. Burnett, III, District 4 🐾 Amanda Hodges, District 5

AN EQUAL ACCESS/EQUAL OPPORTUNITY INSTITUTION

ANNUAL EDUCATIONAL EQUITY UPDATE

2020-21

**BAKER COUNTY SCHOOL DISTRICT
270 South Boulevard East
Macclenny, FL**

**Robin Mobley, Equity Coordinator
Board Approved July 26, 2021**

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Part I: Procedural Requirements

2020-21 Annual Equity Update Template

PART I: PROCEDURAL REQUIREMENTS:

A. Changes to Nondiscrimination and Anti-Harassment Policies or Grievance Procedures

Submit any policies or procedures revised since the last Equity Update. If there are no changes, please respond with N/A.

B. Annual Notification of Nondiscrimination for Vocational Education Programs and Continuous Notice

1. Annual Notification of Nondiscrimination for Vocational Education Programs

This requirement is once a year, prior to the beginning of each school year. Submit the requested evidence below to show that you have met this requirement:

- Submit a copy of the published annual notification of nondiscrimination that was published indicating the summary of CTE offerings at the district's high schools.
- The published annual notification of nondiscrimination must include contact information for the Section 504 and Equity Coordinator, if different, for complainant(s) to file a complaint of discrimination and/or harassment should the need arise.
- In addition to the internet, notification can be done on radio, television or newspaper for those areas that has little to no access to internet.
- Evidence of publication of the annual notification of nondiscrimination must include the publication date. This date must be prior to the beginning of the 2020 School Year to be in compliance with *Guidelines IV.O*.
- Submit a copy of the annual notification of nondiscrimination that was published indicating the summary of CTE offerings for the district's operated technical center(s). Requirements for posting and date are the same as high school.

Please refer to page 4 of the manual for all of the required elements for the annual notification of nondiscrimination.

2. Continuous Notification of Nondiscrimination

This requirement is continuously published and posted throughout the year in district's and schools' publications. Website only is insufficient. Submit the requested evidence below to show that you have met this requirement:

- Submit copies of materials that include the continuous notification of nondiscrimination and contact information for the Title IX, Section 504 and Equity Officer if different.
- Identify documents with the continuous notification of nondiscrimination and **only submit the page(s)** that includes the statement (school newsletters, school handbooks, application forms, brochures, district's publications available to students, parents, staff and the general public, etc.).

Please refer to page 4 of the manual for required elements for the continuous notification of nondiscrimination

3. Notice for Availability of Reasonable Accommodations to Applicants for Employment

Submit copies of webpages or printed materials for applicants for employment that include the notice that reasonable accommodations are available for qualified applicants with disabilities during the application and interview process. The notices should also include contact information for requesting accommodations.

Please refer to page 5 of the manual for all of the required elements of the Notice for Availability of Reasonable Accommodations to Applicants for Employment.

CHAPTER 5.00 – STUDENTS

DISCRIMINATION COMPLAINT RESOLUTION PROCEDURE

5.380

(1) The procedures outlined below shall be used for the processing of complaints due to alleged discrimination of students or applicants in educational programs or services. The active process is initiated by the complainant and must begin within sixty (60) days of the occurrence.

(a) Level one – The complaint may be discussed initially with the person(s) directly responsible for the area of concern on an informal basis, with an appropriate administrator present (within sixty (60) days of occurrence). As an alternative, the complainant may request a meeting with the Equity Coordinator or a designee for initial discussion of the alleged discrimination (within sixty (60) days of the occurrence).

(b) Level two – If a complaint is not satisfactorily handled at the informal level, the complainant should complete the requested information on the Discrimination Complaint Form and submit the form to the Principal, Guidance Counselor or Equity Coordinator (within five (5) days of the occurrence if no informal discussion was held). Mail to:

Equity Coordinator
School Board of Baker County
392 South Boulevard East
Macclenny, FL 32063

(c) Level three – Upon receipt of the Discrimination Complaint Form, the Equity Coordinator shall conduct an investigation, and the persons involved shall be questioned. Requests for written documentation may also be made during this investigation (within ten (10) days of the receipt of the form).

The Equity Coordinator shall complete Level III of the form and secure the complainant's signature (at the conclusion of the investigation).

(d) Level four – Upon receipt of the Discrimination Complaint Form, the Superintendent shall review all pertinent information. The Superintendent shall inform the complainant of the results of the review (within ten (10) days of the receipt of the form).

CHAPTER 5.00 – STUDENTS

2. Discrimination Complaint Forms may be obtained from the building Principal in each location, from the Guidance Counselor or from the Equity Coordinator. All references to time limits are to workdays, not calendar days, weekends, or holidays. This procedure shall in no way prohibit any person from seeking redress from other available resources.

STATUTORY AUTHORITY:

1001.41, F.S.

LAWS IMPLEMENTED:

1001.41, F.S.

HISTORY:

**ADOPTED:
REVISION DATE(S): 04/05/04
FORMERLY: 4.41**

CHAPTER 5.00 – STUDENTS

NON-DISCRIMINATORY ADMISSION

5.020

The School Board shall admit students to District schools and programs without regard to race, sex, national origin, marital status, handicap, or religion.

STATUTORY AUTHORITY:

1001.41, F.S.

LAWS IMPLEMENTED:

1000.05, 1003.21, F.S.

HISTORY:

ADOPTED:
REVISION DATE(S): 11/95, 04/05/04
FORMERLY: 4.05

CHAPTER 9.00 - SCHOOL-COMMUNITY RELATIONS AND INTERLOCAL AGREEMENTS

USE OF FACILITIES

9.040*+

All school facilities is intended primarily for educational purposes and for the benefit of children. No other use shall interfere with these purposes. The Principal/Cost Center Supervisor shall approve or disapprove the use of school facilities. He/she shall be responsible for safeguarding such facilities. In addition, he/she shall see that the School Board policies are observed, that proper forms are executed, and that required payments are made. The Superintendent of Schools has the right to waive the rental fee for the use of facilities. A damage fee is required for all events.

- (1) Use of school facilities without charge
 - (a) School facilities may be made available for any district educational purpose with the approval of the principal of the school. The use of any ancillary building will require the approval of the supervisor of the specified cost center.
 - (b) School facilities may be made available without charge to national youth groups, e.g. scout groups and other identified patriotic groups operating under a County organization as required by 34 C.F.R. §108.9 (Boy Scouts Act); provided that such group is properly supervised and sponsored by some educational organization. District use agreements shall be executed with the County organization for all schools or for an individual school.
 - (c) School facilities shall be made available for civil defense use upon notification of the principal of the school affected or supervisor of the ancillary buildings.
 - (d) School facilities shall be made available to the Board of County Commissioners for voting places in any election with the approval of the principal who shall make arrangements so that the election will not interfere with the operation of the school.
 - (e) School facilities may be made available during out of school hours for any governmental function with the approval of the Principal/Cost Center Supervisor.
- (2) Use of school facilities with a charge being made

CHAPTER 9.00 - SCHOOL-COMMUNITY RELATIONS AND INTERLOCAL AGREEMENTS

- (a) School facilities may be made available for specific, temporary, short-term purposes to organizations, which are civic, religious, or established community service groups upon the payment of the established fee and verification of insurance in the name of the organization using the facilities and naming the school board as the additional insured.
 - (b) Where school food service kitchen facilities are used, the principal shall require that such facility be operated under the supervision of the school food manager or designee for the period of use as provided in these rules.
 - (c) Any request for the use of school facilities shall be initiated with the Principal/Cost Center Supervisor. Upon approval of the request, the proper forms and insurance verification shall be sent to the Risk Management Coordinator. Checks for the rental of facilities shall be made payable to the designated school or cost center.
- (3) Prohibited use of school facilities - School facilities may not be used for any of the following purposes:
 - (a) Any meeting that is closed to the public
 - (b) High-risk events such as circuses, mechanical riding devices, all motor races, etc.
 - (c) Programs involving any form of gambling or other illegal activity
 - (d) Programs that are in violation of any School Board policy
 - (e) Any organization or party which believes in or teaches, directly or indirectly, the overthrow of the government of the United States of America or of Florida by force or violence.
- (4) Governmental agencies - The development of joint school and community facilities shall be through mutual agreement between the governmental agency and the School Board as prescribed by law.
- (5) Loaning of equipment - The principal may loan equipment for the general welfare or benefit of the district's educational purposes. However, Temporary Loan of Equipment Form MIS-L188, Rev. 11/94, shall be completed and filed with the Director of School Plant Services prior of such loan. Approval of the Superintendent shall be obtained prior to

CHAPTER 9.00 - SCHOOL-COMMUNITY RELATIONS AND INTERLOCAL AGREEMENTS

loaning large equipment; i.e., vehicles, etc. No equipment may be loaned from the Maintenance Department without prior approval of the Superintendent. Under extraordinary or special circumstances, exceptions to this rule may be recommended by the Superintendent to the School Board. The Superintendent has the authority to waive the use of facilities guidelines in emergency situations.

STATUTORY AUTHORITY:

1001.41, F.S.

LAWS IMPLEMENTED:

**106.15, 509.032, 509.232
1001.33; 1001.43; 1001.51; 1013.10, F.S.**

HISTORY:

ADOPTED:

REVISION DATE(S):

**1/90, 11/94, 11/95, 1/03, 04/05/04, 08/20/12
FORMERLY: 9.01**

Employment Practices

The Baker County School Board selects employees on the basis of merit, training, and experience. Equal opportunities for employment, training, compensation, promotion, and other conditions of employment are provided without regard to race, color, religion, national origin, age, sex, handicap, perceived disability or record of disability as defined by the Americans with Disabilities Act, or marital status. Veterans are provided employment rights in accordance with Public Law 93-508 (Federal), Chapter 295, Florida Statutes and Section 504 of the Vocational Rehabilitation Act of 1973. The District complies with all federal and state laws prohibiting discrimination in employment.

The Baker County School District does not discriminate on the basis of disability in admission to its programs, services, or activities, access to them, treatment of individuals with disabilities, or in any aspect of their operations. The Baker County School District also does not discriminate on the basis of disability in its hiring or employment practices.

This notice is provided as required by Title 11 of the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973. Questions, complaints or requests for additional information regarding ADA and Section 504 may be forwarded to:

Michael Green
290 Jonathan Street East
Macclenny, Florida 32063
(904) 259-7825 (Office)
(904) 259-9099 (Fax)

If you believe that you have been discriminated against in any way, please contact:

Robin Mobley, Equity Coordinator
270 South Boulevard East
Macclenny, Florida 32063-2799
904-259-0427 (Office)
904-259-1387 (Fax)

NOTICE TO APPLICANTS

The employment policies of the Baker County School District shall be applied to all qualified applicants in a sense of equity without regards to race, color, sex, national origin, marital status, handicap, age or religion. Preference in appointment will be given to veterans and spouses of veterans.

Pre-employment drug testing and criminal background check are required at the applicant's expense.

The Baker County School District processes job postings and applications online. You may view and apply for open positions with the Baker County School District by clicking on the link below.

[APPLY HERE](#)

Disabilities Act

The District School Board of Baker County follows all requirements for accommodation under ADA (Americans with Disabilities Act). If you believe you will require accommodation during the job application, screening, interview, or job offer process because of a disability, you may request this by contacting Robin Mobley, Associate Superintendent of Schools, in the Staff Services office at 904-259-0428. It is your responsibility to notify the District if you need reasonable accommodations.



Baker County School District
Building Champions In and Out of the Classroom

BAKER COUNTY SCHOOL DISTRICT

2020-2021

STUDENT PROGRESSION PLAN



In accordance with Florida Statutes 1008.25, the School Board shall adopt a Student Progression Plan.

The Baker County Student Progression Plan will be reviewed annually by a reviewing committee made up of the building principals, guidance counselors, classroom teachers, district instructional staff and the Superintendent.

ELIGIBILITY TO PARTICIPATE IN INTERSCHOLASTIC EXTRACURRICULAR STUDENT ACTIVITIES – SECTION 1006.15, F.S.

A 2.0 cumulative GPA on a 4.0 scale must be maintained for participation in interscholastic extracurricular student activities.

EXTRA-CURRICULAR ACTIVITIES

All students will comply with the requirements of the State of Florida as well as the Florida High School Activities Association in regards to eligibility requirements for participation in extra-curricular activities.

ASSIGNMENT OF GRADES

The initial and primary authority for the assessment of student performance and the awarding of student grades is assigned to the teacher responsible for the particular course or class.

APEAL PROCESS

Any request regarding a review, a modification, and/or an appeal of the Baker County School District's Student Progression Plan, and/or the consequences thereof, shall be initiated at the first level of responsibility and may progress to other levels if deemed necessary.

STATEMENT OF NONDISCRIMINATION

Nondiscrimination in Student Activities - No student enrolled in the Baker County Schools shall, on the basis of race, gender, national origin, marital status, disability, age, or religion, be excluded from participation in or be subjected to discrimination under any curricular, extracurricular, or any other school sponsored activity. This rule shall apply to all present and future course offerings and to all other school sponsored activities in which students are eligible to participate.

Equity Coordinator - The Associate Superintendent, **Robin Mobley**, is designated as Baker County School District's **Equity Coordinator**. Employees, employment applicants, students, parents, and citizens having questions concerning the Florida Educational Equity Act, or its implementation, may contact the Equity Coordinator at the Baker County School District Superintendent's Office, 270 South Boulevard East, Macclenny, FL 32063, or by phone (904) 259-0428, or via e-mail robin.mobley@bakerc12.org.

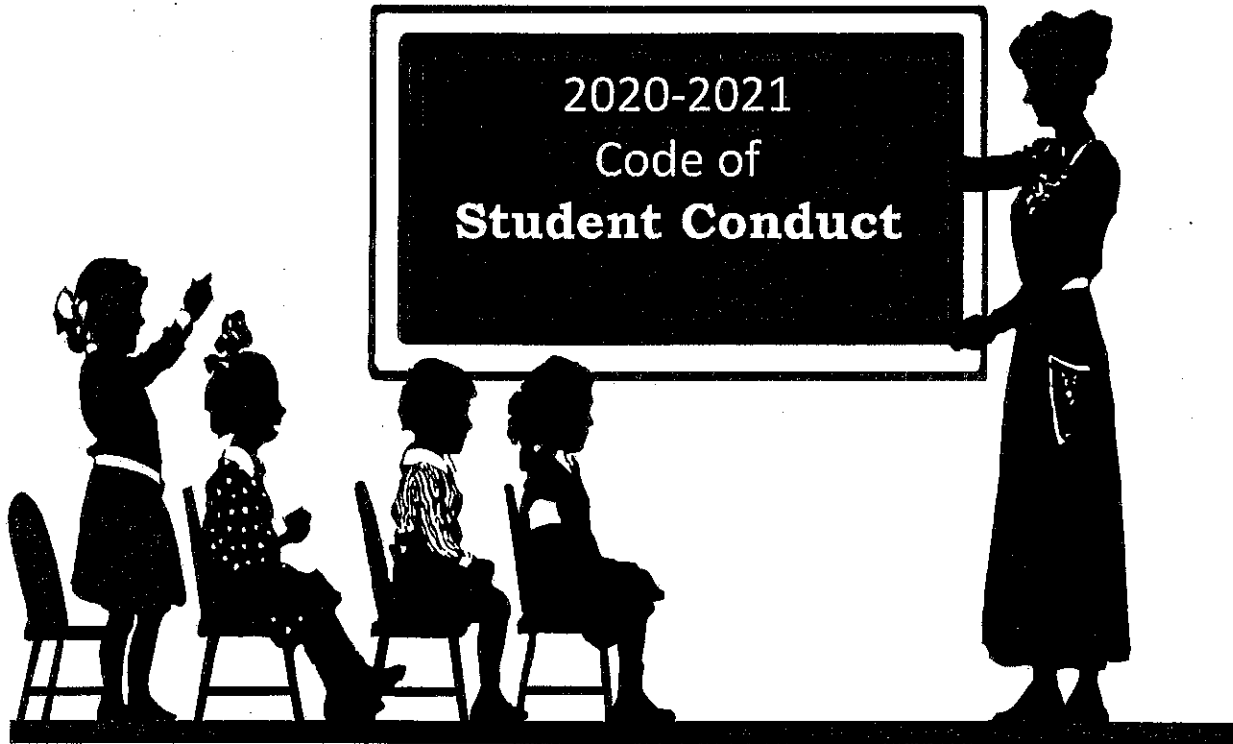
Multi-Tiered System of Supports (MTSS)

All Students who take the statewide assessment test are required to score Level III or higher as required by F.S. 1008.22. A student who is not meeting the state requirement for proficiency in English Language Arts and math shall be covered by one of the following plans to target instruction and identify ways to improve his or her academic achievement: a federally required student plan, such as, an individual education plan, a school-wide system of progress monitoring for all students, or an individualized progress monitoring plan. A student who scores level 4 or above in the specific subject area statewide assessment may be exempted from participation by the school principal.

Baker County uses the problem solving/response to intervention, MTSS, method of developing and implementing instruction and interventions based on a three-tiered model. Our MTSS model integrates core instruction (Tier 1), supplemental instruction/interventions (Tier 2), and intensive interventions (Tier 3). A designated intervention coach will coordinate MTSS activities. The procedures for conducting required general education interventions are specified in our admissions and placement manual and MTSS district implementation plan. Procedures below are documented on district-developed forms. At the end of each Tier, an Intervention Plan progress report is completed to serve as written documentation of required activities, meetings, and responsible personnel.

Tier 1 – Core instruction and interventions utilize the general education staff to observe, take, and analyze student data to adjust instructional techniques and provide differentiated instruction. The focus of Tier 1 is on core instruction and universal screening data which is used to formulate interventions. The teacher may establish baseline data, complete a record review, use existing databases, and conduct curriculum-based assessments and/or behavior assessments. Parents are contacted to discuss data, possible interventions, any need for vision, and hearing or

BAKER COUNTY SCHOOL DISTRICT



It is the policy of the Baker County School District that admissions or access to or treatment or employment in its programs and activities are done so without discrimination on the basis of race, color, sex, national origin, marital status, disability, age or religion.

CHAPTER 6.00 – PERSONNEL

COMPLAINT PROCEDURE FOR PERSONNEL

6.500

The Board and the Superintendent recognize that good morale among its employees/applicants is necessary. Problems are solved as they arise by sincere efforts of all persons concerned to work toward constructive solutions of such problems in an atmosphere of courtesy and cooperation. Whenever an employee/applicant feels that he/she has a complaint, every effort is to be made to arrive at a satisfactory resolution of the problem on an informal basis. When this cannot be done, employees/applicants not covered by a collective bargaining complaint procedure, can resort to the more formal procedures as provided herein. If the bargaining agreement is silent to the issue of discrimination, the employee may use these procedures. *These policies may be used for filing complaints of discrimination as set forth in Policy 2.16.

(1) Definitions:

- (a) *Complaint* shall mean any dispute or disagreement involving the interpretation or application of any existing Board rule or practice. It does not include disputes involving the interpretation or application of a collective bargaining agreement, or any provision thereof. Such disputes must be resolved through the grievance procedure in the bargaining agreement.
- (b) *Complainant* shall mean any employee, or group of employees, directly affected by the alleged misinterpretation or violation, filing a complaint.
- (c) *Employer* shall mean the School Board or its representatives.
- (d) *Day* shall mean a working day.

(2) Time Limits - The number of days indicated at each level is to be considered the maximum. Time limits may be extended by mutual agreement between the parties.

(3) Released Time - The complaint procedure will normally be carried out during non-work time. If, however, the Board elects to carry out provisions during work time, the complainant shall lose no pay.

(4) Complaint Procedure:

- (a) Informal Discussion - If an employee believes there is a basis for complaint, he/she shall discuss the complaint with his/her immediate supervisor or District Equity Coordinator within sixty (60) days of the occurrence of the alleged violation.

CHAPTER 6.00 – PERSONNEL

- (b) Level One - If the complainant is not satisfied with the informal resolution he/she may, within ten (10) days, file a formal complaint on the proper form and deliver it to his/her immediate supervisor. The Supervisor shall communicate his/her answer in writing to the complainant within ten (10) days after receipt of the complaint. Class complaints involving more than one (1) supervisor and complaints involving an administrator above the building level may be filed by the complainant at level two.
- (c) Level Two - If the complainant is not satisfied with the resolution at level one he/she may, within ten (10) days of the answer, file a copy of the complaint with the Superintendent. Within ten (10) days of receipt of the complaint the Superintendent shall indicate his/her disposition in writing to the complainant.
- (d) Board Appeal - If the complainant is not satisfied with the resolution by the Superintendent, he/she shall have the right to appeal the Superintendent's decision to the School Board; provided request for placement on Board agenda is filed within ten (10) days.
- (5) (a) The right to confidentiality, both of the complainant and the accused, will be respected, consistent with the Board's legal obligations and with the necessity to investigate allegations to take corrective action when this conduct has occurred.
- (b) Retaliation against an individual for filing a complaint or against an individual, providing information regarding such a complaint, is prohibited.
- (c) The use of these complaint/grievance procedures shall not prohibit the complainant from seeking redress from other available state and/or federal sources.

STATUTORY AUTHORITY:

1001.41;
1012.22; 1012.23, F.S.

LAWS IMPLEMENTED:

447.401; 1001.41; 1001.49;
1012.22; 1012.27, F.S.

HISTORY:

ADOPTED:
REVISION DATE(S): 7/87, 11/00, 1/03, 04/05/04
FORMERLY: 2.29



Baker County School District

Building Champions In and Out of the Classroom

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NOTICE

The Florida Educational Equity Act, Chapter 1000.05, F.S., requires that public education agencies regularly notify staff, students, applicants for employment, parents, collective bargaining units, and the general public of its policies of nondiscrimination. The information below is posted for compliance with the Equity Act.

Nondiscrimination in Employment - The employment policies of the Baker County School District shall be applied to all qualified applicants in a sense of equity without regards to race, gender, national origin, marital status, disability, age, or religion. Preference in appointment will be given to veterans and spouses of veterans.

Nondiscrimination in Student Activities - No student enrolled in the Baker County Schools shall, on the basis of race, gender, national origin, marital status, disability, age, or religion, be excluded from participation in or be subjected to discrimination under any curricular, including Career and Technical/Vocational Education courses, extracurricular, or any other school sponsored activity. This rule shall apply to all present and future course offerings and to all other school sponsored activities in which students are eligible to participate. The lack of English language skills will not be a barrier to admission and participation in the CTE programs. Robin Mobley is the designee for inquiries regarding the nondiscrimination policies (see detail contact information at bottom of this page). School facilities may be made available without charge to national youth groups, e.g. scout groups and other identified patriotic groups, as required by 34 C.F.R. § 108.9 - Boy Scouts Act.

Grievance Procedures for Employees Excluded from Bargaining Units** - The Board and the Superintendent recognize good morale among its employees is necessary. Problems are solved as they arise by sincere efforts of all persons concerned to work toward constructive solutions of such problems in an atmosphere of courtesy and cooperation. Whenever an employee feels that he/she has a complaint, every effort is to be made to arrive at a satisfactory resolution of the problem on an informal basis. When this cannot be done, employees not covered by a collective bargaining complaint procedure, can resort to the more formal procedures as provided herein. This procedure can also be used for complaints of discrimination as set forth in Policy 6.500.

1) Definitions

- a) "Complaint" shall mean any dispute or disagreement involving the interpretation or application of any existing Board rule or practice. It does not include disputes involving the interpretation or application of a collective bargaining agreement, or any provision thereof. Such disputes must be resolved through the grievance procedure in the bargaining agreement.
- b) "Complainant" shall mean any employee, or group of employees, directly affected by the alleged misinterpretation or violation, filing a complaint.
- c) "Employer" shall mean the School Board or its representatives.
- d) "Day" Shall mean a working day.

2) **Time Limits**-The number of days indicated at each level is to be considered the maximum. Time limits may be extended by mutual agreement between the parties.

3) **Released Time**-The complaint procedure will normally be carried out during non-work time. If, however, the Board elects to carry out provisions during work time, the complainant shall lose no pay.

4) Complaint Procedure:

- a) **Informal discussion**-If an employee believes there is a basis for complaint, he/she shall discuss the complaint with his/her immediate supervisor or the District Equity Coordinator within sixty (60) days of the occurrence of the alleged violation.
- b) **Level one**-If the complainant is not satisfied with the informal resolution he/she may, within ten (10) days, file a formal complaint on the proper form and deliver it to his/her immediate supervisor. The Supervisor shall communicate his/her answer in writing to the complainant within ten (10) days after receipt of the complaint. Class complaints, involving more than one (1) supervisor and complaints involving an administrator above the building level, may be filed by the complainant at level two.
- c) **Level two**-If the complainant is not satisfied with the resolution at level one, he/she may, within ten (10) days of the answer, file a copy of the complaint with the Superintendent. Within ten (10) days of receipt of the complaint, the Superintendent shall indicate his/her disposition in writing to the complainant.
- d) **Board appeal**-If the complainant is not satisfied with the resolution by the Superintendent, he/she shall have the right to appeal the Superintendent's decision to the School Board; provided request for placement on Board agenda is filed within ten (10) days.

5) Right to Confidentiality and Prohibition of Retaliation

- a) Both the complainant and the accused will be respected, consistent with the Board's legal obligations, and with the necessity to investigate allegations to take corrective action when this conduct has occurred.
- b) Retaliation against an individual for filing a complaint or against an individual providing information regarding such a complaint is prohibited.
- c) The use of these complaint/grievance procedures shall not prohibit the complainant from seeking redress from other available state and/or federal sources.

**A grievance filed by an employment applicant shall proceed directly to the Associate Superintendent (see Level 1).

Equity Coordinator - The Associate Superintendent, Robin Mobley, is designated as Baker County School District's Equity Plan Coordinator. Employees, students, applicants for employment, parents, and citizens having questions concerning the act or its implementation, may contact the Coordinator at the School Board Office, 270 South Boulevard East, Macclenny, Florida or call (904) 259-0401. Title IX Coordinator - Robin Mobley (904) 259-0401; Title II Coordinator - Allen Murphy (904) 259-0401; Section 504 Coordinator - Michael Green (904) 259-7825

Nondiscrimination in Student Activities

No student enrolled in the Baker County Schools shall, on the basis of race, gender, national origin, marital status, disability, age, or religion, be excluded from participation in or be subjected to discrimination under any curricular, extracurricular, or any other school sponsored activity. This rule shall apply to all present and future course offerings and to all other school sponsored activities in which students are eligible to participate. School facilities may be made available without charge to national youth groups, e.g. scout groups and other identified patriotic groups, as required by 34 C.F.R. § 108.9 - Boy Scouts Act. Questions, complaints, or requests for additional information regarding discrimination or harassment may be sent to Robin Mobley, Equity Coordinator, at the Superintendent's Office, 270 South Boulevard East, Macclenny, Florida, Phone – 904-259-0407; E-Mail Address is robin.mobley@bakerk12.org.

Baker County High School CTE Courses

The following is a listing of Baker County High School's Career and Technical Education (CTE) courses: Agriculture, Auto Maintenance & Light Repairs, Business, Criminal Justice, Culinary, Introduction to Fire Fighting, Health Science, Interior Design, Global Logistics and Supply Chain Management, Digital Media, Electrical and Aviation Mechanics. If you are interested in attending any of these classes, please complete a class request card that is available in the high school guidance office. No student enrolled in the Baker County Schools shall, on the basis of race, gender, national origin, marital status, disability, age, or religion, be excluded from participation in or be subjected to discrimination under any curricular, including Career and Technical/Vocational Education courses. This rule shall apply to all present and future course offerings. The lack of English language skills will not be a barrier to admission and participation in any courses, including the CTE courses. If you have concerns regarding denial into any of the above courses, please contact Robin Mobley, the Equity Coordinator for the Baker County School District located at the Superintendent's Office, 270 South Boulevard East, Macclenny, Florida. She can be contacted by phone at (904)259-0401.

Social Security Number Usage

In accordance with Florida Statute 119.071(5), Collection of Social Security Numbers, BCSD is required to notify you in writing the purpose for collecting your social security number. Social Security Numbers are collected for the purpose of completing background/criminal history check, and other employment related matters. You will be given a written statement on the collection, use or release of social security numbers along with your other employment paperwork.

BAKER COUNTY PUBLIC SCHOOLS

2020 – 2021 EMPLOYEE HANDBOOK



"It's Better in Baker"

Sherrie E. Raulerson, Superintendent
270 South Boulevard East
Macclenny, Florida 32063
(904) 259-0401 (904) 259-1387 Fax
www.bakerk12.org

The Baker County School District prohibits any policy or procedure which results in discrimination on the basis of race, color, religion, national origin, sex, marital status, disability, sexual orientation, gender identity, age or legally-protected characteristic in its programs and activities including employment opportunities.

The District's Equity Coordinator, Robin Mobley, can be contacted at 270 South Boulevard East, Macclenny, Florida 32063 or by phone (904) 259-0427.

CHAPTER 2.00 - SCHOOL BOARD GOVERNANCE AND ORGANIZATION

PROHIBITING DISCRIMINATION, INCLUDING SEXUAL AND OTHER FORMS OF HARASSMENT

2.16*

I. Policy Against Discrimination

- A. The School Board of Baker County, Florida prohibits all forms of unlawful discrimination against students, employees and other persons in all aspects of the District's programs, activities and operations. The term "unlawful discrimination" encompasses any unlawful policy, practice, conduct, or other unlawful denial of rights, benefits, or privileges that is based on any legally protected status or classification under applicable federal, state, or local law including but not limited to race (including anti-semitism), color, religion, gender, age, marital status, sexual orientation, pregnancy, disability, political or religious beliefs, national or ethnic origin, or genetic information. Various state and federal laws establish the actions that do (and do not) constitute unlawful discrimination with respect to each protected status or classification. Where applicable, unlawful harassment that is based on a legally-protected status is one form of unlawful discrimination.
- B. The School Board shall comply with all state and federal laws, which prohibit discrimination and are designed to protect the civil rights of applicants, employees, and/or students, or other persons or organizations protected by applicable law.
- C. The School Board shall admit students to District Schools, programs, and classes without regard to race, (Including anti-semitism), color, religion, gender, age, national or ethnic origin, marital status, sexual orientation, political or religious beliefs, disability, handicap or any other distinguishing physical or personality characteristics.
- D. The School Board prohibits retaliation by any District personnel against a person for reporting, filing or being a witness in a discrimination (including harassment) charge, complaint, investigation or lawsuit associate or in connection with this policy.
- E. Established grievance procedures and appropriate discrimination complaint forms are available from the Office of Civil Rights & Equity (Professional Standards), Student Support Services or the Equity Coordinator at each school/district office. Complaints/inquiries regarding compliance with these regulations may be submitted in writing to:

CHAPTER 2.00 - SCHOOL BOARD GOVERNANCE AND ORGANIZATION

1. For Employee - Office of Civil Rights and Equity Compliance at Associate Superintendent of Human Resources/Superintendent's Office at 904-259-0401.
 2. For Students – Student Support Services at Director of Student Services and Exceptional Student at 904-259-0435.
 3. Job applicants with disabilities requesting accommodations under the American with Disabilities Act (ADA) may contact Human Resources at Superintendent's Office at 904-259-0401.
 4. Current School District employees with disabilities requesting accommodations under the ADA may contact Professional Standards at Associate Superintendent of Human Resources/Superintendent's Office at 904-259-0401.
- F. The Superintendent shall submit an annual equity report addressing the district's educational and employment practices as required by Florida's Educational equity Act.
- II. Policy Against Sexual Harassment or Other Forms of Harassment Prohibited by Law
- A. The School Board desires to maintain an academic and work environment in which all employees, volunteers, and students are treated with respect and dignity. A vital element of this atmosphere is the Board's commitment to equal opportunities and the prohibition of discriminatory practices. The Board's prohibition against discriminatory practices includes prohibitions against sexual harassment, or any other form of harassment based upon a person's membership in a protected class and specifically prohibited by applicable state or federal law. The School Board forbids sexual harassment, or any other form of illegal harassment, of any employee, student, volunteer or visitor. The Board will not tolerate sexual harassment, or any other form of illegal harassment by any of its employees, students, volunteers or agents.
 - B. The prohibition against discrimination including sexual and other forms of illegal harassment shall also apply to nonemployee volunteers who work subject to the control of school authorities, and to all vendors or service providers who have access to School Board facilities.

CHAPTER 2.00 - SCHOOL BOARD GOVERNANCE AND ORGANIZATION

III. Definitions

- A. Compliance Officer is the person designated by the School Board to receive complaints of harassment referred by the Title IX Coordinator and oversees the investigation of those complaints as described below.
- B. Sexual harassment prohibited by Title IX means conduct on the basis of sex that satisfies one or more of the following:
 - 1. An employee of the School Board conditioning the provision of an aid, benefit, or service of the School Board on an individual's participation in unwelcome sexual conduct (quid pro quo)
 - 2. Any unwanted or unwelcome conduct that a reasonable person would find so severe, pervasive and objectively offensive that it denies a person equal educational access.
 - 3. Reports of sexual assault, dating violence, domestic violence and stalking, as defined in the federal Violence Against Women Act do not need to meet the description of severe, pervasive and objectively offensive.
- C. Prohibited sexual harassment includes, but is not limited to, requests for sexual favors, and other verbal, visual or physical conduct of a sexual nature when
 - 1. Submission to the conduct is explicitly or implicitly made a term or condition of an individual's employment, academic status, or progress.
 - 2. Submission to or rejection of the conduct by an individual is used as the basis for employment or academic decisions affecting the individual.
 - 3. The conduct has the purpose or effect of having a negative impact on the individual's academic performance or employment, unreasonably interfering with the individual's education or employment, or creating an intimidating, hostile, or offensive educational or employment environment.
 - 4. Submission to or rejection of the conduct by the individual is used as the basis for any decision affecting the individual regarding any term or condition of employment, employment or academic benefits, or services, honors, programs, or activities available at or through the school.
- D. Types of conduct which are prohibited in the District and which may

CHAPTER 2.00 - SCHOOL BOARD GOVERNANCE AND ORGANIZATION

constitute sexual harassment include, but are not limited to

1. Graphic verbal comments about an individual's body or appearance.
2. Sexual jokes, notes, stories, drawings, pictures or gestures.
3. Sexual slurs, leering, threats, abusive words, derogatory comments or sexually degrading descriptions.
4. Unwelcome sexual flirtations or propositions for sexual activity or unwelcome demands for sexual favors, including but not limited to repeated unwelcome requests for dates.
5. Spreading sexual rumors.
6. Touching an individual's body or clothes (including one's own) in a sexual way, including, but not limited to, grabbing, brushing against, patting, pinching, bumping, rubbing, kissing, and fondling.
7. Cornering or blocking normal movements.
8. Displaying sexually suggestive drawings, pictures, written materials, and objects in the educational environment.

IV. Definition of Other Forms of Prohibited Harassment

A. Illegal harassment on the basis of any other characteristic protected by state or federal law is strictly prohibited. This includes verbal or physical conduct that denigrates or shows hostility or aversion toward an individual because of his/her race (including anti-semitism), color, religion, gender, national or ethnic origin, age, disability, marital status, sexual orientation, political or religious beliefs, citizenship, pregnancy or genetic information or any other distinguishing physical or personality characteristic protected by law and that

1. Has the purpose or effect of creating an intimidating, hostile or offensive work or academic environment;
2. Has the purpose or effect of interfering with an individual's work or academic performance; or
3. Otherwise, adversely affects an individual's employment or academic performance.

B. Examples of prohibited actions, which may constitute harassment include, but are not limited to, the following:

CHAPTER 2.00 - SCHOOL BOARD GOVERNANCE AND ORGANIZATION

1. Epithets, slurs or negative stereotyping; or
2. Threatening, intimidating or hostile acts, such as physical acts of aggression against a person or his property; or
3. Written or graphic material that denigrates or shows hostility or aversion toward an individual or group and that is placed on walls or elsewhere on the school or District office premises or circulated in the workplace or academic environment.

V Procedures for Filing Complaint of Discrimination, Sexual Harassment, or Other Form of Illegal Harassment

A Procedures for Filing Complaints

1. Any person who believes that he or she has been discriminated against, or placed in a hostile environment based on gender, marital status, sexual orientation, race, color national or ethnic origin, religion, age, disability political or religious beliefs, pregnancy or any other distinguishing physical or personality characteristics by an employee, volunteer, agent or student of the School District should report the alleged harassment to the Title IX Coordinator or to any school personnel. The alleged harassment should be reported within sixty (60) days of alleged occurrence. The complaint should set forth a description of the alleged discriminatory actions/harassment, the time frame in which the alleged discrimination occurred, the person or persons involved in the alleged discriminatory actions, and any witnesses or other evidence relevant to the allegations in the complaint. Any school personnel who has notice that a student or other school personnel may have been a victim of prohibited harassment shall immediately report the alleged harassment to the Title IX Coordinator. The formal complaint must be resolved according to the federal regulations and District processes that specifically apply to such formal complaints; and
2. After receiving a complaint, the Title IX Coordinator makes an initial determination whether the allegations may be sexual harassment prohibited by Title IX. If they may be, the Title IX Grievance Process listed below is followed. If it does not meet the sexual harassment prohibited by Title IX, then the complaint is referred to the Compliance Officer who follows the procedures set forth below. The Title IX Coordinator will also determine whether the alleged harassment may also constitute criminal conduct and ensure that law enforcement officials are notified, if necessary. If the alleged harassment may also

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constitute child abuse, then it must be reported to the Department of Children and Families.

3. The complaint should be filed with the School Principal, Site Administrator or supervisor. Complaints filed with the Principal, Site Administrator, or supervisor must be forwarded to the District's EEO Officer within five (5) days of the filing of the complaint. If the complaint is against the principal, site administrator, or supervisor the complaint may be filed directly with the EEO officer.
4. If the complaint is against the District's EEO Officer, the Superintendent, or other member of the School Board, the complaint may be filed with the School Board Attorney.

B. Procedures for Processing Complaints of Harassment

1. Complaints filed against persons other than the Equity Officer (Professional Standards Coordinator), Superintendent or member of the School Board
 - a. Upon receipt of the written complaint by the District EEO/Equity Officer (Professional Standards Coordinator) Officer, the District EEO Officer shall appoint an investigator to conduct an investigation of the allegations in the complaint. The investigation may be conducted by school personnel or a third party designated by the school district. The investigation will be conducted within thirty (30) days. The investigator shall determine whether interim measures should be taken pending the outcome of the investigation. Such interim measures may include, but are not limited to, separating the alleged harasser and the person allegedly harassed. The investigator shall interview the complainant and the accused; interview any witnesses identified by the complainant, accused, or by other sources; take statements from all witnesses; and review any relevant documents or other evidence. Upon completing a review of all evidence relevant to the complaint, the investigator shall prepare a written summary of the investigation, and make a recommendation to the District EEO/Equity Officer (Professional Standards Coordinator) Officer as to whether there is reasonable cause to believe a violation of the District's antidiscrimination policy has occurred. Copies of documents, evidence and witness statements which were considered in the investigation must be sent to the EEO officer along with the summary and recommendation.
 - b. If the complaint is against the EEO officer, the School Board Attorney shall appoint an investigator, who shall conduct an investigation in the manner set forth in section V.B.1.a.

CHAPTER 2.00 - SCHOOL BOARD GOVERNANCE AND ORGANIZATION

- c. The investigation, summary, relevant documents, witnesses' statements and recommendation should be completed and forwarded to the EEO Officer within thirty (30) days, or to the School Board Attorney within thirty (30) days, if the complaint is against the EEO Officer. The EEO Officer, or School Board Attorney, respectively, shall review the investigation summary, evidence and recommendation, and determine within ten (10) days whether there is reasonable cause to believe a discriminatory practice occurred.
- d. If the EEO Officer or School Board Attorney determines there is reasonable cause to believe a violation of the nondiscriminatory policy occurred, he or she shall within ten (10) days provide notice of the reasonable cause finding to the complainant and the accused. The EEO Officer or School Board Attorney shall then forward the investigatory file, reasonable cause determination, and all related documents and evidence, to the Superintendent.
- e. If the EEO Officer or School Board Attorney determines, after a review of the investigation, summary, recommendation and other evidence, that there is no reasonable cause to believe a discriminatory practice occurred, he or she shall provide within ten (10) days notice of the finding of no reasonable cause to the complainant and accused. The complainant may request a no reasonable cause finding by the EEO Officer or School Board Attorney be reviewed by the Superintendent within ten (10) days of receipt of this notice. The complainant shall provide a written statement detailing facts in support of his or her disagreement with the determination.
- f. The complainant will also be given an opportunity to meet with the Superintendent and EEO Officer/School Board Attorney to present his or her position. The Superintendent and EEO Officer/School Board Attorney shall prepare a written memorandum summarizing the content of the conference to be included in the complaint file. The Superintendent shall within ten (10) days of receipt of the notice make a final determination as to whether there is reasonable cause to believe a discriminatory practice occurred.
- g. If review by the Superintendent is not timely requested, the EEO Officer or School Board Attorney's determination of no reasonable cause shall be final.
- h. The accused may request, within ten (10) days of receipt of a

CHAPTER 2.00 - SCHOOL BOARD GOVERNANCE AND ORGANIZATION

notice of a finding of reasonable cause, that the determination be reviewed by the Superintendent. The request must include a written statement expressing the accused's position on the complaint and findings, and address any facts, statements or evidence which he or she submits are inaccurate. The accused will be given an opportunity to meet with the Superintendent and the EEO Officer/School Board Attorney to present his or her position. The Superintendent and EEO Officer/School Board Attorney must within ten (10) days of receipt of the notice prepare a memorandum summarizing the content of the meeting to be included in the complaint file.

- i. If review by the Superintendent is not timely requested, the EEO Officer or School Board Attorney's determination of no reasonable cause shall be final.
 - j. After providing the opportunity for an informal hearing as referenced in section V.B.1.h., the Superintendent shall evaluate all the evidence, the investigation summary, recommendations and findings, along with any input by the accused and complainant, and make a final determination as to whether there is reasonable cause to support the complainant's allegations. He or she shall then determine any necessary disciplinary, remedial, or other action. Notice of the final disposition of the complaint and any disciplinary and/or remedial action shall within ten (10) days of the informal hearing be forwarded to the accused and the complainant, and a copy of the notice will be filed with and maintained in the office of the District EEO Officer and the Personnel Director.
 - k. All employees shall cooperate with any investigation of alleged harassment conducted under this policy or by an appropriate state or federal agency.
 - l. Employees may choose to pursue their complaints through the relevant employee grievance procedure instead of the complaint procedure in this policy.
2. Complaints against School Board Members or against the Superintendent
- a. Complaints against School Board Members or the Superintendent shall be filed with the School Board Attorney. The School Board Attorney will within twenty (20) days appoint an outside, independent investigator to conduct an investigation and make a recommendation as to whether a discriminatory practice has occurred. It is recommended, but not mandatory, that the investigator be an attorney familiar with federal and state law prohibiting discrimination on the

CHAPTER 2.00 - SCHOOL BOARD GOVERNANCE AND ORGANIZATION

basis of a protected status.

- b. The complainant and accused shall be interviewed by the outside investigator. Both shall provide written lists of witnesses to be interviewed, and documents or other evidence to be reviewed as relevant to the complaint. The investigator shall interview all witnesses identified by the complainant or accused, in addition to witnesses with relevant knowledge which the investigator may discover from other sources. The investigator shall also review relevant documents and other evidence. The investigator shall within twenty (20) days of receiving the complaint prepare a written summary of his or her investigation, and a recommendation to the School Board Attorney as to whether there is reasonable cause to believe that a discriminatory practice may have occurred.
- c. If reasonable cause is recommended by the investigator against a School Board Member or an elected Superintendent, the recommendation shall within twenty (20) days be forwarded to the Governor's office to determine if there is evidence that a misfeasance or malfeasance of office occurred. The Governor's office will be responsible for taking any necessary action in accordance with applicable law with reference to an elected official. The School Board shall receive and make the final determination if the Superintendent is appointed by the Board.
- d. A finding of no reasonable cause by the outside investigator, which is reviewed and confirmed by the School Board Attorney shall be final. In compliance with Florida Statute, the investigation file shall become public record and the Superintendent or School Board Member shall answer to their constituency.

C. Penalties for Confirmed Discrimination or Harassment

- 1. Student - A substantiated allegation of discrimination or harassment against a student shall subject that student to disciplinary action consistent with the *Code of Student Conduct*.
- 2. Employee or Volunteer - A substantiated allegation of discrimination or harassment against an employee may result in disciplinary actions including termination and referral to appropriate law enforcement authorities. A volunteer shall be removed from service and a referral may be made to appropriate law enforcement authorities.

CHAPTER 2.00 - SCHOOL BOARD GOVERNANCE AND ORGANIZATION

D. Limited Exemption from Public Records Act and Notification of Parents of Minors

1. To the extent possible, complaints will be treated as confidential and in accordance with Florida Statutes and the Family Educational Rights and Privacy Act (FERPA). Limited disclosure may be necessary to complete a thorough investigation as described above. The District's obligation to investigate and take corrective action may supersede an individual's right to privacy
2. The parents of a person under the age of 18 who has filed a complaint of discrimination and/or harassment shall be notified within three (3) days of receipt of a complaint.

VI. Sexual Harassment Prohibited by Title IX

A. Definitions

1. Complainant means an individual who is alleged to be the victim of conduct that could constitute sexual harassment prohibited by Title IX.
2. Formal complaint means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment prohibited by Title IX against a respondent and requesting that the allegation be investigated. A formal complaint may be filed with the Title IX Coordinator in person, by mail, or by electronic mail. When the Title IX coordinator signs a formal complaint, the Title IX Coordinator is not a complainant or otherwise a party. The allegations in a formal complaint must be investigate. In response to a formal complaint, the Title IX grievance process noted below is followed.
3. Program or Activity includes locations, events or circumstances over which the School Board excises substantial control over both the respondent and the context in which the sexual harassment occurs.
4. Respondent means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment prohibited by Title IX.
5. Supportive measures mean non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measured are designed to restore or preserve equal access to the School Board's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the educational environment, or deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security or monitoring of parts of campus, and other similar measures. Any supportive measures provided to

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the complainant or respondent are maintained as confidential, to the extent that maintaining such confidentiality does not impair the ability to provide supportive measures. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

B. Title IX Complaint (Grievance) Process

1. Any person may report sex discrimination prohibited by Title IX, including sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment), in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. Such a report may be made at any time, including non-business hours, by using the telephone number or electronic mail address, or by mail to the office address listed for the Title IX Coordinator.
2. Complainants and respondents are treated equitably by offering supportive measures to a complainant and by following this grievance process before the imposition of any disciplinary sanctions or other actions that are not supportive measures against a respondent.
3. The Title IX Coordinator promptly contacts the complainant to discuss the availability of supportive measures, consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain the process for filing a formal complaint.
4. Nothing herein precludes a respondent from being removed from the School's education program or activity on an emergency basis, provided that an individualized safety and risk assessment determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and that the respondent is provided with notice and an opportunity to challenge the decision immediately following the removal.
5. Nothing herein precludes a non-student employee respondent from being placed on administrative leave during the pendency of a grievance process.
6. This grievance process treats complainants and respondents equitably by providing remedies to complainant where a determination of responsibility for sexual harassment has been made against the respondent, and by following this process before the imposition of any disciplinary sanctions or other actions that are not supportive measures against a respondent. Remedies are designed to restore or preserve equal access to the School's education program or activity.
7. The respondent is presumed not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.

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8. All relevant evidence is evaluated objectively, including both inculpatory and exculpatory evidence. Credibility determinations are not based on a person's status as a complainant, respondent, or witness.
9. Any Title IX Coordinator, investigator, decision-maker, or any person who facilitates an informal resolution process may not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.
10. Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process must receive training on the definition of sexual harassment prohibited by Title IX, the scope of the School's education program or activity, how to conduct an investigation and grievance process including appeals, and informal resolution processes, and how to serve impartially, including by avoiding pre-judgment of the facts at issue, conflicts of interest, and bias. Decision-makers receive training on issues of relevance of questions and evidence, including when questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant. Investigators receive training on issues of relevance in order to create investigative reports that fairly summarize relevant evidence.
11. A finding of responsibility may result in disciplinary action up to and including expulsion for students or dismissal of employees.
12. The standard of evidence used to determine responsibility is preponderance of the evidence.
13. This grievance process does not allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege unless the person holding such privilege has waived the privilege.
14. Notice of allegations
 - a. On receipt of a formal complaint, the Title IX coordinator gives the following written notice to the parties who are known:
 - (1) notice of the grievance process, including any informal resolution process, and
 - (2) notice of the allegations of sexual harassment potentially constituting sexual harassment prohibited by Title IX, including sufficient details known at the time and with sufficient time to prepare a response before any initial interview. Sufficient details include the identities of the parties involved in the incident, if known, the conduct allegedly constituting sexual harassment prohibited by Title IX, and the date and location of the alleged incident, if known.
15. The Written Notice

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- a. Includes the identities of parties involved;
 - b. includes the conduct allegedly constituting sexual harassment;
 - c. includes the date and location of the alleged incident;
 - d. a statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process;
 - e. informs the parties that they may have an advisor of their choice, who may be, but is not required to be, an attorney, and may inspect and review evidence; and
 - f. informs the parties of any provisions in the School Board's code of conduct or the superintendent's Standards of Student Conduct that prohibit knowingly making false statements or knowingly submitting false information during the grievance process.
 - g. If, in the course of an investigation, the investigator decides to investigate allegations about the complainant or respondent that are not included in the notice previously provided, notice of the additional allegations is provided to the parties whose identities are known.
16. Dismissal of formal complaints
- a. A formal complaint or any allegations therein must be dismissed if the conduct alleged in the complaint would not constitute sexual harassment prohibited by Title IX even if proved; or did not occur in the School's education program or activity; or did not occur against a person in the United States.
 - b. Such a dismissal does not preclude action under another provision of the School Board's code of conduct.
 - c. A formal complaint or any allegations therein may be dismissed if at any time during the investigation: a complainant notifies the Title IX Coordinator in writing that the complainant would like to withdraw the formal complaint or any allegations therein; the respondent is no longer enrolled or employed by the School Board; or specific circumstances prevent the School Board from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.
17. Investigation of formal complaint
- a. When investigating a formal complaint and throughout the grievance process, the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rests on the School Board and not on the parties provided that a party's records that are made or maintained by a physician, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that

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capacity, and which are made and maintained in connection with the provision of treatment to the party are not accessed, considered, disclosed or otherwise used without the voluntary, written consent of the party's parent, or the party if the party is an eligible student, to do so for this grievance procedure.

- b. The parties have an equal opportunity to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence.
- c. The ability of the parties to discuss the allegations under investigation or to gather and present relevant evidence is not restricted.
- d. The parties have the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney. The choice or presence of advisor for either the complainant for respondent is not limited in any meeting or grievance proceeding.
- e. Any party whose participation is invited or expected is provided written notice of the date, time, location, participants, and purpose of all investigative interviews or other meetings with sufficient time for the party to prepare to participate.
- f. The investigator provides both parties an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in a formal complaint, including the evidence which will not be relied upon in reaching a determination regarding responsibility and inculpatory or exculpatory evidence whether obtained from a party or other source, so that each party can meaningfully respond to the evidence prior to conclusion of the investigation. Prior to the completion of the investigative report, the investigator must send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties must have at least 10 days to submit a written response, which the investigator will consider prior to completion of the investigative report.
- g. The investigator creates an investigative report that fairly summarizes relevant evidence and, at least 10 days prior to the time a determination regarding responsibility is made, sends to each party and the party's advisor, if any, the investigative report in an electronic format or a hard copy, for their review and written response.
- h. After the investigator has sent the investigative report to the parties and before reaching a determination regarding responsibility, the decision-maker must afford each party the opportunity to submit written, relevant questions that the party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. Questions and evidence

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about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent. The decision-maker(s) must explain to the party proposing the question any decision to exclude a question as not relevant.

18. Determination regarding responsibility

- a. The decision-maker, who cannot be the same person as the Title IX Coordinator or the investigator, must issue a written determination regarding responsibility.
- b. The written determination must include:
 - (1) identification of the allegations potentially constituting sexual harassment prohibited by Title IX;
 - (2) a description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence; findings of fact supporting the determination;
 - (3) conclusions regarding the application of the School Board's code of conduct to the facts;
 - (4) a statement of, and rationale for, the result as to each allegation including a determination regarding responsibility, any disciplinary sanctions the School Board imposes on the respondent, and whether remedies designed to restore or preserve equal access to the School Board's education program or activity will be provided to the complainant; and the procedures and permissible bases for the complainant and respondent to appeal.
- c. The decision-maker must provide the written determination regarding responsibility to the parties simultaneously.
- d. The determination regarding responsibility becomes final either on the date that the parties are provided with the written determination of the result of the appeal, if an appeal is filed, or, if an appeal is not filed, the date on which an appeal would no longer be considered timely.
- e. The Title IX Coordinator is responsible for effective implementation of any remedies.

19. Appeals

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- a. Either party may appeal from a determination regarding responsibility or from a dismissal of a formal complaint or any allegations therein, for the following reasons:
 - (1) procedural irregularity that affected the outcome of the matter;
 - (2) new evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
 - (3) the Title IX Coordinator, investigator, or decision-maker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.
- b. Notification of appeal must be given in writing to the Title IX Coordinator.
- c. As to all appeals, the Title IX Coordinator
 - (1) notifies the other party in writing when an appeal is filed and implements appeal procedures equally for both parties;
 - (2) ensures that the decision-maker for the appeal is not the same person as the decision-maker that reached the determination regarding responsibility or dismissal, the investigator, or the Title IX Coordinator; and ensures that the decision-maker for the appeal complies with the standards set forth in Title IX and this policy.
- d. The appeal decision-maker
 - (1) gives both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome;
 - (2) reviews the evidence gathered by the investigator, the investigator's report, and the decision-maker's written decision;
 - (3) issues a written decision describing the result of the appeal and the rationale for the result; and provides the written decision simultaneously to both parties and the Title IX Coordinator.

20. Timelines

- a. The investigative report will be provided to the parties within 35 days from the date the formal complaint is filed.
- b. A decision will be issued within 10 working days from the date the investigative report is submitted to the decision-maker.
- c. Either party may appeal within 5 working days from the date the written determination regarding responsibility is given to the parties.

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- d. Any appeal will be resolved with 15 calendar days from the filing of the appeal.
- e. If the parties agree to an informal resolution process, these deadlines are tolled from the time one party requests an informal resolution process until either the time the other party responds, if that party does not agree to the informal resolution process, or until either party withdraws from the informal resolution process.
- f. Temporary delays of the grievance process or the limited extension of time frames for good cause with written notice to the complainant and the respondent of the delay or extension and the reasons for the action are permitted. Good cause may include considerations such as the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; disciplinary processes required by law or School Board policy; or the need for language assistance or accommodation of disabilities.

VII. Informal Resolution Process

- A. At any time during the formal complaint process and prior to reaching a determination regarding responsibility, the parties may participate in an informal resolution process, such as mediation, that does not involve a full investigation and determination of responsibility. When one party requests an informal resolution process, the other party must respond to the request within 3 days. The informal resolution process must be completed within 10 days of the agreement to participate in the process.
- B. The informal resolution process may be facilitated by a trained educational professional, consultant, or other individual selected by the Title IX Coordinator under the following conditions:
 - 1. The parties are provided a written notice disclosing the allegations, the requirements of the informal resolution process, including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations; provided, however that at any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process, resume the grievance process with respect to the formal complaint, and be informed of any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared;
 - 2. The parties, voluntarily and in writing, consent to the informal resolution process; and
 - 3. The informal resolution process cannot be used to resolve allegations that an employee sexually harassed a student.
- C. If the matter is resolved to the satisfaction of the parties, the facilitator shall document the nature of the complaint and the resolution, have both parties sign the

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document and receive a copy, and forward it to the title IX Coordinator. If the matter is not resolved, the formal complaint process is resumed.

- D. Parties cannot be required to participate in an informal resolution process.
- E. An informal resolution process is not offered unless a formal complaint is filed.

VIII. Training

- A. Training is mandatory for all school-based Title IX Coordinators, investigators, decision-makers, hearing officers, and appeals decision-makers.
- B. All training materials is available to the public on request and is located on the district's website.

IX. Recordkeeping

- A. The School Board will maintain for a period of seven (7) years records of:
 - 1. Each investigation of allegations of sexual harassment prohibited by Title IX including any determination regarding responsibility and any audio or audiovisual recording or transcript, if any, required under the Title IX regulations, any disciplinary sanctions imposed on the respondent, and any remedies provided to the complainant designed to restore or preserve equal access to the school's education program or activity.
 - 2. Any Appeal and the result therefrom;
 - 3. Any informal resolution and the result therefrom; and
 - 4. All materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process.
 - 5. For each response required under 34 C.F.R. §106.44, the School Board must create, and maintain for a period of seven (7) years, records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment prohibited by Title IX. In each instance, the School Board will document the basis for its conclusion that its response was not deliberately indifferent, and document that it has taken measures designed to restore or preserve equal access to its education program or activity. If the School Board does not provide a complainant with supportive measures, then it will document the reasons why such a response was not clearly unreasonable in light of the known circumstances.

X. Retaliation Prohibited

- A. Any act of retaliation against an individual who files a complaint alleging a violation of the District's antidiscrimination policy and/or sexual or illegal harassment policy or who participates in the investigation of a discrimination complaint is prohibited.
- B. Retaliation may include, but is not limited to, any form of intimidation, reprisal or harassment based upon participation in the investigation of, or filing a complaint of discrimination.

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STATUTORY AUTHORITY: 120.54, 1001.41, 1001.42, 1012.23, F.S.

LAW(S) IMPLEMENTED: 112.51, 119.07, 760.01 *et seq.*,
1000.05, 1000.21, 1001.43, 1012.22, F.S.
34 CFR 99, 34 CFR 108, 34 CFR 200.43(c), P.L.110-233

42 U.S.C. 12112, American with Disabilities Act of 1990

42 U.S.C. 2000ff *et seq.*, Genetic Information Non-discrimination Act of 2008

29 U.S.C. 701 *et seq.*, Rehabilitation Act of 1973

29 U.S.C. 621 *et. seq.*, Age Discrimination in Employment Act of 1967

20 U.S.C., 1681 *et seq.*, Title IX of the United States Education Amendments
of 1972;

42 U.S.C., 2000e *et seq.*, Civil Rights Act of 1964;

29 CFR Parts 1600-1699

STATE BOARD OF EDUCATION RULE(S): 6A-19.001 *et seq.*

HISTORY: **ADOPTED:** _____

REVISION DATE(S): 1/99, 04/05/04, 11/07/05, 11/18/08, 07/21/14, 11/17/2020

FORMERLY: 1.10, 5.02, 3.66, 6.04

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BULLYING AND HARASSMENT

5.101*

I. Statement Prohibiting Bullying and Harassment:

- A. It is the policy of the Baker County Public School District that all of its students and school employees have an educational setting that is safe, secure, and free from harassment and bullying of any kind. The District will not tolerate bullying and harassment of any type against any students, employees, visitors, volunteers or agents who work on school related activities, subject to the control of school officials. Conduct that constitutes bullying and harassment, as defined herein, is prohibited.
- B. The District upholds that bullying or harassment of any student or school employee, visitor, volunteer or agent is prohibited:
 - 1. During any education program or activity conducted by a public K-12 educational institution;
 - 2. During any school-related or school-sponsored program or activity;
 - 3. On a school bus of a public K-12 educational institution;
 - 4. Through the use of data or computer software that is accessed through a computer, computer system, or computer network of a public K-12 education institution within the scope of the School District, meaning regardless of ownership, any computer, computer system, computer network that is physically located on school property or at a school-related or school-sponsored program or activity; or
 - 5. Through the use of data or computer software that is accessed at a non-school-related location, activity, function, or program or through the use of technology or an electronic device that is not owned, leased, or used by the School District or a school, if the bullying substantially interferes with or limits the victim's ability to participate in or benefit from the services, activities, or opportunities offered by a school or substantially disrupts the education process or orderly operation of a school. School staff is not required to monitor any non-school-related activity, function, or program.

II. Definitions:

- A. Accused is defined as any District employee, consultant, contractor, agent, visitor, volunteer, student, or other person in the school or outside the school at school-sponsored events, on school buses, and at training facilities or training programs

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sponsored by the District who is reported to have committed an act of bullying, whether formally or informally, verbally or in writing, of bullying.

- B. Bullying includes cyberbullying and means systematically and chronically inflicting physical hurt or psychological distress on one or more students or employees. It is further defined as unwanted and repeated written, verbal, or physical behavior, including any threatening, insulting, or dehumanizing gesture, by a student or adult, that is severe or pervasive enough to create an intimidating, hostile, or offensive educational environment; cause discomfort or humiliation; or unreasonably interfere with the individual's school performance or participation; and is often characterized by an imbalance of power. Bullying may involve but is not limited to:

1. Unwanted Teasing;
2. Social Exclusion;
3. Threat;
4. Intimidation;
5. Stalking;
6. Cyberstalking; or Cyberbullying
7. Physical violence;
8. Theft;
9. Sexual, religious, anti-semitic, cultural, or racial harassment;
10. Public or private humiliation; or
11. Destruction of property

The term *bullying* shall include cyberbullying whether or not specifically stated.

- C. Complainant is defined as any District employee, consultant, contractor, agent, visitor, volunteer, student, or other person who formally or informally makes a report of bullying, orally or in writing.
- D. Cyberbullying means bullying through the use of technology or any electronic communication, which includes, but is not limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic system, photo electronic system, or photo optical system, including, but not limited to, electronic mail, Internet communications, instant messages, or facsimile communications. Cyberbullying includes the creation of a webpage or weblog in which the creator assumes the identity of another person, or the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in the definition of bullying. Cyberbullying also includes the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in the definition of bullying.
- E. Cyberstalking as defined in s. 784.048(1)(d), F.S., means to engage in a course of conduct to communicate, or to cause to be communicated, words, images, or

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language by or through the use of electronic mail or electronic communication directed at a specific person, causing substantial emotional distress to that person and serving no legitimate purpose.

F. Harassment means any threatening, insulting, or dehumanizing gesture, use of data or computer software, or written, verbal or physical conduct directed against a student or school employee that:

1. Places a student or school employee in reasonable fear of harm to his or her person or damage to his or her property;
2. Has the effect of substantially interfering with a student's educational performance, opportunities, or benefits; or
3. Has the effect of substantially negatively impacting a student's or employee's emotional or mental well-being; or
4. Has the effect of substantially disrupting the orderly operation of a school.

G. Bullying, Cyberbullying/Cyberstalking and harassment also encompasses:

1. Retaliation against a student or school employee by another student or school employee for asserting or alleging an act of bullying or harassment. Reporting an act of bullying or harassment that is not made in good faith is considered retaliation.
2. Perpetuation of conduct listed in the definition of bullying or harassment by an individual or group with intent to demean, dehumanize, embarrass, or cause emotional or physical harm to a student or school employee by:
 - a. Incitement or coercion
 - b. Accessing or knowingly and willingly causing or providing access to data or computer software through a computer, computer system, or computer network within the scope of the district school system
 - c. Acting in a manner that has an effect of bullying or harassment.

III. Behavior Standards:

- A. The Baker County Public School District expects students to conduct themselves as appropriate for their levels of development, maturity, and demonstrated capabilities with a proper regard for the rights and welfare of other students and school staff, the educational purpose underlying all school activities, and the care

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of school facilities and equipment. Baker County School District employees are responsible for adhering to the Principles of Professional Conduct of the Education Profession in Florida and district policies governing conduct and behavior.

- B. The District believes that standards for student behavior must be set cooperatively through interaction among the students, parents/legal guardians, staff, and community members producing an atmosphere that encourages students to grow in self-discipline. The development of this atmosphere requires respect for self and others, as well as for District and community property on the part of students, staff, and community members. Because students learn by example, school administrators, faculty, staff, and volunteers will demonstrate appropriate behavior, treat others with civility and respect, and refuse to tolerate bullying or harassment.
- C. Refer to the Code of Conduct for specific behavior expectations.

IV. Consequences:

A. Committing an act of bullying or harassment:

- 1. Concluding whether a particular action or incident constitutes a violation of this policy requires a determination based on all of the facts and surrounding circumstances followed by the determination of disciplinary sanctions appropriate to the perpetrators position within the district. The physical location or time of access of a computer-related incident cannot be raised as a defense in any disciplinary action.
- 2. Consequences and appropriate remedial interventions for students who commit acts of bullying or harassment may range from positive behavioral interventions up to and including suspension or expulsion, as outlined in the Code of Student Conduct.
- 3. Consequences and appropriate remedial interventions for a school employee found to have committed an act of bullying or harassment may be disciplined in accordance with district policies, procedures, and agreements. Additionally, egregious acts of harassment by certified educators may result in a sanction against an educator's state issued certificate.
- 4. Consequences and appropriate remedial action for a visitor or volunteer, found to have committed an act of bullying or harassment shall be determined by the school or district administrator after consideration of the nature and circumstances of the act, including reports to Professional Standards and/or appropriate law enforcement officials.

B. Wrongful and intentional accusation of an act of bullying or harassment:

- 1. Consequences and appropriate remedial interventions for a student found to have wrongfully and intentionally accused another as a means of bullying or harassment range from positive behavioral interventions up to and

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including suspension or expulsion, as outlined in the *Code of Student Conduct*.

2. Consequences and appropriate remedial interventions for a school employee found to have wrongfully and intentionally accused another as a means of bullying or harassment, shall be determined in accordance with District policies, procedures, and agreements.
3. Consequences and appropriate remedial action for a visitor or volunteer, found to have wrongfully and intentionally accused another as a means of bullying or harassment shall be determined by the school administrator after consideration of the nature and circumstances of the act, including reports to Professional Standards and/or appropriate law enforcement officials.

V. Reporting an Act of Bullying or Harassment:

- A. At each school, the principal or the principal's designee shall be responsible for receiving oral or written complaints alleging violations of this policy and will determine the appropriate action.
- B. All school employees are required to report alleged violations of this policy to the principal or the principal's designee.
- C. All other members of the school community, including students, parents/legal guardians, volunteers, and visitors are encouraged to report any act that may be a violation of this policy anonymously or in-person to the principal or principal's designee.
- D. The principal of each school in the district shall establish and prominently publicize to students, staff, volunteers, parents/legal guardians, visitors and other agents, how a report of bullying or harassment may be filed either in-person or anonymously and how this report will be acted upon.
- E. The alleged victim of bullying or harassment, anyone who witnessed the bullying or harassment, and anyone who has credible information that an act of bullying or harassment has taken place may file a report of bullying or harassment.
- F. A school employee, school volunteer, student, parent/legal guardian or other persons who promptly reports in good faith an act of bullying or harassment to the appropriate school official and who makes this report in compliance with the procedures set forth in the district policy is immune from a cause of action for damages arising out of the reporting itself or any failure to remedy the reported incident.
- G. Submission of a good faith complaint or report of bullying or harassment will not affect the complainant or reporter's future employment, grades, learning or working environment, or work assignments.
- H. Any written or oral reporting of an act of bullying or harassment shall be considered an official means of reporting such act(s).
- I. Reporting may be made anonymously, but formal disciplinary action may not be based solely on the basis of an anonymous report. The principal/designee or District Administrator shall document all complaints in

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writing and/or through the appropriate data system to ensure that problems are addressed in a timely manner.

VI. Investigation of a Report of Bullying or Harassment:

- A. The investigation of a reported act of bullying or harassment is deemed to be a school-related activity and shall begin with a report of such an act.
- B. While the District does not assume any liability for incidents that occur at a bus stop or en route to and from school, a student or witness may file a complaint following the same procedures for bullying or harassment against a student and the school will investigate and/or provide assistance and intervention as the principal/designee deems appropriate.
- C. Incidents that require a reasonable investigation when reported to appropriate school authorities shall include alleged incidents of bullying or harassment allegedly committed against a child while the child is en route to school aboard a school bus or at school bus stop.
- D. The principal or designee shall select an individual(s), employed by the school and trained in investigative procedures, to initiate the investigation. The person may not be the accused perpetrator (harasser or bully) or victim.
- E. Documented interviews of the victim, alleged perpetrator, and witnesses shall be conducted privately, separately, and shall be confidential. Each individual (victim, alleged perpetrator, and witnesses) will be interviewed separately and at no time will the alleged perpetrator and victim be interviewed together.
- F. The investigator shall collect and evaluate the facts including, but not limited to:
 - 1. Description of incident(s) including nature of the behavior;
 - 2. Context in which the alleged incident(s) occurred;
 - 3. How often the conduct occurred;
 - 4. Whether there were past incidents or past continuing patterns of behavior;
 - 5. The relationship between the parties involved;
 - 6. The characteristics of parties involved i.e., grade, age;
 - 7. The identity and number of individuals who participated in bullying or harassing behavior;
 - 8. Where the alleged incident(s) occurred;
 - 9. Whether the conduct adversely affected the student's education or educational environment or the employees work or workplace environment;
 - 10. Whether the alleged victim felt or perceived an imbalance of power as a result of the reported incident;
 - 11. The date, time, and method in which the parents/legal guardians of all parties involved were contacted; and
 - 12. The date, time and method in which all parties involved, in the case of employees were contacted.

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- G. Whether a particular action or incident constitutes a violation of this policy shall require a determination based on all the facts and surrounding circumstances and shall include:
 - 1. Any recommended remedial steps necessary to stop the bullying and/or harassing behavior; and
 - 2. A written final report to the principal or the appropriate administrator.
- H. The maximum of ten (10) school days shall be the limit for the initial filing of incidents and completion of the investigative procedural steps.
- I. The highest level of confidentiality possible will be upheld regarding the submission of a complaint or a report of bullying and/or harassment, and the investigative procedures that follow.

VII. Investigation to Determine Whether a Reported Act of Bullying or Harassment is Within the Scope of the District.

- A. The principal or designee will assign an individual(s) who is trained in investigative procedures to initiate an investigation of whether an act of bullying or harassment is within the scope of the School District.
- B. The trained investigator(s) will provide a report on results of investigation with recommendations for the principal to make a determination if an act of bullying or harassment falls within the scope of the District:
 - 1. If it is within scope of the District, a thorough investigation shall be conducted.
 - 2. If it is outside the scope of the District, and determined a criminal act, the principal shall refer the incident(s) to appropriate law enforcement.
 - 3. If it is outside the scope of the District, and determined not a criminal act, the principal or designee shall inform parents/legal guardians of all students involved.
- C. Computers without web-filtering software or computers with web-filtering software that is disabled shall be used when complaints of cyberbullying are investigated.

VIII. Notification to Parents/Guardians of Incidents of Bullying or Harassment

- A. Immediate notification to the parents/legal guardians of a victim of bullying or harassment and the parents/legal guardians of the perpetrator of an act of bullying or harassment as well as notification to all agencies when criminal charges may be pursued against the perpetrator.

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1. The principal, or designee, shall promptly report via telephone, personal conference, and/or in writing, the occurrence of any incident of bullying or harassment as defined by this policy to the parent or legal guardian of all students involved on the same day an investigation of the incident(s) has been initiated, or reasonable thereafter. Notification must be consistent with the student privacy rights under the applicable provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA).
2. If the bullying or harassment incident results in the perpetrator being charged with a crime, the principal, or designee, shall by telephone or in writing by first class mail, inform parents/legal guardian of the victim(s) involved in the bullying or harassment incident about the Unsafe School Choice Option (Every Student Succeeds Act, Title VIII, Part F, Subpart 2, Section 8532) that states "...a student who becomes a victim of a violent criminal offense, as determined by State law, while in or on the grounds of a public elementary school or secondary school that the student attends, be allowed to attend a safe public elementary school or secondary school within the local educational agency, including a public charter school."

B. Immediate notification to the parents/legal guardians of the perpetrator of an act bullying or harassment.

The principal, or designee, shall promptly report via telephone, personal conference, and/or in writing, the occurrence of any incident of bullying or harassment as defined by this policy to the parent or legal guardian of all students involved on the same day an investigation of the incident(s) has been initiated. Notification must be consistent with the student privacy rights under the applicable provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA).

C. Notification to local agencies where criminal charges may be pursued.

Once the investigation has been completed and it has been determined that criminal charges may be pursued against the perpetrator, all appropriate local law enforcement agencies will be notified by telephone and/or in writing.

IX. Referral of Victims and Perpetrators of Bullying or Harassment for Counseling:

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When bullying or harassment is suspected or when a bullying or harassment incident is reported, counseling services shall be made available to the victim(s), perpetrator(s), and parents/guardians.

- A. The teacher or parent/legal guardian may request informal consultation with school staff (specialty staff, e.g., school counselor, school psychologist,) to determine the severity of the concern and appropriate steps to address the concern. The involved students' parents or legal guardian may be included.
- B. School personnel or parent/legal guardian may refer a student to the school intervention team or equivalent school-based team with a problem-solving focus for consideration of appropriate services. Parent or legal guardian involvement shall be required when the student is referred to the intervention team.
- C. If a formal discipline report or formal complaint is made, the principal or designee must refer the student(s) to the school intervention team for determination of counseling support and interventions. Parent or legal guardian involvement shall be required.
- D. If a formal discipline report or formal complaint is made against an employee, the principal/designee or district administrator must refer the employee to the Employee Assistance Program for determination of appropriate counseling support and/or interventions.
- E. A student may be required to obtain counseling and/or attend a recognized treatment program at parental expense and show proof of completion of such counseling or program. Such offenses may include, but are not limited to, substance abuse, threats, intimidation, bullying, harassment, or acts motivated by hate or bias.
- F. An employee component to address intervention and assistance as determined appropriate by the Employee Assistance Program that includes, but are not limited to:
 - a. Counseling and support to address the needs of the victims of bullying; and
 - b. Research-based counseling/interventions to address the behavior of the employees who bully others (e.g., empathy training, anger management).

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- G. A school-based component to address intervention and assistance shall be utilized by the intervention team. The intervention team may recommend:
 - 1. Counseling and support to address the needs of the victims of bullying or harassment;
 - 2. Research-based counseling/interventions to address the behavior of the students who bully and harass others (e.g., empathy training, anger management); and/or
 - 3. Research-based counseling/interventions which includes assistance and support provided to parents/legal guardians, if deemed necessary or appropriate.

X. Reporting Incidents of Bullying and Harassment:

- A. Incidents of bullying or harassment shall be reported in the school's report of data concerning school safety and discipline data required under s. 1006.09(6), F.S. The report shall include each incident of bullying or harassment and the resulting consequences, including discipline and referrals. Cyberbullying incidents shall be included within the bullying incidents category. The report shall also include, in a separate section, each reported incident of bullying or harassment that did not meet the criteria of a prohibited act under this section with recommendations regarding such incidents.
- B. The District will utilize Florida's School Environmental Safety Incident Reporting (SESIR) Statewide Report on School Safety and Discipline Data, which includes bullying and harassment as incident codes as well as bullying-related as a related element code.
 - 1. SESIR definitions:
 - a. Bullying - Systematically and chronically inflicting physical hurt or psychological distress on one or more students or employees that is severe or pervasive enough to create an intimidating, hostile, or offensive environment; or unreasonably interfere with the individual's school performance or participation.
 - b. Harassment - Any threatening, insulting, or dehumanizing gesture, use of data or computer software, or written, verbal, or physical conduct that 1) places a student or school employee in reasonable fear of harm to his or her person or damage to his or her property, 2) has the effect of substantially interfering with a student's educational performance, opportunities, or benefits, or 3) has the effect of substantially disrupting the orderly operation of a school including any course of conduct directed at a specific person that causes substantial emotional distress in such a person and serves

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no legitimate purpose.

2. Bullying and/or harassment incidents shall be reported in SESIR with the bullying (BUL) or harassment (HAR) code. Unsubstantiated incidents of bullying or harassment shall be coded UBL or UHR.
 3. If the bullying or harassment results in any of the following SESIR incidents, the incident will be coded appropriately using the relevant incident code and the bullying-related code. Such incidents are:
 - a. Alcohol
 - b. Arson
 - c. Battery
 - d. Breaking and Entering
 - e. Disruption on Campus
 - f. Drug Sale/Distribution Excluding Alcohol
 - g. Drug Use/Possession Excluding Alcohol
 - h. Fighting
 - i. Homicide
 - j. Kidnapping
 - k. Larceny/Theft
 - l. Robbery
 - m. Sexual Battery
 - n. Sexual Harassment
 - o. Sexual Offenses
 - p. Threat/Intimidation
 - q. Trespassing
 - r. Tobacco
 - s. Vandalism
 - t. Weapons Possession
 - u. Other Major (Other major incidents that do not fit within the other definitions)
- C. Discipline and referral data will be recorded in Student Discipline/Referral Action Report and Automated Student Information Management System.
- D. The District shall provide bullying and harassment incident, discipline, and referral data to the Florida Department of Education in the format requested, through Surveys 2, 3 and 5 from Education Information and Accountability Services, and at designated dates provided by the Department.
- E. Data reporting on bullying, harassment, unsubstantiated bullying, unsubstantiated harassment, sexual harassment and threat/intimidation incidents as well as any bullying-related incidents that have as a basis sex, race or disability should include the incident basis. Victims of these offenses should

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also have the incident basis (sex, race or disability) noted in their student records.

XI. Instruction on Identifying, Preventing, and Responding to Bullying or Harassment:

- A. The District shall ensure that schools sustain healthy, positive, and safe learning environments for all students. It is committed to maintain a social climate and social norms in all schools that prohibit bullying and harassment. This requires the efforts of everyone in the school environment – teachers, administrators, counselors, school nurses, other non-teaching staff such as bus drivers, custodians, cafeteria workers, school librarians; parents/legal guardians; and students.
- B. Students, parents/legal guardians, teachers, school administrators, counseling staff, and school volunteers shall be given instruction at a minimum on an annual basis on the district's Policy and Regulations against bullying and harassment. The instruction shall include evidence-based methods of preventing bullying and harassment, as well as how to effectively identify and respond to bullying or harassment in schools.
- C. The District shall establish a list of programs that provide instruction to students, parents, teachers, school administrators, counseling staff, and school volunteers on identifying, preventing, and responding to bullying and harassment including instruction on recognizing behaviors that lead to bullying and harassment and taking appropriate preventive action based on those observations. The list of authorized programs shall be available at each school, District offices, and on the District website.

XII. Reporting to a Victim's Parents/Legal Guardians the Legal Actions Taken to Protect the Victim:

The principal or designee shall by telephone and/or in writing report the occurrence of any incident of bullying or harassment as defined by this policy to the parent or legal guardian of all students involved on the same day an investigation of the incident has been initiated. According to the level of infraction, parents/legal guardians will be notified by telephone and/or writing of actions being taken to protect the child; the frequency of notification will depend on the seriousness of the bullying or harassment incident. Notification must be consistent with the student privacy rights under the applicable provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA).

XIII. Publicizing the Policy:

- A. At the beginning of each school year, the Superintendent or designee shall, in writing, inform school staff, parents/legal guardians, or other persons

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responsible for the welfare of a student of the district's student safety and violence prevention policy.

- B. Each district school shall provide notice to students and staff of this policy through appropriate references in the *Code of Student Conduct* and employee handbooks, and through other reasonable means.
- C. The Superintendent shall also make all contractors contracting with the district aware of this policy.
- D. Each school principal shall develop an annual process for discussing the school district policy on bullying and harassment with students in a student assembly or other reasonable format.
- E. Reminders of the policy and bullying prevention messages such as posters and signs will be displayed around each school and on the District school buses.

XIV. Review of Policy

The Superintendent and appropriate staff shall review this policy at a minimum every three (3) years. The review shall include input from parents, law enforcement, and other community members. The Superintendent shall present the policy and any recommended changes to the School Board for consideration.

STATUTORY AUTHORITY:

1001.41, 1001.42, F.S.

LAW(S) IMPLEMENTED:

1001.43, 1003.04, 1003.31, 1003.32,
1006.07, 1006.08, 1006.09,
1006.10, 1006.147, F.S.
20 USC 1232g

STATE BOARD OF EDUCATION RULE(S):

6A-10.081

HISTORY:

ADOPTED: 11/07/05
REVISION DATE(S): 07/07/14, 05/15/17, 12/02/19, 06/15/2020, 11/17/2020
FORMERLY: NEW



Harassment of a Child

Court decisions have extended protection from sexual harassment to the school setting.

1. Learn more about the issue.

Refer to SB Policy 2.160 and the Code of Student Conduct.

2. Believe and support the child.

Children need help in learning how to stand up to bullies and they need support from their families and from the educational institutions that are supposed to support and encourage learning, not facilitate harassment.

3. Talk with appropriate

authorities. Schools are now required by law to protect children from sexual harassment. Schools, like workplaces, have policies, make those policies known, and develop procedures to deal with sexual harassment.



Possible disciplinary measures include:

- Giving the harasser a verbal or written warning;
- Separating the harasser from the complaining student;
- Calling a meeting of students, teachers, parents, and school administrators;
- Counseling to help harasser understand the nature of his/her acts and implications for himself/herself and the victim;
- Suspension, expulsion or dismissal of harasser.

Teachers should ensure that all students are treated with equal respect in the classroom. Teachers should establish and consistently enforce high standards of behavior. Students should be stopped from interrupting each other, telling insulting stories and jokes, and otherwise impeding any student's participation in classroom activities. Teachers should intervene immediately when students are seen engaging in negative behavior based on sex (verbal or physical), such as facial expressions, which, even though they may not rise to the level of sexual or gender-based harassment, can "chill" the environment for all learners. It is critical for teachers to respond quickly and firmly to this type of misbehavior because ignoring sexual insults and derogatory remarks sends students the message that such behavior is acceptable. Taking measures to improve classroom climate enhances learning for all students and makes harassing behavior less likely to occur.



Professionalism through Integrity for all employees



Please refer to the Code of Ethics and the Principles of Professional Conduct in your Employee Handbook as it refers to:

✓ Obligation to students

✓ Obligation to the public

✓ Obligation to the profession

(Please be reminded to sign the contract at the back of the Employee Handbook.)

Baker County School District
Department of Human Resources
270 South Boulevard East
Macclenny, FL 32063

CHAPTER 3.00 – SCHOOL ADMINISTRATION

GUIDELINES AND PROCEDURES CONCERNING HIV, OR OTHER COMMUNICABLE DISEASES (STUDENTS AND EMPLOYEES) 3.200+

- 1) It is the School Board's intent to protect employees and students from exposure to infectious diseases and from risk occasioned by infectious diseases and environmental hazards and to provide reasonable accommodations to infected students and employees.
- 2) It is recognized that HIV-positive employees who are not debilitated or exhibiting symptoms that would facilitate transmission of the virus will remain in their current jobs if conditions permit.
- 3) Reasonable accommodations are available to HIV-positive employees.
- 4) It is recognized that students with any illness, including (HIV) infected persons, may continue to attend school as long as academic, behavioral, and medical evidence indicates that their condition is not a threat to themselves or to others. If it becomes necessary, reasonable accommodations within the school setting shall be made, or an alternative educational services delivery shall be implemented. Students with AIDS/HIV-positive are served in accordance with the requirements of IDEA, Section 504 and the Office for Civil Rights' Guidelines on Placement of School Children with AIDS, which can be found on the web at: <http://www2.ed.gov/about/offices/list/ocr/docs/hg53e9.html>.
- 5) All information regarding such matters shall be held in strict confidence and released only to those who have a legitimate need to know.
- 6) School Board employees shall receive and review procedures governing Hepatitis B infection, HIV, AIDS, blood-borne pathogens, other communicable disease, and environmental hazards.
- 7) Staff members shall cooperate with public health authorities by practicing and promoting standard precautions, as deemed by the Centers for Disease Control and Prevention (CDC). Procedures for dealing with students who pose a threat of transmitting a blood-borne health condition are contained in the *Health Services Manual*.

STATUTORY AUTHORITY:

1001.41; 1001.42, F.S.

LAWS IMPLEMENTED:

381.0098, 1001.42; 1001.43; 1002.22;
1010.305; 1011.62, F.S.

STATE BOARD OF EDUCATION RULES:

6A-6.03020; 6A-6.0331

STATE DEPARTMENT OF HEALTH RULE(S):

64E-16

HISTORY:

ADOPTED:

REVISION DATE(S):

12/90, 11/95, 10/04, 11/07/05, 01/02/07, 09/12/07, 08/20/12
FORMERLY: 3.57

Part II: Incomplete Items or Pending Actions

PART II: INCOMPLETE ITEMS OR PENDING ACTIONS

- A.** Any Items identified during equity on-site review which are on the Voluntary Compliance Plan (VCP). **N/A**
- B.** Any other items identified on the current or past monitoring work plans as incomplete. **N/A**

Part III: Student Participation

PART III: STUDENT PARTICIPATION

EVALUATION OF METHODS AND STRATEGIES:

(1) Grades 9-12, Advanced Placement (AP), IB and AICE

Grades 9-12 Total Enrollment 2020-21 (1,379)

White	Black	Hispanic	ELL Students	
1,121 & 81%	172 & 12%	33 & 2%	* & **	
Whites In AP/IB/AICE 2016-17 1.3% (15)	Whites In AP/IB/AICE 2017-18 3% (35)	Whites In AP/IB/AICE 2018-19 4.26% (49)	Whites In AP/IB/AICE 2019-20 4.9% (55)	Whites In AP/IB/AICE 2020-21 3.4% (38)
White Males In AP/IB/AICE 2016-17 1.9% (11)	White Males In AP/IB/AICE 2017-18 4% (23)	White Males In AP/IB/AICE 2018-19 3.6% (20)	White Males In AP/IB/AICE 2019-20 6.2% (33)	White Males In AP/IB/AICE 2020-21 2.3% (13)
Blacks In AP/IB/AICE 2016-17 0% (0)	Blacks In AP/IB/AICE 2017-18 0% (0)	Blacks In AP/IB/AICE 2018-19 1.22% (2)	Blacks In AP/IB/AICE 2019-20 .6% (1)	Blacks In AP/IB/AICE 2020-21 1.7% (3)
Black Males In AP/IB/AICE 2016-17 0% (0)	Black Males In AP/IB/AICE 2017-18 0% (0)	Black Males In AP/IB/AICE 2018-19 0% (0)	Black Males In AP/IB/AICE 2019-20 0% (0)	Black Males In AP/IB/AICE 2020-21 0% (0)
Hispanics In AP/IB/AICE 2016-17 0% (0)	Hispanics In AP/IB/AICE 2017-18 3% (1)	Hispanics In AP/IB/AICE 2018-19 7.14% (2)	Hispanics In AP/IB/AICE 2019-20 5.7% (2)	Hispanics In AP/IB/AICE 2020-21 9.1% (3)
Hisp. Males In AP/IB/AICE 2016-17 0% (0)	Hisp. Males In AP/IB/AICE 2017-18 6% (1)	Hisp. Males In AP/IB/AICE 2018-19 0% (0)	Hisp. Males In AP/IB/AICE 2019-20 5.6% (1)	Hisp. Males In AP/IB/AICE 2020-21 18.8% (3)
	ELL Students In AP/IB/AICE 2017-18 0% (0)	ELL Students In AP/IB/AICE 2018-19 0% (0)	ELL Students In AP/IB/AICE 2019-20 **% (*)	ELL Students In AP/IB/AICE 2020-21 **% (*)

Evidence of Success

Evaluate the progress made in increasing enrollment for black, Hispanic, black male, Hispanic male, and ELL students in AP/IB/AICE courses, and in closing enrollment gaps for black, Hispanic, black male, Hispanic male, and ELL students. **Evaluation must include 2016-17 to 2020-21.**

The evaluation reveals that the enrollment for Black and Hispanic students in AP courses has increased slightly. The black students have increased 1.7%, while Hispanic students have increased from 0% in 2016 to 9.1% in 2021. The enrollment for black male students remains at 0% and the Hispanic male students have increased from 0% in 2016 to 18.8% in 2021. Our population of ELL students is not large enough to be eligible for calculations. We had less than 10 students in this sub group.

Methods and Strategies

Identify the targeted methods and strategies to be used for the next period to increase enrollment for minority and ELL students in AP/IB/AICE courses, and to close enrollment gaps for black, Hispanic, black male, Hispanic male and ELL students. Strategies should include specific action steps taken by the schools/district to close enrollment

gaps.

The high school will review the test data for minority students to identify students who may be eligible to enroll into AP courses. Guidance counselors will gauge student interest in these courses when they have their quarterly conversations with their students to identify which students would like to enroll into these courses. We will monitor students progress through current courses to evaluate if students can be successful in AP courses. With monitoring these students closely, hopefully we will be able to identify students who are capable of completing AP courses. Evening meetings for parents and students will continue to be held to inform them of these course opportunities and the benefit of successfully completing them.

Accountability Measure and Timelines

Provide accountability measures and timelines for increasing enrollment for black, Hispanic, black male, Hispanic male, and ELL students in AP/IB/AICE courses, and closing enrollment gaps for black, Hispanic, black male, Hispanic male, and ELL students. Timelines may be over multiple years, but specify increase for each year.

We plan to increase the number of students in each group by at least one student every year until at least the number of students represented in these courses are proportionally represented to the overall population. We cannot increase the percentage of ELL students in this category, as we do not have enough students eligible to populate this category.

(2) Grades 9-12, Dual Enrollment (DE)

Grades 9-12 Total Enrollment 2020-21 (1,379)

White	Black	Hispanic	ELL Students
1,121 & 81%	172 & 12%	33 & 2%	* & *%

Whites In DE 2016-17	Whites In DE 2017-18	Whites In DE 2018-19	Whites In DE 2019-20	Whites In DE 2020-21
14.47% (167)	15% (174)	11.83% (136)	11.1% (123)	9.2% (103)

White Males In DE 2016-17	White Males In DE 2017-18	White Males In DE 2018-19	White Males In DE 2019-20	White Males In DE 2020-21
12.11% (70)	14% (79)	11.15% (62)	9.9% (53)	7.7% (43)

Blacks In DE 2016-17	Blacks In DE 2017-18	Blacks In DE 2018-19	Blacks In DE 2019-20	Blacks In DE 2020-21
10% (6.06)	7% (12)	2.44% (4)	2.9% (5)	1.2% (2)

Black Males In DE 2016-17	Black Males In DE 2017-18	Black Males In DE 2018-19	Black Males In DE 2019-20	Black Males In DE 2020-21
4.55% (4)	9% (7)	0% (0)	0% (0)	1.1% (1)

Hispanics In DE 2016-17	Hispanics In DE 2017-18	Hispanics In DE 2018-19	Hispanics In DE 2019-20	Hispanics In DE 2020-21
14.81% (4)	13% (4)	14.29% (4)	14.3% (5)	15.2% (5)

Hisp. Males In DE 2016-17	Hisp. Males In DE 2017-18	Hisp. Males In DE 2018-19	Hisp. Males In DE 2019-20	Hisp. Males In DE 2020-21
12.11% (70)	0% (0)	14.29% (2)	16.7% (3)	12.5% (2)

ELL Students In DE 2017-18 *% (*)	ELL Students In DE 2018-19 *% (*)	ELL Students In DE 2019-20 *% (*)	ELL Students In DE 2020-21 *% (*)
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Evidence of Success

Evaluate the progress made in increasing enrollment for black, Hispanic, black male, Hispanic male, and ELL students in dual enrollment courses, and in closing enrollment gaps for black, Hispanic, black male, Hispanic male, and ELL students. Evaluation must include 2016-17 to 2020-21.

The number of students participating in dual enrollment courses has had a slight decrease overall. The number of Black students participating has decreased from 2.9% last school year to 1.2% during the 2020-2021 school year. The Black male students have increased to 1.1% in the 2020-2021 school year compared to 0% for the previously 2 years (2019 and 2020). The Hispanic students have increased from 14.8% in 2016 to 15.2% in 2021. The Hispanic males have stayed pretty consistent throughout the years with a range of 12.1 % in 2016 and 12.5% in 2021. Our population for ELL students is not large enough to be eligible for calculations. We had less than 10 students in the sub group.

Methods and Strategies

Identify the targeted methods and strategies to be used for the next period to increase enrollment for minority and ELL students in dual enrollment courses, and to close enrollment gaps for black, Hispanic, black male, Hispanic male, and ELL students. Strategies should include specific action steps by the schools/district to close enrollment gaps.

We will review the test data for minority students to identify students who may be eligible to enroll into dual enrollment courses. Guidance counselors will gauge student interest in these courses when they have their quarterly conversations with their students when they enroll at the high school for their 9th grade year. We will monitor student progress through current courses to evaluate if students can be successful in dual enrollment courses. Students will need qualifying scores in the PERT Test on the math, reading, and writing portions of the exam to become eligible. The high school is currently offering Boot Camps to help prepare students in taking the PERT Test. Students can participate in these Boot Camps in the summer to help them achieve the necessary scores required for dual enrollment classes. With this extra support, we hope to have more students eligible to participate in dual enrollment.

Accountability Measure and Timelines

Provide accountability measures and timelines for increasing enrollment for black, Hispanic, black male, Hispanic male, and ELL students in dual enrollment courses, and closing enrollment gaps for black, Hispanic, black male, Hispanic male, and ELL students. Timelines may be over multiple years, but specify increase for each year.

We plan to increase the number of students in each group by at least one student every year until at least the number of students represented in these courses are proportionally represented to the overall population.

(3) Grades 9-12, All Level 3 courses (including AP, IB, AICE, DE and honors)

Grades 9-12 Total Enrollment 2020-21 (1,379)

White	Black	Hispanic	ELL Students
1,121 & 81%	172 & 12%	33 & 2%	* & *%

Whites All Level 3 2016-17 63.78% (736)	Whites All Level 3 2017-18 62% (716)	Whites All Level 3 2018-19 60.78% (699)	Whites All Level 3 2019-20 62.4% (694)	Whites All Level 3 2020-21 65.3% (732)
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White Males All Level 3 2016-17	White Males All Level 3 2017-18	White Males All Level 3 2018-19	White Males All Level 3 2019-20	White Males All Level 3 2020-21
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63.67% (368)	65% (377)	60.79% (338)	62.6% (335)	63% (353)
Blacks All Level 3 2016-17 38.79% (64)	Blacks All Level 3 2017-18 41% (70)	Blacks All Level 3 2018-19 40.24% (66)	Blacks All Level 3 2019-20 37.7% (66)	Blacks All Level 3 2020-21 45.9% (79)
Black Males All Level 3 2016-17 36.36% (32)	Black Males All Level 3 2017-18 44% (36)	Black Males All Level 3 2018-19 37.8% (31)	Black Males All Level 3 2019-20 32.3% (31)	Black Males All Level 3 2020-21 44.1% (41)
Hispanics All Level 3 2016-17 55.56% (15)	Hispanics All Level 3 2017-18 45% (14)	Hispanics All Level 3 2018-19 57.14% (16)	Hispanics All Level 3 2019-20 60% (21)	Hispanics All Level 3 2020-21 81.8% (27)
Hisp. Males All Level 3 2016-17 27.27% (3)	Hisp. Males All Level 3 2017-18 50% (8)	Hisp. Males All Level 3 2018-19 64.29% (9)	Hisp. Males All Level 3 2019-20 50% (9)	Hisp. Males All Level 3 2020-21 81.3% (13)
	ELL Students All Level 3 2017-18 20% (1)	ELL Students All Level 3 2018-19 *% (*)	ELL Students All Level 3 2019-20 *% (*)	ELL Students All Level 3 2020-21 *% (*)

Evidence of Success

Evaluate the progress made in increasing enrollment for black, Hispanic, black male, Hispanic male, and ELL students in all advanced courses, and in closing enrollment gaps for black, Hispanic, black male, Hispanic male, and ELL students. Evaluation must include 2016-17 to 2020-21.

The evaluation reveals that there has been a significant increase in all areas, with the exception of ELL (we do not have the population to be eligible for calculations). The Black students have increased from 38.79% in 2016 to 45.9% in 2021. The Black male students have increased from 36.36% in 2016 to 44.1% in 2021. The Hispanic students have increased from 55.56% in 2016 to 81.8% in 2021. Finally, the Hispanic male students have increased from 27.27% in 2016 to 81.3% in 2021. There is substantial growth within these courses.

Methods and Strategies

Identify the targeted methods and strategies to be used for the next period to increase enrollment for minority students in all advanced courses, and to close enrollment gaps for black, Hispanic, black male, Hispanic male, and ELL students. Strategies should include specific action steps taken by the schools/district to close enrollment gaps.

We will review the test data for minority students to identify students who may be eligible to enroll into level 3 courses. Guidance counselors will gauge student interest in these courses when they have their quarterly conversations with their students to identify which students would like to enroll into these courses. We will monitor student progress through current courses to evaluate if students can be successful in Level 3 courses. With monitoring these students closely, we may be able to identify students who are capable of completing Level 3 courses.

Accountability Measure and Timelines

Provide accountability measures and timelines for increasing enrollment for black, Hispanic, black male, Hispanic male, and ELL students in all advanced courses, and closing enrollment gaps for black, Hispanic, black male, Hispanic male, and ELL students. Timelines may be over multiple years, but specify increase for each year.

We plan to increase the number of students in each sub group by at least one student every year until at least the number of students represented in these courses are proportionally represented to the overall population.

Respond to the following questions

Equity Questions for Remote Learning

- 1) How are you ensuring all students have access to the devices they need to fully participate in distance learning?

Baker County is a one-to-one district for digital devices (Chromebooks). Chromebooks are provided to all students who do not have an electronic device at home. Students participate in distance learning through synchronous learning during their assigned class time utilizing Google Meet and through assignments in Google Classroom. Our district also provided Chromebooks for the students enrolled in our Adult Education program.

- 2) How are you ensuring all students have access to reliable, high-speed internet to continue their education?

If students are in need of reliable high-speed internet to continue their education, the district provides digital access via hotspots. Kajeet SmartSpot hotspot devices include CIPA-compliant filters and customizable time-of-day and day-of-week access controls. These hotspot devices provide a four-month term for high data usage.

- 3) How are you supporting schools in structuring instructional time to meet the needs of students with varying levels of access to the internet and technology?

Teachers and support staff offered varied hours of instructional support to students working remotely. This includes evenings and weekends. The teachers reached out to students across multiple platforms such as Google Classroom, email, Remind APP and the telephone in order to meet the needs of all students.

- 4) How are you supporting students with disabilities who need specialized instruction, related services, and other supports during school closures?

One-on-one support and services were provided for students with disabilities. All students had access to Chromebooks to video with the teachers, services providers, and support staff. ESE teachers provided paper-based activities and supplies for their students. The Picture Exchange program was sent home to students who had this service included on their IEP. Also, guidance counselors and teacher facilitators reached out to students to assist them and provide as many supports as possible while social distancing. Counselors conducted IEP Meetings via Zoom. In some cases, home visits were conducted to meet with parents and students to discuss instructional needs.

- 5) How are you ensuring the instructional needs of English language learners (ELL) are supported during school closures?

Our Ell students were offered the same opportunities as listed in question #4. In addition, our ELL students were invited to attend our Summer of Success learning program designed to close the achievement gap created from the COVID-19 pandemic.

- 6) What kind of support and professional development are you providing to school leaders and teachers, especially in schools serving students of color and students from low-income backgrounds and educators of students with disabilities and English language learners?

Small group training sessions providing professional development related to Google Classroom and other online applications was conducted. In addition, tutorial videos were created by district teachers and shared with staffs at multiple school sites. Finally, book studies were offered at the district and school levels (Help for Billy, Out of My Mind, etc.)

- 7) How are you supporting the social and emotional well-being of students, their parents/caregivers, and teachers during school closures?

The district provided meals, handed out Chromebooks, provided information about financial assistance programs during school closures. Our teachers documented a check-in/check-out intervention with students to make sure they were provided for and could complete classes. Teachers and staff completed the Kognito training related to suicide prevention. They also completed the Youth Mental Health First Aid training. Finally, home visits, weekly updates from teachers, and summer send-off parades were conducted. Character Ed, Go Noodle, and other videos were loaded in Google Classroom and on school websites.

- 8) How are you maintaining regular communication with students and families — particularly the most vulnerable — during school closures?

Home visits, communication with teachers and families through various means; Remind, Class Dojo, social media (Facebook) posts, updates on schools' websites, Blackboard Communications which allows for email, text, and voice communication to parents and other stakeholders.

- 9) How are you measuring student progress to ensure students and families have an accurate picture of student performance for this school year?

Florida testing requirements for the Florida Standards Assessments were met. STAR Reading, STAR Math, iReady assessments, and APM Mathematics tests are used to progress monitor periodic growth and inform the MTSS process. Students and parents were encouraged to follow their progress through Google Classroom grades as they are assigned and to log in to their Skyward Portals to keep track of up to the minute student grades.

- 10) How are you supporting all high school students, especially seniors, in staying on track to graduate and preparing for college and career?

Guidance counselors continually monitor the progress of students to ensure they are meeting all of the minimum requirements for high school graduation. Guidance counselors meet quarterly with seniors to review their status and prepare for college and career.

Part IV: Gender Equity in Athletics

PART IV: GENDER EQUITY IN ATHLETICS

Athletics Compliance Verification

- A.** Attach a **Compliance Verification Form** for the district (only one for the district, **not** one for each school), signed by the superintendent. **(See pages 7-8 in the 2020-2021 Guidelines.)**
- B.** Attach an **Athletic Participation Monitoring Form** for each school with an interscholastic athletics program, signed by the principal. Enter the number of male and female athletes for each sport. For varsity teams, enter the number of athletes. For junior varsity/freshmen/B-teams, enter the number of athletes and, if there is more than one team, enter the number of teams. **(See page 9 in the 2020-2021 Guidelines.)**
- C.** If the Participation Monitoring Forms indicate that schools are not in compliance with all components required by Title IX and the Florida Educational Equity Act, then each school that is out of compliance must also submit a **Corrective Action Plan**, signed by the principal. **(See page 10 in the 2020-2021 Guidelines.)**
- D.** If the district submitted Corrective Action Plans as part of the 2020-21 Equity Update, it should submit updated Corrective Action Plans to show the current status/progress of the corrective actions and evidence of completion.

PART IV: GENDER EQUITY IN ATHLETICS
Athletic Compliance Verification Form

District: Baker County

1. Sports and levels of competition effectively accommodate the interests and abilities of members of both sexes. [Section 1000.05(3)(d)(1), F.S.; Rule 6A-19.004(2), FAC; Title IX: 106.41(c)(1)]

☒

IN COMPLIANCE

☐

NOT IN COMPLIANCE

2. Equipment and supplies are provided equitably to female and male teams. [Section 1000.05(3)(d)(2), F.S.; Rule 6A-19.004(4), FAC; Title IX: 106.41(c)(2)]

☒

IN COMPLIANCE

☐

NOT IN COMPLIANCE

3. Scheduling of games and practice times provide equal opportunities. [Section 1000.05(3)(d)(3), F.S.; Rule 6A-19.004(5), FAC; Title IX: 106.41(c)(3)]

☒

IN COMPLIANCE

☐

NOT IN COMPLIANCE

4. Travel and Per Diem allowances are provided for athletes in an equitable manner. [Section 1000.05(3)(d)(4), F.S.; Rule 6A-19.004(6), FAC; Title IX: 106(c)(4)]

☒

IN COMPLIANCE

☐

NOT IN COMPLIANCE

5. Opportunities to receive coaching are provided in an equitable manner. [Section 1000.05(3)(d)(5), F.S.; Rule 6A-19.004(7), FAC; Title IX: 106.41(c)(5)]

☒

IN COMPLIANCE

☐

NOT IN COMPLIANCE

6. Locker rooms, practice facilities and competitive facilities are of comparable quality for male and female teams. [Section 1000.05(3)(d)(7), F.S.; Rule 6A-19.004(8), FAC; Title IX: 106.41(c)(7)]

☒

IN COMPLIANCE

☐

NOT IN COMPLIANCE

7. Medical and training facilities and services, including insurance, are provided in an equitable manner. [Section 1000.05(3)(d)(8), F.S.; Rule 6A-19.004(9), FAC; Title IX: 106.41 (c)(8)]

☒

IN COMPLIANCE

☐

NOT IN COMPLIANCE

8. Publicity and promotion of male and female teams support equal opportunity.
[Section 1000.05(3)(d)(10), F.S.; Rule 6A-19.004(10), FAC; Title IX:
106.41(c)(10)]

☒

IN COMPLIANCE

☐

NOT IN COMPLIANCE

9. Support services are equitable for male and female teams. [Rule 6A-19.004(11),
FAC; Title IX: 106.41(a)]

☒

IN COMPLIANCE

☐

NOT IN COMPLIANCE

I hereby verify that the district is in compliance with the identified components of our athletics
program, as required by Title IX and the Florida Educational Equity Act.

Sherrie Raulerson
Signature, Superintendent

6/30/21
Date

2020-21 Athletic Participation Monitoring Form

Component 1: NOTE: OCR defines a participant as anyone who (1) participated in competition or (2) participated with the team and was eligible for competition but did not play. Participation is determined as of the date of the first competitive event for the sport. For varsity teams, enter the number of athletes. For junior varsity, freshmen, and B-teams, enter the number of athletes and, if there is more than one team, enter the number of teams.

School: BCMS	Number of Participant			Number of Participants					
Varsity Teams	Males	Females	Total	Non-Varsity Teams	#	Males	#	Females	Total
Baseball				Baseball	16		0		16
Basketball				Basketball	15		15		30
Cross Country				Cross Country	0		0		0
Flag Football/ ... Football				Flag Football/ Football	47		0		47
Golf				Golf	0		0		0
Soccer				Soccer	0		0		0
Softball				Softball	0		16		16
Swimming/Diving				Swimming/Diving	0		0		0
Tennis				Tennis	0		0		0
Track and Field				Track and Field	0		0		0
Volleyball				Volleyball	0		24		24
Wrestling				Wrestling	0		0		0
Weightlifting				Weightlifting	0		0		0
Total Varsity Participants				Total JV Participants	78		55		133
% of Varsity Participants			100%	% of JV Participants	59%		41%		100%
Total Student Enrollment by Gender 2020-21				Total Student Enrollment by Gender 2020-21	619		553		1172
% Student Enrollment by Gender 2020-21			100%	% Student Enrollment by Gender 2020-21	53%		47%		100%

This form must be submitted for each school. Be sure to fill in the enrollment data. The total percentage of male and female student enrollment should equal 100%.

2020-21 Athletic Participation Monitoring Form

Component 1: NOTE: OCR defines a participant as anyone who (1) participated in competition or (2) participated with the team and was eligible for competition but did not play. Participation is determined as of the date of the first competitive event for the sport. For varsity teams, enter the number of athletes. For junior varsity, freshmen, and B-teams, enter the number of athletes and, if there is more than one team, enter the number of teams.

School: BCHS	Number of Participants			Number of Participants					
Varsity Teams	Males	Females	Total	Non-Varsity Teams	#	Males	#	Females	Total
Baseball	14		14	Baseball		12			12
Basketball	12	15	27	Basketball		9			9
Gross Country	9	2	11	Gross Country					
Flag Football/ Football	45	18	63	Flag Football/ Football		41		14	55
Golf				Golf					
Soccer	16	19	35	Soccer		14			14
Softball		15	15	Softball				9	9
Swimming/Diving	7	15	22	Swimming/Diving					
Tennis	8	6	14	Tennis					
Track and Field	25	23	48	Track and Field					
Volleyball		15	15	Volleyball				7	7
Wrestling	20	2	22	Wrestling					
Weightlifting	57		57	Weightlifting					
Cheer		18	18						
Bowling								32	32
Total Varsity Participants	213	148	361	Total JV Participants	76		62		138
% of Varsity Participants	59%	41%	100%	% of JV Participants	55%		45%		100%
Total Student Enrollment by Gender 2020-21	664	648	1,312	Total Student Enrollment by Gender 2020-21	664		648		1,312
% Student Enrollment by Gender 2020-21	50.6%	49.4%	100%	% Student Enrollment by Gender 2020-21	50.6%		49.4%		100%

This form must be submitted for each school. Be sure to fill in the enrollment data. The total percentage of male and female student enrollment should equal 100%.

**PART IV
GENDER EQUITY IN ATHLETICS**

Corrective Action Plan

District: Baker County

School Name: Baker County High School

(1) Gender Equity in Athletics Component	(2) Planned Actions to Address Deficiencies Found in Athletics	(3) Responsible Person(s) and Contact Information	(4) Timelines
8,9	Girls Non-Varsity: We will look to hire enthusiastic female coaches. We will help these new coaches by advertising in social media as well as in traditional means to advertise the benefits of athletic participation. We will increase participants in girl's soccer and basketball.	Kevin Mays	2022


We hereby verify that the above corrective action plan will be implemented to bring the institution into compliance within the time frame indicated in the Plan.



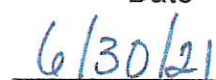
Signature, Principal



Date



Signature, Superintendent



Date

**PART IV
GENDER EQUITY IN ATHLETICS**

Corrective Action Plan

District: Baker

School Name: Baker County Middle School

(1) Gender Equity in Athletics Component	(2) Planned Actions to Address Deficiencies Found in Athletics	(3) Responsible Person(s) and Contact Information	(4) Timelines
Participation	Promote female athletic teams and participation opportunities during welcome back to school assemblies and via website, Facebook, and Blackboard messenger.	Tom Hill	2021-2022
Increase the number of female students who participate in athletics	Increase the number of female participants for basketball, volleyball, and softball teams.	Tom Hill	2021-2022

We hereby verify that the above corrective action plan will be implemented to bring the institution into compliance within the time frame indicated in the Plan.

Tom A. Hill, Jr.
Signature, Principal

6/9/2021
Date

Sherrie Raulerson
Signature, Superintendent

6/30/21
Date

Part V: Employment Equity

PART V: EMPLOYMENT EQUITY

A. Complete the following chart for administrative and instructional positions in the school district. Enter the number and percent for each race/ethnicity and gender. Count each person only once under one category.

District: <u>Baker</u>		2020-21 District Administrative and Faculty Positions					
Administrative Positions	Total	# & % Black	# & % Hispanic	# & % White	# & % Other	# & % Female	# & % Male
Student Demographics	4,897	637 (13%)	125 (3%)	4,008 (82%)	252 (5%)	2351 (48%)	2546 (52%)
District-Level Administrators	12	0 (0%)	0 (0%)	12 (100%)	0 (0%)	7 (58%)	5 (42%)
Principals	7	0 (0%)	1 (14%)	6 (86%)	0 (0%)	5 (71%)	2 (29%)
Asst. Principals	10	1 (10%)	0 (0%)	9 (90%)	0 (0%)	8 (80%)	2 (20%)
Teachers	302	7 (2%)	4 (1%)	290 (96%)	1 (1%)	241 (80%)	61 (20%)
Guidance Counselors	10	0 (0%)	0 (0%)	10 (100%)	0 (0%)	10 (100%)	0 (0%)

B. Review the employment data to identify any racial/ethnic or gender underrepresentation in administrative and faculty positions.

There is a racial and gender underrepresentation in administrative and faculty positions. We have a small number of administrators in our district and we have very little turn-over/vacancies in these positions. In the administrative positions that were open for employment during the 2020-2021 school year, there were no minority applicants. There is a small number of minorities applying for teaching positions as well.

C. Identify specific methods and strategies used to address any racial/ethnic or gender underrepresentation in administrative, instructional and guidance positions.

It has become more difficult to fill teacher vacancies in general with certified teachers. With the difficult tests required for certification, it is difficult to retain and attract certified teachers. Many of our new hires have degrees in areas outside of education. The rigor to become certified is a difficult process. We lose many of our teachers who have temporary certification because the teachers in this category are either not willing to complete the necessary requirements to teach, or are unable to pass the state tests required for certification.

We will continue to post all job openings on the district website to attract interest from minorities across the United States.

We will continue to send our administrative staff to career and recruitment fairs to pursue minority and male employees for vacated positions.

Part VI: Single-Sex Schools and Classes

PART VI: SINGLE-SEX SCHOOLS AND CLASSES

Does the district operate single-sex schools or classes? ☐ Yes ☒ No

If applicable, please complete the charts and respond to the questions below regarding single-sex education in your district.

A. In the chart below enter the names of any single-sex schools operating in the district and the number of students enrolled.

District:	2020-21 Single-Sex Schools	
School Name	Male Enrollment	Female Enrollment

B. In the chart below enter the number of classes and enrollments in all classes for courses for which single-sex classes are offered at co-educational schools in the district.

School Name:	2020-21 Single-Sex Classes					
	Male Students Only		Female Students Only		Co-Ed Students	
	# of Classes/ Sections	# of Students	# of Classes/ Sections	# of Students	# of Classes/ Sections	# of Students
Grade/Course						

C. Questions about the implementation of Title IX especially as they apply to single-sex education:

- Does the district offer single-sex education?
- How is single-sex education being justified?
- How does the district keep track of single-sex public education?
- What does the district do to insure there is no illegal sex segregation in education?
- Is single-sex education intended to decrease sex discrimination in the outcomes?
- Do the schools provide comparable co-educational options?
- How are single-sex educational options reviewed, monitored, and evaluated to insure they are legal?
- Who is involved in the evaluations and guidance on the implementation of single-sex education?
- What assurances are provided to ensure that single-sex options are completely voluntary?
- Are there pre-implementation reviews of proposed single-sex education?
- What entities review and approve single-sex options, and what standards do they use?
- Is there assistance from external groups for training or consultation?
- How does the district monitor to ensure that single-sex education is not contributing to gender stereotypes or sex discrimination in outcomes? For example, is data provided on girls compared to boys, or on any other populations, such as low-income minority boys compared to low-income minority girls?
- Do you or anyone else monitor to learn if there is equity between and among the single-sex groupings and the mixed-sex alternatives on equity measures?

- Please share information on why the district or school decided to eliminate single-sex education? ***This is only for those district(s) or school(s) that discontinued single-sex education.**
- D. Please attach copies of notices to parents/students that co-education options are available and the participation in single-sex classes is completely voluntary.
- E. If the district conducts single-sex education program, please submit the completed signed **Single-Sex Evaluation Verification Form. (See page 13.)**

PART VI:

SINGLE-SEX SCHOOLS AND CLASSES

Single-Sex Evaluation Verification Form

District: N/A

I hereby verify that the required evaluations of the single-sex programs and classes offered at the schools listed below were completed, as required by Title IX and Section 1002.311, F.S.

Name of School/Program	Date Single-Sex Program Began	Date Last Evaluation Completed

Sherrie Raulerson
Signature, Superintendent

6/30/21
Date

Part VII: Pregnant and Parenting Students

PART VII: PREGNANT AND PARENTING STUDENTS

To ensure that pregnant and parenting students are treated in compliance with the requirements of Title IX and Section 1003.54, F.S., districts are asked to respond to the following questions regarding programs for pregnant and parenting students:

- (1) How does the district make provisions for pregnant and parenting students to complete the coursework necessary to earn a high school diploma? How are ancillary services (such as childcare, health care, social services, parent education and transportation) provided?

All courses are available to all students, including our pregnant and parenting students. A personal education plan is written for each student based on their needs and goals. All pregnant and parenting students are assigned a guidance counselor who advises the students on several options for completing their coursework at our high school. These students can choose to participate in regular classes and take maternity leave when needed. Students can also choose to participate in an accelerated program. In this program, courses are completed on-line and in a lab setting. If a student is physically unable to attend school, they are placed in a medical homebound program where one teacher assists these students in completing their coursework. If a student does not choose to participate in the homebound program, then the regular classroom teacher works with the individual students and places them on a self-student pace. These students are afforded an extended amount of time to complete coursework to ensure that they have adequate opportunities to complete their coursework requirements to meet their goal of earning a high school diploma. These students participate in a Parenting Education course through the Florida Virtual School. This assists these students in the areas of health care, social services, and child care. The school district provides bus transportation to and from school for each student.

- (2) If the district operates a separate program for pregnant and parenting students, how are students informed of the different curricula, services, or other options available through the program versus what is available at their home schools? (Attach brochure(s) used to inform pregnant and parenting students of their educational options.)

N/A

- (3) How are school counselors and administrators trained to effectively advise pregnant or parenting students of their options to participate in regular classroom activities or enroll in a special program, and their access to curricular, extracurricular, and ancillary service programs?

The school counselors work very closely with the school nurse in assisting students who are pregnant or are parents. Counselors meet with this particular student population and may change their schedules based upon their specific needs. The nurse trains and communicates regularly with the teachers who have been assigned these identified students. The nurse refers these students to a specified guidance counselor who is trained to work with these students and monitor their educational progress. The guidance counselor may assist students in taking on-line courses or computerized courses to assist the student in meeting their graduation requirements prior to the delivery of their babies. Rescheduling of exams and coursework may occur due to students not being able to attend. The guidance counselor oversees these students and ensures that they have the access to all services available to meet their specific needs. Curricular, extracurricular, and ancillary services are always made available to this specified student population.