



# Baker County Public Schools

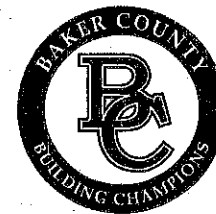
**Sherrie Raulerson, Superintendent of Schools**

270 South Boulevard East, Macclenny, Florida 32063

Telephone: (904) 259-6251

www.bakerk12.org

Fax: (904) 259-1387



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

## AGENDA

### SCHOOL BOARD WORK SESSION

(Open to the Public)

Monday, September 19, 2022 - 3:30 p.m.

District School Board Room (270 South Boulevard East, Macclenny, Florida)

#### SUPPLEMENTAL MINUTE BOOK #51 PAGE #6

- 3:30 - 4:45 p.m. - Work Session on Baker County Pre-K / Kdg Center, Macclenny Elementary School, Westside Elementary School, and Keller Intermediate School 2022-2023 School Improvement Plans

## AGENDA

### SCHOOL BOARD MEETING

(Open to the Public)

Monday, September 19, 2022 - 5:00 p.m.

District School Board Room (270 South Boulevard East, Macclenny, Florida)

#### SUPPLEMENTAL MINUTE BOOK #51 PAGE #6

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)
V.	RECOGNITIONS / PRESENTATIONS
	➤ Recognize Students for Outstanding Academic Achievement - Perfect Score on Spring 2022 FSAA State Testing
VI.	APPROVAL TO CORRECT AND/OR ADD ITEMS TO THE FINAL AGENDA
VII.	REMOVAL OF ROUTINE ITEMS
VIII.	APPROVAL OF ITEMS FOR ACTION

Baker County School Board Meeting Agenda (Monday, September 19, 2022) - Page 1 of 7  
Minute Book # 40

Supplemental Minute Book #51 Page #6

"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

	A.	Approval of Routine Items	CONTACT
	A.	1. Approval of the Personnel Items List for Approval on September 19, 2022.	Sherrie Raulerson (259-0401)
	A.	2. Approval of the Minutes of the September 6, 2022, School Board Meeting.	Sherrie Raulerson (259-0401)
	A.	3. Approval of the 2022-2023 Baker County School District Professional Development Plan.	Allen Murphy (259-0429)
	A.	4. Approval of the 2022-2023 Baker County School District Virtual Instruction Program Guide and Procedures Document.	Allen Murphy (259-0429)
	A.	5. Approval of the Grant Proposal for "High-Impact Reading Interventions and Targeted Support (HIITS)" in the Amount of \$299,583.00. New / Entitlement / Federal / No Matching	Traci Wheeler (259-6776)
	A.	6. Approval of the Out of State Travel for Baker County High School History Club Students and Employee Chaperones to Charleston, South Carolina on October 7 - 8, 2022. Funding Source: History Club	Johnnie Jacobs (259-6286)
	B.	Approval of Removed Routine Items.	N/A
	C.	Approval to Increase the Minimum Wage for All Hourly Workers to \$15.00 Per Hour Effective October 1, 2022.	Teri Ambrose (259-0418)
	D.	Approval to Increase the Hourly Rate of Pay for All Substitute Teachers and Substitute Nurses Effective October 1, 2022.	Teri Ambrose (259-0418)
	E.	Approval to Increase the Hourly Rate of Pay for All Part-Time, Temporary, and Extra Duty Workers on the Miscellaneous Non-Instructional Salary Schedule Effective October 1, 2022.	Teri Ambrose (259-0418)
	F.	Approval of the 2022-2023 Salary Schedule.	Teri Ambrose (259-0418)
	G.	Approval to Remove Itemized Instructional Materials from the Baker County High Instructional Materials Inventory List.	Johnnie Jacobs (259-6286)
	H.	Approval of the 2021-2024 Agreement with the Baker County Education Support Professionals. (Revised July 1, 2022) Pending Ratification by the Non-Instructional Bargaining Unit.	Allen Murphy (259-0429)
IX.	CITIZEN INPUT <i>(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.)</i>		
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 SEPTEMBER 19, 2022**

**RESIGNATION LIST FOR APPROVAL ON SEPTEMBER 19, 2022**

LAST NAME	FIRST NAME	MI	SPECIAL NOTE	POSITION	LOCATION	EFFECTIVE DATES
Barton	Weldon			Bus Driver (186 Days)	Transportation	June 29, 2022
Brin	Debra			Bus Driver (186 Days)	Transportation	July 19, 2022
Carter	Cynthia			Paraprofessional, ESE Ages 6-21 (187 Days)	Baker County High School	August 30, 2022

**EMPLOYMENT LIST FOR APPROVAL ON SEPTEMBER 19, 2022**

LAST NAME	FIRST NAME	MI	SPECIAL NOTE	POSITION	LOCATION	EFFECTIVE DATES
Brewin	Kelly		Amend Previously Approved (September 6, 2022) Employment Effective Date from September 13, 2022	Teacher, Language Arts M/J (197 Days)	Baker County Middle School	Amend to September 12, 2022
Brownlee	Tammy		Transfer Within the Same School Site from Paraprofessional, Title I (187 Days) / New Unit / 2022-2023 School Year Only	Paraprofessional, Elementary (187 Days)	Keller Intermediate School	September 12, 2022
Carter	Meara		Initial Employment / Replacing Latrelle Gibson	Teacher, Second Grade (197 Days)	Macclenny Elementary School	September 2, 2022
Conner	Jennifer		Initial Employment / Replacing Betty Bradley	Paraprofessional, ESE Ages 6-21 (187 Days)	Baker County High School	September 9, 2022
Godbold	Arlene		Initial Employment / Replacing Rachel Moore	Paraprofessional, ESE Ages 6-21 (187 Days)	Keller Intermediate School	September 1, 2022
Graham	Brianna		Promotion / Transfer Within the Same Site from Paraprofessional, ESE Ages 6-21 (187 Days) / Replacing Charles Jackson	Teacher, Varying Exceptionalities (197 Days)	Baker County Middle School	September 2, 2022
Midyette	Joan		Initial Employment / Replacing Miguel Aviles-Orengo	Custodian (261 Days, 5.5 Hours)	Baker County Middle School	August 25, 2022
Norrell	Sonya		Transfer from Social / Student Services Worker (187 Days) at Student Services / Replacing Brittany Conner	Paraprofessional, Pre-K (187 Days)	Baker County Pre-K / Kindergarten Center	September 12, 2022

**EXTRA DUTY LIST FOR APPROVAL ON SEPTEMBER 19, 2022**

LAST NAME	FIRST NAME	MI	SPECIAL NOTE	DESCRIPTION	AMOUNT	EFFECTIVE DATES
Crews	Stephen			Gatekeeper for 2022-2023 BCHS Athletic Events	\$12.00 Per Hour / As Needed / Funding Source: General	September 7, 2022 - May 30, 2023
Graham	Brianna			Working Through Planning	Regular Hourly Rate / As Needed / Funding Source: General	September 2, 2022 - May 25, 2023

SUPPLEMENT LIST FOR APPROVAL ON SEPTEMBER 19, 2022						
LAST NAME	FIRST NAME	SPECIAL NOTE	LOCATION	DESCRIPTION	AMOUNT	EFFECTIVE DATES
Bennett	Foster		Baker County High School	Technology Student Association	Board Approved Rate	2022-2023
Cinal	Jami		Keller Intermediate School	Late Bus Duty	Board Approved Rate	2022-2023 Effective September 1, 2022
Cinal	Jami	Rescind Previously Approved on August 15, 2022	Rescind Keller Intermediate School	Rescind Bus Duty	Rescind Board Approved Rate	Rescind 2022-2023 Effective August 31, 2022
Conner	Jennifer		Baker County High School	Paraprofessional, ESE	Board Approved Rate	2022-2023 Effective September 9, 2022
Crews	Stephen		Baker County Middle School	Teacher, Alternative School	Board Approved Rate	2022-2023
Graham	Brianna		Baker County Middle School	Teacher, ESE	Board Approved Rate	2022-2023 Effective September 2, 2022
Griffis	Keith Franklin		Baker County High School	Girls Assistant Softball Coach (Fastpitch)	Board Approved Rate	2022-2023
Heath	Patricia		Keller Intermediate School	Bus Duty	Board Approved Rate	2022-2023 Effective September 1, 2022
Holton	Ashley		Baker County High School	Girls Volleyball Coach	Board Approved Rate	2022-2023
Martin	Rachael		Keller Intermediate School	Late Bus Duty	Board Approved Rate	2022-2023 Effective September 1, 2022
Martin	Rachael	Rescind Previously Approved on August 15, 2022	Rescind Keller Intermediate School	Rescind Bus Duty	Rescind Board Approved Rate	Rescind 2022-2023 Effective August 31, 2022
Moore	Myles		Baker County High School	Chorus	Board Approved Rate	2022-2023
Morgan	Kendra		Baker County High School	Future Business Leaders of America	Board Approved Rate	2022-2023
Owings	Kimberly		Keller Intermediate School	Late Bus Duty	Board Approved Rate	2022-2023 Effective September 1, 2022
Owings	Kimberly	Rescind Previously Approved on August 15, 2022	Rescind Keller Intermediate School	Rescind Bus Duty	Rescind Board Approved Rate	Rescind 2022-2023 Effective August 31, 2022

SUPPLEMENT LIST FOR APPROVAL ON SEPTEMBER 19, 2022						
LAST NAME	FIRST NAME	SPECIAL NOTE	LOCATION	DESCRIPTION	AMOUNT	EFFECTIVE DATES
Platto	Katherine	For Sydney Raulerson	Keller Intermediate School	Peer Teacher	Board Approved Rate	2022-2023
Snell	Connie		Keller Intermediate School	Bus Duty	Board Approved Rate	2022-2023 Effective September 1, 2022
Ward	James Evan		Baker County High School	Video Productions	Board Approved Rate	2022-2023

OCCASIONAL PERSONNEL STAFFING LIST FOR APPROVAL ON SEPTEMBER 19, 2022				
LAST NAME	FIRST NAME	DESCRIPTION	AMOUNT	EFFECTIVE DATES
Clayton	Gerald	Boys Basketball Assistant Coach	\$1,390.00 Flat Rate / Funding Source: General	September 20, 2022 - June 30, 2023
Clayton	Gerald	Boys Basketball Head Assistant Coach	\$1,595.00 Flat Rate / Funding Source: General	September 20, 2022 - June 30, 2023

STIPEND LIST FOR APPROVAL ON SEPTEMBER 19, 2022					
LAST NAME	FIRST NAME	MI	ASSIGNMENT	AMOUNT	EFFECTIVE
Kish	Jessica		Addition of Out of Field Subject Area to Certificate (Math 5-9)	\$225.00 Flat Rate / Funding Source: Federal	August 15, 2022

OUT OF FIELD PERMIT LIST FOR APPROVAL ON SEPTEMBER 19, 2022						
LAST NAME	FIRST NAME	MI	CERTIFIED IN	PERMIT FOR	SCHOOL SITE	EFFECTIVE DATES
Andrews	Nancy		Elementary Education K-6	English for Speakers of Other Languages	Keller Intermediate School	2022-2023
Carter	Meara		Social Science Grade 6-12	Elementary Education	Macclenny Elementary School	2022-2023
Carver	Andrea		Elementary Education	English, Intensive Reading, English for Speakers of Other Languages	Baker County High School	2022-2023
Combs	Tiffany		Elementary Education, Exceptional Student Education, English for Speakers of Other Languages, Reading	Geometry, Algebra	Baker County High School	2022-2023
Delisle	Steve		General Science	Chemistry	Baker County High School	2022-2023
Finley	Brandon		Prekindergarten / Primary Education	Digital Information Technology, Marketing Directed Study, Sports Recreational Entertainment App	Baker County High School	2022-2023

OUT OF FIELD PERMIT LIST FOR APPROVAL ON SEPTEMBER 19, 2022						
LAST NAME	FIRST NAME	MI	CERTIFIED IN	PERMIT FOR	SCHOOL SITE	EFFECTIVE DATES
Gregonis	Vincent		Pre-Kindergarten / Primary Education	English for College Prep	Baker County High School	2022-2023
Hall	Cynthia		Elementary Education, Exceptional Student Education	English	Baker County High School	2022-2023
Jacobs	Heather		Elementary Education, English for Speakers of Other Languages	ESE Intellectual Disabilities	Baker County High School	2022-2023
Mays	Erica		Earth Space Science, Specific Learning Disabilities	Biology	Baker County High School	2022-2023
McCullough	Tammy		Social Science	ESE Emotional Behavioral Disabilities	Baker County High School	2022-2023
McHenry	Jessica		Elementary Education	Chemistry, Medical Skills	Baker County High School	2022-2023
Mixon	Marina		Health	Elementary Education	Macclenny Elementary School	2022-2023
Mosley	Pamela Taffie		English, English for Speakers of Other Languages	Algebra, Math for College Liberal Arts	Baker County High School	2022-2023
Petrillo	Candace		Business Education	Culinary	Baker County High School	2022-2023
Pettibone	Valerie		Business Education	Math for College Algebra, Math for College Liberal Arts	Baker County High School	2022-2023
Rafuse	Shelby		Social Science 6-12	Fifth Grade ELA	Keller Intermediate School	2022-2023
Register	Scott		Agriculture	Digital Information Technology, Culinary, Spanish, Weights and Physical Education	Baker County High School	2022-2023
Rice	Tammy		Business Education	English	Baker County High School	2022-2023
Rodgers	Jarrell		Pre-Kindergarten / Primary Education	PCSD Ed Lab	Baker County High School	2022-2023
Smith	Whitney		Elementary Education	English, Intensive Reading	Baker County High School	2022-2023
Spurlock	Jarred		Social Science	Environmental Science, Integrated Science	Baker County High School	2022-2023
Surrency	Stephanie		Elementary Education Grades K-6	English for Speakers of Other Languages	Keller Intermediate School	2022-2023
Taylor	Bridget		Elementary Education Grades K-6	English for Speakers of Other Languages	Keller Intermediate School	2022-2023
Taylor	Joshua		English	English for Speakers of Other Languages	Baker County High School	2022-2023

OUT OF FIELD PERMIT LIST FOR APPROVAL ON SEPTEMBER 19, 2022						
LAST NAME	FIRST NAME	MI	CERTIFIED IN	PERMIT FOR	SCHOOL SITE	EFFECTIVE DATES
Ward	James Evan		Elementary Education	Digital Media	Baker County High School	2022-2023
Wingard	Stephanie		Social Science	ESE Varying Exceptionalities	Baker County High School	2022-2023
Woods	Abbey		Elementary Education, English for Speakers of Other Languages	Math for College Algebra, Math for College Liberal Arts	Baker County High School	2022-2023

LEAVE LIST FOR APPROVAL ON SEPTEMBER 19, 2022					
LAST NAME	FIRST NAME	MI	# OF DAYS	TYPE OF LEAVE	EFFECTIVE DATES
Crews	Kathy		172 Days	Personal Leave Without Pay - Personal Extended	August 30, 2022 - May 29, 2023
Johnson	Robert		48.50 Days	Personal Leave Without Pay - Medical	August 29, 2022 - November 4, 2022
Smith	Whitney		30 Days	Personal Leave Without Pay - Medical	August 29, 2022 - October 7, 2022
Stewart	Lisa		8.5 Days	Personal Leave Without Pay - Personal	August 19, 2022 - August 31, 2022

SUBSTITUTE LIST FOR APPROVAL ON SEPTEMBER 19, 2022					
LAST NAME	FIRST NAME	MI	DESCRIPTION	AMOUNT	EFFECTIVE DATES
Blackshear	Barbara		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	August 29, 2022
Jackson	Andrea		Substitute in all areas pending completion of necessary requirements except Substitute Teacher	Board Approved Rate	August 31, 2022
Lauramore	Jamilee		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	August 26, 2022
Roberts	Amanda		Substitute in all areas pending completion of necessary requirements except Substitute Teacher	Board Approved Rate	August 29, 2022
Tedesco-Hall	Trishia		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	September 2, 2022

Baker County School District

# Prek/Kindergarten Center



2022-23 Schoolwide Improvement Plan

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## Prek/Kindergarten Center

362 SOUTH BLVD E, Macclenny, FL 32063

www.bakerk12.org

### Demographics

**Principal: Bonnie Jones**

Start Date for this Principal: 9/2/2022

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-KG
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	No
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	[Data Not Available]
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities Black/African American Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2021-22: No Grade 2020-21: No Grade 2018-19: No Grade 2017-18: No Grade
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northeast
<b>Regional Executive Director</b>	<u>Cassandra Brusca</u>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

### School Board Approval



This plan is pending approval by the Baker County School Board.

### **SIP Authority**

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

### **Purpose and Outline of the SIP**

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

## Part I: School Information

### School Mission and Vision

**Provide the school's mission statement.**

The mission of the Baker County Pre-K/Kindergarten Center is to prepare a garden of children where growing and learning begins.

**Provide the school's vision statement.**

The vision of the Baker County Pre-K/Kindergarten Center is to prepare individuals to be lifelong learners, self-sufficient, and responsible citizens of good character.

### School Leadership Team

**Membership**

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
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Jones,  
Bonnie

Principal

Principal: Leads the faculty, staff and students on the vision and mission of the school. Head of administration team within the school and is responsible for daily operations of the institution. She oversees the development of curriculum, and enforces school policies relating to discipline and safety. Sets goals and ensures students are meeting their objectives. Provides a common vision for the use of data-based decision-making; ensures adequate professional development to support MTSS implementation; conducts assessment of MTSS skills of school staff; ensures that the school-based team is implementing MTSS; ensures implementation of intervention support and documentation; ensures that the interventions are implemented with fidelity; and communicates with parents regarding school-based MTSS plans and activities.

Hickox,  
Heather

Other

Teacher on  
Special  
Assignment

Coordinate the use of school facilities for day to day activities and events. Create schedules for events and day to day activities. Provides information about core curriculum and instruction; provides support for the roles of the MTSS team; gathers data on discipline; researches strategies, intervention and facilitates their implementation; assists the Principal in ensuring interventions and strategies are implemented with fidelity.

Rowan,  
Tanyla

Instructional  
Coach

Instructional Coach: Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/ behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervention services for children to be considered "at-risk", assist in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring; provides guidance on K-12 reading plan; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

Craven,  
Morgan

Other

Career Specialist

Career Specialist includes facilitating individual educational plan (I.E.P. meetings), Multi-tiered systems of support (M.T.S.S) brainstorming interventions based on student data that can be implemented to correct the

Name	Position Title	Job Duties and Responsibilities
		deficiencies or add enrichment for their students. Acts as a liaison between classroom teachers and Multi-Tiered System of Support team, collecting data and other pertinent information for struggling students. She finds best practices and ways to guide instruction for her team. She holds weekly meetings to keep her team up to date on events and activities at the school. She attends monthly team leader meetings to discuss data and student growth. She takes on leadership projects throughout the year.

Lane, Teacher,  
Kimbra K-12

Kindergarten Teacher- Team Lead: Leads team to assist with brainstorming interventions based on student data that can be implemented to correct the deficiencies or add enrichment for their students. Acts as a liaison between classroom teachers and Multi-Tiered System of Support team, collecting data and other pertinent information for struggling students. She finds best practices and ways to guide instruction for her team. She holds weekly meetings to keep her team up to date on events and activities at the school. She attends monthly team leader meetings to discuss data and student growth. She takes on leadership projects throughout the year.

Hand, Teacher, Deedee K-12	Kindergarten Teacher, Team Lead and MTSS Team Lead: Leads team to assist with brainstorming interventions based on student data that can be implemented to correct the deficiencies or add enrichment for their students. Acts as a liaison between classroom teachers and Multi-Tiered System of Support team, collecting data and other pertinent information for struggling students. She finds best practices and ways to guide instruction for her team. She holds weekly meetings to keep her team up to date on events and activities at the school. She attends monthly team leader meetings to discuss data and student growth. She attends monthly MTSS meetings to discuss student data. She takes on leadership projects throughout the year.
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Vickers, Teacher,  
Jacqueline K-12

Kindergarten Teacher- Team Lead: Leads team to assist with brainstorming interventions based on student data that can be implemented to correct the deficiencies or add enrichment for their students. Acts as a liaison between classroom teachers and Multi-Tiered System of Support team, collecting data and other pertinent information for struggling students. She finds best practices and ways to guide instruction for her team. She holds weekly meetings

Name	Position Title	Job Duties and Responsibilities
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to keep her team up to date on events and activities at the school. She attends monthly team leader meetings to discuss data and student growth. She takes on leadership projects throughout the year.

Thigpen, Kimber  
Teacher, K-12

Kindergarten Teacher- Team Lead: Leads team to assist with brainstorming interventions based on student data that can be implemented to correct the deficiencies or add enrichment for their students. Acts as a liaison between classroom teachers and Multi-Tiered System of Support team, collecting data and other pertinent information for struggling students. She finds best practices and ways to guide instruction for her team. She holds weekly meetings to keep her team up to date on events and activities at the school. She attends monthly team leader meetings to discuss data and student growth. She takes on leadership projects throughout the year.

McLarty, Kelly  
Teacher, K-12

Kindergarten Teacher- Team Lead: Leads team to assist with brainstorming interventions based on student data that can be implemented to correct the deficiencies or add enrichment for their students. Acts as a liaison between classroom teachers and Multi-Tiered System of Support team, collecting data and other pertinent information for struggling students. She finds best practices and ways to guide instruction for her team. She holds weekly meetings to keep her team up to date on events and activities at the school. She attends monthly team leader meetings to discuss data and student growth. She takes on leadership projects throughout the year.

Vansickle, Brittnee  
Teacher, ESE

ESE Kindergarten Teacher- Team Lead: Leads team to assist with brainstorming interventions based on student data that can be implemented to correct the deficiencies or add enrichment for their students. Acts as a liaison between classroom teachers and Multi-Tiered System of Support team, collecting data and other pertinent information for struggling students. She finds best practices and ways to guide instruction for her team. She holds weekly meetings to keep her team up to date on events and activities at the school. She attends monthly team leader meetings to discuss data and student growth. She takes on leadership projects throughout the year.

Smith, Bethany  
Teacher, PreK

Pre-K Teacher- Team Lead/MTSS Team Lead: Leads team to assist with brainstorming interventions based on student data that can be implemented to correct the

Name	Position Title	Job Duties and Responsibilities
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deficiencies or add enrichment for their students. Acts as a liaison between classroom teachers and Multi-Tiered System of Support team, collecting data and other pertinent information for struggling students. She finds best practices and ways to guide instruction for her team. She holds weekly meetings to keep her team up to date on events and activities at the school. She attends monthly team leader meetings to discuss data and student growth. She takes on leadership projects throughout the year.

#### Demographic Information

##### Principal start date

Friday 9/2/2022, Bonnie Jones

**Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

**Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

##### Total number of teacher positions allocated to the school

23

##### Total number of students enrolled at the school

408

##### Identify the number of instructional staff who left the school during the 2021-22 school year.

5

##### Identify the number of instructional staff who joined the school during the 2022-23 school year.

4

#### Demographic Data

#### Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:



Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	396	0	0	0	0	0	0	0	0	0	0	0	0	396
Attendance below 90 percent	134	0	0	0	0	0	0	0	0	0	0	0	0	134
One or more suspensions	18	0	0	0	0	0	0	0	0	0	0	0	0	18
Course failure in ELA	39	0	0	0	0	0	0	0	0	0	0	0	0	39
Course failure in Math	20	0	0	0	0	0	0	0	0	0	0	0	0	20
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	390	0	0	0	0	0	0	0	0	0	0	0	0	390

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	23	0	0	0	0	0	0	0	0	0	0	0	0	23

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	38	0	0	0	0	0	0	0	0	0	0	0	0	38
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Friday 9/2/2022

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	383	0	0	0	0	0	0	0	0	0	0	0	0	383
Attendance below 90 percent	77	0	0	0	0	0	0	0	0	0	0	0	0	77
One or more suspensions	3	0	0	0	0	0	0	0	0	0	0	0	0	3
Course failure in ELA	33	0	0	0	0	0	0	0	0	0	0	0	0	33
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	10	0	0	0	0	0	0	0	0	0	0	0	0	10

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	33	0	0	0	0	0	0	0	0	0	0	0	0	33
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	383	0	0	0	0	0	0	0	0	0	0	0	0	383
Attendance below 90 percent	77	0	0	0	0	0	0	0	0	0	0	0	0	77
One or more suspensions	3	0	0	0	0	0	0	0	0	0	0	0	0	3
Course failure in ELA	33	0	0	0	0	0	0	0	0	0	0	0	0	33
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	10	0	0	0	0	0	0	0	0	0	0	0	0	10

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	33	0	0	0	0	0	0	0	0	0	0	0	0	33
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Part II: Needs Assessment/Analysis****School Data Review**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).



School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement								65%	57%
ELA Learning Gains								46%	58%
ELA Lowest 25th Percentile								34%	53%
Math Achievement								74%	63%
Math Learning Gains								52%	62%
Math Lowest 25th Percentile								33%	51%
Science Achievement								52%	53%

**Grade Level Data Review - State Assessments**

**NOTE:** This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

**Subgroup Data Review**

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	52			70							
BLK	40			60							
WHT	77			78							
FRL	64			68							
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	59			68							
BLK	51			50							
WHT	75			77							
FRL	62			61							

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18

**ESSA Data Review**

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	77
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	306
Total Components for the Federal Index	4
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	61
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	50
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	78
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	66
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

### Part III: Planning for Improvement

#### Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

#### What trends emerge across grade levels, subgroups and core content areas?

There was an increase in each progress monitoring tool that was used during the last school year. Data shows that 76% of the students scored proficient (70% or above) on Oral Assessment 1. By Oral Assessment 25, 90% of the Kindergarten students scored proficient. On Sentence Reading 1, 73% of

Kindergarten students scored proficient. By Sentence Reading 17, 78% of the students scored proficient. On Word List 1, 74% of the students scored proficient. By Word List 13, 89% of the students scored proficient. The first STAR Early Literacy Assessment was administered in August 2021. This assessment revealed that 51% of Kindergarten students scored at or above the 50th percentile ranking. The last STAR Early Literacy Assessment was administered in May 2022 and revealed that 64% of Kindergarten students scored in the 50th percentile ranking or above. Seventy-nine percent of Kindergarten students' percentile rankings remained the same or showed growth.

**What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?**

While we exceeded our goal of 62% of students scoring at or above the 50th percentile ranking on the STAR Early Literacy Assessment, the number of students scoring at or above the 50th percentile ranking is our greatest need for improvement.

**What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?**

During classroom observations, it was noticed that not all 90-minute reading blocks contained the same components. We also started a new curriculum that teachers were not fully confident in their skills to incorporate fully and with fidelity. This year, teachers are required to include the five components of reading daily in their lesson plans. Over the summer, teachers participated in professional development on the new reading curriculum. The PLC leaders also met over the summer to update the curriculum map.

**What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?**

The largest area of growth was shown in the number of students who scored proficient on the last Saxon Phonics Word List assessment when compared to the assessment given at the beginning of the school year.

**What were the contributing factors to this improvement? What new actions did your school take in this area?**

With the introduction of the new district-wide MTSS Guide, our school had a renewed focus on implementing the MTSS process and tracking students who were below expectations. Saxon Phonics is implemented daily in each classroom with fidelity.

**What strategies will need to be implemented in order to accelerate learning?**

Our school is working even harder this year to successfully implement the MTSS process. We are redesigning the way our MTSS team meets. The team will divide up monthly to meet with teachers one-on-one to discuss MTSS data and offer recommendations.

**Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

Teachers will have monthly one-on-one meetings to discuss any questions or concerns they may have about their MTSS. All teachers met with the guidance counselor and behavior specialist at the beginning of the year to discuss tracking Tier II behavior data. PLC teams meet bi-weekly to discuss data.

**Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.**

Data chats will be held once a quarter to discuss student growth and achievement. Data chats will be held with the classroom teacher, the instructional coach, and administration.

#### **Areas of Focus**

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources:

**#1. Instructional Practice specifically relating to Professional Learning Communities**

**Area of Focus**  
**Description and Rationale:**  
 Include a rationale that explains how it was identified as a critical need from the data reviewed.

In May of 2019, 57% of Kindergarteners score 50% or higher on Star Early Literacy Assessment. Before PKK was closed due to the pandemic, students took the STAR Early Literacy Assessment in March of 2020. Only 45% score on grade level, 50% or higher. In May of 2021, 58.45% of our Kindergarteners score 50% or higher on STAR Early Literacy Assessment. In May of 2022, 62% scored 50% or higher. PKK would like to increase the percentage of students on or above grade level to 65% in May 2023.

**Measurable Outcome:**  
 State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

65% of Kindergarten students will score at grade level (50%) on the final administration of Florida's Assessment of Student Thinking (FAST) using STAR Early Literacy.

**Monitoring:**  
 Describe how this Area of Focus will be monitored for the desired outcome.

ABC Bootcamp, K-Pals (Peer Assisted Learning Strategies), Sunform Curriculum (Neurologically Integrated Beginning Literacy), STAR Early Literacy Pilot in Pre-K, STAR Early Literacy progress monitoring, Benchmark checklist

**Person responsible for monitoring outcome:**

Tanyia Rowan (tanyia.rowan@bakerk12.org)

**Evidence-based Strategy:**  
 Describe the evidence-based strategy being implemented for this Area of Focus.

Evidence based strategies being implemented for the area of focus is the use of Reading Eggs, Moby Max, data driven 90 minute reading block planning, including the 5 components of literacy, professional development on SAVVAS. Evidence based interventions including SUNFORM, K-PALS, Heggerty Phonemic Awareness are implemented for this area of focus. ABC Bootcamp, K-Pals (Peer Assisted Learning Strategies), Sunform Curriculum (Neurologically Integrated Beginning Literacy), STAR Early Literacy in Pre-K, Benchmark checklist

**Rationale for Evidence-based Strategy:**  
 Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for

This area of focus will be enhanced through data chats and data driven instruction from STAR Early literacy progress monitoring, benchmark checklists, benchmark assessments which include phonemic awareness, phonics, W.O.W. words, and reading comprehension. Professional learning communities led by PLC leaders, analyze team data, plan interventions to address specific skills and differentiate instruction bi-weekly.

selecting this  
strategy.

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Data Chats to analyze data
2. Progress Monitor
3. Differentiate instruction and interventions
4. Implement Documented "Kindervention" Daily
5. Implement District Wide Multi Tiered Systems of Support Guide

**Person Responsible** Bonnie Jones (bonnie.jones@bakerk12.org)

*No description entered*

**Person Responsible** [no one identified]

## #2: Instructional Practice specifically relating to Social Studies

### Area of Focus

#### Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Pre-K and Kindergarten students experience their first year of school at Baker County Pre-K/Kindergarten Center. Learning socio-emotional lessons and how to behave is just as important as reading, writing and arithmetic for our young learners. Explicit teaching what being a good listener, being safe, being a helper and being kind look and sound like.

### Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Students will receive 10 minutes instruction from Sanford Harmony Social Emotional Curriculum daily. They will also receive a weekly 25 minute lesson from "Teachtown" during resource time on social emotional topics such as self-control, community building, kindness, friendship, honesty, growth mindset, empathy, emotions, family, respect, and responsibility. Conscious Discipline will also be implemented.

### Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Multi tiered systems of support will be in progress. During Positive Behavior Intervention Support Team Meetings, MTSS team meetings, Professional Learning Community Team meetings, behavioral data will be analyzed and proactive measures, interventions, or any adjustments will be made to meet PKK's P.B.I.S. expectations: Be kind, be a good listener, be safe and be a helper.

### Person responsible for monitoring outcome:

Heather Hickox (heather.hickox@bakerk12.org)

### Evidence-based

#### Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Teachtown -25 minute weekly lesson in resource  
Sanford Harmony-10 minutes daily  
Conscious Discipline  
Red/Green Choices  
MTSS interventions/tracking and problem solving guides

### Rationale for Evidence-based

#### Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Just like we teach students reading, writing, mathematics, etc, we must teach students how to self regulate emotions, problem solve, and interact with their peers and adults.

### Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

*No action steps were entered for this area of focus*



### #3: Positive Culture and Environment specifically relating to School Attendance

**Area of Focus Description and Rationale:**  
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Only 66% of our kindergarteners were in attendance 90% or more of the school year.

**Measurable Outcome:**  
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The specific measurable outcome is to increase kindergarten students in attendance 90% or more of the school year from 66% to 70%.

**Monitoring:**  
Describe how this Area of Focus will be monitored for the desired outcome.

Leadership team will monitor and review the percentage of regular attenders, at risk, and chronic/severe chronic absent students twice each month as a collaborative team. Data will help the team determine communication needs to students and parents.

**Person responsible for monitoring outcome:**

Bonnie Jones (bonnie.jones@bakerk12.org)

**Evidence-based Strategy:**  
Describe the evidence-based strategy being implemented for this Area of Focus.

Teachers will make a phone call home to students and document the date, time, parent/guardian spoken with and a summary of the conversation. PKK will recognize good and improved attendance (Tier 1). Teachers will start with "hello." Teachers, administrators, and support staff visibility in the hallways is helpful for safety. Perfect attenders will receive a "Perfect Attendance" bracelet and goodies. Encourage parents to complete a "family" access Skyward log in form in order to access attendance online. Staff will help identify any family needs and connect the family with services (food pantry, clothing assistance, etc.)

**Rationale for Evidence-based Strategy:**  
Explain the rationale for selecting this specific strategy.

Greeting students with positive affirmations helps establish positive relationships and a healthy school culture associated with improved attendance. Timely and accurate attendance information and grades are available to parents through Skyward, creating a transparent partnership between school and home. Perfect attendance bracelets and perfect attendance recognition celebration picnic with the principal will provide incentive to achieve perfect attendance.

**Describe the resources/ criteria used for selecting this strategy.**

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Monitor Data

Engage students and families

Recognize good and improved attendance

Provide personalised outreach

Remove Barriers

**Person**

**Responsible**

Morgan Craven (morgan.craven@bakerk12.org)

**RAISE**

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

**Area of Focus Description and Rationale**

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

**Grades K-2: Instructional Practice specifically relating to Reading/ELA**

**Grades 3-5: Instructional Practice specifically relating to Reading/ELA**

### Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

### Grades K-2: Measureable Outcome(s)

### Grades 3-5: Measureable Outcome(s)

### Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

### Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

### Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. AS 7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

### Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

**Action Steps to Implement:**

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

**Action Step****Person Responsible for Monitoring****Positive Culture & Environment**

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

**Describe how the school addresses building a positive school culture and environment.**

The Pre-K/ Kindergarten Center provides opportunities for parent participation at various events. These opportunities include, Open House, Back-to-School Night, School Advisory Council, parent conferences, IEP Meetings, class parties, and field trips. More school wide events include, Spring Fling, Fall Festival, Spirit Day/ Veteran's Day, Kindergarten and Pre-K Transition Day, food drives, Read for the Record, PBIS activities, volunteering, fundraisers, STEM DAY, Art Auction, Family Reading Night, Kid Fest (a literacy community wide event), Kindergarten Readiness nights, Kindergarten plays, end of the year celebrations, Farm Day, A.R. Night, Book Fair, and home projects/ books. This year, we plan to go out into the community to hold several functions, instead of just having them at our school. The Baker County Pre-K/ Kindergarten Center builds and sustains partnership with the local community for the purposes of securing and utilizing resources to support the school and student achievement through the Student Advisory Council, Kinderchorus club, STEM club, Christmas Caroling, Pre-K Community Field Trips, surveys, newsletters, website, personal phone calls and invitations to attend and contribute to the Baker County Pre-K/ Kindergarten Center.

**Identify the stakeholders and their role in promoting a positive school culture and environment.**

Faculty, staff, parents, guardians, community leaders, local businesses, and students are all active participants in promoting culture and environment in the the school. The School Advisory Council Committee helps make decisions for our school. The School Advisory Council Committee is comprised of faculty, staff, and community members.



Baker County School District

# Maccleddy Elementary School



## 2022-23 Schoolwide Improvement Plan

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# Macclenny Elementary School

1 WILD KITTEN DR, Macclenny, FL 32063

www.bakerk12.org

## Demographics

Principal: Lynn Green

Start Date for this Principal: 7/1/2019

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School 1-3
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	Yes
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	88%
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities Black/African American Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2021-22: A (77%) 2020-21: (72%) 2018-19: A (85%) 2017-18: A (79%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northeast
<b>Regional Executive Director</b>	<u>Cassandra Brusca</u>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

This plan is pending approval by the Baker County School Board.

### **SIP Authority**

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

### **Purpose and Outline of the SIP**

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.



## Part I: School Information

### School Mission and Vision

#### **Provide the school's mission statement.**

The mission of Macclenny Elementary is to create an enriched environment where children are inspired to believe in themselves and become life-long learners.

#### **Provide the school's vision statement.**

The vision of the Baker County School District is to prepare students to be life-long learners, self-sufficient, and responsible citizens of good character.

### School Leadership Team

#### **Membership**

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Green, Lynn	Principal	Principal: Provides leadership and direction in order for effective planning and implementation to take place, ensures that MTSS is being implemented with fidelity, conducts assessment of MTSS skills of school staff, ensures implementation of intervention support and documentation, providing adequate professional development opportunities for the staff, communicates with parents about MTSS plans and implementation of activities, participates on the Positive Behavioral Interventions and Support committee, conducts walkthroughs and formal evaluations to ensure the grade-level standards and being taught, analyzes data throughout the year to determine instructional and/or resource needs.
West, Rachel	Assistant Principal	Assistant Principal: Provides support to the principal and team for effective planning and implementation, gathers data on discipline, researches strategies, interventions, and programs to ensure effectiveness of MTSS, participates on the Positive Behavioral Interventions and Support committee, conducts walkthroughs and formal evaluations to ensure the grade-level standards and being taught, analyzes data throughout the year to determine instructional and/or resource needs, works closely with the Transportation Dept. to ensure the safe transport of our students to and from school.
Thornton, Nancy	Instructional Coach	Instructional Coach: Develops, leads, and evaluates school core content standards/program; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk"; assists in the design and implementation for progress monitoring, data collection and data analysis; participates in the design and deliver of professional development; and provides support for assessment and implementation monitoring; provides guidance on K-12 reading plan; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.
Stafford, Rhonda	Guidance Counselor	Guidance Counselor: Collaborates with administration, teachers, parents, and students, provides services to students to assist them in acquiring the skills, knowledge, and attitudes needed to become effective students,

Name	Position Title	Job Duties and Responsibilities
		responsible citizens, and lifelong learners, assists the MTSS team in analyzing data and intervention effectiveness school-wide and individual students, schedules and coordinates IEP, 504, and MTSS meetings, works with teachers and therapists to input goals and progress in the PEER system, monitors attendance (meets with parents, help to provided services if needed to families, etc.), organizes mental health counseling needs of students, facilitates state-wide testing scheduling, proctors, accommodations, etc.
Hartley, Ronda	Other	Media Specialist
		Media Specialist: Provides support for administration, teachers, students, and families in the advancement of literacy and comprehension. Provides interventions to struggling readers while instructing them on how to understand their own data and progress. Instrumental in the success of school wide initiatives such as fundraising efforts, family involvement (SAC, Family Literacy Nights, Title One Parent Nights, etc.), and students' academic growth.

#### Demographic Information

##### Principal start date

Monday 7/1/2019, Lynn Green

**Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

**Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

##### Total number of teacher positions allocated to the school

41

##### Total number of students enrolled at the school

615

##### Identify the number of instructional staff who left the school during the 2021-22 school year.

4

##### Identify the number of instructional staff who joined the school during the 2022-23 school year.

4

##### Demographic Data

#### Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	2	0	0	0	0	0	0	0	0	0	2	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	2	0	0	0	0	0	0	0	0	0	2	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	Grade Level												Total
	K	1	2	3	4	5	6	7	8	9	10	11	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	12	14	1	0	0	0	0	0	0	0	0	0	27	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0		

Date this data was collected or last updated

Monday 8/22/2022

The number of students by grade level that exhibit each early warning indicator:



Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	178	215	211	0	0	0	0	0	0	0	0	0	604
Attendance below 90 percent	0	66	55	60	0	0	0	0	0	0	0	0	0	181
One or more suspensions	0	0	1	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	34	35	17	0	0	0	0	0	0	0	0	0	86

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	15	10	6	0	0	0	0	0	0	0	0	0	31

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	21	22	10	0	0	0	0	0	0	0	0	0	53
Students retained two or more times	0	4	7	3	0	0	0	0	0	0	0	0	0	14

**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	178	215	211	0	0	0	0	0	0	0	0	0	604
Attendance below 90 percent	0	66	55	60	0	0	0	0	0	0	0	0	0	181
One or more suspensions	0	0	1	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	34	35	17	0	0	0	0	0	0	0	0	0	86

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	15	10	6	0	0	0	0	0	0	0	0	0	31

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	21	22	10	0	0	0	0	0	0	0	0	0	53
Students retained two or more times	0	4	7	3	0	0	0	0	0	0	0	0	0	14

## Part II: Needs Assessment/Analysis

### School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	70%			71%			80%	65%	57%
ELA Learning Gains	80%							46%	58%
ELA Lowest 25th Percentile								34%	53%
Math Achievement	76%			72%			89%	74%	63%
Math Learning Gains	80%							52%	62%
Math Lowest 25th Percentile								33%	51%
Science Achievement								52%	53%

### Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	80%	73%	7%	58%	22%
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	89%	83%	6%	62%	27%
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

### Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	52			70							
BLK	40			60							
WHT	77			78							
FRL	64			68							
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	59			68							
BLK	51			50							
WHT	75			77							
FRL	62			61							
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	70			79							
BLK	58			63							
WHT	82			92							
FRL	74			83							

### ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index -- All Students	77
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	306
Total Components for the Federal Index	4
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	61
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	50
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	



Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	78
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	66
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

### Part III: Planning for Improvement

#### Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

#### What trends emerge across grade levels, subgroups and core content areas?

Math scores showed an increase in all subgroups from 2021 to 2022.

ELA scores showed an increase in White and FRL subgroups from 2021 to 2022.

ELA scores showed a decrease in SWD and Black subgroups from 2021 to 2022.

#### What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

The greatest need for improvement is amongst the Black subgroup which showed an eleven point decrease from 2021 to 2022.

#### What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

After initial STAR assessments, the data for the Black subgroup will be analyzed to determine which students scored below grade level. The Comprehension Club (which was created in 2018-19) will be reinstated.

**What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?**

In math, the Black subgroup increased ten points from the 2021 to 2022 school year.

**What were the contributing factors to this improvement? What new actions did your school take in this area?**

Teachers created small groups based on STAR progress monitoring and in-class assessments. Certified teachers were assigned to work in the third grade classes during the math block.

**What strategies will need to be implemented in order to accelerate learning?**

Small group instruction

Data chats with teachers to identify students in need of support

Assign certified teachers and paraprofessionals to classrooms during reading and math blocks to assist in providing interventions

Offer before and after school clubs and activities that enhance the academic experience (e.g.: Lego League, Journalism, Family Reading Nights)

**Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

Schedule classroom visits: newer teachers can visit veteran teachers' classrooms to observe how the assistant and teacher work together during small group instruction.

**Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.**

Data chats: Data chats are held after each progress monitoring session. The first chat is held with the teacher and instructional coach. The second chat is conducted with the administrative team, teacher, and instructional coach. The third chat is held with the same team and may include the guidance counselor/testing coordinator.

#### **Areas of Focus**

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

**#1. Instructional Practice specifically relating to ELA**

<b>Area of Focus</b>	1st grade: 37% of our 1st graders did not test into the STAR Reading Assessment. Instead, they tested into the STAR Early Literacy Assessment for PM 1.
<b>Description and Rationale:</b>	1st grade: 68% of the 1st graders who tested into the STAR Reading Assessment for PM 1 scored below benchmark (50 PR).
<b>Include a rationale that explains how it was identified as a critical need from the data reviewed.</b>	2nd grade: 55% of the 2nd graders who tested into the STAR Reading Assessment for PM 1 scored below benchmark (50 PR). 3rd grade: 51% of the 3rd graders who tested into the STAR Reading Assessment for PM 1 scored below benchmark (50 PR). of Students scoring at or above level 3 on Progress Monitoring 1 (ELA FAST). 3rd grade: 23% of the 3rd grade students who took the ELA F.A.S.T. (PM 1) scored at or above Level 3.

<b>Measurable Outcome:</b>	1st grade: 95% of the students who tested into the STAR Early Literacy Assessment for PM 1 will test into the STAR Reading Assessment by PM 3.
<b>State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.</b>	1st grade: By PM 3, 40% of the students below benchmark with score at or above benchmark (50 PR). 2nd grade: By PM 3, 40% of the students below benchmark with score at or above benchmark (50 PR). 3rd grade: By PM 3, 40% of the students below benchmark with score at or above benchmark (50 PR). 3rd grade: By PM 3, 40% will score a level 3 or above on the ELA FAST (PM 3).

<b>Monitoring:</b>	
<b>Describe how this Area of Focus will be monitored for the desired outcome.</b>	Progress Monitoring Windows 2 and 3

<b>Person responsible for monitoring outcome:</b>	Nancy Thornton (nancy.thornton@bakerk12.org)
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<b>Evidence-based Strategy:</b>	
<b>Describe the evidence-based strategy being implemented for this Area of Focus.</b>	Data Driven Interventions

<b>Rationale for Evidence-based Strategy:</b>	
<b>Explain the rationale for selecting this specific strategy. Describe the resources/criteria</b>	Interventions will be purposeful and data driven. Interventions can include small group instruction. Students in small groups can receive intensive, individualized instruction. Some of the resources used in small groups include: the Reading Assistant program (Scientific Learning), Repeated Readings and Fluency Timings, Saxon Phonics, Making Words, and Guided Reading. Small group instruction will be monitored for fidelity through lesson plan checks and classroom walkthroughs conducted by the administrative team.

used for selecting  
this strategy.

### **Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Data chats held with instructional coach analyzing initial STAR assessment data
2. Place students in appropriate intervention as determined by instructional coach and classroom teacher
3. Administer progress monitoring assessments periodically to target group
4. Adjust interventions and professional development as needed throughout the year
5. Administer final STAR Reading Assessment

**Person**

**Responsible**

Nancy Thornton (nancy.thornton@bakerk12.org)

## #2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

**Area of Focus**  
**Description and Rationale:**  
**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

Of the 32 Black/African-American and Multi-Racial third grade students who took the STAR Reading Assessment (PM 1), 20 of them scored below a Level 3.

**Measurable Outcome:**  
**State the specific measurable outcome the school plans to achieve.**  
**This should be a data based, objective outcome.**

On the STAR Reading Assessment (PM 3), 20 of the 32 students will be at Level 3 or above.

**Monitoring:**  
**Describe how this Area of Focus will be monitored for the desired outcome.**

Through AR tests.

**Person responsible for monitoring outcome:**

Ronda Hartley (ronda.hartley@bakerk12.org)

**Evidence-based Strategy:**  
**Describe the evidence-based strategy being**

Mentor/Reading Tutors: "Comprehension Club"

**implemented  
for this Area  
of Focus.**

**Rationale for  
Evidence-  
based**

**Strategy:** Our Media Specialist and Instructional Coach will be reinstating our "Comprehension Club". These students will be paired up and allowed to eat their lunch in the media center on assigned days and read together or will come to the media center during their class's designated AR time. Then, they will be allowed to take the corresponding AR test on the book. These books will be chosen by the group based on their interests and reading levels. Our school will also be reaching out to local community leaders and retired teachers. These people will be invited to come into our school to volunteer/read with these students. Our goal is that each student in this subgroup has an adult they feel cares about them, holds them accountable, and will be there for them when needed.

**Explain the rationale for selecting this specific strategy.**

**Describe the resources/ criteria used for selecting this strategy.**

### **Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Analyze PM 1 STAR Reading Data
2. Select students for Comprehension Club/Acquire volunteers
3. Schedule reading times
4. Monitor through weekly AR tests
5. STAR PM 2 and PM 3 Assessments

**Person Responsible** Ronda Hartley (ronda.hartley@bakerk12.org)

### **RAISE**

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.



### Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

**Grades K-2: Instructional Practice specifically relating to Reading/ELA**

**Grades 3-5: Instructional Practice specifically relating to Reading/ELA**

### Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

**Grades K-2: Measureable Outcome(s)**

**Grades 3-5: Measureable Outcome(s)**

### Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

### Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.



**Evidence-based Practices/Programs**

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. A§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

**Rationale for Evidence-based Practices/Programs**

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

**Action Steps to Implement:**

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
<b>Positive Culture &amp; Environment</b> A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.	

**Describe how the school addresses building a positive school culture and environment.**

**Parents and Families:**

- \*contacting families through planners, letters, positive postcards, emails, texts, phone calls, Facebook posts, etc.
- \*hosting an Open House before the start of school
- \*keeping families posted of special events through texts, webpages, school Facebook page, and class and school newsletters
- \*asking families to complete interest inventories so teachers can learn more about their students
- \*learning more about classmates by encouraging students and their families to complete "All About Me" and/or "Family Tree" projects.

**Other Community Stakeholders:**

- \* Wendy's - provides meals for fund raiser participants at a discounted price
- \* Burger King - provides meal vouchers for students scoring proficient on the FSA
- \* Firehouse Subs, Jeremy Cain - donates towards student and faculty incentives
- \* Pizza Hut Book It Program
- \* Dr. Mary Futch, OD (Baker Vision Center) - donates vision screenings and glasses for students in need
- \* Winn Dixie - provides snacks and water bottles for PBIS activities, sponsored MES through the Community Bag Program and Rounding-up donations
- \* Better Baker Club - recognizes "Super Kid" achievements
- \* Rotary Club - provides dictionaries to all 3rd grade students
- \* First Responders - provides safety lessons and also assist in monthly safety drills
- \* Local churches, organizations, and businesses donate school supplies, clothing, etc.
- \* Baker Coalition provides free calendars for each student with important school dates
- \* MES invites community members and business leaders to read to classes during Celebrate Literacy Week.
- \* Students learn about careers in the STEM field through the Science Lab.

**Identify the stakeholders and their role in promoting a positive school culture and environment.**

Please see Part A.

Baker County School District

# Westside Elementary School



## 2022-23 Schoolwide Improvement Plan

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# Westside Elementary School

1 PANTHER CIR, Glen St Mary, FL 32040

www.bakerk12.org

## Demographics

Principal: Debbie Fraser

Start Date for this Principal: 8/1/2018

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School 1-3
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	Yes
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	98%
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2021-22: A (67%) 2020-21: (68%) 2018-19: A (74%) 2017-18: A (69%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northeast
<b>Regional Executive Director</b>	<u>Cassandra Brusca</u>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

This plan is pending approval by the Baker County School Board.

### **SIP Authority**

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

### **Purpose and Outline of the SIP**

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.



## Part I: School Information

### School Mission and Vision

#### Provide the school's mission statement.

"Peace, Love, and Learning!"

Westside Elementary School embraces our role in developing the whole child--socially, emotionally, physically, and intellectually. We believe in our students' ability to be successful, and this belief drives our mission to educate and empower children. However, we cannot achieve this goal without the resources and support of our teachers, staff, families, and community.

#### Provide the school's vision statement.

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

### School Leadership Team

#### Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Fraser, Debbie	Principal	
Murphy, Kelley	Assistant Principal	
Miller, Suzie	Guidance Counselor	
Crews, Debbie	Instructional Coach	
Dugger, Tabitha	Teacher, K-12	
Barrett, Ashley	Teacher, K-12	
Brantley, Kaley	Teacher, K-12	
Sheridan, Kathy	Teacher, K-12	
South, Marie	Teacher, K-12	
Wignall, Staci	Teacher, K-12	
Rhoden, Cheryl	Other	

### Demographic Information

#### Principal start date

Wednesday 8/1/2018, Debbie Fraser

**Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

**Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0



[illegible]

Date this data was collected or last updated

Tuesday 8/23/2022

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	181	191	174	0	0	0	0	0	0	0	0	0	546
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	1	11	12	0	0	0	0	0	0	0	0	0	24
Students retained two or more times	0	0	3	9	0	0	0	0	0	0	0	0	0	12

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	181	191	174	0	0	0	0	0	0	0	0	0	546
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	1	11	12	0	0	0	0	0	0	0	0	0	24
Students retained two or more times	0	0	3	9	0	0	0	0	0	0	0	0	0	12

## Part II: Needs Assessment/Analysis

### School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	65%			68%			69%	65%	57%
ELA Learning Gains								46%	58%
ELA Lowest 25th Percentile								34%	53%
Math Achievement	68%			68%			78%	74%	63%
Math Learning Gains								52%	62%
Math Lowest 25th Percentile								33%	51%
Science Achievement								52%	53%

### Grade Level Data Review - State Assessments

**NOTE:** This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	68%	73%	-5%	58%	10%
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	77%	83%	-6%	62%	15%
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

## Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	16			46							
BLK	53			38							
WHT	67			72							
FRL	60			61							
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	54			43							
BLK	55			55							
WHT	72			71							



2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
FRL	64			59							
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	51			58							
BLK	46			75							
WHT	72			78							
FRL	63			73							

**ESSA Data Review**

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	67
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	133
Total Components for the Federal Index	2
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	31
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A

Asian Students	
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	46
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	70
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	61
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

### Part III: Planning for Improvement

## **Data Analysis**

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

### **What trends emerge across grade levels, subgroups and core content areas?**

Student attendance continues to be an issue, with many students missing 5 days or more thus far: 5 students in first grade, 8 students in second grade, 10 students in third grade. Unfortunately, the beginning of the school year is rife with illnesses, including COVID 19, in addition to other factors, such as head lice quarantines and parental ambivalence toward school attendance.

Our subgroup scores were fairly consistent except for two categories.

First, our Black Subgroup has continued to drop in Math. Our 2019 data indicates this subgroup was 75% proficiency, 2021 was 58% proficiency, and our 2022 data was 38%. This is a drop of 37 percentage points, which is significant.

The second subgroup which shows negative growth are Students with Disabilities. Our scores for this subgroup dropped from 54% proficiency to 16% proficiency, which is an alarming downward trend. We will analyze this trend and its possible factors to determine a plan for the 2022-2023 school year.

Based on discipline incidents, referrals, and district mental health/behavior personnel contacts, we have seen a continued increase in the number of students who have been recommended for social group and other district support. Many factors appear to contribute to this trend: stress of family members' COVID-related health issues, grief, fear, academic struggles, and emotional-behavioral maturity.

### **What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?**

Our most urgent subgroup is our Students with Disabilities population. The drop from 54% proficiency to 16% proficiency is dramatic and must be analyzed and addressed.

### **What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?**

A variety of factors contribute to the drop from 54% to 16% proficiency in reading for ESE students. A significant number of these students not only have learning disabilities, but they struggle with other issues in their lives as well, such as serious health conditions, recent loss of a caregiver, childhood trauma, transient lifestyle, long-term, poorly attended virtual school experiences, and family turmoil. Many of these same students have been retained for one or even two different school years. At least two of these ESE students withdrew from other school districts and entered Westside in late spring. Combined, these factors created quite the challenge for our teachers, support facilitators, and Title 1 instructors.

This year, Westside will continue to plan instruction for our ESE students that will help them meet their academic goals in reading. However, the tools we've used in the past have not adequately led them to mastery, neither do the negative factors that plague these children seem to be diminishing. Therefore we need to review our current methodology. These six strategies have been proven to work with diverse groups of learners (Kameenui & Carnine, Effective Teaching Strategies that Accommodate Diverse Learners, 1998). All students, and particularly those with disabilities, benefit when teachers incorporate these strategies into their instruction on a regular basis:

Focus on essentials.

Make linkages obvious and explicit.

Prime background knowledge.



Provide temporary support for learning.  
Use conspicuous steps and strategies.  
Review for fluency and generalization.

**What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?**

Math continues to be a very strong subject area for our students. There were marginal gains in FSA Math for our Students with Disabilities, White, and Free & Reduced Lunch Subgroups.

**What were the contributing factors to this improvement? What new actions did your school take in this area?**

The teachers use center work, online games, and a comprehensive approach to teaching skills both in isolation, such as math facts, and in real world context, such as word problems. This approach helps students to use what they are learning and rationalize the purpose behind the learning.

**What strategies will need to be implemented in order to accelerate learning?**

2022 is the second year our district has implemented SAVVAS Learning Company's reading curriculum, and the first year of implementation for Big Ideas Math Curriculum. Our teachers will have the tools and resources provided by these research-based curricula to help support students of all skill levels. The data wall for struggling students was created by teachers early this school year, providing important information regarding those students' weaknesses and the strategies that are working and those that did not.

**Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

SAVVAS & Big Ideas are providing professional development for teachers and staff on how to navigate the materials efficiently, use the online tools, and accurately assess their students in ELA and Math. WES teachers and staff will participate in Wonderful Wednesday Workshops led by our support facilitator to discuss the data wall trends and strategies to address deficits. In addition, WES in-house 'experts' will share their own successes and describe how they implemented the positive changes in their students' growth.

The NorthEast Florida Education Consortium (NEFEC) is offering training to teachers as they delve into the newest standards and the most effective instructional methods, as well as accessing our newest data system, PowerBI, which is used to examine data and extrapolate target areas of focus.

**Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.**

Third grade students on Tier 2 will be in a pull-out intervention called Reading Assistant which will help them with fluency and comprehension. First, Second, and Third grade Tier 2 students will also attend Title 1, which is a small group pull-out intervention in which students focus on comprehension, decoding, and phonics, if necessary. WES will continue informal professional development during our Wonderful Wednesday Workshops meetings, where new strategies are discussed and shared by teachers who have used them successfully in their classrooms. These meetings are led by our Support Facilitator who oversees the data input system for student progress.

Data Chats are conducted each 9 weeks and provide the opportunity for teachers to sit with the administrators, guidance personnel, instructional coach, and support facilitator to discuss each child and make decisions regarding their progress and possible interventions.

### Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

**#1. ESSA Subgroup specifically relating to Students with Disabilities**

**Area of Focus Description and Rationale:**  
**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

Our most urgent subgroup is our Students with Disabilities population. There was a significant drop in the SWD on the FSA ELA. The drop from 54% proficiency to 16% proficiency is dramatic and must be analyzed and addressed. Many of these students face obstacles which hinder their success, but one of the most impactful is excessive truancy. When students are not at school, then none of the instructional plans that are created will help those students improve! Our plan for improvement of this subgroup must include both academic support and attendance motivators.

As part of our beginning-year data, our students have taken the STAR ELA. Out of 27 third grade ESE students, 33% of them reached the 50% percentile of proficiency.

**Measurable Outcome:**

**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

In order to address the ESE deficit score, support facilitation will implement a comprehensive plan to (1) individualize instruction that follows the IEP, (2) train teachers/paras in specific strategies to address learning gaps, (3) use data chats to keep instructional support on target, (4) add another support facilitator assistant to help more students, (5) check attendance records weekly and establish a system of rewards. Using a comprehensive plan of instruction that includes all of the above components, third grade ESE students in general education/inclusion classrooms will improve from 33% to 50% proficiency.

**Monitoring:**  
**Describe how this Area of Focus will be monitored for the desired outcome.**

Individualized Instruction, Teacher Training, Data Chats regarding ESE students, Attendance Check-In with Rewards

**Person responsible for monitoring outcome:**

Cheryl Rhoden (cheryl.rhoden@bakerk12.org)

**Evidence-based Strategy:**  
**Describe the evidence-based strategy being implemented for this Area of Focus.**

Students who attend school 'all day, every day' each week will receive a special attendance reward. Research shows that parents need to be partnered with schools to stress the importance of school attendance. Rewarding students is a good way to demonstrate that our school values student attendance and appreciate families who make it a priority.

**Rationale for Evidence-based Strategy:**  
**Explain the rationale for selecting this specific strategy.**

A study conducted by the National Center on Educational Outcomes found that elementary school students with disabilities served by the Individuals with Disabilities Education Act (IDEA) were 1.5 times as likely to be chronically absent as their peers without disabilities. Encouraging attendance through praise and tangible rewards should decrease truancy and help those ESE students' academics improve.

Describe the  
resources/  
criteria used for  
selecting this  
strategy.

#### Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Student check-in for attendance; rewards given for weekly attendance

**Person Responsible** Cheryl Rhoden (cheryl.rhoden@bakerk12.org)

Student's IEP Goals monitored

**Person Responsible** Cheryl Rhoden (cheryl.rhoden@bakerk12.org)

STAR administered and analyzed

**Person Responsible** Debbie Crews (debra.crews@bakerk12.org)

## #2. Instructional Practice specifically relating to ELA

### Area of Focus

#### Description and

#### Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

ELA proficiency for all three grade levels is always a concern, as the first STAR test is usually alarming in pure numbers. Therefore, testing is done very early upon the students' return so that teachers are able to formulate a plan for each student during the subsequent Data Chats.

### Measurable

#### Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

If we provide strategic standards-based instruction in ELA, then student achievement will increase: 1.) First grade will increase the percentage of students proficient on final STAR Reading Test from 60% to 70%. 2.) Second grade will increase the percentage of students proficient on final STAR Reading Test from 48% to 60%. 3.) Third grade will increase the percentage of students proficient on the STAR Reading Test from 48% to 70%.

### Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

The STAR will be administered three times during the school year. The testing is followed by a Data Chat with each teacher where every student is discussed in terms of progress, necessary interventions or enrichment, and behavior. STAR data is uploaded into a Google Doc that serves as an online Data Wall.

### Person

responsible for monitoring outcome:

Cheryl Rhoden (cheryl.rhoden@bakerk12.org)

### Evidence-based

#### Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

SAVVAS is research-based instruction from the Pearson Company. Teachers are given ongoing professional training on how to utilize this new curriculum to its maximum potential. Data Chats and Data Walls are also supported by research as effective ways to monitor student progress and make decisions that positively impact learning.

### Rationale for

#### Evidence-based

#### Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

SAVVAS curriculum was recommended by our consortium and selected by our district elementary teachers after a thorough vetting process. Our district elementary teachers have had a year to explore this new series and discover how it supports students of all learning levels. Year 2 of the SAVVAS adoption should demonstrate that teachers have mastered many of its resources and are using its varied materials to help struggling students, enrich advanced learners, and provide authentic learning opportunities to all students.

### Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

STAR given three times per school year. These assessments are scheduled in advance and coordinate with other district elementary schools.

**Person Responsible** Debbie Crews (debra.crews@bakerk12.org)

Data Chats after STAR.

**Person Responsible** Debbie Crews (debra.crews@bakerk12.org)

Data Wall, MTSS process (if necessary), general strategies for instruction.

**Person Responsible** Cheryl Rhoden (cheryl.rhoden@bakerk12.org)

Lesson plans will be created using SAVVAS to address new learning, remediation, practice, and enrichment. Teachers will use their curriculum as a basis for teaching, adding other components as they feel comfortable. Lesson plans will be turned in to administration three times per school year for inspection.

**Person Responsible** Debbie Fraser (deborah.fraser@bakerk12.org)

### RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

### Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

**Grades K-2: Instructional Practice specifically relating to Reading/ELA**

**Grades 3-5: Instructional Practice specifically relating to Reading/ELA**



**Measurable Outcomes:**

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

**Grades K-2: Measureable Outcome(s)****Grades 3-5: Measureable Outcome(s)****Monitoring:**

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

**Person responsible for monitoring outcome:**

Select the person responsible for monitoring this outcome.

**Evidence-based Practices/Programs:**

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. A§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

**Rationale for Evidence-based Practices/Programs:**

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

**Action Steps to Implement:**

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

**Action Step****Person Responsible for Monitoring****Positive Culture & Environment**

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

**Describe how the school addresses building a positive school culture and environment.**

In order for a school to function efficiently and enrich those on its campus, there must be a continued effort to build relationships among staff members. Westside Elementary School's strategies to encourage positive working relationships between teachers include grade level teams sharing common planning times, grade-level team times, cross grade-level meetings, time set aside for Curriculum Mapping, weekly team meetings, monthly team leader meetings, teacher inquiry, district-wide collaboration, planned professional development opportunities, shared decision making in curriculum programs, other school programs and school activities, beginning teacher program, opportunities for modeling/visiting other classrooms, and instructional coach, school counselor, Title 1 Team, school facilitator and leadership team support. Our staff is treated to a luncheon plus a gift during teacher pre-planning week, in addition to various meals, recognitions, and others goodies during the school year. Our Panther Team remembers individuals with a card on their birthday, and if the staff member experiences serious illness or a death in the immediate family, the Panther Team sends flowers as a form of solace.

**Identify the stakeholders and their role in promoting a positive school culture and environment.**

The school builds and sustains partnerships with our local community for the purpose of securing and utilizing resources to support the school and student achievement. The Baker Prevention Coalition attends our Title 1/School Advisory Council and provide backpacks for needy students. The local Women's Club provides school supplies, and area churches will donate clothes for our students who need them. The local thrift store, known as "Rack Up", uses proceeds to donate money to district schools for projects that directly impact student needs. Area businesses provide grant money to enrich science and math. A chapter of local veterans have given benches for teachers and students to enjoy during recess. A local ophthalmologist

provides free eye exams and glasses to students that need them.

Westside hosts the annual Project REACH (Reading Embraces All Children) where community members are invited to classrooms to read a story and spend time with the children.

Baker County School District

# J Franklyn Keller Intermediate School



## 2022-23 Schoolwide Improvement Plan

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# J Franklyn Keller Intermediate School

420 S 8TH ST, Macclenny, FL 32063

www.bakerk12.org

## Demographics

Principal: Kelly Horne

Start Date for this Principal: 8/9/2022

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School 4-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	Yes
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	88%
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students* Hispanic Students Multiracial Students* White Students Economically Disadvantaged Students*
<b>School Grades History</b>	2021-22: C (41%) 2020-21: (45%) 2018-19: C (46%) 2017-18: C (46%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northeast
<b>Regional Executive Director</b>	<u>Cassandra Brusca</u>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	



## **School Board Approval**

This plan is pending approval by the Baker County School Board.

## **SIP Authority**

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

## **Purpose and Outline of the SIP**

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

## Part I: School Information

### School Mission and Vision

#### **Provide the school's mission statement.**

The mission of Keller Intermediate School is to provide an educational environment that encourages a lifelong desire for learning, enhances creativity, and provides the personal skills needed for a successful, happy, and productive future.

#### **Provide the school's vision statement.**

Keller functions under the umbrella of the District's vision: To prepare individuals to be lifelong learners, self sufficient, and responsible citizens of good character.

### School Leadership Team

#### **Membership**

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Horne, Kelly	Principal	<p>Principal: Leads the faculty, staff and students on the vision and mission of the school. The Principal heads the administration team within the school and is responsible for daily operations of the institution.</p> <p>She oversees the development of curriculum, and enforces school policies relating to discipline and safety. The Principal sets goals and ensures students are meeting their objectives. She provides a common vision for the use of data-based decision-making; ensures adequate professional development to support MTSS implementation; conducts assessment of MTSS skills of school staff; ensures that the school-based team is implementing MTSS; ensures implementation of intervention support and documentation; ensures that the interventions are implemented with fidelity; and communicates with parents regarding school-based MTSS plans and activities.</p>
Anger, Tracy	Other	<p>Tier I Intervention Teacher and MTSS member: Leads Title I team to assists with brainstorming interventions based on student data that can be implemented to correct the deficiencies or add enrichment for their students. Acts as a liaison between classroom teachers and the Title I process. She collects data and other pertinent information for struggling students. She finds best practices and ways to guide instruction for her team. She holds weekly meetings with teachers to keep them up to date on student progress. She attends monthly team leader meetings to discuss data and student growth. She attends monthly MTSS meetings to discuss student data. She takes on leadership projects throughout the year.</p>
Hall, Whitney	Assistant Principal	<p>Assistant Principal: Coordinates the use of school facilities for day to day activities and events. Creates schedules for</p>

Name	Position Title	Job Duties and Responsibilities
		<p>events and day to day activities. The Assistant Principal provides information about core curriculum and instruction. She provides support for the roles of the MTSS team; gathers data on discipline; researches strategies, intervention and facilitates their implementation. She assists the Principal in ensuring interventions and strategies are implemented with fidelity.</p>
Taylor, Quentin	Instructional Media	<p>Resource Team Lead and PBIS Team Lead: Leads team to assist with brainstorming interventions based on student data that can be implemented to correct the deficiencies or add enrichment for their students. Leads the school for PBIS incentives and rewards. Facilitates monthly PBIS meetings. He holds weekly meetings with his team to keep his team up to date on events and activities at the school. He attends monthly team leader meetings to discuss data and student growth. He attends monthly MTSS meetings to discuss student data. He takes on leadership projects throughout the year.</p>
Christopher, Heather	Other	<p>Fifth Grade Teacher: Team Lead; Leads team to assist with brainstorming interventions based on student data that can be implemented to correct the deficiencies or add enrichment for their students. Acts as a liaison between classroom teachers and Multi Tiered System of Support team, collecting data and other pertinent information for struggling students. She finds best practices and ways to guide instruction for her team. She holds weekly meetings to keep her team up to date on events and activities at the school. She attends monthly team leader meetings to discuss data and student growth. She takes on leadership projects throughout the year.</p>

Name	Position Title	Job Duties and Responsibilities
Crawford, Staci	Other	<p>Fifth Grade Teacher: Team Lead; Leads team to assist with brainstorming interventions based on student data that can be implemented to correct the deficiencies or add enrichment for their students. Acts as a liaison between classroom teachers and Multi Tiered System of Support team, collecting data and other pertinent information for struggling students. She finds best practices and ways to guide instruction for her team. She holds weekly meetings to keep her team up to date on events and activities at the school. She attends monthly team leader meetings to discuss data and student growth. She takes on leadership projects throughout the year.</p>
Padgett, Carylon	Teacher, ESE	<p>ESE Team Lead; Leads team to assist with brainstorming interventions based on student data that can be implemented to correct the deficiencies or add enrichment for their students. Acts as a liaison between classroom teachers and the student. Ensures the IEP goals are being met and all deadlines are kept. Assists teachers with Multi Tiered System of Support team, collecting data and other pertinent information for struggling students. She finds best practices and shares them with teachers. She holds weekly meetings to keep her team up to date on events and activities at the school. She attends monthly team leader meetings to discuss data and student growth. She takes on leadership projects throughout the year.</p>
Crummey, Kindall	Guidance Counselor	<p>School counselor role includes: Facilitating individual educational plan (I.E.P. meetings), Multi tiered systems of support (M.T.S.S) brainstorming interventions based on student data that can be implemented to correct the deficiencies or add enrichment for their students. Acts as a liaison</p>

Name	Position Title	Job Duties and Responsibilities
		<p>between classroom teachers and Multi Tiered System of Support team, collecting data and other pertinent information for struggling students. She finds best practices and ways to guide instruction for her team. She holds weekly meetings to keep her team up to date on events and activities at the school. She attends monthly team leader meetings to discuss data and student growth. She takes on leadership projects throughout the year.</p>

Hatcher,  
Tiffany

Other

Fifth Grade Teacher: Team Lead; Leads team to assist with brainstorming interventions based on student data that can be implemented to correct the deficiencies or add enrichment for their students. Acts as a liaison between classroom teachers and Multi Tiered System of Support team, collecting data and other pertinent information for struggling students. She finds best practices and ways to guide instruction for her team. She holds weekly meetings to keep her team up to date on events and activities at the school. She attends monthly team leader meetings to discuss data and student growth. She takes on leadership projects throughout the year.

McCullough,  
Harli

Other

Fourth Grade Teacher: Team Lead; Leads team to assist with brainstorming interventions based on student data that can be implemented to correct the deficiencies or add enrichment for their students. Acts as a liaison between classroom teachers and Multi Tiered System of Support team, collecting data and other pertinent information for struggling students. She finds best practices and ways to guide instruction for her



Name	Position Title	Job Duties and Responsibilities
Taylor, Bridgett	Other	<p>team. She holds weekly meetings to keep her team up to date on events and activities at the school. She attends monthly team leader meetings to discuss data and student growth. She takes on leadership projects throughout the year.</p> <p>Fourth Grade Teacher: Team Lead; Leads team to assist with brainstorming interventions based on student data that can be implemented to correct the deficiencies or add enrichment for their students. Acts as a liaison between classroom teachers and Multi Tiered System of Support team, collecting data and other pertinent information for struggling students. She finds best practices and ways to guide instruction for her team. She holds weekly meetings to keep her team up to date on events and activities at the school. She attends monthly team leader meetings to discuss data and student growth. She takes on leadership projects throughout the year.</p>
Brookins, Lisa	Teacher, ESE	<p>ESE Team Lead; Leads team to assist with brainstorming interventions based on student data that can be implemented to correct the deficiencies or add enrichment for their students. Acts as a liaison between classroom teachers and the student. Ensures the IEP goals are being met and all deadlines are kept. Assists teachers with Multi Tiered System of Support team, collecting data and other pertinent information for struggling students. She finds best practices and shares them with teachers. She holds weekly meetings to keep her team up to date on events and activities at the school. She attends monthly team leader meetings to discuss data and student growth. She</p>

Name	Position Title	Job Duties and Responsibilities
		takes on leadership projects throughout the year.

### Demographic Information

**Principal start date**

Tuesday 8/9/2022, Kelly Horne

**Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

**Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

**Total number of teacher positions allocated to the school**

38

**Total number of students enrolled at the school**

740

**Identify the number of instructional staff who left the school during the 2021-22 school year.**

8

**Identify the number of instructional staff who joined the school during the 2022-23 school year.**

7

**Demographic Data**

### Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	382	373	0	0	0	0	0	0	0	755
Attendance below 90 percent	0	0	0	0	100	113	0	0	0	0	0	0	0	213
One or more suspensions	0	0	0	0	38	67	0	0	0	0	0	0	0	105
Course failure in ELA	0	0	0	0	86	68	0	0	0	0	0	0	0	154
Course failure in Math	0	0	0	0	106	91	0	0	0	0	0	0	0	197
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	52	62	0	0	0	0	0	0	0	114

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	9	5	0	0	0	0	0	0	0	14

Date this data was collected or last updated

Tuesday 8/9/2022

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	382	373	0	0	0	0	0	0	0	755
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	1	1	0	0	0	0	0	0	0	2
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	30	89	0	0	0	0	0	0	0	119
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	39	79	0	0	0	0	0	0	0	118
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	1	0	0	0	0	0	0	0	1

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	5	3	0	0	0	0	0	0	0	8
Students retained two or more times	0	0	0	0	9	4	0	0	0	0	0	0	0	13

**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	382	373	0	0	0	0	0	0	0	755
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	1	1	0	0	0	0	0	0	0	2
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	30	89	0	0	0	0	0	0	0	119
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	39	79	0	0	0	0	0	0	0	118
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

**The number of students with two or more early warning indicators:**

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	1	0	0	0	0	0	0	0	1	

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	5	3	0	0	0	0	0	0	0	8
Students retained two or more times	0	0	0	0	9	4	0	0	0	0	0	0	0	13

## Part II: Needs Assessment/Analysis

### School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	48%			53%			46%	65%	57%
ELA Learning Gains	45%			44%			46%	46%	58%
ELA Lowest 25th Percentile	26%			25%			34%	34%	53%
Math Achievement	55%			62%			56%	74%	63%
Math Learning Gains	47%			49%			52%	52%	62%
Math Lowest 25th Percentile	31%			38%			33%	33%	51%
Science Achievement	36%			47%			52%	52%	53%

### Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
04	2022					
	2019	46%	46%	0%	58%	-12%
Cohort Comparison						
05	2022					
	2019	42%	42%	0%	56%	-14%
Cohort Comparison		-46%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
04	2022					
	2019	55%	55%	0%	64%	-9%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						
05	2022					
	2019	52%	52%	0%	60%	-8%
Cohort Comparison		-55%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	49%	49%	0%	53%	-4%
Cohort Comparison						

## Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	36	35	14	45	44	31	32				
BLK	20	29	25	30	33	28	13				
HSP	38	40		48	50		40				
MUL	42	43		32	40	38	32				
WHT	54	47	24	60	50	31	40				
FRL	40	40	27	44	41	31	26				
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	41	37	27	54	47	44	43				
BLK	31	31	28	36	21	21	18				
HSP	43			71							
MUL	50	38		40	46		64				
WHT	56	46	25	67	53	42	51				
FRL	45	40	31	52	44	35	40				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	37	49	36	52	53	35	48				
BLK	27	33	26	27	37	40	33				
HSP	56	56		67	50						
MUL	60	38		60	48		75				
WHT	48	48	36	60	54	32	54				
FRL	37	39	33	45	45	32	44				



**ESSA Data Review**

This data has not been updated for the 2022-23 school year.

<b>ESSA Federal Index</b>	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	41
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	288
Total Components for the Federal Index	7
Percent Tested	99%
<b>Subgroup Data</b>	
<b>Students With Disabilities</b>	
Federal Index - Students With Disabilities	34
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
<b>English Language Learners</b>	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
<b>Asian Students</b>	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	25
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	1
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	43
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	38
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	44
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	36
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

### Part III: Planning for Improvement

#### Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

#### What trends emerge across grade levels, subgroups and core content areas?

The 4th and 5th grade ELA data scores are both below the state average for 2022. There have been many efforts to provide intervention services, professional development and strategic placement of students to help increase our achievement scores.

#### What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

4th and 5th grade ELA scores have the greatest need for improvement.

**What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?**

The ELA scores are below the state average for 4th and 5th grade. New actions to be taken for improvement - Fully implementing new SAVVAS curriculum, focus on small group guided reading in ELA classrooms, Phonics for Reading intervention during small group time, Sanford Harmony Social Emotional Curriculum to be taught daily in classrooms.

**What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?**

4th grade ELA had the most growth from the year prior.

**What were the contributing factors to this improvement? What new actions did your school take in this area?**

One contributing factor for the improvement of 4th grade scores was professional development on the standards, and reteaching skills not mastered. Teachers attended weekly team meetings where professional development and curriculum planning occurred. Teachers were really able to focus on the standards and teach to these skills specifically.

**What strategies will need to be implemented in order to accelerate learning?**

Teachers will need continued professional development on the new BEST standards. Teachers will need professional development on how to improve Tier 1 instruction. This will happen by coaching, professional development trainings and book studies.

**Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

Professional Development opportunities - SAVVAS Professional development (ELA Curriculum), i-Ready PD(ELA and Math online program), CHAMPS/Foundations of a Successful Classroom training (classroom management), Weekly lesson planning meetings(ELA and Math), Sanford Harmony training (Social emotional lessons), and BEST Standards PD.

**Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.**

Additional services that will be implemented to ensure sustainability of improvement in the next year and beyond will be addressed by administration. They will conduct weekly walk-throughs with learning targets. Administration will also facilitate data chats three times a year to ensure growth. Quarterly lesson plan checks will be done by administration as well. Support from mentor teachers for beginning teachers will take place, and lesson planning meetings to ensure standards are being taught with fidelity.

**Areas of Focus**

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources:

## #1 ESSA Subgroup specifically relating to Black/African-American

### Area of Focus

#### Description and

#### Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Keller's African American students currently have a federal index below 41%.

### Measurable

#### Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Keller's African American students will achieve an overall federal index at or above 41%.

### Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Students will fill out and turn in a weekly monitoring card. This will be monitored by checking the progress and data collection used by the students and mentors.

Person responsible for monitoring outcome:

Kelly Horne (kelly.horne@bakerk12.org)

### Evidence-based

#### Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

1. Check in Check out supported by PBIS.
2. The MTSS leadership team will meet monthly to discuss the progress of the students.
3. Data chats will be held with ELA teachers to determine if interventions are needed.

### Rationale for

#### Evidence-based

#### Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Many of our African American students who score below proficiency on the state assessment or below the 25th percentile on the STAR assessment, also show evidence of discipline issues related to their social/emotional interactions with peers and adults. Assigning a mentor to "check in" with these students on a daily basis regarding their behavioral progress will have a positive impact on students' academic success in the classroom and eventually on the state assessment.

### Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Identify the targeted group of students (Level 1 on FAST ELA or Below 25th Percentile on STAR ELA with two or more discipline referrals)

2. Create daily progress reports that are individualized to each student's need
3. Determine and train available mentors regarding the Check In/Check Out process
4. Pair each identified student with the most compatible mentor.
5. Monitor Check In progress by analyzing the data collection forms used by the students and mentors
6. Analyze classroom performance/grades to determine effectiveness or need for change

**Person**

**Responsible**

Whitney Hall (whitney.hall@bakerk12.org)

1. Identify individual student needs by analyzing FAST, STAR, and iReady assessments.
2. Schedule students to begin intervention services for 4 days a week for 30 minutes.
3. Ensure student attendance in intervention.
4. MTSS leadership team will meet monthly to address student needs.

**Person**

**Responsible**

Kelly Horne (kelly.horne@bakerk12.org)

## #2. ESSA Subgroup specifically relating to Economically Disadvantaged

### Area of Focus

#### Description and

#### Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Keller's Economically Disadvantaged students' overall federal index is below 41%.

### Measurable

#### Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Keller's Economically Disadvantaged students' overall federal index will be at or above 41%.

### Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Teachers will be made aware of specific students that are economically disadvantaged to ensure their needs are met. This will begin with ensuring student's physical needs have been met by providing food, personal care items, clothing, and shoes. Next, to ensure physical needs are met we will make sure they have a planner, supplies and a backpack. Teachers will report this information to the front office and the school nurse.

After ensuring their physical needs are met, we will ensure they are receiving academic intervention they need. This will be monitored by targeting students below grade level on the FAST APM, STAR and i-Ready diagnostic assessments. Students will participate in Title 1, and/or classroom interventions. This data will be analyzed during teacher Data Chats and MTSS meetings.

### Person responsible for monitoring outcome:

Whitney Hall (whitney.hall@bakerk12.org)

### Evidence-based

#### Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

1. Masolow's Hierarchy of Needs- Physical needs are met.
2. Title 1 Leveled Literacy Intervention for students below grade level (Students will visit Title 1 teacher led intervention 30 minutes per day, 4x a week).
3. Interventionist push in using Phonics for Reading for students below grade level (Students will receive intervention 30 minutes per day 4x a week).

### Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Students who are identified as Economically Disadvantaged scored low on the Florida Standards Assessment. In order to make sure these specific students are proficient this year, we have put action steps into place.



**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Identify student needs by identifying specific students, teacher feedback, FSA scores, STAR and i-Ready Assessments.
2. Review student data and schedule intervention services.
3. Ensure student progress in MTSS meetings and Data Chats.

**Person Responsible** Whitney Hall (whitney.hall@bakerc12.org)

### #3 ESSA Subgroup specifically relating to Multi-Racial

#### Area of Focus

#### Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Keller's multi-racial students currently have an overall federal index below 41%.

#### Measurable

#### Outcome:

State the specific measurable

outcome the school plans to achieve.

This should be a

data based,

objective outcome.

Keller's multi-racial students will achieve an overall federal index at or above 41%.

#### Monitoring:

Describe how this

Area of Focus will

be monitored for

the desired

outcome.

Students will fill out and turn in a weekly monitoring card. This will be monitored by checking the progress and data collection used by the students and mentors.

#### Person responsible

for monitoring

outcome:

Whitney Hall (whitney.hall@bakerk12.org)

#### Evidence-based

#### Strategy:

Describe the

evidence-based

strategy being

implemented for

this Area of Focus.

1. Check in Check out supported by PBIS.
2. The MTSS leadership team will meet monthly to discuss the progress of the students.
3. Data chats will be held with ELA teachers to determine if interventions are needed.

#### Rationale for

#### Evidence-based

#### Strategy:

Explain the

rationale for

selecting this

specific strategy.

Describe the

resources/criteria

used for selecting

this strategy.

Many of our multi-racial students who score below proficiency on the state assessment or below the 25th percentile on the STAR assessment, also show evidence of discipline issues related to their social/emotional interactions with peers and adults. Assigning a mentor to "check in" with these students on a daily basis regarding their behavioral progress will have a positive impact on students' academic success in the classroom and eventually on the state assessment.

#### Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Identify the targeted group of students (Level 1 on FAST ELA or Below 25th Percentile on STAR ELA with two or more discipline referrals)

2. Create daily progress reports that are individualized to each student's need
3. Determine and train available mentors regarding the Check In/Check Out process
4. Pair each identified student with the most compatible mentor.
5. Monitor Check In progress by analyzing the data collection forms used by the students and mentors
6. Analyze classroom performance/grades to determine effectiveness or need for change

**Person Responsible** Whitney Hall (whitney.hall@bakerk12.org)

#### #4 ESSA Subgroup specifically relating to Students with Disabilities

##### Area of Focus

##### Description

##### and

##### Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Keller's Students with Disabilities subgroup currently has a federal index below 41%.

##### Measurable

##### Outcome:

State the specific measurable outcome the school plans to achieve.

This should be a data based, objective outcome.

Keller's Students with Disabilities subgroup will achieve a federal index at or above 41% this school year.

##### Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Data chats with teachers, progress reports completed by support facilitators, MTSS monthly team meetings, IEP meetings

Person responsible for monitoring outcome:

Kelly Horne (kelly.horne@bakerk12.org)

Evidence-based

Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Support facilitator and Title 1 pull out interventions will be implemented this school year.

**Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.**

In the past, ESE students have received support in the general education classroom from the support facilitators to help them achieve their IEP goals. Due to COVID, students have not been pulled out into small groups due to contamination. Support Facilitators plan to change this support this year. Support facilitators will meet with students in small groups who have similar learning goals. Students will also be included in small group support using Leveled Literacy Intervention in the Title 1 classroom to achieve meeting their IEP goals and areas they are low academically in. This additional support will help students with meeting IEP goals and obtaining a proficient score on the FAST assessment.

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Identify students with similar IEP goals and plan 30 minute daily small group time.
2. Schedule data chats with teachers
3. Identify students that would benefit from Leveled Literacy Intervention and schedule their Title 1 intervention.
4. Monitor student growth using FAST, STAR Reading and i-Ready data.
5. Support Facilitators will monitor students growth and complete progress reports for each student.

**Person**

**Responsible**

Carylon Padgett (carylon.padgett@bakerk12.org)

**RAISE**

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

**Area of Focus Description and Rationale**

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

## **Grades K-2: Instructional Practice specifically relating to Reading/ELA**

## **Grades 3-5: Instructional Practice specifically relating to Reading/ELA**

Percentage of students scoring below Level 3 on the FSA ELA:

4th grade - 50%

5th grade - 54%

### **Measurable Outcomes:**

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

### **Grades K-2: Measureable Outcome(s)**

### **Grades 3-5: Measureable Outcome(s)**

60% of 4th and 5th grade students will obtain a proficient score on the Spring FAST assessment.

### **Monitoring:**

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

FAST progress monitoring assessments 3x per year, STAR reading 3x per year, i-Ready diagnostics 2x per year, data chats with ELA teachers 3x per year, Monthly MTSS Leadership Team meetings

### **Person responsible for monitoring outcome:**

Select the person responsible for monitoring this outcome.

Horne, Kelly, kelly.horne@bakerk12.org

### **Evidence-based Practices/Programs:**

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. AS7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?



Title 1 Leveled Literacy Intervention - Strong  
 Phonics For Reading daily intervention - Strong  
 SAVVAS Guided Reading - Strong  
 All programs align with the district's K-12 Reading Plan and align to the BEST ELA Standards

#### Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

SAVVAS was chosen and adopted by K-5 elementary school teachers as the reading curriculum. Within this curriculum are guided reading books and small group lessons. Phonics for Reading intervention was chosen to go along with the i-Ready program that has been used at Keller for over 6 years. This intervention is scripted and easily implemented daily using paraprofessional interventionists.

Leveled Literacy Intervention is used in the Title 1 program. This is a 30 minute daily intervention for identified students. The data supports that this intervention is supporting student growth and achievement,

#### Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below.

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

#### Action Step

#### Person Responsible for Monitoring

Area of Focus 1: Increase ELA Scores for 4th and 5th Grade (Economically Disadvantaged, ESE, Multiracial and African American

Literacy Leadership- This will begin over the summer with team leads creating curriculum maps with the BEST standards. Teams will meet each week for common lesson planning.

Literacy Coaching- The Administrative team and the district met with the RAISE coordinator to discuss supports needed. Professional Development with the BEST Standards is where the team will start.

The Assessment- FAST APM will be monitored each time it is taken by students. Teachers will attend Data Chats with the team to better understand the data and next steps.

Professional Learning- Teachers will participate in professional learning on the BEST standards to better understand the learning gaps from each grade level and what specifically needs to be taught. Teachers will also participate in a Sanford Harmony Professional Development, CHAMPs Training and the MTSS process.

Hall, Whitney,  
 whitney.hall@bakerk12.org

## **Positive Culture & Environment**

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

### **Describe how the school addresses building a positive school culture and environment.**

Keller Intermediate School is committed to building strong partnerships among home, school, and community. When parents/caretakers and schools act as partners in supporting and celebrating the achievements of students, everyone benefits. Keller Intermediate School extends an invitation to all parents to attend the first Title I School Advisory Council Meeting held in September and each quarter thereafter. We also have several family involvement activities throughout the year such as: open house, family reading night, Title I parent night, FSA parent night, parent conferences, grandparents breakfast, Winter Wonderland gift shop, quarterly Super Kids program, vocabulary parade, Summer Splash, school dances, Trunk or Treat, as well as an open invitation for parents to visit our school at anytime that they are interested or have a specific need. Keller also

provides a monthly newsletter that includes a Home-School Connection insert and has a website and Facebook page that is updated regularly with important information for families and how they can be involved at our school.

Community businesses donated door prizes in August for our "Welcome Back To School" faculty meeting for teachers and staff. Each staff member received a door prize.

Colleges in our area work with our district office to set up college interns seeking an elementary education degree. We currently have five college students in our classrooms competing their pre-internships.

### **Identify the stakeholders and their role in promoting a positive school culture and environment.**

Keller has a full-time School Counselor that is available during the school day for any student who is in need of someone to talk to. We have also incorporated the Sanford Harmony Curriculum into every classroom. This curriculum provides opportunities for students to develop positive relationships with one another and create a classroom environment that is safe and enjoyable.

Individual mental health counseling is provided by a licensed mental health therapist for students who qualify through the MTSS process. These counselors also facilitate three different social groups, three times a month for students who need more intensive instruction in appropriate social behaviors. The district also supports the social-emotional needs of students by providing a District Positive Behavioral Support Coach, School Psychologists, Behavioral Analyst, and an ESE/Student Services Staffing Specialist.

Keller Intermediate School has a full-time nurse covering the school clinic. The nurse is very sensitive to our students' needs and works collaboratively with school administration, guidance, and parents to assist in proper services for the students.

Keller also provides an on-site orientation for all incoming 4th graders and there is also an onsite orientation at the Middle School for all incoming 6th graders. School Counselors and administrators communicate between all schools. Third grade teachers provide individual

information for each student using a school created Google form. This form requires assessment data, behavior information, school services, parent involvement, and attendance data to assist with appropriate placement within a fourth grade classroom.

<p style="text-align: center;"><b>MINUTES</b>  <b>SCHOOL BOARD MEETING</b>  <b>(Open to the Public)</b>  <b>Tuesday, September 6, 2022 - 5:00 p.m.</b>  <b>District School Board Room (270 South Boulevard East, Macclenny, Florida)</b></p>
<p style="text-align: center;"><b>SUPPLEMENTAL MINUTE BOOK #51 PAGE #5</b></p>
<p>The Baker County School Board met on Tuesday, September 6, 2022, at 5:00 p.m. in the District School Board Room located at 270 South Boulevard East, Macclenny, Florida. The purpose of this meeting was to hold the regularly scheduled Board meeting. Chairperson Paula T. Barton announced that Michael Green was going to give the invocation followed by the Pledge of Allegiance led by Lynn Green.</p>
<p style="text-align: center;"><b>CALL TO ORDER – 5:00 P.M.</b></p>
<p>Chairperson Barton called the meeting of the Baker County School Board to order and asked for a roll call of members. The following Board Members were present to wit: Chairperson Paula T. Barton, Vice-Chairperson Tiffany McInarnay, Richard “Dean” Griffis, Charlie M. Burnett, III (Artie), and Amanda Hodges. Superintendent Sherrie Raulerson and School Board Attorney John W. Caven, Jr. were both present at the meeting.</p>
<p style="text-align: center;"><b>PUBLIC HEARINGS – 5:05 P.M. (if any)</b></p>
<p>➤ <b>Approval of the 2022-2023 Student Progression Plan</b></p>
<p>Chairperson Barton called the public hearing to order and opened the floor for public comment. No individual in the audience addressed the Board on this item. Therefore, Chairperson Barton closed the public hearing on this item and entertained a motion from the Board on it. As recommended by Superintendent Raulerson, Artie Burnett made a motion to approve, seconded by Amanda Hodges. The motion carried 5-0.</p>
<p>➤ <b>Approval of the 2022-2023 Code of Student Conduct</b></p>
<p>Chairperson Barton called the public hearing to order and opened the floor for public comment. No individual in the audience addressed the Board on this item. Therefore, Chairperson Barton closed the public hearing on this item and entertained a motion from the Board on it. As recommended by Superintendent Raulerson, Dean Griffis made a motion to approve, seconded by Tiffany McInarnay. The motion carried 5-0.</p>

➤ <b>Approval of the 2022-2023 Final Required Local Effort as 3.231 Millages.</b>
Chairperson Barton called the public hearing to order and opened the floor for public comment. No individual in the audience addressed the Board on this item. Therefore, Chairperson Barton closed the public hearing on this item and entertained a motion from the Board on it. As recommended by Superintendent Raulerson, Amanda Hodges made a motion to approve, seconded by Artie Burnett. The motion carried 5-0.
➤ <b>Approval of the 2022-2023 Final Basic Discretionary Operating as .748 Millages.</b>
Chairperson Barton called the public hearing to order and opened the floor for public comment. No individual in the audience addressed the Board on this item. Therefore, Chairperson Barton closed the public hearing on this item and entertained a motion from the Board on it. As recommended by Superintendent Raulerson, Tiffany McNarnay made a motion to approve, seconded by Dean Griffis. The motion carried 5-0.
➤ <b>Approval of the 2022-2023 Final Basic Discretionary Capital Outlay Millage as 1.500.</b>
Chairperson Barton called the public hearing to order and opened the floor for public comment. No individual in the audience addressed the Board on this item. Therefore, Chairperson Barton closed the public hearing on this item and entertained a motion from the Board on it. As recommended by Superintendent Raulerson, Artie Burnett made a motion to approve, seconded by Amanda Hodges. The motion carried 5-0.
➤ <b>Approval of the 2022-2023 Final Total Millages as 5.479.</b>
Chairperson Barton called the public hearing to order and opened the floor for public comment. No individual in the audience addressed the Board on this item. Therefore, Chairperson Barton closed the public hearing on this item and entertained a motion from the Board on it. As recommended by Superintendent Raulerson, Dean Griffis made a motion to approve, seconded by Tiffany McNarnay. The motion carried 5-0.
➤ <b>Approval of the 2022-2023 Final Budget.</b>
Chairperson Barton called the public hearing to order and opened the floor for public comment. No individual in the audience addressed the Board on this item. Therefore, Chairperson Barton closed the public hearing on this item and entertained a motion from the Board on it. As recommended by Superintendent Raulerson, Tiffany McNarnay made a motion to approve, seconded by Amanda Hodges. The motion carried 5-0.
➤ <b>Approval of the 2022-2023 Final Budget Resolution.</b>
Chairperson Barton called the public hearing to order and opened the floor for public comment. No individual in the audience addressed the Board on this item. Therefore, Chairperson Barton closed the public hearing on this item and entertained a motion from the Board on it. As recommended by Superintendent Raulerson, Tiffany McNarnay made a motion to approve, seconded by Artie Burnett. The motion carried 5-0.

➤ **Approval of the 2022-2023 Resolution Determining Revenues and Millages Levied.**

Chairperson Barton called the public hearing to order and opened the floor for public comment. No individual in the audience addressed the Board on this item. Therefore, Chairperson Barton closed the public hearing on this item and entertained a motion from the Board on it. As recommended by Superintendent Raulerson, Dean Griffis made a motion to approve, seconded by Amanda Hodges. The motion carried 5-0.

**RECOGNITIONS / PRESENTATIONS**

➤ **Recognize Retiree James Anderson**  
**(Hire Date: March 3, 1997 ; Retire Date: August 31, 2022)**

Superintendent Raulerson presented retiree James Anderson with a restaurant gift card for his years of service to our district.

**APPROVAL TO CORRECT AND/OR ADD ITEMS TO THE FINAL AGENDA**

There were no corrections or additions to the agenda. Therefore, no action was taken on this agenda item.

**REMOVAL OF ROUTINE ITEMS**

Chairperson Barton asked if any Board member wished to remove a routine item for separate consideration. Hearing none, she continued with the items for action.

**APPROVAL OF ITEMS FOR ACTION**

	<b>A.</b>	<b>Approval of Routine Items</b>	<b>CONTACT</b>
	<b>A.</b>	<b>1. Approval of the Personnel Items List for Approval on September 6, 2022.</b>	Sherrie Raulerson (259-0401)
	<b>A.</b>	<b>2. Approval of the Minutes of the August 15, 2022, School Board Meeting.</b>	Sherrie Raulerson (259-0401)
	<b>A.</b>	<b>3. Approval of the Baker County Middle School FFA Chapter Out of State Travel for Students and Employee Chaperones on October 19, 2022, to Moultrie, Georgia for the Sunbelt Ag Expo.</b>	Thomas Hill (259-2226)
	<b>A.</b>	<b>4. Approval to Renew Agreement with Baker County Health Department to Provide Dental Services Effective July 1, 2022 - June 30, 2023. (Change from Previous Agreement Noted on Cover Letter.)</b>	Tina Bradley (259-0476)
	<b>A.</b>	<b>5. Approval of the 2022-2023 State of Florida Statewide School Readiness Provider Contract Form DEL-SR 20.</b>	Bonnie Jones (259-0405)
	<b>A.</b>	<b>6. Approval of the Amendment (Form DEL-SR 20A) to the 2022-2023 State of Florida Statewide School Readiness Provider Contract.</b>	Bonnie Jones (259-0405)



	A.	7. Approval of the 2022-2023 State of Florida Statewide Voluntary Prekindergarten Provider Contract Form DEL-VPK 20.	Bonnie Jones (259-0405)
	A.	8. Approval of Budget Amendment #1 (BA 1) for Fiscal Year Ending June 30, 2022. (Special Revenue Fund 441)	Teri Ambrose (259-0418)
	A.	9. Approval of Budget Amendment #2 (BA 2) for Fiscal Year Ending June 30, 2022. (General Fund 100)	Teri Ambrose (259-0418)
	A.	10. Approval of Budget Amendment #3 (BA 3) for Fiscal Year Ending June 30, 2022. (Special Revenue Fund 420)	Teri Ambrose (259-0418)
	A.	11. Approval of Budget Amendment #4 (BA 4) for Fiscal Year Ending June 30, 2022. (Special Revenue Fund 443)	Teri Ambrose (259-0418)
	A.	12. Approval of Budget Amendment #5 (BA 5) for Fiscal Year Ending June 30, 2022. (Special Revenue Fund 445)	Teri Ambrose (259-0418)
	A.	13. Approval of Budget Amendment #6 (BA 6) for Fiscal Year Ending June 30, 2022. (Special Revenue Fund 446)	Teri Ambrose (259-0418)
	A.	14. Approval to Renew Family Service Center Interagency Agreement with Women's Center of Jacksonville, Effective October 1, 2022 - September 30, 2023. (Rate Change Noted.)	Tina Bradley (259-0476)
	A.	15. Approval to Renew the Cooperative Agreement with Meridian Behavioral Healthcare, Inc. for Counseling Services Effective July 1, 2022 - June 30, 2023. Funding Source: Mental Health Allocation (No Changes from Previous Agreement.)	Michael Green (259-0444)
	A.	16. Approval to Renew the Agreement with Raptor Technologies in the Amount of \$7,350.00 Effective July 1, 2022 - August 31, 2023.	David Crawford (259-0432)
	A.	17. Approval of the Baker County High School FFA Chapter Out of State Travel for Students and Employee Chaperones on October 19, 2022, to Moultrie, Georgia for the Sunbelt Ag Expo by District School Bus.	Johnnie Jacobs (259-6286)
	A.	18. Approval of the 2022-2023 Extended Day Enrichment Program Policy and Procedures Manual.	Teri Ambrose (259-0418)
		Chairperson Barton entertained a motion from the Board to approve the routine items. As recommended by Superintendent Raulerson, Artie Burnett made a motion to approve, seconded by Tiffany McInarnay. The motion carried 5-0.	
	B.	Approval of Removed Routine Items.	N/A
		There were no removed routine items. Therefore, no action was taken on this agenda item.	
	C.	Approval of the Postretirement Benefit Valuation Report Under GASB 75 for the Fiscal Year Beginning July 1, 2021 and Ending June 30, 2022.	Teri Ambrose (259-0418)
		Chairperson Barton entertained a motion from the Board to approve this agenda item. As recommended by Superintendent Raulerson, Dean Griffis made a motion to approve, seconded by Tiffany McInarnay. The motion carried 5-0.	
	D.	Approval of the Contract for Services with Positive Behavior Support Corp. for Online Paraprofessional Training Effective August 8, 2022 - June 30, 2023. Funding Source: American Rescue Plan	Michael Green (259-0444)

		Chairperson Barton entertained a motion from the Board to approve this agenda item. As recommended by Superintendent Raulerson, Amanda Hodges made a motion to approve, seconded by Artie Burnett. The motion carried 5-0.	
	<b>E.</b>	<b>Approval of the Change Order to Increase the Contract Amount of the Baker Pre-K / Kindergarten Center Reroofing Project for Buildings 3, 4, &amp; 5 with BBG Consulting Group by \$40,779.00 for a New Contract Total of \$527,635.18.</b>	Denny Wells (259-5420)
		Chairperson Barton entertained a motion from the Board to approve this agenda item. As recommended by Superintendent Raulerson, Dean Griffis made a motion to approve, seconded by Tiffany McNarnay. The motion carried 5-0.	
	<b>F.</b>	<b>Approval to Use King &amp; Walker as Independent Auditors for the Internal Accounts and Foundation Audits for the Year Ending June 30, 2022, 2023, and 2024.</b>	Teri Ambrose (259-0418)
		Chairperson Barton entertained a motion from the Board to approve the routine items. As recommended by Superintendent Raulerson, Tiffany McNarnay made a motion to approve, seconded by Amana Hodges. The motion carried 5-0.	
	<b>G.</b>	<b>Approval to Award Bid for Canopies in the Back of Building 1 Extending to Building 20 at Baker County Middle School to Ladson Construction, LLC in the Amount of \$380,000.00.</b>	Denny Wells (259-5420)
		Chairperson Barton entertained a motion from the Board to approve this agenda item. As recommended by Superintendent Raulerson, Amanda Hodges made a motion to approve, seconded by Artie Burnett. The motion carried 5-0.	
	<b>H.</b>	<b>Approval of New Job Description: 43.02 (Licensed Practical Nurse / LPN)</b>	Robin Mobley (259-0428)
		Chairperson Barton entertained a motion from the Board to approve the routine items. As recommended by Superintendent Raulerson, Tiffany McNarnay made a motion to approve, seconded by Amanda Hodges. The motion carried 5-0.	
	<b>I.</b>	<b>Approval to De-authorize and Dispose of Itemized Property on Career &amp; Adult Education Property List. (Obsolete / Broken Beyond Repair Items Will be Disposed of When Possible.)</b>	Carrie Dopson (259-0408)
		Chairperson Barton entertained a motion from the Board to approve this agenda item. As recommended by Superintendent Raulerson, Dean Griffis made a motion to approve, seconded by Artie Burnett. The motion carried 5-0.	
	<b>J.</b>	<b>Approval of the Training Provider Agreement with Eckerd Connects Effective July 1, 2022 - June 30, 2023 for Adult Education Students.</b>	Carrie Dopson (259-0408)
		Chairperson Barton entertained a motion from the Board to approve the routine items. As recommended by Superintendent Raulerson, Tiffany McNarnay made a motion to approve, seconded by Amanda Hodges. The motion carried 5-0.	
	<b>K.</b>	<b>Approval of the Agreement with the University of Florida Board of Trustees for the Baker County High School Health Science Program Clinical Rotations Effective January 3, 2022 - January 3, 2023.</b>	Carrie Dopson (259-0408)

		Chairperson Barton entertained a motion from the Board to approve the routine items. As recommended by Superintendent Raulerson, Artie Burnett made a motion to approve, seconded by Dean Griffis. The motion carried 5-0.	
	<b>L.</b>	<b>Approval of the 2022-2023 Uniform Statewide Assessment Calendar.</b>	Traci Wheeler (259-6776)
		Chairperson Barton entertained a motion from the Board to approve this agenda item. As recommended by Superintendent Raulerson, Dean Griffis made a motion to approve, seconded by Tiffany McInarnay. The motion carried 5-0.	
	<b>M.</b>	<b>Approval of the 2021-2024 Agreement with the Baker County Education Association (Revised July 1, 2022) Pending Ratification by the Instructional Bargaining Unit.</b>	Allen Murphy (259-0429)
		Chairperson Barton entertained a motion from the Board to approve this agenda item. As recommended by Superintendent Raulerson, Dean Griffis made a motion to approve, seconded by Amanda Hodges. The motion carried 5-0.	
	<b>N.</b>	<b>Approval of the 2021-2022 Annual Financial Report.</b>	Teri Ambrose (259-0418)
		Chairperson Barton entertained a motion from the Board to approve this agenda item. As recommended by Superintendent Raulerson, Dean Griffis made a motion to approve, seconded by Artie Burnett. The motion carried 5-0.	
	<b>O.</b>	<b>Approval to Lease Eighteen Copiers from the Source Well Contract #030321-SEC with McCrimmon's Office Systems for a Total Lease Cost of \$201,180.00. (Lease Period: October 1, 2022 - October 31, 2026)</b>	Tonya Tarte (259-4330)
		Chairperson Barton entertained a motion from the Board to approve the routine items. As recommended by Superintendent Raulerson, Tiffany McInarnay made a motion to approve, seconded by Amanda Hodges. The motion carried 5-0.	

### CITIZEN INPUT

No individual in the audience addressed the Board with citizen concerns at this meeting.

### INFORMATION AND ANNOUNCEMENTS

➤ ~~**Executive Session Will Be Held Immediately Following The Regular Board Meeting**~~

This session was canceled.

### **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 SEPTEMBER 6, 2022**

<b>RESIGNATION LIST FOR APPROVAL ON SEPTEMBER 6, 2022</b>						
<b>LAST NAME</b>	<b>FIRST NAME</b>	<b>MI</b>	<b>SPECIAL NOTE</b>	<b>POSITION</b>	<b>LOCATION</b>	<b>EFFECTIVE DATES</b>
Bradley	Betty		Retirement	Paraprofessional, ESE Ages 6-21 (187 Days)	Baker County High School	August 19, 2022
Conner	Brittany			Paraprofessional, Pre-K (187 Days)	Baker County Pre-K / Kindergarten Center	September 2, 2022
Crews Jr.	Aaron		Retirement	Auxiliary Services Supervisor (261 Days)	Auxiliary Services	October 31, 2022
Harrison	Karen		Retirement	Office Aide Guidance Services (187 Days, 4 Hours)	Baker County Middle School	September 2, 2022
Moore	Rachel			Paraprofessional, ESE Ages 6-21 (187 Days)	Keller Intermediate School	August 15, 2022

<b>EMPLOYMENT LIST FOR APPROVAL ON SEPTEMBER 6, 2022</b>						
<b>LAST NAME</b>	<b>FIRST NAME</b>	<b>MI</b>	<b>SPECIAL NOTE</b>	<b>POSITION</b>	<b>LOCATION</b>	<b>EFFECTIVE DATES</b>
Adams	Heather		Initial Employment / Replacing Kristina Lazenby	Teacher, Kindergarten (197 Days)	Baker County Pre-K / Kindergarten Center	August 4, 2022
Aviles Orenco	Miguel		Promotion / Transfer from Custodian (261 Days, 5.5 Hours) at Baker County Middle School / Replacing Eurita Rhoden	Custodian (197 Days, 8 Hours)	Keller Intermediate School	August 18, 2022
Blackshear	Clayton		Initial Employment / Replacing Michael Harrison	Teacher, Fifth Grade (197 Days)	Keller Intermediate School	August 18, 2022
Brewin	Kelly		Initial Employment / Replacing Angela Callahan	Teacher, Language Arts M/J (197 Days)	Baker County Middle School	September 13, 2022
Cochran	Magen		Initial Employment / Replacing Casey Walton	Nutrition Services Assistant (191 Days, 7 Hours)	Baker County Pre-K / Kindergarten Center	August 22, 2022
Daniels	Destiny		Initial Employment / Replacing Jessalyn Davis	Paraprofessional, ESE Ages 6-21 (187 Days)	Macclenny Elementary School	August 19, 2022
Davis	Jessalyn		Initial Employment / New Unit	Teacher, Third Grade (197 Days)	Macclenny Elementary School	August 4, 2022
Decker-Richard	Sherri		Initial Employment / Replacing Collin Crews	Teacher, Science (197 Days)	Baker County High School	August 4, 2022
Dobson	Jasmine		Initial Employment / Replacing Megan Anderson	School Secretary (216 Days)	Baker County Middle School	August 29, 2022

EMPLOYMENT LIST FOR APPROVAL ON SEPTEMBER 6, 2022						
LAST NAME	FIRST NAME	MI	SPECIAL NOTE	POSITION	LOCATION	EFFECTIVE DATES
Gray	Mary		Transfer Within the Same Site from Paraprofessional, ESE Age 6-21 (187 Days) / Replacing Nathan Harrell / No Vacancy Swap	Paraprofessional, ESE Age 6-21 (187 Days)	Baker County High School	August 2, 2022
Hamel	Rena		Initial Employment / Replacing Danyle Lewis	Teacher, Intellectual Disabilities (197 Days)	Baker County High School	August 4, 2022
Harrell	Nathan		Transfer Within the Same Site from Paraprofessional, ESE Age 6-21 (187 Days) / Replacing Mary Gray / No Vacancy Swap	Paraprofessional, ESE Age 6-21 (187 Days)	Baker County High School	August 2, 2022
Lloyd	Tiffany		Amend Previously Approved (August 15, 2022) Employment Effective Date from August 9, 2022	Extended Day Enrichment Program Assistant Supervisor (181 Days)	Baker County Pre-K / Kindergarten Center	Amend to August 10, 2022
Mosley	Baylie		Initial Employment / Replacing John Thompson	Custodian (261 Days, 5.5 Hours)	Baker County High School	August 18, 2022
Phillips	Cynthia		Initial Employment / Replacing Phyllis Hogue	Bus Driver (186 Days)	Transportation	August 10, 2022
Raulerson	Sydney		Initial Employment / Replacing Amanda Snellgrove	Teacher, Fourth Grade (197 Days)	Keller Intermediate School	August 15, 2022
Rhoden	Eurita		Transfer from Custodian (197 Days, 8 Hours) at Keller Intermediate School / Replacing LeAnn Miller	Custodian (197 Days, 8 Hours)	Baker County Middle School	August 15, 2022
Sanders	Saige		Amend Previously Approved (August 15, 2022) Employment Effective Date from August 9, 2022	Paraprofessional, ESE Ages 6-21 (187 Days)	Baker County High School	Amend to August 17, 2022
Spurlock	Jared		Initial Employment / Replacing Richard Yaracs	Teacher, Science (197 Days)	Baker County High School	August 4, 2022

EXTRA DUTY LIST FOR APPROVAL ON SEPTEMBER 6, 2022						
LAST NAME	FIRST NAME	MI	SPECIAL NOTE	DESCRIPTION	AMOUNT	EFFECTIVE DATES
Akins	Kristina			Working Through Planning	Regular Hourly Rate / As Needed / Funding Source: General	August 10, 2022 - May 25, 2023
Akins	Kristina			Gatekeeper for 2022-2023 BCMS Athletic Events	\$12.00 Per Hour / As Needed / Funding Source: General	August 10, 2022 - May 30, 2023
Anger	Tracy			Extra Planning	Regular Hourly Rate / Maximum 18 Hours / Funding Source: Federal	August 2, 2022 - May 30, 2023

<b>EXTRA DUTY LIST FOR APPROVAL ON SEPTEMBER 6, 2022</b>						
<b>LAST NAME</b>	<b>FIRST NAME</b>	<b>MI</b>	<b>SPECIAL NOTE</b>	<b>DESCRIPTION</b>	<b>AMOUNT</b>	<b>EFFECTIVE DATES</b>
Badzinski	Deborah			Extra Planning	Regular Hourly Rate / Maximum 18 Hours / Funding Source: Federal	August 2, 2022 - May 30, 2023
Blackshear	Clayton			Extra Planning	Regular Hourly Rate / Maximum 18 Hours / Funding Source: Federal	August 18, 2022 - May 30, 2023
Boatright	Steve			Gatekeeper for 2022-2023 BCMS Athletic Events	\$12.00 Per Hour / As Needed / Funding Source: General	August 10, 2022 - May 30, 2023
Cline	Laura			Gatekeeper for 2022-2023 BCMS Athletic Events	Regular Hourly Rate / As Needed / Funding Source: General	August 10, 2022 - May 30, 2023
Crews	Tucker			Gatekeeper for 2022-2023 BCMS Athletic Events	\$12.00 Per Hour / As Needed / Funding Source: General	August 10, 2022 - May 30, 2023
Davis	Jeffrey			Gatekeeper for 2022-2023 BCMS Athletic Events	\$12.00 Per Hour / As Needed / Funding Source: General	August 10, 2022 - May 30, 2023
Deel	Ellen			Hospital / Homebound Teacher	Regular Hourly Rate / As Needed / Funding Source: General	September 7, 2022 - May 25, 2023
Donker	Jacquelyn			Instructional Assistant for Corrections Program	Regular Hourly Rate / As Needed / Funding Source: Federal	August 8, 2022 - June 30, 2023
Dopson	Kellen			Gatekeeper for 2022-2023 BCMS Athletic Events	\$12.00 Per Hour / As Needed / Funding Source: General	August 10, 2022 - May 30, 2023
Harrell	Nathan			Working Teacher Planning Days	Regular Hourly Rate / Maximum 67.5 Hours / Funding Source: General	August 2, 2022 - May 30, 2023
Hinton	Patricia			Gatekeeper for 2022-2023 BCMS Athletic Events	\$12.00 Per Hour / As Needed / Funding Source: General	August 10, 2022 - May 30, 2023
Hyatt	Shayna			Gatekeeper for 2022-2023 BCMS Athletic Events	Regular Hourly Rate / As Needed / Funding Source: General	August 10, 2022 - May 30, 2023
Hyde	Amber			Gatekeeper for 2022-2023 BCMS Athletic Events	Regular Hourly Rate / As Needed / Funding Source: General	August 10, 2022 - May 30, 2023
Kick	Leanna			Extra Planning	Regular Hourly Rate / Maximum 18 Hours / Funding Source: Federal	August 2, 2022 - May 30, 2023
Lane	Kimbra			Hospital / Homebound Teacher	Regular Hourly Rate / As Needed / Funding Source: General	September 7, 2022 - May 25, 2023
Laurich-Schutt	Valerie			Gatekeeper for 2022-2023 BCMS Athletic Events	\$12.00 Per Hour / As Needed / Funding Source: General	August 10, 2022 - May 30, 2023

<b>EXTRA DUTY LIST FOR APPROVAL ON SEPTEMBER 6, 2022</b>						
<b>LAST NAME</b>	<b>FIRST NAME</b>	<b>MI</b>	<b>SPECIAL NOTE</b>	<b>DESCRIPTION</b>	<b>AMOUNT</b>	<b>EFFECTIVE DATES</b>
McCullough	Harli			Extra Planning	Regular Hourly Rate / Maximum 18 Hours / Funding Source: Federal	August 2, 2022 - May 30, 2023
McGee	Ryan			Gatekeeper for 2022-2023 BCMS Athletic Events	\$12.00 Per Hour / As Needed / Funding Source: General	August 10, 2022 - May 30, 2023
Melvin	Amanda			Hospital / Homebound Teacher	Regular Hourly Rate / As Needed / Funding Source: General	September 7, 2022 - May 25, 2023
Morgan	Makena			Extra Planning	Regular Hourly Rate / Maximum 18 Hours / Funding Source: Federal	August 2, 2022 - May 30, 2023
Murphy	Bryan			Hospital / Homebound Teacher	Regular Hourly Rate / As Needed / Funding Source: General	September 7, 2022 - May 25, 2023
Odom	Jessica			Gatekeeper for 2022-2023 BCMS Athletic Events	\$12.00 Per Hour / As Needed / Funding Source: General	August 10, 2022 - May 30, 2023
Pape	Harold			Working Teacher Planning Days	Regular Hourly Rate / Maximum 67.5 Hours / Funding Source: General	August 2, 2022 - May 30, 2023
Raulerson	Sydney			Extra Planning	Regular Hourly Rate / Maximum 18 Hours / Funding Source: Federal	August 15, 2022 - May 30, 2023
Willoughby	Jana			Gatekeeper for 2022-2023 BCMS Athletic Events	\$12.00 Per Hour / As Needed / Funding Source: General	August 10, 2022 - May 30, 2023
Wurst	Erin			Gatekeeper for 2022-2023 BCMS Athletic Events	\$12.00 Per Hour / As Needed / Funding Source: General	August 10, 2022 - May 30, 2023

<b>SUPPLEMENT LIST FOR APPROVAL ON SEPTEMBER 6, 2022</b>						
<b>LAST NAME</b>	<b>FIRST NAME</b>	<b>SPECIAL NOTE</b>	<b>LOCATION</b>	<b>DESCRIPTION</b>	<b>AMOUNT</b>	<b>EFFECTIVE DATES</b>
Akins	Kristina		Baker County Middle School	Teacher, ESE	Board Approved Rate	2022-2023
Anger	Tracy	Prorate Through August 22, 2022 Only	Keller Intermediate School	Bus Duty	Board Approved Rate - Prorated	2022-2023
Auger	Kristina		Baker County Middle School	Department Head, Social Studies	Board Approved Rate	2022-2023
Boatright	Steve		Baker County Middle School	Student Drop Off / Pick Up	Board Approved Rate	2022-2023



SUPPLEMENT LIST FOR APPROVAL ON SEPTEMBER 6, 2022						
LAST NAME	FIRST NAME	SPECIAL NOTE	LOCATION	DESCRIPTION	AMOUNT	EFFECTIVE DATES
Boatright	Steve		Baker County Middle School	Bullying Prevention	Board Approved Rate	2022-2023
Branch	Heather		Baker County Middle School	Team Leader, Eighth Grade Yellow	Board Approved Rate	2022-2023
Branch	Heather		Baker County Middle School	Student Drop Off / Pick Up	Board Approved Rate	2022-2023
Brim	Haley		Macclenny Elementary School	Paraprofessional, ESE	Board Approved Rate	2022-2023
Buettgen	Betsy		Baker County Pre-K / Kindergarten Center	Nutrition Services Manager	Board Approved Rate	2022-2023
Bullard	Sarah		Baker County Middle School	Team Leader, Eighth Grade Red	Board Approved Rate	2022-2023
Bullard	Sarah	Shared with Loni Hodges	Baker County Middle School	Beta Club Sponsor	Board Approved Rate - Shared	2022-2023
Carrington	Dedra		Baker County Middle School	Cheerleading Sponsor, Basketball	Board Approved Rate	2022-2023
Carrington	Dedra		Baker County Middle School	Department Head, Vocational	Board Approved Rate	2022-2023
Carrington	Dedra		Baker County Middle School	Cheerleading Sponsor, Football	Board Approved Rate	2022-2023
Cassidy	Faith Anne		Baker County Middle School	Teacher, ESE	Board Approved Rate	2022-2023
Cassidy	Faith Anne		Baker County Middle School	Department Head, ESE	Board Approved Rate	2022-2023
Cassidy	Faith Anne		Baker County Middle School	Athletic Director	Board Approved Rate	2022-2023
Clevenger	Emily		Baker County High School / Career and Adult Ed.	Occupational Placement Specialist	Board Approved Rate	2022-2023
Coleman	Karen		Baker County Middle School	Team Leader, Sixth Grade Red	Board Approved Rate	2022-2023
Colvin	Timothy		Baker County Middle School	Girls Head Basketball Coach	Board Approved Rate	2022-2023

SUPPLEMENT LIST FOR APPROVAL ON SEPTEMBER 6, 2022						
LAST NAME	FIRST NAME	SPECIAL NOTE	LOCATION	DESCRIPTION	AMOUNT	EFFECTIVE DATES
Combs	Sara		Baker County Middle School	Paraprofessional, ESE	Board Approved Rate	2022-2023
Cranford	Jacob		Baker County Middle School	Boys Assistant Basketball Coach	Board Approved Rate	2022-2023
Crews	Debbie		Westside Elementary School	Chairperson, Resource	Board Approved Rate	2022-2023
Crews	Heather		Baker County Middle School	Department Head	Board Approved Rate	2022-2023
Crews	Heather		Baker County Middle School	Director of Guidance	Board Approved Rate	2022-2023
Crews	Vonda		Westside Elementary School	School Wellness Coordinator	Board Approved Rate	2022-2023
Daniels	Destiny		Macclenny Elementary School	Paraprofessional, ESE	Board Approved Rate	2022-2023
Davis	Beth		Baker County Middle School	Department Head, Math	Board Approved Rate	2022-2023
Davis	Kaylan		Baker County Middle School	Dancin' Paws Sponsor, Football	Board Approved Rate	2022-2023
Davis	Kaylan		Baker County Middle School	Dancin' Paws Sponsor, Basketball	Board Approved Rate	2022-2023
Dopson	Kellen		Baker County Middle School	Vocational Agriculture Sponsor	Board Approved Rate	2022-2023
Driggers	Melissa	For Hannah Harvey / 90 Days Only	Westside Elementary School	Peer Teacher	Board Approved Rate - Prorated	2022-2023
Dyal	Kristen		Baker County Middle School	Team Leader, Sixth Grade Yellow	Board Approved Rate	2022-2023
Elledge	Forrest		Baker County Middle School	Assistant Band Director	Board Approved Rate	2022-2023
Elledge	Forrest	Shared with Jessica Odom	Baker County Middle School	Computer Network Manager	Board Approved Rate - Shared	2022-2023
Elledge	Gretchen		Baker County Middle School	Director of Guidance	Board Approved Rate	2022-2023

SUPPLEMENT LIST FOR APPROVAL ON SEPTEMBER 6, 2022						
LAST NAME	FIRST NAME	SPECIAL NOTE	LOCATION	DESCRIPTION	AMOUNT	EFFECTIVE DATES
Elledge	Gretchen		Baker County Middle School	Department Head	Board Approved Rate	2022-2023
Esterling	Sandra		Baker County High School	Gate Duty	Board Approved Rate	2022-2023
Finley	Blane		Baker County Middle School	Boys Head Basketball Coach	Board Approved Rate	2022-2023
Fisher	Terri		Keller Intermediate School	Paraprofessional, ESE	Board Approved Rate	2022-2023
Gainey	Krystal		Baker County Middle School	Vocational Agriculture Sponsor	Board Approved Rate	2022-2023
Gernhard	Joyce		Baker County Middle School	Team Leader, Seventh Grade Yellow	Board Approved Rate	2022-2023
Godwin	Patricia		Keller Intermediate School	Paraprofessional, ESE	Board Approved Rate	2022-2023
Gregory	Sandra		Baker County Middle School	Team Leader, Seventh Grade Green	Board Approved Rate	2022-2023
Hamel	Rena		Baker County High School	Teacher, ESE	Board Approved Rate	2022-2023
Harris	Norma		Keller Intermediate School	Nutrition Services Manager	Board Approved Rate	2022-2023
Harris	Pamela		Baker County Middle School	Teacher, ESE	Board Approved Rate	2022-2023
Harrison	Robert Gregory		Baker County Middle School	Department Head, Physical Education	Board Approved Rate	2022-2023
Harvey	Tiffany		Baker County Middle School	Team Leader, Sixth Grade Green	Board Approved Rate	2022-2023
Hawkins	Cynthia		Baker County Middle School	Team Leader, Seventh Grade Red	Board Approved Rate	2022-2023
Hodges	Loni		Baker County Middle School	Majorette Sponsor	Board Approved Rate	2022-2023
Hodges	Loni	Shared with Sarah Bullard	Baker County Middle School	Beta Club Sponsor	Board Approved Rate - Shared	2022-2023

SUPPLEMENT LIST FOR APPROVAL ON SEPTEMBER 6, 2022						
LAST NAME	FIRST NAME	SPECIAL NOTE	LOCATION	DESCRIPTION	AMOUNT	EFFECTIVE DATES
Howell	Kymberli		Westside Elementary School	Paraprofessional, ESE	Board Approved Rate	2022-2023
Hunt	Kathryn	For Mariah Grendzinski	Macclenny Elementary School	Peer Teacher	Board Approved Rate	2022-2023
Hyde	Amber		Baker County Middle School	Girls Assistant Basketball Coach	Board Approved Rate	2022-2023
Jackson	Angela		Baker County Middle School	Nutrition Services Manager	Board Approved Rate	2022-2023
Johns	Michelle		Baker County Middle School	Paraprofessional, ESE	Board Approved Rate	2022-2023
Keel	Clay		Baker County Middle School	Band Director	Board Approved Rate	2022-2023
Kennedy	Cheryl		Baker County Middle School	School Wellness Coordinator	Board Approved Rate	2022-2023
Lambright	Rebecca		Baker County Middle School	Yearbook Sponsor	Board Approved Rate	2022-2023
Lee	Toree		Westside Elementary School	Enrichment, PBS Club Sponsor	Board Approved Rate	2022-2023
Lewis	Jane Anne		Baker County High School	Bullying Prevention Club Sponsor	Board Approved Rate	2022-2023
Lewis	Jane Anne		Baker County Middle School	Youth Power Sponsor	Board Approved Rate	2022-2023
Long	Shirley		Macclenny Elementary School	Nutrition Services Manager	Board Approved Rate	2022-2023
Lovett	Jennifer		Baker County Middle School	Paraprofessional, ESE	Board Approved Rate	2022-2023
McCullough	Carolyn		Baker County Middle School	Teacher, ESE	Board Approved Rate	2022-2023
McCullough	Harli		Keller Intermediate School	Chairperson	Board Approved Rate	2022-2023
McCullough	Harli	For Deanna Hibpshman	Keller Intermediate School	Peer Teacher	Board Approved Rate	2022-2023

SUPPLEMENT LIST FOR APPROVAL ON SEPTEMBER 6, 2022						
LAST NAME	FIRST NAME	SPECIAL NOTE	LOCATION	DESCRIPTION	AMOUNT	EFFECTIVE DATES
Melton	Rachaelle	Shared with Pamela Thrift	Baker County Middle School	Student Council	Board Approved Rate - Shared	2022-2023
Melvin	Amanda		Baker County Middle School	Team Leader, Seventh Grade Blue	Board Approved Rate	2022-2023
Miller	Suzanne		Westside Elementary School	Director of Guidance	Board Approved Rate	2022-2023
Miller	Suzanne		Westside Elementary School	Bus Duty	Board Approved Rate	2022-2023
Miller	Suzanne		Westside Elementary School	Chairperson, ESE	Board Approved Rate	2022-2023
Milton	John Wyatt		Baker County Middle School	Teacher on Special Assignment	Board Approved Rate	2022-2023
Milton	Lisa		Baker County Middle School	Assistant Volleyball Coach	Board Approved Rate	2022-2023
Moore	Rachel		Keller Intermediate School	Paraprofessional, ESE	Board Approved Rate	2022-2023
Odom	Jessica		Baker County Middle School	Bus Duty	Board Approved Rate	2022-2023
Odom	Jessica	Shared with Forrest Elledge	Baker County Middle School	Computer Network Manager	Board Approved Rate - Shared	2022-2023
O'steen	Ruth Elaine		Keller Intermediate School	Paraprofessional, ESE	Board Approved Rate	2022-2023
Padgett	Karen		Baker County Middle School	Department Head, Science	Board Approved Rate	2022-2023
Peterson	Joyce		Baker County Middle School	Paraprofessional, ESE	Board Approved Rate	2022-2023
Ploucher	Melissa		Baker County High School	Nutrition Services Manager	Board Approved Rate	2022-2023
Poulin	Theresa		Baker County Middle School	Paraprofessional, ESE	Board Approved Rate	2022-2023
Richardson	Catherine		Baker County Middle School	Paraprofessional, ESE	Board Approved Rate	2022-2023

SUPPLEMENT LIST FOR APPROVAL ON SEPTEMBER 6, 2022						
LAST NAME	FIRST NAME	SPECIAL NOTE	LOCATION	DESCRIPTION	AMOUNT	EFFECTIVE DATES
Richerson	Kristina		Baker County Middle School	Team Leader, Eighth Grade Blue	Board Approved Rate	2022-2023
Roberts	Kenneth		Baker County Middle School	Head Football Coach	Board Approved Rate	2022-2023
Roberts	Vanessa		Baker County Middle School	Head Softball Coach	Board Approved Rate	2022-2023
Satterwhite	Cari		Baker County Middle School	Teacher, ESE	Board Approved Rate	2022-2023
Sheridan	Kathy		Westside Elementary School	Chairperson, First Grade	Board Approved Rate	2022-2023
Smith	David		Baker County High School	Gate Duty	Board Approved Rate	2022-2023
South	Susie		Westside Elementary School	Chairperson, First Grade	Board Approved Rate	2022-2023
Spencer	Morgan		Baker County Middle School	Head Volleyball Coach	Board Approved Rate	2022-2023
Spencer	Morgan		Baker County Middle School	Assistant Softball Coach	Board Approved Rate	2022-2023
Staier	Brandi		Baker County Middle School	Team Leader, Sixth Grade Blue	Board Approved Rate	2022-2023
Starling	Janis		Westside Elementary School	Nutrition Services Manager	Board Approved Rate	2022-2023
Taylor	Kim		Baker County Middle School	Director of Guidance	Board Approved Rate	2022-2023
Taylor	Kim		Baker County Middle School	Department Head	Board Approved Rate	2022-2023
Thrift	Pamela	Shared with Rachaelle Melton	Baker County Middle School	Student Council	Board Approved Rate - Shared	2022-2023
Waite	Angela		Baker County Middle School	Paraprofessional, ESE	Board Approved Rate	2022-2023
Waller	Janet		Baker County Middle School	Team Leader, Eighth Grade Green	Board Approved Rate	2022-2023

SUPPLEMENT LIST FOR APPROVAL ON SEPTEMBER 6, 2022						
LAST NAME	FIRST NAME	SPECIAL NOTE	LOCATION	DESCRIPTION	AMOUNT	EFFECTIVE DATES
Wendel	Scott		Westside Elementary School	Bus Duty	Board Approved Rate	2022-2023
West	April Kirsty		Baker County Middle School	Department Head, Intensive Reading	Board Approved Rate	2022-2023
Wignall	Staci		Westside Elementary School	Chairperson, Second Grade	Board Approved Rate	2022-2023
Williams	Kimberly	Rescind Previously Approved on June 20, 2022	Rescind Macclenny Elementary School	Rescind Paraprofessional, ESE	Rescind Board Approved Rate	Rescind 2022-2023
Willoughby	Jana		Baker County Middle School	Activities Coordinator	Board Approved Rate	2022-2023
Willoughby	Jana		Baker County Middle School	Department Head, ELA	Board Approved Rate	2022-2023
Willoughby	Jana		Baker County Middle School	Future Educators of America Club Sponsor	Board Approved Rate	2022-2023
Yarborough	Jewell		Keller Intermediate School	Speech Therapist	Board Approved Rate	2022-2023
Yarborough	Jewell		Keller Intermediate School	Teacher, ESE	Board Approved Rate	2022-2023

STIPEND LIST FOR APPROVAL ON SEPTEMBER 6, 2022					
LAST NAME	FIRST NAME	MI	ASSIGNMENT	AMOUNT	EFFECTIVE
Crews	Debbie		Progress Monitoring Train the Trainer	\$125 Per Day / Maximum 2 Days / Funding Source: General	July 13, 2022 - July 14, 2022
Davis	Beth		Progress Monitoring Train the Trainer	\$125 Per Day / Maximum 2 Days / Funding Source: General	July 13, 2022 - July 14, 2022
Laurich-Schutt	Valerie		Addition of Out of Field Subject Area to Certificate (Art K-12)	\$225.00 Flat Rate / Funding Source: Federal	June 29, 2022
Rowan	Tanyia		Progress Monitoring Train the Trainer	\$125 Per Day / Maximum 2 Days / Funding Source: General	July 13, 2022 - July 14, 2022
Williams	Byronelle		Professional Development for Computer Science	\$100 Per Day / Maximum 5 Days / Funding Source: General	August 17, 2022 - September 10, 2022



OUT OF FIELD PERMIT LIST FOR APPROVAL ON SEPTEMBER 6, 2022						
LAST NAME	FIRST NAME	MI	CERTIFIED IN	PERMIT FOR	SCHOOL SITE	EFFECTIVE DATES
Akins	Kristina		Exceptional Student Education, Mathematics 5-9, Social Science 5-9, Reading, English 6-12, General Science 5-9	Elementary Education	Baker County Middle School	2022-2023
Anderson	Jacob		Social Science 5-9	Digital Information Technology	Baker County Middle School	2022-2023
Crews	Stephen		Business Education	Mathematics and Social Science	Baker County Middle School	2022-2023
Crummey	Jennifer		Elementary Education and ESOL	Science 5-9	Baker County Middle School	2022-2023
Deel	Ellen		Elementary Education, Specific Learning Disabilities, Mentally Handicapped	Elementary & Secondary Hospital Homebound / Home Instruction Classes As Needed	Hospital Homebound / Home Instruction	2022-2023
Elledge	Forrest		Music and General Science 5-9	Computer Science, Social Science 5-9, English 5-9, Mathematics 5-9	Baker County Middle School	2022-2023
Finley	Blane		Mathematics	Science 5-9	Baker County Middle School	2022-2023
Gernhard	Joyce		Elementary Education K-6, ESOL, Reading	English 5-9	Baker County Middle School	2022-2023
Kazmierczak	Jana		Business Education, Reading	Mathematics 5--9	Baker County Middle School	2022-2023
Lane	Kimbra		Elementary Education, Reading, ESOL	Elementary & Secondary Hospital Homebound / Home Instruction Classes As Needed	Hospital Homebound / Home Instruction	2022-2023
McGee	Ryan		Elementary Education, ESOL	English 5-9	Baker County Middle School	2022-2023
Melvin	Amanda		Middle Grades Integrated	Elementary & Secondary Hospital Homebound / Home Instruction Classes As Needed	Hospital Homebound / Home Instruction	2022-2023
Murphy	Bryan		Exceptional Student Education	Elementary & Secondary Hospital Homebound / Home Instruction Classes As Needed	Hospital Homebound / Home Instruction	2022-2023
Nordstrom	Shannon		Business Education	English 5-9	Baker County Middle School	2022-2023
Prescott	Amy		Elementary Education, ESOL	Science 5-9	Baker County Middle School	2022-2023

OUT OF FIELD PERMIT LIST FOR APPROVAL ON SEPTEMBER 6, 2022						
LAST NAME	FIRST NAME	MI	CERTIFIED IN	PERMIT FOR	SCHOOL SITE	EFFECTIVE DATES
Satterwhite	Cari		Elementary Education, Exceptional Student Education	Reading	Baker County Middle School	2022-2023
Spencer	Morgan		Prekindergarten / Primary PK-3, Mathematics 5-9	Financial Literacy	Baker County Middle School	2022-2023
Stafford	Matthew		Social Science 5-9	Mathematics 5-9	Baker County Middle School	2022-2023
Waller	Janet		Elementary Education 1-6, Primary Education K-3, ESOL, Reading	Science 5-9	Baker County Middle School	2022-2023
Zavala	Bethany		Prekindergarten / Primary PK-3	Science 5-9	Baker County Middle School	2022-2023

OCCASIONAL PERSONNEL STAFFING LIST FOR APPROVAL ON SEPTEMBER 6, 2022				
LAST NAME	FIRST NAME	DESCRIPTION	AMOUNT	EFFECTIVE DATES
Burnham	Christopher	Middle School Assistant Football Coach	\$1,500.00 Flat Rate / Funding Source: General	July 29, 2022 - May 26, 2023
Crews	Richard	Middle School Assistant Football Coach	\$1,500.00 Flat Rate / Funding Source: General	July 29, 2022 - May 26, 2023
Cushenbery	Kyle	High School Assistant Baseball Coach	\$1,390.00 Flat Rate / Funding Source: General	September 7, 2022 - June 30, 2023
Haddad	Matthew	High School Girls Varsity Basketball Coach	\$3,630.00 Flat Rate / Funding Source: General	September 7, 2022 - June 30, 2023
Roberts	Kenneth Tucker	Middle School Assistant Football Coach	\$1,500.00 Flat Rate / Funding Source: General	July 29, 2022 - May 26, 2023

LEAVE LIST FOR APPROVAL ON SEPTEMBER 6, 2022					
LAST NAME	FIRST NAME	MI	# OF DAYS	TYPE OF LEAVE	EFFECTIVE DATES
Callahan	Angela		168 Days	Personal Leave Without Pay - Personal / Extended	September 12, 2022 - May 30, 2023
Lauramore	Deborah		43 Days	Personal Leave Without Pay - Medical	August 10, 2022 - October 7, 2022
Lee	Michelle		10 Days	Personal Leave Without Pay - Medical	August 4, 2022 - August 17, 2022
Lee	Michelle		10 Days	Personal Leave Without Pay - Medical	August 18, 2022 - August 31, 2022
Sandoval	Julie		46 Days	Personal Leave Without Pay - Personal	August 10, 2022 - October 12, 2022

SUBSTITUTE LIST FOR APPROVAL ON SEPTEMBER 6, 2022					
LAST NAME	FIRST NAME	MI	DESCRIPTION	AMOUNT	EFFECTIVE DATES
Arnold	Corey		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	August 5, 2022

<b>SUBSTITUTE LIST FOR APPROVAL ON SEPTEMBER 6, 2022</b>					
<b>LAST NAME</b>	<b>FIRST NAME</b>	<b>MI</b>	<b>DESCRIPTION</b>	<b>AMOUNT</b>	<b>EFFECTIVE DATES</b>
Barton	Tiffany		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	August 18, 2022
Baumgardner	Elysa		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	September 6, 2022
Boyette	Ashley		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	August 4, 2022
Brigmon	Deanna		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	August 12, 2022
Brown	Jeffrey		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	August 5, 2022
Buettgen	Sara		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	August 9, 2022
Cales	Skyler		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	August 12, 2022
Carver	Jacob		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	August 12, 2022
Chance	Diana		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	August 9, 2022
Christopher	John		Substitute in all areas pending completion of necessary requirements except Substitute Teacher	Board Approved Rate	August 8, 2022
Collins	April		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	August 22, 2022
Combs	Laura		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	August 15, 2022

<b>SUBSTITUTE LIST FOR APPROVAL ON SEPTEMBER 6, 2022</b>					
<b>LAST NAME</b>	<b>FIRST NAME</b>	<b>MI</b>	<b>DESCRIPTION</b>	<b>AMOUNT</b>	<b>EFFECTIVE DATES</b>
Creamer	Gracie		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	August 5, 2022
Crews	Paula		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	August 22, 2022
Cushenbery	Kyle		Substitute in all areas pending completion of necessary requirements except Substitute Teacher	Board Approved Rate	August 12, 2022
Esterling	Aura		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	August 9, 2022
Francis	Alicia		Substitute in all areas pending completion of necessary requirements except Substitute Teacher	Board Approved Rate	August 15, 2022
Fraze	Heather		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	August 5, 2022
French	Abigail		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	August 24, 2022
Giddens	Cassey		Substitute in all areas pending completion of necessary requirements except Substitute Teacher	Board Approved Rate	August 8, 2022
Hill	Jessica		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	August 3, 2022
Housand	Maria Irma		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	August 22, 2022
Huggins	Sally		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	August 3, 2022
Jacobs	Amanda		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	August 18, 2022
Johns	Rhonda		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	August 11, 2022

<b>SUBSTITUTE LIST FOR APPROVAL ON SEPTEMBER 6, 2022</b>					
<b>LAST NAME</b>	<b>FIRST NAME</b>	<b>MI</b>	<b>DESCRIPTION</b>	<b>AMOUNT</b>	<b>EFFECTIVE DATES</b>
Kennedy	Katynn		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	August 9, 2022
Kosier	Pamela		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	August 19, 2022
Lloyd	Tiffany		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	August 16, 2022
Murphree	Rebecca		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	August 22, 2022
Phillips	Courtney		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	August 22, 2022
Phillips	Cynthia		Substitute in all areas pending completion of necessary requirements except Substitute Teacher	Board Approved Rate	August 9, 2022
Richardson	Melissa		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	August 5, 2022
Rodriguez	Christina		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	August 9, 2022
Ryals	Danielle		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	August 22, 2022
Scalf	Damian		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	August 10, 2022
Silguero	Lacie		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	August 22, 2022
Stewart	Barbara		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	August 15, 2022

SUBSTITUTE LIST FOR APPROVAL ON SEPTEMBER 6, 2022					
LAST NAME	FIRST NAME	MI	DESCRIPTION	AMOUNT	EFFECTIVE DATES
Stokes	Elizabeth		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	August 12, 2022
Taylor	Debra		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	August 9, 2022
Whitley	Joleene		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	August 22, 2022
Williams	Cassandra		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	August 5, 2022
Williams	Marva		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	August 5, 2022
Williams	Meagan		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	August 12, 2022
Williams II	Clark		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	August 18, 2022
Young	Emilee		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	August 11, 2022

ADJOURNMENT FROM SEPTEMBER 6, 2022, SCHOOL BOARD MEETING	
<p>Since there was no further business to come before the Board, Artie Burnett made a motion to adjourn, seconded by Dean Griffis. The meeting adjourned via general consensus.</p>	
<b>Paula T. Barton, Board Chairperson</b>	<b>Sherrie Raulerson, Superintendent of Schools</b>

<p style="text-align: center;"><b>MINUTES</b>  <b>EXECUTIVE SESSION</b>  (Closed to the Public)  <b>Tuesday, September 6, 2022 – Immediately Following Regular School Board Meeting</b>  <b>District School Board Room (270 South Boulevard East, Macclenny, Florida)</b></p>	
➤	<b>Closed Executive Session to Discuss Negotiations with BCESP</b>
This session was canceled.	





# Baker County Public Schools

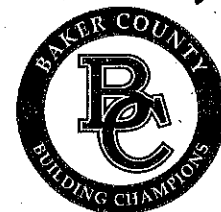
Sherrie Raulerson, Superintendent of Schools

270 South Boulevard East, Macclenny, Florida 32063

Telephone: (904) 259-6251

www.bakerk12.org

Fax: (904) 259-1387



August 31, 2022

Mrs. Sherrie Raulerson  
Superintendent of Schools  
270 South Boulevard East  
Macclenny, FL 32063

Dear Superintendent Raulerson,

I am requesting School Board approval of the attached Baker County School District Professional Development Plan for the 2022-2023 school year.

Per Florida Statute 1012.98, school districts within the state of Florida are required to have an approved district professional development plan. In compliance with this requirement, I am submitting the attached Baker County School District 2022-2023 Professional Development Plan for Board approval.

Please contact me at 904-259-0429 if you have any questions.

Thank you,

Allen Murphy  
Executive Director of Teaching and Learning

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

#### DISTRICT SCHOOL BOARD MEMBERS

Tiffany McInerney, 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



# **Baker County School District 2021-2022 2022-2023 Professional Development Plan**

**In conjunction with the Professional Learning Catalog**

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## *Introduction*

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The purpose of the Professional Development System is to increase student achievement, enhance classroom instructional strategies that promote rigor and relevance throughout the curriculum, and prepare students for continuing education and the workforce. (Section 1012.98, F. S.)

The Baker County School District is committed to meeting the needs of all students in a safe, nurturing, and encouraging environment.

The district involves parents, students, teachers, and community members in the process of determining goals that meet students' needs. The district works in conjunction with the North East Florida Educational Consortium to provide professional development to the staff of the school system. An important part of the professional development process is outlined by the NEFEC Professional Learning Catalog which is found at:  
<https://sites.google.com/nefec.org/nefecisp/professional-learning-catalog>

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

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## *Planning*

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Student data, needs assessments, parent and student climate surveys, North East Florida Education Consortium (NEFEC), Florida Department of Education, Multi-tiered System of Supports District Action Planning and Problem Solving (MTSS/DAPPS) team and local (principal/administrative) input/programs help determine the various types of training that is needed and utilized. The needs are reflected in the School Improvement Plans for each school site. The needs are then compiled to produce a district-wide professional development delivery plan, with ongoing training to be scheduled as needed for all school sites. Each school site uses the Individual Professional Development Plan (IPDP) to address individual teacher training/inservice needs based on their student performance data. Improved student achievement is the basis for which all professional development is planned and delivered.

An analysis of student data from the spring ~~2020-2021~~ 2021-2022 FSA assessment shows the following:

- ~~On the 3rd grade FSA ELA, Baker County had the second~~  
**highest** ~~percentage of students scoring proficient in the state of Florida (only St. Johns County was higher; tied with Nassau and Sumter Counties).~~
- The state average of students scoring a Level 3 or above on the Grade 3 FSA ELA was 53%. Baker County had 68% of students who scored a Level 3 or above - **15 percentage points higher than the state average!**
- Macclenny Elementary and Westside Elementary students outscored the state in both ELA and Math.
- ~~Baker County maintained or increased the percent of students scoring proficient in eight of the assessment areas, even though the state averages decreased in all of the assessment areas.~~
- Baker County surpassed the state average on ~~eleven~~ eight of the twenty-one ~~(over half!)~~ assessments. Those areas include Grade 3 and ~~Grade 5~~ ELA, Grades 3 & 6 Math, Grade 8 Math, Grade 8 Science, Civics & U.S. History, and Geometry.

- Keller Intermediate's fifth grade showed tremendous growth! ELA scores increased 14 points and Math scores increased 12 points from 2019 to 2021. They also scored higher than the state average in both subjects. (No assessments were given in 2020.)

The following charts show the comparison of district performance of students at a level three or above verses that of the state:

FSA Student Performance Percentage of Students at Level 3 or higher							
ELA	<del>2017-2018-2018-</del> 2019		<del>2018-2019-2020-</del> 2021		<del>2020-2021-2021-</del> 2022		<del>18-19 to 20-21</del> 20-21 to 21-22
	State	District	State	District	State	District	District
Grade 3	58	74	54	68	53	68	0
Grade 4	58	46	52	46	57	50	+4
Grade 5	56	42	54	56	55	46	-10
Grade 6	54	49	52	41	52	60	+19
Grade 7	52	45	48	36	48	40	+4
Grade 8	56	52	52	45	49	46	+1
Grade 9	55	55	50	46	51	47	+1
Grade 10	53	47	51	47	49	45	-2
Overall	55	51	52	48	52	50	+2
FSA Student Performance Percentage of Students at Level 3 or higher							
Math	<del>2017-2018-2018-</del> 2019		<del>2018-2019-2020-</del> 2021		<del>2020-2021-2021-</del> 2022		<del>18-19 to 20-21</del> 20-21 to 21-22
	State	District	State	District	State	District	District
Grade 3	62	83	51	69	58	72	+3
Grade 4	64	55	53	57	61	55	-2
Grade 5	60	52	51	64	52	53	-11
Grade 6	55	59	45	54	49	61	+7
Grade 7	54	55	44	17	46	51	+34
Grade 8	46	34	37	44	42	23	-21
Alg I Grade 8	62	90	75	75	81	70	-5
Alg I Grade 9	62	50	30	27	35	16	-11
Overall (Excluding Alg I)	56	56	55	56	51	53	-3

FSA Student Performance Percentage of Students at Level 3 or higher							
EOC	<del>2017-2018-2018-</del> 2019		<del>2018-2019-2020-</del> 2021		<del>2020-2021-2021-</del> 2022		<del>18-19 to</del> <del>20-21-20-21</del> to 21-22
	State	District	State	District	State	District	District
Grade 5 Science	53	49	47	46	16	12	-34
Grade 8 Science	48	50	45	50	15	15	-35
Civics	71	71	59	74	69	78	+4
Geometry	57	55	45	49	50	48	-1
US History	70	76	63	75	65	69	-6
Biology I	67	70	61	58	61	58	0

Baker County student performance on End-of-Course assessments was mixed. Student performance on the Civics EOC assessment (seventy-four eight percent) was ~~three~~ nine points higher than the state average. US History performance dropped ~~one~~ six percentage points. Baker student performance on the Grade Nine Algebra I EOC declined by ~~twenty-three~~ eleven percentage points from the ~~2018-2019~~ 2020-2021 school year. Geometry EOC student performance has a drop of only 1 ~~six~~ percentage point from the ~~2018-2019~~ 2020-2021 school year. US History shows a six ~~one~~ percentage point decline. Biology I remained the same percentage as the 2020-2021 school year a ~~twelve-point decrease~~.

In addition to the annual performance evaluations, 144 of those teachers and principals participated in a professional development needs assessment. The professional development topics requested include:

Data analysis

Classroom Management

UDL

ESOL

STEAM

Technology

Gifted Education

## BEST Standards

## STAR

## Social-Emotional Learning

As a requirement by the district, teachers instructing out-of-field of their certification must be actively pursuing professional development to attain appropriate credentials. As part of their Individual Professional Development Plan (IPDP), these teachers must be seeking the certification to make them highly qualified to instruct their students. For the majority of these teachers, they have been recently hired in a position that requires them to instruct a subject not on their certificate. In some instances, exceptional student education (ESE) instructors have the ESE certification but not the specific subject certification required. In other situations, instructors are lacking either an ESOL or Reading endorsement.

The school system has many novice teachers due to resignations, retirements and transfers as well as teachers serving in a new subject area or grade level. The district plans to increase the percentage of Highly Effective and Effective teachers in the ~~2021-2022~~ 2022-2023 year with continued district-level and school-level efforts. We plan to focus on district-level and school-level support and professional development from mentors, instructional coaches, team leaders, and high performing model teachers for our beginning teachers or those transferred to new areas. Another group of instructors that will receive specific support are those identified through the analysis of the instructional appraisal system. Focusing on indicator results and student achievement data.

The needs assessment places a priority in the areas of meeting the NCLB standards for highly qualified and/or infield effective teachers, with emphasis being placed in the subject area of reading and writing. With class size reduction, along with more individualized strategies, students will achieve greater academic success regardless of learning styles, race, national origins, or disabilities. Ongoing training will be provided to help newly hired teachers. This training will enable the school system to have more highly qualified and/or infield, effective teachers. The efforts will also assist the district in retaining these quality instructors.

There is a need to have more secondary teachers complete the Reading Endorsement. Secondary teachers with Effective or Highly Effective three-

year aggregate state VAM scores will be paid \$500 per school year for teaching a reading course at the secondary level.

The needs assessment also reflects a need to increase the number of highly qualified and/or infield effective teachers in the area of ESOL. Elementary and Secondary teachers who add this endorsement will be reimbursed the cost for the classes completed and the expenses associated with adding it to their teaching certificates.

All six school sites within the district have achieved a 1:1 classroom level Chromebook deployment. Along with the requests for technology training on the annual needs assessment, the deployment of technology makes professional development related to the integration of technology essential. Schools within the district have already begun the process of training teachers to effectively use the Chromebooks and the associated Google Classroom applications. This will continue to be an important emphasis for professional development in the coming years.

### **Professional Learning Catalog**

The Professional Learning Catalog is a dynamic document that is updated regularly. The document can be accessed at <http://www.nefec.org/> . The purpose of the Professional Learning Catalog is to provide teachers and staff with the content knowledge and instructional methodology necessary to effectively implement the Florida Standards leading to improved student performance and academic achievement. Inservice activities focus on:

- |                               |                                  |
|-------------------------------|----------------------------------|
| *Classroom Management         | *Planning and Organization       |
| *Subject Content              | *School Safety                   |
| *Teaching Methods             | *Effective School Mgmt. and      |
| *Technology                   | *Instructional Leadership        |
| *Assessment and Data Analysis | *Mental Health                   |
| *Special Education            | *Multi-Tiered System of Supports |

The Baker County School District will continue to progress towards having all students reading at grade level and above. There will continue to be an emphasis on students whose ~~Florida Standards Assessment (FSA)~~ Florida Assessment Student Thinking (FAST) scores are at an achievement level 1 or 2 in Reading, Math, and/or Science. Specifically, the District Professional Development Plan is designed to enable schools to have a higher percentage



of students scoring at level 3 or higher on the FSA FAST while reducing the number of students needing intervention classes. A goal for all schools (applicable to the FSA FAST) is to maintain or exceed the state average for students scoring level 3 or higher in Math, Reading, and Science. Out of the identified areas, the district will place emphasis on the following areas to improve student achievement.

### **Multi-tiered System of Supports/District Action Planning and Problem Solving (MTSS/DAPPS) Team**

MTSS is an evidence-based model of educating students that uses data-based problem solving to integrate academic and behavioral instruction and intervention. The integrated instruction and intervention are delivered to students across multiple tiers based on student need. DAPPS is a model for addressing district-level issues through systematic and structured planning and problem solving. Need-driven decision making seeks to ensure that district resources reach the appropriate students/schools at the appropriate level to accelerate the performance of all students to achieve and/or exceed proficiency. The goal for the 2021-2022 2022-2023 school year is to develop capacity of school-based leadership teams to fluently engage instructional and appropriate non-instructional staff members in the 4-step problem solving process within an MTSS framework. This will be achieved through the collaboration of the school-based leadership teams and the district level DAPPS team.

It is important to note that the DAPPS team has an important role in the development of district-wide initiatives. This team along with the school-level MTSS teams consist of teachers, guidance counselors, instructional coaches, intervention staff, and educational leaders. These stakeholders influence both the teaching and learning process as well as professional development offerings discussed within this document.

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### *Learning and Implementing*

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### **Reading (See District Reading Plan)**

The district reading plan may be viewed at:  
<https://www.bakerk12.org/Page/1549>

### **NEFEC Literacy Initiative**

Elementary level training focusing on building vocabulary, academic language, text complexity, fluency and stamina with complex text, text meaning across content areas and disciplines, standards aligned writing, and small group instruction.

### **Universal Design for Learning**

The district will partner with the Florida Diagnostic and Learning Resource System (FDLRS) to offer school sites professional development related to the Universal Design for Learning (UDL). This educational philosophy involves providing students multiple means of representation and expression. Specialists from FDLRS will work with teachers on early dismissal days to provide training on UDL and conduct one-on-one lesson plan discussions with teachers. From this training, it is expected that each of the schools will develop UDL experts that can then assist other instructors.

### **Science, Technology, Engineering, and Math (STEM)**

Professional development in the areas of Science, Technology, Engineering, and Mathematics is designed to provide information on research-based mathematics and science programs and instructional strategies to better prepare students to enter post-secondary education (or the workforce) without required remediation and possibly lead students to successful STEM careers. The district is working in conjunction with NEFEC regarding the STEM initiative.

In addition to offering professional development provided by NEFEC, district leadership has also partnered with the STEM<sup>2</sup>Hub organization. This group is a not-for-profit entity solely dedicated to accelerating the growth of STEM<sup>2</sup> initiatives (and measured outcomes) in the Northeast Florida region. Multiple professional development opportunities have been made available to instructional staff through this organization.

### **Bullying/Harassment/Teen Dating Violence Prevention**

It is the express purpose of the Baker County Public Schools to ensure that all students and staff in this district enjoy a safe and healthy climate in which to learn and work. To that end, Baker County's District Inservice program,

which has received recommendations from the Florida Department of Education, provides that training be delivered to each student and employee in the area of bullying. Also, where appropriate, teen dating violence training has taken place and continues to meet all necessary requirements. The training programs, which are ongoing, have met all the requirements of state statute and federal law.

### **G Suite for Education**

The Information Technology Specialists, school-level technology contacts, and the Executive Director of Teaching and Learning will work together to provide professional development to staff members that request training in the G Suite for Education. This group of applications include: Gmail, Google Docs, Google Drive, Google Calendar, and Google Hangouts. G Suite for Education provides collaborative technology tools for teachers' classrooms. These applications are designed with new intelligent features that make teacher work and student learning easier.

### **Data Analysis**

The most requested training by teachers each year is consistently related to data analysis. During the previous and current school year, administrators, instructional coaches, and teachers have had the opportunity to receive professional development in the Performance Matters/Unify platform. This application allows school stakeholders to view standardized assessment data, early warning indicators, and administer stakeholder-created progress monitoring assessments. This data disaggregation tool is a key resource for teachers within the school system. Consultants from Performance Matters will continue to offer training in both data analysis and progress monitoring test creation for multiple school sites.

### **STAR Reading, STAR Math, and STAR Early-Literacy Assessment Training**

As part of the approved 2020-2021 Reading Plan, the school district moved from utilizing the Florida Assessment for Instruction in Reading (FAIR) to the STAR Literacy Assessments for progress monitoring. As part of the transition, stakeholders were trained in the Renaissance Place data platform. This training will continue during the 2022-2023 ~~2020-2021~~ school year. It is vital that teachers use the data from these assessments to inform the instruction of their students. In addition to the reading assessments previously mentioned, training will be offered for STAR Math as well.

### **Mental Health First-Aid**

Training on how to identify, understand and respond to signs of mental illnesses and substance use disorders. This training gives adults who work with youth the skills they need to reach out and provide initial support to adolescents who may be developing a mental health or substance use problem and help connect them to the appropriate care.

### **Florida Standards**

Professional development/training offered through the Florida Department of Education and NEFEC will continue to be the main inservice utilized in the implementation of the Florida Standards.

The Florida Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be rigorous and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With students fully prepared for the future, our community will be best positioned to compete successfully in the global economy.

The district's shared goal with the Florida Department of Education is to ensure Florida's students are well prepared to compete for jobs and college admissions in today's global marketplace.

### **The Fundamental 5: The Formula for Quality Instruction Book Study**

Begun during the 2015-2016 school year and continuing in the 2022-2023 2021-2022 year, each school site in the school system is conducting a book study of: *The Fundamental 5: The Formula for Quality Instruction*. This book contains five key elements of quality instruction:

- Frame the Lesson
- Work in the Power Zone
- Frequent, Small-Group Purposeful Talk
- Recognize and Reinforce
- Write Critically

The schools have each had the opportunity to implement the book study as the leadership desired. Some schools have been provided books for every

teacher while others are covering chapters and topics through weekly faculty training sessions.

### **Highly Qualified Reading Teachers/Reading Endorsement**

Professional development will be provided to teachers in specific areas of need to have more highly qualified teachers. The 5 reading components needed for the reading endorsement will be provided throughout the year and fees will be reimbursed to the teachers. Teachers who complete the Reading Endorsement and adds this to his/her teaching certificate will be reimbursed the cost for updating the certification. This will help increase the number of highly qualified teachers. In an effort to assist these teachers in achieving this endorsement and also retaining them after completion, the district pays a stipend to these teachers. In order to receive the stipend, the teachers must teach a reading class during the current semester and either be working toward achieving the endorsement or be already endorsed.

### **Highly Qualified/ESOL**

A high level of emphasis will be placed on professional development for ELL (English Language Learners). Our goal is to increase the number of highly effective teachers to have the appropriate quality of teachers to meet the needs of Florida English Language Learners. This will also increase the number of highly qualified teachers in our district.

### **Highly Qualified/In-field Certification**

There is a need to have teachers achieve the status of in-field and highly qualified. This District Professional Development Plan calls for stipends to be provided to mentor teachers assisting new teachers via the Professional Development Certification Program (PDCP). This initiative provides professional development to instructional staff who are non-education baccalaureate or higher degree holders under Section 1012.56(8), F. S., resulting in qualification for a temporary certificate.

Any teacher who is teaching an out-of-field course and is not highly qualified can be eligible to receive a stipend if they pass a subject area exam and add it to their certification during the school year. This stipend applies to each out-of-field subject area exam passed and added to the teaching

certificate. If after taking the exam twice without success during the school year, funds may be available to assist the teacher in test preparation.

### **Professional Learning Communities**

This professional development is conducted through Professional Learning Communities that engages professionals coming together for learning within a supportive, self-created community. Through this type of professional development learning can be deeper and more enriched as participants interact, test their ideas, challenge the inferences and interpretations, and process new information with each other. When new ideas are processed in interaction with others, multiple sources of knowledge and expertise expand and test the new concepts as part of the learning experience. (Professional Learning Communities: An ongoing exploration, SEOL.) Master Inservice Plan components are provided that supports professional learning communities, such as lesson study and other professional learning groups, and the deliberate practice growth actions of individual educators and leaders that result in highly effective performance and increased student achievement.

Book studies are often part of Professional Learning Communities in the school system. For the upcoming school year, the following book studies have been identified to be conducted at one or more school sites:

- *The Fundamental 5: The Formula for Quality Instruction*
- *The Daily 5*

### **New Teacher Induction Program**

Both the 90-day and 180-day New Teacher Induction Program were revised. This program will continue to be offered during the 2022-2023 ~~2021-2022~~ school year.

As part of the new teacher induction program, teachers will be asked to participate in the NEFEC Connect New Teacher Cohort. NEFEC Connect sessions are regional learning communities of educators within the NEFEC districts. In these series of events, teachers direct their professional learning and engage in deeper investigations of subjects such as, but not limited to

technology integration, assessment, content, standards, data, and instructional practice.

### **Professional Development Certification Program (PDCP)**

The Professional Development Certification Program (PDCP) is a two-year program to assist new teachers in completing their requirements for certification. New teachers that enroll in this program will do so in lieu of the first year Induction Program (Beginning Teacher Program).

### **New Teacher Training**

This one-day professional learning session provided by District staff provides new teachers with essential information about District initiatives, expectations, procedures, practices, and policies. Also included in this training are the Florida Code of Ethics and Principles of Professional Conduct. New teachers learn about the computer network and available resources. Teachers are also paced through video lessons based on Harry Wong's: The First Days of School. Teachers also receive an introduction to the book; The Fundamental Five: The Formula for Quality Instruction. This training is the first step/session in the District's Beginning Teacher Program.

### **Mentor Training**

The Baker County School District Mentoring Manual is a part of the new teacher induction program. This twelve-chapter document provides the content for mentor teachers to use during a new teacher's first 90 or 180 days of employment. The manual has been posted online at: <https://drive.google.com/drive/folders/0B18oX1tiaP3aZ0N5SXRQZ0NSZkE>.

In conjunction with NEFEC, the district will continue to offer clinical educator and mentor training to qualified teachers wanting to become mentor teachers.

### **Instructional Coach Training**

The district will pursue professional development for coaches that includes research-based, job-embedded approaches to instructional intervention that provides the assistance and encouragement necessary to implement school improvement programs.

### **North East Florida Educational Consortium Aspiring Leaders Program (ALP)**

The North East Florida Educational Consortium's Aspiring Leaders Program is designed for experienced teachers with leadership potential who desire to explore the possibility of becoming a school leader.

This 60-hour program consists of three modules:

- School Leadership explores the practice of effective leadership and analysis of school/district data
- The Leader as Coach introduces the participants to instructional coaching and the use of conversation to assist teachers with instruction
- The Leader as Administrator investigates the roles and responsibilities of the school leader through the use of practical problem solving and ethical leadership

### **Florida Foreign Language Association Conference**

This three-day conference learning session is presented by the Florida Foreign Language Association. Up to three foreign language teachers will benefit from this training and bring this knowledge back to the classroom.

### **The Classroom Management Course by Harry and Rosemary Wong**

In this interactive online course, teachers will learn how to organize and structure a classroom where students all know what to do leaving much time to teach.

### **Non-Instructional**

Through the district departments, such as custodial, transportation, and food service, non-instructional employees, including paraprofessionals, will receive the necessary professional development for their employment requirement and career growth. A specific training associated with providing academic intervention support will be given to appropriate staff at school sites. This training will be developed and delivered in consultation with NEFEC, FDLRS, as well as other State agencies.



### **NEFEC Summer Leadership Conference**

Each year, approximately fifteen to twenty educational leaders attend the NEFEC Summer Leadership Conference. This training lasts two days and provides professional development sessions on multiple topics. This conference offers many learning opportunities for administrators to learn of best practices that have been implemented in the schools.

### **Inter-Rater Reliability Training**

This professional development is a continuation of training developed specifically for the school-level administrators of Baker County. Two NEFEC consultants studied the district's evaluation instrument and then tailored the training to the system's specific needs. Phases one and two of this training were completed during the 2015-2016 school year.

During the 2017-2018 school year, the third phase of this inter-rater reliability training included classroom walkthroughs, pre-observation conferences, classroom observations, and post-observation conferences. Baker County School District will seek additional training as refreshers for school-based Ed Leaders as well as training for new Ed Leaders.

### **North East Florida Education Consortium Regional Principal Leadership Academy**

The North East Florida Educational Consortium (NEFEC) Regional Principals Leadership Academy is a state approved path for individuals who desire certification as a Florida School Principal.

This is a 13-month State-approved Level II, Principal Preparation Program. Over the course of the program, candidates will participate in asynchronous coursework that is facilitated by NEFEC personnel, have a district-defined number of meetings with an assigned mentor, participate in field experiences and conduct an inquiry project that is directly linked to student achievement and their School Improvement plan. Principals and

assistant principals will gain knowledge in the areas of data analysis, communication, instructional leadership, FEAPs, Professional Educator Practices, feedback, instructional technology. Successful candidates earn eligibility Level 2 certification as a Florida School Principal. 5 Ed Leaders completed this training and certification process in October of 2020.

**North East Florida Educational Consortium: Leadership Essentials for Assistant Principals (LEAP)**

This professional learning opportunity is designed for early-career assistant principals with up to two years of experience. It provides collaboration and networking opportunities in order to develop essential skills needed for effective leadership as an assistant principal.

Professional Development Includes:

- Effective Communication
- Visioning
- How to Support the Principal
- Working with Teams
- Understanding School Grades
- The Importance of Data
- Teacher Recruitment and Retention

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*Evaluating*

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All participants completing professional development opportunities listed within this document are asked to complete an evaluation survey that informs both the provider of the training and the district lead team. In addition, principals and other instructional leaders conduct classroom walkthroughs with the specific intent to observe instructional strategies taught via many of the learning opportunities provided. These walkthroughs are then used to gauge the level of fidelity of the implementation. When possible, these fidelity checks have been embedded into the training process to ensure effective support of the professional development initiative.

The Professional Development Plan will be reviewed and evaluated each year to ensure that implementation leads to improved teacher quality resulting in student growth and academic achievement. The district will review district-wide data and evaluations as well as meet with school leadership to review school-wide data as well as evaluative reviews and summaries. The district will work closely with our consortium and school leadership to adjust the plan as needed to continuously progress and improve in the areas of student growth and achievement.

## Individual Professional Development Plans

The following graphics provide the Individual Professional Development Plan (IPDP) form that is completed by all teachers within the school system. Instructor certification status, school improvement goals, and student performance data are used to determine appropriate goals and professional development activities.

BAKER COUNTY SCHOOL DISTRICT Individual Professional Development Plan - Part A		Teacher: _____ School: _____ Year: 2017-2018
<p>The individual goal should be based on a review of your previous and current students' FSA data, consideration of any school-wide or district initiatives, your personal desires for improvement, and from discussions with your administrator and/or mentor teacher. These goals should be measurable and result in some type of "product" after successful completion.</p>		
Goals: (Only one is required)	Description of Goal including Measurable Results	Goal meets the following: (Check those that apply)
1.		<input type="checkbox"/> FSA Student Results/VAM <input type="checkbox"/> School Improvement Plan <input type="checkbox"/> School-wide/District Initiative <input type="checkbox"/> Personal Interests <input type="checkbox"/> Administrative Recommendation <input type="checkbox"/> Other: _____
2.		<input type="checkbox"/> FSA Student Results/VAM <input type="checkbox"/> School Improvement Plan <input type="checkbox"/> School-wide/District Initiative <input type="checkbox"/> Personal Interests <input type="checkbox"/> Administrative Recommendation <input type="checkbox"/> Other: _____
3.		<input type="checkbox"/> FSA Student Results/VAM <input type="checkbox"/> School Improvement Plan <input type="checkbox"/> School-wide/District Initiative <input type="checkbox"/> Personal Interests <input type="checkbox"/> Administrative Recommendation <input type="checkbox"/> Other: _____
<p>Refer to other side for Professional Development to assist in achieving the goals above</p>		

Some Professional Development opportunities can be determined when goals are initially written, others can be added as they become available. A separate sheet can be added if needed to accommodate all of the professional development opportunities participated in during the year.

Description / Title of PD:	Who will provide it:	Date Completed:
Initial Conference:		

BAKER COUNTY SCHOOL DISTRICT Individual Professional Development Plan - Part B		Teacher: _____ School: _____ Year: 2017-2018
<p>The outcome of each goal from Part A of the IPDP should be documented on this form and attached prior to the Final Conference with your administrator.</p>		
Goals: (Only one is required)	Outcome of Goal (Measurable Results)	Further Recommendations:
1.		<input type="checkbox"/> Goal was successfully met <input type="checkbox"/> Goal will be continued with adjusted results into the next SY. <input type="checkbox"/> Other: _____
2.		<input type="checkbox"/> Goal was successfully met <input type="checkbox"/> Goal will be continued with adjusted results into the next SY. <input type="checkbox"/> Other: _____
3.		<input type="checkbox"/> Goal was successfully met <input type="checkbox"/> Goal will be continued with adjusted results into the next SY. <input type="checkbox"/> Other: _____
<p><b>Final Conference:</b></p> <p>Teacher Signature: _____ Administrator Signature: _____ Date: _____</p>		

Administrators meet individually with instructors to develop each teacher's IPDP. This meeting typically occurs during the months of August and September of each school year. If a teacher is a returning staff member, the final conference for the previous school year's IPDP will often occur at the same time. If an instructor is within his/her first three years of employment, then a meeting is scheduled during the school year to provide a mid-year review of the activities completed. The completion of the professional development activities and associated attainment of the goals of the IPDP directly inform an instructor's evaluation through component number seven of the Educational Management Consultant Services (EMCS) evaluation system.

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### *Systemic Consultation*

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The Baker County School District works closely with the North East Florida Educational Consortium (NEFEC). Many of the professional development offerings contained within this plan were developed or facilitated by that organization. The professional development in this plan and future additional offerings will be conducted with the collaboration of the NEFEC organization through bi-monthly meetings of the NEFEC Organization of Educational Leaders (NOELs). This group monitors and facilitates the professional development of both instructional and non-instructional staffs throughout the consortium. In addition to local and consortium input, state personnel provide guidance and leadership through technical assistance papers, memorandums, and conference calls. The Just Read Florida! conference calls have been of particular value related to the area of professional development.

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### *Funding*

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The district funds much of the professional development outlined in this document for core-content area teachers and educational leaders through the Title II, Part A allocation. Additional professional development will be provided through general funds.



# 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



September 6, 2022

Mrs. Sherrie Raulerson  
Superintendent of Schools  
270 South Boulevard East  
Macclenny, FL 32063

Dear Superintendent Raulerson,

I am requesting School Board approval of the attached Baker County School District Virtual Instruction Program Guide and Procedures for the 2022-2023 school year.

Please contact me at 904-259-0429 if you have any questions.

Thank you,

Allen Murphy  
Executive Director of Teaching and Learning

"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



# Baker County School District Virtual Instruction Program Guide and Procedures

## Baker County School District Vision Statement

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

## Baker County School District Mission Statement

The Baker County School District is committed to meeting the needs of all students in a safe, nurturing, and encouraging environment. The Baker County School District involves parents, students, teachers, and community members in the process of determining goals that meet students' needs.

## Guide and Procedure Introduction

Pursuant to Section 1001.41 (3), Florida Statutes, school districts are responsible for prescribing and adopting standards and policies to provide each student the opportunity to receive a complete education. Education methods to implement such standards and policies may include the delivery of learning courses through traditional school settings, blended courses consisting of both traditional classroom and online instructional techniques, participation in a virtual instruction program (VIP), or other methods.

“Virtual Instruction Program” means a program of instruction provided in an interactive learning environment created through technology in which students are separated from their teachers by time or space, or both. The purpose of the program is to make quality virtual instruction available to students using online and distance learning technologies in the nontraditional classroom. (F.S. 1002.45)

Virtual courses are offered online to all eligible students in affiliated school districts throughout the State of Florida. Eligible students can enroll in part-time classes or a full-time program. The goal is to make instruction available and convenient for the student. Full-time virtual instruction programs, My District Virtual School and Florida Virtual School, are available for students who qualify and enroll during the open enrollment period. Credit for successful completion of courses will be awarded. Students may contact a guidance counselor for more information. Students graduating from My District Virtual School will receive a Baker County Virtual diploma, not a Baker County High School diploma and will not participate in Baker County High School's graduation ceremony. Refer to the following link for enrollment: <https://www.nefec.org/virtual/student-registration/2/> (F.S. 1002.45).

## Student Eligibility (F.S.1002.455) for K-12 Virtual Instruction

- (1) School district operated part-time or full-time kindergarten through grade 12 virtual instruction programs under s. 1002.45(1)(b).
- (2) Full-time virtual charter school instruction authorized under s. 1002.33 to students within the school district or to students in other school districts throughout the state pursuant to s. 1002.31.



- (3) Virtual courses offered in the course code directory to students within the school district or to students in other school districts throughout the state pursuant to s. 1003.498.
- (4) Florida Virtual School instructional services authorized under s. 1002.37.

### **Student Participation Requirements**

Student attendance will be monitored and verified by the school district. Each student enrolled in a virtual instruction program will take state assessment tests within the school district. The district will provide student access to testing facilities.

In order to be eligible as a full-time virtual instruction student, Baker County School District students must:

- 1) Have been successfully promoted to the next grade level at the end of the previous school year. For mid-year entrance, students must have demonstrated success in the first semester courses (grades of C or better) and have recommendation from their previous school guidance or administrations.
- 2) Attain one of the following minimum scores on previous year standardized tests:
  - a) **FSA FAST** ELA or equivalent Level 3 or higher
  - b) STAR Reading or equivalent at 50<sup>th</sup> percentile or above (1<sup>st</sup> through 3<sup>rd</sup> grades)
  - c) Grade level proficiency on an official standardized test administered by another public-school system
- 3) Accepted students must meet all of Baker County criteria as specified in the Baker County School District Student Progression Plan in order to participate in our full-time program.
- 4) Such criteria include meeting minimum **FSA FAST** scores, course requirements, immunization, Code of Conduct acknowledgement, etc. Students who meet these requirements must submit the online prospective full-time student application.
- 5) **Provide proof of residency.**

In order to be a successful full-time virtual instruction student, Baker County School District Students should:

- 1) Consistent parent/guardian supervision of student
- 2) Maintaining pace in all courses (1 hour per day per course) and submitting required work
- 3) Daily engagement in course activities/enrolled in 6 courses
- 4) Establishing regular communication with all teachers via email, phone, and/or text
- 5) Earning and maintaining passing grades of C or higher
- 6) Earning appropriate credits/standards for end of year grade promotion
- 7) Participating in all districts standardized testing
- 8) Honoring all rules and procedures established by Baker County School District for student conduct, academic integrity, and etiquette.

### **Enrollment Periods**

Parents and students may apply to this program during the open enrollment periods. The specific dates of the enrollment periods may be found on the district website at: <http://www.bakerk12.org/Page/480>.

In addition, parents can access the Baker County School District website to review eligibility criteria and enrollment process throughout the year. Students applying during the application period are notified by email regarding the applicant status during the school's open enrollment period.



## Applicant Status

Parents and students should review this document to determine if they are eligible and understand the commitment necessary to successfully implement this program.

Parents and students are required to submit the online application at <https://www.nefec.org/virtual/student-registration/2/>, indicating their reasons for choosing My District Virtual School as their school of choice. Upon completion, the account specialist from North East Florida Educational Consortium will inform Baker County School District that your application is ready to move to Candidate Status.

## Parent Responsibilities

Parents must monitor their student's assignments and assessments. In lieu of the daily presence of a face-to-face teacher, parents should take the lead in guiding their students through the curriculum, submission of work samples, assignments, practicing **FSA FAST** assimilations, online class sessions, producing projects, reviewing for quizzes and tests, as well as making sure they participate in the state tests.

**Students who do not participate in required testing will not be allowed to enroll in My District Virtual School for the following year.**

## Academic Integrity

A full commitment to academic integrity is expected and required from Baker County School District Virtual Instruction students. Students must commit to the following requirements associated with academic integrity:

- Your work on each assignment will be completely your own
- Your collaboration with another classmate on any assignment will be pre-approved by your instructor
- You will not practice plagiarism in any form
- You will not allow others to copy your work
- You will not misuse content from the internet
- You will not aid anyone scheduled to take the same course semester/final exams in the future

In addition, parents must attest to the fact that student work is completely the effort of their child.

## Availability of Virtual Options

- FLVS and MDVS courses shall be available to students during or after the normal school day [F.S. 1001.42(23)]. A student may not enroll in the same course (face-to-face classroom course and/or online course) more than once in the same semester. Students may not drop a course after the drop/add deadline in order to enroll in an online course with FLVS or MDVS. Students may move between a virtual or brick and mortar classroom in a yearlong course after the end of the first semester, provided that the student continues to meet the requirements for full-time enrollment. Any virtual course activated prior to July 1 cannot be counted in the course schedule for the school year beginning on July 1 – even if the course remains active.
- Students who have been previously unsuccessful in a virtual school course (Withdraw/Failing or Complete Failing) will need to meet with their guidance counselor before the course request is

approved. Students will not be allowed to re-enroll in a course in which they have previously been unsuccessful or dropped.

- Part-time virtual school students requesting to take a course offered by FLVS must have counselor and caregiver approval [F.S. 1002.20(6)]. Students taking a course outside of the school day must maintain a “C” average throughout the Grace Period of 14 days for FLVS in order to remain enrolled in the course. Students who do not complete at least 10% of the course and do not have an average of “C” or higher will be withdrawn from the course (WNG).
- Part-time virtual school students requesting to take a course offered by MDVS must have counselor and primary caregiver approval. Students who do not complete at least 20% of the course and do not have an average of “C” or higher throughout the Grace Period of 28 days for MDVS may be withdrawn from the course (WNG). Students will not be allowed to re-enroll in a course in which they have previously been unsuccessful or dropped.
- Students have until **the end date of Survey 4** to complete a virtual course. Students may remain enrolled beyond this date if: the course is needed for on time graduation, credit recovery, or for course completion until **the amendment of the final enrollment survey (4)**.

#### **Drop-Add Procedures (continuing students)**

- Florida Virtual School (FLVS) Courses

While FLVS may have institutional drop/add procedures and timelines, all district students must carry a course load of at least six (6) active courses. While students await acceptance to FLVS courses, they must remain enrolled full-time.

- *Dropping a course in the Physical School of Record and Adding a FLVS Course*  
A student may not drop a physical school course and add an FLVS course after the 5<sup>th</sup> day of the semester.
- *Dropping a FLVS course and adding a Physical School Course*  
A student may drop a FLVS course up to the 14th day of the semester and add a course on their school campus. FLVS drop/withdraw grade and credit guidelines still apply.

If a student is dropped from a FLVS course, the student may enter a course with My District Virtual School or on their school campus at the beginning of the following semester. Florida Virtual School “W/F” (Withdraw/Failing) and “CF” (Complete Failing) codes will be treated as a grade of “F” on the student transcript. Students who have been withdrawn from a course will not be allowed to enroll in the same course.

- My District Virtual School Courses

While My District Virtual School may have drop/add procedures and timelines, all full-time district students must carry a course load of at least six (6) active courses and must comply with the school district’s drop/add time requirements.

While students await acceptance to My District Virtual School courses, they must maintain an enrollment that meets full-time status.

- **Exiting Online Courses**

Students who are exited from an online course during the drop/add dates may add the same course at their school site only if the drop/add date falls within the first 14 days of the semester. Students will not be allowed to enroll in the same course in My District, or be transferred to FLVS, for the same course.

## **Exceptional Student Education**

Baker County Virtual Instruction Program will accept any student who meets the requirements in Section 1002.455, Florida Statutes, Student eligibility for K-12 virtual instruction, is eligible to participate in the school district VIP. Since the school district VIP is a public K-12 school (Section 1000.04(1), Florida Statutes), the district cannot restrict participation to only those students who do not have specialized educational plans [i.e., individual educational plan (IEP) or Section 504 plan for students with disabilities; or an educational plan (EP) for gifted students].

Section 1003.57, Florida Statutes, Exceptional Student Instruction, requires full-time virtual instruction programs authorized by Section 1002.37 or Section 1002.45 Florida Statutes, to fulfill “the obligation of a school district for public school exceptional students who are enrolled in full-time virtual programs.”

Ultimately, the district is responsible for the development and implementation of IEPs and EPs and responsibilities related to child find and identification of ESE students. However, the contractual agreement between the school district and the virtual provider may establish specific requirements with regard to the role and responsibilities of the virtual provider for some or all of these activities.

Special Note to applicants currently enrolled and receiving services in an Exceptional Student Education program (ESE): Baker county School Board ESE Special Programs and Procedures state, “The district assures provision of full educational opportunity to all children with disabilities, aged three through 21, using the kind and number of facilities, personnel, and services necessary to meet this goal. A free appropriate public education (FAPE) is available to all students with disabilities upon determination of need.” Therefore, all ESE students must have an IEP review prior to enrollment. The ESE Director or designee will attend this review. This means that the special education or related services which were provided to your child at his or her previous school of enrollment may not be provided to him/her at Baker Virtual School.

## **Personnel Responsibilities**

Program and Statute Compliance – Executive Director of Teaching and Learning  
My District VIP – Exceptional Student Services Director  
Part-time Virtual Instruction – Principal/Guidance Counselor  
Financial Reporting – Director of Finance

## **District Expectations and Evaluation of Virtual Instruction Program**

The Baker County School District will use the following criteria to assist in evaluating the Virtual Instruction Program and to make necessary adjustments in an effort to continuously improve.

- The number of courses completed compared to the amount attempted.
- The course grades for those courses completed.
- Student feedback

District expectations will be met when at least eighty percent (80%) of students complete courses compared to the amount attempted. Although 80% completion is used as an evaluation measure, Baker

County School District will continuously strive for a higher percentage. This expectation will be monitored each semester. If the 80% threshold is not met, the district will study possible variables effecting completion rate, including input from student feedback forms. Each student that attempts a virtual course will complete a student feedback form at time of completion or course withdrawal.

District expectations will be met when at least eighty percent (80%) of students completing courses receive a final course grade of "C" (2.0) or higher. If threshold of 80% is not met, district will consult with virtual instruction provider as well as study other possible variables including student feedback.

District's expectations of key personnel are to adhere to Virtual Instruction Program Guide and Procedures Manual. Baker County School District is committed to an effective virtual instruction program and the support necessary to ensure program success.

### **Process to Ensure Compliance**

The Executive Director of Teaching and Learning will meet with ESE Student Services Director, Director of Finance, school principals, and Guidance Counselors as necessary (at least annually) to monitor and evaluate program effectiveness, key employee expectations, ensure proper training of staff including personnel changes, and to ensure statutory compliance.

**GRANT PROPOSAL SUMMARY  
REQUEST FOR BOARD APPROVAL**

Board  
Approval Status

(MUST BE TYPED)

**NAME OF GRANT PROPOSAL**

*High-Impact Reading Interventions and Targeted Support (HIITS)*

**TYPE OF GRANT:**

☒ New ☐ Continuation ☐ Amendment ☒ Entitlement ☐ Competitive

**CONTACT PERSON:**

*Traci Wheeler*

**CONTACT PHONE NUMBER:**

*904-259-6776*

**AMOUNT REQUESTED:**

*\$299,583.00*

**SOURCE:**

☒ Federal ☐ State ☐ Other: \_\_\_\_\_

**LOCAL MATCHING FUNDS REQUESTED:**

☒ No

☐ Yes . . . If yes, please specify:

☐ Monetary Amount \$ \_\_\_\_\_

☐ In-Kind Amount \$ \_\_\_\_\_

**LIST SPECIFIC IN-KIND CONTRIBUTIONS**

**PROJECT DESCRIPTION**

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

*The purpose of this grant is to provide supplemental support to promote high-quality reading strategies and literacy professional development based in the science of reading.*

**HOW WILL FUNDS BE USED**

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

*These funds will be used for the following activities: provide additional planning time for teachers; hire two highly-qualified paraprofessionals; purchase Curriculum Associates Teacher Toolbox, Leveled Literacy Intervention (LLI) systems, and Top Score Writing Curriculum; provide substitutes for teachers for professional development and planning time; purchase books for a schoolwide book study; and provide professional development from Top Score Writing and Curriculum Associates.*

**SUBMITTED BY:** *Traci Wheeler* **DATE:** *9/2/2022*

✓  
August 29, 2022

Mr. Jacobs  
Principal  
Baker County High School  
One Wildcat Drive  
Glen St. Mary Florida 32040

Dear Mr. Jacobs,

We are writing you this letter to request permission to take members of the History Club from Baker County High School on an out of state trip. We plan to go to the historical town of Charleston, South Carolina; then tour Boone Hall Plantation, Magnolia Plantation, Patriots Point, and the historical Haunted Tour. The students will have the opportunity to learn about the Revolutionary and Civil war era in the Charleston area.

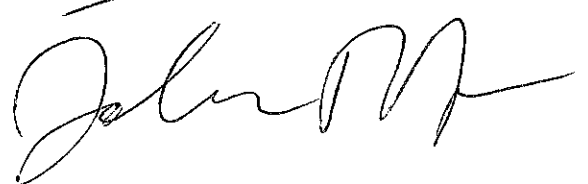
We expect to take approximately 85 students and chaperones including: myself Mark Hartley, Jaime Stokes, Shelli Rhoden, Vanessa Roberts, Staci Staples, Katie Kennedy and Haley Cushenbery. We plan to leave the school at 4:00am on October 7, 2022 and we will return to school around 1:30am on October 8, 2022. We will be traveling by charter bus. The students participating and History Club funds will incur all expenses.

Concurrence with this request would be greatly appreciated. We look forward to hearing from you.

Sincerely,



Mark Hartley  
History Club Sponsor

I concur.  




# 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: SEPTEMBER 7, 2022  
TO: SHERRIE RAULERSON, SUPERINTENDENT  
FROM: TERI AMBROSE  
EXECUTIVE DIRECTOR FOR SUPPORT SERVICES ~~MTA~~  
SUBJECT: MINIMUM WAGE INCREASE

Please request Board approval to increase the hourly rate of pay for all hourly workers, effective October 1, 2022, as outlined below:

	<u>Current Rate</u>	<u>New Rate</u>
DCT Student workers	\$10.00 per hour	\$15.00 per hour
Substitute Custodians	\$10.00 per hour	\$15.00 per hour
Student Custodians	\$10.00 per hour	\$15.00 per hour
Nutrition Service Substitute	\$10.00 per hour	\$15.00 per hour

The current minimum wage in Florida is \$10.00 per hour, effective September 30, 2021. With the passage of the 2022 General Appropriations Act, the minimum wage for school districts increased to \$15.00 per hour, effective October 1, 2022. This minimum wage increase was signed into law as Chapter 2022-156, Laws of Florida, by Governor DeSantis.

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

mta

"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



# 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: September 7, 2022

TO: SHERRIE RAULERSON, SUPERINTENDENT

FROM: TERI AMBROSE  
EXECUTIVE DIRECTOR FOR SUPPORT SERVICES *MTA*

SUBJECT: SUBSTITUTE TEACHER/SUBSTITUTE NURSE PAY INCREASE

Please request Board approval for an increase in the hourly rate of pay for Substitute Teachers and Substitute Nurses. Due to the Governor's state mandate that all school board employees must be paid a minimum of \$15 per hour, legal counsel has also recommended an increase to the hourly rate of pay for all substitute teachers and nurses, **effective October 1, 2022**, as follows:

<u>Degree Level</u>	<u>Current Rate</u>	<u>New Rate</u>
High School Diploma	\$11.25 per hour	\$15.00 per hour
LPN Subbing for a Nurse	\$12.00 per hour	\$15.25 per hour
AA Degree	\$12.60 per hour	\$15.25 per hour
Bachelor's Degree	\$14.60 per hour	\$15.75 per hour
Master's Degree and up	\$18.00 per hour	\$18.00 per hour

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

mta

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#### 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

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**Baker County School Board  
Substitute Teacher  
Substitute Nurse**

**FYE June 30, 2023**

**SUBSTITUTE TEACHER AND SUBSTITUTE NURSE PAY –**

**Effective October 1, 2022**

**All substitutes, as verified by the Associate Superintendent in charge of certification, will be paid as follows:**

<b>Non-Degreed (High School Diploma)</b>	<b>\$ 15.00 per hour</b>
<b>LPN Subbing for a Nurse</b>	<b>\$ 15.25 per hour</b>
<b>Associate of Arts or Science</b>	<b>\$ 15.25 per hour</b>
<b>Bachelor's Degree</b>	<b>\$ 15.75 per hour</b>
<b>Master's Degree or Higher</b>	<b>\$ 18.00 per hour</b>



# Baker County Public Schools Support Services



Sherrie Raulerson, Superintendent of Schools

392 South Boulevard East, Macclenny, Florida 32068

Telephone: (904) 259-6251

www.bakerk12.org

Fax: (904) 259-2825

DATE: SEPTEMBER 7, 2022

TO: SHERRIE RAULERSON, SUPERINTENDENT

FROM: TERI AMBROSE  
EXECUTIVE DIRECTOR FOR SUPPORT SERVICES

SUBJECT: Miscellaneous Non-Instructional Salary INCREASE *MTA*

Please request Board approval to increase the hourly rate of pay for all part-time, temporary, and extra duty workers, **effective October 1, 2022**, as outlined in the Miscellaneous Non-Instructional Salary Schedules for 2022-2023 attached.

The current minimum wage in Florida is \$10.00 per hour, effective September 30, 2021. With the passage of the 2022 General Appropriations Act, the minimum wage for school districts increased to \$15.00 per hour, effective October 1, 2022. This minimum wage increase was signed into law as Chapter 2022-156, Laws of Florida, by Governor DeSantis. It is possible that some of the hourly rates may increase above the minimum wage level as a result of contract negotiations with BCESP.

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

mta/attachment

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#### 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

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**MISCELLANEOUS NON-INSTRUCTIONAL  
SALARY SCHEDULES****2022-2023****PART-TIME, TEMPORARY, EXTRA-DUTY**

Skilled laborers working on a specific  
maintenance project for a limited time ..... \$13.75 per hour  
EFFECTIVE OCTOBER 1, 2022 .....\$15.00 per hour

Part-time clerical/typing ..... \$10.00 per hour  
EFFECTIVE OCTOBER 1, 2022 .....\$15.00 per hour

Adults working on school board projects  
for a limited time ..... \$ 10.00 per hour  
EFFECTIVE OCTOBER 1, 2022 .....\$15.00 per hour

Students working part-time summers or other  
temporary positions (high school or college) ..... Minimum Wage  
EFFECTIVE OCTOBER 1, 2022 .....\$15.00 per hour

For work performed beyond the normal ..... \$10.00 per hour  
contractual period in official non-instructional  
capacity. This would include writing projects,  
curriculum, attending or conducting workshops  
beyond the regular contractual period.  
EFFECTIVE OCTOBER 1, 2022 .....\$15.00 per hour

BCHS & BCMS Athletic Event Gatekeepers  
EFFECTIVE OCTOBER 1, 2022.....\$15.00 per hour

**Extended Day Enrichment Program**

Supervisor (182 days)..... \$15.90 per hour  
Assistant (181 days) .....\$11.90 per hour  
EFFECTIVE OCTOBER 1, 2022:

Supervisor (182 days)..... \$18.10 per hour  
Assistant (181 days) .....\$15.75 per hour



# 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](http://www.bakerk12.org)

Fax: (904) 259-2825



DATE: September 7, 2022

TO: Sherrie Raulerson, Superintendent

FROM: Teri Ambrose  
Executive Director for Support Services *MTA*

RE: 2022-2023 SALARY SCHEDULE

Please request Board approval of the 2022-2023 Salary Schedule pending ratification from both Unions.

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

"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

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**BAKER COUNTY DISTRICT  
SCHOOL BOARD**



**SALARY SCHEDULES**

**2022-2023**

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## INFORMATION ONLY

**BENEFITS:** As per Baker County School District Board Policy

**HOLIDAY:** All 12-month (261 day) employees will receive annual leave at a rate of 1.0, 1.25, 1.5, or 2.0 days per month depending on continuous service in district.

**SICK LEAVE:** All full-time employees will receive 1 day per month for each month in the contract period.

**Baker County School Board**  
**EDUCATIONAL LEADER PLACEMENT SCHEDULE**  
**FYE June 30, 2023**

CL	240 Days	261 Days
0	53,286.09	57,948.62
1	53,286.09	57,948.62
2	53,286.09	57,948.62
3	53,286.09	57,948.62
4	53,286.09	57,948.62
5	53,286.09	57,948.62
6	53,286.09	57,948.62
7	53,286.09	57,948.62
8	53,286.09	57,948.62
9	53,286.09	57,948.62
10	53,915.94	58,633.58
11	54,914.92	59,719.98
12	55,950.46	60,846.12
13	57,229.64	62,237.24
14	58,508.83	63,628.36
15	59,703.96	64,928.06
16	60,983.15	66,319.17
17	62,262.34	67,710.29
18	63,541.52	69,101.41
19	64,820.71	70,492.52
20	66,099.90	71,883.64
21	67,379.09	73,274.76
22	68,658.27	74,665.87
23	69,937.46	76,056.99
24	71,429.85	77,679.96
25	72,587.21	78,938.59

***Advanced Degree Supplements***

<b>240 Day</b>		<b>261 Day</b>	
Masters:	\$ 3,411.17	Masters:	\$ 3,709.64
Specialist:	\$ 4,629.44	Specialist:	\$ 5,034.52
Doctorate:	\$ 6,091.37	Doctorate:	\$ 6,624.37

*\*PER FLORIDA STATUTE  
F.S. 1012.34*

*Administrators and instructional personnel shall only be promoted to the next classification level and receive a pay increase if the evaluation instrument indicates they are:*

*Highly Effective  
Effective  
Needs Improvement*

**2022-2023 Baker County School Board  
EDUCATIONAL LEADERS' RESPONSIBILITY SCHEDULE**

**FYE June 30, 2023**

<b>Superintendent</b>	<b>2.00% through year 16</b>
<b>Associate Superintendent for Personnel Services</b>	<b>15,000.00</b>
<b>Executive Director for Support Services</b>	<b>15,000.00</b>
<b>Executive Director for Teaching and Learning</b>	<b>15,000.00</b>
<b>Director of Accountability and Special Programs</b>	<b>13,000.00</b>
<b>Director of Student Services &amp; ESE</b>	<b>13,000.00</b>
<b>Director of Vocational, Adult &amp; Community Education</b>	<b>13,000.00</b>
<b>Director of Facilities &amp; Maintenance</b>	<b>13,000.00</b>
<b>Director of Operations &amp; Auxiliary Services</b>	<b>13,000.00</b>
<b>Director of Transportation &amp; Property Control</b>	<b>13,000.00</b>
<b>Director of Nutrition Services, Purchasing &amp; Warehousing</b>	<b>13,000.00</b>
<b>High School Principal</b>	<b>13,000.00</b>
<b>Middle School Principal</b>	<b>13,000.00</b>
<b>Keller Intermediate School Principal</b>	<b>12,500.00</b>
<b>Macclenny Elementary School, Westside Elementary School, Pre-K Kindergarten Center and Alternative School Principals</b>	<b>12,000.00</b>
<b>Coordinator of Community Education</b>	<b>8,500.00</b>
<b>High School Vice Principal, Middle School Vice Principal</b>	<b>10,500.00</b>
<b>Keller Intermediate School Assistant Principal</b>	<b>8,500.00</b>
<b>Assistant Principals: High School (2), Middle School (2), Westside Elementary (1), Macclenny Elementary (1), and Pre-K Kindergarten Center (1)</b>	<b>8,000.00</b>
<b>Health Service Specialist</b>	<b>6,500.00</b>
<b>Retention Supplement for <u>240-Day</u> Administrators at Classification Level 25 with teaching/administrative service</b>	<b>7,675.00</b>
<b>Retention Supplement for <u>261-Day</u> Administrators at Classification Level 25 with teaching/administrative service</b>	<b>8,347.00</b>

**Baker County School Board  
Teacher Placement Schedule  
FYE June 30, 2023**

CL	197 Days	216 Days	240 Days	261 Days
0	43,739.00	47,957.48	53,286.09	57,948.62
1	43,739.00	47,957.48	53,286.09	57,948.62
2	43,739.00	47,957.48	53,286.09	57,948.62
3	43,739.00	47,957.48	53,286.09	57,948.62
4	43,739.00	47,957.48	53,286.09	57,948.62
5	43,739.00	47,957.48	53,286.09	57,948.62
6	43,739.00	47,957.48	53,286.09	57,948.62
7	43,739.00	47,957.48	53,286.09	57,948.62
8	43,739.00	47,957.48	53,286.09	57,948.62
9	43,739.00	47,957.48	53,286.09	57,948.62
10	44,256.00	48,524.35	53,915.94	58,633.58
11	45,076.00	49,423.43	54,914.92	59,719.98
12	45,926.00	50,355.41	55,950.46	60,846.12
13	46,976.00	51,506.68	57,229.64	62,237.24
14	48,026.00	52,657.95	58,508.83	63,628.36
15	49,007.00	53,733.56	59,703.96	64,928.06
16	50,057.00	54,884.83	60,983.15	66,319.17
17	51,107.00	56,036.10	62,262.34	67,710.29
18	52,157.00	57,187.37	63,541.52	69,101.41
19	53,207.00	58,338.64	64,820.71	70,492.52
20	54,257.00	59,489.91	66,099.90	71,883.64
21	55,307.00	60,641.18	67,379.09	73,274.76
22	56,357.00	61,792.45	68,658.27	74,665.87
23	57,407.00	62,943.72	69,937.46	76,056.99
24	58,632.00	64,286.86	71,429.85	77,679.96
25	59,582.00	65,328.49	72,587.21	78,938.59

**Advanced Degree Supplements**

	197 Day	216 Day	240 Day	261 Day
Masters:	\$ 2,800.00	\$ 3,070.05	\$ 3,411.17	\$ 3,709.64
Specialist:	\$ 3,800.00	\$ 4,166.50	\$ 4,629.44	\$ 5,034.52
Doctorate:	\$ 5,000.00	\$ 5,482.23	\$ 6,091.37	\$ 6,624.37

*\*PER FLORIDA STATUTE  
F.S. 1012.34*

*Administrators and instructional personnel shall only be promoted to the next classification level and receive a pay increase if the evaluation instrument indicates they are:*

*Highly Effective  
Effective  
Needs Improvement*

**Baker County School Board**  
**Teacher Placement Schedule: Summer School (Hourly Rate)**  
**FYE June 30, 2023**

<b>Years</b>	<b>Bachelors</b>	<b>Masters</b>	<b>Specialist</b>	<b>Doctorate</b>
0	29.60	32.46	36.07	39.22
1	29.60	32.46	36.07	39.22
2	29.60	32.46	36.07	39.22
3	29.60	32.46	36.07	39.22
4	29.60	32.46	36.07	39.22
5	29.60	32.46	36.07	39.22
6	29.60	32.46	36.07	39.22
7	29.60	32.46	36.07	39.22
8	29.60	32.46	36.07	39.22
9	29.60	32.46	36.07	39.22
10	29.95	32.84	36.49	39.68
11	30.51	33.45	37.17	40.42
12	31.08	34.08	37.87	41.18
13	31.79	34.86	38.73	42.12
14	32.50	35.64	39.60	43.06
15	33.17	36.37	40.41	43.94
16	33.88	37.15	41.27	44.89
17	34.59	37.93	42.14	45.83
18	35.30	38.71	43.01	46.77
19	36.01	39.48	43.87	47.71
20	36.72	40.26	44.74	48.65
21	37.43	41.04	45.60	49.59
22	38.14	41.82	46.47	50.54
23	38.85	42.60	47.33	51.48
24	39.68	43.51	48.35	52.58
25	40.33	44.22	49.13	53.43

**2022-2023 PART-TIME TEACHING SALARY SCHEDULE**

<b>Years of Experience (In the area of current part-time teaching)</b>	<b>Bachelor's Degree (Hourly Rate)</b>	<b>Master's Degree (Hourly Rate)</b>	<b>Specialist Degree (Hourly Rate)</b>	<b>Doctorate Degree (Hourly Rate)</b>
<b>0 - 9</b>	<b>\$29.60</b>	<b>\$31.50</b>	<b>\$32.18</b>	<b>\$32.99</b>
<b>10 - 14</b>	<b>\$29.95</b>	<b>\$31.85</b>	<b>\$32.53</b>	<b>\$33.34</b>
<b>15 - up</b>	<b>\$33.17</b>	<b>\$35.06</b>	<b>\$35.74</b>	<b>\$36.55</b>

Board approved after school tutoring or direct instruction to students beyond the student day shall be paid at the teacher's hourly rate.

Instruction or presentation of an in-service workshop or the like shall be paid at the teacher's hourly rate when outside the normal contractual day.

Preparation for workshops, writing projects, curriculum development, preparation of materials for in-service and the like shall be paid at the step 0 hourly rate. The number of preparation hours will be predetermined, and board approved.

Teachers attending workshops shall be paid \$85.85 for ½ day (3.5 hrs.) and \$183.98 for a whole day (7.5 hrs. to include a 30 min lunch).

2022-2023 SUPPLEMENTAL SALARY SCHEDULE  
BAKER COUNTY SCHOOL BOARD

FYE June 30, 2023

Athletics, Cheerleaders, Dance Teams, and Music

Athletic Directors and Trainer

High School Athletic Director .....	\$4,865.00
Middle School Athletic Coordinator .....	2,500.00
Athletic Trainer.....	3,500.00

Football

<sup>4</sup> High School Varsity Head Coach.....	4,350.00
<sup>4</sup> High School Assistant Coach (7) .....	2,575.00
<sup>4</sup> Middle School Head Coach .....	2,000.00
<sup>4</sup> Middle School Assistant Coach (3) .....	1,500.00
<sup>5</sup> Girls' Flag Football Head Coach.....	1,390.00
<sup>5</sup> Girls' Flag Football Assistant Coach.....	890.00

Basketball

High School Boys' Varsity Head Coach.....	3,630.00
High School Boys' Head Assistant Coach.....	1,595.00
Boys' Assistant Coach .....	1,390.00
Girls' Varsity Coach .....	3,630.00
Girls' Assistant Coach (2) .....	1,390.00
Boys' Middle School Coach .....	2,000.00
Boys' Middle School Assistant Coach .....	1,000.00
Girls' Middle School Coach.....	2,000.00
Girls' Middle School Assistant Coach.....	1,000.00

Wrestling

Wrestling Coach.....	2,470.00
Assistant Wrestling Coach .....	1,390.00

Baseball

Baseball Coach .....	3,090.00
Assistant Baseball Coach (2).....	1,390.00
Middle School Baseball Coach .....	1,500.00
Assistant Middle School Baseball Coach.....	1,000.00

Weightlifting

Boys' Weightlifting Coach.....	2,060.00
Girls' Weightlifting Coach .....	2,060.00
Assistant Boys' Weightlifting Coach.....	1,030.00
Assistant Girls' Weightlifting Coach .....	1,030.00

Track

Boys' Track Coach.....	2,060.00
Girls' Track Coach .....	2,060.00
Boys' Assistant Track Coach.....	1,030.00
Girls' Assistant Track Coach .....	1,030.00

2022-2023 SUPPLEMENTAL SALARY SCHEDULE  
BAKER COUNTY SCHOOL BOARD

FYE June 30, 2023

Cross Country

Boys' Cross Country Coach .....	1,390.00
Girls' Cross Country Coach .....	1,390.00

Tennis

Boys' Tennis Coach .....	1,390.00
Girls' Tennis Coach .....	1,390.00

Volleyball

High School Girls' Volleyball Coach .....	2,470.00
High School Girls' Junior Varsity Volleyball Coach .....	1,390.00
Middle School Volleyball Coach .....	1,500.00
Middle School Assistant Volleyball Coach .....	1,000.00

Softball

Girls' Softball Coach (Fast Pitch) .....	3,090.00
Girls' Assistant Softball Coach (Fast Pitch) (2) .....	1,390.00
Middle School Girls' Softball Coach .....	1,500.00
Middle School Girls' Assistant Softball Coach .....	1,000.00

Bowling

Girls' Bowling Coach .....	1,545.00
Girls' Assistant Bowling Coach .....	1,030.00

Swimming

Boys' High School Swim Team Coach .....	1,390.00
Girls' High School Swim Team Coach .....	1,390.00

Soccer

Boys' High School Soccer Coach .....	1,390.00
Girls' High School Soccer Coach .....	1,390.00

Cheerleader Sponsors

High School Competitive .....	1,030.00
High School Varsity Football .....	1,030.00
High School Junior Varsity Football .....	750.00
High School Varsity Basketball .....	1,030.00
High School Junior Varsity Basketball .....	750.00
Middle School Football (1) .....	750.00
Middle School Basketball (1) .....	750.00

High School Dance Drill Team

Football Season (1) .....	525.00
Basketball Season (1) .....	525.00
Choreographer (1) .....	275.00



2022-2023 SUPPLEMENTAL SALARY SCHEDULE  
BAKER COUNTY SCHOOL BOARD

FYE June 30, 2023

Middle School Dancin' Paws

Football Season (1) .....300.00

Basketball Season (1) .....300.00

Band

High School Band Director.....4,120.00

High School Assistant Band Director .....1,030.00

Middle School Band Director .....1,750.00

Middle School Assistant Band Director .....775.00

Flag Corp .....750.00

High School Majorettes .....750.00

Middle School Majorettes .....750.00

Chorus

High School .....980.00

Middle School.....775.00

Westside Elementary School .....425.00

Macclenny Elementary School.....425.00

Career and Technical Education Organizations

Agriculture

Agriculture High School (2).....3,090.00

Agriculture Middle School.....1,545.00

Future Homemakers of America (FHA)

High School .....475.00

Future Business Leaders of America (FBLA)

High School .....450.00

Additional CTE Organizations

Cooperative Education Club of Florida (CECF).....450.00

HOSA.....450.00

Vocational Industrial Clubs of America (VICA).....450.00

Academic Clubs and Student Organizations

Beta Club

High School .....525.00

Middle School.....525.00

Technology Student Association

High School .....450.00

Middle School.....450.00

**2022-2023 SUPPLEMENTAL SALARY SCHEDULE  
BAKER COUNTY SCHOOL BOARD**

**FYE June 30, 2023**

**Student Council**

High School .....	450.00
Middle School.....	450.00

**Future Educators Club Sponsor**

High School (1).....	1,545.00
Middle School (1) .....	450.00

**"Just Say No" Club Sponsor**

Intermediate School (1) .....	400.00
Macclenny Elementary School (1) .....	400.00
Westside Elementary School (1).....	400.00

**Youth Power Club Sponsor**

High School .....	300.00
Middle School.....	300.00

**High School Class Sponsor**

Senior Class Sponsor .....	625.00
Junior Class Sponsor .....	625.00
Sophomore Class Sponsor .....	325.00
Freshman Class Sponsor.....	325.00

**Annual Yearbook**

BCHS .....	1,500.00
BCMS .....	1,000.00
Intermediate School.....	700.00
Macclenny Elementary .....	600.00
Westside Elementary .....	600.00
Pre-K Kindergarten Center.....	600.00

**Enrichment**

Macclenny Elementary (3) .....	450.00
Westside Elementary (3).....	450.00
Pre-K Kindergarten Center (2).....	450.00
Keller Intermediate School (3).....	450.00

**Miscellaneous Student Clubs and Organizations**

Video Productions .....	475.00
Drama.....	3,000.00
High School High Q (2) .....	650.00
Foreign Language .....	450.00
Air Force ROTC (2).....	2,060.00
SWAT Coordinator .....	500.00
Bullying Prevention Club Sponsor – BCMS & BCHS.....	450.00
Robotics (4) .....	525.00

**2022-2023 SUPPLEMENTAL SALARY SCHEDULE  
BAKER COUNTY SCHOOL BOARD**

**FYE June 30, 2023**

**Instructional Special Certifications, Specialists, and Instructional Leadership**

**Director of Guidance**

High School (4).....	1,235.00
Middle School (3) .....	1,235.00
Intermediate School (1) .....	1,235.00
Macclenny Elementary (1) .....	1,235.00
Westside Elementary (1).....	1,235.00
Pre-K Kindergarten Center (1).....	1,235.00
Occupational Specialist.....	1,235.00

**Special Programs**

Alternative Ed Supplement .....	1,545.00
Mental Health Counselor .....	3,000.00
Case Manager.....	3,000.00
ESE Staffing Specialist.....	2,060.00
ESE Teacher (Paid from IDEA).....	1,200.00
Behavioral Analyst (2) .....	2,000.00
School Psychologist (2) .....	6,000.00
Teachers Assigned to the Alternative School Full Time .....	1,500.00
Program Specialist (Title I) .....	1,030.00
National Board-Certified Teachers .....	425.00
Special Olympics Coordinator .....	1,415.00
School Wellness Coordinators .....	500.00
Occupational Therapist (1).....	1,545.00
Health Services Specialist.....	1,545.00

**Speech**

Speech and Hearing Therapist (4) .....	3,000.00
National Board Certification for Speech .....	425.00

**Chairpersons**

<sup>2</sup> High School.....	7,000.00
<sup>2</sup> Middle School .....	5,000.00
<sup>6</sup> Intermediate School .....	3,400.00
<sup>6</sup> Macclenny Elementary .....	3,400.00
<sup>6</sup> Westside Elementary .....	3,400.00
<sup>6</sup> Pre-K Kindergarten Center.....	3,400.00

**Miscellaneous Instructional Leadership**

Team Leaders - Middle School (4 or more).....	350.00
Program Specialist (Title 1).....	1,030.00
Peer Teacher.....	625.00
School Activities Coordinator - High School.....	750.00
School Activities Coordinator - Middle School .....	250.00
<sup>3</sup> Computer Network Manager .....	1,030.00
Teacher on Special Assignment (4).....	2,575.00

**2022-2023 SUPPLEMENTAL SALARY SCHEDULE  
BAKER COUNTY SCHOOL BOARD**

**FYE June 30, 2023**

**Bus Duty Supplement (beyond contractual day)**

High School (1) .....	1,200.00
Middle School (1) .....	1,200.00
Intermediate School (5) .....	1,200.00
<sup>1</sup> Macclenny Elementary .....	1,200.00
<sup>1</sup> Westside Elementary .....	1,200.00
<sup>1</sup> Pre-K Kindergarten Center .....	1,200.00
Elem (20 Min. or more Beyond the Contractual Day) (Max 4).....	1,600.00

**Gate Duty - Student Drop-Off/Pick Up**

<sup>1</sup> Baker County Middle School .....	1,200.00
Baker County High School (5).....	1,200.00

**Duty Supplement**

Instructional unit employees.....	300.00
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**<sup>7</sup> Retention Supplement**

Retention for 197-Day Teachers.....	6,300.00
Retention for 216-Day Teachers.....	6,908.00
Retention for 240-Day Teachers.....	7,675.00
Retention for 261-Day Teachers.....	8,347.00

**Performance Pay**

Highly Effective.....	250.00
Effective.....	125.00

***\*PER FLORIDA STATUTE 1012.34***

*Administrators and instructional personnel shall only be promoted to the next classification level and receive a pay increase if the evaluation instrument indicates they are:*

*Highly Effective*

*Effective*

*Needs Improvement*

- 1 Number of positions subject to periodic adjustments as mutually agreed upon.
- 2 For BCHS and BCMS divide existing dollars pro rata based upon number of persons in department compared to number of persons in all departments.
- 3 Limit to maximum of \$1,030 for each school that is networked (High School, Middle School, Westside Elementary, Macclenny Elementary, Intermediate School, Pre-K Kindergarten Center)
- 4 Football Coaches will be paid their supplement in two separate payments (30% Spring Football / 70% Fall Football)
- 5 These supplements will be paid entirely from sponsor/booster funds. No funds will be used from the school district to pay these supplements or to run these programs.
- 6 Amount is to be divided by the total number of chairpersons at school.
- 7 Retention supplement at Classification level 25 or higher.

**MISCELLANEOUS INSTRUCTIONAL DIFFERENTIATED PAY POSITIONS**

**Other Miscellaneous**

Teachers at Title I Schools (FY 2022-2023 only) .....	50.00
Move from a Non-Low Perf Sch to a Low Perf Sch (One Time Pay) .....	300.00

On an annual basis administration will review all instructional positions to determine if differentiated pay is necessary based on Section 1012.22(1)(c)4.b., Florida Statutes.

## **SALARY SCHEDULE GUIDELINES 2022-2023**

### **INSTRUCTIONAL PERSONNEL**

For the term of this contract, a classification level represents one (1) year of recognized teaching experience. Teachers who have worked ninety-nine (99) or more days in Baker County during the preceding school year will be advanced one classification level in the appropriate column.

Upon notification, in writing, to the Finance Department by August 1, newly earned advanced degrees will be pro-rated from January 1, if verified by the Certification Administrator at the District Office.

Any employee having an advanced degree, in field, and working the majority of their day in that field, will be eligible for an additional \$300.00 as part of their salary as verified and approved by the Associate Superintendent for Personnel Services. Those holding advanced degrees as of September 1, 1987 will be grandfathered in and will be entitled to this additional compensation.

BCHS and BCMS Athletic Event Gatekeepers will be paid \$15 per hour effective October 1, 2022, as mandated by the 2022 General Appropriations Act and signed into law as Chapter 2022-156, Laws of Florida, by Governor DeSantis.

### **INSTRUCTIONAL SUPPORT PERSONNEL**

Media Specialists, Guidance Counselors and other instructional support personnel may work additional days if extra days are approved by the Principal, Superintendent, and the School Board.

BCHS and BCMS Athletic Event Gatekeepers will be paid \$15 per hour effective October 1, 2022, as mandated by the 2022 General Appropriations Act and signed into law as Chapter 2022-156, Laws of Florida, by Governor DeSantis.

**SUBSTITUTE TEACHER AND SUBSTITUTE NURSE PAY –**

All substitutes, as verified by the Associate Superintendent in charge of certification, will be paid as follows:

Non-Degreed (High School Diploma)	\$ 11.25 per hour
LPN Subbing for a Nurse	\$ 12.00 per hour
Associate of Arts or Science	\$ 12.60 per hour
Bachelor's Degree	\$ 14.60 per hour
Master's Degree or Higher	\$ 18.00 per hour

**SUBSTITUTE TEACHER AND SUBSTITUTE NURSE PAY –**

**EFFECTIVE OCTOBER 1, 2022:**

ALL SUBSTITUTE TEACHERS AND SUBSTITUTE NURSES WILL BE PAID A  
MINIMUM OF \$15.00 PER HOUR AS MANDATED BY THE 2022 GENERAL  
APPROPRIATIONS ACT AND SIGNED INTO LAW AS CHAPTER 2022-156,  
LAWS OF FLORIDA, BY GOVERNOR DESANTIS.

All substitutes, as verified by the Associate Superintendent in charge of certification, will be paid as follows:

Non-Degreed (High School Diploma)	\$ 15.00 per hour
LPN Subbing for a Nurse	\$ 15.25 per hour
Associate of Arts or Science	\$ 15.25 per hour
Bachelor's Degree	\$ 15.75 per hour
Master's Degree or Higher	\$ 18.00 per hour

**2022-2023 Baker County School Board  
SUPPORT STAFF SALARY SCHEDULE**

**FYE June 30, 2023**

**Data Processing Manager for  
Student/Staff & Finance**

**Annualized/261-Day  
Teacher Salary Schedule**

**Social Worker/Attendance Office**

**240-Day  
Teacher Salary Schedule**

**EXPERIENCE MUST BE IN FIELD AND VERIFIED BY EMPLOYER**

Upon official transcript notification, in writing, to the Finance Office and verification by the Associate Superintendent in charge of District Certification, newly earned advanced degrees will be pro-rated.

Any employee having an advanced degree, in field, and working the majority of their day in that field, will be eligible for an additional \$300.00 as part of their salary as verified and approved by the Director of Certification. Those holding advanced degrees as of September 1st, 1987 will be grandfathered in and will be entitled to this additional compensation.



**Baker County School Board****Health Services Specialist Salary Schedule - 197 Days & 186 Days****School Health Nurse/RN/Case Manager Salary Schedule - 197 Days & 186 Days****FYE June 30, 2023**

Years Experience	197 days Annual Contract Salary	197 days Masters Contract Salary	186 days Annual Contract Salary	186 days Masters Contract Salary
0	43,739.00	47,957.48	41,296.72	45,279.65
1	43,739.00	47,957.48	41,296.72	45,279.65
2	43,739.00	47,957.48	41,296.72	45,279.65
3	43,739.00	47,957.48	41,296.72	45,279.65
4	43,739.00	47,957.48	41,296.72	45,279.65
5	43,739.00	47,957.48	41,296.72	45,279.65
6	43,739.00	47,957.48	41,296.72	45,279.65
7	43,739.00	47,957.48	41,296.72	45,279.65
8	43,739.00	47,957.48	41,296.72	45,279.65
9	43,739.00	47,957.48	41,296.72	45,279.65
10	44,256.00	48,524.35	41,784.85	45,814.86
11	45,076.00	49,423.43	42,559.07	46,663.75
12	45,926.00	50,355.41	43,361.60	47,543.69
13	46,976.00	51,506.68	44,352.97	48,630.67
14	48,026.00	52,657.95	45,344.35	49,717.66
15	49,007.00	53,733.56	46,270.57	50,733.21
16	50,057.00	54,884.83	47,261.94	51,820.20
17	51,107.00	56,036.10	48,253.31	52,907.18
18	52,157.00	57,187.37	49,244.68	53,994.17
19	53,207.00	58,338.64	50,236.05	55,081.15
20	54,257.00	59,489.91	51,227.42	56,168.14
21	55,307.00	60,641.18	52,218.79	57,255.12
22	56,357.00	61,792.45	53,210.16	58,342.11
23	57,407.00	62,943.72	54,201.53	59,429.09
24	58,632.00	64,286.86	55,358.13	60,697.24
25	59,582.00	65,328.49	56,255.09	61,680.70

**EXPERIENCE MUST BE IN FIELD AND VERIFIED BY EMPLOYER.**

Upon notification, in writing to the Finance Office by August 1, newly earned advanced degrees will be pro-rated from January 1, if verified by the Certification Administrator at the County Office.

Any employee having an advanced degree, in field, and working the majority of their day in that field, will be eligible for an additional \$300.00 as part of their salary as verified and approved by the Director of Certification. Those holding advanced degrees as of September 1, 1987, will be grandfathered in and will be entitled to this additional compensation.

## CLASSIFIED/CONFIDENTIAL EMPLOYEES

An employee must work for three (3) years as a classified/confidential employee under the supervision of a district office administrator to start receiving the additional longevity salary on a cumulative basis as follows, effective July 1, 1984:

3 years.....	\$ 410.00
6 years.....	\$ 420.00
9 years.....	\$ 430.00
12 years.....	\$ 440.00
15 years.....	\$ 450.00
18 years.....	\$ 500.00

The following classified/confidential employees are eligible for the additional longevity salary:

Executive Secretary	Finance Aide I
Bus Garage Shop Manager	Finance Aide II
Auxiliary Services Supervisor	Secretary I
Nutrition Services Area Coordinator	Secretary II
Secretary/School Food Service Finance Aide	Secretary III
Maintenance Foreman/Inventory Manager	
High School/Middle School Secretary/Bookkeeper - 12 month	

An employee who is a classified/confidential employee will be awarded for their college (semester) hours as follows: The rates will not apply when the credit hours are required for employment. Anyone currently employed as of November 20, 2012, may continue on their current track and schedule of earnings according to this scale. For new hires after November 20, 2012, these rates will not be compounded. (Must be from an accredited awarded college with official transcript on file in the Personnel Department)

The existing employees who qualified for these credit awards are grandfathered in at their current rate and schedule.

30-59 Semester Hours -	\$.40 per hr. x total contractual hours
60-89 Semester Hours -	\$.70 per hr. x total contractual hours
90+ Semester Hours -	\$.75 per hr. x total contractual hours

Upon receipt in the Finance Department of official transcript from an accredited college or university, and upon verification by the Associated Superintendent of Human Resources, eligible classified/confidential employees attaining a confirmed degree will receive additional compensation as follows:

Associate of Arts or Associate of Science	\$100
Bachelor of Arts or Bachelor of Science	\$200

**Baker County School Board**  
**Executive Secretary - Salary Schedule** **CONFIDENTIAL**  
**FYE June 30, 2023**

Years Experience	1957.5 hours (Exec. Sec.)
	Annual Salary
0	45,168.31
1	45,461.82
2	45,755.36
3	46,404.66
4	46,698.20
5	47,169.61
6	47,641.03
7	47,934.55
8	48,228.09
9	48,521.60
10	49,081.98
11	50,555.60
12	50,849.14
13	51,142.65
14	51,436.19
15	51,729.70
16	52,023.24
17	52,316.75
18	53,480.15

**EXPERIENCE MUST BE IN FIELD AND VERIFIED BY EMPLOYER.**

**Baker County School Board****Finance Aide - 12 Month Employee (261 Days) CONFIDENTIAL****Secretary/Nutrition Services Finance Aide - 11 Month Employee (240 Days) CONFIDENTIAL****Nutrition Services Area Coordinator - 10 Month Employee (206 Days) CONFIDENTIAL****Salary Schedule****FYE June 30, 2023**

Years Experience	1957.5 hours ( Fin I) 261 Days Annual Salary	1957.5 hours (Fin II) 261 Days Annual Salary	1800 hours ( Fin I) 240 Days Annual Salary	1800 hours (Fin II) 240 Days Annual Salary	1545 hours ( Fin I) 206 Days Annual Salary	1545 hours (Fin II) 206 Days Annual Salary
0	45,168.31	42,446.53	41,534.08	39,031.29	35,650.08	33,501.86
1	45,461.82	42,740.04	41,803.98	39,301.19	35,881.75	33,733.52
2	45,755.36	43,033.58	42,073.89	39,571.11	36,113.42	33,965.20
3	46,404.66	43,682.88	42,670.95	40,168.17	36,625.90	34,477.68
4	46,698.20	43,976.42	42,940.87	40,438.08	36,857.58	34,709.36
5	47,169.61	44,447.83	43,374.35	40,871.57	37,229.65	35,081.43
6	47,641.03	44,919.26	43,807.85	41,305.06	37,601.74	35,453.51
7	47,934.55	45,212.77	44,077.75	41,574.96	37,833.40	35,685.18
8	48,228.09	45,506.31	44,347.66	41,844.88	38,065.08	35,916.85
9	48,521.60	45,799.82	44,617.56	42,114.78	38,296.74	36,148.52
10	49,081.98	46,360.20	45,132.85	42,630.07	38,739.03	36,590.81
11	50,555.60	47,833.82	46,487.91	43,985.13	39,902.12	37,753.90
12	50,849.14	48,127.36	46,757.83	44,255.04	40,133.80	37,985.58
13	51,142.65	48,420.87	47,027.73	44,524.94	40,365.47	38,217.24
14	51,436.19	48,714.41	47,297.64	44,794.86	40,597.14	38,448.92
15	51,729.70	50,786.87	47,567.54	46,700.57	40,828.81	40,084.65
16	52,023.24	51,080.40	47,837.46	46,970.48	41,060.49	40,316.33
17	52,316.75	51,373.92	48,107.36	47,240.38	41,292.15	40,547.99
18	53,480.15	52,528.22	49,177.15	48,301.81	42,210.39	41,459.06

**EXPERIENCE MUST BE IN FIELD AND VERIFIED BY EMPLOYER.**

After two (2) years on the Finance Aide II scale, a person may be promoted to the Finance Aide I scale with the approval of the immediate supervisor.

**Baker County School Board****Part-Time Finance Aide - 11 Month Employee (240 Days at 3.5 Hours per Day)****Salary Schedule****FYE June 30, 2023**

Years Experience	(Fin I) 240 Days 3.5 Hours per Day Annual Salary	(Fin II) 240 Days 3.5 Hours per Day Annual Salary
0	19,382.57	18,214.60
1	19,382.57	18,214.60
2	19,508.52	18,340.56
3	19,508.52	18,340.56
4	19,634.48	18,466.52
5	19,634.48	18,466.52
6	19,913.11	18,745.15
7	19,913.11	18,745.15
8	20,039.07	18,871.11
9	20,039.07	18,871.11
10	20,241.36	19,073.40
11	20,241.36	19,073.40
12	20,443.66	19,275.70
13	20,443.66	19,275.70
14	20,569.62	19,401.65
15	20,569.62	19,401.65
16	20,695.58	19,527.61
17	20,695.58	19,527.61
18	20,821.53	19,653.56
19	20,821.53	19,653.56
20	21,062.00	19,894.03
21	21,062.00	19,894.03
22	21,694.36	20,526.39
23	21,694.36	20,526.39
24	21,820.32	20,652.35
25	21,820.32	20,652.35
26	21,946.27	20,778.31
27	21,946.27	20,778.31
28	22,072.23	20,904.27
29	22,072.23	20,904.27
30	22,198.19	21,793.60
31	22,198.19	21,793.60
32	22,324.15	21,919.56
33	22,324.15	21,919.56
34	22,450.10	22,045.51
35	22,450.10	22,045.51
36	22,949.34	22,540.85

**EXPERIENCE MUST BE IN FIELD AND VERIFIED BY EMPLOYER.**

After Four (4) years on the part-time Finance Aide II scale, a person may be promoted to the Finance Aide I scale with the approval of the immediate supervisor.

**Baker County School Board****Secretary I, II, III Salary Schedule - 261 Days and 240** **CONFIDENTIAL****FYE June 30, 2023**

Years Experience	1957.5 hours (Sec. I) Annual Salary 261	1957.5 hours (Sec. II) Annual Salary 261	1957.5 hours (Sec. III) Annual Salary 261	1800 hours (Sec. I) Annual Salary 240	1800 hours (Sec. II) Annual Salary 240	1800 hours (Sec. III) Annual Salary 240
0	42,446.53	41,503.69	40,039.61	39,031.29	38,164.31	36,818.03
1	42,740.04	41,797.21	40,333.15	39,301.19	38,434.21	37,087.95
2	43,033.58	42,090.74	40,626.66	39,571.11	38,704.13	37,357.85
3	43,682.88	42,740.04	41,275.99	40,168.17	39,301.19	37,954.93
4	43,976.42	43,033.58	41,569.50	40,438.08	39,571.11	38,224.83
5	44,447.83	43,504.99	42,040.93	40,871.57	40,004.59	38,658.33
6	44,919.26	43,976.42	42,512.34	41,305.06	40,438.08	39,091.81
7	45,212.77	44,269.93	42,805.87	41,574.96	40,707.99	39,361.72
8	45,506.31	44,563.47	43,099.39	41,844.88	40,977.90	39,631.62
9	45,799.82	44,856.98	43,392.92	42,114.78	41,247.80	39,901.54
10	46,360.20	45,417.36	43,953.28	42,630.07	41,763.09	40,416.81
11	47,833.82	46,890.99	45,426.93	43,985.13	43,118.15	41,771.89
12	48,127.36	47,184.52	45,720.44	44,255.04	43,388.06	42,041.79
13	48,420.87	47,478.04	46,013.98	44,524.94	43,657.96	42,311.70
14	48,714.41	47,771.57	46,307.49	44,794.86	43,927.88	42,581.60
15	49,007.92	48,065.09	46,601.03	45,064.76	44,197.78	42,851.52
16	49,301.46	48,358.62	46,894.54	45,334.67	44,467.70	43,121.42
17	49,594.97	48,652.14	47,188.08	45,604.57	44,737.60	43,391.34
18	50,732.14	49,780.21	48,302.02	46,650.24	45,774.91	44,415.65

**EXPERIENCE MUST BE IN FIELD AND VERIFIED BY EMPLOYER.**

After two (2) years on the Secretary III Scale, an employee may be promoted to Secretary II if the immediate supervisor feels that the employee has progressed well enough to assume the responsibilities of a Secretary II.

After two (2) years on the Secretary II Scale, an employee may be promoted to Secretary I if the immediate supervisor feels that the employee has progressed well enough to assume the responsibilities of a Secretary I.

**Baker County School Board**  
**High School & Middle School Secretary/Bookkeeper - 261 days** **CONFIDENTIAL**  
**Salary Schedule**  
**FYE June 30, 2023**

<b>Years Experience</b>	<b>Salary 261 - Days</b>
0	40,491.04
1	40,788.19
2	41,122.49
3	41,753.95
4	42,088.25
5	42,571.12
6	43,083.32
7	43,380.46
8	43,640.47
9	43,974.77
10	44,531.94
11	46,046.35
12	46,343.51
13	46,640.65
14	46,974.95
15	47,272.12
16	47,606.40
17	47,903.56
18	49,028.08

**EXPERIENCE MUST BE IN FIELD AND VERIFIED BY EMPLOYER.**

**Baker County School Board**

**Bus Garage Shop Manager - CONFIDENTIAL**

**Auxiliary Services Supervisor - CONFIDENTIAL**

**Salary Schedule**

**12 Month Employee - 8 hours, 261 Days = 2088 hours**

**FYE June 30, 2023**

Years Experience	Per Year Salary
0	58,376.00
1	58,747.44
2	59,081.74
3	59,824.62
4	60,196.08
5	60,716.09
6	61,265.42
7	61,599.72
8	61,971.16
9	62,342.60
10	62,974.06
11	65,995.52

**EXPERIENCE MUST BE IN FIELD AND VERIFIED BY EMPLOYER.**



## **NON-INSTRUCTIONAL LONGEVITY**

**All non-instructional personnel who have completed 15-19 years non-instructional service in the Baker County School District, shall receive an additional \$1,100.00 as part of their base salary. Eligibility for this \$1,100.00 addition to the base salary ends at the end of the 20<sup>th</sup> year of service.**

**All non-instructional personnel who have completed 20-24 years non-instructional service in the Baker County School District, shall receive \$1,700 as part of their base salary. Eligibility for this \$1,700.00 addition to the base salary ends at the end of the 25<sup>th</sup> year of service**

**All non-instructional personnel who have completed 25 or more years non-instructional service in the Baker County School District, shall receive an additional \$2,200.00 as part of their base salary.**

**NON-INSTRUCTIONAL PERSONNEL  
SALARY SCHEDULE GUIDELINES  
AWARD FOR COLLEGE SEMESTER HOURS  
2022-2023**

All non-instructional employees will be awarded for their college hours as follows: (Must be from an accredited awarded college with official transcript on file in the Personnel Department)

30 - 59 Semester Hours - \$.40 per hr. x total contractual hours  
60 - 89 Semester Hours - \$.70 per hr. x total contractual hours  
90+ Semester Hours - \$.75 per hr. x total contractual hours

These rates will not apply when the credit hours are required for employment. Anyone currently employed, as of ratification date November 20, 2012, may continue on their current track and schedule of earnings according to this scale. For new hires, after ratification date November 20, 2012, these rates will not be compounded.

The existing employees who qualified for these credit awards are grandfathered in at their current rate and schedule.

Upon receipt in the Finance Department of official transcript from an accredited college or university, and upon verification by the Associate Superintendent of Human Resources, eligible non-instructional employees attaining a confirmed degree will receive additional compensation as follows:

AA/AS Degrees	\$100/year
BA/BS Degrees	\$200/year

**Baker County School Board  
School Secretary-Bookkeeper Data Processors & VPK/Pre-K Coordinator  
School Secretary/Clerical Assistant to Teachers  
Salary Schedule  
FYE June 30, 2023**

7 1/2 Hours, 216 Days - 1620 Hours (including holidays)  
7 1/2 Hours, 240 Days - 1800 Hours (including holidays)  
7 1/2 Hours, 261 Days - 1957.5 Hours (including holidays)  
5 Hours, 261 Days - 1305 Hours (including holidays)

**School Secretary-Bookkeeper Data Processors & VPK/Pre-K Coordinator**

Years Experience	216 Days			240 Days			261 Days			5hr		
	Per Hour	Per Year	Salary	Per Hour	Per Year	Salary	Per Hour	Per Year	Salary	Per Hour	Per Year	Salary
0	15.92	25,790.40	28,656.00	15.92	28,656.00	31,163.40	15.92	31,163.40	31,163.40	15.92	20,775.60	20,775.60
1	16.19	26,227.80	29,142.00	16.19	29,142.00	31,691.93	16.19	31,691.93	31,691.93	16.19	21,127.95	21,127.95
2	16.33	26,454.60	29,394.00	16.33	29,394.00	31,965.98	16.33	31,965.98	31,965.98	16.33	21,310.65	21,310.65
3	16.62	26,924.40	29,916.00	16.62	29,916.00	32,533.65	16.62	32,533.65	32,533.65	16.62	21,689.10	21,689.10
4	16.75	27,135.00	30,150.00	16.75	30,150.00	32,788.13	16.75	32,788.13	32,788.13	16.75	21,858.75	21,858.75
5	16.97	27,491.40	30,546.00	16.97	30,546.00	33,218.78	16.97	33,218.78	33,218.78	16.97	22,145.85	22,145.85
6	17.13	27,750.60	30,834.00	17.13	30,834.00	33,531.98	17.13	33,531.98	33,531.98	17.13	22,354.65	22,354.65
7	17.24	27,928.80	31,032.00	17.24	31,032.00	33,747.30	17.24	33,747.30	33,747.30	17.24	22,498.20	22,498.20
8	17.39	28,171.80	31,302.00	17.39	31,302.00	34,040.93	17.39	34,040.93	34,040.93	17.39	22,693.95	22,693.95
9	17.52	28,382.40	31,536.00	17.52	31,536.00	34,295.40	17.52	34,295.40	34,295.40	17.52	22,863.60	22,863.60
10	17.75	28,755.00	31,950.00	17.75	31,950.00	34,745.63	17.75	34,745.63	34,745.63	17.75	23,163.75	23,163.75
11	20.13	32,610.60	36,234.00	20.13	36,234.00	39,404.48	20.13	39,404.48	39,404.48	20.13	26,269.65	26,269.65

**School Secretary/Clerical Assistant to Teachers**

Years Experience	216 Days		
	Per Hour	Per Year	Salary
0	15.02	24,332.40	24,332.40
1	15.28	24,753.60	24,753.60
2	15.41	24,964.20	24,964.20
3	15.71	25,450.20	25,450.20
4	15.85	25,677.00	25,677.00
5	16.05	26,001.00	26,001.00
6	16.20	26,244.00	26,244.00
7	16.31	26,422.20	26,422.20
8	16.44	26,632.80	26,632.80
9	16.60	26,892.00	26,892.00
10	16.86	27,313.20	27,313.20
11	19.19	31,087.80	31,087.80

**EXPERIENCE MUST BE IN FIELD AND VERIFIED BY EMPLOYER.**

**Baker County School Board  
Instructional Assistants  
LPN**

**Salary Schedule  
FYE June 30, 2023**

Aide 186 - 5 hours, 186 days, 930 hours  
Aide 187 - 7.5 hours, 187 days, 1402.5 hours; 4 hours, 187 days, 748 hours  
Aide 206 - 7.5 hours, 206 days, 1545 hours  
Aide 216 - 7.5 hours, 216 days, 1620 hours  
Aide 240 - 7.5 hours, 240 days, 1800 hours

Years Experience	Aide 187		Aide 197		Aide 206		Aide 216		Aide 240		Aide 186		5 Hr/Day
	Per Hour	Aide 187 Salary	Per Hour	Aide 197 Salary	Per Hour	Aide 206 Salary	Per Hour	Aide 216 Salary	Per Hour	Aide 240 Salary	Per Hour	Aide 186 Salary	
0	15.00	21,037.50	15.00	22,162.50	15.00	23,175.00	15.00	24,300.00	15.00	27,000.00	15.00	13,950.00	
1	15.25	21,388.13	15.25	22,531.88	15.25	23,561.25	15.25	24,705.00	15.25	27,450.00	15.25	14,182.50	
2	15.40	21,598.50	15.40	22,753.50	15.40	23,793.00	15.40	24,948.00	15.40	27,720.00	15.40	14,322.00	
3	15.70	22,019.25	15.70	23,196.75	15.70	24,256.50	15.70	25,434.00	15.70	28,260.00	15.70	14,601.00	
4	15.85	22,229.63	15.85	23,418.38	15.85	24,488.25	15.85	25,677.00	15.85	28,530.00	15.85	14,740.50	
5	16.06	22,524.15	16.06	23,728.65	16.06	24,812.70	16.06	26,017.20	16.06	28,908.00	16.06	14,935.80	
6	16.21	22,734.53	16.21	23,950.28	16.21	25,044.45	16.21	26,260.20	16.21	29,178.00	16.21	15,075.30	
7	16.34	22,916.85	16.34	24,142.35	16.34	25,245.30	16.34	26,470.80	16.34	29,412.00	16.34	15,196.20	
8	16.45	23,071.13	16.45	24,304.88	16.45	25,415.25	16.45	26,649.00	16.45	29,610.00	16.45	15,298.50	
9	16.63	23,323.58	16.63	24,570.83	16.63	25,693.35	16.63	26,940.60	16.63	29,934.00	16.63	15,465.90	
10	16.89	23,688.23	16.89	24,954.98	16.89	26,095.05	16.89	27,361.80	16.89	30,402.00	16.89	15,707.70	
11	19.34	27,124.35	19.34	28,574.85	19.34	29,880.30	19.34	31,330.80	19.34	34,812.00	19.34	17,986.20	

\*\*A \$250 EOY Matching Bonus will be paid to ESE Pre-K Classroom Paraprofessionals, pending grant award and availability of funding.  
\*\*A \$500 supplement will be paid to ESE K - 12 Classroom Paraprofessionals from the IDEA grant, pending grant award and availability of funding.  
A \$750 annual supplement will be paid to Full time Classroom Paraprofessionals assigned to an alternative school setting.

**EXPERIENCE MUST BE IN FIELD AND VERIFIED BY EMPLOYER.**

\*\* IDEA bonus/supplement amounts may vary in the future based upon the IDEA grant award amount and funding availability.

**Baker County School Board  
Instructional Assistants - Part-Time  
Salary Schedule  
FYE June 30, 2023**

Aide 187 - 4 hours, 748 hours

Full Time Years Experience	Part Time Years Experience	Per Hour	Aide 187 4 Hr/Day
0	0	15.00	11,220.00
0	1	15.00	11,220.00
1	2	15.25	11,407.00
1	3	15.25	11,407.00
2	4	15.40	11,519.20
2	5	15.40	11,519.20
3	6	15.70	11,743.60
3	7	15.70	11,743.60
4	8	15.85	11,855.80
4	9	15.85	11,855.80
5	10	16.06	12,012.88
5	11	16.06	12,012.88
6	12	16.21	12,125.08
6	13	16.21	12,125.08
7	14	16.34	12,222.32
7	15	16.34	12,222.32
8	16	16.45	12,304.60
8	17	16.45	12,304.60
9	18	16.63	12,439.24
9	19	16.60	12,416.80
10	20	16.89	12,633.72
10	21	16.89	12,633.72
11	22	19.34	14,466.32
11	23	19.34	14,466.32

**EXPERIENCE MUST BE IN FIELD AND VERIFIED BY EMPLOYER.**

**Baker County School Board  
Prekindergarten Child Development Associates  
Salary Schedule  
7.5 Hours - 197 days - 1477.5 hours  
7.5 Hours - 240 days - 1800 hours  
FYE June 30, 2023**

<b>Years Experience</b>	<b>Per Hour</b>	<b>CDA 197 Salary</b>	<b>Per Hour</b>	<b>CDA 240 Salary</b>
<b>0</b>	18.42	27,215.55	18.42	33,156.00
<b>1</b>	18.71	27,644.03	18.71	33,678.00
<b>2</b>	19.02	28,102.05	19.02	34,236.00
<b>3</b>	19.31	28,530.53	19.31	34,758.00
<b>4</b>	19.63	29,003.33	19.63	35,334.00
<b>5</b>	19.92	29,431.80	19.92	35,856.00
<b>6</b>	20.22	29,875.05	20.22	36,396.00
<b>7</b>	20.53	30,333.08	20.53	36,954.00
<b>8</b>	20.83	30,776.33	20.83	37,494.00
<b>9</b>	21.13	31,219.58	21.13	38,034.00
<b>10</b>	21.43	31,662.83	21.43	38,574.00
<b>11</b>	24.25	35,829.38	24.25	43,650.00

**EXPERIENCE MUST BE IN FIELD AND VERIFIED BY EMPLOYER.**

**\*\*A \$250 EOY Matching Bonus will be paid to ESE Pre-K Classroom Paraprofessionals, pending grant award and availability of funding.**

**\*\* IDEA bonus/supplement amounts may vary in the future based upon the IDEA grant award amount and funding availability.**

**Baker County School Board**

**Maintenance Foreman/Inventory Manager**

**Salary Schedule**

**12 Month Employee - 8 hours per day, 261 Days = 2088 hours**

**FYE June 30, 2023**

Years Experience	Per Year Salary
0	58,376.00
1	58,747.44
2	59,081.74
3	59,824.62
4	60,196.08
5	60,716.09
6	61,265.42
7	61,599.72
8	61,971.16
9	62,342.60
10	62,974.06
11	65,995.52

**EXPERIENCE MUST BE IN FIELD AND VERIFIED BY EMPLOYER.**

**Baker County School Board**  
**Heating Cooling, Electrical Maintenance**  
**Heating Cooling, Electrical (Journeyman)**  
**Safety Inspector**  
**Salary Schedule**  
**FYE June 30, 2023**  
**(12 Months, 8 hours, 261 days = 2088 hours)**

**Heating, Cooling, Electrical Maintenance**

Years Experience	Per Hour	Per Year Salary
0	18.31	38,231.28
1	18.65	38,941.20
2	18.79	39,233.52
3	19.09	39,859.92
4	19.21	40,110.48
5	19.45	40,611.60
6	19.58	40,883.04
7	19.73	41,196.24
8	19.87	41,488.56
9	19.99	41,739.12
10	20.26	42,302.88
11	22.83	47,669.04

After two (2) years on this scale a person employed by the Baker County School System may, with the approval of the immediate supervisor, move to the Journeyman salary schedule below.

**Heating, Cooling, Electrical (Journeyman)**  
**Safety Inspector**

Years Experience	Per Hour	Per Year Salary
0	20.56	42,929.28
1	20.88	43,597.44
2	21.00	43,848.00
3	21.34	44,557.92
4	21.48	44,850.24
5	21.69	45,288.72
6	21.85	45,622.80
7	21.96	45,852.48
8	22.12	46,186.56
9	22.25	46,458.00
10	22.53	47,042.64
11	25.27	52,763.76

Employee must have a Journeyman's License from a recognized labor union covering these fields or receive immediate supervisor's recommendation after two (2) years successful service within the Baker County School System.

**EXPERIENCE MUST BE IN FIELD AND VERIFIED BY EMPLOYER.**



**Baker County School Board**  
**Apprenticeship Salary Schedule**  
**FYE June 30, 2023**  
**(12 Months, 8 hours, 261 days = 2088 hours)**  
**(11 Months, 8 hours, 240 days = 1920)**

**Apprenticeship**

Years Experience	261 day Per Hour	261 day Per Year Salary	240 day Per Hour	240 day Per Year Salary
0	15.00	31,320.00	15.00	28,800.00
1	15.00	31,320.00	15.00	28,800.00
2	15.00	31,320.00	15.00	28,800.00
3	15.00	31,320.00	15.00	28,800.00
4	15.00	31,320.00	15.00	28,800.00
5	15.00	31,320.00	15.00	28,800.00
6	15.00	31,320.00	15.00	28,800.00
7	15.00	31,320.00	15.00	28,800.00
8	15.00	31,320.00	15.00	28,800.00
9	15.12	31,570.56	15.12	29,030.40
10	15.60	32,572.80	15.60	29,952.00
11	17.88	37,333.44	17.88	34,329.60

After two (2) years on the Apprenticeship Salary Schedule a person employed by the Baker County School System may, with the approval of the immediate supervisor, move to the Maintenance I salary schedule.

**EXPERIENCE MUST BE IN FIELD AND VERIFIED BY EMPLOYER.**

**Baker County School Board****Maintenance Department (Journeyman), Transportation Mechanic (Journeyman)****Maintenance I, Mechanic II, Warehouse/Inventory Clerk****Salary Schedule****FYE June 30, 2023****(12 Months, 8 hours, 261 days = 2088 hours)****(11 Months, 7.5 Hours, 240 days = 1800 hours)****Maintenance Department (Journeyman), Transportation Mechanic (Journeyman)**

Years Experience	Per Hour	261 - Days Per Year Salary	240 - Days Per Year Salary
0	19.49	40,695.12	35,082.00
1	19.78	41,300.64	35,604.00
2	19.93	41,613.84	35,874.00
3	20.23	42,240.24	36,414.00
4	20.38	42,553.44	36,684.00
5	20.61	43,033.68	37,098.00
6	20.74	43,305.12	37,332.00
7	20.89	43,618.32	37,602.00
8	21.02	43,889.76	37,836.00
9	21.15	44,161.20	38,070.00
10	21.43	44,745.84	38,574.00
11	24.04	50,195.52	43,272.00

Employee must have a Journeyman's License from a recognized labor union covering these fields or receive immediate supervisor's recommendation after two (2) years successful service within the Baker County School System.

Bus Mechanic Journeyman -- Employee must have worked three (3) years prior with a reputable firm employing more than one (1) full-time mechanic. This must be verified by employer.

**A \$500 supplement will be paid to the Bus Mechanic Trainer.**

**A \$500 supplement will be paid to the Certified Bus Inspector.**

**Maintenance I, Mechanic II, Warehouse/Inventory Clerk**

Years Experience	Per Hour	261 - Days Per Year Salary	240 - Days Per Year Salary
0	15.77	32,927.76	28,386.00
1	16.06	33,533.28	28,908.00
2	16.20	33,825.60	29,160.00
3	16.52	34,493.76	29,736.00
4	16.65	34,765.20	29,970.00
5	16.87	35,224.56	30,366.00
6	17.00	35,496.00	30,600.00
7	17.14	35,788.32	30,852.00
8	17.27	36,059.76	31,086.00
9	17.42	36,372.96	31,356.00
10	17.68	36,915.84	31,824.00
11	19.99	41,739.12	35,982.00

**EXPERIENCE MUST BE IN FIELD AND VERIFIED BY EMPLOYER.**

**Baker County School Board  
Landscape Technician (261 Days)  
Custodian (261) & (197)  
Salary Schedule  
FYE June 30, 2023**

( 12 Months, 8 hours, 261 days = 2088 hours)  
( 11 Months, 8 hours, 240 days = 1920 hours)  
(10 Months, 8 hours, 197 days =1576 hours)  
(12 Months, 5.5 Hours, 261 days = 1435.5 hours)

Years Experience	Per Hour	261 - days Salary	Per Hour	240 - days Salary	Per Hour	197 - days Salary	5.5 Hrs/Day
							261 - Days Salary
0	15.00	31,320.00	15.00	28,800.00	15.00	23,640.00	21,532.50
1	15.25	31,842.00	15.25	29,280.00	15.25	24,034.00	21,891.38
2	15.40	32,155.20	15.40	29,568.00	15.40	24,270.40	22,106.70
3	15.73	32,844.24	15.73	30,201.60	15.73	24,790.48	22,580.42
4	15.84	33,073.92	15.84	30,412.80	15.84	24,963.84	22,738.32
5	16.09	33,595.92	16.09	30,892.80	16.09	25,357.84	23,097.20
6	16.20	33,825.60	16.20	31,104.00	16.20	25,531.20	23,255.10
7	16.33	34,097.04	16.33	31,353.60	16.33	25,736.08	23,441.72
8	16.51	34,472.88	16.51	31,699.20	16.51	26,019.76	23,700.11
9	16.62	34,702.56	16.62	31,910.40	16.62	26,193.12	23,858.01
10	16.88	35,245.44	16.88	32,409.60	16.88	26,602.88	24,231.24
11	19.13	39,943.44	19.13	36,729.60	19.13	30,148.88	27,461.12

**EXPERIENCE MUST BE IN FIELD AND VERIFIED BY EMPLOYER.**

**Substitute Custodian - \$15.00 per hour - EFFECTIVE October 1, 2022**

**Custodian Coordinator (Elementary Schools) - \$600.00 supplement  
Custodian Coordinator (Middle School) - \$750.00 supplement  
Custodian Coordinator (High School) - \$1,000.00 supplement  
Floor Team Coordinator (All Schools) - \$1,000.00 supplement**

**Baker County School Board  
Part-time Custodian  
Salary Schedule  
FYE June 30, 2023  
(12 Months, 4 Hours, 261 days=1044 hours)**

Full Time Years Experience	Part Time Years Experience	Per Hour	Per Year Salary
0	0	15.00	15,660.00
0	1	15.00	15,660.00
1	2	15.25	15,921.00
1	3	15.25	15,921.00
2	4	15.40	16,077.60
2	5	15.40	16,077.60
3	6	15.73	16,422.12
3	7	15.73	16,422.12
4	8	15.84	16,536.96
4	9	15.84	16,536.96
5	10	16.09	16,797.96
5	11	16.09	16,797.96
6	12	16.20	16,912.80
6	13	16.20	16,912.80
7	14	16.33	17,048.52
7	15	16.33	17,048.52
8	16	16.51	17,236.44
8	17	16.51	17,236.44
9	18	16.62	17,351.28
9	19	16.62	17,351.28
10	20	16.88	17,622.72
10	21	16.88	17,622.72
11	22	19.13	19,971.72
11	23	19.13	19,971.72

**Part-time earns 1/2 year experience for each year worked.**

**EXPERIENCE MUST BE IN FIELD AND VERIFIED BY EMPLOYER.**

**Baker County School Board****School Bus Driver****Salary Schedule****FYE June 30, 2023****(186 Days @ 5.5 hours = 1023 hours, 186 Days @ 8 hours = 1488 hours)****(Including 6 Holidays)**

<b>5.5 Hr Day</b>			<b>8 Hr Day</b>		
<b>Years Experience</b>	<b>Per Hour</b>	<b>Per Year Salary</b>	<b>Years Experience</b>	<b>Per Hour</b>	<b>Per Year Salary</b>
0	15.92	16,286.16	0	15.81	23,525.28
1	16.30	16,674.90	1	16.18	24,075.84
2	16.48	16,859.04	2	16.37	24,358.56
3	16.93	17,319.39	3	16.82	25,028.16
4	17.18	17,575.14	4	17.06	25,385.28
5	17.52	17,922.96	5	17.41	25,906.08
6	17.73	18,137.79	6	17.61	26,203.68
7	17.93	18,342.39	7	17.81	26,501.28
8	18.17	18,587.91	8	18.06	26,873.28
9	18.36	18,782.28	9	18.25	27,156.00
10	18.78	19,211.94	10	18.67	27,780.96
11	21.80	22,301.40	11	21.58	32,111.04

**SUBSTITUTE BUS DRIVERS:**

Daily Rate - A minimum salary on 0 years experience above.

Substitute Driver by a Bus Aide to Duval County paid on 1 years experience above.

**Trips: \$24.00 per trip or the hourly rate of 1 years experience or current step whichever is less.**

**Trainer of New Bus Drivers - employee's current hourly rate.**

**EXPERIENCE MUST BE IN FIELD AND VERIFIED BY EMPLOYER.**

**Baker County School Board**

**Bus Aide**

**Salary Schedule**

**(186 Days, 5.5 hours = 1023 hour)**

**(186 Days, 8 hours = 1488 hour)**

**(Including 6 Holidays)**

**FYE June 30, 2023**

Years Experience	Per Hour	8 Hr Day Per Year Salary	Per Hour	5.5 Hr Day Per Year Salary
0	15.00	22,320.00	15.00	15,345.00
1	15.00	22,320.00	15.00	15,345.00
2	15.00	22,320.00	15.00	15,345.00
3	15.00	22,320.00	15.00	15,345.00
4	15.00	22,320.00	15.00	15,345.00
5	15.00	22,320.00	15.00	15,345.00
6	15.00	22,320.00	15.00	15,345.00
7	15.00	22,320.00	15.00	15,345.00
8	15.00	22,320.00	15.00	15,345.00
9	15.00	22,320.00	15.00	15,345.00
10	15.00	22,320.00	15.00	15,345.00
11	15.72	23,391.36	15.72	16,081.56

**EXPERIENCE MUST BE IN FIELD AND VERIFIED BY EMPLOYER.**

**Substitute Aides:**

**Paid at Step 0 of the bus aides pay schedule.**

**Bus Drivers who substitute as aides will be paid at their hourly rate.**

**Baker County School Board  
Nutrition Services Manager  
Salary Schedule  
(7.5 Hours, 193 Days - 1447.5 Hours)  
FYE June 30, 2023**

Years Experience	Per Hour	7.5 Hr Day Per Year Salary
0	16.56	23,970.60
1	16.65	24,100.88
2	16.76	24,260.10
3	17.01	24,621.98
4	17.14	24,810.15
5	17.30	25,041.75
6	17.38	25,157.55
7	17.50	25,331.25
8	17.60	25,476.00
9	17.69	25,606.28
10	17.82	25,794.45
11	20.10	29,094.75

**EXPERIENCE MUST BE IN FIELD AND VERIFIED BY EMPLOYER.**

Nutrition Services Manager - Refer to Table 1 below.

**\*\*Nutrition Service Managers hired on or after July 1, 2010 will be placed on the 7.5 hour Salary Schedule.**

Nutrition Services Assistant Manager - \$500.00 Supplement

Nutrition Services Assistant Manager for Catered Site - \$2,000.00 Supplement

Nutrition Service Managers will be required to obtain and retain American School Food Service Association Professional Certification.

**TABLE 1**

**Nutrition Services Manager Supplements:**

**Manager IV - \$3,000.00**

**Manager III - \$3,500.00**

**Manager II - \$4,000.00**

**Manager I - \$4,500.00**

TABLE 1

<u>MANAGER LEVEL</u>	<u>POSITION DESCRIPTION</u>
Manager IV	Food Service Manager of school serving a projected average daily number of combined meal/meal equivalents below 500.
Manager III	Food Service Manager of school serving a projected average daily number of combined meal/meal equivalents between 500 and 599.
Manager II	Food Service Manager of school serving a projected average daily number of combined meal/meal equivalents between 600 and 699.
Manager I	Food Service Manager of school serving a projected average daily number of combined meal/meal equivalents of more than 700.

**Note:** Total meals and meals per labor hours are an annual average. Formula: total lunches plus total breakfast (divided by 3) plus EDEP snacks (as applicable) divided by 4 plus total ala carte dollars including adult meal charges (divided by regular adult meal cost) equals total meal equivalents.



**Baker County School Board**

**Nutrition Service Assistants - 7 hours per day - 191 days - 1337 hours**

**Salary Schedule**

**FYE June 30, 2023**

Years Experience	Per Hour	Per Year Salary
0	15.00	20,055.00
1	15.10	20,188.70
2	15.21	20,335.77
3	15.79	21,111.23
4	15.92	21,285.04
5	15.98	21,365.26
6	16.05	21,458.85
7	16.16	21,605.92
8	16.23	21,699.51
9	16.31	21,806.47
10	16.42	21,953.54
11	18.57	24,828.09

**EXPERIENCE MUST BE IN FIELD AND VERIFIED BY EMPLOYER.**

**Baker County School Board  
Nutrition Service Assistants - 3HR and 4HR per day  
Salary Schedule  
FYE June 30, 2023  
(3 Hours, 186 Days - 558 Hours; 4 Hours, 186 Days, 744 hours)**

<b>3 Hour Nutrition Services Assistant</b>					<b>4 Hour Nutrition Services Assistant</b>				
Full Time Years Experience	Part Time Years Experience	Per Hour	Per Year Salary		Full Time Years Experience	Part Time Years Experience	Per Hour	Per Year Salary	
0	0	15.00	8,370.00		0	0	15.00	11,160.00	
0	1	15.00	8,370.00		0	1	15.00	11,160.00	
1	2	15.10	8,425.80		1	2	15.10	11,234.40	
1	3	15.10	8,425.80		1	3	15.10	11,234.40	
2	4	15.21	8,487.18		2	4	15.21	11,316.24	
2	5	15.21	8,487.18		2	5	15.21	11,316.24	
3	6	15.79	8,810.82		3	6	15.79	11,747.76	
3	7	15.79	8,810.82		3	7	15.79	11,747.76	
4	8	15.92	8,883.36		4	8	15.92	11,844.48	
4	9	15.92	8,883.36		4	9	15.92	11,844.48	
5	10	15.98	8,916.84		5	10	15.98	11,889.12	
5	11	15.98	8,916.84		5	11	15.98	11,889.12	
6	12	16.05	8,955.90		6	12	16.05	11,941.20	
6	13	16.05	8,955.90		6	13	16.05	11,941.20	
7	14	16.16	9,017.28		7	14	16.16	12,023.04	
7	15	16.16	9,017.28		7	15	16.16	12,023.04	
8	16	16.23	9,056.34		8	16	16.23	12,075.12	
8	17	16.23	9,056.34		8	17	16.23	12,075.12	
9	18	16.31	9,100.98		9	18	16.31	12,134.64	
9	19	16.31	9,100.98		9	19	16.31	12,134.64	
10	20	16.42	9,162.36		10	20	16.42	12,216.48	
10	21	16.42	9,162.36		10	21	16.42	12,216.48	
11	22	18.57	10,362.06		11	22	18.57	13,816.08	
11	23	18.57	10,362.06		11	23	18.57	13,816.08	

Part-time earns 1/2 year experience for each year worked.

**EXPERIENCE MUST BE IN FIELD AND VERIFIED BY EMPLOYER.**

## MISCELLANEOUS NON-INSTRUCTIONAL SALARY SCHEDULES

**2022-2023**

### PART-TIME, TEMPORARY, EXTRA-DUTY

Skilled laborers working on a specific  
maintenance project for a limited time ..... \$13.75 per hour  
EFFECTIVE OCTOBER 1, 2022 .....\$15.00 per hour

Part-time clerical/typing ..... \$10.00 per hour  
EFFECTIVE OCTOBER 1, 2022 .....\$15.00 per hour

Adults working on school board projects  
for a limited time ..... \$ 10.00 per hour  
EFFECTIVE OCTOBER 1, 2022 .....\$15.00 per hour

Students working part-time summers or other  
temporary positions (high school or college) .....Minimum Wage  
EFFECTIVE OCTOBER 1, 2022 .....\$15.00 per hour

For work performed beyond the normal ..... \$10.00 per hour  
contractual period in official non-instructional  
capacity. This would include writing projects,  
curriculum, attending or conducting workshops  
beyond the regular contractual period.  
EFFECTIVE OCTOBER 1, 2022 .....\$15.00 per hour

BCHS & BCMS Athletic Event Gatekeepers  
EFFECTIVE OCTOBER 1, 2022.....\$15.00 per hour

### Extended Day Enrichment Program

Supervisor (182 days)..... \$15.90 per hour  
Assistant (181 days) .....\$11.90 per hour

EFFECTIVE OCTOBER 1, 2022:

Supervisor (182 days)..... \$18.10 per hour  
Assistant (181 days) .....\$15.75 per hour

# Baker County High School



"Preparing Individuals to be Lifelong Learners, Self-Sufficient, and Responsible Citizens of Good Character"

**Johnnie Jacobs**  
Principal

**Steve Cannon**  
Vice-Principal

**Donna Gurganious**  
Assistant Principal

**Angela Rhoden & Danyle Lewis**  
Teachers on Special Assignment

September 7, 2022

Dear Superintendent Raulerson,

The purpose of this letter is to request School Board approval to remove the following materials from the instructional materials inventory. These texts are found to be obsolete and are no longer of use in providing high quality educational support to our students, as standards, methods, and questioning types have changed in recent years.

Textbook Title	Publisher	Published date	Number of Copies
Florida Algebra 2	Pearson	2015	278
Florida Algebra 1	Pearson	2015	264
Florida Geometry	Pearson	2015	212
Florida Algebra 2	Prentice-Hall Pearson	2011	52
Florida Algebra 1	Prentice-Hall Pearson	2011	4
Blitzer Precalculus	Pearson	2010	82
Blitzer Intermediate Algebra	Pearson	2013	50
Blitzer Intro Algebra	Pearson	2017	24
Total Number of Books			966

Thank you for your consideration in removing these texts from the Instructional Materials Inventory for Baker County High School.

Sincerely,

A blue ink signature of Johnnie Jacobs, written in a cursive style.

Johnnie Jacobs

One Wildcat Drive ~ Glen St. Mary, Florida 32040 ~ (904)259-6286 ~ [www.bakerk12.org/bchs](http://www.bakerk12.org/bchs)

AN EQUAL ACCESS/EQUAL OPPORTUNITY INSTITUTION



# 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



September 8, 2022

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

Dear Superintendent Raulerson,

I am requesting School Board approval of the 2021-2024 Agreement between Baker County School District and the Baker County Education Support Professionals, (*Revised July 01, 2022, pending ratification by the Non-Instructional Bargaining Unit*).

If you have any questions, please call me at 259-0429.

Sincerely,

Allen Murphy  
Executive Director of Teaching and Learning

"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

AGREEMENT  
BETWEEN THE  
BAKER COUNTY DISTRICT SCHOOL BOARD  
AND  
BAKER COUNTY EDUCATION SUPPORT  
PROFESSIONALS  
2021-2024

(Revised July 1, ~~2021~~2022)

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## PREAMBLE

THIS AGREEMENT ENTERED INTO THIS 1st DAY OF JULY ~~2021~~ 2022 BY AND BETWEEN THE SCHOOL BOARD OF BAKER COUNTY, FLORIDA, HEREINAFTER CALLED THE "BOARD" AND THE BAKER COUNTY EDUCATION SUPPORT PROFESSIONALS, HEREINAFTER CALLED THE "ASSOCIATION".

WHEREAS, the Board and the Association recognize and declare that providing a safe, quality education for the students of Baker County is the primary goal of the Baker County Public Schools; and

WHEREAS, the Board and the Association recognize that it is the responsibility of the Board to approve the educational and operational policies that are essential to the public educational programs and that the Association represents the Baker County Education Support Professionals, who are engaged in providing educational services; and

WHEREAS, the Association, as the certified and exclusive agent and representative of the Baker County Education Support Professionals and the Board have agreed to bargain in good faith in the determination of the wages, hours, and terms and conditions as of employment of the public employees with the bargaining unit; and

WHEREAS, the Board and the Association, following extended and deliberate negotiations, have reached certain understandings which they desire to confirm in this Contract; and

IN CONSIDERATION OF THE FOLLOWING MUTUAL COVENANTS, IT IS HEREBY AGREED as follows:

## **ARTICLE I**

### **AGREEMENT**

The Agreement between the Baker County District School Board (hereinafter referred to as the "Board") and the Baker County Education Support Professionals, FEA, (hereinafter referred to as the "Association") to be effective upon ratification of the Bargaining Unit Members and upon approval of the Board.

The Board agrees not to enter into any agreement with any member or potential employee of this unit which conflicts with Florida Statutes, Chapter 447 and any provision of this Agreement. All efforts will be made, in good faith, by the Board and the Association to correct/reconcile current contract language with current Florida Statutes.

## **ARTICLE II**

### **MANAGEMENT RIGHTS**

Nothing in this Agreement shall be construed as delegating to others the authority conferred by law on the Board or in any way abridging or reducing such authority.

This Agreement shall be construed as requiring the Employer to follow its provisions in the exercise of the authority conferred upon the Employer by law.

## **ARTICLE III**

### **RECOGNITION**

The Board hereby recognizes the Association as the exclusive bargaining representative for all matters affecting wages, hours and working conditions as provided in Chapter 447, Florida Statutes, for those employees in the Unit certified by the Public Employees Relations Commission in its Certification No. 865 on October 3, 1989, which covers the Unit described below:

INCLUDED: All regular full-time and regular part-time non instructional employees of the School District of Baker County including: teacher para-professional, bus driver, nutrition services worker, custodian, data entry operator, school secretary, bookkeeper, electrician, office paraprofessional, media paraprofessional, mechanic, carpenter, warehouse employee, secretary-guidance, and air conditioning mechanic.

EXCLUDED: All Instructional employees, senior high principal's secretary, fiscal assistant (5), secretary to superintendent (2), managerial employees, confidential employees, employees with a supervisory conflict of interest, temporary, and casual and seasonal employees

## **ARTICLE IV COMPENSATION**

### **Item 1 -NEW CLASSIFICATION**

It is agreed by both parties that as new classifications are created by action of the Board, the question of inclusion or exclusion with this Agreement shall be determined by comparability with the classification listed in the unit description certification.

### **Item 2 -JOB SPECIFICATIONS**

The Employer agrees that each employee covered by this Agreement shall be assigned a specific classification to which each classification will have the same written job specifications outlining the duties.

### **Item 3 -CONTRACTS**

- A. ANNUAL EMPLOYMENT STATUS -Effective this Agreement, all employees shall serve a three (3) year probationary period. During the first year of this three (3) year period, the employee may be dismissed without cause or may resign without prejudice. All employees covered by this Agreement (who have been employed for the length of the probationary period) on its effective date will be past their probationary period and will be permanent employees.

An employee shall be notified in writing if not rehired for the following school/fiscal year no later than twenty (20) workdays prior to the end of the current school/fiscal year.

An employee non-renewed may make a written request within 10 work days for a meeting with the Superintendent or his/her designee. After hearing from the affected employee and/or his/her representative, the Superintendent will either uphold the preceding action or recommend reemployment, and notify the employee in writing within 10 workdays. The decision of the Superintendent will be final.

- B. CONTINUOUS EMPLOYMENT STATUS – After the third year of Annual Employment Status, continuous employment status shall be granted to an employee if the employee has been recommended by the Superintendent and reappointed by the School Board based on successful performance of duties and demonstration of competence in the job assignment. A continuous service employee will be entitled to due process in respect to their employment under the grievance procedure herein:
1. The continuous employment status shall be effective at the beginning of the school/fiscal year following completion of all requirements.
  2. An employee holding continuous employment status may be non-renewed when the principal/supervisor charges the employee in writing of performance deficiencies which may result in non-reappointment if not corrected within a specified time. The notice will include:
    1. Notice of deficiencies.
    2. Explanation of deficiencies and suggestions for corrections.
    3. Assistance rendered to correct deficiencies.
    4. Time for deficiencies to be corrected.



3. The Superintendent and/or the board may non-renew, suspend, dismiss or return an employee to probationary status for just cause, at any time during the year for reasons including, but not limited to the following:

- a. Violation of a policy of the School Board of Baker County
- b. Violation of work rules
- c. Gross insubordination -willful and continuing refusal to follow a proper directive, order or assignment from a supervisor
- d. Immorality
- e. Misconduct in office
- f. Incompetence
- g. Willful neglect of duty
- h. Being under the influence of alcohol while on duty
- i. Possession of, sale of, intent to sell, dispensing of, or being under the influence of any illegal substance
- j. Sexual harassment of any employee, student, or other individual
- k. Conviction of any crime involving moral turpitude
- l. Endangering the health, safety or welfare of any student or employee of the District
- m. The conviction of a felony in the State of Florida or notice of conviction of a substantially parallel offense in another jurisdiction
- n. An act committed while off duty, which adversely affects the employee's performance of duties, or disrupts the operations of the District, its schools or other facilities
- o. Improper use of leave
- p. Failure to perform work-related assigned duties
- q. Intentional or negligent damage to School Board property
- r. Unethical use or administration of test materials
- s. Failure to report to work
- t. Theft
- u. The act of job abandonment, in being absent from work for three (3) consecutive days, without proper notification to the immediate supervisor or designee

An employee with continuous employment status recommended for non-renewal, suspension, termination and/or return to probationary status shall be disciplined for cause and may file a grievance through the Formal Grievance Procedure. Such request shall be submitted in writing to the Superintendent within fifteen (15) working days of receipt of notification of the action being taken.

C. Work Week/Year

- 1. The minimum length of regular full-time employees' normal work week and length of the work year will be established by the employee's administrator and approved by the Superintendent prior to the beginning of each fiscal school year. Thereafter, no change in the length of the normal work week will occur during the fiscal school year unless the change is for cause or is a result of the reduction of force procedure outlined in this agreement.

2. Nine and ten-month employees who are requested to continue their regular duties during the summer period are employed on an as-needed basis as determined by the Board. Other employees hired to fill available summer period vacancies will be employed based on consideration of availability, qualifications, past performance and seniority at each worksite.
- D. The principal or supervisor may provide, if in his/her opinion it is justified, an adjusted work day within employee's regular work week to accommodate the needs of the employee or the school system, provided a record keeping system as determined by the principal/supervisor, or as required by the Board, will be utilized by the employee to assure accurate records and meet auditing requirements.
- E. Employees who have been reclassified from 12-month to 10-month, and continue in the original job classification, will be given summer employment when available provided they are qualified for the job and request the summer employment.
- F. Less than full-day employees will be given that fractional part of the year that they have earned when they move to a full-day employment. (EXAMPLE: Four (4) hours per day for two years will be moved in full-day employment with one year experience.)
- G. Present employees who are scheduled to work less than 30 hours per week, are part-time employees, are not entitled to the fringe benefits conveyed by this Agreement unless the employee is a full-time bus driver working a minimum of 27.5 hours per week or 5.5 hours per day.

#### **Item 4 -EDUCATIONAL REQUIREMENTS**

All employees shall be required to possess the educational requirements as set forth in the board approved job descriptions which are located on the district website at [bakerc12.org](http://bakerc12.org). It is further agreed that all current employees as of July 1, 2021 are exempt from this provision for the current position they hold.

#### **Item 5 -WORKING EXPERIENCE**

All non-instructional personnel shall be permitted to bring in eleven (11) years of previous working experience either out of or within the County. The question of in-field shall be determined by the supervising administrator and the Superintendent of Schools. Substitutes within the County hired for a position in the field for which they have substituted (accumulated work totals  $\frac{1}{2}$  plus one day or more of the position's contracted year) shall receive one year of experience credit if the service was in a full-time assignment. This does not include time served as an on-call or as needed substitute. This credit is not awarded retroactively to substitute time completed prior to July 1, 2016.

#### **Item 6 -RETIREMENT CREDIT**

Non-Instructional personnel, entering the Baker County School District will be placed on Step 0, if the employee is receiving or has received retirement benefits from FRS Pension Plan, FRS Investment Plan, or from another State retirement system.



### **Item 7 -MILITARY EXPERIENCE**

Military experience shall be credited on a year-for-year basis for up to four years. Service shall be established from the date of full-time active duty to the date of the discharge or release from duty and must be verified and the discharge or release from active duty must have been under honorable conditions.

### **Item 8 -SPECIAL BANQUETS**

School Nutrition services personnel being used for special banquets will be paid at their regular rate of pay.

### **Item 9 -TRANSPORTATION**

#### **FIELD TRIP PROCEDURES AND SPECIAL USES OF SCHOOL BUSES**

##### **1) Participation:**

- A) All school bus drivers employed as regular drivers are eligible to participate in extra-curricular trips. Trips driven by coaches, sponsors and community volunteers are excluded. Rosters will be maintained listing those drivers who desire to participate. A current roster shall be posted in the bus lobby by the supervisor or his/her designee. Substitute drivers will not be scheduled for the extra trips, except in an emergency or when all full time drivers have refused the trip.
- B) Drivers will be given the opportunity to sign up for extra trips at the beginning of each school year and at any time during the school year.
- C) Drivers signing up for extra trips after the school year begins shall be placed at the end of the extra trip roster and not be assigned make-up trips to catch them up to the drivers who have participated since the beginning of the school year.
- D) Drivers who stop participating in extra trips temporarily and then begin again shall be placed at the end of the rotating list and shall not have make-up trips. [Drivers on leave will not be removed from the list.](#)

##### **2) Scheduling Procedures:**

- A) The names of drivers who desire to participate in extra trips will be placed on a roster in alphabetical order. The list will be formed at the beginning of the school year. Trips will be assigned to drivers by using the roster as a rotation. Trips will be assigned in the order the bus requests are received. Trip requests that come in at the same time will be assigned according to chronological order. The trip requests will be placed in the drivers' lockers. However, the driver's regular route, the number of refusals and the availability of substitute drivers may be considered when assigning trips.
- B) Drivers may also sign up to be available to drive emergency trips. A separate roster shall be maintained for drivers available to drive emergency trips. Emergency trips are those that a driver has less than forty-eight (48) hours notification of the trip.

- 1) Driving emergency trips will be counted separately from the regular extra trip rotation. An emergency trip does not count as the driver's opportunity to drive an extra trip on the regular rotation.
  - 2) An attempt shall be made to equalize the number of emergency trips each driver is offered. The driver's regular route, the number of refusals, and the availability of substitute drivers may be a consideration in equalizing emergency trips.
  - 3) In the event an emergency driver is covering for a driver who "failed to show" on the regular roster, the "failed to show" driver will not receive a make-up trip.
- C) A driver who turns down an extra trip assignment will forfeit his/her turn on the rotation unless it is turned down due to illness or if the trip would require the driver to miss their regularly scheduled route. He/she will not be rescheduled until the rotation comes back to his/her name.
- D) A driver who repeatedly turns down extra trip assignments for any reason, except sickness, or fails to meet the extra trip assignment (except for mechanical reasons) may be dropped from the roster.
- 1) Repeated turndowns shall be considered in excess of three (3).
  - 2) Failure to meet extra trip assignments shall be considered in excess of one (1).
  - 3) The driver being dropped from the roster for the above reasons, will be asked to come into the Director of Transportation's Office to sign a memo stating the effective dates and the reason for the suspension.
    - a) The first suspension shall be for a period of one month.
    - b) The second suspension shall be for the remainder of the school year.
    - c) A driver who has been suspended shall not be assigned make-up trips after the suspension is lifted.
- E) In case of trip cancellation, an effort shall be made to schedule the driver on the next available extra trip assignment.
- F) When a driver determines that he/she is unable to take the assigned extra trip, they will either call the Transportation Secretary, and/or return the trip sheet to the Secretary as soon as possible.
- G) A driver who is not able to drive his/her regular route will not be allowed to do an extra trip the same day. If a driver misses the morning route, he/she is not allowed to drive an extra trip prior to the afternoon route. If a driver misses the afternoon route, he/she is not allowed to drive an extra trip in the afternoon.
- H) Special requests for specific drivers on bus requests from the schools shall not be granted. The rotation system shall be adhered to.



- I) Drivers are not authorized to switch trips with other drivers. If a scheduling problem arises, contact the Transportation Director.
- J) The scheduling history shall be made available within twenty-four (24) hours of the request.

Two bus driver categories will be developed for special trips.

1. Paid bus driver category - Full-time and substitute drivers
2. Volunteers - Volunteers can be citizens from the community, teachers, coaches or employees that are not full-time or substitute bus drivers. Volunteers must meet all the federal, state and district requirements to transport students on a school bus.

The sponsor of the trip will select the category and the Director of Transportation will assign the driver. If a volunteer driver is desired, it is the trip sponsor's responsibility to make arrangements with the volunteer. If a paid driver is selected, he/she will be assigned from the appropriate rotating list. The rotating list for paid drivers shall be posted in the bus garage lobby.

A Board approved driver will be paid as follows for extra trips: At step 1 or current hourly rate whichever is less of the driver pay schedule per hour, not to exceed 14 hours per extra trip, plus expenses (expenses include meals and lodging, if not provided, and any entry fee required) will be paid for time in excess of the five and one half hours regular contractual time.

When a trip interferes with the driver's regular contractual day, he/she may request other leave without pay and then shall be compensated by the sponsoring club at his/her regular hourly rate for up to five and one half hours. Meal expenses will be according to the state food allowances schedule, which is;

1. \$6.00 Breakfast -before 6:00 AM. and extends beyond 8:00 AM.  
\$11.00 Lunch -before 12:00 noon and extends beyond 2:00 P.M.  
\$19.00 Dinner -before 6:00 P.M. and extends beyond 8:00 P.M.
2. Hotel expenses will be at the single occupancy rate as receipted. Expenses will be paid on internal account checks from the school center sponsoring the extra trip.
3. Where paid drivers are assigned by the Superintendent for extra trips during contractual time, TDA will be given. Time worked over 5.5 hours will be compensated at the approved rate only for extra trips assigned by the Superintendent.
4. Drivers will be paid at step 1 or current hourly rate, whichever is less for extra trips out of the county, beyond the employee's school run according to the payment schedules, or \$24.00 per trip, whichever is higher.
5. Length of Extra Trips - On any extra trips, no driver shall have duty for any period greater than 14 consecutive hours. If a trip requires duty greater than the 14 consecutive hours:

- 1) A second bus driver will be provided; or
- 2) The driver will be given an eight hour rest that provides sleep arrangements on behalf of the driver.

3.) **ADDITIONAL RESPONSIBILITIES:**

1. Cleaning of Bus - Each driver is responsible for the general cleanliness of his/her bus. Every effort will be made to use bus drivers, who are willing to clean and service busses during the summer. Bus drivers shall be paid their hourly rate for such service.
2. Bus aide as Substitute Drivers - Bus aide shall be paid at Step 1 of the driver's pay schedule when used as substitute drivers.
3. Transportation Substitute List - Bus drivers will be provided an updated list of available subs.
4. Active regular bus drivers, active regular bus aides, and mechanics (who hold CDL license, and regularly drive in a substitute role) who are active for a minimum of one day more than half of the bus drivers' regular contractual days shall receive a bonus 0-5 years \$125; 6-10 years \$150; more than 10 years \$175, on or by June 30th, if no points have been assessed against them under the Safe Driving Plan and/or not been charged at fault in the preceding twelve (12) months. Years refer to actual years of employment by the Baker County School District.
5. The board agrees to pay employees that maintain a Class A or Class B CDL with Passenger (P) and School Bus (S) endorsements for the purpose of driving competitive teams and other approved extra duty trips for the Baker County School District will receive a \$500 bonus if they drive a minimum of ten (10) trips. This does not include transportation employees that are receiving compensation for extra-curricular trips according to the BCESP Contract. To initiate the receipt of the bonus, the employee who qualifies must notify the transportation director, in writing or via e-mail, within ten (10) working days of the end of the school year and must complete a board form (see appendix). The bonus will be paid no later than June 30<sup>th</sup> of each fiscal year. The impact of this proposal will be evaluated at the end of the fiscal year.

4.) **ADDITIONAL PROCEDURES:**

1. The Board agrees to pay for one United States Department of Transportation Medical Examination per year for full-time employees. These employees must maintain a Class A or Class B CDL with Passenger (P) and School Bus (S) endorsements, drive scheduled bus routes, drive officially sanctioned extra duty trips, and drive buses for the purpose of fulfilling their duties for the Baker County School District. This free physical will be scheduled by the director of transportation and paid for by the Baker County School District. The medical examinations will be scheduled on a day that is after the conclusion of one school year and prior to the beginning of the next. If an employee is unable to participate on the day scheduled, it will be the employee's responsibility to get a medical examination from a certified examiner that is on the federal registry, and the employee will incur the expense for



the examination. In the event the employee does not meet the standards of the medical examination required to be eligible for at least one year, the expense of the three month or six month follow-up examination will be the responsibility of the employee.

2. Drivers who present themselves for required random drug screening will be paid for the required time necessary for the random screening.
3. In the case of a vacant bus route, [to include mid-day routes](#), employees desiring to reposition may submit a written request to the supervisor when an available route is posted in the bus lobby. The supervisor will make a determinization of the repositioning of drivers based on the following: Qualifications, written request and length of service to the district. [Fulltime drivers and aides will have priority over subs for route assignments.](#)

#### **Item 10 – ASSOCIATION PAYROLL DEDUCTION**

The Board shall deduct from the pay of each employee all current membership dues of the local Association, provided that at the time of such deduction there is in the possession of the Board a current written authorization for dues deduction, executed by the employee, in the form and according to the terms of the dues deduction authorization established.

The Association shall certify the amount of dues to be deducted from each employee's salary for the current school year and will notify the business office, in writing, no later than September 1st, of the dollar amount of the deduction.

- A. The annual membership dues amount will be deducted from the employee's paychecks in twenty-four (24) equal installments.
- B. Any employee, at any time, may authorize dues deduction by presenting an authorization card to the finance department. One-twenty-fourth (1/24) of the annual membership dues will be deducted from each bi-weekly check of the employee from the month of authorization through June of that fiscal year.
- C. All professional dues deducted shall be remitted to the Association in twenty-four (24) bi-weekly installments within ten (10) working days after the close of the payroll period.
- D. The Association will not be assessed the costs incurred by the Board in order to provide authorized dues deduction.
- E. Such payroll deductions authorization shall continue in effect from year to year unless revoked in writing by employees.
- F. Any employee may stop dues deductions by written request 30 days prior to payday.
- G. The Board will notify the Association of any cancellation of Association dues deductions upon receipt by the Board of written notification of such cancellation by sending a copy of cancellation request to the Association.

### **Item 11 -SALARY SCHEDULE**

All non-instructional personnel will be paid in accordance with the ~~2020-2021~~ 2022-2023 negotiated salary schedules. The steps under those salary schedules will be implemented effective July 1, ~~2020~~ 2022 through June 30, ~~2021~~ 2023.

Full Baker County experience shall be maintained for employees changing job classifications.

All non-instructional personnel who have completed 15 – 19 years non-instructional service in the Baker County School District, shall receive an additional \$1,100.00 as part of their base salary. Eligibility for this ~~\$1,000.00~~ 1,100.00 addition to the base salary ends at the end of the 20<sup>th</sup> year of service.

All non-instructional personnel who have completed 20 – 24 years non-instructional service in the Baker County School District, shall receive an additional \$1,700.00 as part of their base salary. Eligibility for this ~~\$1,600.00~~ 1,700.00 addition to the base salary ends at the end of the 25<sup>th</sup> year of service.

All non-instructional personnel who have completed 25 or more years non-instructional service in the Baker County School District, shall receive an additional \$2,200 as part of their base salary.

Principals will notify all 187 day instructional assistants when their return date will be for the following school year. This notification will occur before the tenth (10<sup>th</sup>) day of the closing of the prior school year and will be posted on the district's website.

### **Item 12 -USE OF PERSONAL VEHICLE**

Any employee covered by this Agreement who is required and approved by the Superintendent to use his or her personal vehicle shall be compensated at the rate adopted by the Board and in accordance with administrative regulations.

1. The rate of pay for mileage will be based on current rate in effect for School Board Employees.
2. All required forms or documents shall be completed by employee within 30 days of travel.

### **Item 13 -COLLEGE CREDIT AWARDS**

- A. All non-instructional employees covered by this Agreement will be awarded for their college hours as follows:

(Must be from an accredited college with official transcript on file in Personnel Department.)

30-59 semester hours -\$.40 per hour =\$ \_\_\_\_\_

60-89 semester hours -\$.70 per hour =\$ \_\_\_\_\_

90+ semester hours -\$.75 per hour =\$ \_\_\_\_\_

\*These rates will not apply when the credit hours are required for employment. Anyone currently employed, as of the ratification date, November 20, 2012, may continue on their current track and



schedule of earning these funds according to this scale. For new hires, after ratification date November 20, 2012, these rates will not be compounded.

\*\*The existing employees who qualified for these credit awards are grandfathered in at their current rate and schedule.

Upon receipt in the Finance Department of official transcript from an accredited college or university, and upon verification by the Associate Superintendent of Human Resources, eligible non-instructional employees attaining a confirmed degree will receive additional compensation as follows:

Associate of Arts or Associate of Science \$100  
Bachelor of Arts or Bachelor of Science \$200

- B. Nutrition Services Personnel - All Nutrition Services personnel who successfully complete a certified training program will be granted a \$175.00 bonus. This \$175.00 will be granted each year contingent upon annual training updates. Any nutrition services personnel who currently hold certification will receive this \$175.00 and can maintain this bonus with annual training updates. The District Nutrition Services Director will coordinate the certified nutrition training program.

#### **Item 14 - DIRECT DEPOSITS**

Payroll warranty disbursed dates shall be established to reflect a payroll period ending every other Wednesday throughout the fiscal year. Direct Deposits will be disbursed on the second Friday following the close of the payroll period. A schedule of payroll disbursement dates shall be sent to all schools on or about July 1 of each year. Payroll dates are modified to accommodate implementation of direct deposits. Effective July 1, 2019, new employees must be Direct Deposit with deductions automatic.

#### **Item 15 - PARAPROFESSIONALS AS SUBSTITUTE CLASSROOM INSTRUCTORS**

When an educational leader determines to use a paraprofessional as a substitute classroom instructor or in the capacity as a school nurse as provided by state law for a full day or any portions thereof, [or is assigned to take on additional students in an amount equivalent to a whole class](#), the paraprofessional shall receive a \$5.00 per hour upgrade to a maximum of \$30.00 per day in addition to their regular hourly rate. When appropriate, a substitute will be called to fulfill the duties of the paraprofessional.

### **ARTICLE V** **GRIEVANCE PROCEDURE**

All employees shall have the right to file a grievance under this Agreement without regard to membership, or non-membership, in the Association. All members of the Association shall have a right to Association representation at all levels of this procedure in accordance with Association policies. The Association shall also have the right to be present at all levels of this procedure regardless of membership.

The Board also has the option of representation, at its expense, at any level. When an employee has a grievance, every effort shall be made to arrive at a satisfactory solution to the problem on an informal basis. The grievance for any employee employed by the Board shall be as follows:

- A. The purpose of this procedure is to secure, at the lowest possible administrative level, equitable solutions to the problems which may, from time to time, arise concerning this Agreement. Both parties agree that these proceedings shall be kept as informal and confidential as may be appropriate.
- B.
  - 1. The term "days" when used in this Article shall mean normal employee workdays
  - 2. "Employee" shall mean a member of the bargaining unit
  - 3. "Administrator" shall mean immediate supervisor, principal of the school or supervisor of a work center, or their designee
  - 4. "Grievant" shall mean employee
  - 5. A grievance shall be an alleged violation, misapplication or misinterpretation of the expressed terms of this Agreement
- C. All grievances shall be brought to the attention of the appropriate principal or supervisor within fifteen (15) workdays of the incident, or they will not be considered.
- D. A formally written grievance shall contain the following:
  - 1. Signature of the grievant
  - 2. Grievance shall be specific and related to contractual provisions alleged to have been violated
  - 3. A synopsis of the facts giving rise to the alleged violation must be included
  - 4. The section or subsections of this contract alleged to have been violated is to be listed
  - 5. It shall contain the date of the alleged violation
  - 6. It shall specify the specific relief requested
- E. When the presence of an employee or a key witness at a grievance hearing is requested by either party, illness or other incapacity of the employee or key witness shall be grounds for any necessary extension of grievance procedure time limits.
- F. If hearings and conferences are scheduled by the administrator during working hours, all employees whose presence is required shall be excused from duty with pay while in attendance.
- G. Any investigation or other handling or processing of any grievance shall be conducted so as to result in minimal interference with or interruptions of the grieving employee's assigned duties. Other employees will not be involved in the process while on duty unless under the provisions of F above.
- H. All grievances must be processed through the grievance procedure, and after the grievance is filed, it shall be amendable only by mutual consent of the Board and the Association and may be withdrawn by the grievant.



- I. It is expressly agreed that the following matters shall not be the basis of any grievance filed under the procedure outlined in this Article.

1. The failure to reemploy any non-tenure or probationary employee.
2. The failure to employ or reemploy to a position on the extra-duty schedule involving a supplement.
3. Any matter involving substance (content) of employee evaluations.

J. Informal

An attempt shall be made to resolve any grievance informally, with verbal discussion between grievant and employee's administrator. Within fifteen (15) workdays of the time a grievance arises, the employee will present the grievance to the employee's administrator. Within ten (10) workdays after presentation of the grievance, the administrator will give an answer orally to the employee.

Note: Oral statements made in the informal complaint conference shall not be recorded by either party.

K. Formal

Step One: If for any reason the grievance is not resolved informally, the employee must, within five (5) workdays after receipt of the administrator's oral answer or twenty (20) workdays from the alleged violation, submit to the administrator a signed written statement of grievance on the official grievance form provided by the Board (page number 40) with copies as indicated on the form. The statement of grievance shall name the employee involved, state the facts giving rise to the grievance, identify all the provisions of this Agreement alleged to have been violated by appropriate reference, state the contention of the employee with respect to these provisions, indicate the specific relief or remedy requested, and shall be dated and signed by the employee involved. The administrator shall give the employee an answer in writing no later than five (5) workdays after receipt of the written grievance, with a copy to the Superintendent and the Association.

Step Two: Unless the parties agree to adopt the report of the administrator, it may be submitted to the Superintendent or his/her designee within five (5) workdays of the Step One report. The Superintendent, or his/her designee, and the aggrieved employee, and his/her representative(s) shall meet within a reasonable time, not to exceed five (5) workdays in an attempt to resolve the matter. The Superintendent shall communicate his/her decision, in writing, to the aggrieved employee and the Association within five (5) workdays after the hearing.

Step Three: Upon mutual agreement of the parties, the grievance may be submitted to grievance mediation prior to submitting the grievance to arbitration. When the parties agree to submit the grievance to mediation, the timelines are waved until the mediation process is concluded. A request for a mediator will be made to Federal Mediation and Conciliation Service (FMCS) within ten (10) workdays. After mediation, if the employee is not satisfied, he/she must choose either a hearing before the Board or arbitration. Whichever method the employee chooses, the decision of the Board, or arbitrator, (whichever is applicable) will be final. If the employee chooses to have a hearing with the Board, the Board shall hold a hearing no later than twenty (20) workdays after receiving the

request. Within ten (10) workdays after the hearing, the Board shall communicate its decision in writing, and state its reasons to the Association and the aggrieved employee.

A request for an arbitrator will be made to the American Arbitration Association within ten (10) workdays. The parties shall select an arbitrator from AAA in accordance with its rules, and whose rules shall likewise govern the arbitration proceedings.

- L. The fees of the arbitrator shall be borne equally by both parties hereto. All other expenses of arbitration, such as cost of transcripts, etc., shall be borne by the requesting party. Employees subpoenaed by the arbitrator will receive no loss of pay for the time required as witnesses.
- M. When grievance meetings and arbitration proceedings are held during employee work hours, up to ten (10) grievant(s), witness(es) and Association representative(s) whose presence is required shall be excused with pay from their normal duties. If the Association indicates that more than ten (10) witnesses are needed, every effort will be made to schedule the meeting beyond the employee workday.
- N. The arbitrator shall have no power to alter, add to, subtract from, disregard or modify any of the terms of the Agreement.
- O. The arbitrator's powers shall be limited to deciding whether the express articles of this Agreement have been violated, misinterpreted or misapplied.
- P. The arbitrator's decision, when following procedures set forth in the Agreement, shall be final and binding on the Association, its members, the employee and the Board. Neither the Association nor any member of the bargaining unit shall attempt any other means to bring about the settlement of any grievance, until all steps of the grievance procedure have been completed.
- Q. All grievances must be initiated within fifteen (15) workdays from the time the alleged violation was said to have occurred. All claims for back wages shall be limited to the amount of wages that the employee would otherwise have earned, less any unemployment compensation that he/she may have received during the period of the back pay.
- R. Any grievance which arose prior to the effective date of this Agreement shall be processed through the procedure in effect at the time of the grievance.
- S. If the grievance arises from an action of authority higher than the principal of a school, the employee may present such grievance at Step Two of this procedure.
- T. If a grievance affects employees at more than one school/work site, the Association President/Designee may file a class action grievance at Step Two of this procedure. The Association President/Designee may also file at Step Two a class action grievance of any alleged violation, misapplication or misinterpretation of rights specifically granted the Association in this Agreement. Any class action grievance will be signed by the Association President.



- U. If the same grievance affects more than one employee at the same school/work site, an Association Building Representative may file a class action grievance on behalf of the employees at Step One of this procedure.
- V. Separate grievances filed under this Agreement which do not qualify as "class action" under U. and V. above will be handled separately and not combined for arbitration.
- W. Time limits provided in this Agreement may be extended by mutual agreement when signed by the parties.
- X. Failure at any step of this procedure to communicate the decision on a grievance within the specified time limit shall permit the employee to lodge an appeal at the next step of this procedure, but any grievance not advanced from one step to the next within the time limits of that step, shall be deemed resolved by the Administrator or the Board's answer to the previous step.

## **ARTICLE VI**

### **ORGANIZATIONAL RIGHTS**

#### **Item 1 -LABOR MANAGEMENT COMMITTEE**

Every attempt will be made to resolve labor management issues at the school or cost center site with the site-based leadership. If unresolved, in a timely manner, the Superintendent and/or designee agree to meet with the Union President and/or Executive Director as needed, to discuss labor management issues. Also, problems that can't be resolved at this meeting will be referred to a problem specific committee of three members appointed by the Union and three members appointed by the Superintendent or other as mutually agrees upon to research and recommend a solution to the President of the Union and the Superintendent or designee.

#### **Item 2 -ASSOCIATION BUILDING REPRESENTATIVE**

The Association shall have the right to select employees from within its group to act as Association Building Representatives. The names of employees selected as Building Representatives shall be certified in writing to the Board. It is agreed to and understood by the parties to the Agreement that Association Building Representatives may, with the prior notification of their supervisor, spend time to carry out, investigate and process grievances and other matters pertaining to the carrying out of this Agreement without loss of pay. It is agreed to and understood by the parties to this Agreement that there shall be at least one (1) Association Building Representative for each school center, cafeteria, maintenance shop, and bus shop. It is agreed to and understood by the Association that Building Representatives shall conduct their duties in such a manner as not to interfere with work production. A Building Representative will function only in the center to which the Building Representative is assigned to work by his/her Employer.

#### **Item 3 -ASSOCIATION REPRESENTATIVE**

Association Representative, i.e., business representative, not employees of the Board, shall be certified in writing to the office of the Employer and shall have the right to carry on normal Association business during work hours on the premises. The Association Representative and/or any other duly authorized employee representative may see employees on their working time after a satisfactory

arrangement has been made with the supervisor in charge of the building center where the employee works. The Association agrees that such activities by Association Representatives and/or other duly authorized employee representatives shall be carried out in such a fashion as not to interfere with normal work production.

#### **Item 4 -ASSOCIATION STATE MEETINGS**

The Board agrees to grant authorized employee representatives of the Association a yearly cumulative maximum of sixty-four (64) hours off, without pay, to attend the annual State FEA Convention or meetings. No two employees will be from the same classification and cost center and no individual employee may be off on such leave more than four (4) consecutive days, unless prior approval has been given by the Supervisor. Employees may request personal leave to attend the convention and shall be granted such leave, if available, except in cases of emergency.

#### **Item 5 -BULLETIN BOARDS**

Bulletin boards at appropriate locations may be provided by the Association for general posting of general Association literature, consisting only of the following:

- A. Notices of Association meetings
- B. Association elections
- C. Reports of Association committees
- D. Rulings and policies of the Association
- E. Recreational and social affairs of the Association
- F. Notices of public meetings
- G. Association news releases

Copies of all materials and announcements will be submitted to the appropriate building Principal, the Director of Maintenance, or the Director of Transportation prior to posting. Bulletin boards provided for employees' use shall be available for the posting of general Association literature. The location of these bulletin boards will be with the approval of the building Principal. The location in the bus shop and maintenance shop will be with the approval of the individual supervisor. The existing bulletin boards and space may be used for general posting by the Association.

#### **Item 6 -REPRESENTATION AT SCHOOL BOARD MEETINGS**

An Association representative will be released, with pay, to attend the regular scheduled Board meeting. The Association will make an effort to identify a representative whose assigned duties are not directly related to student contact and for whom a replacement would be required. In the event the representative does require a replacement, that individual may attend, with pay, no more than four (4) meetings a school year.

#### **Item 7 -SCHOOL BOARD AGENDA**

Written School Board meeting agenda will be emailed to the Association President as soon as practical.

#### **Item 8 -SCHOOL BOARD MINUTES**

Upon request, copies of the unofficial School Board Minutes will be emailed to the Association President.

#### **Item 9 -ORGANIZATIONAL MEETINGS**



School facilities may be made available for meetings, without charge to the Association, provided that such group is properly supervised. District use agreements shall be executed with the Association for all schools or for an individual school.

#### **Item 10 -SCHOOL CALENDAR INPUT**

The Non-Instructional Advisory Committee will designate one representative to sit with the Instructional Advisory Committee during School Calendar discussion. This representative will provide the Instructional Advisory Committee with calendar concerns from the Non-instructional Advisory Committee.

#### **Item 11 – RELEASED TIME FOR PRESIDENT/DESIGNEE**

When association activities require the president to leave his/her assigned school or to visit other schools, he/she shall notify both school offices of his/her intended travel itinerary. The President may see bargaining unit members on their work time only with permission of the Administrator.

The Association President shall be granted up to four days of paid temporary duty with the approval of his/her administrator. Such time shall be used to visit members within the various worksites, conduct meetings, etc. The Association agrees that such time will not be taken on days that interfere with activities within the worksites such as testing, faculty meetings, etc., without the administrator's approval. The Association shall provide the administrator with at least two (2) days notice of such leave unless the administrator agrees to waive such notice. To the extent possible, such time will be taken when the President does not have students assigned to him/her. Release time costs will be reimbursed to the District by BCESP.

### **ARTICLE VII** **GENERAL TERMS AND CONDITIONS OF EMPLOYMENT**

#### **ITEM 1 -WORKING CONDITIONS**

- A. Regular employees assigned to school/instructional centers, during the regular school year, shall be granted an unpaid sixty (60) minute duty-free lunch break on preplanning, post-planning, and teacher planning work days when school lunch rooms are not in operation.
- B. Break/lunch time is to be scheduled by the principal/supervisor and shall be outlined as follows:  
All employees who work at least six (6) hours per day shall receive one paid fifteen (15) minute break during the first half of the workday and one paid fifteen (15) minute break during the second half of the workday.

All employees who work less than six (6) hours per day shall receive one paid fifteen (15) minute break during the workday.

All employees who work four (4) hours or more per day shall receive an unpaid, duty free lunch period of not less than thirty (30) minutes during the workday.

Employees, who for any reason work beyond their regular quitting time into the next shift, shall receive a fifteen (15) minute rest period before they start work on such next shift. In addition, they shall be granted the regular rest periods that occur during that shift.

School Nutrition Service Personnel shall receive lunches at no charge on days they are at work and meals are prepared for students.

Schedules for breaks and lunches of employees will be established by the work location administrator. Suggestions for such schedules may be made by the affected employees, but the work location administrator shall have the final authority to schedule such breaks and lunches to effectively maintain the operation of the center.

- C. The employee work day shall be devoted to tasks assigned by the Board or appropriate designee, utilizing the approved job description and normal assignments of the principal/supervisor, performing the standard of services determined by the Board in exercising control and discretion over its organization and operations.
- D. Job descriptions will be available from principals or supervisors for employees who request same. The Board shall provide all new employees a copy of the current job description and updated changes will be provided as appropriate.
- E. The Board shall provide all safety items required by Florida law. Employees are required to furnish all personal items of clothing not provided under the terms of this agreement, as needed, to effectively carry out their assigned responsibilities. The Association will encourage all employees to work safely, using all proper safety procedures.
- F. Both the Association and the Board recognize that the employee workday is specifically for performing duties and assigned responsibilities.
- G. It is the specific responsibility of each employee to be skilled and knowledgeable in the job for which they are employed to perform in the approved job description. When the skills of the job change, the Board will provide at no cost, any training updates or new mandates, with the understanding that the employee is responsible to fully participate in training while on duty.
- H. The Board agrees to furnish and maintain all required common-use tools or equipment (excluding personal-use tools).
  - 1. The principal or supervisor shall determine which tools or equipment are personal-use tools.
  - 2. The Board shall determine which tools or equipment will be purchased and/or used.
  - 3. The principal or supervisor shall determine the extent of maintenance needed for the tools or equipment.
  - 4. Employees using any tools or equipment furnished by the Board will be personally responsible for replacing any items they misplace or lose. Stolen items, where employee took all reasonable measures to protect same, will not be considered misplaced or lost if properly reported to principal or supervisor.



5. Employees shall be responsible for taking care of tools or equipment they use, keeping them clean and in good routine repair.
6. Any problems with common used tools and/or equipment will be reported to the supervisor or principal, in writing.
7. Employees who have been furnished uniforms must wear their uniforms at all times while on duty, unless approved by the employees' immediate supervisor in advance. Employees will be responsible for payment of all lost items. Upon termination or retirement, employees will be responsible for returning or paying for all furnished items.
8. Employees who have been furnished uniforms will be responsible for keeping them clean and in good repair.
9. The Nutrition Services employees may spend up to \$250.00, per year, on uniforms. Each kitchen, as a group, will order uniforms from an approved vendor. Upon approval by the administrator, the employee may use another vendor to purchase uniforms and/or shoes. The invoice from the vendor shall be sent directly to the Nutrition Services Department for payout.
- I. Emergency Calls: Employees will be furnished, at the option of the Board, a vehicle for emergency calls required by the Board. Any employee required to return to duty on an emergency call and not furnished a Board vehicle shall be paid round-trip mileage from the home of the employee to the location of the emergency.
- J. First aid kits shall be furnished by the Board, as appropriate, for each work site, cafeteria, and selected vehicles. Employees are responsible to notify the principal or supervisor in writing of any location where first aid kits are apparently missing for final action of the principal or supervisor.
- K. Work rules  
Existing work rules will remain effective as presently constituted. The Board agrees to negotiate changes in existing work rules or the establishment of new work rules.

In the event that work rules are changed, the Association President will be notified five (5) consecutive work days before becoming effective.

The Employer agrees to furnish each employee in the bargaining unit with a copy of the existing work rules. New employees will be provided with a copy of the work rules at the time they are hired.

Employees will comply with all established work rules, provided the rules are uniformly applied and uniformly enforced. Any complaint involving discrimination in the rule application will be resolved through the Grievance Procedure.

- L. Florida Statute 1003.573 requires a system of record keeping and parental notice regarding the seclusion and/or restraint of students. The Board agrees to implement the Statute as intended and to provide appropriate training to employees who are impacted.

## **ITEM 2 -TRANSFERS AND REASSIGNMENTS**

Seniority defined: Seniority is defined as the total number of years the employee has been continuously employed by the Baker County School Board.

A. Voluntary Transfer and Reassignment Provisions

Employee transfer and reassignment provisions are established which will enable employees seeking transfer and reassignments to be considered without any reprisals taken against them. Employees who desire a change in assignment or desire to transfer to another school center or position shall file a written notice of such desire, providing one copy to the building Supervisor/Principal and one copy to the Association. Such requests shall be reviewed by the administration at least once each year. Reasonable effort will be made by all department heads to notify the applicant of the recommendation for or against approval, prior to final action by the Board.

All things being equal in the judgment of the Supervisor/Principal, length of service in the District, and financial status of the school will be the determining factors in transfer action. In all cases, mutual agreement between the employee and administration is necessary.

B. Involuntary Transfer and Reassignment Provisions

When a transfer is deemed necessary, qualified employees will be transferred or reassigned first under the provisions of voluntary transfers. Other transfers of properly qualified employees will be made after consideration of educational and personal qualifications. Length of service in the School District will be a consideration, but may not necessarily be the determining factor in involuntary transfers and reassignments. When involuntary transfer or reassignment action is taken, the administration will notify the employee in writing, stating the reason for the transfer, prior to School Board action. These provisions shall not be construed in such a way as to prohibit the Board from providing a racially balanced staff in each school.

1. Employees who take a voluntary transfer, are reassigned or involuntarily transferred shall retain all experience credit for the purpose of their hourly wage rates and benefits as provided by this contract.

## **Vacancies and Promotions**

- A. Promotion and Upgrades defined: A promotion is movement to a higher pay grade at any work site in job classification or the same job classification with additional hours. Upgrades are promotions within a work site and do not result in an increase in the number of positions at a cost center and upgrades do not require advertisement.

All employees within the cost center meeting the promotional requirements contained in the new position's job description will have an opportunity to apply. Upgrades shall be controlled by qualifications/experience and will take effect on July 1st.



- B. Vacancy defined: When a position has been created or a current position has been vacated, which is intended to be filled, a vacancy exists.
1. When a vacancy exists, the position shall be posted for five (5) working days on the district's web site. All posted positions will be noticed through district email.
  2. In the Board's determination in filling a posted vacant position, employees currently working in the Baker County Schools who meet all criteria as established herein shall be given priority consideration in the selection process to fill vacant positions.
- C. If positions are not properly advertised within the provisions of this Article, the Association may file a grievance at Step 2 of the grievance provision.

### **Item 3-OVERTIME AND WORK SCHEDULING**

It is agreed to and understood by the parties to this Agreement that employees with the position classifications covered by the job classifications as herein specified will work necessary overtime under conditions declared by the administrative supervisor acting for the Board. Such overtime shall be compensated at the rate of one and one-half times the regular rate of pay after forty (40) hours a week. It is agreed that such overtime shall be calculated on a one-half day minimum at time and a half on emergency work only.

It is agreed and understood by the parties to this Agreement that:

- A. The standard workweek commences at 12:01 a.m. each Thursday and ends at 12:00 midnight the following Wednesday.
- B. The standard number of working hours during any standard workday shall not exceed eight (8) hours per day.
- C. The standard number of working hours during any standard workweek shall not exceed forty (40) hours.
- D. Holiday pay shall be paid at the rate of time and one-half in pay or compensatory time for same.
- E. Pay or compensatory time shall be taken at the Employees option. Compensatory time will accrue at the rate of one and one-half hours for each hour of overtime worked. No more than 120 hours of compensatory time may be accrued per school year. Overtime worked after accruing 120 or more hours of compensatory time shall be paid at the regular overtime rate. Compensatory time must be taken within the same school year it was earned (July 1 through June 30<sup>th</sup>). The compensatory time may be used prior to using accumulated sick or annual leave. Any compensatory time not used will be paid. When an employee plans on using compensatory time, prior written notification to the administrator must be given and written approval by the administrator.
- F. Non-instructional employees attending training sessions required by the Board or its supervisory or management agents shall be paid their regular hourly rate of pay per hour for time beyond their contractual period.
- G. Employees assigned by the Director of Transportation to work as trainers beyond their contractual day, shall be compensated at their regular hourly rate of pay.

- H. All employees will seek approval from their supervisor/principal, in advance, when the need arises to work beyond their normal contractual hours.
- I. Non-instructional employees attending training sessions at the recommendation of the Board or its supervisory or management agents shall be paid at their regular rate of pay.
- J. Employees who are assigned to call substitutes before or after regular work hours shall be given compensatory time at time and one-half or paid at the rate of time and one-half for any hours over 40 in a week. The employee should work directly with the site administrator to account for time worked.
- K. Employees assigned to substitute cafeteria managerial duties shall be paid to work an additional ½ hour for each day performing said duty. If the hours performed exceed 40 hours in a week the employee shall be paid at a rate of time and one-half for additional hours.

#### **Item 4-DISTRIBUTION**

Overtime work shall be distributed equally to employees working within the same job classification and at the same worksite. The distribution of overtime shall be equalized over each six-month period beginning on the first day of the calendar month following the effective date of this Agreement, or on the first day of any calendar month this Agreement becomes effective.

On each occasion, the opportunity to work overtime shall be offered to the employee within the job classification and at the same worksite who has the least number of overtime hours to his/her credit at that time. If this employee does not accept the assignment, the employee with the next fewest number of overtime hours to his/her credit shall be offered the assignment. This procedure shall be followed until the required employees have been selected for the overtime work. A record of the overtime hours worked by each employee shall be posted on the department bulletin board monthly.

Overtime work shall be voluntary except as may be stated in the employee job description or in case of emergency, as determined by the Superintendent or his/her designee. There shall be no discrimination against any employee who declines to work overtime, except in cases of emergencies or as stated in job description for job classification. During the summer or on special occasions overtime shall be distributed equally to employees within the same job classification and at the same worksite.

#### **Item 5 -PHYSICAL EXAMINATION**

The initial physical examination for employment and any other physical examination required by law of those covered by this contract will be at the expense of the employee.

Required physical examination, other than those required by law, will be paid for by the Board.

#### **Item 6-CONTRACTING AND SUBCONTRACTING OF PUBLIC WORK**

During the term of this Agreement, the Employer shall not contract out or subcontract any public work performed by employees covered by this Agreement, unless agreed to by the Association President. This provision is null if the employees are unable to do the work. This does not apply to work performed which is paid for by funds other than School Board operating funds.

#### **Item 7-LAYOFF PROCEDURES**

In the event that the School Board determines the necessity of a reduction in the work force, the Board will retain the right to determine the timing of layoffs, the number of employees to be laid off, the



classification and/or work sites and personnel affected by any layoff. Prior to implementation, the Board will communicate layoff decisions to the Association.

The order of layoff will be determined by the following factors and on the following priority/order:

- a. Attrition
- b. Volunteers
- c. Non-permanent employees, i.e. probationary, part-time or temporary
- d. Qualifications based on an employee's most recent performance evaluation
- e. If two or more employees are equally qualified, the more senior employee within the job classification will be retained. For purposes of layoff, seniority shall mean the length of uninterrupted service within affected classification. Approved leaves of absence shall not be considered a break in uninterrupted service. Should the length of uninterrupted service be the same for more than one employee, the tie shall be broken by using the last four numbers/digits of the employees social security number, with the lowest number being considered the most senior. A seniority list shall be prepared, posted and maintained by the Board based upon the foregoing criteria.

Employees will be considered for recall for a period of up to one year prior to any new applicants being employed. Employees will be offered re-employment in reverse order of layoff by classification. Notification of recall will be by certified mail, return receipt requested. If the employee does not respond or rejects a recall for re-employment within five (5) working days of either actual receipt or attempted delivery of notification by the post office, his/her name will be automatically dropped from the recall list.

#### **Item 8-EMPLOYEE RIGHTS**

The Superintendent and his/her designee acting as an agent of the Board may discipline employees covered under this agreement. All reprimands, suspension with or without pay, and dismissal must be for just cause. The employee in question shall be provided with all statements, complaints and/or concerns that allege a problem or rule violation.

In the event an educational leader deems it necessary to meet with an employee informally at a specific time and place for purposes of information gathering or information sharing, the employee will be provided a completed copy of Appendix A. At any time during this meeting that the employee perceives the meeting may have disciplinary implications, the employee may stop the meeting and ask for representation.

If the educational leader determines there is a need to meet formally with an individual and the outcome of that meeting may have disciplinary implications, the educational leader will provide a completed copy of Appendix B.

The educational leader and the employee receiving the notice of the formal meeting will sign a copy of the form. The original will be retained by the educational leader and the employee shall be provided a copy.

1. Employees will follow all written and verbal directives, even if such directives are allegedly in conflict with the provisions of the Agreement. Compliance with such directives will not in any way prejudice the employees' right to file a grievance under the grievance procedure of the Agreement, nor shall compliance affect the ultimate resolution of the grievance.
2. Administrators/supervisors shall not reprimand or criticize an employee in the presence of the employee's colleagues, students, or in the presence of parents of such students. When reprimand or criticism is deemed necessary, it shall be made in a private conference, with discretion and out of public view and hearing. The following progressive steps must be followed in administering discipline, it being understood, however, that some more severe acts of misconduct may warrant circumventing the established procedure.
  - a. Verbal warning
  - b. Verbal Reprimand (site record only)
    1. No written conference summary is placed in personnel file
    2. Employees must be told that a verbal reprimand initiates the discipline process
  - c. Written Reprimand (placed in personnel file)
  - d. Suspension with or without Pay
  - e. Termination
3. It shall be the objective of those taking disciplinary action, and of the employees, that they handle their roles by conducting themselves through a proper and professional manner.
4. An employee who is summoned to the office of the Principal/administrator/supervisor or any district-level administrator for an investigatory conference or meeting which may lead to disciplinary action, shall be given 24 hours notice and shall have the right to a representative of their choice. If a representative is not available for the conference/meeting, the conference/meeting shall be rescheduled to a time when such representation is available. If a representative is to be used, the Principal/administrator/supervisor shall be informed in a timely manner.
5. When the employee is to receive a written reprimand, a copy of the reprimand shall be provided to the employee promptly once it is finalized. The employee shall have the opportunity to make a written response to the reprimand within ten days of receiving a copy. A copy of the response shall be made to the Principal and/or an appropriate administrator. If any employee who is to receive a written reprimand is absent from work or cannot be located, a copy will be mailed to his/her last known address by certified mail, return receipt requested. The employee's signature indicates receipt only, not agreement with it.
6. Employees may be suspended with pay for just cause and may be suspended without pay only for just cause and only by action of the Superintendent.



7. When an allegation of wrongdoing or a complaint against an employee is investigated the employee shall be notified of the nature of the complaint and shall have the opportunity to seek representation prior to any investigatory meeting. The employee shall have an opportunity to respond in writing to the allegations or complaint during the investigation.

No complaint or reprimand shall be placed in an employee's personnel file unless an investigation ensues and the complaint is substantiated. Employees shall be notified of all complaints prior to the district initiating an investigation. Every effort shall be made to process parent/student concerns.

- If necessary, a conference with the parent, employee, and principal shall be held. The employee must be notified in advance of the conference.
- In no case shall complaints or reprimands be placed in the file that are anonymous or are based on anonymous information.

#### **Item 9 -PERSONNEL FILES**

Employee personnel files shall be maintained according to the provisions of the Florida Statutes and any Department of Education and/or Board Policies issued pursuant to law.

#### **Item 10 -TOBACCO FREE WORKPLACE**

In order to protect the health, safety, and welfare of all employees in the Baker County School System, all uses of tobacco products in any form are prohibited in any district-owned facilities or on any district-owned grounds. All employees shall be informed of this tobacco free workplace policy at the beginning of the school year, or on their initial date of hire.

#### **ITEM 11 -STUDENT DISCIPLINE**

The Board and the Association recognize that the employee must be given firm and consistent administrative support in the handling of discipline problems in the maintenance of good order necessary in the proper performance of duty. Non-Instructional employees are required to provide appropriate disciplinary support. This includes writing disciplinary referrals in accordance with the Student Code of Conduct. After referrals have been processed by the principal or his/her designee, this employee will be notified of the disciplinary action taken within two school days. The Transportation department will notify drivers of the disciplinary action taken by placing a copy of the referral in the driver's locker. If disciplinary action results in suspension, school or bus, employees will be notified prior to the first day of suspension.

### **ARTICLE VIII** **LEAVE PROVISIONS**

#### **Item 1 -GENERAL PROVISIONS**

A leave of absence is permission granted by the School Board or allowed under its adopted policies for an employee to be absent from duty for a specified period of time with the right to return to employment on the expiration of leave. Any absence of a member of the non-instructional staff from duty shall be covered by leave duly authorized and granted. Leave shall be officially granted in advance and shall be used for the purposes set forth in the leave application. Any request that the leave be granted retroactively will be denied. Leave for sickness or other emergencies may be deemed to be granted in advance if prompt report is made

to the proper authority. No leave, except military leave, will be granted for a period in excess of one (1) year. Leave may be with or without pay as provided by law, regulations of the State Board, School Board Policy and these regulations.

For any absence that is without pay, the deduction for each day of absence shall be determined by dividing the annual salary by the number of days for required service.

A non-instructional employee on leave for the remainder of the school year or for the entire school year who, on expiration of leave, wishes to return to duty at the beginning of the next school year, shall notify the Superintendent in writing of such desire by no later than April 1.

#### **Item 2 -APPROVAL OF LEAVE**

All leave, except sick leave, will be prior approved by the Superintendent, School Board, or immediate supervisor.

#### **Item 3 -ABSENCE WITHOUT LEAVE**

Any member of the non-instructional staff who is willfully absent from duty without leave shall forfeit compensation for the time of the absence and shall be subject to dismissal from employment.

#### **Item 4 -NOTIFICATION OF ABSENCE**

Any member of the non-instructional staff who expects to be absent for any cause shall notify his/her administrative supervisor the evening immediately preceding the day of the absence if such is possible. Where the absence is due to an emergency, the employee shall notify his/her administrative supervisor or the Superintendent at the earliest possible moment.

Notice of absence shall always be in advance, unless the absence is beyond the control of the employee and conditions make such advance notice impossible. When an employee fails to obtain prior approval for absence from work or fails to notify his/her immediate supervisor of his/her need to be absent and is absent for three (3) consecutive workdays, the employee shall be considered to have abandoned his/her position and resigned as an employee of the Board.

#### **Item 5 -SICK LEAVE**

During each contract year, each full-time employee shall be entitled to one (1) day sick leave for each month of employment. Regular part-time employees shall be entitled to 1/2 day sick leave for each month of employment. Sick leave will accrue at the end of each month of employment and shall not be used prior to the time it is earned and credited. There will be no limit to the number of days that may be accrued (Florida Statutes). Accrued leave shall be paid for 100 percent (100%) of the days accumulated upon retirement or death according to School Board Policy.

Such leave may be taken only when the employee is unable to perform his/her duties because of personal illness or illness or death of father, mother, brother, sister, husband, wife, child, or other close relative.

For a regular part-time employee whose term of service is not less than one hundred eighty (180) days per year and who has been duly appointed by the Board as a regular part-time employee, sick leave



shall accrue at the rate of one (1) part-time day per month. A part-time day is herein defined as that hourly portion of the day for which an individual is employed.

Any claim for sick leave shall be filed with the employee's supervisor by no later than five (5) days after the person returned to duty. The claim shall be in writing and shall set forth the days absent and that such absence was allowable under this rule. This claim shall be duly signed by the employee or claimant certifying that the facts are correct and that the claim is valid and legal.

A false claim for sick leave shall be deemed cause for the employee's immediate suspension from duty and subsequent dismissal from employment. Where there is any doubt as to the validity of a sick leave claim, the Superintendent shall require the employee or claimant to file a written certificate of illness from a School Board approved physician or other supporting evidence where personal illness is not involved. Any sick leave in excess of five (5) consecutive days shall require written certificate of illness from a licensed physician or other supporting evidence.

Any non-instructional employee who has used all accrued sick leave credit but who is otherwise entitled to sick leave shall be granted sick leave without pay. The claim for such sick leave shall clearly state that the leave is without compensation. Leave without pay shall not be granted until all sick leave/annual days have been depleted.

Any non-instructional employee who terminates his/her employment and who is subsequently re-employed, shall be entitled to sick leave accumulated prior to termination.

Should an employee on vacation become sick or injured, his/her department shall charge such period of sickness or disability to sick leave instead of annual leave, unless the employee wishes to keep the leave as annual leave. In the event the employee would like to change the annual leave to sick leave, a report from the attending physician shall be furnished confirming such sickness or disability.

All ten month employees who work a minimum of twenty summer school schedule days at their regular hours per day will receive one additional sick leave day which may be accrued. Each non-instructional employee employed during the summer school shall be credited at the end of the first month of summer school with one additional sick leave day. In the event their duties are a function of another school district's summer school schedule, the employee shall be credited at the end of that district's summer school with one additional day.

All ten-month employees receive ten (10) sick leave days.

Employees who are approved for additional summer work shall be granted the use of sick leave which was accrued during the regular school year, if that employee is unable to perform his/her duties in the school or at the job site because of illness, or because of illness or death of father, mother, brother, sister, husband, wife, child, other relative, or member of the employee's household.

School board employees are authorized to donate accrued sick leave to other school board employees, as well as to a spouse, child, parent, sibling, who is also a district school board employee in accordance with Florida Statute. The recipient may not use the donated sick leave until all of his/her sick leave has been depleted. Any employee who donates sick leave to another employee, other than a family

member as specified in I.B., must retain a minimum number of eight (8) days. Any recipient of donated sick leave must provide medical documentation from the treating physician of the illness, accident, or injury for which the donated sick leave is requested, and a signed release from the recipient to publicly request sick leave days from other employees. The recipient requesting donated sick leave days must initiate this process by completing all required paperwork and documentation before public request of donated sick leave days can be sent out. The treating physician documentation must verify the medical need to be absent from work. Regular maternity leave does not qualify for donated sick leave. To qualify for this process, the recipient must have a medically verified need of a minimum of five (5) consecutive sick leave days. Any unused sick leave shall be returned to the donor. Donated sick leave days cannot be carried over into the next school year. The donated sick leave has no terminal pay value for the recipient. Compensatory time (comp time) cannot be used with the sick leave process. The days shall be donated on a day-for-day basis without regard to the classification, rate of pay, or length of workday of either employee. Requests for donations of any sick days must be received by the Personnel Department no later than the Tuesday before the next payroll is due on Thursday.

Personal Leave -Any member of the non-instructional staff may be granted six (6) days of personal leave for any reason, with compensation, provided that such leave shall be charged against accrued sick leave and will be counted in determining a year of service; provided further that the total accrued personal leave may not exceed six (6) days in any school year.

#### **Item 6 -PERSONAL LEAVE WITHOUT PAY**

Any member of the non-instructional staff who desires personal leave shall file a written application for such leave. The person shall not be entitled to compensation while on personal leave except as provided in this rule. Personal leave will be granted at the discretion of the Board, except maternity leave, which shall be mandatory upon application. Authority to approve such leave shall be vested in the Board.

#### **Item 7 -EXTENDED HEALTH LEAVE**

An employee who is unable to perform the normal function of his/her position because of personal illness or disability and who has exhausted all accumulated sick leave, will be granted extended health leave upon written request and approval of the Board. Such leave shall be granted up to two years with approval on a year to year basis. Such extended health leave shall be without pay and may be contingent upon medical evidence or disability. The Board agrees to comply with the provisions of the Family Medical Leave Act.

#### **Item 8 -LEAVE FOR POLITICAL CAMPAIGNING**

A member of the non-instructional staff who desires personal leave to seek election to office shall file an application for leave. The School Board will grant such personal leave without compensation for the duration of the political campaign.

#### **Item 9 -PERSONAL LEAVE FOR OTHER REASONS**

An employee desiring personal leave for any other reason shall file a written application setting forth the reasons for and the purpose of the leave. The Board or the Superintendent will consider the request on its own merits and in arriving at a decision will consider the best interests of the employee and the general welfare of the school system.

- A. Attending Board Meetings - A member of the non-instructional staff attending a Board meeting, unless directed to do so by the Board or Superintendent, shall be required to take personal leave, excluding the Association President.



#### **Item 10 -MILITARY LEAVE**

Military leave will be granted to an employee who is required to serve in the armed forces of the United States or of the State of Florida in fulfillment of obligations incurred under the Selective Service Laws or because of membership in the Reserves of the Armed Forces or the National Guard. When an employee enters voluntarily into any branch of the armed services for temporary duty, or an extended period of service, military leave will be granted at the discretion of the School Board and, except in unusual cases, will be denied to an employee if his/her absence will interfere with the orderly operation of the school program.

An employee granted military leave for extended active duty shall, upon the completion of the tour of duty, be returned to duty without prejudice, provided that an application for re-employment is filed within six (6) months following the date of discharge or release from active military duty. Following receipt of the application for re-employment, the School Board shall have a reasonable time, not to exceed six (6) months, to reassign the employee to duty in the school system. Compensation allowed during military leave shall be only as provided in Section 115.07(2), Florida Statutes.

#### **Item 11 -BEREAVEMENT LEAVE**

Bereavement leave of three days shall be granted to any Baker County employee in the event of the death of father, mother, brother, sister, husband, wife, child. Also included will be the step-father, step-mother, step-brother, step-sister, step-child, grandparents, [grandchild](#), mother-in-law, father-in-law, [brother-in-law](#), [sister-in-law](#), son-in-law, and daughter-in-law. This will be in addition to individual accrued sick leave.

This leave shall be granted upon request and may require the submission of a death certificate, or written documentation from the funeral director, or other documentation that enables the Superintendent or designee to make a determination that the leave is appropriate.

Bereavement leave is not accruable from year to year.

- Bereavement leave must be used within 14 calendar days, excluding holiday breaks, of the death.

Such leave is not transferable.

Such leave is not redeemable.

Such leave shall not disqualify one from the attendance incentive pay.

#### **Item 12 -ILLNESS IN LINE OF DUTY LEAVE**

A member of the non-instructional staff shall be entitled to a maximum of ten (10) days of illness-in-the-line-of-duty leave each school fiscal year when unable to perform his/her duties because of personal injury in the discharge of his/her duties or because of illness from a contagious or infectious disease contracted in his/her work. Such leave shall be non-cumulative from year to year and when approved by the School Board shall be used before charging any absence to regular accrued sick leave, provided that the following conditions are met:

1. The Principal or the Superintendent shall be notified as soon as the injury or illness occurs.
2. The employee shall file a written claim signed by the principal or the immediate supervisor for the attachment to the payroll report for the period in which the illness or injury occurred.



3. In case of injury, a certificate from a licensed physician may be required and in case of a claim relating to a contagious or infectious disease, the employee shall file a statement from a licensed physician certifying that the contagious or infectious disease was contracted at the school during the time the employee was engaged in school work.
4. After determining that the claim correctly states the facts and is valid, the School Board will approve the leave.
5. Any workers' compensation payment received by the employee while he/she is on compensable leave shall be paid to the School Board by the employee or the check received from workers' compensation shall be endorsed to the School Board.

#### **Item 13 -JURY DUTY OR COURT LEAVE**

Where an employee is under subpoena for jury duty during the time he/she is engaged in regular professional duties and is not released from such duties, he/she may make application for temporary duty elsewhere. Upon approval by the Superintendent, the employee will then be released from regular professional duties and will receive his/her regular pay and may retain the compensation received for jury duty.

Where an employee is under subpoena as a witness in connection with his/her official duties or in a court action in which he/she is not a party to the litigation, and is not released from such duties in Court, he/she may make application for temporary duty elsewhere. Upon approval by the Superintendent, the employee will then be released from regular professional duties and will receive his/her regular pay and may retain the compensation received from witness duty.

The employee will furnish the Board a written statement from the court as to the location, days, and hours of duty upon returning to regular assigned duties. If the employee is released from jury duty before the end of their contractual day, they must return to work and complete their contractual time. The employee will be entitled to a lunch break.

#### **Item 14 -PROFESSIONAL LEAVE**

Professional leave with pay may be granted to a non-instructional employee for the purpose of attending conferences and meetings relating to his/her area of specialization and employment. A request for such leave shall be made in writing to the Superintendent and will be acted on by the Board at its next regular meeting.

#### **Item 15 -ANNUAL LEAVE**

Members of the non-instructional staff who are employed on a twelve-month contract shall accrue annual leave, exclusive of holidays with compensation, as follows:

- A. An employee with less than five (5) years of continuous service in the district, at the rate of one (1) day per month cumulative to twelve (12) workdays per year
- B. An employee with five (5) years or more of continuous service in the district, at the rate of one and one-quarter (1 1/4) days per month cumulative to fifteen (15) workdays per year

- C. An employee with ten (10) years or more of continuous service in the district, at the rate of one and one-half (1 1/2) days per month cumulative to eighteen (18) workdays per year
- D. An employee with fifteen (15) years or more of continuous service in the district, at the rate of two (2) days per month cumulative to twenty-four (24) workdays per year

Annual leave shall accrue at the close of each month and may not be accrued to exceed forty-five (45) workdays as of June 30, however, the employee shall be encouraged to use accrued annual leave on an annual basis. Annual leave days accrued in excess of 45 each year shall be considered "use or lose" days. Written notice indicating the number of "use or lose" days will be given to each employee with their first check in January and again in their first payroll check in April. Upon termination the employee will receive payment for accrued annual leave.

Annual leave may be granted by the Superintendent upon written application of the employee and with prior approval of the employee's administrative supervisor. Annual leave shall be so scheduled as to cause a minimum disruption to the school program.

Any person employed on a part-time basis who works in excess of one-half of the hours or days required for a full-time position but less than the total hours or days required for a full-time employee shall not be entitled to annual leave.

Annual leave shall not be granted until the employee has rendered at least three (3) months of acceptable service in the district. Annual leave may not be taken for less than one-quarter (1/4) day.

Unless the employee is on duty, the Christmas holiday period other than legal holidays running consecutively with annual leave shall constitute a part of the aforesaid allowable annual leave.

Accrued annual leave may be used in lieu of other types of leave with the approval of the Superintendent.

Choice of annual leave periods and days off shall normally be based on classification seniority within the work units.

#### **Item 16 -TEMPORARY DUTY**

A member of the non-instructional staff may be granted temporary duty, as provided in State Board of Education regulations, when officially assigned short term professional duties outside the School District. An employee granted temporary duty shall receive his/her regular pay and may be allowed expenses as provided by the law and these regulations. Temporary duty shall be considered equal to the regular duties of the employee and he shall not be classified or considered as being on leave.

A request for temporary duty should be submitted in advance and shall be endorsed by the employee's immediate administrative supervisor and approved by the Superintendent.

In any case in which the School Board is to bear any part of the expense incurred on an authorized trip by the employee, the expense account for such trip shall be approved by the Superintendent. A member of the non-instructional staff, at School Board expense, may attend state, regional, or national meetings in line with the work of the employee provided such trip is approved in advance by the Superintendent or the School Board.



#### **Item 17 – TERMINAL SICK LEAVE PAY**

Any employee of the Board shall be eligible for terminal sick leave pay at the time of normal retirement provided that normal retirement coincides with termination. Normal retirement shall mean retirement under any plan established by the legislature with either full or reduced benefits. Normal retirement shall not be interpreted to mean withdrawal of funds. Payment shall be made to the beneficiary of an employee if service is terminated by death.

Educational Support Employees terminal pay for accumulated sick leave shall be paid at the daily base rate of pay at the time of retirement. Payment shall be calculated according to the following:

- A. During the first three (3) years of service in the District, the daily rate of pay multiplied by thirty-five percent (35%) times the number of days of accumulated sick leave.
- B. During the next three (3) years of service in the District, the daily rate of pay multiplied by forty percent (40%) times the number of days of accumulated sick leave.
- C. During the next three (3) years of service in the District, the daily rate of pay multiplied by forty-five percent (45%) times the number of days of accumulated sick leave.
- D. During the next three (3) years of service in the District, the daily rate of pay multiplied by fifty percent (50%) times the number of days of accumulated sick leave.
- E. During and after the thirteenth (13<sup>th</sup>) year of service in the District, the daily rate of pay multiplied by one-hundred percent (100%) times the number of days of accumulated sick leave.

### **ARTICLE IX** **EMPLOYEE BENEFITS**

#### **Item 1 -HEALTH, LIFE, VISION AND DENTAL INSURANCE**

All full-time employees (six hours or more a day) and full-time bus drivers will be covered by the School Board adopted health, dental, vision, and life insurance policies. Employees shall pay any difference in premium costs.

The Board shall provide, without cost to the employees, group term life insurance in the amount of \$10,000 for each full-time employee per year. Upon reaching 70 years in age, the policy will reduce by 50%, as mandated by the insurance carrier.

**\*\*Medical premiums shall be stated in the Memorandum of Agreement.**

An insurance committee of thirteen (13) shall be formed to review and analyze the district health insurance plan and any other insurance plan or options, and make recommendations to the Superintendent. This committee will be comprised of six (6) administrators appointed by the Superintendent, three (3) teachers, and three (3) non-instructional staff appointed by the Association presidents. This committee will meet at least once per quarter during the school year. There will be two at-large retirees (teacher, non-instructional, or administrator) appointed to the committee. One will be appointed by the Superintendent and one by mutual agreement by the Association presidents. The two appointed retirees will alternate voting each year if an at-large vote is required. BCEA will be updated regularly by their respective committee members. The insurance committee will update and report to BCEA the committee's recommendation that will be presented to the Superintendent.

## **Item 2 - PAID LEGAL HOLIDAYS**

All twelve-month employees will receive the same number of paid holidays received by other employees not covered in this Agreement:

Independence Day  
Labor Day  
Thanksgiving  
Christmas – New Year's  
Spring Break  
Memorial Day

All other employees will receive six (6) paid holidays:

Labor Day  
Thanksgiving  
Christmas  
New Years Day  
M.L. King Day  
Memorial Day

If the holiday falls on a Saturday, the immediate preceding Friday shall be a paid holiday. If the holiday falls on a Sunday, the following Monday shall be a paid holiday.

There may be additional paid holidays that the School Board may grant during the time of this Agreement.

In order to qualify for holiday pay, the employee must have worked the last workday preceding the holiday and the first workday following the holiday, unless the employee is on approved leave (e.g. TDA, paid sick leave or paid personal leave, illness in the line of duty, military leave, annual leave, jury duty, witness duty or limited professional leave).

## **Item 3 - BADGES/SCHOOL ACTIVITIES PASS**

Identification badges/key card shall be issued to all Baker County School-Related Employees and replaced as needed. Upon learning it is lost, it is the responsibility of the employee to report immediately to their supervisor. Employees are required to wear or have the badge on their person for security purposes. If the employee forgets to bring his/her badge to work they are to immediately inform his/her supervisor. The initial badge will be provided at no cost to the employee and will serve as an activity pass. The activity pass will provide general admission to any regular school activity or sporting event. A specified gate, to be determined by the Principal of the School involved, will be used by the employee having an activity pass. This policy does not apply to "reserved" seating or to "state playoff events", only "general admission." The cost of a lost badge will be the responsibility of the employee.



#### **Item 4 - RETIREMENT**

Any member of the non-instructional staff is required to be a member of the Florida Retirement System. The retirement benefit will be paid by the Baker County School System to the Florida Retirement System each month the employee receives a pay check.

#### **Item 5 – ADDITIONAL RETIREMENT BENEFIT**

For a period from July 1, 2021 through June 30, 2024, any employee who is eligible for normal retirement under any State of Florida retirement plan, who retires from his/her position during that year, which he/she first becomes eligible for normal retirement, shall be paid a retirement benefit. This benefit will not be paid to an employee if he/she continues his/her employment beyond the time he/she is eligible for \*normal retirement. Any employee who is eligible for retirement during that time may take advantage of this benefit.

\*Normal retirement is defined as 62 years of age or 30 years of employment if enrolled in the Florida Retirement System (FRS) prior to July 1, 2011, or 65 years of age or 33 years of employment if enrolled in the FRS on or after July 1, 2011.

To qualify for retirement incentive an employee must:

- A. Have provided at least ten (10) years of continuous service to the district immediately prior to retirement.
- B. Complete the necessary procedure including retiring effective at the end of the school year that the employee first becomes eligible.
- C. Employees who have selected the FRS Investment Plan must show FRS documentation verifying retirement before receiving this additional retirement benefit.

Retirement incentive will be 50% of the employee's gross annual salary, excluding supplements or extra pay, during the fiscal year in which retirement occurs. Incentive payments shall be computed at retirement and paid upon verification of retirement with the State of Florida Division of Retirement.

It shall be the specific responsibility of each employee to determine his/her eligibility for regular retirement and to meet the requirements set forth for this one time retirement incentive. The School Board is held harmless for failure of an employee to follow this procedure.

#### **Item 6 -ATTENDANCE INCENTIVE**

School related employees who do not use sick or personal leave during any instructional quarter (9 weeks) shall receive an incentive of \$125 (before deductions) within thirty (30) working days of the end of the instructional quarter. To initiate the receipt of this incentive, school related employees who qualify must notify their building principals/supervisors in writing (e-mail), within ten (10) working days of the end of the instructional quarter. Approved Temporary Duty Leave, approved Line of Duty Leave (including when a bus driver is assigned a field trip), approved comp time, and approved Association Leave shall not affect a school-related employee's perfect attendance. Permanent part-time employees shall receive \$25 per instructional quarter for perfect attendance. Employees who earn annual leave are not eligible for this incentive.

**ARTICLE X**  
**GENERAL PROVISIONS**

The Board agrees that there shall be no disciplinary actions, discrimination or coercion against any employee because of Association membership or non-membership, his or her participation in collective bargaining or institution of any grievance, complaint, or proceeding under this contract. The parties to this Agreement agree that there shall be no strike, walk-out, or work slowdown, directly or indirectly sponsored by the Association or its membership, and that there shall be no lockout of employees by the Board during the period of this Agreement.

**ARTICLE XI**  
**SAVINGS CLAUSE**

Should any part of this agreement or any portion therein contained be rendered or declared illegal, legally invalid or unenforceable by a Court of competent jurisdiction, or by the decision of any authorized governmental agency, such invalidation of such part or portion of this agreement shall not invalidate the remaining portions thereof. In the event of such occurrence, the parties agree to meet immediately and, if possible, to negotiate substitute provisions for such parts or portions rendered or declared illegal or invalid. The remaining parts and provisions of this agreement shall remain in full force and effect.

Any delays in the signing of this agreement after ratification by the Association membership and approval by the Board shall not defer the implementation date as it affects the distribution of the benefits and provisions provided by this agreement.

**ARTICLE XII**  
**TERMS OF AGREEMENT**

This Agreement shall be effective the 1st day of July ~~2021~~2022, and shall remain in full force and effect until the 30th day of June, 2024, subject to annual reopeners for Article IV, Article IX, plus ~~four~~three items for each side. This agreement shall be automatically renewed from year to year after termination unless either party shall notify the other, in writing, on or before June 30, 2024 that it desires to modify this Agreement. None of the provisions of this agreement shall be open for renegotiation, except as expressly stated herein, until the expiration of the agreement

IN WITNESS WHEREOF, the parties hereto have set their hands this \_\_\_\_\_ day of \_\_\_\_\_, ~~2021~~2022.

FOR THE ASSOCIATION:

\_\_\_\_\_  
Amanda Nowlen  
President, BCESP

\_\_\_\_\_  
Brittni Wegmann  
Chief Negotiator, BCESP

FOR THE BOARD:

\_\_\_\_\_  
Leonard Dietzen, Chief Negotiator  
Baker County School District

\_\_\_\_\_  
Sherrie Raulerson, Superintendent

**AGREEMENT BETWEEN THE BAKER COUNTY EDUCATION SUPPORT PROFESSIONALS AND THE BAKER COUNTY SCHOOL BOARD**

In the event that a financial situation (short fall or wind fall) occurs during this contractual time that would jeopardize the ability to honor the terms of the contract or would create the ability to enhance the terms of the contract, the BCESP and the BCSB will agree to return to the table for renegotiations.



**THE SCHOOL BOARD OF BAKER COUNTY  
GRIEVANCE FORM**

NAME(S) \_\_\_\_\_

SCHOOL: \_\_\_\_\_ ASSIGNMENT: \_\_\_\_\_

HOME-ADDRESS: \_\_\_\_\_ HOME-PHONE: \_\_\_\_\_

**STEP 1, 2, 3 (please circle the appropriate step)**

DATE CAUSE OF GRIEVANCE OCCURRED: \_\_\_\_\_

RELATES TO ARTICLE(S) \_\_\_\_\_ PARAGRAPH(S) \_\_\_\_\_ OF  
AGREEMENT BETWEEN THE \_\_\_\_\_ ASSOCIATION AND THE DISTRICT  
SCHOOL BOARD OF BAKER COUNTY, FLORIDA.

STATE OF GRIEVANCE (INCLUDE STATEMENT FOR EACH ARTICLE and STEP 1,2,3)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

RELIEF SOUGHT (FOR EACH ARTICLE and STEP 1, 2, 3)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
(SIGNATURE)

\_\_\_\_\_  
(DATE)

DEPOSITION OF ADMINISTRATOR (FOR EACH ARTICLE and STEP 1, 2, 3)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
(SIGNATURE)

\_\_\_\_\_  
(DATE)

Copy to: Administrator, Association, Grievant, Superintendent

## APPENDIX A

### INFORMAL MEETING INFORMATION

Meeting Date: \_\_\_\_\_

Meeting Place: \_\_\_\_\_

Meeting Time: \_\_\_\_\_

Name: \_\_\_\_\_

Subject/Purpose of Meeting (information gathering/sharing)

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I understand that I have the right to have a person of my choosing present during the course of the meeting described above. I have read and understand this form.

Signature of person receiving this form: \_\_\_\_\_

Date: \_\_\_\_\_

Signature of person delivering this form: \_\_\_\_\_

Date: \_\_\_\_\_

Employees represented by the Collective Bargaining Agreement shall have the right to representation during any examination, interview or meeting with school board administrators. Should the employee desire representation, the administrator shall be informed accordingly. If the employee requests representation during a meeting, the administrator is required to stop the meeting immediately. At such time, the employee shall contact a representative of their choice and the meeting shall be rescheduled when their representative is available.

## APPENDIX B

### FORMAL MEETING INFORMATION

Meeting Date: \_\_\_\_\_

Meeting Place: \_\_\_\_\_

Meeting time: \_\_\_\_\_

Name: \_\_\_\_\_

Subject/Purpose of Meeting (information gathering/sharing)

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I understand that I have the right to have a person of my choosing present during the course of the meeting described above. I have read and understand this form.

Signature of person receiving this form: \_\_\_\_\_

Date: \_\_\_\_\_

Signature of person delivering this form: \_\_\_\_\_

Date: \_\_\_\_\_

Employees represented by the Collective Bargaining Agreement shall have the right to representation during any examination, interview or meeting with school board administrators. Should the employee desire representation, the administrator shall be informed accordingly. If the employee requests representation during a meeting, the administrator is required to stop the meeting immediately. At such time, the employee shall contact a representative of their choice and the meeting shall be rescheduled when their representative is available.

**BAKER COUNTY SCHOOLS**  
**2021-2022 Insurance Health Care Premiums**

	Monthly Cost	Board Contrib.	Employee Pays	Ded. From Each Check
<b>FL BLUEOPTIONS PPO 5774</b>				
Single Coverage	\$ 818.44	\$ 535.02	\$ 283.42	\$ 141.71
Employee & Spouse	\$ 1,474.64	\$ 688.86	\$ 785.78	\$ 392.89
Employee & Children	\$ 1,342.86	\$ 657.36	\$ 685.50	\$ 342.75
Family Coverage	\$ 1,946.46	\$ 802.20	\$ 1,144.26	\$ 572.13
E/E Family Coverage	\$ 1,946.46	\$ 1,211.12	\$ 735.34	\$ 367.67
E/E Spouse Coverage	\$ 1,474.64	\$ 963.90	\$ 510.74	\$ 255.37
<b>FL BLUECARE HMO 62</b>				
Single Coverage	\$ 741.72	\$ 535.02	\$ 206.70	\$ 103.35
Employee & Spouse	\$ 1,336.36	\$ 688.86	\$ 647.50	\$ 323.75
Employee & Children	\$ 1,216.92	\$ 657.36	\$ 559.56	\$ 279.78
Family Coverage	\$ 1,763.90	\$ 802.20	\$ 961.70	\$ 480.85
E/E Family Coverage	\$ 1,763.90	\$ 1,211.12	\$ 552.78	\$ 276.39
E/E Spouse Coverage	\$ 1,336.36	\$ 963.90	\$ 372.46	\$ 186.23
<b>FL BLUEOPTIONS PPO 5301</b>				
Single Coverage	\$ 704.44	\$ 535.02	\$ 169.42	\$ 84.71
Employee & Spouse	\$ 1,269.22	\$ 688.86	\$ 580.36	\$ 290.18
Employee & Children	\$ 1,155.78	\$ 657.36	\$ 498.42	\$ 249.21
Family Coverage	\$ 1,675.28	\$ 802.20	\$ 873.08	\$ 436.54
E/E Family Coverage	\$ 1,675.28	\$ 1,211.12	\$ 464.16	\$ 232.08
E/E Spouse Coverage	\$ 1,269.22	\$ 963.90	\$ 305.32	\$ 152.66
<b>FL BLUECARE HMO 128/29 (HSA)</b>				
Single Coverage	\$ 564.86	\$ 535.02	\$ 29.84	\$ 14.92
Employee & Spouse	\$ 1,017.64	\$ 688.86	\$ 328.78	\$ 164.39
Employee & Children	\$ 926.76	\$ 657.36	\$ 269.40	\$ 134.70
Family Coverage	\$ 1,343.28	\$ 802.20	\$ 541.08	\$ 270.54
E/E Family Coverage	\$ 1,343.28	\$ 1,211.12	\$ 132.16	\$ 66.08
E/E Spouse Coverage	\$ 1,017.64	\$ 963.90	\$ 53.74	\$ 26.87
<b>Baker Co. Self-Funded Program</b>				
Dental-Single	\$ 35.70	\$ 12.70	\$ 23.00	\$ 11.50
Dental-Family	\$ 78.18	\$ 12.70	\$ 65.48	\$ 32.74
<b>HIP - Colonial</b>				
Employee	\$ 55.55	\$ 50.55	\$ 5.00	\$ 2.50
Employee & Spouse	\$ 120.10	\$ 95.10	\$ 25.00	\$ 12.50
Employee & Child(ren)	\$ 83.20	\$ 58.20	\$ 25.00	\$ 12.50
Employee & Family	\$ 147.55	\$ 122.55	\$ 25.00	\$ 12.50
<b>SHORT-TERM DISABILITY - SunLife</b>	\$ 9.80	\$ -	\$ 9.80	\$ 4.90
<b>VISION SERVICE PLAN</b>				
Single Coverage	\$ 8.58	\$ -	\$ 8.58	\$ 4.29
Employee & Spouse	\$ 13.74	\$ -	\$ 13.74	\$ 6.87
Employee & Children	\$ 14.02	\$ -	\$ 14.02	\$ 7.01
Family Coverage	\$ 22.60	\$ -	\$ 22.60	\$ 11.30
Optional Life Insurance: \$10,000.00 to \$500,000.00 Coverage--Varies by Age				

Hi: Premiums for 2021-2022



**BAKER COUNTY SCHOOLS**  
**2022-2023 Insurance Health Care Premiums**

	Monthly Cost	Board Contrib.	Employee Pays	Ded. From Each Check
<b>FL BLUEOPTIONS PPO 5774</b>				
Employee	\$ 855.28	\$ 535.02	\$ 320.26	\$ 160.13
Employee & Spouse	\$ 1,541.00	\$ 688.86	\$ 852.14	\$ 426.07
Employee & Children	\$ 1,403.28	\$ 657.36	\$ 745.92	\$ 372.96
Family Coverage	\$ 2,034.04	\$ 802.20	\$ 1,231.84	\$ 615.92
E/E Family Coverage	\$ 2,034.04	\$ 1,211.12	\$ 822.92	\$ 411.46
E/E Spouse Coverage	\$ 1,541.00	\$ 963.90	\$ 577.10	\$ 288.55
<b>FL BLUECARE HMO 62</b>				
Employee	\$ 775.08	\$ 535.02	\$ 240.06	\$ 120.03
Employee & Spouse	\$ 1,396.48	\$ 688.86	\$ 707.62	\$ 353.81
Employee & Children	\$ 1,271.68	\$ 657.36	\$ 614.32	\$ 307.16
Family Coverage	\$ 1,843.28	\$ 802.20	\$ 1,041.08	\$ 520.54
E/E Family Coverage	\$ 1,843.28	\$ 1,211.12	\$ 632.16	\$ 316.08
E/E Spouse Coverage	\$ 1,396.48	\$ 963.90	\$ 432.58	\$ 216.29
<b>FL BLUEOPTIONS PPO 5301</b>				
Employee	\$ 736.14	\$ 535.02	\$ 201.12	\$ 100.56
Employee & Spouse	\$ 1,326.32	\$ 688.86	\$ 637.46	\$ 318.73
Employee & Children	\$ 1,207.80	\$ 657.36	\$ 550.44	\$ 275.22
Family Coverage	\$ 1,750.66	\$ 802.20	\$ 948.46	\$ 474.23
E/E Family Coverage	\$ 1,750.66	\$ 1,211.12	\$ 539.54	\$ 269.77
E/E Spouse Coverage	\$ 1,326.32	\$ 963.90	\$ 362.42	\$ 181.21
<b>FL BLUECARE HMO 128/29 (HSA)</b>				
Employee	\$ 590.28	\$ 535.02	\$ 55.26	\$ 27.63
Employee & Spouse	\$ 1,063.44	\$ 688.86	\$ 374.58	\$ 187.29
Employee & Children	\$ 968.46	\$ 657.36	\$ 311.10	\$ 155.55
Family Coverage	\$ 1,403.74	\$ 802.20	\$ 601.54	\$ 300.77
E/E Family Coverage	\$ 1,403.74	\$ 1,211.12	\$ 192.62	\$ 96.31
E/E Spouse Coverage	\$ 1,063.44	\$ 963.90	\$ 99.54	\$ 49.77
<b>COLONIAL LIFE - HIP</b>				
Employee	\$ 55.55	\$ 50.55	\$ 5.00	\$ 2.50
Employee & Spouse	\$ 120.10	\$ 95.10	\$ 25.00	\$ 12.50
Employee & Children	\$ 83.20	\$ 58.20	\$ 25.00	\$ 12.50
Family Coverage	\$ 147.55	\$ 122.55	\$ 25.00	\$ 12.50
<b>DENTAL - SUN LIFE FINANCIAL</b>				
Employee	\$ 35.70	\$ 12.70	\$ 23.00	\$ 11.50
Employee & Spouse	\$ 69.82	\$ 12.70	\$ 57.12	\$ 28.56
Employee & Children	\$ 76.66	\$ 12.70	\$ 63.96	\$ 31.98
Family Coverage	\$ 70.00	\$ 12.70	\$ 57.30	\$ 28.65
E/E Family Coverage	\$ 70.00	\$ 25.40	\$ 44.60	\$ 22.30
E/E Spouse Coverage	\$ 69.82	\$ 25.40	\$ 44.42	\$ 22.21
<b>SHORT-TERM DISABILITY-THE HARTFORD</b>	\$ 9.38	\$ -	\$ 9.38	\$ 4.69
<b>VISION SERVICE PLAN</b>				
Employee	\$ 8.58	\$ -	\$ 8.58	\$ 4.29
Employee & Spouse	\$ 13.74	\$ -	\$ 13.74	\$ 6.87
Employee & Children	\$ 14.02	\$ -	\$ 14.02	\$ 7.01
Family Coverage	\$ 22.60	\$ -	\$ 22.60	\$ 11.30
Optional Life Insurance: \$10,000.00 to \$500,000.00 Coverage--Varies by Age				

Memorandum of Understanding  
Between The Baker County School District  
And  
Baker County Education Support Professionals  
Recruiting and Sign On Bonuses  
~~2021-2022~~2022-2023

This memorandum is written between the Baker County School District (BCSD) and the Baker County Education Support Professional (BCESP) for the ~~2021-2022~~ 2022-2023 school year regarding the recruitment and retention of school bus drivers. Currently, the position of school bus driver is an area of critical shortage for the Baker County School District. Maintaining high performing professional bus drivers is imperative to ensuring the safety of students in Baker County.

Definitions:

- A. Recruiting Employee – Any active bargaining unit member who recruits a candidate to work in the Baker County School District as a school bus driver.
- B. Candidate for School Bus Driver – A person interested in serving as a school bus driver for the Baker County School District who has not yet fulfilled the requirements for becoming an entry level school bus driver.
- C. Entry Level School Bus Driver – A school bus driver of the Baker County School District with less than twelve months of consecutive service.

1. Terms for Payment:

- A. Recruiting Bonus – A lump sum payment of five hundred dollars (\$500) paid to the Recruiting Employee who successfully recruits a person for employment as a school bus driver with the Baker County School District Transportation Department after the Entry Level School Bus Driver employee fulfills the conditions established below for an entry level driver position. The recruiting employee must be actively employed with the Baker County School District at the time of eligibility for payment.
- B. Sign on Bonus – A lump sum payment of five hundred (\$500) dollars paid to a Candidate for School Bus Driver, who successfully becomes an entry level school bus driver for the Baker County School District after fulfilling the conditions established below.

2. Conditions for Entry Level School Bus Driver

- A. Once all employment requirements have been met, the entry level school bus driver must fulfill the following requirements during the work year to maintain eligibility for payment of the recruiting and sign on bonuses:
  - 1. Demonstrate proper conduct for a school board employee.
  - 2. Maintain satisfactory work attendance. The entry level driver must be a full time employee for a minimum of 140 work days.
  - 3. Successfully fulfill duties as a full-time school bus driver for the Baker County School District and be renewed for the following school year.
  - 4. Pass all administered drug and alcohol tests.



5. Receive an overall Satisfactory or Exceptional personnel evaluation from the Transportation Director.

### 3. Timeline: Conditions for Payment

A. Entry level School Bus Drivers must successfully fulfill at least 140 work days of employment as a school bus driver for the Baker County School District to receive payment of the sign on bonus. This period of service is measured from the date of hire. The entry level school bus driver will be disqualified from receiving the bonus if written disciplinary action is taken during this period.

B. After the entry level school bus driver has been employed for a minimum of 140 work days with the Baker County School District, payment of five hundred dollars (\$500) will be made to the active entry level school bus driver and to the active recruiting employee. If there is no active Recruiting Employee, the successful Entry Level School Bus Driver still receives the five hundred dollar (\$500) Sign on Bonus.

**MEMORANDUM OF AGREEMENT  
BETWEEN  
THE BAKER COUNTY DISTRICT SCHOOL BOARD  
AND  
THE BAKER COUNTY EDUCATION SUPPORT PROFESSIONALS  
~~2021-2022~~2022-2023**

A \$250 Bonus Match will be paid for PreK paraprofessional employees who meet IDEA criteria up to 14 employees. This bonus will exist as long as the IDEA Grant is grant funded.

### **~~MEMORANDUM OF UNDERSTANDING Covid19 Bonus/Relief Payment~~**

~~WHEREAS, BCSB and BCESP recognize the additional work employees have been tasked with during the re-opening of school during the pandemic. This additional work has been recognized by the Governor and legislature through the \$1,000 award of nonrecurring bonus/relief payment to only a subgroup of district employees; and~~

~~WHEREAS BCSB and BCESP believe that all non-instructional employees should be included in this benefit and accordingly desire to offer premium pay to full time non-instructional employees who are excluded from the bonus provided in SB-2500;~~

~~THEREFORE, the parties agree to nonrecurring net premium pay in the amount of \$1,000 to those employees in the bargaining unit not funded from the Governor's award on the terms and conditions set forth herein.~~

~~1. Employees employed as of May 28, 2021 and employed at the time of ratification for the 2021-2022 school year, will be eligible for the payment.~~

- ~~2. Employees receiving a bonus/relief payment from the Governor's award or the Office of Early Learning will not be eligible for the district funded payment.~~
- ~~3. Employees on leave of absence must have been present for one day during either the October 2020 or February 2021 FTE survey during the 2020-2021 School Year to receive this payment.~~
- ~~4. The payment shall be in the gross amount of \$1,306.17 so that the employee will net a \$1,000 payment accordingly.~~
- ~~5. This payment is contingent upon the approval of the district's amendment to the Lump Sum ESSER II Grant.~~

#### **MEMORANDUM OF UNDERSTANDING COVID-19 Closing the Gap BONUS.**

~~The intent of this memorandum is to provide all support staff with a one-time \$1000 bonus from the District. This bonus will be subject to taxes.~~

~~This agreement is to reward all personnel employed during the 2021-22 school year and who are currently employed at the time of ratification.~~

~~The following language reflects the parties' agreement:~~

- ~~1. Only personnel that were employed after July 1, 2021, and are still employed at the time of ratification will receive the \$1000 District Bonus and;~~
- ~~2. The District bonus is contingent upon approval through American Rescue Plan (ESSER III) funding.~~

**Baker County School Board  
School Secretary-Bookkeeper Data Processors & VPK/Pre-K Coordinator  
School Secretary/Clerical Assistant to Teachers  
Salary Schedule  
FYE June 30, 2023**

7 1/2 Hours, 216 Days - 1620 Hours (including holidays)  
7 1/2 Hours, 240 Days - 1800 Hours (including holidays)  
7 1/2 Hours, 261 Days - 1957.5 Hours (including holidays)  
5 Hours, 261 Days - 1305 Hours (including holidays)

**School Secretary-Bookkeeper Data Processors & VPK/Pre-K Coordinator**

Years Experience	216 Days Per Hour	216 Days Per Year Salary	240 Days Per Hour	240 Days Per Year Salary	261 Days Per Hour	261 Days Per Year Salary	5hr 261 Days Per Hour	5hr 261 Days Per Year Salary
0	15.92	25,790.40	15.92	28,656.00	15.92	31,163.40	15.92	20,775.60
1	16.19	26,227.80	16.19	29,142.00	16.19	31,691.93	16.19	21,127.95
2	16.33	26,454.60	16.33	29,394.00	16.33	31,965.98	16.33	21,310.65
3	16.62	26,924.40	16.62	29,916.00	16.62	32,533.65	16.62	21,689.10
4	16.75	27,135.00	16.75	30,150.00	16.75	32,788.13	16.75	21,858.75
5	16.97	27,491.40	16.97	30,546.00	16.97	33,218.78	16.97	22,145.85
6	17.13	27,750.60	17.13	30,834.00	17.13	33,531.98	17.13	22,354.65
7	17.24	27,928.80	17.24	31,032.00	17.24	33,747.30	17.24	22,498.20
8	17.39	28,171.80	17.39	31,302.00	17.39	34,040.93	17.39	22,693.95
9	17.52	28,382.40	17.52	31,536.00	17.52	34,295.40	17.52	22,863.60
10	17.75	28,755.00	17.75	31,950.00	17.75	34,745.63	17.75	23,163.75
11	20.13	32,610.60	20.13	36,234.00	20.13	39,404.48	20.13	26,269.65

**School Secretary/Clerical Assistant to Teachers**

Years Experience	216 Days Per Hour	216 Days Per Year Salary
0	15.02	24,332.40
1	15.28	24,753.60
2	15.41	24,964.20
3	15.71	25,450.20
4	15.85	25,677.00
5	16.05	26,001.00
6	16.20	26,244.00
7	16.31	26,422.20
8	16.44	26,632.80
9	16.60	26,892.00
10	16.86	27,313.20
11	19.19	31,067.80

**EXPERIENCE MUST BE IN FIELD AND VERIFIED BY EMPLOYER.**

**Baker County School Board  
Instructional Assistants  
Salary Schedule  
FYE June 30, 2023**

**Aide 186 - 5 hours, 186 days, 930 hours**

Aide 187 - 7.5 hours, 187 days, 1402.5 hours; 4 hours, 187 days, 748 hours

Aide 206 - 7.5 hours, 206 days, 1545 hours

Aide 216 - 7.5 hours, 216 days, 1620 hours

Aide 240 - 7.5 hours, 240 days, 1800 hours

Years Experience	Aide 187			Aide 206			Aide 216			5 Hr/Day Aide 186			5 Hr/Day Aide 186			Aide 197			Aide 240		
	Per Hour	Aide 187 Salary	Per Hour	Aide 206 Per Hour	Aide 206 Salary	Per Hour	Aide 216 Per Hour	Aide 216 Salary	Per Hour	Aide 186 Per Hour	Aide 186 Salary	Per Hour	Aide 197 Per Hour	Aide 197 Salary	Per Hour	Aide 240 Per Hour	Aide 240 Salary				
0	15.00	21,037.50	15.00	23,173.79	15.00	24,298.73	15.00	24,298.73	15.00	13,949.27	15.00	13,949.27	15.00	22,161.34	15.00	26,998.59	26,998.59				
1	15.25	21,388.13	15.25	23,561.25	15.25	24,705.00	15.25	24,705.00	15.25	14,182.50	15.25	14,182.50	15.25	22,531.88	15.25	27,450.00	27,450.00				
2	15.40	21,598.50	15.40	23,793.00	15.40	24,948.00	15.40	24,948.00	15.40	14,322.00	15.40	14,322.00	15.40	22,753.50	15.40	27,720.00	27,720.00				
3	15.70	22,019.25	15.70	24,256.50	15.70	25,434.00	15.70	25,434.00	15.70	14,601.00	15.70	14,601.00	15.70	23,196.75	15.70	28,260.00	28,260.00				
4	15.85	22,229.63	15.85	24,488.25	15.85	25,677.00	15.85	25,677.00	15.85	14,740.50	15.85	14,740.50	15.85	23,418.38	15.85	28,530.00	28,530.00				
5	16.05	22,524.15	16.06	24,812.70	16.06	26,017.20	16.06	26,017.20	16.06	14,935.80	16.06	14,935.80	16.06	23,728.65	16.06	28,908.00	28,908.00				
6	16.21	22,734.53	16.21	25,044.45	16.21	26,260.20	16.21	26,260.20	16.21	15,075.30	16.21	15,075.30	16.21	23,950.28	16.21	29,178.00	29,178.00				
7	16.34	22,916.85	16.34	25,245.30	16.34	26,470.80	16.34	26,470.80	16.34	15,196.20	16.34	15,196.20	16.34	24,142.35	16.34	29,412.00	29,412.00				
8	16.45	23,071.13	16.45	25,415.25	16.45	26,649.00	16.45	26,649.00	16.45	15,298.50	16.45	15,298.50	16.45	24,304.88	16.45	29,610.00	29,610.00				
9	16.63	23,323.58	16.63	25,693.35	16.63	26,940.60	16.63	26,940.60	16.63	15,465.90	16.63	15,465.90	16.63	24,570.83	16.63	29,934.00	29,934.00				
10	16.89	23,688.23	16.89	26,095.05	16.89	27,361.80	16.89	27,361.80	16.89	15,707.70	16.89	15,707.70	16.89	24,954.98	16.89	30,402.00	30,402.00				
11	19.34	27,124.35	19.34	29,880.30	19.34	31,330.80	19.34	31,330.80	19.34	17,986.20	19.34	17,986.20	19.34	28,574.85	19.34	34,812.00	34,812.00				

**\*\*A \$250 EOY Matching Bonus will be paid to ESE Pre-K Classroom Paraprofessionals, pending grant award and availability of funding.**

\*\*\*A \$500 supplement will be paid to ESE K - 12 Classroom Paraprofessionals from the IDEA grant. pending grant award and availability of funding.

A \$750 annual supplement will be paid to Full time Classroom Paraprofessionals assigned to an alternative school setting.

**EXPERIENCE MUST BE IN FIELD AND VERIFIED BY EMPLOYER.**

**\*\* IDEA bonus/supplement amounts may vary in the future based upon the IDEA grant award amount and funding availability.**

**Baker County School Board  
Instructional Assistants - Part-Time  
Salary Schedule  
FYE June 30, 2023**

Aide 187 - 4 hours, 748 hours

Full Time Years Experience	Part Time Years Experience	Per Hour	Aide 187 4 Hr/Day
0	0	15.00	11,220.00
0	1	15.00	11,220.00
1	2	15.25	11,407.00
1	3	15.25	11,407.00
2	4	15.40	11,519.20
2	5	15.40	11,519.20
3	6	15.70	11,743.60
3	7	15.70	11,743.60
4	8	15.85	11,855.80
4	9	15.85	11,855.80
5	10	16.06	12,012.88
5	11	16.06	12,012.88
6	12	16.21	12,125.08
6	13	16.21	12,125.08
7	14	16.34	12,222.32
7	15	16.34	12,222.32
8	16	16.45	12,304.60
8	17	16.45	12,304.60
9	18	16.63	12,439.24
9	19	16.60	12,416.80
10	20	16.89	12,633.72
10	21	16.89	12,633.72
11	22	19.34	14,466.32
11	23	19.34	14,466.32

**EXPERIENCE MUST BE IN FIELD AND VERIFIED BY EMPLOYER.**

**Baker County School Board  
Prekindergarten Child Development Associates  
Salary Schedule  
7.5 Hours - 197 days - 1477.5 hours  
7.5 Hours - 240 days - 1800 hours  
FYE June 30, 2023**

<b>Years Experience</b>	<b>Per Hour</b>	<b>CDA 197 Salary</b>	<b>Per Hour</b>	<b>CDA 240 Salary</b>
<b>0</b>	18.42	27,215.55	18.42	33,156.00
<b>1</b>	18.71	27,644.03	18.71	33,678.00
<b>2</b>	19.02	28,102.05	19.02	34,236.00
<b>3</b>	19.31	28,530.53	19.31	34,758.00
<b>4</b>	19.63	29,003.33	19.63	35,334.00
<b>5</b>	19.92	29,431.80	19.92	35,856.00
<b>6</b>	20.22	29,875.05	20.22	36,396.00
<b>7</b>	20.53	30,333.08	20.53	36,954.00
<b>8</b>	20.83	30,776.33	20.83	37,494.00
<b>9</b>	21.13	31,219.58	21.13	38,034.00
<b>10</b>	21.43	31,662.83	21.43	38,574.00
<b>11</b>	24.25	35,829.38	24.25	43,650.00

**EXPERIENCE MUST BE IN FIELD AND VERIFIED BY EMPLOYER.**

**\*\*A \$250 EOY Matching Bonus will be paid to ESE Pre-K Classroom Paraprofessionals, pending grant award and availability of funding.**

**\*\* IDEA bonus/supplement amounts may vary in the future based upon the IDEA grant award amount and funding availability.**



**Baker County School Board**  
**Heating Cooling, Electrical Maintenance**  
**Heating Cooling, Electrical (Journeyman)**  
**Safety Inspector**  
**Salary Schedule**  
**FYE June 30, 2023**  
**(12 Months, 8 hours, 261 days = 2088 hours)**

**Heating, Cooling, Electrical Maintenance**

Years Experience	Per Hour	Per Year Salary
0	18.31	38,231.28
1	18.65	38,941.20
2	18.79	39,233.52
3	19.09	39,859.92
4	19.21	40,110.48
5	19.45	40,611.60
6	19.58	40,883.04
7	19.73	41,196.24
8	19.87	41,488.56
9	19.99	41,739.12
10	20.26	42,302.88
11	22.83	47,669.04

After two (2) years on this scale a person employed by the Baker County School System may, with the approval of the immediate supervisor, move to the Journeyman salary schedule below.

**Heating, Cooling, Electrical (Journeyman)**  
**Safety Inspector**

Years Experience	Per Hour	Per Year Salary
0	20.56	42,929.28
1	20.88	43,597.44
2	21.00	43,848.00
3	21.34	44,557.92
4	21.48	44,850.24
5	21.69	45,288.72
6	21.85	45,622.80
7	21.96	45,852.48
8	22.12	46,186.56
9	22.25	46,458.00
10	22.53	47,042.64
11	25.27	52,763.76

Employee must have a Journeyman's License from a recognized labor union covering these fields or receive immediate supervisor's recommendation after two (2) years successful service within the Baker County School System.

**EXPERIENCE MUST BE IN FIELD AND VERIFIED BY EMPLOYER.**

Baker County School Board  
Maintenance Department (Journeyman), Transportation Mechanic (Journeyman)  
Maintenance I, Mechanic II, Warehouse/Inventory Clerk  
Salary Schedule  
FYE June 30, 2023  
(12 Months, 8 hours, 261 days = 2088 hours)  
(11 Months, 7.5 Hours, 240 days = 1800 hours)  
Maintenance Department (Journeyman), Transportation Mechanic (Journeyman)

Years Experience	Per Hour	261 - Days Per Year Salary	240 - Days Per Year Salary
0	19.49	40,695.12	35,082.00
1	19.78	41,300.64	35,604.00
2	19.93	41,613.84	35,874.00
3	20.23	42,240.24	36,414.00
4	20.38	42,553.44	36,684.00
5	20.61	43,033.68	37,098.00
6	20.74	43,305.12	37,332.00
7	20.89	43,618.32	37,602.00
8	21.02	43,889.76	37,836.00
9	21.15	44,161.20	38,070.00
10	21.43	44,745.84	38,574.00
11	24.04	50,195.52	43,272.00

Employee must have a Journeyman's License from a recognized labor union covering these fields or receive immediate supervisor's recommendation after two (2) years successful service within the Baker County School System.

Bus Mechanic Journeyman – Employee must have worked three (3) years prior with a reputable firm employing more than (1) one full-time mechanic. This must be verified by employer.

A \$500 supplement will be paid to the Bus Mechanic Trainer.

A \$500 supplement will be paid to the Certified Bus Inspector.

Maintenance I, Mechanic II, Warehouse/Inventory Clerk

Years Experience	Per Hour	261 - Days Per Year Salary	240 - Days Per Year Salary
0	15.77	32,927.76	28,386.00
1	16.06	33,533.28	28,908.00
2	16.20	33,825.60	29,160.00
3	16.52	34,493.76	29,736.00
4	16.65	34,765.20	29,970.00
5	16.87	35,224.56	30,366.00
6	17.00	35,496.00	30,600.00
7	17.14	35,788.32	30,852.00
8	17.27	36,059.76	31,086.00
9	17.42	36,372.96	31,356.00
10	17.68	36,915.84	31,824.00
11	19.99	41,739.12	35,982.00

EXPERIENCE MUST BE IN FIELD AND VERIFIED BY EMPLOYER.

**Baker County School Board  
Landscape Technician (261 Days)  
Custodian (261) & (197)  
Salary Schedule**

**FYE June 30, 2023**

**( 12 Months, 8 hours, 261 days = 2088 hours)  
( 11 Months, 8 hours, 240 days = 1920 hours)  
(10 Months, 8 hours, 197 days =1576 hours)  
(12 Months, 5.5 Hours, 261 days = 1435.5 hours)**

Years Experience	Per Hour	261 - days		Per Hour	240 - days		Per Hour	197 - days		5.5 Hrs/Day 261 - Days	
		Salary	Hour		Salary	Hour		Salary	Hour	Salary	Hour
0	15.00	31,320.00	15.00	15.00	28,800.00	15.00	15.00	23,640.00	15.00	21,532.50	15.00
1	15.25	31,842.00	15.25	15.25	29,280.00	15.25	15.25	24,034.00	15.25	21,891.38	15.25
2	15.40	32,155.20	15.40	15.40	29,568.00	15.40	15.40	24,270.40	15.40	22,106.70	15.40
3	15.73	32,844.24	15.73	15.73	30,201.60	15.73	15.73	24,790.48	15.73	22,580.42	15.73
4	15.84	33,073.92	15.84	15.84	30,412.80	15.84	15.84	24,963.84	15.84	22,738.32	15.84
5	16.09	33,595.92	16.09	16.09	30,892.80	16.09	16.09	25,357.84	16.09	23,097.20	16.09
6	16.20	33,825.60	16.20	16.20	31,104.00	16.20	16.20	25,531.20	16.20	23,255.10	16.20
7	16.33	34,097.04	16.33	16.33	31,353.60	16.33	16.33	25,736.08	16.33	23,441.72	16.33
8	16.51	34,472.88	16.51	16.51	31,699.20	16.51	16.51	26,019.76	16.51	23,700.11	16.51
9	16.62	34,702.56	16.62	16.62	31,910.40	16.62	16.62	26,193.12	16.62	23,858.01	16.62
10	16.88	35,245.44	16.88	16.88	32,409.60	16.88	16.88	26,602.88	16.88	24,231.24	16.88
11	19.13	39,943.44	19.13	19.13	36,729.60	19.13	19.13	30,148.88	19.13	27,461.12	19.13

**EXPERIENCE MUST BE IN FIELD AND VERIFIED BY EMPLOYER.**

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**Custodian Coordinator (Elementary Schools) - \$600.00 supplement  
Custodian Coordinator (Middle School) - \$750.00 supplement  
Custodian Coordinator (High School) - \$1,000.00 supplement  
Floor Team Coordinator (All Schools) - \$1,000.00 supplement**

**Baker County School Board  
Part-time Custodian  
Salary Schedule  
FYE June 30, 2023  
(12 Months, 4 Hours, 261 days=1044 hours)**

Full Time Years Experience	Part Time Years Experience	Per Hour	Per Year Salary
0	0	15.00	15,660.00
0	1	15.00	15,660.00
1	2	15.25	15,921.00
1	3	15.25	15,921.00
2	4	15.40	16,077.60
2	5	15.40	16,077.60
3	6	15.73	16,422.12
3	7	15.73	16,422.12
4	8	15.84	16,536.96
4	9	15.84	16,536.96
5	10	16.09	16,797.96
5	11	16.09	16,797.96
6	12	16.20	16,912.80
6	13	16.20	16,912.80
7	14	16.33	17,048.52
7	15	16.33	17,048.52
8	16	16.51	17,236.44
8	17	16.51	17,236.44
9	18	16.62	17,351.28
9	19	16.62	17,351.28
10	20	16.88	17,622.72
10	21	16.88	17,622.72
11	22	19.13	19,971.72
11	23	19.13	19,971.72

**Part-time earns 1/2 year experience for each year worked.**

**EXPERIENCE MUST BE IN FIELD AND VERIFIED BY EMPLOYER.**

**Baker County School Board  
Apprenticeship Salary Schedule  
FYE June 30, 2023  
(12 Months, 8 hours, 261 days = 2088 hours)  
(11 Months, 8 hours, 240 days = 1920)**

**Apprenticeship**

Years Experience	261 day Per Hour	261 day Per Year Salary	240 day Per Hour	240 day Per Year Salary
0	15.00	31,320.00	15.00	28,800.00
1	15.00	31,320.00	15.00	28,800.00
2	15.00	31,320.00	15.00	28,800.00
3	15.00	31,320.00	15.00	28,800.00
4	15.00	31,320.00	15.00	28,800.00
5	15.00	31,320.00	15.00	28,800.00
6	15.00	31,320.00	15.00	28,800.00
7	15.00	31,320.00	15.00	28,800.00
8	15.00	31,320.00	15.00	28,800.00
9	15.12	31,570.56	15.12	29,030.40
10	15.60	32,572.80	15.60	29,952.00
11	17.88	37,333.44	17.88	34,329.60

After two (2) years on the Apprenticeship Salary Schedule a person employed by the Baker County School System may, with the approval of the immediate supervisor, move to the Maintenance I salary schedule.

**EXPERIENCE MUST BE IN FIELD AND VERIFIED BY EMPLOYER.**

**Baker County School Board  
School Bus Driver  
Salary Schedule  
FYE June 30, 2023  
(186 Days @ 5.5 hours = 1023 hours, 186 Days @ 8 hours = 1488 hours)  
(Including 6 Holidays)**

5.5 Hr Day			8 Hr Day		
Years Experience	Per Hour	Per Year Salary	Years Experience	Per Hour	Per Year Salary
0	15.92	16,286.16	0	15.81	23,525.28
1	16.30	16,674.90	1	16.18	24,075.84
2	16.48	16,859.04	2	16.37	24,358.56
3	16.93	17,319.39	3	16.82	25,028.16
4	17.18	17,575.14	4	17.06	25,385.28
5	17.52	17,922.96	5	17.41	25,906.08
6	17.73	18,137.79	6	17.61	26,203.68
7	17.93	18,342.39	7	17.81	26,501.28
8	18.17	18,587.91	8	18.06	26,873.28
9	18.36	18,782.28	9	18.25	27,156.00
10	18.78	19,211.94	10	18.67	27,780.96
11	21.80	22,301.40	11	21.58	32,111.04

**SUBSTITUTE BUS DRIVERS:**

Daily Rate - A minimum salary on 0 years experience above.

Substitute Driver by a Bus Aide to Duval County paid on 1 years experience above.

**Trips: \$24.00 per trip or the hourly rate of 1 years experience or current step whichever is less.**

**Trainer of New Bus Drivers - employee's current hourly rate.**

**EXPERIENCE MUST BE IN FIELD AND VERIFIED BY EMPLOYER.**



**Baker County School Board  
Bus Aide  
Salary Schedule  
(186 Days, 5.5 hours = 1023 hour)  
(186 Days, 8 hours = 1488 hour)  
(Including 6 Holidays)  
FYE June 30, 2023**

Years Experience	Per Hour	8 Hr Day		Per Hour	5.5 Hr Day	
		Per Year Salary	Per Year Salary		Per Year Salary	Per Year Salary
0	15.00	22,320.00	22,320.00	15.00	15,345.00	15,345.00
1	15.00	22,320.00	22,320.00	15.00	15,345.00	15,345.00
2	15.00	22,320.00	22,320.00	15.00	15,345.00	15,345.00
3	15.00	22,320.00	22,320.00	15.00	15,345.00	15,345.00
4	15.00	22,320.00	22,320.00	15.00	15,345.00	15,345.00
5	15.00	22,320.00	22,320.00	15.00	15,345.00	15,345.00
6	15.00	22,320.00	22,320.00	15.00	15,345.00	15,345.00
7	15.00	22,320.00	22,320.00	15.00	15,345.00	15,345.00
8	15.00	22,320.00	22,320.00	15.00	15,345.00	15,345.00
9	15.00	22,320.00	22,320.00	15.00	15,345.00	15,345.00
10	15.00	22,320.00	22,320.00	15.00	15,345.00	15,345.00
11	15.72	23,391.36	23,391.36	15.72	16,081.56	16,081.56

**EXPERIENCE MUST BE IN FIELD AND VERIFIED BY EMPLOYER.**

**Substitute Aides:**

**Paid at Step 0 of the bus aides pay schedule.**

**Bus Drivers who substitute as aides will be paid at their hourly rate.**

**Baker County School Board**  
**Nutrition Service Assistants - 7 hours per day - 191 days - 1337 hours**  
**Salary Schedule**  
**FYE June 30, 2023**

<b>Years Experience</b>	<b>Per Hour</b>	<b>Per Year Salary</b>
0	15.00	20,055.00
1	15.10	20,188.70
2	15.21	20,335.77
3	15.79	21,111.23
4	15.92	21,285.04
5	15.98	21,365.26
6	16.05	21,458.85
7	16.16	21,605.92
8	16.23	21,699.51
9	16.31	21,806.47
10	16.42	21,953.54
11	18.57	24,828.09

**EXPERIENCE MUST BE IN FIELD AND VERIFIED BY EMPLOYER.**

**Baker County School Board**

**Nutrition Service Assistants - 3HR and 4HR per day**

**Salary Schedule**

**FYE June 30, 2023**

**(3 Hours, 186 Days - 558 Hours; 4 Hours, 186 Days, 744 hours)**

**3 Hour Nutrition Services Assistant**

Full Time Years Experience	Part Time Years Experience	Per Hour	Per Year Salary
0	0	15.00	8,370.00
0	1	15.00	8,370.00
1	2	15.10	8,425.80
1	3	15.10	8,425.80
2	4	15.21	8,487.18
2	5	15.21	8,487.18
3	6	15.79	8,810.82
3	7	15.79	8,810.82
4	8	15.92	8,883.36
4	9	15.92	8,883.36
5	10	15.98	8,916.84
5	11	15.98	8,916.84
6	12	16.05	8,955.90
6	13	16.05	8,955.90
7	14	16.16	9,017.28
7	15	16.16	9,017.28
8	16	16.23	9,056.34
8	17	16.23	9,056.34
9	18	16.31	9,100.98
9	19	16.31	9,100.98
10	20	16.42	9,162.36
10	21	16.42	9,162.36
11	22	18.57	10,362.06
11	23	18.57	10,362.06

**4 Hour Nutrition Services Assistant**

Full Time Years Experience	Part Time Years Experience	Per Hour	Per Year Salary
0	0	15.00	11,160.00
0	1	15.00	11,160.00
1	2	15.10	11,234.40
1	3	15.10	11,234.40
2	4	15.21	11,316.24
2	5	15.21	11,316.24
3	6	15.79	11,747.76
3	7	15.79	11,747.76
4	8	15.92	11,844.48
4	9	15.92	11,844.48
5	10	15.98	11,889.12
5	11	15.98	11,889.12
6	12	16.05	11,941.20
6	13	16.05	11,941.20
7	14	16.16	12,023.04
7	15	16.16	12,023.04
8	16	16.23	12,075.12
8	17	16.23	12,075.12
9	18	16.31	12,134.64
9	19	16.31	12,134.64
10	20	16.42	12,216.48
10	21	16.42	12,216.48
11	22	18.57	13,816.08
11	23	18.57	13,816.08

Part-time earns 1/2 year experience for each year worked.

**EXPERIENCE MUST BE IN FIELD AND VERIFIED BY EMPLOYER.**