



# Baker County Public Schools



Sherrie Raulerson, Superintendent of Schools

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

## AGENDA

### SCHOOL BOARD WORK SESSION

(Open to the Public)

Monday, September 20, 2021 - 3:45 p.m.

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

#### SUPPLEMENTAL MINUTE BOOK #50 PAGE #6

- 3:45 - 4:40 p.m. - Work Session on Keller Intermediate School, Baker County Middle School, and Baker County High School 2021-2022 School Improvement Plans

## AGENDA

### SCHOOL BOARD MEETING

(Open to the Public)

Monday, September 20, 2021 - 5:00 p.m.

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

#### SUPPLEMENTAL MINUTE BOOK #50 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)
	➤ Approval of New and Revised School Board Policies: 2.16*, 2.161, 5.105*, 6.620
V.	RECOGNITIONS / PRESENTATIONS
	➤ Recognize Retiree JoAnna Anderson (Hire Date: December 9, 1988 ; Retire Date: May 31, 2021)
	➤ Recognize Retiree Anita Mette (Hire Date: August 23, 1988 ; Retire Date: August 31, 2021)
VI.	APPROVAL TO CORRECT AND/OR ADD ITEMS TO THE FINAL AGENDA

Baker County School Board Meeting Agenda (Monday, September 20, 2021) - Page 1 of 5  
Minute Book # 39

Supplemental Minute Book #50 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

VII.	REMOVAL OF ROUTINE ITEMS		
VIII.	APPROVAL OF ITEMS FOR ACTION		
	A.	Approval of Routine Items	CONTACT
	A. 1.	Approval of the Personnel Items List for Approval on September 20, 2021.	Sherrie Raulerson (259-0401)
	A. 2.	Approval of the Minutes of the September 7, 2021, School Board Meeting.	Sherrie Raulerson (259-0401)
	A. 3.	Approval of Budget Amendment #1 (BA 1) for Fiscal Year Ending June 30, 2022. (PECO Fund - 340)	Teri Ambrose (259-0418)
	A. 4.	Approval to Renew Family Service Center Interagency Agreement with Women's Center of Jacksonville, Effective October 1, 2021 - September 30, 2022. (Rate Change Noted.)	Tina Bradley (259-0476)
	A. 5.	Approval of the 2021-2022 Baker County School District Virtual Instruction Program Guide and Procedures Document.	Allen Murphy (259-0429)
	A. 6.	Approval of Contract Renewal with Blackboard Connect for Mass Communication Services, Effective October 1, 2021 - September 30, 2022 in the Amount of \$6,840.00.	David Crawford (259-0432)
	A. 7.	Approval of the Grant Proposal "Advancing Career and Technical Education Through Entrepreneurship Education and Training (EET)" in the Amount of \$50,000.00. New / Competitive / Federal / No Matching	Carrie Dopson (259-0408)
	B.	Approval of Removed Routine Items.	N/A
	C.	Approval of the Agreement with Independent Contractor Deborrah Metheny-Hays for Consultant Services.	Allen Murphy (259-0429)
	D.	Approval of the New Agreement with Raptor Technologies in the Amount of \$10,990.00.	David Crawford (259-0432)
	E.	Approval to Increase the Minimum Wage for All Hourly Workers Effective September 30, 2021.	Teri Ambrose (259-0418)
	F.	Approval to Increase the Hourly Rate of Pay for All Substitute Teachers and Substitute Nurses Effective September 30, 2021.	Teri Ambrose (259-0418)
	G.	Approval of the Postretirement Benefit Valuation Report Under GASB 75 for the Fiscal Year Beginning July 1, 2019 and Ending June 30, 2021.	Teri Ambrose (259-0418)
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 20, 2021**

## **RESIGNATION LIST FOR APPROVAL ON SEPTEMBER 20, 2021**

LAST NAME	FIRST NAME	MI	SPECIAL NOTE	POSITION	LOCATION	EFFECTIVE DATES
Forth	Courtney			Paraprofessional, ESE Ages 3-5 (187 Days)	Baker County Pre-K / Kindergarten Center	August 30, 2021
Hinton	Kimberly			Paraprofessional (187 Days)	Westside Elementary School	September 21, 2021

## **EMPLOYMENT LIST FOR APPROVAL ON SEPTEMBER 20, 2021**

LAST NAME	FIRST NAME	MI	SPECIAL NOTE	POSITION	LOCATION	EFFECTIVE DATES
Aviles Orengo	Miguel		Initial Employment / Replacing Eurita Rhoden	Custodian (261 Days, 5.5 Hours)	Baker County Middle School	September 7, 2021
Hogue	Phyllis		Initial Employment / Replacing Gloria Farrell	Bus Driver (186 Days)	Transportation	September 8, 2021
Moore	Janet		Initial Employment / Replacing Patricia Willis	Bus Driver (186 Days)	Transportation	August 31, 2021
Nguyen	Duong		Transfer from Custodian (197 Days, 8 Hours) at Keller Intermediate School / Replacing Eurita Rhoden (No Vacancy Swap)	Custodian (197 Days, 8 Hours)	Baker County High School	September 2, 2021
Phillips	Cynthia Diane		Promotion / Transfer from Nutrition Services Assistant (191 Days, 7 Hours) at Baker County Pre-K / Kindergarten Center / Replacing Brooks Aschenbrenner	Messenger / Warehouse Inventory Clerk (240 Days, 7.5 Hours)	District Office	September 7, 2021
Rhoden	Eurita		Transfer from Custodian (197 Days, 8 Hours) at Baker County High School / Replacing Duong Nguyen (No Vacancy Swap)	Custodian (197 Days, 8 Hours)	Keller Intermediate School	September 2, 2021

## **EXTRA DUTY LIST FOR APPROVAL ON SEPTEMBER 20, 2021**

LAST NAME	FIRST NAME	MI	SPECIAL NOTE	DESCRIPTION	AMOUNT	EFFECTIVE DATES
Hodges	Karlie			Extra Planning	Regular Hourly Rate / Maximum 18 Hours / Funding Source: Federal	August 2, 2021 - May 27, 2022
Jackson	Charles			Hospital / Homebound Teacher	Regular Hourly Rate / As Needed / Funding Source: General	September 20, 2021 - May 25, 2022
Johnson	Jill			Hospital / Homebound Teacher	Regular Hourly Rate / As Needed / Funding Source: General	September 20, 2021 - May 25, 2022
McCullough	Tammy			Hospital / Homebound Teacher	Regular Hourly Rate / As Needed / Funding Source: General	September 20, 2021 - May 25, 2022
Reagan	Elisa			Paraprofessional, Adult Ed	\$18.48 Per Hour / As Needed / Funding Source: Federal	August 16, 2021 - September 1, 2021

SUPPLEMENT LIST FOR APPROVAL ON SEPTEMBER 20, 2021						
LAST NAME	FIRST NAME	SPECIAL NOTE	LOCATION	DESCRIPTION	AMOUNT	EFFECTIVE DATES
Auger	Kristine	For Krystal Gainey / 90 Days Only	Baker County Middle School	Peer Teacher	Board Approved Rate - Prorated	2021-2022
Auger	Kristine		Baker County Middle School	Team Leader, Eighth Grade Blue Team	Board Approved Rate	2021-2022
Auger	Kristine		Baker County Middle School	Department Head, Social Studies	Board Approved Rate	2021-2022
Maldonado	Lisa		Baker County Pre-K / Kindergarten Center	ESE Paraprofessional	Board Approved Rate	2021-2022
Morgan	Pamela		Baker County Pre-K / Kindergarten Center	ESE Paraprofessional	Board Approved Rate	2021-2022

LEAVE LIST FOR APPROVAL ON SEPTEMBER 20, 2021					
LAST NAME	FIRST NAME	MI	# OF DAYS	TYPE OF LEAVE	EFFECTIVE DATES
Brownlee	Tammy		2.834 Days	Illness in the Line of Duty	March 17, 2021 - May 26, 2021
Brownlee	Tammy		7.167 Days	Illness in the Line of Duty	August 17, 2021 - August 27, 2021
Johns	Pamela		11 Days	Personal Leave Without Pay - Medical	September 2, 2021 - September 17, 2021
McCullough	Harli		1.50 Days	Illness in the Line of Duty	August 24, 2021 - August 25, 2021

SUBSTITUTE LIST FOR APPROVAL ON SEPTEMBER 20, 2021					
LAST NAME	FIRST NAME	MI	DESCRIPTION	AMOUNT	EFFECTIVE DATES
Dorin	Joey		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	September 7, 2021
Echols	Audrey		Substitute in all areas pending completion of necessary requirements except Substitute Teacher	Board Approved Rate	September 1, 2021
Evans	Jamie		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	September 2, 2021
Hayden	Bonnie		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	September 8, 2021
Lloyd	Tiffany		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	September 2, 2021
Ragan	David		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	August 31, 2021

SUBSTITUTE LIST FOR APPROVAL ON SEPTEMBER 20, 2021					
LAST NAME	FIRST NAME	MI	DESCRIPTION	AMOUNT	EFFECTIVE DATES
Taylor	Debra		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	August 31, 2021
Williams II	Clark		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	September 1, 2021



Baker County School District

# J Franklyn Keller Intermediate School



## 2021-22 Schoolwide Improvement Plan

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## **Table of Contents**

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<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>5</b>
<b>Needs Assessment</b>	<b>16</b>
<b>Planning for Improvement</b>	<b>22</b>
<b>Positive Culture &amp; Environment</b>	<b>26</b>
<b>Budget to Support Goals</b>	<b>28</b>

**J Franklyn Keller Intermediate School**

420 S 8TH ST, Macclenny, FL 32063

www.bakerk12.org

**Demographics****Principal: Kelly Horne**

Start Date for this Principal: 7/7/2021

<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>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	[Data Not Available]
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students Hispanic Students Multiracial Students Students With Disabilities White Students
<b>School Grades History</b>	2018-19: C (46%) 2017-18: C (46%) 2016-17: C (49%) 2015-16: C (44%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northeast
<b>Regional Executive Director</b>	<u>Dustin Sims</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**

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Horne, Kelly	Principal	<p>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. 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>
Hall, Whitney	Assistant Principal	<p>Assistant Principal: Coordinates the use of school facilities for day to day activities and events. Creates schedules for 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</p>



Name	Title	Job Duties and Responsibilities
		<p>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>
Tedder, Rachael	Instructional Coach	<p>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.</p>
Anger, Tracy	Other	<p>Title I Intervention Teacher</p> <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</p>

Name	Title	Job Duties and Responsibilities
		<p>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>
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 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>
Gross, Jena	Teacher, K-12	<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</p>

Name	Title	Job Duties and Responsibilities
		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.
Taylor, Bridgett	Teacher, K-12	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.
Waddell, Ashley	Teacher, K-12	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



Name	Title	Job Duties and Responsibilities
		<p>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>
McCullough, Harli	Teacher, K-12	<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>
Hatcher, Tiffany	Teacher, K-12	<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</p>

Name	Title	Job Duties and Responsibilities
		growth. She takes on leadership projects throughout the year.
Crawford, Staci	Teacher, K-12	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.
McGee, Ryan	Teacher, K-12	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.
Padgett, Carylton	Teacher, ESE	ESE Team Lead; Leads team to assist with brainstorming interventions based on

Name	Title	Job Duties and Responsibilities
		<p>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>
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 takes on leadership projects throughout the year.</p>
Christopher, Heather	Teacher, K-12	<p>Fifth Grade Teacher: Team Lead; Leads team to assist with brainstorming interventions based on student data that can be implemented to correct</p>



Name	Title	Job Duties and Responsibilities
		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.

### Demographic Information

#### Principal start date

Wednesday 7/7/2021, Kelly Horne

**Number of teachers with a 2019 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 2019 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

755

**Identify the number of instructional staff who left the school during the 2020-21 school year.**

3

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

6

### Demographic Data

### Early Warning Systems

2021-22

**The number of students by 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	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

**Date this data was collected or last updated**

Wednesday 9/1/2021

**2020-21 - As Reported****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	361	332	0	0	0	0	0	0	0	693
Attendance below 90 percent	0	0	0	0	12	18	0	0	0	0	0	0	0	30
One or more suspensions	0	0	0	0	14	26	0	0	0	0	0	0	0	40
Course failure in ELA	0	0	0	0	4	3	0	0	0	0	0	0	0	7
Course failure in Math	0	0	0	0	1	3	0	0	0	0	0	0	0	4
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	17	0	0	0	0	0	0	0	17
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	13	0	0	0	0	0	0	0	13

**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	4	13	0	0	0	0	0	0	0	17

**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	4	3	0	0	0	0	0	0	0	7
Students retained two or more times	0	0	0	0	5	3	0	0	0	0	0	0	0	8

**2020-21 - Updated**

**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	361	332	0	0	0	0	0	0	0	693
Attendance below 90 percent	0	0	0	0	27	32	0	0	0	0	0	0	0	59
One or more suspensions	0	0	0	0	30	46	0	0	0	0	0	0	0	76
Course failure in ELA	0	0	0	0	102	85	0	0	0	0	0	0	0	187
Course failure in Math	0	0	0	0	79	70	0	0	0	0	0	0	0	149
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	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	25	31	0	0	0	0	0	0	0	56

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	1	0	0	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	3	5	0	0	0	0	0	0	0	8

## 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).

### 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	2021					
	2019	46%	46%	0%	58%	-12%
Cohort Comparison						
05	2021					
	2019	42%	42%	0%	56%	-14%
Cohort Comparison		-46%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
04	2021					
	2019	55%	55%	0%	64%	-9%
Cohort Comparison						
05	2021					
	2019	52%	52%	0%	60%	-8%
Cohort Comparison		-55%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					



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

### Grade Level Data Review - Progress Monitoring Assessments

**Provide the progress monitoring tool(s) by grade level used to compile the below data.**

Keller Intermediate uses Performance Matters as our data collection tool. Data is monitored throughout the year and compiled.

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	59	53	48
	Economically Disadvantaged			
	Students With Disabilities	19	20	23
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	55	68	69
	Economically Disadvantaged			
	Students With Disabilities	67	50	58
	Number/% Proficiency	Fall	Winter	Spring
	All Students	100	100	100
	Economically Disadvantaged			
	Students With Disabilities			

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	53	60	51
	Economically Disadvantaged			
	Students With Disabilities	21	30	25
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	54	67	60
	Economically Disadvantaged			
	Students With Disabilities	61	49	48
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			

## Subgroup Data Review

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
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				

2018 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 2016-17	C & C Accel 2016-17
SWD	37	44	36	47	44	26	45				
BLK	24	32	31	37	35	21	23				
HSP	40			70							
MUL	50	43		45	39	40	62				
WHT	50	42	31	65	52	42	60				
FRL	34	33	29	49	45	33	46				

**ESSA Data Review**

This data has been updated for the 2018-19 school year as of 7/16/2019.

**ESSA Federal Index**

ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index - All Students	46
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	319
Total Components for the Federal Index	7
Percent Tested	99%

**Subgroup Data****Students With Disabilities**

Federal Index - Students With Disabilities	44
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	32
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

**Hispanic Students**

Federal Index - Hispanic Students	57
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	56
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	47
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	39
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

**Analysis**

## **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 12-14% below the state average for 2019. 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 2019 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?**

Students in 5th grade were taught by three different teachers that were called tripods. This decreased time spent in the ELA classrooms compared to self contained classrooms. Tripods have not been implemented since 2019.

Interventions have been implemented to help students' achievement scores. Small group teacher led interventions, Reading Assistant and the Leveled Literacy Interventions are being implemented to help increase student achievement. The district is currently building a new elementary school K-5. This will help with planning and collaboration between grade levels.

### **What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?**

Our overall learning gains as well as the learning gains for our bottom quartile students showed the most improvement, increasing a total of nine points.

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

The programs that we put in place to assist in this area were Title 1 intervention teacher and assistant who used the Leveled Literacy Intervention (LLI) program with our Tier 2 and Tier 3 students.

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

Teacher led small group instruction, interventionists in classrooms 30 minutes per day 5X per week, Title 1 Reading Intervention (LLI), i-Ready instruction, new ELA curriculum SAVVAS.

### **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 curriculum training, i-Ready training, MTSS district training, PBIS training, small group teacher led instruction training, First Days of School book study, Fundamental Five book study.

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

Yearly i-Ready training, book studies, MTSS district training, PBIS training, instructional coach modeling, peer to peer modeling, Title 1 monthly meeting with teachers,, weekly teacher lesson planning, leveled literacy library

## Part III: Planning for Improvement

### Areas of Focus:

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

<b>Area of Focus</b>	
<b>Description and Rationale:</b>	Keller's African American students currently have an overall federal index of 32%
<b>Measureable Outcome:</b>	Keller's African American students will achieve an overall federal index at or above 41%.
<b>Monitoring:</b>	Students will fill out a weekly monitoring card. This will be monitored by checking the progress and data collection used by the students and mentors.
<b>Person responsible for monitoring outcome:</b>	Kelly Horne (kelly.horne@bakerk12.org)
<b>Evidence-based Strategy:</b>	Check In- Check Out supported by PBIS.
<b>Rationale for Evidence-based Strategy:</b>	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 also have a positive impact on students' academic success in the classroom and eventually on the the state assessment.

### Action Steps to Implement

1. Identify the targeted group of students (Level 1 on FSA 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/ Checkout process
4. Pair each identified student with the most compatible mentor.
5. Mentor 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)



## #2. ESSA Subgroup specifically relating to Black/African-American

### Area of Focus

**Description and Rationale:** Keller's African American students overall federal index is 32%.

**Measureable Outcome:** Keller's African American students will achieve an overall federal index at or above 41%

**Monitoring:** Students attendance will be monitored receiving intervention services, STAR assessment will be given 3 times per year for progress monitoring, data will be analyzed during data chats and MTSS meetings

### Person responsible for monitoring outcome:

[no one identified]

### Evidence-based Strategy:

Title 1 Intervention Leveled Literacy Intervention (students visit Title 1 teacher led intervention 30 minutes per day, 5x per week) , i-Ready Phonics for Reading Intervention (interventionists pushing into classrooms 30 minutes per day, 5x per week)

### Rationale for Evidence-based Strategy:

Fifty nine percent of Keller's 5th grade African American students scored in the proficient range on the 20-21 ELA FSA and fifty four percent of Keller's 4th grade African American students scored at or above the state benchmark on the STAR ELA. Both Leveled Learning Intervention and i-Ready Phonics for Reading Intervention has been proven to increase reading achievement for students are behind grade level expectations.

### Action Steps to Implement

1. Identify student needs by analyzing FSA, STAR and i-Ready assessments
2. Schedule students to attend intervention services 30 minutes per day, 5X per week
3. Ensure student attendance in intervention services
4. Monitor students' progress by administering the STAR assessment every 4 weeks

### Person

### Responsible

Tracy Anger (tracy.anger@bakerk12.org)

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

**Area of Focus**

**Description and Rationale:** Keller's Economically Disadvantaged students' overall federal index is 39%.

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

**Monitoring:** Students attendance will be monitored receiving intervention services, STAR assessment will be given 3 times per year for progress monitoring, data will be analyzed during data chats and MTSS meetings

**Person responsible for monitoring outcome:** [no one identified]

**Evidence-based Strategy:** Title 1 Intervention Leveled Literacy Intervention (students visit Title 1 teacher led intervention 30 minutes per day, 5x per week), i-Ready Phonics for Reading Intervention (interventionists pushing into classrooms 30 minutes per day, 5x per week)

**Rationale for Evidence-based Strategy:** Only thirty percent of Keller's economically disadvantaged students were proficient on the 2021 ELA FSA.

#### Action Steps to Implement

1. Identify student needs by analyzing FSA, STAR and i-Ready assessments
2. Schedule students to attend intervention services 30 minutes per day, 5X per week
3. Ensure student attendance in intervention services
4. Monitor students' progress by administering the STAR assessment every 4 weeks

**Person Responsible** [no one identified]

#### #4. Instructional Practice specifically relating to Professional Learning

**Area of Focus Description and Rationale:**

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 student needs. A Multi-Tiered System of Supports (MTSS) is a systemic, continuous improvement framework in which data-based problem solving and decision making is practiced across all levels of the educational system for supporting students. The framework of MTSS utilized high quality evidence-based instruction, intervention and assessment practices to ensure that every student receives the appropriate level of support to be successful. This process will help align academic standards and behavioral expectations to enable every child to be successful and reach their full potential. After reviewing our data this is an area Keller needs to focus on to be successful.

**Measureable Outcome:**

Keller's goal is to reduce behavior referrals by 30% from the previous school year. This will bring our referrals to 151 from the 215 in 2020-2021 school year.

During the first i-Ready assessment, 68% of our 4th grade students scored at least one grade level below, or more, on the reading portion. Our goal is to reduce that number to 40% by that 3rd assessment. 70% of our 5th grade students scored at least one grade level below, or more, on the reading portion. Our goal is to reduce that number to 40% by the 3rd assessment.

**Monitoring:**

The area of focus will be monitored through monthly MTSS and PBIS meetings.

**Person responsible for monitoring outcome:**

[no one identified]

**Evidence-based Strategy:**

We will be using the District MTSS guide to implement this area of focus. This is a researched based approach to problem solving.

**Rationale for Evidence-based Strategy:**

Over 50% of our student population are scoring at least one grade level below or more in three of the five reading domains. Compared to other elementary schools in the state, our referrals are in the very high category.

#### Action Steps to Implement

1. Provide professional development for the MTSS Guide, and PBIS.
2. Implement the MTSS Guide.
3. Monitor and hold monthly MTSS and PBIS meetings.

**Person**

**Responsible**

Whitney Hall (whitney.hall@bakerc12.org)

#### Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

**According to the 2019-2020 school safety data, Keller reported 1.1 incidents per 100 students. This placed the school in the high category when compared to other elementary schools in the state, #1,1017 out of 1,395 schools. The statewide average was 1.0 incidents per 100 students. The behavior areas of focus were violent incidents, property incidents, and drug/public order incidents. Keller ranked #584 out of 1,395 schools for violent incidents (middle category), #1 out of 1,395 for property incidents (very low category), and #1,351 out of 1,395 for drug/public order incidents (very high category). Keller also ranked #1281 out of 1,395 for suspensions which puts it in the very high category. Suspensions per 100 students were 12.2 with 88 total reported suspensions.**

**Keller Intermediate prides itself on being a PBIS Model School. PBIS stands for Positive Behavior Intervention and Support. This year, Keller will be using a house system to reward student behavior. Each child is placed into one of seven houses and the house who earns the most points is rewarded at the end of 9 weeks. Students also earn individual points and are rewarded every 4.5 weeks. This positive approach to behavior will help decrease negative behavior and motivate students. The PBIS team will meet monthly to discuss upcoming events, data and problem solve ways to improve positive behavior support.**

**The Baker County School District is also implementing a new MTSS guide. This will help teachers be proactive in stopping behavior before it turns into discipline issues. The MTSS Guide includes daily behavior charts, mentor progress reports, behavior contracts, student life satisfaction scale, problem behavior questionnaire, reinforcer survey, and more. This will be monitored through monthly MTSS meetings with the school leadership team. The team will problem solve and provide support to teachers and students.**

#### **Part IV: 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 to employ school improvement strategies that impact the positive school culture and environment are critical. 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.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

**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 that 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 family involvement activities throughout the year such as: open house, family reading night, Title I parent night, FSA parent night, parent conferences, grandparents breakfast, quarterly Super Kids program, vocabulary parade, 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. For more detailed information, please see our attached Parent and Family Engagement Plan.

Keller has a full-time School Counselor that is available during the school day for any students who are in need of someone to talk to. We have incorporated a social emotional curriculum called Sanford Harmony into every classroom. We now have a resource class that teaches social emotional curriculum using Teach Town. This 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 Psychologist, 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 administrators, guidance, and parents to assist in proper services for the students.

The transition from our feeder schools are made fluid by communication between the schools. School Counselors and Administrators communicate between all the 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. Comments are also relayed about behavior and social emotional concerns.

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

Each school in the Baker County School District have a full time Resource Officer from the Baker County Sheriff's Office. Our partnership sets a positive tone and environment for the school to build relationships. Students are able to find a role model in our Resource Officer and have a mentor relationship.

Baker County Prevention Coalition created and printed a calendar to promote a positive school culture for our school. These were distributed and handed out to every student. This helps to keep students and parents organized. It also discusses a drug-free environment.

The Moose Lodge donated supplies to our school for students that have low economic status. Macclenny Nutrition donated backpacks for our students in need as well.

First United Methodist Church donated breakfast to our teachers on back to school planning week. This promoted a thankful positive school culture.

First Baptist Church of Macclenny provided breakfast and Starbucks gift card for our staff members.

### Part V: Budget

1	III.A.	Areas of Focus: ESSA Subgroup: Black/African-American	\$0.00
2	III.A.	Areas of Focus: ESSA Subgroup: Black/African-American	\$0.00
3	III.A.	Areas of Focus: ESSA Subgroup: Economically Disadvantaged	\$0.00
4	III.A.	Areas of Focus: Instructional Practice: Professional Learning	\$0.00
Total:			\$0.00



Baker County School District

# Baker County Middle School



## 2021-22 Schoolwide Improvement Plan

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**Table of Contents**

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<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>5</b>
<b>Needs Assessment</b>	<b>10</b>
<b>Planning for Improvement</b>	<b>18</b>
<b>Positive Culture &amp; Environment</b>	<b>31</b>
<b>Budget to Support Goals</b>	<b>32</b>

# Baker County Middle School

www.bakerk12.org

## Demographics

**Principal: Thomas Hill**

Start Date for this Principal: 7/1/2018

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Middle School 6-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	No
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	[Data Not Available]
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students Hispanic Students Multiracial Students Students With Disabilities White Students
<b>School Grades History</b>	2018-19: B (57%) 2017-18: C (50%) 2016-17: C (50%) 2015-16: C (50%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northeast
<b>Regional Executive Director</b>	Dustin Sims
<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

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

The mission of the Baker County Middle School is to build a legacy of excellence, one student at a time.

### **Provide the school's 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.

### **Membership**

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Responsibilities
Hill, Thomas	Principal	<p>As principal of the school, this individual facilitates both the leadership and management of the delivery of instruction, physical plant, student and staff safety, and stakeholder communication. Specific job duties include oversight and management of the school mission, general school operations, and employee evaluations. The principal is also the facilitator of the threat assessment team and associated school safety activities. Additionally, the principal is the facilitator of the school advisory council. Another job duty includes leading the multi-tiered system of supports school-based leadership team.</p>
Anderson, Naomi	Assistant Principal	<p>As the vice principal, this individual shares in the leadership and management of the delivery of instruction, physical plant, student and staff safety, and stakeholder communication. Specific job duties include overseeing curricular, professional development, literacy data analysis of school metrics, and communications with the community via the school website and Facebook page. Another responsibility includes overseeing the implementation of the Strategic Instruction Model and associated Content Enhancement Routines.</p>
Norman, Ashton	Assistant Principal	<p>As an assistant principal of the school, this individual supports the student behavioral program, delivery of instruction, student and staff safety, and stakeholder communication. Specific areas of responsibility for this position include student discipline, use of facilities, activities calendar, student organizations, anti-bullying efforts, and schedule development.</p>
Peterson, Wayne	Assistant Principal	<p>As an assistant principal of the school, this individual supports the student behavioral program, delivery of instruction, student and staff safety, and stakeholder communication. Specific areas of responsibility for this position include:</p>



Name	Title	Responsibilities and Accommodations
		student discipline, property inventory, facility work orders, and technology needs.

Willoughby, Jana  
Instructional Coach

As instructional coach of the school, this individual supports both the leadership and management of the delivery of instruction and data collection and dissemination. Specific job duties include modeling research and evidence-based instructional practices, facilitating data chats, and assisting with the new teacher program. Other areas of responsibility include overseeing progress monitoring administrations and implementation of instructional programs.

Elledge, Greta	Guidance Counselor	As a guidance counselor of the school, this individual supports the social and emotional well-being of students in addition to the effective delivery of instruction along with the associated MTSS interventions, accommodations, and modifications.
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Crews, Heather  
Guidance Counselor

As a guidance counselor of the school, this individual supports the social and emotional well-being of students in addition to the effective delivery of instruction along with the associated interventions, accommodations, and modifications. This counselor also oversees the completion of all individual education plans.

Taylor, Kim	Guidance Counselor	As a guidance counselor of the school, this individual supports the social and emotional well-being of students in addition to the effective delivery of instruction along with the associated interventions, accommodations, and modifications. This counselor also oversees the completion of all 504 plans.
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## Principal Start Date

**Principal start date**  
Sunday 7/1/2018, Thomas Hill

**Number of teachers with a 2019 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.**

51

**Number of teachers with a 2019 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.**

17

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

78

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

1,087

**Identify the number of instructional staff who left the school during the 2020-21 school year.**

11

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

14

### Demographic Data

#### 2021-22

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

	6	7	8	9	10	11	12	Total
Number of students enrolled	0	0	0	0	0	0	317	1087
Attendance below 90 percent	0	0	0	0	0	0	122	513
One or more suspensions	0	0	0	0	0	0	1	20
Course failure in ELA	0	0	0	0	0	0	16	68
Course failure in Math	0	0	0	0	0	0	18	42
Level 1 on 2021 statewide FSA ELA assessment	0	0	0	0	0	0	95	270
Level 1 on 2021 statewide FSA Math assessment	0	0	0	0	0	0	40	233
Number of students with a substantial reading deficiency	0	0	0	0	0	0	36	151

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

Indicator	Grade Level											
Students with two or more indicators	0	0	0	0	0	0	49	72	115	0	0	236

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

Indicator	Grade Level											
Retained Students: Current Year	0	0	0	0	0	0	6	13	12	0	0	31
Students retained two or more times	0	0	0	0	0	0	13	17	26	0	0	56

**Date this data was collected or last updated**

Friday 9/3/2021

**2020-21 - As Reported****The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level											
Number of students enrolled	0	0	0	0	0	2	400	400	414	0	0	1216
Attendance below 90 percent	0	0	0	0	0	0	23	54	53	0	0	130
One or more suspensions	0	0	0	0	0	2	41	92	113	0	0	248
Course failure in ELA	0	0	0	0	0	1	27	17	14	0	0	59
Course failure in Math	0	0	0	0	0	1	26	19	6	0	0	52
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	84	103	88	0	0	262
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	90	88	66	0	0	244

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

Indicator	Grade Level											
Students with two or more indicators	0	0	0	0	0	1	34	45	58	0	0	138

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

Indicator	Grade Level											
Retained Students: Current Year	0	0	0	0	0	0	1	8	6	0	0	15
Students retained two or more times	0	0	0	0	0	0	6	13	19	0	0	38

**2020-21 - Updated**

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

Indicator	06	07	08	09	10	11	12	Total						
Number of students enrolled	0	0	0	0	0	2	400	400	414	0	0	0	0	1216
Attendance below 90 percent	0	0	0	0	0	0	23	54	53	0	0	0	0	130
One or more suspensions	0	0	0	0	0	2	41	92	113	0	0	0	0	248
Course failure in ELA	0	0	0	0	0	1	27	17	14	0	0	0	0	59
Course failure in Math	0	0	0	0	0	1	26	19	6	0	0	0	0	52
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	91	103	88	0	0	0	0	282
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	90	88	66	0	0	0	0	244

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

Indicator	06	07	08	09	10	11	12	Total						
Students with two or more indicators	0	0	0	0	0	1	34	45	58	0	0	0	0	138

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

Retention by Grade														
Grade	06	07	08	09	10	11	12	Total	Retention Rate	Retention Rate	Retention Rate	Retention Rate	Retention Rate	Retention Rate
Retained Students: Current Year	0	0	0	0	0	0	1	8	6	0	0	0	0	15
Students retained two or more times	0	0	0	0	0	0	6	13	19	0	0	0	0	38

**Part II: Needs Assessment/Analysis**

Analysis of the data indicates that the school is performing well in most areas, but there are some areas that need improvement. The school is currently at the 41% level for the 06 grade, which is below the 49% target. The school is currently at the 36% level for the 07 grade, which is below the 45% target. The school is currently at the 41% level for the 08 grade, which is below the 49% target. The school is currently at the 36% level for the 09 grade, which is below the 45% target. The school is currently at the 41% level for the 10 grade, which is below the 49% target. The school is currently at the 36% level for the 11 grade, which is below the 45% target. The school is currently at the 41% level for the 12 grade, which is below the 49% target.

The school is currently at the 41% level for the 06 grade, which is below the 49% target. The school is currently at the 36% level for the 07 grade, which is below the 45% target. The school is currently at the 41% level for the 08 grade, which is below the 49% target. The school is currently at the 36% level for the 09 grade, which is below the 45% target. The school is currently at the 41% level for the 10 grade, which is below the 49% target. The school is currently at the 36% level for the 11 grade, which is below the 45% target. The school is currently at the 41% level for the 12 grade, which is below the 49% target.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021	41%	41%		52%	-11%
	2019	49%	49%	0%	54%	-5%
Cohort Comparison						
07	2021	36%	36%		48%	-12%
	2019	45%	45%	0%	52%	-7%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-49%				
08	2021	45%	45%		52%	-7%
	2019	52%	52%	0%	56%	-4%
Cohort Comparison		-45%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021	54%	54%		45%	9%
	2019	59%	59%	0%	55%	4%
Cohort Comparison						
07	2021	17%	17%		44%	-27%
	2019	55%	55%	0%	54%	1%
Cohort Comparison		-59%				
08	2021	44%	44%		37%	7%
	2019	34%	34%	0%	46%	-12%
Cohort Comparison		-55%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021	50%	50%		45%	5%
	2019	50%	50%	0%	48%	2%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021	75%	75%		64%	11%
2019	70%	70%	0%	71%	-1%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021	75%	44%	31%	75%	0%
2019	90%	66%	24%	61%	29%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	56%	-56%	57%	-57%

**Provide the progress monitoring tool(s) by grade level used to compile the below data.**

Baker County Middle School utilizes the STAR Reading and STAR Math progress monitoring tools for English and mathematics. We do not have a formal progress monitoring tool for science and civics.

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	36		
	Economically Disadvantaged			
	Students With Disabilities	11		
	English Language Learners	NA		
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	55		
	Economically Disadvantaged			
	Students With Disabilities	28		
	English Language Learners	NA		



English Language Arts				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	22		
	Economically Disadvantaged			
	Students With Disabilities	9		
	English Language Learners	0		
Mathematics				
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	33		
	Economically Disadvantaged			
	Students With Disabilities	21		
	English Language Learners	50		
Civics				
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	20		
	Economically Disadvantaged			
	Students With Disabilities	12		
	English Language Learners	0		
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	20		
	Economically Disadvantaged			
	Students With Disabilities	7		
	English Language Learners	0		
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

### 2019-2020 School Grade Components by Subgroups

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
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	29	46	40	35	54	46	35	54			
BLK	29	45	43	27	44	41	17	41			
HSP	64	52		52	67						
MUL	48	71	58	55	61	73		67			
WHT	53	58	54	63	58	52	58	75	69		
FRL	40	54	51	48	54	52	38	64	52		

2018 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 2016-17	C & C Accel 2016-17
SWD	28	41	50	39	41	41	26	38			
BLK	25	43	45	28	38	34	17	42			
HSP	59	63		56	76						
MUL	35	53		53	41		36				
WHT	48	53	49	57	48	46	46	58	59		
FRL	33	48	51	43	43	44	30	52	52		

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index - All Students	57
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	516
Total Components for the Federal Index	9
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	42
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	36
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

**Hispanic Students**

Federal Index - Hispanic Students	59
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	62
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	60
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	50
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

## 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 following responses are based on an analysis of 2021 data results, not 2019 as is suggested by the template.

The overall trends across grade levels, subgroups, and core content areas reveal a substantial decline in student performance from the 2019 assessment cycle. Reading and mathematics performances on the Florida Standards Assessments were not at acceptable levels. Less than half of the students in grades six through eight made learning gains from the previous cycle two school years ago.

Exceptions to the overall decline were on the eighth grade Statewide Science Assessment and the Civics End-of-Course (EOC) exam. Science students basically maintained their level of proficiency in comparison to the assessment performance from two years ago. Civics EOC performance improved by three percent from 72 percent to 75 percent. The school ranked in the top twenty of school systems in the State of Florida in science and eleventh in the state in civics.

### **What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?**

Student performance clearly identifies both reading and mathematics as the two critical areas in need of greatest improvement. Roughly 90 percent of the points lost from the previous assessment cycle were in these two subjects.

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

Student performance has not previously been measured by our state and country during a pandemic of this magnitude. There are a plethora of both internal school and external societal factors that may have contributed to the decline in student performance. As an institution, the school will focus on factors within its control. The school will address individual student academic and behavioral needs to ensure both future student success and the overall improvement of the school's academic performance.

### **What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?**

Student performance on the Civics EOC is most assuredly the highlight of student performance from the 2021 assessments.

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

A change in course progression made during the 2019 - 2020 school year had the positive effect that was anticipated. The school transitioned from civics being a seventh grade course to civics being taught in the eighth grade. United States History was moved from eighth grade to seventh grade. One-quarter of the standards in the United States History course are correlated to standards in the civics course. This change in course progression has afforded students additional instructional time on these standards.

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

As previously mentioned, the school must address individual student academic and behavioral needs to ensure future student success. The school's tier 1 core instruction must be improved in order to accelerate learning. Strategies that improve the effective instruction and student mastery of the assessed standards will be implemented and evaluated as the school proceeds through this academic year.

**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.**

All teachers will receive professional development on the MTSS process, including tier 1 instruction, and the new protocols outlined in the district's MTSS Guide. Additional professional learning will be provided on both STAR Reading and STAR Math to ensure instructors have a clear understanding of how to implement the assessment with fidelity and how to utilize the progress monitoring data. The school will also participate in the State Personnel Development Grant to begin the implementation of the Strategic Instruction Model and Content Enhancement Routines that have been previously utilized in the district. Other professional learning will include small-group training sessions on data analysis and the use of data to drive instruction. Professional learning time will also be used to revise curriculum maps and lesson plans to ensure instruction includes the grade-level appropriate rigor necessary for students to be successful on state assessments.

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

There are several initiatives that will be implemented this year to promote a more productive learning environment for students. The school will enact the protocols and procedures outlined in a new MTSS Guide. Students will be scheduled with teams of teachers who will be given a common planning period. Identified ESE students in seventh and eighth grade will be assigned to a learning strategies class. Both administrators and teachers will use data to drive instruction and provide individual student supports. A new vocabulary program will be implemented school-wide. Additional instructional staff will be utilized to provide intensive academic and behavioral support to students in need. The support facilitation program at the school will be revamped to improve the services provided to ESE students. Additional staff have been hired to ensure the sustainability of these initiatives. These staff members include a new career counselor and teacher on special assignment.

## **Part III: Planning for Improvement**

**Year 1 Goals**



Instructional Area: Socially-Emotional Learning	
<b>Area of Focus:</b>	Data reviewed comparing the 2021 and 2019 assessment cycles were definitive. The percentage of students performing at levels 3, 4, or 5 dropped from 50% in 2019 to 42% in 2021. Overall ELA learning gains dropped from 57% in 2019 to 44% in 2021. The learning gains of the lowest 25% dropped from 52% to 45%. Improving curriculum, delivery and instructional practices in ELA is one of the highest priorities for the current school year.
<b>Description and Rationale:</b>	
<b>Measureable Outcome:</b>	If teachers increase student engagement and rigor along with the implementation of the Fundamental Five, then we will see an increase of nine percent in the number of students who are proficient on the ELA FSA.
<b>Monitoring:</b>	STAR Reading along with common benchmark assessments will be used to monitor increased student mastery of the standards assessed by the FSA ELA. Data chats will be held periodically throughout the school year to review the data analysis conducted by teachers and discuss the instructional adjustments made as a result of the data.
<b>Person responsible for monitoring outcome:</b>	Naomi Anderson (naomi.anderson@bakerk12.org)
<b>Evidence-based Strategy:</b>	<p>Multiple strategies will be implemented for this area of focus:</p> <ul style="list-style-type: none"> <li>*Students will be scheduled with teams of teachers who share a common planning period.</li> <li>*The protocols and procedures outlined in the new district MTSS Guide will be implemented to meet the individual academic and behavioral needs of students.</li> <li>*Progress monitoring and data chats will be conducted to analyze data and make necessary modifications to instruction and delivery based on individual student needs.</li> <li>*A school-wide vocabulary program, Bobcat Builders, will be implemented across all disciplines to increase student vocabulary.</li> <li>*Additional instructional staff will be utilized to provide academic intervention in selected intensive reading classes.</li> <li>*The support facilitation program will be modified to provide select ESE students with small-group instruction related to specific academic skills identified by the progress monitoring and data analysis previously discussed.</li> <li>*Selected instructional staff will implement the Strategic Instruction Model and Content Enhancement Routines from professional development provided.</li> <li>*The learning strategies teacher will plan academic lessons based on content that is being taught in the core classroom.</li> </ul>
<b>Rationale for Evidence-based Strategy:</b>	The strategies mentioned in the above section address multiple areas related to the overall improvement in ELA instruction. Collaborative planning, the provision of uniform strategies to address the MTSS process, progress monitoring, data analysis, and the additional support of struggling learners are all sound, evidence-based strategies. The administration, instructional coach, guidance staff, district staff, and others will work to implement these strategies with fidelity. Progress monitoring and common benchmark data analysis will determine the overall effectiveness of these efforts.
<b>Action Steps to Implement</b>	
Provide professional development related to the redesign of the support facilitation program.	

**Person Responsible** Thomas Hill (thomas.hill@bakerk12.org)

Reconfigure the master schedule and student scheduling process to provide teams of teachers with a common planning period to promote collaborative planning and academic monitoring for students.

**Person Responsible** Naomi Anderson (naomi.anderson@bakerk12.org)

Provide professional development in the Strategic Instruction Model and Content Enhancement Routines to be used by the learning strategies instructor, support facilitators, and reading interventionists.

**Person Responsible** Naomi Anderson (naomi.anderson@bakerk12.org)

Create a school-wide schedule of team planning meetings to facilitate collaborative planning and monitoring throughout the school year.

**Person Responsible** Ashton Norman (ashton.norman@bakerk12.org)

Administrators will periodically attend team and department planning sessions to ensure focus of teams is on student growth and analyzing appropriate data to make modifications to the instructional process. In addition, team leaders will submit minutes of meetings to be reviewed by the administration.

**Person Responsible** Thomas Hill (thomas.hill@bakerk12.org)

Guidance department will schedule students by team and strategically schedule students to afford time for reading interventions.

**Person Responsible** Heather Crews (heather.crews@bakerk12.org)

Professional development will be provided to instructional staff on STAR Reading. The focus of this training will be how to analyze the data from the progress monitoring tool. The training will also address fidelity and how to make modifications to the instructional process based on the results from the assessment.

**Person Responsible** Naomi Anderson (naomi.anderson@bakerk12.org)

The MTSS School-Based Leadership Team will design an intervention program that will provide additional instructional staff to assist the intensive reading teachers in grades six through eight.

**Person Responsible** Thomas Hill (thomas.hill@bakerk12.org)

Instructional staff will receive professional development on the implementation of a school-wide vocabulary program and providing a vocabulary-rich learning environment in their classrooms.

**Person Responsible** Jana Willoughby (jana.willoughby@bakerk12.org)

Additional professional learning meetings will be conducted to provide instructional expectations for support facilitation. These meetings will include input from representatives with the Florida Problem Solving/Response to Intervention team at the University of South Florida.

**Person Responsible** Thomas Hill (thomas.hill@bakerk12.org)

Monthly monitoring meetings will be held with interventionists to discuss the progress of efforts to meet the educational needs of the identified students.

**Person Responsible** Jana Willoughby (jana.willoughby@bakerk12.org)

The learning strategies teacher will receive release time to observe her counterpart at the high school and to observe core content area teachers of the students she instructs.

**Person Responsible** Naomi Anderson (naomi.anderson@bakerk12.org)

Lesson planning and delivery will be monitored for fidelity of implementation of the strategies mentioned in this section. This will be done through quarterly review of lesson plans and the systematic scheduling of classroom walkthroughs by the administrative staff.

**Person Responsible** Thomas Hill (thomas.hill@bakerk12.org)

District and school-level staff will provide professional development on the new MTSS Guide. Staff will complete both video modules with assessments and in-person training in the first two months of school.

**Person Responsible** Naomi Anderson (naomi.anderson@bakerk12.org)

Guidance staff will assist in the implementation of MTSS by facilitating the MTSS process with instructional staff. The guidance staff will assist in leading teachers through the problem-solving process and provide assistance with the completion of the newly created forms.

**Person Responsible** Greta Elledge (gretchen.elledge@bakerk12.org)

Mathematics - Specifically, Student Learning	
<b>Area of Focus, Description and Rationale:</b>	Data reviewed comparing the 2021 and 2019 assessment cycles were definitive. The percentage of students performing at levels 3, 4, or 5 dropped from 58% in 2019 to 47% in 2021. Overall math learning gains dropped from 57% in 2019 to 40% in 2021. The learning gains of the lowest 25% dropped from 51% to 36%. Improving curriculum delivery and instructional practices in math is one of the highest priorities for the current school year.
<b>Measureable Outcome:</b>	If teachers increase student engagement and rigor along with the implementation of the Fundamental Five, then we will see an increase of nine percent in the number of students who are proficient on the Math FSA.
<b>Monitoring:</b>	STAR Math along with common benchmark assessments will be used to monitor increased student mastery of the standards assessed by the FSA Math. Data chats will be held periodically throughout the school year to review the data analysis conducted by teachers and discuss the instructional adjustments made as a result of the data.
<b>Person responsible for monitoring outcome:</b>	Naomi Anderson (naomi.anderson@bakerk12.org)
<b>Evidence-based Strategy:</b>	<p>Multiple strategies will be implemented for this area of focus:</p> <ul style="list-style-type: none"> <li>*Students will be scheduled with teams of teachers who share a common planning period.</li> <li>*The protocols and procedures outlined in the new district MTSS Guide will be implemented to meet the individual academic and behavioral needs of students.</li> <li>*Progress monitoring and data chats will be conducted to analyze data and make modifications to instruction and delivery based on individual student needs.</li> <li>*Additional instructional staff will be utilized to provide academic intervention in selected math classes.</li> <li>*The support facilitation program will be modified to provide select ESE students with small-group instruction related to specific academic skills identified by the progress monitoring and data analysis previously discussed.</li> <li>*Selected instructional staff will implement the Strategic Instruction Model and Content Enhancement Routines from professional development provided.</li> <li>*The learning strategies teacher will plan academic lessons based on content that is being taught in the core classroom.</li> </ul>
<b>Rationale for Evidence-based Strategy:</b>	The strategies mentioned in the above section address multiple areas related to the overall improvement in math instruction. Collaborative planning, the provision of uniform strategies to address the MTSS process, progress monitoring, data analysis, and the additional support of struggling learners are all sound, evidence-based strategies. The administration, instructional coach, guidance staff, district staff, and others will work to implement these strategies with fidelity. Progress monitoring and common benchmark data analysis will determine the overall effectiveness of these efforts.
Action Steps to Implement	
Provide professional development related to the redesign of the support facilitation program.	

**Person Responsible** Thomas Hill (thomas.hill@bakerk12.org)

Provide professional development in the Strategic Instruction Model and Content Enhancement Routines to be used by the learning strategies instructor, support facilitators, and math interventionists.

**Person Responsible** Naomi Anderson (naomi.anderson@bakerk12.org)

Create a school-wide schedule of team planning meetings to facilitate the collaborative planning and monitoring process throughout the school year.

**Person Responsible** Ashton Norman (ashton.norman@bakerk12.org)

Administrators will periodically attend team and department planning sessions to ensure focus of teams is on student growth and analyzing appropriate data to make modifications to the instructional process. In addition, team leaders will submit minutes of meetings to be reviewed by the administration.

**Person Responsible** Thomas Hill (thomas.hill@bakerk12.org)

Guidance department will schedule students by team and strategically schedule students to afford time for math interventions.

**Person Responsible** Heather Crews (heather.crews@bakerk12.org)

Professional development will be provided to instructional staff on STAR Math. The focus of this training will be how to analyze the data from the progress monitoring tool. The training will also address fidelity and how to make modifications to the instructional process based on the results from the assessment.

**Person Responsible** Naomi Anderson (naomi.anderson@bakerk12.org)

The MTSS School-Based Leadership Team will design an intervention program that will provide additional instructional staff to assist in select math classrooms.

**Person Responsible** Thomas Hill (thomas.hill@bakerk12.org)

Additional professional learning meetings will be conducted to provide instructional expectations for support facilitation. These meetings will include input from representatives with the Florida Problem Solving/Response to Intervention team at the University of South Florida.

**Person Responsible** Thomas Hill (thomas.hill@bakerk12.org)

Support facilitation assignments will be modified to provide the most effective support in math classrooms.

**Person Responsible** Thomas Hill (thomas.hill@bakerk12.org)

Monthly monitoring meetings will be held with interventionists to discuss the progress of efforts to meet the educational needs of the identified students.

**Person Responsible** Jana Willoughby (jana.willoughby@bakerk12.org)

The learning strategies teacher will receive release time to observe her counterpart at the high school and to observe core content area teachers of the students she instructs.

**Person Responsible** Naomi Anderson (naomi.anderson@bakerc12.org)

Lesson planning and delivery will be monitored for fidelity of implementation of the strategies mentioned in this section. This will be done through quarterly review of lesson plans and the systematic scheduling of classroom walkthroughs by the administrative staff.

**Person Responsible** Thomas Hill (thomas.hill@bakerc12.org)

District and school-level staff will provide professional development on the new MTSS Guide. Staff will complete both video modules with assessments and in-person training in the first two months of school.

**Person Responsible** Naomi Anderson (naomi.anderson@bakerc12.org)

Guidance staff will assist in the implementation of MTSS by facilitating the MTSS process with instructional staff. The guidance staff will assist in leading teachers through the problem solving process and provide assistance with the completion of the newly created forms.

**Person Responsible** Greta Elledge (gretchen.elledge@bakerc12.org)



Improvement Mechanically Related to Black/African-American	
<b>Area of Focus</b>	The most recent data for the school released by the Florida Department of Education indicate only 36% of Black/African-American students as meeting acceptable academic performance.
<b>Measureable Outcome:</b>	The black subgroup, as identified by the federal Every Student Succeeds Act (ESSA), will score at or above the 41st percentile in the achievement criteria defined by ESSA.
<b>Monitoring:</b>	STAR Reading and STAR Math along with common benchmark assessments will be used to monitor increased student mastery of the standards assessed by the FSA ELA. Data chats will be held periodically throughout the school year to review the data analysis conducted by teachers and discuss the instructional adjustments made as a result of the data analyzed.
<b>Person responsible for monitoring outcome:</b>	Naomi Anderson (naomi.anderson@bakerk12.org)
<b>Evidence-based Strategy:</b>	<p>The strategies previously outlined for ELA and math improvement will also be utilized to address the student performance of the Black/African-American subgroup. In addition to those initiatives, the following will also be implemented for this area of focus:</p> <ul style="list-style-type: none"> <li>*Identified staff will participate in the professional learning book study of: The Dreamkeepers: Successful Teachers of African American Children.</li> <li>*Teachers who have participated in the book study will provide professional development to other staff members about the lessons learned from reading the text.</li> <li>*The MTSS School-Based Leadership Team will meet monthly to address the progress and needs of students within this subgroup. This leadership team will identify and implement educational strategies to ensure improved academic achievement as measured by the FSA and EOC exams.</li> <li>*Mentors will actively be pursued for Black students identified by the MTSS School-Based Leadership Team.</li> </ul>
<b>Rationale for Evidence-based Strategy:</b>	The strategies mentioned in the previous sections address multiple areas related to the overall improvement in ELA and math instruction. Collaborative planning, the provision of uniform strategies to address the MTSS process, progress monitoring, data analysis, and the additional support of struggling learners are all sound, evidence-based strategies. In addition, the professional learning book study and subsequent training for the entire faculty will provide all instructional staff the opportunity to learn key techniques to address the academic and social-emotional needs of Black/African-American students. The administration, instructional coach, guidance staff, district staff, and others will work to implement these strategies with fidelity. Progress monitoring and common benchmark data analysis will determine the overall effectiveness of these efforts.

#### Action Steps to Implement

The book study will be initially offered to all staff members along with other texts that may be of interest to teachers.

**Person Responsible** Thomas Hill (thomas.hill@bakerk12.org)

The book study will be conducted in the latter half of the first semester and the beginning of the second semester.

**Person Responsible** Jana Willoughby (jana.willoughby@bakerk12.org)

Upon completion of the book study, a team of teachers who participated in the book study will provide training to the entire instructional staff.

**Person Responsible** Wayne Peterson (wayne.peterson@bakerk12.org)

The school principal will facilitate data analysis, planning, and program design efforts to address the academic and social-emotional needs of Black/African-American students. This will occur on a monthly basis during the MTSS School-Based Leadership Team meetings.

**Person Responsible** Thomas Hill (thomas.hill@bakerk12.org)

Mentors will be trained and identified for selected students. The program will be modeled after the Take Stock in Children program and will have enact similar expectations for mentees and their mentors.

**Person Responsible** Wayne Peterson (wayne.peterson@bakerk12.org)

Instructional Plan is specifically aligned to the following:	
<b>Area of Focus Description and Rationale:</b>	Data reviewed comparing the 2021 and 2019 assessment cycles showed improvement in this school performance indicator. The percentage of students performing at levels 3, 4, or 5 increased from 72% in 2019 to 75% in 2021. While this data does not indicate that Civics performance is an area of critical need, the decision was made to include this area in the school's improvement plan.
<b>Measureable Outcome:</b>	If teachers increase student engagement and rigor along with the implementation of the Fundamental Five, then we will see an increase of two percent in the number of students who are proficient on the Civics EOC.
<b>Monitoring:</b>	Common benchmark assessments will be used to monitor increased student mastery of the standards assessed by the Civics EOC. Data chats will be held periodically throughout the school year to review the data analysis conducted by teachers and discuss the instructional adjustments made as a result of the data.
<b>Person responsible for monitoring outcome:</b>	Naomi Anderson (naomi.anderson@bakerk12.org)
<b>Evidence-based Strategy:</b>	<p>Multiple strategies will be implemented for this area of focus:</p> <ul style="list-style-type: none"> <li>*Students will be scheduled with teams of teachers who share a common planning period.</li> <li>*The protocols and procedures outlined in the new district MTSS Guide will be implemented to meet the individual academic and behavioral needs of students.</li> <li>*Progress monitoring and data chats will be conducted to analyze data and make modifications to instruction and delivery based on individual student needs.</li> <li>*The learning strategies teacher will plan academic lessons based on content that is being taught in the core classroom.</li> <li>*The eighth grade intensive reading teacher will use the SPDG Vocabulary LINCing Routine to explicitly teach social studies content specific vocabulary on a weekly basis. This content specific vocabulary is simultaneously taught along with the appropriate unit of instruction in the social studies classroom.</li> </ul>
<b>Rationale for Evidence-based Strategy:</b>	The strategies mentioned in the above section address multiple areas related to the overall improvement in social studies instruction. Collaborative planning, the provision of uniform strategies to address the MTSS process, progress monitoring, data analysis, and the additional support of struggling learners are all sound, evidence-based strategies. The administration, instructional coach, guidance staff, district staff, and others will work to implement these strategies with fidelity. Common benchmark data analysis will determine the overall effectiveness of these efforts.
Action Steps to Implement	

Create a school-wide schedule of team planning meetings to facilitate the collaborative planning and monitoring process throughout the school year.

**Person Responsible** Ashton Norman (ashton.norman@bakerk12.org)

Administrators will periodically attend team and department planning sessions to ensure focus of teams is on student growth and analyzing appropriate data to make modifications to the instructional process. In addition, team leaders will submit minutes of meetings to be reviewed by the administration.

**Person Responsible** Thomas Hill (thomas.hill@bakerk12.org)

The learning strategies teacher will receive release time to observe her counterpart at the high school and to observe core content area teachers of the students she instructs.

**Person Responsible** Naomi Anderson (naomi.anderson@bakerk12.org)

Lesson planning and delivery will be monitored for fidelity of implementation of the strategies mentioned in this section. This will be done through quarterly review of lesson plans and the systematic scheduling of classroom walkthroughs by the administrative staff.

**Person Responsible** Thomas Hill (thomas.hill@bakerk12.org)

District and school-level staff will provide professional development on the new MTSS Guide. Staff will complete both video modules with assessments and in-person training in the first two months of school.

**Person Responsible** Naomi Anderson (naomi.anderson@bakerk12.org)

Guidance staff will assist in the implementation of MTSS by facilitating the MTSS process with instructional staff. The guidance staff will assist in leading teachers through the problem solving process and provide assistance with the completion of the newly created forms.

**Person Responsible** Greta Elledge (gretchen.elledge@bakerk12.org)

**Instructional Practice: Collaborative Planning and Monitoring**

<b>Area of Focus Description and Rationale:</b>	Data reviewed comparing the 2021 and 2019 assessment cycles showed a slight decrease in this school performance indicator. The percentage of students performing at levels 3, 4, or 5 decreased from 52% in 2019 to 51% in 2021. While this data does not indicate that science performance is an area of critical need, the decision was made to include this area in the school's improvement plan.
<b>Measureable Outcome:</b>	If teachers increase student engagement and rigor along with the implementation of the Fundamental Five, then we will see an increase of five percent in the number of students who are proficient on the Statewide Science Assessment.
<b>Monitoring:</b>	Common benchmark assessments will be used to monitor increased student mastery of the standards assessed by the Statewide Science Assessment. Data chats will be held periodically throughout the school year to review the data analysis conducted by teachers and discuss the instructional adjustments made as a result of the data.
<b>Person responsible for monitoring outcome:</b>	Naomi Anderson (naomi.anderson@bakerk12.org)
<b>Evidence-based Strategy:</b>	<p>Multiple strategies will be implemented for this area of focus:</p> <ul style="list-style-type: none"> <li>*Students will be scheduled with teams of teachers who share a common planning period.</li> <li>*The protocols and procedures outlined in the new district MTSS Guide will be implemented to meet the individual academic and behavioral needs of students.</li> <li>*Progress monitoring and data chats will be conducted to analyze data and make modifications to instruction and delivery based on individual student needs.</li> <li>*The learning strategies teacher will plan academic lessons based on content that is being taught in the core classroom.</li> <li>*The eighth grade intensive reading teacher will use the SPDG Vocabulary LINCing Routine to explicitly teach science content specific vocabulary on a weekly basis. This content specific vocabulary is simultaneously taught along with the appropriate unit of instruction in the science classroom.</li> </ul>
<b>Rationale for Evidence-based Strategy:</b>	The strategies mentioned in the above section address multiple areas related to the overall improvement in science instruction. Collaborative planning, the provision of uniform strategies to address the MTSS process, progress monitoring, data analysis, and the additional support of struggling learners are all sound, evidence-based strategies. The administration, instructional coach, guidance staff, district staff, and others will work to implement these strategies with fidelity. Common benchmark data analysis will determine the overall effectiveness of these efforts.

**Action Steps to Implement**

Create a school-wide schedule of team planning meetings to facilitate the collaborative planning and monitoring process throughout the school year.

**Person Responsible** Ashton Norman (ashton.norman@bakerk12.org)

Administrators will periodically attend team and department planning sessions to ensure focus of teams is on student growth and analyzing appropriate data to make modifications to the instructional process. In addition, team leaders will submit minutes of meetings to be reviewed by the administration.

**Person Responsible** Thomas Hill (thomas.hill@bakerk12.org)

The learning strategies teacher will receive release time to observe her counterpart at the high school and to observe core content area teachers of the students she instructs.

**Person Responsible** Naomi Anderson (naomi.anderson@bakerk12.org)

Lesson planning and delivery will be monitored for fidelity of implementation of the strategies mentioned in this section. This will be done through quarterly review of lesson plans and the systematic scheduling of classroom walkthroughs by the administrative staff.

**Person Responsible** Thomas Hill (thomas.hill@bakerk12.org)

District and school-level staff will provide professional development on the new MTSS Guide. Staff will complete both video modules with assessments and in-person training in the first two months of school.

**Person Responsible** Greta Elledge (gretchen.elledge@bakerk12.org)

Guidance staff will assist in the implementation of MTSS by facilitating the MTSS process with instructional staff. The guidance staff will assist in leading teachers through the problem solving process and provide assistance with the completion of the newly created forms.

**Person Responsible** Greta Elledge (gretchen.elledge@bakerk12.org)



Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

**BCMS has utilized the Positive Behavior Interventions and Supports (PBIS) program for an extended number of years. While this program has recognized thousands of students for positive behavior, it is clear from the data on the SafeSchoolsforAlex.org website that there is much work to be done. The school ranks\* 523rd out of 553 middle schools in the State of Florida with 11.1 violent incidents per 100 students. This represents a primary concern for student safety. In addition, the school ranks high in both in-school and out-of-school suspensions. This metric represents the secondary area of concern. These safety concerns most definitely impact the academic performance of students as well. For both participants and bystanders, acts of aggression inhibit teaching and learning.**

**The school PBIS Team will be charged with specifically addressing the two previously mentioned areas of concern. The team meets monthly throughout the school year. As part of their efforts to address this issue, the team will visit at least two demographically similar schools that are more successfully addressing student safety. The team will then develop a plan to address the concerns associated with student safety and the excessive suspension of students.**

**\*It is important to note that this data on the website is from 2019. In 2019, there were a total of 66 referrals earned by students by the fourteenth day of the school year. In 2021, there have been 25 referrals earned by students during the same number of school days. This represents a 62 percent reduction in the number of student referrals for the same number of days of school. Faculty, staff, and administration have diligently been working to address these concerns, and previous initiatives have been effective in reducing both acts of aggression and suspensions.**

#### **Part IV: 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 to employ school improvement strategies that impact the positive school culture and environment are critical. 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.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

In 2020, a team of counselors, teachers, and administrators met over the course of several months to create a plan for the implementation of a homeroom period. The purpose of the homeroom, as defined by this group, is to give teachers time to cultivate a loving and nurturing relationship with a group of students that will enable them to thrive in the optimal learning environment.

For the 2021 - 2022 school year, the homeroom program began with five consecutive days of instruction. The homeroom periods were 30 minutes each of these days. Throughout the remaining weeks of the first quarter, homeroom will meet on only Mondays for 30 minutes. The curriculum developed by the team of stakeholders will focus on three main areas: promotion of good attendance, positive behavior, and academic achievement. Other areas of focus include: cyber safety, mental health, and goal planning. The school's character education program includes lessons anchored in ten key power words and people who represent those words. These words include: respect, conduct, self-control, responsibility, reputation, persistence, maturity, forgiveness, truth, and integrity. The homeroom program is critical to the school's efforts to promote a positive school culture and healthy environment.

The principal is the lead stakeholder in promoting a positive culture and environment at the school. In addition to occasional YouTube videos encouraging students, the principal has begun creating a monthly digital newsletter for families. There have been over 3000 views of the first two newsletters of the school year. In these newsletters, important information about the school and upcoming events is shared; however, additional items promoting a positive school culture are also included. In the coming months, students exhibiting the PBIS expectations of respect, organization, attitude, and responsibility will be highlighted in the newsletters.

In addition to the principal, the vice-principal maintains the school website and Facebook page. These resources have been very positively received since a full makeover of the website was completed this summer. Other stakeholders who have the most tremendous impact are the teachers. Through the use of the Remind app and other means of contact, our teachers are daily reaching out to parents and family members with positive and informative contacts that promote a positive school culture. The school continues to encourage teachers to send out positive post cards to families including accolades about their students. Every month, a student from each team is recognized as a R.O.A.R. student of the month. These students are selected by their team of teachers as outstanding examples of our PBIS expectations of respect, organization, attitude, and responsibility. The local newspaper includes a picture of these students, and they also receive a goodie bag from the school. These intentional efforts do promote the positive culture and healthy environment that we are striving for at BCMS.

## Part V: Budget

1	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
3	III.A.	Areas of Focus: ESSA Subgroup: Black/African-American	\$0.00
4	III.A.	Areas of Focus: Instructional Practice: Social Studies	\$0.00

5	III.A.	Areas of Focus: Instructional Practice: Science	\$0.00
Total:			\$0.00

Baker County School District

# Baker County Senior High School



## 2021-22 Schoolwide Improvement Plan

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**Table of Contents**

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<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>5</b>
<b>Needs Assessment</b>	<b>8</b>
<b>Planning for Improvement</b>	<b>18</b>
<b>Positive Culture &amp; Environment</b>	<b>20</b>
<b>Budget to Support Goals</b>	<b>21</b>

**Baker County Senior High School**

1 WILDCAT DR, Glen St Mary, FL 32040

www.bakerk12.org

**Demographics****Principal: Johnnie Jacobs**

Start Date for this Principal: 9/7/2021

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 9-12
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	No
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	[Data Not Available]
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students Hispanic Students Multiracial Students Students With Disabilities White Students
<b>School Grades History</b>	2018-19: B (57%) 2017-18: A (65%) 2016-17: B (57%) 2015-16: C (51%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northeast
<b>Regional Executive Director</b>	<u>Dustin Sims</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.

Baker County High School's mission is to encourage student achievement, foster appropriate student attitudes, and facilitate academic and workplace achievement.

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

Baker County High School's vision is to prepare individuals to be lifelong learners, self-sufficient, and responsible citizens of good character.

### School Leadership Team

#### Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Jacobs, Johnnie	Principal	

### Demographic Information

#### Principal start date

Tuesday 9/7/2021, Johnnie Jacobs

**Number of teachers with a 2019 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.*

42

**Number of teachers with a 2019 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.*

29

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

82

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

1,453

**Identify the number of instructional staff who left the school during the 2020-21 school year.**

4

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

4

**Demographic Data**

**Early Warning Systems****2021-22****The number of students by 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 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	

**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	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Date this data was collected or last updated**

Tuesday 9/7/2021

**2020-21 - As Reported****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	0	0	0	0	0	377	361	293	302	1333	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	34	55	73	63	225	
One or more suspensions	0	0	0	0	0	0	0	0	0	71	86	75	42	274	
Course failure in ELA	0	0	0	0	0	0	0	0	0	10	47	39	20	116	
Course failure in Math	0	0	0	0	0	0	0	0	0	1	9	9	8	27	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	82	68	100	104	354	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	56	40	34	10	140	
	0	0	0	0	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0	0	0	0	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	38	63	49	41	191	

**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	0	0	0	0	0	1	0	0	5	6	
Students retained two or more times	0	0	0	0	0	0	0	0	0	9	5	5	5	24	

**2020-21 - Updated****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	0	0	0	0	0	377	361	293	302	1333	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	34	55	73	63	225	
One or more suspensions	0	0	0	0	0	0	0	0	0	71	86	75	42	274	
Course failure in ELA	0	0	0	0	0	0	0	0	0	10	47	39	20	116	
Course failure in Math	0	0	0	0	0	0	0	0	0	1	9	9	8	27	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	82	68	100	104	354	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	56	40	34	10	140	
	0	0	0	0	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0	0	0	0	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	38	63	49	41	191	

**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	0	0	0	0	0	1	0	0	5	6	
Students retained two or more times	0	0	0	0	0	0	0	0	0	9	5	5	5	24	

## 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).

### 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
09	2021					
	2019	55%	55%	0%	55%	0%
Cohort Comparison						
10	2021					
	2019	47%	47%	0%	53%	-6%
Cohort Comparison		-55%				

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

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

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	70%	70%	0%	67%	3%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	76%	76%	0%	70%	6%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	51%	66%	-15%	61%	-10%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					



<b>GEOMETRY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019	55%	56%	-1%	57%	-2%

### **Grade Level Data Review - Progress Monitoring Assessments**

**Provide the progress monitoring tool(s) by grade level used to compile the below data.**

FSA ELA, Algebra 1 EOC, Geometry EOC, Biology 1 EOC and History EOC

Grade 9				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			47
	Economically Disadvantaged			NA
	Students With Disabilities			0
	English Language Learners			NA
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			64
	Economically Disadvantaged			NA
	Students With Disabilities			NA
	English Language Learners			NA
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students			88
	Economically Disadvantaged			NA
	Students With Disabilities			NA
	English Language Learners			NA
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students			NA
	Economically Disadvantaged			NA
	Students With Disabilities			NA
	English Language Learners			NA

Grade 10				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			49
	Economically Disadvantaged			NA
	Students With Disabilities			16
	English Language Learners			NA
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			38
	Economically Disadvantaged			NA
	Students With Disabilities			19
	English Language Learners			NA
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students			45
	Economically Disadvantaged			NA
	Students With Disabilities			29
	English Language Learners			NA
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students			100
	Economically Disadvantaged			NA
	Students With Disabilities			NA
	English Language Learners			NA
	Number/% Proficiency	Fall	Winter	Spring

Grade 11				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			44
	Economically Disadvantaged			NA
	Students With Disabilities			5
	English Language Learners			0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			27
	Economically Disadvantaged			NA
	Students With Disabilities			22
	English Language Learners			0
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students			25
	Economically Disadvantaged			NA
	Students With Disabilities			0
	English Language Learners			NA
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students			76
	Economically Disadvantaged			NA
	Students With Disabilities			39
	English Language Learners			0

Grade 12				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			33
	Economically Disadvantaged			NA
	Students With Disabilities			NA
	English Language Learners			NA
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			13
	Economically Disadvantaged			NA
	Students With Disabilities			0
	English Language Learners			NA
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students			100
	Economically Disadvantaged			NA
	Students With Disabilities			NA
	English Language Learners			NA
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students			100
	Economically Disadvantaged			NA
	Students With Disabilities			NA
	English Language Learners			NA

### Subgroup Data Review

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

**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	32	41	31	53	70		57	68		58	20
BLK	18	31	29	29	43	17	41	46		79	43
HSP	73	55		33							
MUL	57	40		55	57						
WHT	56	50	37	59	52	42	74	82		75	71
FRL	39	41	29	46	47	34	58	65		64	61

**2018 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 2016-17	C & C Accel 2016-17
SWD	39	62	63	69	72		58	56		58	27
BLK	21	49	45	50	52	20	31	60		65	50
HSP	83	50									
MUL	64	85		70				50			
WHT	57	60	52	76	76	65	68	78		84	59
FRL	46	57	51	69	70	55	59	68		73	44

**ESSA Data Review**

This data has been updated for the 2018-19 school year as of 7/16/2019.

**ESSA Federal Index**

ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index - All Students	57
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	571
Total Components for the Federal Index	10
Percent Tested	98%

**Subgroup Data****Students With Disabilities**

Federal Index - Students With Disabilities	48
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



**English Language Learners**

Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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**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	38
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

**Hispanic Students**

Federal Index - Hispanic Students	54
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	52
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	60
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	48
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

## Analysis

### 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?

Our performance has not reached our prior goals, yet. We are below the state average in several categories, but when compared directly to other high schools in Florida, we are performing similarly in Algebra 1.

#### What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

ELA and Algebra 1

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

There was significant turnover in the Language Arts Department during the school year, affecting ELA performance. Instructional time lost to the pandemic adversely affected performance in most areas.

#### What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

History was 12 points above the state average.

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

The History Department is reaping the benefits of common benchmark assessments they have developed. Most BCHS students take an extra credit in history during their high school career.

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

Departments will continue developing and modifying common benchmark assessments. After school assistance will continue to be provided in math and science.

#### 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 have been trained in the District's MTSS process. Teachers are also given the opportunity to taking professional development from the Master Teacher program.

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

We are exploring going into communities throughout the district to provide school information and to answer questions from families. We are also considering scheduling students that struggle in math for two periods with a math teacher.

### **Part III: Planning for Improvement**

#### **Areas of Focus:**

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

##### **Area of Focus Description and Rationale:**

Increase student growth on ELA State Assessment. Students have consistently scored a few percentage points below the state average.

##### **Measureable Outcome:**

ELA scores will be at or above the state average in the amount of student growth.

##### **Monitoring:**

The administration will work with the Language Arts PLC to limit interruptions to instructional time. Administration will also be present during PLC meetings to help determine and meet needs.

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

Johnnie Jacobs (johnnie.jacobs@bakerk12.org)

##### **Evidence-based Strategy:**

Teachers will use text and supplemental materials that have shown to increase students' reading comprehension and writing with a purpose. Teachers will also use common benchmark assessments to track students' progress and differentiate instruction based on need.

##### **Rationale for Evidence-based Strategy:**

Teachers need to know students' reading levels and be able to differentiate instruction. "Meet students at their level and move students to the next level." Common benchmark assessments will allow for teachers to discuss student common needs and how to plan in meeting the need.

#### **Action Steps to Implement**

1. All core teachers will identify their students' previous reading scores and implement reading strategies in their curriculum.
2. ELA teachers will use common benchmark assessments through USA Testprep.
3. ELA teachers will differentiate instruction based on benchmark assessments.
4. Continue the use of Collins Writing Type 1 and Type 2.

##### **Person Responsible**

Johnnie Jacobs (johnnie.jacobs@bakerk12.org)

**#2. ESSA Subgroup specifically relating to Black/African-American**

<b>Area of Focus Description and Rationale:</b>	Increasing the performance of African-American students as identified by the state ESSA. The African-American subgroup has been identified as dropping below the 41% mark as identified by ESSA.
<b>Measureable Outcome:</b>	Students identified in the subgroup will increase across all areas of data collection, especially growth in ELA and Math.
<b>Monitoring:</b>	Course offerings will be observed to ensure appropriate representation and access to rigorous coursework such as Honors classes and AP.
<b>Person responsible for monitoring outcome:</b>	Johnnie Jacobs (johnnie.jacobs@bakerk12.org)
<b>Evidence-based Strategy:</b>	The district MTSS process will be utilized to provide appropriate support. BCHS will utilize relationships with organizations such as Education Talent Search.
<b>Rationale for Evidence-based Strategy:</b>	MTSS will help determine when intervention is needed. Students with advocates are more successful than their counterparts.

**Action Steps to Implement**

1. All teachers are trained in MTSS.
2. Identify students for Mentoring programs.
3. Afterschool tutoring for math and science.

**Person Responsible** [no one identified]

**#3. Instructional Practice specifically relating to Math**

<b>Area of Focus Description and Rationale:</b>	Increase student growth in state Math Assessments, specifically Algebra 1.
<b>Measureable Outcome:</b>	Students will meet or exceed state performance in math.
<b>Monitoring:</b>	USA Testprep will be utilized to monitor progress.
<b>Person responsible for monitoring outcome:</b>	Johnnie Jacobs (johnnie.jacobs@bakerk12.org)
<b>Evidence-based Strategy:</b>	Curriculum maps are aligned with state standards. Afterschool tutoring available.
<b>Rationale for Evidence-based Strategy:</b>	Assessment data will be broken down to identify needs and focused reteaching through differentiated instruction will be provided.

**Action Steps to Implement**

1. Use of USA Test-Prep to benchmark student growth.
2. Math Labs created to meet standards identified through assessment.
3. Teachers will use MathNation to help meet curricular needs.
4. Realignment of course sequence continued.

**Person Responsible** [no one identified]

### **Additional Schoolwide Improvement Priorities**

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

**Fighting and related behaviors are our primary concern and tobacco related incidents are our secondary concern. We have re-introduced peer mediation to BCHS to help monitor our concerns over fighting and we will continue to collaborate with other local entities regarding tobacco prevention.**

### **Part IV: 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 to employ school improvement strategies that impact the positive school culture and environment are critical. 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.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

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

1. Open House is scheduled in the evening, allowing for most families to participate.
2. A variety of communication methods are used, including social media, an automated caller and local newspapers.
3. Efforts are made to provide equitable participation on the School Advisory Council (SAC).
4. BCHS has business partnerships with Florida Blue and UF Health as well as a partnership for Florida Gateway College (FGC).
5. BCHS is a PBIS school.
6. BCHS cooperates with organizations such as Take Stock in Children and Talent Search to help provide opportunities for students.

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

Students are our primary customers. It is their educational needs and interests that drive decisions.

Parents trust us to keep their children safe and to provide a high quality free and appropriate education.

Administration, faculty and staff strive to plan for and deliver the highest quality educational

experience for our students. We collaborate with students and families to meet educational needs.

Baker County High School students benefit from the partnerships that the school district has with businesses and community members that continually support our students.

### Part V: Budget

1	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
2	III.A.	Areas of Focus: ESSA Subgroup: Black/African-American	\$0.00
3	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
Total:			\$0.00





# 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 16, 2021

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

Dear Superintendent Raulerson:

We are requesting that you call for a public hearing and seek School Board approval for the following Board Policies at the September 20<sup>th</sup> District School Board Meeting.

- 2.16\* Prohibiting Discrimination and Other Forms of Harassment
- 2.161 Title IX Policy Prohibiting Sexual Harassment and Sexual Discrimination
- 5.105\* Dating Violence and Abuse
- 6.620 Relationships with Students

Thank you for your assistance.

Sincerely,

Robin Mobley

Associate Superintendent of Human Resources

"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

## CHAPTER 2.00 - SCHOOL BOARD GOVERNANCE AND ORGANIZATION

### PROHIBITING DISCRIMINATION AND OTHER FORMS OF HARASSMENT

2.16\*

#### I. Policy Against Discrimination

- A. The School Board of Baker County, Florida prohibits all forms of unlawful discrimination against students, employees and other persons in all aspects of the District's programs, activities and operations. The term "unlawful discrimination" encompasses any unlawful policy, practice, conduct, or other unlawful denial of rights, benefits, or privileges that is based on any legally protected status or classification under applicable federal, state, or local law including but not limited to race (including anti-semitism), color, religion, gender, age, ethnicity, national origin, marital status, pregnancy, sexual orientation, disability, political or religious beliefs, or genetic information. Various state and federal laws establish the actions that do (and do not) constitute unlawful discrimination with respect to each protected status or classification. Where applicable, unlawful harassment that is based on a legally-protected status is one form of unlawful discrimination. The School Board of Baker County, Florida also prohibits sexual harassment, and this form of discrimination is governed by Policy 2.161 Title IX Policy Prohibiting Sexual Harassment and Sexual Discrimination.
- B. The School Board shall comply with all state and federal laws, which prohibit discrimination and are designed to protect the civil rights of applicants, employees, and/or students, or other persons or organizations protected by applicable law.
- C. The School Board shall admit students to District Schools, programs, and classes without regard to race (Including anti-semitism), color, religion, gender, age, national or ethnic origin, marital status, sexual orientation, political or religious beliefs, disability, handicap or any other distinguishing physical or personality characteristics.
- D. The School Board prohibits retaliation by any District personnel against a person for reporting, filing or being a witness in a discrimination (including harassment) charge, complaint, investigation or lawsuit associate or in connection with this policy.



## CHAPTER 2.00 - SCHOOL BOARD GOVERNANCE AND ORGANIZATION

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



## CHAPTER 2.00 - SCHOOL BOARD GOVERNANCE AND ORGANIZATION

- C. Sexual harassment and sexual discrimination definitions, policies, and procedures are set forth in Policy 2.161 Title IX Policy Prohibiting Sexual Harassment and Sexual Discrimination.
- III. Definition of Forms of Prohibited Harassment Other than Sexual Harassment or Sexual Discrimination
  - A. Illegal harassment on the basis of any other characteristic protected by state or federal law is strictly prohibited. This includes verbal or physical conduct that denigrates or shows hostility or aversion toward an individual because of his/her race (including anti-semitism), color, religion, national or ethnic origin, age, disability, marital status, political or religious beliefs, citizenship, pregnancy or genetic information, or any other distinguishing physical or personality characteristic protected by law and that
    - 1. Has the purpose or effect of creating an intimidating, hostile or offensive work or academic environment;
    - 2. Has the purpose or effect of interfering with an individual's work or academic performance; or
    - 3. Otherwise adversely affects an individual's employment or academic performance.
  - B. Examples of prohibited actions, which may constitute harassment include, but are not limited to, the following:
    - 1. Epithets, slurs or negative stereotyping; or
    - 2. Threatening, intimidating or hostile acts, such as physical acts of aggression against a person or his property; or
    - 3. Written or graphic material that denigrates or shows hostility or aversion toward an individual or group and that is placed on walls or elsewhere on the school or District office premises or circulated in the workplace or academic environment.
- IV. Procedures for Filing Complaint of Discrimination or Illegal Harassment Other than Sexual Harassment
  - A. Procedures for Filing Complaints
    - 1. Any person who believes that he or she has been discriminated against, or placed in a hostile environment based on marital status, race, color, national or ethnic origin, religion, age, disability, political



## CHAPTER 2.00 - SCHOOL BOARD GOVERNANCE AND ORGANIZATION

or religious beliefs, pregnancy or anyother distinguishing physical or personality characteristics by an employee, volunteer, agent, or student of the School District should file a written complaint detailing the alleged harassment or discrimination with the School Principal, Site Administrator, or Supervisor within sixty (60) calendar days of alleged occurrence. The complaint should set forth a description of the alleged discriminatory actions or harassment, the time frame in which the alleged discrimination or harassment occurred, the person or persons involved in the alleged discriminatory actions or harassment, and any witnesses or other evidence relevant to the allegations in the complaint.

2. Complaints filed with the Principal, Site Administrator, or Supervisor must be forwarded to the District's Equal Employment Opportunity (EEO) Officer, hereinafter referred to as the Director of Human Resources (when made by an employee or other adult) or the District Equity Officer (when made by a student) no later than five (5) business days of the filing of the complaint. If the complaint is against the Principal, or Site Administrator, or Supervisor, the complaint may be filed directly with the Director of Human Resources (when made by an employee or other adult) or District Equity Officer (when made by a student).
3. If the complaint is against the Director of Human Resources, the District Equity Officer, the Superintendent, or a member of the School Board, the complaint may be filed with the School Board Attorney.

### B. Procedures for Processing Complaints of Harassment Other than Sexual Harassment

1. Complaints filed against persons other than the Superintendent or a School Board Member:
  - a. Upon receipt of the written complaint, the Director of Human Resources or District Equity Officer (Professional Standards Coordinator) shall appoint an investigator to conduct an investigation of the allegations in the complaint. The investigation may be conducted by school personnel or a third party designated by the School District. The investigation will be conducted within thirty (30) business days. The investigator shall determine whether interim measures should be taken pending the outcome of the investigation. Such interim measures may include, but are not limited to, separating the accused and the complainant. The investigator shall interview the complainant and the accused; interview any witnesses identified by the complainant, accused, or by other sources;



## CHAPTER 2.00 - SCHOOL BOARD GOVERNANCE AND ORGANIZATION

take statements from all witnesses; and review any relevant documents or other evidence. Upon completing a review of all evidence relevant to the complaint, the investigator shall prepare a written summary of the investigation, and make a recommendation to the Director of Human Resources or District Equity Officer (Professional Standards Coordinator) as to whether there is reasonable cause to believe a violation of the District's anti-discrimination policy has occurred. Copies of documents, evidence, and witness statements which were considered in the investigation must be sent to the Director of Human Resources or District Equity Officer (Professional Standards Coordinator) along with the summary and recommendation.

- b. If the complaint is against the Director of Human Resources or District Equity Officer (Professional Standards Coordinator), the School Board Attorney shall appoint an investigator, who shall conduct an investigation in the manner set forth in section IV.B.1.a.
- c. The investigation, summary, relevant documents, witnesses' statements, and recommendation should be completed and forwarded to the Director of Human Resources or District Equity Officer (Professional Standards Coordinator) within thirty (30) business days, or to the School Board Attorney within thirty (30) business days if the complaint is against the Director of Human Resources or District Equity Officer (Professional Standards Coordinator). The Director of Human Resources or District Equity Officer (Professional Standards Coordinator), or School Board Attorney, respectively, shall review the investigation summary, evidence and recommendation, and determine within ten (10) business days whether there is reasonable cause to believe a discriminatory practice or harassment occurred.
- d. If the Director of Human Resources or District Equity Officer (Professional Standards Coordinator) or School Board Attorney determines there is reasonable cause to believe a violation of the non-discriminatory policy occurred, he or she shall within ten (10) business days provide notice of the reasonable cause finding to the complainant and the accused. The Director of Human Resources or District Equity Officer (Professional Standards Coordinator) or School Board Attorney shall then forward the investigatory file, reasonable cause determination, and all related documents and evidence, to the Superintendent.



## CHAPTER 2.00 - SCHOOL BOARD GOVERNANCE AND ORGANIZATION

- e. If the Director of Human Resources or District Equity Officer (Professional Standards Coordinator) or School Board Attorney determines, after a review of the investigation, summary, recommendation, and other evidence, that there is no reasonable cause to believe a discriminatory practice or harassment occurred, he or she shall provide within ten (10) business days notice of the finding of no reasonable cause to the complainant and accused.
- f. The complainant may request that a no reasonable cause finding by the Director of Human Resources, District Equity Officer (Professional Standards Coordinator), or School Board Attorney be reviewed by the Superintendent within ten (10) business days of receipt of this notice. The complainant shall provide a written statement detailing facts in support of his or her disagreement with the determination. The complainant will also be given an opportunity to meet with the Superintendent and Director of Human Resources, District Equity Officer (Professional Standards Coordinator), or School Board Attorney to present his or her position. The Superintendent and Director of Human Resources, District Equity Officer (Professional Standards Coordinator), or School Board Attorney shall prepare a written memorandum summarizing the content of the conference to be included in the complaint file. The Superintendent shall within ten (10) business days of the meeting make a final determination as to whether there is reasonable cause to believe a discriminatory practice or harassment occurred.
- g. If review by the Superintendent is not timely requested, the Director of Human Resources, District Equity Officer (Professional Standards Coordinator), or School Board Attorney's determination of no reasonable cause shall be final.
- h. The accused may request, within ten (10) business days of receipt of a notice of a finding of reasonable cause, that the determination be reviewed by the Superintendent. The request must include a written statement expressing the accused's position on the complaint and findings and address any facts, statements, or evidence which he or she submits are inaccurate. The accused will be given an opportunity to meet with the Superintendent and the Director of Human Resources, District Equity Officer (Professional Standards Coordinator), or School Board Attorney to present his or her position. The Superintendent and the Director of Human



## CHAPTER 2.00 - SCHOOL BOARD GOVERNANCE AND ORGANIZATION

Resources, District Equity Officer (Professional Standards Coordinator), or School Board Attorney must within ten (10) business days of the meeting prepare a memorandum summarizing the content of the meeting to be included in the complaint file.

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



## CHAPTER 2.00 - SCHOOL BOARD GOVERNANCE AND ORGANIZATION

basis of a protected status.

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

### V. Penalties for Confirmed Discrimination or Harassment

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

## CHAPTER 2.00 - SCHOOL BOARD GOVERNANCE AND ORGANIZATION

- VI. Limited Exemption from Public Records Act and Notification of Parents of Minors
- A. To the extent possible, complaints will be treated as confidential and in accordance with Florida Statutes and the Family Educational Rights and Privacy Act (FERPA). Limited disclosure may be necessary to complete a thorough investigation as described above. The District's obligation to investigation and take corrective action may supersede an individual's right to privacy.
  - B. The parents of a person under the age of 18 who has filed a complaint of discrimination and/or harassment shall be notified within three (3) business days of receipt of a complaint.
- VII. A notice relating to non-discriminatory practices shall appear in a prominent location at each work center and in District publications. The notice shall be available to School Board employees, potential employees, the general public, and students.
- VIII. Retaliation Prohibited
- A. Any act of retaliation against an individual who files a complaint alleging a violation of the District's anti-discrimination policy or illegal harassment policy or who participates in the investigation of a discrimination or harassment complaint is prohibited.
  - B. Retaliation may include, but is not limited to, any form of intimidation, reprisal, or harassment based upon participation in the investigation of, or filing a complaint of discrimination or harassment.



## CHAPTER 2.00 - SCHOOL BOARD GOVERNANCE AND ORGANIZATION

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

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

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

HISTORY: ADOPTED:  
REVISION DATE(S): 1/99, 04/05/04,  
11/07/05, 11/18/08, 07/21/14, 11/17/2020  
FORMERLY: 1.10, 5.02, 3.66, 6.04

## CHAPTER 2.00 - SCHOOL BOARD GOVERNANCE AND ORGANIZATION

### **PROHIBITING DISCRIMINATION, INCLUDING SEXUAL AND OTHER FORMS OF HARASSMENT**

2.16\*

#### **I. ~~Policy Against Discrimination~~**

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



## CHAPTER 2.00 - SCHOOL BOARD GOVERNANCE AND ORGANIZATION

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



## CHAPTER 2.00 - SCHOOL BOARD GOVERNANCE AND ORGANIZATION

### III. ~~Definitions~~

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



## CHAPTER 2.00 - SCHOOL BOARD GOVERNANCE AND ORGANIZATION

~~constitute sexual harassment include, but are not limited to~~

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

### ~~IV. Definition of Other Forms of Prohibited Harassment~~

- ~~A. Illegal harassment on the basis of any other characteristic protected by state or federal law is strictly prohibited. This includes verbal or physical conduct that denigrates or shows hostility or aversion toward an individual because of his/her race (including anti-semitism), color, religion, gender, national or ethnic origin, age, disability, marital status, sexual orientation, political or religious beliefs, citizenship, pregnancy or genetic information or any other distinguishing physical or personality characteristic protected by law and that~~
- ~~1. Has the purpose or effect of creating an intimidating, hostile or offensive work or academic environment;~~
  - ~~2. Has the purpose or effect of interfering with an individual's work or academic performance; or~~
  - ~~3. Otherwise, adversely affects an individual's employment or academic performance.~~
- ~~B. Examples of prohibited actions, which may constitute harassment include, but are not limited to, the following:~~



## CHAPTER 2.00 - SCHOOL BOARD GOVERNANCE AND ORGANIZATION

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

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

#### ~~A. Procedures for Filing Complaints~~

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



## CHAPTER 2.00 - SCHOOL BOARD GOVERNANCE AND ORGANIZATION

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

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

### ~~B. Procedures for Processing Complaints of Harassment~~

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



## CHAPTER 2.00 - SCHOOL BOARD GOVERNANCE AND ORGANIZATION

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



## CHAPTER 2.00 - SCHOOL BOARD GOVERNANCE AND ORGANIZATION

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

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



## CHAPTER 2.00 - SCHOOL BOARD GOVERNANCE AND ORGANIZATION

~~basis of a protected status.~~

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

### ~~C. Penalties for Confirmed Discrimination or Harassment~~

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



## CHAPTER 2.00 - SCHOOL BOARD GOVERNANCE AND ORGANIZATION

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

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

### ~~VI. Sexual Harassment Prohibited by Title IX~~

#### ~~A. Definitions~~

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



## CHAPTER 2.00 - SCHOOL BOARD GOVERNANCE AND ORGANIZATION

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

### B. ~~Title IX Complaint (Grievance) Process~~

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



## CHAPTER 2.00 - SCHOOL BOARD GOVERNANCE AND ORGANIZATION

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



## CHAPTER 2.00 - SCHOOL BOARD GOVERNANCE AND ORGANIZATION

- ~~a. — includes the identities of parties involved;~~
- ~~b. — includes the conduct allegedly constituting sexual harassment;~~
- ~~c. — includes the date and location of the alleged incident;~~
- ~~d. — a statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process;~~
- ~~e. — informs the parties that they may have an advisor of their choice, who may be, but is not required to be, an attorney, and may inspect and review evidence; and~~
- ~~f. — informs the parties of any provisions in the School Board's code of conduct or the superintendent's Standards of Student Conduct that prohibit knowingly making false statements or knowingly submitting false information during the grievance process.~~
- ~~g. — If, in the course of an investigation, the investigator decides to investigate allegations about the complainant or respondent that are not included in the notice previously provided, notice of the additional allegations is provided to the parties whose identities are known.~~

### ~~16. — Dismissal of formal complaints~~

- ~~a. — A formal complaint or any allegations therein must be dismissed if the conduct alleged in the complaint would not constitute sexual harassment prohibited by Title IX even if proved; or did not occur in the School's education program or activity; or did not occur against a person in the United States.~~
- ~~b. — Such a dismissal does not preclude action under another provision of the School Board's code of conduct.~~
- ~~c. — A formal complaint or any allegations therein may be dismissed if at any time during the investigation: a complainant notifies the Title IX Coordinator in writing that the complainant would like to withdraw the formal complaint or any allegations therein; the respondent is no longer enrolled or employed by the School Board; or specific circumstances prevent the School Board from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.~~

### ~~17. — Investigation of formal complaint~~

- ~~a. — When investigating a formal complaint and throughout the grievance process, the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rests on the School Board and not on the parties provided that a party's records that are made or maintained by a physician, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that~~



## CHAPTER 2.00 - SCHOOL BOARD GOVERNANCE AND ORGANIZATION

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

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



## CHAPTER 2.00 - SCHOOL BOARD GOVERNANCE AND ORGANIZATION

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

### ~~18. Determination regarding responsibility~~

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

### ~~19. Appeals~~



## CHAPTER 2.00 - SCHOOL BOARD GOVERNANCE AND ORGANIZATION

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

### 20. ~~Timelines~~

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



## CHAPTER 2.00 - SCHOOL BOARD GOVERNANCE AND ORGANIZATION

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

### ~~VII. — Informal Resolution Process~~

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



## CHAPTER 2.00 - SCHOOL BOARD GOVERNANCE AND ORGANIZATION

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

~~D. Parties cannot be required to participate in an informal resolution process.~~

~~E. An informal resolution process is not offered unless a formal complaint is filed.~~

### ~~VIII. Training~~

~~A. Training is mandatory for all school-based Title IX Coordinators, investigators, decision-makers, hearing officers, and appeals decision-makers.~~

~~B. All training materials is available to the public on request and is located on the district's website.~~

### ~~IX. Recordkeeping~~

~~A. The School Board will maintain for a period of seven (7) years records of:~~

~~1. Each investigation of allegations of sexual harassment prohibited by Title IX including any determination regarding responsibility and any audio or audiovisual recording or transcript, if any, required under the Title IX regulations, any disciplinary sanctions imposed on the respondent, and any remedies provided to the complainant designed to restore or preserve equal access to the school's education program or activity.~~

~~2. Any Appeal and the result therefrom;~~

~~3. Any informal resolution and the result therefrom; and~~

~~4. All materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process.~~

~~5. For each response required under 34 C.F.R. §106.44, the School Board must create, and maintain for a period of seven (7) years, records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment prohibited by Title IX. In each instance, the School Board will document the basis for its conclusion that its response was not deliberately indifferent, and document that it has taken measures designed to restore or preserve equal access to its education program or activity. If the School Board does not provide a complainant with supportive measures, then it will document the reasons why such a response was not clearly unreasonable in light of the known circumstances.~~

### ~~X. Retaliation Prohibited~~

~~A. Any act of retaliation against an individual who files a complaint alleging a violation of the District's antidiscrimination policy and/or sexual or illegal harassment policy or who participates in the investigation of a discrimination complaint is prohibited.~~

~~B. Retaliation may include, but is not limited to, any form of intimidation, reprisal or harassment based upon participation in the investigation of, or filing a complaint of discrimination.~~



## CHAPTER 2.00 - SCHOOL BOARD GOVERNANCE AND ORGANIZATION

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

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

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

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

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

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

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

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

~~29 CFR Parts 1600-1699~~

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

**HISTORY:** ~~ADOPTED:~~

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

~~FORMERLY: 1.10, 5.02, 3.66, 6.04~~

**TITLE IX POLICY**

**2.161**

**PROHIBITING SEXUAL HARASSMENT AND SEXUAL DISCRIMINATION**

(A) PURPOSE

The School Board of Baker County is committed to maintaining an education and work environment free from discrimination on the basis of sex, including sexual harassment, in compliance with Title IX, 20 U.S.C. § 1681 and 34 C.F.R. part 106. The School District of Baker County, Florida ("District") will address all allegations of sexual harassment or sexual discrimination with a thorough investigation, ensuring due process for the complainant and respondent.

(B) POLICY

Sexual harassment and sexual discrimination are prohibited in the District, on all District property, and at all District sponsored activities or events. Students and employees who feel that they have been subject to sexual harassment or sexual discrimination are encouraged to file a complaint in accordance with the procedure outlined in this Title IX Policy ("Policy"). Employees who become aware of sexual harassment or sexual discrimination must report to the appropriate personnel so the District can conduct a thorough investigation.

(C) DEFINITIONS

- (1) "Actual Knowledge" means notice of Sexual harassment or Sexual Discrimination or allegations of to any employee of the District.
- (2) "Complainant" means an individual who is alleged to be the victim of conduct that may constitute Sexual Harassment or Sexual Discrimination.
- (3) "Dating Violence" means violence committed by a person –
  - (a) Who is or has been in a social relationship of a romantic or intimate nature with the victim; and
  - (b) Where the existence of such relationship shall be determined based on the consideration of the following factors:
    - (i) The length of the relationship;
    - (ii) The type of relationship;
    - (iii) The frequency of interaction between the persons involved in the relationship.



## CHAPTER 2.00 - SCHOOL BOARD GOVERNANCE AND ORGANIZATION

- (4) "District" means The School District of Baker County, Florida.
- (5) "Domestic Violence" means a felony or misdemeanor crime of violence committed by:
  - (a) A current or former spouse or intimate partner of the victim;
  - (b) A person with whom the victim shares a child in common;
  - (c) A person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner;
  - (d) A person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred; or
  - (e) Any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred.
- (6) "Formal Complaint" means a document filed by a Complainant or signed by the Title IX Coordinator alleging Sexual Harassment or Sexual Discrimination against a Respondent and requesting that the District investigate the allegation of Sexual Harassment or Sexual Discrimination.
- (7) "Respondent" means an individual who has been reported to be the perpetrator of conduct that could constitute Sexual Harassment or Sexual Discrimination.
- (8) "Sexual Assault" means any sexual act directed against another person, without the consent of the victim, including instances where the victim is incapable of giving consent, and includes the following:
  - (a) rape;
  - (b) sodomy;
  - (c) sexual assault with an object;
  - (d) fondling;
  - (e) incest; and
  - (f) statutory rape.

## CHAPTER 2.00 - SCHOOL BOARD GOVERNANCE AND ORGANIZATION

- (9) "Sexual Discrimination" means discrimination based on sex, gender identity, gender expression, or sexual orientation.
- (10) "Sexual Harassment" means conduct on the basis of sex that satisfies one or more of the following:
  - (a) An employee of the District conditioning the provision of an aid, benefit, or service of the District on an individual's participation in unwelcome sexual conduct;
  - (b) Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District's education program or activity;  
or
  - (c) Sexual Assault, as defined above and in 20 U.S.C. 1092(f)(6)(A)(v), Dating Violence as defined above and in 34 U.S.C. 12291(a)(10), Domestic Violence as defined above and in 34 U.S.C. 12291(a)(8), or Stalking as defined below and in 34 U.S.C. 12291(a)(30).
- (11) "Stalking" means engaging in a course of conduct directed at a specific person that would cause a reasonable person to:
  - (a) Fear for his or her safety or the safety of others; or
  - (b) Suffer substantial emotional distress.
- (12) "Supportive Measures" means non-disciplinary, non-punitive individualized services offered to the Complainant or the Respondent designed to restore or preserve equal access to the District's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the District's educational environment, or deter Sexual Harassment or Sexual Discrimination.
- (13) "Title IX Coordinator" means the District employee designated and authorized to coordinate the District's efforts to comply with its responsibilities to prohibit discrimination on the basis of sex in the District's education programs and activities.

### (D) DEFINITIONAL AND JURISDICTIONAL REQUIREMENTS

- (1) The District will not address allegations of sexual misconduct that does not meet the definition of Sexual Harassment or Sexual Discrimination under this Policy but may address such allegations under another District policy.



## CHAPTER 2.00 - SCHOOL BOARD GOVERNANCE AND ORGANIZATION

(2) The District will address all allegations of Sexual Harassment or Sexual Discrimination occurring:

- (a) At all District schools;
  - (b) At all District events; and
  - (c) Under circumstances over which the District exercised substantial control over both the Respondent and the context in which the Sexual Harassment or Sexual Discrimination occurs.
- (3) The District will not address allegations of Sexual Harassment or Sexual Discrimination that occurred outside the United States under this Policy but may address such allegations under another District policy.

### (E) TITLE IX COORDINATOR

The District will employ a designated and authorized administrator to coordinate its compliance with Title IX for students and employees. Such administrator will be known as the Title IX Coordinator. The Superintendent or a designee will notify applicants for employment, students, parents, or legal guardians of elementary and secondary school students, employees, and all unions or professional organizations holding collective bargaining or professional agreements with the District, of the name or title, office address, electronic mail address, and telephone number of the Title IX Coordinator.

### (F) PROCEDURES

#### (1) General Provisions

- (a) Complainants and Respondents will be treated equitably by providing remedies to a Complainant where a determination of responsibility for Sexual Harassment or Sexual Discrimination has been made against the Respondent and by following the grievance process before imposing any disciplinary sanction or other action, other than Supportive Measures, against the Respondent.
- (b) The Title IX Coordinator, Investigator, Decision-Maker, or any other person designated to facilitate an informal resolution process shall not have a conflict of interest or bias for or against Complainants or Respondents generally or an individual Complainant or Respondent.
- (c) A Respondent is presumed not to be responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.



## CHAPTER 2.00 - SCHOOL BOARD GOVERNANCE AND ORGANIZATION

- (d) The standard of evidence for all complaints of Sexual Harassment or Sexual Discrimination through the grievance process is preponderance of the evidence.
- (e) The District will make Supportive Measures available to the Complainant and Respondent throughout the grievance process.
- (f) Any allegations not involving Sexual Harassment or Sexual Discrimination will be addressed through the procedures outlined in the appropriate School Board Policies or applicable provisions of the Code of Student Conduct.
- (g) The timelines set forth in this Policy may be subject to a temporary delay of the grievance process or an extension for good cause with written notice to the Complainant and the Respondent of the delay or extension and the reasons for the action. Good cause may include, but is not limited to, considerations such as the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; and the need for language assistance or an accommodation of disabilities.

### (2) Reporting Sexual Harassment or Sexual Discrimination

- (a) Any person may report Sexual Harassment or Sexual Discrimination, whether or not the person reporting is the person alleged to be the victim of conduct that could constitute Sexual Harassment or Sexual Discrimination, in person, by mail, by telephone, or by electronic mail, using the Title IX Coordinator's contact information as published on the District website at [www.bakerk12.org](http://www.bakerk12.org).
- (b) District employees are required to report allegations or observations of Sexual Harassment or Sexual Discrimination promptly to the Title IX Coordinator. Any District employee who has independent knowledge or receives a report involving allegations of Sexual Harassment or Sexual Discrimination must promptly notify the Title IX Coordinator of such information or report.
- (c) If a complaint alleges abuse of a student, or if such information is discovered in the course of the investigation of the complaint, the information shall be immediately reported to the Department of Children and Families Central Abuse Hotline as required by law and in accordance with School Board Policy 2.170.
- (d) When a report of Sexual Harassment or Sexual Discrimination is made, the Title IX Coordinator, or designee, shall promptly contact the Complainant, as well as the Complainant's parent or guardian if the Complainant is under eighteen (18) years of age or under



## CHAPTER 2.00 - SCHOOL BOARD GOVERNANCE AND ORGANIZATION

guardianship, to discuss the availability of Supportive Measures, consider the Complainant's wishes with respect to Supportive Measures, inform the Complainant of the availability of Supportive Measures with or without the filing of a Formal Complaint, and explain to the Complainant the process for filing a Formal Complaint.

- (e) The Superintendent or designee shall designate a school-based administrator at each school to serve as the Title IX Liaison to work with the Title IX Coordinator to implement this Policy.
- (f) It is a violation of this policy for a Complainant, Respondent, and/or witness to knowingly making false statements or knowingly submit false information during the grievance process, including intentionally making a false report of Sexual Harassment or Sexual Discrimination or submitting a false Formal Complaint. The Board will not tolerate such conduct and, if substantiated, will result in disciplinary action.

### (3) Emergency Removal

- (a) A Respondent may be removed from Respondent's school, program, or activity on an emergency basis if the site administrator determines, based on an individualized safety and risk analysis, that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of Sexual Harassment or Sexual Discrimination justifies removal.
- (b) If a student Respondent is removed under this provision, the District will notify the student Respondent and the student Respondent will have an opportunity to challenge the decision immediately following the removal.
- (c) If a Respondent is a non-student employee, the District may place the Respondent on administrative leave during the pendency of the grievance process.
- (d) For all non-student and non-employee Respondents, the District retains broad discretion to prohibit such persons from entering onto its school grounds and other properties at any time and for any reason, whether after receiving a report of Sexual Harassment or Sexual Discrimination or otherwise.

### (4) Formal Complaint of Sexual Harassment or Sexual Discrimination

- (a) A Formal Complaint may be filed with the Title IX Coordinator in person, by mail, or by electronic mail by using the contact information listed for the Title IX Coordinator.



## CHAPTER 2.00 - SCHOOL BOARD GOVERNANCE AND ORGANIZATION

- (b) When the Title IX Coordinator receives a Formal Complaint or signs a Formal Complaint, the District will follow its grievance process, as set forth herein.
- (c) A Formal Complaint must be signed by the Complainant or the Title IX Coordinator.
- (d) Following the filing of a Formal Complaint, and absent a dismissal, notice must be sent to both the Complainant and Respondent.
- (e) The District shall dismiss a Formal Complaint if the conduct alleged in the Formal Complaint:
  - (i) Would not constitute Sexual Harassment or Sexual Discrimination, as defined in this Policy, even if proved;
  - (ii) Did not occur in the District's education program or activity; or
  - (iii) Did not occur against a person in the United States.
- (f) The District may dismiss a Formal Complaint if:
  - (i) The Complainant notifies the Title IX Coordinator in writing that the Complainant would like to withdraw the Formal Complaint or any allegation therein;
  - (ii) The Respondent is no longer enrolled in or employed by the District;
  - (iii) Specific circumstances prevent the District from gathering evidence sufficient to reach a determination as to the Formal Complaint or allegations therein.
- (g) If a Formal Complaint is dismissed, the Title IX Coordinator must promptly send written notice of the dismissal and the reasons therefore simultaneously to the Complainant and Respondent.
- (h) The Title IX Coordinator may consolidate Formal Complaints as to allegations of Sexual Harassment or Sexual Discrimination against more than one Respondent, or by more than one Complainant against one or more Respondents, or by one party against the other party, where the allegations of Sexual Harassment or Sexual Discrimination arise out of the same facts or circumstances.

## CHAPTER 2.00 - SCHOOL BOARD GOVERNANCE AND ORGANIZATION

- (i) A Complainant may appeal a dismissal by following the procedures outlined in this Policy.
- (5) Informal Resolution Process
  - (a) Under no circumstances shall a Complainant be required as a condition of enrolling or continuing enrollment, or employment or continuing employment, or enjoyment of any other right, to waive any right to an investigation and adjudication of a Formal Complaint of Sexual Harassment or Sexual Discrimination. Similarly, no party shall be required to participate in an informal resolution process.
  - (b) The Title IX Coordinator may offer the Complainant and Respondent the opportunity to participate in an informal resolution process.
  - (c) The informal resolution process may be used at any time prior to the Decision-Maker reaching a determination regarding responsibility.
  - (d) If the Title IX Coordinator proposes an informal resolution process, the Title IX Coordinator shall provide to the parties a written notice disclosing:
    - (i) The allegations;
    - (ii) The requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a Formal Complaint arising from the same allegations; and
    - (iii) Any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.
  - (e) The Title IX Coordinator shall obtain from the Complainant and Respondent their voluntary, written consent to the informal resolution process before commencing the informal resolution process.
  - (f) The informal resolution process is not available to resolve allegations that a District employee sexually harassed a student.
- (6) Investigation of a Formal Complaint of Sexual Harassment or Sexual Discrimination
  - (a) In conducting the investigation of a Formal Complaint and through the grievance process, the burden of proof and the burden of



## CHAPTER 2.00 - SCHOOL BOARD GOVERNANCE AND ORGANIZATION

gathering evidence sufficient to reach a determination regarding responsibility is on the District, not the parties.

- (b) All Investigators will be trained to conduct Sexual Harassment and Sexual Discrimination investigations.
- (c) As part of the investigation, the Complainant and Respondent have the right to:
  - (i) Present witnesses and other inculpatory and exculpatory evidence; and
  - (ii) Be accompanied to any meeting or interview by the advisor of their choice, who may be, but is not required to be, an attorney.
- (d) The District will provide any party whose participation is invited or expected written notice of the date, time, location, participants, and purpose of all investigative interviews or other meetings with sufficient time for the party to prepare to participate.
- (e) Both the Complainant and Respondent will have an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in the Formal Complaint so that each party can meaningfully respond to the evidence prior to the conclusion of the investigation.
- (f) After the investigation but prior to completion of the investigative report, the Investigator will send a summary of the evidence to the Complainant and Respondent for inspection in an electronic format or hard copy. The parties will have ten (10) business days to submit a written response, which the Investigator will consider prior to completion of the investigative report.
- (g) At the conclusion of the investigation, the Investigator shall create an investigative report that fairly summarizes relevant evidence and send the report to each party and the party's advisor, if any, for their review and written response. The Investigator will send the investigative report in an electronic format or a hard copy at least ten (10) business days prior to the Decision-Maker issuing a determination regarding responsibility.

### (7) Determination of Responsibility

- (a) The Title IX Coordinator shall appoint a Decision-Maker to issue a determination of responsibility. The Decision-Maker cannot be the same person as the Title IX Coordinator or the Investigator.



## CHAPTER 2.00 - SCHOOL BOARD GOVERNANCE AND ORGANIZATION

- (b) In making the determination of responsibility, the Decision-Maker is directed to use the "preponderance of the evidence" standard. The Decision-Maker is charged with considering the totality of all available evidence, from all relevant sources.
- (c) After the Investigator sends the investigative report to the Complainant, Respondent, and Decision-Maker, and before the Decision-Maker reaches a determination regarding responsibility, the Decision-Maker will afford each party three (3) business days to submit written, relevant questions that a party wants asked of any party or witness. Each party or witness will then have five (5) business days to respond to such questions. The Decision-Maker will then provide each party with the answers and allow two (2) business days for additional, limited follow-up questions from each party. Each party or witness will then have two (2) business days to respond to such questions. The Decision-Maker must explain to the party proposing the questions any decision to exclude a question as not relevant. All correspondence may be in electronic format or hard copy.
- (d) Questions and evidence about the Complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the Complainant's prior sexual behavior are offered to prove that someone other than the Respondent committed the conduct alleged by the Complainant, or if the questions and evidence concern specific incidents of the Complainant's prior sexual behavior with respect to the Respondent and are offered to prove consent.
- (e) The Decision-Maker will issue a written determination regarding responsibility. The written determination will include the following content:
  - (i) Identification of the allegations potentially constituting Sexual Harassment or Sexual Discrimination pursuant to this Policy;
  - (ii) A description of the procedural steps taken from the receipt of the Formal Complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
  - (iii) Findings of fact supporting the determination;
  - (iv) A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility,



## CHAPTER 2.00 - SCHOOL BOARD GOVERNANCE AND ORGANIZATION

and disciplinary sanctions the Decision-Maker is recommending that the District impose on the Respondent, and whether remedies designed to restore or preserve equal access to the District's education program or activity should be provided by the District to the Complainant; and

- (v) The procedures and permissible bases for the Complainant and Respondent to appeal.
- (f) The Decision-Maker will provide the written determination to the Title IX Coordinator who will provide the written determination to the parties simultaneously.
- (g) In imposing a disciplinary sanction or consequence, the District will consider the severity of the incident, previous disciplinary violations, if any, and any mitigating circumstances.
- (h) The Title IX Coordinator is responsible for effective implementation of any remedies.
- (i) The written determination may be appealed by either party in accordance with the process outlined in Section G below.

### (G) APPEALS

- (1) Both parties have the right to file an appeal from a determination regarding responsibility, or from the Title IX Coordinator's dismissal of a Formal Complaint or any allegations therein, on the following bases:
  - (a) Procedural irregularity that affected the outcome of the matter;
  - (b) New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
  - (c) The Title IX Coordinator, Investigator, or Decision-Maker had a conflict of interest or bias for or against Complainants or Respondents generally or the individual Complainant or Respondent that affected the outcome of the matter.
- (2) Any party wishing to appeal the Decision-Maker's determination of responsibility, or the Title IX Coordinator's dismissal of a Formal Complaint or any allegations therein, must submit a written appeal to the Title IX Coordinator within five (5) business days after receipt of the Decision-Maker's determination of responsibility or the Title IX Coordinator's dismissal of a Formal Complaint or any allegations therein.



## CHAPTER 2.00 - SCHOOL BOARD GOVERNANCE AND ORGANIZATION

- (3) Nothing herein prevents the District from imposing any remedy, including disciplinary sanction, while the appeal is pending.
- (4) As to all appeals, the Title IX Coordinator will notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties.
- (5) The Decision-Maker for the appeal shall not be the same person as the Decision-Maker that reached the determination regarding responsibility or dismissal, the Investigator, or the Title IX Coordinator. The Decision-Maker for the appeal shall not have a conflict of interest or bias for or against Complainants or Respondents generally or an individual Complainant or Respondent and shall receive the same training as required of other Decision-Makers.
- (6) Both parties shall have a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome.
- (7) The Decision-Maker for the appeal shall determine when each party's written statement is due.
- (8) The Decision-Maker for the appeal shall issue a written decision describing the result of the appeal and the rationale for the result. The original Decision-Maker's determination of responsibility will stand if the appeal request is not filed in a timely manner or the appealing party fails to show clear error or a compelling rationale for overturning or modifying the original determination. The written decision will be provided simultaneously to both parties.
- (9) The determination of responsibility associated with a Formal Complaint, including any recommendations for remedies and disciplinary sanctions, becomes final when the time for filing an appeal has passed or, if an appeal is filed, at the point when the Decision-Maker for the appeal's decision is delivered to the Complainant and the Respondent.

### (H) RECORDKEEPING

- (1) The District will maintain for a period of seven (7) years records related to a report or Formal Complaint of Sexual Harassment or Sexual Discrimination.
- (2) Records maintained for a period of seven (7) years include:
  - (a) Any Sexual Harassment or Sexual Discrimination investigation including any determination regarding responsibility, any disciplinary sanctions recommended or imposed on the Respondent, and any remedies provided to the Complainant;

New:

Board Approved:



## CHAPTER 2.00 - SCHOOL BOARD GOVERNANCE AND ORGANIZATION

- (b) Any appeal and the result therefrom;
- (c) Any informal resolution and the result therefrom; and
- (d) All materials used to train Title IX Coordinators, Investigators, Decision-Makers, and any person who facilitates an informal resolution process.

### (I) TRAINING

- (1) The District's Title IX Coordinator, along with any Investigator, Decision-Maker, or person designated to facilitate an informal resolution process, must receive training appropriate to designated role on:
  - (a) The definition of Sexual Harassment or Sexual Discrimination;
  - (b) The scope of the District's education program or activity;
  - (c) How to conduct an investigation and implement the grievance process, appeals, and informal resolution processes, as applicable; and
  - (d) How to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interests, and bias.
- (2) The District will make its training material publicly available.

### (J) RETALIATION

- (1) Retaliation Prohibited
  - (a) No person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX, its implementing regulations, or this Policy, or because the individual made a report of complaint, testified, assisted, or participated or refused to participate in any manner in an investigation or proceeding under this Policy.
  - (b) Intimidation, threats, coercion, or discrimination, including charges against an individual for code of conduct violations that do not involve sex discrimination or Sexual Harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or Formal Complaint of Sexual Harassment or Sexual Discrimination, for the purpose of interfering with any right or privilege

## CHAPTER 2.00 - SCHOOL BOARD GOVERNANCE AND ORGANIZATION

secured by Title IX, its implementing regulations, or this Policy, constitutes retaliation.

- (c) Retaliation against a person for making a report of Sexual Harassment or Sexual Discrimination, filing a Formal Complaint, or participating in an investigation, is a serious violation of this Policy that can result in imposition of disciplinary sanctions/consequences and/or other appropriate remedies.
- (d) Disciplining an individual for knowingly making false statements or knowingly submitting false information during the grievance process, including intentionally making a false report of Sexual Harassment or Sexual Discrimination or submitting a false Formal Complaint shall not constitute retaliation, provided, however, that a determination regarding responsibility for the alleged Sexual Harassment or Sexual Discrimination alone, is not sufficient to conclude that any individual made a false statement in bad faith.

STATUTORY AUTHORITY: 120.54, 120.81(1), 1001.32(2), 1001.41, 1001.42, F.S.

LAW(S) IMPLEMENTED: 20 U.S.C., 1681 et seq., Title IX of the United States Education Amendments of 1972, 34 CFR 106, 1000.05, 1000.21, 1001.32, 1001.33, 1001.41, 1001.42(4) & (8), 1001.43, 1003.31, 1012.23, F.S.

HISTORY:



## CHAPTER 5.00 - STUDENTS

### DATING VIOLENCE AND ABUSE

5.105\*

It is the policy of the Baker County School District that all of its students and school employees have an educational setting that is safe, secure, and free from dating violence and abuse. The District shall not tolerate dating violence and abuse of any kind. Dating violence or abuse by any student is prohibited on school property, during any school related or school sponsored program or activity, or during school sponsored transportation. The School Board of Baker County also prohibits sexual harassment and sexual discrimination, which is governed by Policy 2.161 Title IX Policy Prohibiting Sexual Harassment and Sexual Discrimination.

#### 1) Definitions

- A. *Teen dating violence* is a pattern of emotional, verbal, sexual, or physical abuse used by one person in a current or past romantic or intimate relationship to exert power and control over another when one or both of the partners is a teenager.
- B. *Abuse* is mistreatment which may include insults, coercion, social sabotage, sexual harassment, threats and/or acts of physical or sexual abuse. The abusive partner uses this pattern of violent and coercive behavior to gain power and maintain control over the dating partner. This may also include abuse, harassment, and stalking via electronic devices such as cell phones and computers, and harassment through a third party, and may be physical, mental, or both. Sexual harassment and sexual discrimination definitions, policies, and procedures are set forth in Policy 2.161 Title IX Policy Prohibiting Sexual Harassment and Sexual Discrimination.

#### 2) Reporting Teen Dating Violence or Abuse

- A. The principal or designee shall be responsible for receiving complaints alleging violations of this policy. If the principal or designee has reason to suspect that the complaint could be a Title IX issue, then it should be promptly reported to the Title IX Coordinator.
- B. All school employees are required to report alleged violations of this policy to the principal or designee.
- C. In addition to reporting the incident to the principal or designee, if a district employee or agent has reason to suspect that an alleged violation of this policy might constitute a crime, the district employee or agent shall also immediately report the complaint to law enforcement. Any uncertainty regarding whether an alleged violation might constitute a crime must be resolved in favor of reporting the incident to law enforcement.
- D. All other members of the school community, including students, parents as



defined by Florida Statutes, volunteers, and visitors are encouraged to report any act that may be a violation of this policy anonymously or in person to the principal or designee.

- E. In cases involving an alleged perpetrator who is of adult age and an alleged teen victim, certain suspicions of abuse must be reported to the Florida Abuse Hotline (1-800-962-2873) or local law enforcement pursuant to Section 39.201, Florida Statutes.
  - F. The principal shall establish and prominently publicize to students, staff, volunteers, and parents how a report of dating violence and abuse may be filed either in person or anonymously and how this report will be acted upon.
  - G. The victim of teen dating violence or abuse, anyone who witnesses an act of dating violence or abuse, and anyone who has credible information that an act of dating violence and abuse has taken place may file a report of dating violence and abuse.
  - H. Submission of a good faith complaint or report of teen dating violence or abuse will not affect the complainant or reporter's future employment, grades, learning or working environment, or work assignments. Appropriate remedial action will be pursued for persons found to have wrongfully and intentionally accused another of an act of dating violence or abuse.
  - I. Any written or oral report of an act of dating violence and abuse shall be considered an official means of reporting such act(s). Reports may be made anonymously, but formal disciplinary action may not be based solely on the basis of any anonymous report.
  - J. Incidents of teen dating violence and abuse shall be filed within ten (10) school days of the alleged incident or having knowledge of the incident.
- 3) Investigations
- A. The principal or designee shall select a staff member employed at the school and trained in investigative procedures to initiate the investigation. The staff member may not be the accused perpetrator or victim.
  - B. Documented interviews of the victim, alleged perpetrator and witnesses shall be conducted privately and separately. All interviewers are confidential. Each individual (victim, alleged perpetrator and witnesses) will be interviewed separately and at no time will the alleged perpetrator and victim be interviewed together.
  - C. The investigative process shall be completed within ten (10) school days from the time the report is filed.
  - D. If the complaint is determined to be a Title IX Sexual Harassment or Sexual

Discrimination complaint, the policies and procedures set forth in Policy 2.161 Title IX Policy Prohibiting Sexual Harassment and Sexual Discrimination will apply.

- E. The highest level of confidentiality possible will be upheld regarding the submission of a complaint or a report of teen dating violence and/or abuse and the investigative procedures that follow. School employees shall refrain from sharing confidential student information with other school employees, students, or community members, unless disclosure is required by law or is necessary to protect the student's safety. Any notification made must be consistent with the student's privacy rights under the applicable provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA).
  - F. If it is determined that inappropriate behavior(s) has occurred, the investigator will make recommendations for disciplinary action to the principal or Superintendent.
- 4) Discipline
- A. Immediate action shall be taken to eliminate the behavior.
  - B. Disciplinary action shall be taken based on the circumstances of the behavior(s).
  - C. Discipline shall be consistent with the provisions of the *Code of Student Conduct*.
  - D. If a crime has been committed, the appropriate law enforcement agency shall be immediately notified.
- 5) Restraining Orders
- A. If an order of protection has been issued, the student or his/her parent(s) should inform the school immediately.
  - B. The investigator will contact the abuser and his/her parent(s) to initiate a contract to stay away from the victim, consistent with the terms of the order, with penalties for known violations of the contract.
  - C. The principal or district administrator will notify law enforcement immediately if he/she has a reasonable belief that a criminal or civil restraining order has been violated.
  - D. The school resource officer and/or security officer will respond immediately to a report of a violation of a criminal or a civil restraining order.
- 6) Support Services for the Victim

The school shall provide a victim of dating violence and abuse with support services that may include but are not limited to

- A. A contract with the offender to stay away from the victim while on school grounds, on school transportation and during school sponsored programs and events.
  - B. Reasonable accommodations, such as class schedule changes;
  - C. If needed, the school will assist the student in creating an alternative education plan for the student such as transferring to a different school or the ability to make up school work missed due to dating violence.
  - D. Security protection, such as safe egress/regress from school and within the school.
  - E. Timely and comprehensive investigation of dating violence and abuse complaints.
  - F. Information and assistance in securing intervention which includes assistance and support provided to parents/legal guardians, if deemed necessary and appropriate.
  - G. Referrals for outside support and/or counseling.
- 7) Methods of Intervention with the Alleged Perpetrator
- A. Allow the alleged perpetrator to respond in writing to the allegations.
  - B. Identify and implement interventions that will be taken to prevent further incidents.
  - C. Refer the alleged perpetrator and parents/legal guardians to help and support available at the school and with the community.
  - D. Address the seriousness of retaliations against the victim for reporting the incident or cooperating with the investigation. Inform the alleged perpetrator that retaliation or threats of retaliations in any form designed to intimidate the victim of dating violence or abuse, those who are witnesses, or those who investigate an incident, shall not be tolerated.
  - E. Provide for increased supervision of the alleged perpetrator.
  - F. Document the meeting and action plans.
- 8) Curriculum
- A. The health education curriculum for students in grades ~~7~~ 6 through 12 shall include dating violence and abuse. The teen dating violence and abuse component shall include, but is not limited to, the definition of dating violence and abuse, the warning signs of dating violence and abusive behavior, the characteristics of health relationships, measures to prevent and stop dating



violence and abuse, and community resources available to victims of dating violence and abuse.

B. The curriculum shall have an emphasis on prevention-based education.

9) Training

A. Teachers, administrators, counselors, instructional assistants, school nurses and other nonteaching staff such as bus drivers, custodians, and cafeteria workers shall receive training about teen dating violence and abuse.

B. Students, parents, and school volunteers shall also be given instruction related to teen dating violence and abuse.

C. Training on the District's policy prohibiting dating violence and abuse and related procedures shall be conducted, at a minimum, on an annual basis.

D. The instruction shall include evidence-based methods of preventing dating violence and abuse and how to effectively identify and respond to incidents of dating violence and abuse within the scope of the school.

**STATUTORY AUTHORITY:**

**1001.41;1001.42, F.S.**

**LAWS IMPLEMENTED:**

**1000.21, 1001.43, 1003.42, 1006.07, 1006.148, F.S.**

**HISTORY:**

**ADOPTED:  
REVISION DATE(S): 10/04/10, 11/17/2020  
FORMERLY: NEW**

**RELATIONSHIPS WITH STUDENTS**

**6.620**

I. Definitions

- A. Employee means all administrative, instructional, educational support professionals and all other employees of the School Board of Baker County, Florida, regardless of their cost center assignment.
- B. Student means any person, enrolled as a student, regardless of age, in a public school operated and maintained by the School Board of Baker County.
- C. Prohibited personal relationship means relationships between an employee and a student including, but not necessarily limited to dating, any touching of an intimate or sexual nature, sexual contact or sexual relations, any touching otherwise prohibited by law or objected to by the student, giving a gift of personal clothing or a gift having a sexual overtone, making comments of a sexual nature or reflecting sexual innuendo to or about a student, or any other like activity.

II. Prohibited Conduct

- A. All employees are prohibited from engaging in prohibited personal relationships with students.
- B. All employees are prohibited from taking a student off the premises of any school or away from a school or School Board sponsored activity without specific written permission from a student's parent, as defined by Florida Statutes, and the approval of the principal or assistant principal of the child's school or the principal or assistant principal in charge of the School Board sponsored activity.

An employee may transport a student in a situation necessary to protect a student's health, safety, or welfare. In such situations, the employee must report the emergency to the student's principal or designee without delay. If the employee is unable to have personal contact with the principal, the employee must leave a detailed message on the principal's voice-mail or communicate by e-mail.

- C. The School Board recognizes that there will be situations in which it is necessary for an authorized employee to transport a student off the premises of a school or from a school or School Board sponsored activity without parental permission, such as to a medical facility, to the student's

Revised:



## CHAPTER 6.00 – HUMAN RESOURCES

home, or to a designated law enforcement agency in order to safeguard a student's health, safety, or welfare. Off-campus transport for the protection of a student's health, safety, or welfare by an authorized employee is not prohibited by this policy.

### III. Duty to Report Known or Suspected Violations

- A. Any employee who has knowledge or reasonably suspects that another employee may have engaged in prohibited conduct as defined by this policy shall (must) immediately report this information to either (1) the employee's supervisor; (2) the student's principal; (3) the Director of Human Resources; or (4) the District Equity Officer (Professional Standards Coordinator). A complaint may be forwarded to the Title IX Coordinator if sexual harassment or sexual discrimination is suspected. If the Title IX Coordinator determines the allegation constitutes a potential Title IX violation, Policy 2.161 Title IX Policy Prohibiting Sexual Harassment and Sexual Discrimination will apply.
- B. An employee having knowledge or reasonable suspicion that another employee may have engaged in prohibited conduct that may constitute child abuse must also immediately report the information to the Department of Children and Families Child Abuse Hotline. If an employee is in doubt as to whether the prohibited conduct constitutes child abuse, the employee must report his or her knowledge of suspicions to law enforcement.

Note: Duty to report known or reasonably suspected institutional child abuse is in addition to the duty to report misconduct as required by paragraph III.A.

### IV. Consequences

- A. A violation of this policy, including the duty to report, shall subject the employee to discipline as provided by School Board policy, law, or any applicable collective bargaining agreement up to and including termination. A violation may also subject the employee to criminal prosecution.
- B. A violation may, as applicable, constitute a violation of the *Code of Ethics of the Education Profession in Florida*, 6B-1.001, F.A.C., and/or the *Principles of Professional Conduct for the Education Profession in Florida*, 6B-1.006, F.A.C., and will be reported to the Department of Education, Professional Practices Services.

Revised:



CHAPTER 6.00 – HUMAN RESOURCES

STATUTORY AUTHORITY: 1001.41, 1001.43, F.S.

LAW(S) IMPLEMENTED: 1000.21, 1001.42, 1012.21, F.S.

STATE BOARD OF EDUCATION RULE(S): 6B-1.001, 6B-1.006

HISTORY: ADOPTED:

REVISION DATE(S): 3/95; 04/05/04

FORMERLY: 3.42

Revised:

Board Approved: 03/1995

Page 3 of 3

BCSD 6.620

## CHAPTER 6.00 – PERSONNEL

### **STUDENT DATING PROHIBITED**

**6.620**

~~Any dating or the agreeing to date, between any employee of the district with any student enrolled in the Baker County School System is hereby prohibited. Any violation of this policy will constitute insubordination and misconduct in office and will be grounds for dismissal.~~

**STATUTORY AUTHORITY:** \_\_\_\_\_ **1001.41; F.S.**

**LAWS IMPLEMENTED:** \_\_\_\_\_ **1001.41, F.S.**

**HISTORY:** \_\_\_\_\_ **ADOPTED:**

**REVISION DATE(S): 3/95; 04/05/04**

**FORMERLY: 3.42**

**MINUTES  
SCHOOL BOARD MEETING  
(Open to the Public)  
Tuesday, September 7, 2021 - 5:00 p.m.  
District School Board Room (270 South Boulevard East, Macclenny, Florida)**

**SUPPLEMENTAL MINUTE BOOK #50 PAGE #5**

The Baker County School Board met on Tuesday, September 7, 2021, 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 David Crawford was going to give the invocation followed by the Pledge of Allegiance led by Michael Green.

**CALL TO ORDER – 5:00 P.M.**

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 in attendance at the meeting.

**PUBLIC HEARINGS – 5:05 P.M. (if any)**

➤ **Approval of the 2021-22 Final Required Local Effort as 3.564 Millages**

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 Tiffany McInarnay. The motion carried 5-0.

➤ **Approval of the 2021-22 Final Basic Discretionary Operating as .748 Millages**

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.



<b>➤ Approval of the 2021-22 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, Tiffany McNarnay made a motion to approve, seconded by Artie Burnett. The motion carried 5-0.
<b>➤ Approval of the 2021-22 Final Total Millages as 5.812</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 Amanda Hodges. The motion carried 5-0.
<b>➤ Approval of the 2021-22 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, Artie Burnett made a motion to approve, seconded by Tiffany McNarnay. The motion carried 5-0.
<b>➤ Approval of the 2021-22 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, Amanda Hodges made a motion to approve, seconded by Artie Burnett. The motion carried 5-0.
<b>➤ Approval of the 2021-22 Resolution Determining Revenues and Millages Levied</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 Artie Burnett. The motion carried 5-0.

## RECOGNITIONS / PRESENTATIONS

<b>➤ Scholarship Check Presentation by the Baker Conservative Women's Network / Heroes Forever</b>
Representatives from the Baker Conservative Women's Network / Heroes Forever presented the Baker County Education Foundation with two checks in the amount \$1000.00 each for student

scholarships.

- **Maccleddy Elementary School and Westside Elementary School Banner Presentation: 2020-2021 Schools of Excellence**

Superintendent Raulerson presented Maccleddy Elementary School and Westside Elementary School with a banner recognizing their designation as Schools of Excellence by the Florida Department of Education.

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

- **Approval to Add Item A.5. to the Agenda: Approval of Budget Amendment #7 (BA 7). (Special Revenue Fund - 441)**
- **A.1. Personnel Items, Employment List: Approval to Change the Effective Date for Brianna Graham from August 30, 2021 to September 7, 2021.**
- **A.1. Personnel Items, Leave List: Approval to Change Number of Days and Leave Dates for Shelby Rafuse from 32 Days (08/23/2021-10/18/2021) to 13 Days (09/30/2021-10/18/2021)**

Chairperson Barton read the above noted recommended revisions to the agenda and entertained a motion from the Board. As recommended by Superintendent Raulerson, Amanda Hodges made a motion to approve, seconded by Artie Burnett. The motion carried 5-0.

#### **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 7, 2021.</b>	Sherrie Raulerson (259-0401)
	<b>A.</b>	<b>2. Approval of the Minutes of the August 16, 2021, School Board Meeting.</b>	Sherrie Raulerson (259-0401)
	<b>A.</b>	<b>3. Approval of the Adult General Education Tuition for the 2021-2022 School Year.</b>	Carrie Dopson (259-0408)
	<b>A.</b>	<b>4. Approval of Post-Secondary Adult Career Training Programs Tuition and Fees for the 2021-2022 School Year.</b>	Carrie Dopson (259-0408)
	<b>A.</b>	<b>5. Approval of Budget Amendment #7 (BA 7). (Special Revenue Fund - 441)</b>	Teri Ambrose (259-0418)
		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 Dean Griffis. The motion carried 5-0.	
	<b>B.</b>	<b>Approval of Removed Routine Items.</b>	N/A

		There were no removed routine items. Therefore, no action was taken on this agenda item.	
	<b>C.</b>	<b>Approval of Partners in Education for Business Success (PEBS) Participation Agreement with Blue Cross and Blue Shield of Florida, Inc. to Establish and Maintain an On-Site Training Institute and Facility at Baker County High School. Effective July 1, 2021 – June 30, 2024.</b>	Carrie Dopson (259-0408)
		Chairperson Barton entertained a motion from the Board to approve this agenda item. As recommended by Superintendent Raulerson, Tiffany McNarnay made a motion to approve, seconded by Amanda Hodges. The motion carried 5-0.	
	<b>D.</b>	<b>Approval of the Dual Enrollment Articulation Agreement with Florida Gateway College (FGC) in Partnership with the University of Florida to Provide Students the Opportunity to Earn Certification or License in Water and/or Waste Management at FGC.</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>E.</b>	<b>Approval of the Articulation Agreement with the Electrical Training Alliance (ETA) of Jacksonville to Provide Credit Transfer for the 1st Year Apprenticeship Program at BCHS to the ETA of Jacksonville Apprenticeship Program. Effective August 10, 2021 – June 30, 2026.</b>	Carrie Dopson (259-0408)
		Chairperson Barton entertained a motion from the Board to approve this agenda item. As recommended by Superintendent Raulerson, Artie Burnett made a motion to approve, seconded by Amanda Hodges. The motion carried 5-0.	
	<b>F.</b>	<b>Approval of the 2020-2021 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 Tiffany McNarnay. The motion carried 5-0.	
	<b>G.</b>	<b>Approval of Change Order to increase the Memorial Stadium Structural Repairs Contract Amount by \$8,256.00 for a New Contract Sum of \$209,849.00.</b>	Denny Wells (259-5420)
		Chairperson Barton entertained a motion from the Board to approve this agenda item. As recommended by Superintendent Raulerson, Tiffany McNarnay made a motion to approve, seconded by Artie Burnett. The motion carried 5-0.	

### CITIZEN INPUT

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



## INFORMATION AND ANNOUNCEMENTS

- Superintendent Raulerson asked for a round of applause for Denny Wells and David Crawford for their work on getting the Memorial Stadium project completed and ready for Friday Night Lights.

### 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 7, 2021

RESIGNATION LIST FOR APPROVAL ON SEPTEMBER 7, 2021						
LAST NAME	FIRST NAME	MI	SPECIAL NOTE	POSITION	LOCATION	EFFECTIVE DATES
Aschenbrenner	Brooks			Messenger (Warehouse / Inventory Clerk) (240 Days)	District Office / Nutrition Services	August 20, 2021
Hulsey	Chandler			Teacher, Kindergarten	Baker County Pre-K / Kindergarten Center	August 27, 2021
Mette	Anita		Retirement	Bus Driver (186 Days)	Transportation	August 31, 2021

EMPLOYMENT LIST FOR APPROVAL ON SEPTEMBER 7, 2021						
LAST NAME	FIRST NAME	MI	SPECIAL NOTE	POSITION	LOCATION	EFFECTIVE DATES
Ambrose	Elizabeth		Initial Employment / Replacing Lisa Mobley (Unit Reassigned from Teacher, Part-Time / As Needed)	Paraprofessional, Adult Ed (Part-Time As Needed / Days)	Career and Adult Education	August 30, 2021
Baker	Eliza		Initial Employment / Replacing Karma Smith	Nutrition Services Assistant (191 Days, 7 Hours)	Baker County Middle School	August 6, 2021
Brown	Sheila		Initial Employment / Replacing Betty Taylor	Bus Driver (186 Days)	Transportation	August 12, 2021
Carter	Cynthia		Initial Employment / Replacing Angela Sunderland	Teacher, Fifth Grade (197 Days)	Keller Intermediate School	August 24, 2021
Graham	Brianna		Initial Employment / Replacing Sherri Kaeck	Paraprofessional, Adult Ed (Part-Time As Needed / Evenings)	Career and Adult Education	September 7, 2021
Hughes	Lindsey		Transfer Within the Same School Site from Teacher, Reading (197 Days) / Replacing Robert Lambright	Teacher, Mathematics (197 Days)	Baker County High School	August 23, 2021

<b>EMPLOYMENT LIST FOR APPROVAL ON SEPTEMBER 7, 2021</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>
Rhoden	Eurita		Promotion / Transfer from Custodian (261 Days, 5.5 Hours) at Baker County Middle School / Replacing Gregory Williams Jr.	Custodian (197 Days, 8 Hours)	Baker County High School	August 25, 2021
Sarafin	Rachael		Initial Employment / Replacing Kelly Brewin	Teacher, First Grade (197 Days)	Macclenny Elementary School	August 30, 2021
Simiele	Katherine		Initial Employment / Replacing Norma M. Harris	Custodian (261 Days, 5.5 Hours)	Baker County High School	August 19, 2021
Simmons	Kanon		Initial Employment / Replacing Erin Wurst	Teacher, Seventh Grade ELA (197 Days)	Baker County Middle School	August 23, 2021
Starling	Hannah		Initial Employment / Replacing Kyle Lauramore	Bus Aide (186 Days)	Transportation	August 12, 2021

<b>EXTRA DUTY LIST FOR APPROVAL ON SEPTEMBER 7, 2021</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>
Akins	Kristina			Work Through Planning Period	Regular Hourly Rate / As Needed / Funding Source: General	August 10, 2021 - May 25, 2022
Blackshear	Tabitha			Gatekeeper for 2021-2022 BCMS Athletic Events	\$12.00 Per Hour / As Needed / Funding Source: General	August 25, 2021 - May 26, 2022
Boatright	Steve			Gatekeeper for 2021-2022 BCMS Athletic Events	\$12.00 Per Hour / As Needed / Funding Source: General	August 25, 2021 - May 26, 2022
Cline	Laura			Gatekeeper for 2021-2022 BCMS Athletic Events	Regular Hourly Rate / As Needed / Funding Source: General	August 25, 2021 - May 26, 2022
Crews	Stephen			Hospital / Homebound Teacher	Regular Hourly Rate / As Needed / Funding Source: General	September 8, 2021 - May 25, 2022
Davis	Carley			Gatekeeper for 2021-2022 BCMS Athletic Events	\$12.00 Per Hour / As Needed / Funding Source: General	August 25, 2021 - May 26, 2022
Davis	Jeffrey			Gatekeeper for 2021-2022 BCMS Athletic Events	\$12.00 Per Hour / As Needed / Funding Source: General	August 25, 2021 - May 26, 2022
Dopson	Kellen			Gatekeeper for 2021-2022 BCMS Athletic Events	\$12.00 Per Hour / As Needed / Funding Source: General	August 25, 2021 - May 26, 2022
Esterling	Sandra			Hospital / Homebound Teacher	Regular Hourly Rate / As Needed / Funding Source: General	September 8, 2021 - May 25, 2022
Ferguson	Kathryn			Extra Planning	Regular Hourly Rate / Maximum 18 Hours / Funding Source: Federal	August 2, 2021 - May 27, 2022

<b>EXTRA DUTY LIST FOR APPROVAL ON SEPTEMBER 7, 2021</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>
Helms	Joy			Hospital / Homebound Teacher	Regular Hourly Rate / As Needed / Funding Source: General	September 8, 2021 - May 25, 2022
Hyatt	Shayna			Gatekeeper for 2021-2022 BCMS Athletic Events	Regular Hourly Rate / As Needed / Funding Source: General	August 25, 2021 - May 26, 2022
Hyde	Amber			Gatekeeper for 2021-2022 BCMS Athletic Events	Regular Hourly Rate / As Needed / Funding Source: General	August 25, 2021 - May 26, 2022
Jackson	Charles			Work Through Planning Period	Regular Hourly Rate / As Needed / Funding Source: General	August 10, 2021 - May 25, 2022
Laurich - Schutt	Valerie			Gatekeeper for 2021-2022 BCMS Athletic Events	\$12.00 Per Hour / As Needed / Funding Source: General	August 25, 2021 - May 26, 2022
Lewis	Jane Anne			Drive School Bus Routes	\$14.45 Per Hour / As Needed / Funding Source: General	August 10, 2021 - May 31, 2022
Melvin	Amanda			Hospital / Homebound Teacher	Regular Hourly Rate / As Needed / Funding Source: General	September 8, 2021 - May 25, 2022
Rafuse	Shelby			Extra Planning	Regular Hourly Rate / Maximum 18 Hours / Funding Source: Federal	August 2, 2021 - May 27, 2022
Rhoden	Angela			Gatekeeper for 2021-2022 BCMS Athletic Events	\$12.00 Per Hour / As Needed / Funding Source: General	August 25, 2021 - May 26, 2022
Richardson	Catherine			Gatekeeper for 2021-2022 BCMS Athletic Events	Regular Hourly Rate / As Needed / Funding Source: General	August 25, 2021 - May 26, 2022
Roberts	Vanessa			Drive School Bus Routes	\$14.45 Per Hour / As Needed / Funding Source: General	August 10, 2021 - May 31, 2022
Smith	David			Electrical Alliance - Saturdays	Regular Hourly Rate / Maximum 40 Hours / Funding Source: General	August 10, 2021 - May 30, 2022
Trippett	Joshua			Drive School Bus Routes	\$14.45 Per Hour / As Needed / Funding Source: General	August 10, 2021 - May 31, 2022
Willoughby	Jana			Gatekeeper for 2021-2022 BCMS Athletic Events	\$12.00 Per Hour / As Needed / Funding Source: General	August 25, 2021 - May 26, 2022
Wurst	Erin			Gatekeeper for 2021-2022 BCMS Athletic Events	\$12.00 Per Hour / As Needed / Funding Source: General	August 25, 2021 - May 26, 2022
Wurst	Erin			Hospital / Homebound Teacher	Regular Hourly Rate / As Needed / Funding Source: General	September 8, 2021 - May 25, 2022



SUPPLEMENT LIST FOR APPROVAL ON SEPTEMBER 7, 2021						
LAST NAME	FIRST NAME	SPECIAL NOTE	LOCATION	DESCRIPTION	AMOUNT	EFFECTIVE DATES
Akins	Kristina		Baker County Middle School	ESE Teacher	Board Approved Rate	2021-2022
Anderson	Jacob		Baker County Middle School	STEM Robotics Club	Board Approved Rate	2021-2022
Auger	Kristine	For Krystal Gainey	Baker County Middle School	Peer Teacher	Board Approved Rate	2021-2022
Auger	Kristine		Baker County Middle School	Team Lead, Eighth Grade Blue Team	Board Approved Rate	2021-2022
Auger	Kristine		Baker County Middle School	Social Studies Department Head	Board Approved Rate	2021-2022
Belleville	Barbara		Baker County Middle School	ESE Paraprofessional	Board Approved Rate	2021-2022
Boatright	Steve		Baker County Middle School	Bullying Prevention	Board Approved Rate	2021-2022
Boatright	Steve		Baker County Middle School	Bus Duty	Board Approved Rate	2021-2022
Bradley	Betty		Baker County Middle School	ESE Paraprofessional	Board Approved Rate	2021-2022
Branch	Heather	Shared with Brandi Staier	Baker County Middle School	Reading / ELA Department Head	Board Approved Rate - Shared	2021-2022
Branch	Heather		Baker County Middle School	Morning Duty	Board Approved Rate	2021-2022
Buettgen	Betsy		Baker County Pre-K / Kindergarten Center	Nutrition Services Manager	Board Approved Rate	2021-2022
Callahan	Angela		Baker County Middle School	Beta Club Sponsor - Eighth Grade	Board Approved Rate	2021-2022
Callahan	Angela		Baker County Middle School	Team Lead, Eighth Grade Green Team	Board Approved Rate	2021-2022
Callahan	Angela		Baker County Middle School	Beta Club Sponsor - Seventh Grade	Board Approved Rate	2021-2022
Carlton	Monica		Baker County Middle School	ESE Paraprofessional	Board Approved Rate	2021-2022

SUPPLEMENT LIST FOR APPROVAL ON SEPTEMBER 7, 2021						
LAST NAME	FIRST NAME	SPECIAL NOTE	LOCATION	DESCRIPTION	AMOUNT	EFFECTIVE DATES
Carrington	Dedra	Shared with Brandy Mobley	Baker County Middle School	Cheerleader Sponsor - Basketball	Board Approved Rate - Shared	2021-2022
Carrington	Dedra		Baker County Middle School	Vocational Department Head	Board Approved Rate	2021-2022
Cassidy	Faith Ann		Baker County Middle School	ESE Teacher	Board Approved Rate	2021-2022
Cassidy	Faith Ann		Baker County Middle School	Athletic Director	Board Approved Rate	2021-2022
Cassidy	Faith Ann		Baker County Middle School	ESE Department Head	Board Approved Rate	2021-2022
Collingwood	Tabitha		Baker County Pre-K / Kindergarten Center	ESE Paraprofessional	Board Approved Rate	2021-2022
Colvin	Timothy		Baker County Middle School	Girls Head Basketball Coach	Board Approved Rate	2021-2022
Cranford	Jacob		Baker County Middle School	Team Lead, Seventh Grade Green Team	Board Approved Rate	2021-2022
Cranford	Jacob		Baker County Middle School	Boys Assistant Basketball Coach	Board Approved Rate	2021-2022
Craven	Morgan		Baker County Pre-K / Kindergarten Center	Director of Guidance	Board Approved Rate	2021-2022
Crawford	Danielle	Shared with Brandi Staier	Baker County Middle School	Student Council Sponsor	Board Approved Rate - Shared	2021-2022
Crews	Heather		Baker County Middle School	Director of Guidance	Board Approved Rate	2021-2022
Crews	Kathy		Baker County Pre-K / Kindergarten Center	ESE Paraprofessional	Board Approved Rate	2021-2022
Crews	Stephen		Baker County Middle School / CATS Academy	Teacher, Alternative School	Board Approved Rate	2021-2022
Cushman	Alice		Baker County Middle School	ESE Paraprofessional	Board Approved Rate	2021-2022

SUPPLEMENT LIST FOR APPROVAL ON SEPTEMBER 7, 2021						
LAST NAME	FIRST NAME	SPECIAL NOTE	LOCATION	DESCRIPTION	AMOUNT	EFFECTIVE DATES
Davis	Beth		Baker County Middle School	Team Lead, Eighth Grade Red Team	Board Approved Rate	2021-2022
Davis	Beth	Shared with McKenzie Harrison & Morgan Spencer	Baker County Middle School	Math Department Head	Board Approved Rate - Shared	2021-2022
Davis	Kaylan		Baker County Middle School	Dancin' Paw Sponsor - Basketball	Board Approved Rate	2021-2022
Dopson	Kellen		Baker County Middle School	Vocational Agriculture	Board Approved Rate	2021-2022
Dunnington	Amanda	Shared with Kimber Thigpen	Baker County Pre-K / Kindergarten Center	Enrichment, Kinder Chorus	Board Approved Rate - Shared	2021-2022
Dunnington	Amanda		Baker County Pre-K / Kindergarten Center	Chairperson	Board Approved Rate	2021-2022
Dunnington	Amanda	Shared with Kimber Thigpen	Baker County Pre-K / Kindergarten Center	Yearbook Sponsor	Board Approved Rate - Shared	2021-2022
Dyal	Kristen		Baker County Middle School	Team Lead, Sixth Grade Red Team	Board Approved Rate	2021-2022
Echols	Debra		Baker County Pre-K / Kindergarten Center	Chairperson	Board Approved Rate	2021-2022
Elledge	Forrest		Baker County Middle School	Assistant Band Director	Board Approved Rate	2021-2022
Elledge	Forrest	Shared with Jessica Odom	Baker County Middle School	Computer Network Manager	Board Approved Rate - Shared	2021-2022
Elledge	Gretchen		Baker County Middle School	Director of Guidance	Board Approved Rate	2021-2022
Elledge	Gretchen	For Kellen Dopson	Baker County Middle School	Peer Teacher	Board Approved Rate	2021-2022
Finley	Blane		Baker County Middle School	Boys Head Basketball Coach	Board Approved Rate	2021-2022



SUPPLEMENT LIST FOR APPROVAL ON SEPTEMBER 7, 2021						
LAST NAME	FIRST NAME	SPECIAL NOTE	LOCATION	DESCRIPTION	AMOUNT	EFFECTIVE DATES
Fiser	Courtney		Baker County Pre-K / Kindergarten Center	Late Bus Duty	Board Approved Rate	2021-2022
Fiser	Courtney		Baker County Pre-K / Kindergarten Center	Speech Therapist	Board Approved Rate	2021-2022
Fiser	Courtney		Baker County Pre-K / Kindergarten Center	National Board Certification - Speech	Board Approved Rate	2021-2022
Fiser	Courtney		Baker County Pre-K / Kindergarten Center	Speech Language Pathologist - ESE	Board Approved Rate	2021-2022
Forth	Courtney		Baker County Pre-K / Kindergarten Center	ESE Paraprofessional	Board Approved Rate	2021-2022
Gainey	Krystal	Shared with Angela Rhoden	Baker County Middle School	Yearbook Sponsor	Board Approved Rate - Shared	2021-2022
Gainey	Krystal		Baker County Middle School	Vocational Agriculture	Board Approved Rate	2021-2022
Gipson	Heather		Baker County Pre-K / Kindergarten Center	School Wellness Coordinator	Board Approved Rate	2021-2022
Gipson	Heather		Baker County Pre-K / Kindergarten Center	Computer Network Manager	Board Approved Rate	2021-2022
Godwin	Patricia		Keller Intermediate School	ESE Paraprofessional	Board Approved Rate	2021-2022
Gregory	Sandra		Baker County Middle School	Team Lead, Seventh Grade Red Team	Board Approved Rate	2021-2022
Hand	Daphne		Baker County Pre-K / Kindergarten Center	Late Bus Duty	Board Approved Rate	2021-2022
Hand	Daphne		Baker County Pre-K / Kindergarten Center	Chairperson	Board Approved Rate	2021-2022

<b>SUPPLEMENT LIST FOR APPROVAL ON SEPTEMBER 7, 2021</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>
Hand	Peggy	For Stephanie Wingard	Baker County High School	Peer Teacher	Board Approved Rate	2021-2022
Harrell	Sandra		Baker County Pre-K / Kindergarten Center	ESE Paraprofessional	Board Approved Rate	2021-2022
Harris	Norma Marie		Keller Intermediate School	Nutrition Services Manager	Board Approved Rate	2021-2022
Harris	Pam		Baker County Middle School	ESE Teacher	Board Approved Rate	2021-2022
Harrison	McKenzie	Shared Morgan Spencer and Beth Davis	Baker County Middle School	Math Department Head	Board Approved Rate - Shared	2021-2022
Harvey	Tiffany		Baker County Middle School	Team Lead, Sixth Grade Green Team	Board Approved Rate	2021-2022
Hawkins	Cindy	For Carley Davis	Baker County Middle School	Peer Teacher	Board Approved Rate	2021-2022
Hawkins	Cindy		Baker County Middle School	Team Lead, Seventh Grade Yellow Team	Board Approved Rate	2021-2022
Hays	Leigh Ann	For Michelle Stermerick - 90 Days Only	Baker County High School	Peer Teacher	Board Approved Rate - Prorated	2021-2022
Hickox	Heather		Baker County Pre-K / Kindergarten Center	Teacher on Special Assignment	Board Approved Rate	2021-2022
Hite	Jennifer	For Aaron Crews Orender	Baker County High School	Peer Teacher	Board Approved Rate	2021-2022
Hodges	Loni		Baker County Middle School	Team Lead, Seventh Grade Blue Team	Board Approved Rate	2021-2022
Hodges	Loni		Baker County Middle School	Majorette Sponsor - Football & Basketball	Board Approved Rate	2021-2022
Holton	Ashley		Baker County High School	Girls Volleyball Coach	Board Approved Rate	2021-2022
Hyde	Amber		Baker County Middle School	Assistant Basketball Coach	Board Approved Rate	2021-2022

<b>SUPPLEMENT LIST FOR APPROVAL ON SEPTEMBER 7, 2021</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>
Jackson	Angela		Baker County Middle School	Nutrition Services Manager	Board Approved Rate	2021-2022
Jackson	Charles		Baker County Middle School	ESE Teacher	Board Approved Rate	2021-2022
Johns	Michelle		Baker County Middle School	ESE Paraprofessional	Board Approved Rate	2021-2022
Keast	Becky		Keller Intermediate School	ESE Paraprofessional	Board Approved Rate	2021-2022
Keel	Clay		Baker County Middle School	Band Director	Board Approved Rate	2021-2022
Kennedy	Cheryl		Baker County Middle School	School Wellness Coordinator	Board Approved Rate	2021-2022
King	Jennifer		Baker County Pre-K / Kindergarten Center	Chairperson	Board Approved Rate	2021-2022
Kosakowski	Tara	Shared with Julia Ugartechea	Baker County Pre-K / Kindergarten Center	Enrichment, Full STEAM Ahead Kids Club	Board Approved Rate - Shared	2021-2022
Lane	Kimbra		Baker County Pre-K / Kindergarten Center	Late Bus Duty	Board Approved Rate	2021-2022
Lane	Kimbra		Baker County Pre-K / Kindergarten Center	Chairperson	Board Approved Rate	2021-2022
Lauramore	Angela		Baker County Middle School	Softball Coach	Board Approved Rate	2021-2022
Leadbetter	Alicia		Baker County Pre-K / Kindergarten Center	ESE Teacher	Board Approved Rate	2021-2022
Lee	Toree	Shared with Chelsea Marsh	Westside Elementary School	Yearbook Sponsor	Board Approved Rate - Shared	2021-2022
Lewis	Jane Anne		Baker County Middle School	Youth Power Sponsor	Board Approved Rate	2021-2022



<b>SUPPLEMENT LIST FOR APPROVAL ON SEPTEMBER 7, 2021</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>
Long	Melissa		Baker County Middle School	Team Lead, Eighth Grade Yellow Team	Board Approved Rate	2021-2022
Long	Shirley		Macclenny Elementary School	Nutrition Services Manager	Board Approved Rate	2021-2022
Lovett	Jennifer		Baker County Middle School	ESE Paraprofessional	Board Approved Rate	2021-2022
McCullough	Carolyn		Baker County Middle School	ESE Teacher	Board Approved Rate	2021-2022
McHenry	Jessica	For Don Slayter	Baker County High School	Peer Teacher	Board Approved Rate	2021-2022
McLarty	Kelly		Baker County Pre-K / Kindergarten Center	ESE Teacher	Board Approved Rate	2021-2022
Milton	John Wyatt		Baker County Middle School	Teacher on Special Assignment	Board Approved Rate	2021-2022
Milton	Lisa		Baker County Middle School	Girls Assistant Volleyball Coach	Board Approved Rate	2021-2022
Mobley	Brandy		Baker County Pre-K / Kindergarten Center	Speech / Hearing Therapist	Board Approved Rate	2021-2022
Mobley	Brandy		Baker County Pre-K / Kindergarten Center	ESE Speech Pathology	Board Approved Rate	2021-2022
Mobley	Brandy		Baker County Middle School	Cheerleader Sponsor - Football	Board Approved Rate	2021-2022
Mobley	Jonathan		Baker County Middle School	Assistant Softball Coach	Board Approved Rate	2021-2022
Mobley	Jonathan		Baker County Middle School	PE Department Head	Board Approved Rate	2021-2022
Odom	Jessica	Shared with Forrest Elledge	Baker County Middle School	Computer Network Manager	Board Approved Rate - Shared	2021-2022
Odom	Jessica		Baker County Middle School	Team Lead, Sixth Grade Yellow Team	Board Approved Rate	2021-2022

SUPPLEMENT LIST FOR APPROVAL ON SEPTEMBER 7, 2021						
LAST NAME	FIRST NAME	SPECIAL NOTE	LOCATION	DESCRIPTION	AMOUNT	EFFECTIVE DATES
Odom	Jessica		Baker County Middle School	Bus Duty	Board Approved Rate	2021-2022
Peterson	Joyce		Baker County Middle School	ESE Paraprofessional	Board Approved Rate	2021-2022
Ploucher	Melissa		Baker County High School	Nutrition Services Manager	Board Approved Rate	2021-2022
Rhoden	Angela	Shared with Jana Willoughby	Baker County Middle School	Activities Coordinator	Board Approved Rate - Shared	2021-2022
Rhoden	Angela	Shared with Krystal Gainey	Baker County Middle School	Yearbook Sponsor	Board Approved Rate - Shared	2021-2022
Rhoden	Angela		Baker County Middle School	Science Department Head	Board Approved Rate	2021-2022
Richardson	Cathy		Baker County Middle School	ESE Paraprofessional	Board Approved Rate	2021-2022
Roberts	Kenneth		Baker County Middle School	Head Football Coach	Board Approved Rate	2021-2022
Rowland	Rebekah		Baker County Middle School	Future Educator Club Sponsor	Board Approved Rate	2021-2022
Russell	Lori		Baker County Pre-K / Kindergarten Center	ESE Paraprofessional	Board Approved Rate	2021-2022
Satterwhite	Cari		Baker County Middle School	ESE Teacher	Board Approved Rate	2021-2022
Sollicito	Lisa		Baker County Pre-K / Kindergarten Center	ESE Paraprofessional	Board Approved Rate	2021-2022
Spencer	Morgan	Shared with McKenzie Harrison and Beth Davis	Baker County Middle School	Math Department Head	Board Approved Rate - Shared	2021-2022
Spencer	Morgan		Baker County Middle School	Head Volleyball Coach	Board Approved Rate	2021-2022
Staier	Brandi	Shared with Danielle Crawford	Baker County Middle School	Student Council Sponsor	Board Approved Rate - Shared	2021-2022

SUPPLEMENT LIST FOR APPROVAL ON SEPTEMBER 7, 2021						
LAST NAME	FIRST NAME	SPECIAL NOTE	LOCATION	DESCRIPTION	AMOUNT	EFFECTIVE DATES
Staier	Brandi	Shared with Heather Branch	Baker County Middle School	Reading / ELA Department Head	Board Approved Rate - Shared	2021-2022
Staier	Brandi		Baker County Middle School	Team Lead, Sixth Grade Blue Team	Board Approved Rate	2021-2022
Starling	Janis		Westside Elementary School	Nutrition Services Manager	Board Approved Rate	2021-2022
Taylor	Kim		Baker County Middle School	Director of Guidance	Board Approved Rate	2021-2022
Thigpen	Kimber	Shared with Amanda Dunnington	Baker County Pre-K / Kindergarten Center	Enrichment, Kinder Chorus	Board Approved Rate - Shared	2021-2022
Thigpen	Kimber		Baker County Pre-K / Kindergarten Center	Chairperson	Board Approved Rate	2021-2022
Thigpen	Kimber	Shared with Amanda Dunnington	Baker County Pre-K / Kindergarten Center	Yearbook Sponsor	Board Approved Rate - Shared	2021-2022
Trippett	Joshua		Baker County High School	Assistant Wrestling Coach	Board Approved Rate	2021-2022
Van Sickle	Brittnee		Baker County Pre-K / Kindergarten Center	Chairperson	Board Approved Rate	2021-2022
Van Sickle	Brittnee		Baker County Pre-K / Kindergarten Center	ESE Teacher	Board Approved Rate	2021-2022
Vickers	Jackie		Baker County Pre-K / Kindergarten Center	Late Bus Duty	Board Approved Rate	2021-2022
Vickers	Jackie		Baker County Pre-K / Kindergarten Center	Chairperson	Board Approved Rate	2021-2022
Waite	Angela		Baker County Middle School	ESE Paraprofessional	Board Approved Rate	2021-2022
Wheeler	Stephanie	For Candace Petrillo	Baker County High School	Peer Teacher	Board Approved Rate	2021-2022



SUPPLEMENT LIST FOR APPROVAL ON SEPTEMBER 7, 2021						
LAST NAME	FIRST NAME	SPECIAL NOTE	LOCATION	DESCRIPTION	AMOUNT	EFFECTIVE DATES
Willoughby	Jana	Shared with Angela Rhoden	Baker County Middle School	Activities Coordinator	Board Approved Rate - Shared	2021-2022

STIPEND LIST FOR APPROVAL ON SEPTEMBER 7, 2021						
LAST NAME	FIRST NAME	MI	ASSIGNMENT	AMOUNT	EFFECTIVE	
Willoughby	Jana		Addition of Out of Field Subject Area to Certificate (Reading Endorsement)	\$225.00 Flat Rate / Funding Source: Federal	August 23, 2021	

OUT OF FIELD PERMIT LIST FOR APPROVAL ON SEPTEMBER 7, 2021						
LAST NAME	FIRST NAME	MI	CERTIFIED IN	PERMIT FOR	SCHOOL SITE	EFFECTIVE DATES
Akins	Kristina		Exceptional Student Education, Mathematics (Grades 5-9), Social Science (Grades 5-9), Reading & English (Grades 6-12)	Science (Grades 5-9)	Baker County Middle School	2021-2022
Anderson	Jacob		Social Science (Grades 5-9)	Digital Information Technology & Computer Science	Baker County Middle School	2021-2022
Baker	Victoria		Social Science (Grades 6-12)	Elementary Education (Third Grade)	Westside Elementary School	2021-2022
Blackshear	Tabitha		Prekindergarten / Primary PK-3	Science (Grades 5-9)	Baker County Middle School	2021-2022
Carney	Steve		Business Education	Geometry	Baker County High School	2021-2022
Carter	Cynthia		Social Science (Grades 5-9)	Elementary Education (Fifth Grade)	Keller Intermediate School	2021-2022
Carver	Andrea		Elementary Education	English & Intensive Reading	Baker County High School	2021-2022
Combs	Garrett		Japanese Foreign Language	Algebra	Baker County High School	2021-2022
Combs	Rebecca		Social Science (Grades 5-9)	Mathematics (Grades 5-9)	Baker County Middle School	2021-2022
Combs	Tiffany		Elementary Education	Geometry, Algebra, Math for College Readiness	Baker County High School	2021-2022
Crews	Stephen		Business Education	Mathematics and Social Science	Baker County Middle School / CATS Academy	2021-2022
Delisle	Steve		General Science	Biology	Baker County High School	2021-2022
Elledge	Forrest		Music	Digital Information Technology & Computer Science	Baker County Middle School	2021-2022

OUT OF FIELD PERMIT LIST FOR APPROVAL ON SEPTEMBER 7, 2021						
LAST NAME	FIRST NAME	MI	CERTIFIED IN	PERMIT FOR	SCHOOL SITE	EFFECTIVE DATES
Finley	Blane		Social Science (Grades 5-9)	Science (Grades 5-9)	Baker County Middle School	2021-2022
Finley	Brandon		Prekindergarten / Primary Education	Business Tech	Baker County High School	2021-2022
Gainey	Krystal		Business Education	Journalism, Social Science (Grades 5-9), Mathematics (Grades 5-9), Science (Grades 5-9),	English (Grades 5-9) / Baker County Middle School	2021-2022
Gernhard	Joyce		Elementary Education (Grades K-6), English Speakers of Other Languages, Reading	English (Grades 5-9)	Baker County Middle School	2021-2022
Gregonis	Vincent		Prekindergarten / Primary Education	English	Baker County High School	2021-2022
Hall	Cynthia		Elementary Education	English	Baker County High School	2021-2022
Harrison	Michael		Business Education & Social Science (Grades 6-12)	Elementary Education (Fifth Grade)	Keller Intermediate School	2021-2022
Hughes	Lindsey		English, Mathematics (Grades 5-9), Middle Grades Integrated Curriculum (Grades 5-9)	Math for College Readiness	Baker County High School	2021-2022
Kazmierczak	Jana		Business Education (Grades 6-12)	Elementary Education (Fifth Grade)	Keller Intermediate School	2021-2022
Kish	Jessica		Elementary Education	Algebra & LAM	Baker County High School	2021-2022
Laurich-Schutt	Valerie		Exceptional Student Education, Prekindergarten / Primary, Reading	Art	Baker County Middle School	2021-2022
Lee	Toree		Business Education (Grades 6-12)	Elementary Education (First Grade)	Westside Elementary School	2021-2022
Lokey	Tyler		Social Science	English 3	Baker County High School	2021-2022
Long	Melissa		Elementary Education (Grades 1-6), Mathematics (Grades 5-9)	Science (Grades 5-9)	Baker County Middle School	2021-2022
McCullough	Tammy		Social Science	Emotional Behavioral Disabilities	Baker County High School	2021-2022
McHenry	Jessica		Elementary Education	Chemistry & Biology	Baker County High School	2021-2022
McKoy	Jasmine		Social Science	Mathematics (Grades 5-9)	Baker County Middle School	2021-2022

<b>OUT OF FIELD PERMIT LIST FOR APPROVAL ON SEPTEMBER 7, 2021</b>						
<b>LAST NAME</b>	<b>FIRST NAME</b>	<b>MI</b>	<b>CERTIFIED IN</b>	<b>PERMIT FOR</b>	<b>SCHOOL SITE</b>	<b>EFFECTIVE DATES</b>
Mixon	Marina		Health	Elementary Education (First Grade)	Macclenny Elementary School	2021-2022
Odom	Jessica		Elementary Education (Grades K-6), English for Speakers of Other Languages	Science (Grades 5-9)	Baker County Middle School	2021-2022
Prescott	Amy		Elementary Education, English for Speakers of Other Languages	Science (Grades 5-9)	Baker County Middle School	2021-2022
Rafuse	Shelby		Social Science (Grades 6-12)	Elementary Education (Fifth Grade)	Keller Intermediate School	2021-2022
Register	Scott		Agriculture	Business Tech & Physical Education	Baker County High School - CATS Academy	2021-2022
Rhoden	Gracemarie		Speech / Language	Elementary Education (First Grade)	Westside Elementary School	2021-2022
Rice	Tammy		Business Education	English	Baker County High School	2021-2022
Richard	George		Exceptional Student Education & Physical Education	English & Science	Baker County High School - CATS Academy	2021-2022
Rodgers	Jarrell		Prekindergarten / Primary Education	Florida History & PCSD Ed Lab	Baker County High School	2021-2022
Simmons	Kanon		Social Science (Grades 5-9)	English (Grades 5-9)	Baker County Middle School	2021-2022
Slayter	Don		Biology & Agriculture	Chemistry & Integrated Science	Baker County High School	2021-2022
Stafford	Matthew		Social Science (Grades 6-12)	Elementary Education (Second Grade)	Westside Elementary School	2021-2022
Swallows-Carney	Sarah		Social Science (Grades 6-12)	English (Grades 5-9)	Baker County Middle School	2021-2022
Waller	Janet		Elementary Education (Grades 1-6), Primary Education (Grades K-3), English for Speakers of Other Languages, Reading	Science (Grades 5-9)	Baker County Middle School	2021-2022
Wingard	Stephanie		Social Science (Grades 6-12)	Exceptional Student Education	Baker County High School	2021-2022
Woods	Abbey		Elementary Education (Grades K-6), English for Speakers of Other Languages	Mathematics (Grades 5-9)	Baker County Middle School	2021-2022
Zavala	Bethany		Prekindergarten / Primary PK-3	Science (Grades 5-9)	Baker County Middle School	2021-2022



OCCASIONAL PERSONNEL STAFFING LIST FOR APPROVAL ON SEPTEMBER 7, 2021				
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, 2021 - May 26, 2022
Burnham	Justin	High School Assistant Band Director	\$1,030.00 Flat Rate / Funding Source: General	July 1, 2021 - June 30, 2022
Clayton	Gerald	High School Boys Head Assistant Basketball Coach	\$1,595.00 Flat Rate / Funding Source: General	September 21, 2021 - June 30, 2022
Cushenberry	Kyle	Middle School Head Baseball Coach	\$1,500.00 Flat Rate / Funding Source: General	February 1, 2021 - May 26, 2022
Kinney	Kristian	High School Competition Cheerleading Coach	\$1,030.00 Flat Rate / Funding Source: General	July 1, 2021 - June 30, 2022
Nipper	Phoebe	High School Dance Drill Team - Football	\$525.00 Flat Rate / Funding Source: General	July 1, 2021 - June 30, 2022
Nipper	Phoebe	High School Dance Drill Team - Basketball	\$525.00 Flat Rate / Funding Source: General	July 1, 2021 - June 30, 2022
Nipper	Phoebe	High School Choreographer	\$275.00 Flat Rate / Funding Source: General	July 1, 2021 - June 30, 2022
Roberts II	Kenneth "Tucker"	Middle School Assistant Football Coach	\$1,500.00 Flat Rate / Funding Source: General	July 29, 2021 - May 26, 2022

LEAVE LIST FOR APPROVAL ON SEPTEMBER 7, 2021					
LAST NAME	FIRST NAME	MI	# OF DAYS	TYPE OF LEAVE	EFFECTIVE DATES
Brewin	Kelly		179 Days	Personal Leave Without Pay - Personal / Extended	August 26, 2021 - May 30, 2022
Buford	Sara		15 Days	Personal Leave Without Pay - Medical	August 10, 2021 - August 30, 2021
Hyde	Amber		.50 Day	Illness in the Line of Duty	August 30, 2021
Johns	Pamela		17 Days	Personal Leave Without Pay - Medical	August 10, 2021 - September 1, 2021
Lee	Lucious		10 Days & 6.25 Hours	Personal Leave Without Pay - Medical	August 24, 2021 - September 8, 2021
Mette	Anita		14 Days	Personal Leave Without Pay - Medical	August 10, 2021 - August 27, 2021
Rafuse	Shelby		<del>32</del> 13 Days	Personal Leave Without Pay - Medical	September 30, 2021 - October 18, 2021
Starling	Jennifer		35 Days	Personal Leave Without Pay - Medical	August 11, 2021 - September 28, 2021

SUBSTITUTE LIST FOR APPROVAL ON SEPTEMBER 7, 2021					
LAST NAME	FIRST NAME	MI	DESCRIPTION	AMOUNT	EFFECTIVE DATES
Ambrose	Elizabeth		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	August 10, 2021
Arnold	Claudia		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	August 19, 2021

<b>SUBSTITUTE LIST FOR APPROVAL ON SEPTEMBER 7, 2021</b>					
<b>LAST NAME</b>	<b>FIRST NAME</b>	<b>MI</b>	<b>DESCRIPTION</b>	<b>AMOUNT</b>	<b>EFFECTIVE DATES</b>
Baggett	Dennis		Substitute in all areas pending completion of necessary requirements except Substitute Teacher	Board Approved Rate	August 10, 2021
Barton	Tiffany		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	August 19, 2021
Beebe	Shayla		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	August 18, 2021
Bennett	Marsha		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	August 19, 2021
Blackshear	Barbara		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	August 17, 2021
Blackshear	Clayton		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	August 18, 2021
Bliss	Lana		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	August 19, 2021
Brown	Jeffrey		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	August 19, 2021
Burnsed	Mallory		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	August 19, 2021
Cales	Lauren		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	August 18, 2021
Cales	Skyler		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	August 25, 2021
Carver	Jacob		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	August 10, 2021
Combs	Melissa		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	August 17, 2021
Cranford	Breanna		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	August 18, 2021
Creamer	Gracie		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	August 18, 2021
Crews	Katherine		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	August 26, 2021

<b>SUBSTITUTE LIST FOR APPROVAL ON SEPTEMBER 7, 2021</b>					
<b>LAST NAME</b>	<b>FIRST NAME</b>	<b>MI</b>	<b>DESCRIPTION</b>	<b>AMOUNT</b>	<b>EFFECTIVE DATES</b>
Crews	Sarah		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	August 18, 2021
Cushenberry	Kyle		Substitute in all areas pending completion of necessary requirements except Substitute Teacher	Board Approved Rate	August 16, 2021
Davis	Amy		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	August 10, 2021
Dean	Danielle		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	August 18, 2021
Dekle	Marca		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	August 18, 2021
Dennis	Spencer		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	August 18, 2021
Elliott	Aspyn		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	August 10, 2021
Esterling	Aura		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	August 23, 2021
French	Abbigail		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	August 18, 2021
French	Randa		Substitute in all areas pending completion of necessary requirements except Substitute Teacher	Board Approved Rate	August 17, 2021
Gibson	Kari		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	August 23, 2021
Gray	Mary		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	August 26, 2021
Hauge	Madison		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	August 18, 2021
Hill	Sheryl		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	August 10, 2021
Hodges	Emilie		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	August 18, 2021
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 19, 2021



<b>SUBSTITUTE LIST FOR APPROVAL ON SEPTEMBER 7, 2021</b>					
<b>LAST NAME</b>	<b>FIRST NAME</b>	<b>MI</b>	<b>DESCRIPTION</b>	<b>AMOUNT</b>	<b>EFFECTIVE DATES</b>
Howell	Kymberli		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	August 18, 2021
Jackson	April		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	August 18, 2021
Jacobs	Amanda		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	August 17, 2021
Jager	Audra		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	August 19, 2021
Jefferson	Adrium		Substitute in all areas pending completion of necessary requirements except Substitute Teacher	Board Approved Rate	August 10, 2021
Johns	Rhonda		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	August 18, 2021
Jones	Demi		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	August 19, 2021
Jones	Haley		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	August 18, 2021
Kick	Annalee		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	August 18, 2021
Lambright	Jessie		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	August 19, 2021
Lee	Emily		Substitute in all areas pending completion of necessary requirements except Substitute Teacher	Board Approved Rate	August 23, 2021
Matthews	Karen Sue		Substitute in all areas pending completion of necessary requirements except Substitute Teacher	Board Approved Rate	August 11, 2021
Mazzanoble	Valerie		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	August 18, 2021
Moore	Regan		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	August 11, 2021
Murray	Billie		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	August 18, 2021
Nowlen	Lucy		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	August 11, 2021

<b>SUBSTITUTE LIST FOR APPROVAL ON SEPTEMBER 7, 2021</b>					
<b>LAST NAME</b>	<b>FIRST NAME</b>	<b>MI</b>	<b>DESCRIPTION</b>	<b>AMOUNT</b>	<b>EFFECTIVE DATES</b>
Plemmons	Haleigh		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	August 10, 2021
Pocepowich	Richard		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	August 26, 2021
Ragan	Jennifer		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	August 23, 2021
Ray	Kelsey		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	August 10, 2021
Reagan	Elizabeth		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	August 2, 2021
Robinson	Shanna		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	August 18, 2021
Ruis	William		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	August 19, 2021
Simmons	Joleene		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	August 18, 2021
Smith	Bascom		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	August 18, 2021
Stewart	Paula		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	August 10, 2021
Thomas	Autumn		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	August 18, 2021
Thrift	Alyssa		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	August 18, 2021
Wells	Heather		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	August 18, 2021
White	Kaleigh		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	August 18, 2021
Wilson	Jessica		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	August 17, 2021
Winters	Lucy		Substitute Teacher (has completed the required Substitute Teacher Training) and all other areas pending completion of necessary requirements	Board Approved Rate	August 17, 2021

**ADJOURNMENT FROM SEPTEMBER 7, 2021, SCHOOL BOARD MEETING**

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.

**Paula T. Barton, Board Chairperson**

**Sherrie Raulerson, Superintendent of Schools**



# 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 8, 2021

TO: Sherrie Raulerson, SUPERINTENDENT

FROM: Teri Ambrose  
EXECUTIVE DIRECTOR FOR SUPPORT SERVICES *MTA*

RE: REQUEST BOARD APPROVAL OF BUDGET AMENDMENT #1

Please request Board approval of Budget Amendment #1 (BA 1) for the fiscal year ended June 30, 2022. BA 1 is necessary to present budgets within the respective functions where expenditures are projected to occur and to increase estimated revenue for the Public Education Capital Outlay fund. There was a change to the financial statements as of June 30, 2021, thus changing the beginning balance. This budget amendment is for the PECO Fund 340.

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

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

#### DISTRICT SCHOOL BOARD MEMBERS

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

AN EQUAL ACCESS/EQUAL OPPORTUNITY INSTITUTION



CHECK APPROPRIATE FUND	
_____	General Fund
_____	Special Revenue
_____	Food Service
_____	Debt Service
<u>  X  </u>	Capital Projects

**RESOLUTION NO: 1**

**FUND 340**

		<i>ESTIMATED REVENUE</i>			
TOTAL REVENUE TRANSFERS & BALANCES	PRESENT BUDGET	INCREASE/DECREASE		REVISED BUDGET	
2800	2,407,974.33	4,496,445.80		6,904,420.13	
TOTAL	2,407,974.33	4,496,445.80		6,904,420.13	

		APPROPRIATIONS		
FUNCTION	PRESENT BUDGET	INCREASE	DECREASE	REVISED BUDGET
7400	35,823,377.67	4,496,445.80		40,319,823.47
TOTAL REVISIONS	35,823,377.67	4,496,445.80		40,319,823.47

ADOPTED BY SCHOOL BOARD: \_\_\_\_\_

CERTIFIED CORRECT:

District Superintendent's Signature \_\_\_\_\_

# *Family Service Center*

**418 - 8th Street South \* Macclenny, FL 32063**

Located on the campus of Keller Intermediate School - Baker County School District

**Phone (904) 259-7871 \* Fax (904)259-9169**

The First Newly Constructed Family Service Center in Florida

September 7, 2021

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

Dear Superintendent Raulerson:

Please submit for approval the (Renewal) of the Interagency Agreement between the Women's Center of Jacksonville and the Baker County School Board to provide services to clients at the Family Service Center. No changes except in rate.

Thank you for your continued support.

Sincerely,



Tina L. Bradley, RN, BSN  
Health Services Specialist

TLB/alg

Enclosure

# **INTERAGENCY AGREEMENT**

## **FAMILY SERVICE CENTER AT KELLER INTERMEDIATE SCHOOL**

**THIS AGREEMENT** is entered by and between the **Women's Center of Jacksonville,**

**5644 Colcord Ave., Jacksonville, FL 32211,**

hereinafter referred to as **Women's Center of Jacksonville,** and the SCHOOL BOARD OF BAKER COUNTY,

hereinafter referred to as the BOARD.

### **WITNESSETH**

I. For and in consideration of the mutual understanding and agreements hereinafter set forth, it is therefore agreed between the **Women's Center of Jacksonville** and the BOARD as follows: (Agency)

1. The Agency agrees to provide Services on site, as described in number I. 8, within the area of the Baker County School District.
2. The location of these services will be Keller Intermediate School at the Family Service Center - 418 South 8<sup>th</sup> Street, Macclenny, Fl 32063; Room #25, (80sq. ft.).
3. The Parties agree that any questions or concerns shall be resolved by Tina L. Bradley, RN BSN, Family Service Center Director, subject only to final board resolution.
4. Additional administrative procedures as may be necessary will be mutually coordinated and agreed upon by both Parties.
5. Scheduling of these Services will rest jointly with Tina L. Bradley, RN BSN, the BOARD'S Family Service Center Director, and **Teresa Miles,**  
(Name of Designee)
6. The operation of these Services will be the responsibility of the Agency's Designee, **Teresa Miles.**
7. Decisions regarding hiring and further human resource management will be the sole responsibility of the respective employer.

8. Specific services will include, but are not limited to:
  - Outreach advocate for victims of sexual violence
9. Specific in-kind contributions are:  
**Staff Salary = \$31,200 annually**
10. The Parties agree to obtain the written consent for treatment from the parents or guardians of all children treated hereunder prior to formal commencement of non-emergency services. Copies of said consent shall be filed in each student's school record (maintained by the BOARD) and clinical record (maintained by the Family Service Center).
11. Support expenses consisting of internet, basic telephone services and long distance calls will be the responsibility of the **Women's Center of Jacksonville.**  
(Agency)
12. Paper goods, supplies, and office consumables will be the responsibility of the **Women's Center of Jacksonville.**  
(Agency)

II. The **Women's Center of Jacksonville** further agrees as follows:  
(Agency)

to pay the Board **\$1,322.94 (For October 1, 2021 – Sept. 30, 2022.)**

III. The BOARD agrees as follows:

1. To provide general janitorial and maintenance services for the facility.
2. To allow **Women's Center of Jacksonville**  
(Agency)  
to establish and coordinate hours of operation with Tina L. Bradley, RN BSN, Family Service Center Director, in order to accomplish the service objectives as needed, and that these hours of operation may extend past school hours of operation.

IV. The **Women's Center of Jacksonville and** the BOARD further agree as follows:  
(Agency)

1. **Titles VI and VII, Civil Rights Act of 1964:**



Both Parties shall comply with the provisions of Title VI and VII of the Civil Rights Act of 1964 and all other Federal Laws applicable to equal employment opportunity.

2. Indemnification and Insurance:

A. The **Women's Center of Jacksonville**  
(Agency)

agrees that it and its employees shall act as independent contractors and not as employees of the BOARD in providing the aforementioned services.

B. The **Women's Center of Jacksonville**  
(Agency)

agrees that it shall maintain adequate liability insurance of no less than \$1,000,000.00 per occurrence/claim, and \$2,000,000.00 annual aggregate during the course of this AGREEMENT and shall indemnify, defend and hold the BOARD harmless from all claims, suits, judgments, or damages that may arise from the operation of the **Women's Center of Jacksonville.**

C. The **Women's Center of Jacksonville**  
(Agency)

agrees to assume responsibility for and maintain adequate insurance to cover loss or damage of agency property as may be in the possession of the BOARD during these Services. The Agency also agrees to provide insurance to cover damage to the facility or to repair its furniture and/or fixtures, as may be caused by Agency use of same.

D. The BOARD will assume responsibility for and maintain adequate insurance to cover loss or damage to all items of its personal property.

3. Confidentiality

The Parties shall recognize and safeguard the confidential nature of case records and student information in conformance with all applicable Federal and State laws, rules and regulations and both Parties' policies pertaining to the right of privacy of parents, guardians, and students.

4. Publicity

All notices, informational pamphlets, press releases, research reports, and other similar public notices which reference the Family Service Center must

have prior approval by Tina L. Bradley, RN BSN, Family Service Center Director, prior to publication and release.

5. Renegotiation or Modification

Any alterations, variations, modifications, or waivers of this AGREEMENT shall only be valid when they have been placed in writing, signed and attached to this AGREEMENT. Both Parties agree to renegotiate those portions of the agreement which may be affected by revision of federal or state laws or regulations.

6. Termination

- A. Termination at Will. This AGREEMENT will be terminated by either Party at any time, with or without cause, upon no less than thirty (30) days notice in writing to the designated person as identified in I. 5. Said notice shall be delivered by Certified Mail or in person.
- B. Termination Because of Lack of Funds. It is further agreed that in the event funds to finance this AGREEMENT become unavailable, the obligations of each Party hereunder may be terminated upon no less than thirty (30) days notice in writing to the other Party. Said notice shall be delivered by Certified Mail or in person. In such event, both Parties will endeavor to ensure the continuity of care for any displaced students and families by utilizing available community resources and applicable State and Federal Law. The Women's Center of Jacksonville  
(Agency)  
shall be the final authority as to the availability of its Federal and State funds and as to how such funds will be allocated, and the BOARD shall be the final authority as to the availability of the facilities and school personnel.

7. Retention of Records

The Parties shall retain all financial records, supporting documents, statistical records, and any other documents pertinent to this AGREEMENT for a period of at least six (6) years after termination of this AGREEMENT or if any audit has been initiated and audit findings have not been resolved at the end of six (6) years, the records shall be retained at least until resolution of the audit findings.

8. Contract Duration and Renewal

This AGREEMENT shall become effective on **October 1, 2021**, and shall end on **September 30, 2022**. This AGREEMENT may be renewed each year upon mutual agreement by both parties.

SCHOOL BOARD OF BAKER COUNTY

WOMEN'S CENTER OF JACKSONVILLE

\_\_\_\_\_  
Paula T. Barton, Chairperson

\_\_\_\_\_  
Agency Administrator

\_\_\_\_\_  
Date

\_\_\_\_\_  
Aug 6, 2021  
Date



## Women's Center of Jax

Contract Date October 1, 2021 - September 30, 2022

Total Square Footage of Building Less Common Areas	5,768.00
Square Footage of One Office	80
Percentage of Total Building used	1.39%

### Secretary of Family Service Center

Salary	37,933.48
FICA	2,901.91
Retirement	3,133.31
Insurance	6,459.84
Total Salary	<u>50,428.54</u>

Percentage of salary for secretary	699.42
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Custodian (6 Hours) Martha Mann	29,023.22
FICA	2,220.28
Retirement	2,397.32
Insurance	39.60
Total Salary	<u>33,680.41</u>

Percentage of Salary for Custodial Staff	467.13
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Electricity from April 2020 to March 2021	8,708.32
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Percentage of Electricity	120.78
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Water Bill from May 2020 to March 2021	2,566.37
--	----------

Percentage of Water Bill	<u>35.59</u>
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Total for Contract	<u><u>1,322.94</u></u>
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<b>TOTAL CONTRACT DUE FOR 2021-2022</b>	<b>\$ 1,322.94</b>
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# Baker County Public Schools

**Sherrie Raulerson, Superintendent of Schools**

270 South Boulevard East, Macclenny, Florida 32063

Telephone: (904) 259-8251

[www.bakerk12.org](http://www.bakerk12.org)

Fax: (904) 259-1387



August 30, 2021

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 2021-2022 school year.

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

Thank you,

A handwritten signature in black ink, appearing to read "A. Murphy", written over a horizontal line.

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 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 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 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 scores, course requirements, immunization, Code of Conduct acknowledgement, etc. Students who meet these requirements must submit the online prospective full-time student application.

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 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.

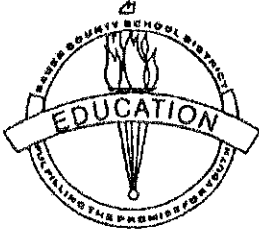
### **Process to Ensure Compliance**

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.

~~2020-2021: Due to Covid 19, the following virtual program will be added as a virtual option.~~

~~For parents who do not feel that brick and mortar school is an option for them, online virtual education through NEFEC My District, or FLVS have always been options. This year, Baker County is creating for grades K-12, a new virtual option, "Baker County Virtual Classroom", in which teachers from the district will be instructing through this platform. This will be synchronous instruction where students will be required to log in at the same time as the regular classroom. Google Classroom and Google Meets will be use as the virtual platform. Virtual students will see and hear the same instruction, have opportunities to interact with the teacher and classroom, and practice the same content (in digital form), as the brick and mortar classroom. Using this model, in the event that a classroom or entire school is shut down, education can continue without major setbacks. If possible, students may come to school for assessments, if not accommodations will be made.~~

~~Applications for Baker County Virtual Classroom are available at each school site, and parents will need to schedule time to talk to the principal of the school for more information before enrolling. Attendance guidelines, code of conduct, and grading procedures will be the same as regular school. Students grades and attendance will be monitored. If students are not being successful in Baker County Virtual Classroom, the school will reach out to the parent for additional options. Students who are unsuccessful may be removed from Baker County Virtual Classroom.~~



## *Baker County District School Board*

270 EAST JONATHAN ST. • MacCLENNY, FLORIDA 32063

Sherri Raulerson, Superintendent of Schools  
270 South Blvd East  
Macclenny, FL 32063

Dear Superintendent Raulerson:

The purpose of this communication is to request the approval of the mass notification system through Blackboard Inc. This system includes communication with all stakeholders via voice, text, email, push notification, website announcement, website alert, and social media. This is a reliable and robust safety and security communication system which addresses communication needs in a myriad of critical circumstances. This agreement represents a continuation of our partnership with Blackboard Inc. Please see the attached document for additional information. Your kind consideration of this request is greatly appreciated.

Sincerely,

A handwritten signature in black ink that reads "David Crawford". The signature is written in a cursive style with a large, looped "D" and "C".

David Crawford  
Director of Auxiliary Services and School Safety



## New Period or Contract Renewal Confirmation Notice

### CUSTOMER INFORMATION:

**Billing Address:**  
Baker County School District  
392 South Boulevard East  
Macclenny, FL 32063  
USA

**Date:** 08/13/2021  
**Customer No:** 302657  
**Document No:** CSF000366369

**Customer Primary Contact:** David Crawford

### PRODUCTS AND SERVICES SUBJECT TO NEW PERIOD OR RENEWAL:

Qty	Product Code	Product Description	Start Date	End Date	Price (USD)
1	AS-ICMK12-MN	ICM for K12 Mass Notifications Premium Service	10/01/2021	09/30/2022	1,350.00
4500	BC-MN	Reliable mass notification system for sending messages via voice, text, email, push notification, website announcement, website alert, and social media.	10/01/2021	09/30/2022	5,490.00

**Renewal Amount (USD) 0.00**

### CONFIRMATION:

Per the terms of your contract currently in place for Blackboard products and/or services, the next period or contract renewal period starts on **10/01/2021**. With respect to contract renewals, per the terms of your contract your license(s) may be automatically renewed 30 days prior to the renewal period start date, and use of the product and/or services on or beyond 10/01/2021 may result in an automatic invoice from Blackboard for the renewal amount noted above.

Any utilization beyond licensed quantities allowed under your current contract with Blackboard may result in license fees charged in addition to the new period or contract renewal amount noted above. Please reach out to Blackboard to adjust your current license quantity if applicable.

You will be invoiced for products and/or services for the total above upon receipt of this form unless other arrangements are made. Please note that taxes are not included in the total Amount Due and will be added, where applicable, when invoiced. If you are exempt from paying sales tax, include your current state tax exemption certificate or forward to [exemptcerts@blackboard.com](mailto:exemptcerts@blackboard.com).

### Please review the following to ensure accurate billing:

1. Provide updated billing information if inaccurate
2. Provide Purchase Order No., if required
3. Include current tax-exempt form for your institution, if applicable
4. Purchase Orders and/or Tax-Exempt Form can be sent via any one of the following methods by **09/03/2021**:
  - Email: [operations@blackboard.com](mailto:operations@blackboard.com)
  - Fax: +1.312.236.7251
  - Mail: Blackboard Inc., 11720 Plaza America Drive Fl 11, Reston, VA 20190, USA
5. If you do not require a Purchase Order, please provide confirmation via email that "No PO is required" to [operations@blackboard.com](mailto:operations@blackboard.com) or directly to your renewal representative.

**GRANT PROPOSAL SUMMARY  
REQUEST FOR BOARD APPROVAL**

Board  
Approval Status

(MUST BE TYPED)

<b>NAME OF GRANT PROPOSAL</b>	<i>Advancing Career &amp; Technical Education Through Entrepreneurship Education and Training (EET)</i>
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**TYPE OF GRANT:**

☒ New ☐ Continuation ☐ Amendment ☐ Entitlement ☒ Competitive

<b>CONTACT PERSON:</b>	<i>Carrie Dopson, Director of Adult Education</i>
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<b>CONTACT PHONE NUMBER:</b>	<i>(904) 259-0408</i>
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<b>AMOUNT REQUESTED:</b>	<i>\$50,000.00</i>
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**SOURCE:** ☒ Federal ☐ State ☐ Other: \_\_\_\_\_

**LOCAL MATCHING FUNDS REQUESTED:**

☒ No  
☐ Yes . . . If yes, please specify: ☐ Monetary Amount \$ \_\_\_\_\_  
☐ In-Kind Amount \$ \_\_\_\_\_

<b>LIST SPECIFIC IN-KIND CONTRIBUTIONS</b>
<i>N/A</i>

<b>PROJECT DESCRIPTION</b> <i>(If additional space is needed, attachments may be used)</i>
<i>The purpose of this program is to foster a spirit of entrepreneurship and innovation in the Baker County School District, beginning with our Business Management and Analysis program at Baker County High School.</i>

<b>HOW WILL FUNDS BE USED</b> <i>(If additional space is needed, attachments may be used)</i>
<i>The funds will be used to pay Teacher Salaries, purchase of equipment, supplies and transportation cost for 3 business visits and competition events.</i>

**SUBMITTED BY:** *Carrie Dopson* **DATE:** *09/02/2021*

# ATTACHMENT B - FLORIDA DEPARTMENT OF EDUCATION PROJECT APPLICATION

<b>Please return to:</b>  Florida Department of Education Office of Grants Management ShareFile System	<b>A) Program Name:</b> <b>Strengthening Career and Technical Education for the 21<sup>st</sup> Century Act (Perkins V) Advancing Career and Technical Education Through Entrepreneurship Education and Training (EET) Fiscal Year 2021-2022</b>  <b>TAPS NUMBER: 22B094</b>	<b>DOE USE ONLY</b>  Date Received
<b>B) Name and Address of Eligible Applicant:</b> Baker County School District 392 S. BLVD East Macclenny, FL 32063		Project Number (DOE Assigned)
<b>C) Total Funds Requested:</b>  \$ 50,000  <hr style="width: 200px; margin-left: 0;"/> <b>DOE USE ONLY</b>  Total Approved Project:  \$	<b>D) Applicant Contact &amp; Business Information</b>	
	Contact Name: Carrie Dopson Fiscal Contact Name: Mary T. Ambrose	Telephone Numbers: 904-259-0408  904-259-0418
	Mailing Address: <b>418 S. 8<sup>th</sup> Street</b> <b>Macclenny, FL 32063</b>	E-mail Addresses: <a href="mailto:Carrie.dopson@bakerc12.org">Carrie.dopson@bakerc12.org</a> <a href="mailto:Mary.ambrose@bakerc12.org">Mary.ambrose@bakerc12.org</a>
	Physical/Facility Address: <b>418 S. 8<sup>th</sup> Street</b> <b>Macclenny, FL 32063</b>	DUNS number:  FEIN number:
<b>CERTIFICATION</b>  <p>I, <u><i>Sherrie Raulerson</i></u>, as the official who is authorized to legally bind the agency/organization, do hereby certify to the best of my knowledge and belief that all the information and attachments submitted in this application are true, complete and accurate, for the purposes, and objectives, set forth in the RFA or RFP and are consistent with the statement of general assurances and specific programmatic assurances for this project. I am aware that any false, fictitious or fraudulent information or the omission of any material fact may subject me to criminal, or administrative penalties for the false statement, false claims or otherwise. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.</p> <p>Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.</p>		
E) <u><i>Sherrie Raulerson</i></u> Signature of Agency Head	<u>Superintendent</u> Title	<u>8/18/2021</u> Date

# **Perkins V Budget Narrative Form**

**A) BAKER COUNTY SCHOOL DISTRICT**

Name of Eligible Recipient:

**B)**

Project Number: (DOE USE ONLY)

**TAPS Number  
22B094**

**NOTE:** When completing this form under Column (3), **Account Title and Narrative**, for each line item, specify the CLNA need, Requirements for the Uses of Funds and program number/CIP, by number for all budgetary line item supported with Perkins V funds such as salaries, travel, professional development, equipment, supplies, etc. Show amounts in whole dollars only.

(1)	(2)	(3)	(4)	(5)	(6)
<b>FUNCTION</b>	<b>OBJECT</b>	<b>ACCOUNT TITLE, NARRATIVE, AND EXPLANATION</b>	<b>FTE</b>	<b>AMOUNT (whole \$)</b>	<b>% ALLOCATED to this PROJECT</b>
5300	120	Salaries: Two teachers to serves as instructors for the 5-day Summer Entrepreneurship Institute – 2 @ \$35.00 x 50 hours each Section 134: CLNA Need: 4A:2,3,4,7; C2:7, 8; Program Number or CIP#: 8301100 Section 135: Requirement for the Uses of Funds: 1E; 1F; 2E;3,4,5A, 5B, 5E, 5J, 5L, 5M,	1.0	\$3500	100%
5300	210	Retirement: Section 134: CLNA Need: 4A:2,3,4,7; C2:7,8 Program Number: 8301100 Section 135: Requirement for the Uses of Funds: 1E; 1F; 2E;3,4,5A, 5B, 5E, 5J, 5L, 5M,		\$379	100%
5300	220	FICA: Section 134: CLNA Need:4A:2,3,4,7; C2:7,8 Program Number: 8301100 Section 135: Requirement for the Uses of Funds: 1E; 1F; 2E;3,4,5A, 5B, 5E, 5J, 5L, 5M,		\$268	100%
5300	160	Transportation Cost: Bus driver salaries for CTE/Entrepreneurship student events as included in the project narrative. (6 drivers @ \$25 per hour for 3 summer trips for 5 hours each, 2 FBLA events for 8 hours each trip and 1 Pitch competition @ 9 hours for a total of 40 hours) Section 134: CLNA Need:4A:7; C2:2,3,8 Program Number: 8301100 Section 135: Requirement for the Uses of Funds: 1E; 1F; 2E;3,4,5A, 5B, 5E, 5J, 5L, 5M,		\$1000	100%
5200	210	Retirement Benefits: For driver salaries listed above and substitutes listed below Section 134: CLNA Need: 4A:7; C2:2,3,8 Program Number: 8301100 Section 135: Requirement for the Uses of Funds: 1E; 1F; 2E;3,4,5A, 5B, 5E, 5J, 5L, 5M,		\$390	100%



5300	220	FICA: For driver salaries listed above and substitutes listed below Section 134: CLNA Need: 4A:7; C2:2,3,8 Program Number: 8301100 Section 135: Requirement for the Uses of Funds: 1E; 1F; 2E;3,4,5A, 5B, 5E, 5J, 5L, 5M,		\$277	100%
5300	160	Salary: % of administrative assistant salary to assist with duties associated with grant. (Indirect Cost)	.05	\$2110	100%
5300	210	Retirement Benefits: For administrative assistant listed above (Indirect Cost)		\$228	100%
5300	220	FICA: for administrative assistant listed above (Indirect Cost)		\$162	100%
5300	330	Transportation Cost: for 3 business visits and 3 competition events (1 bus each trip for 6 trips; \$1 per mile for no more than 600 miles) Section 134: CLNA Need: 4A:3,7,8; C2: 2,3,7,8 Program Number or CIP#: 8301100 Section 135: Requirement for the Uses of Funds: 1A, 1E,1F, 5D, 5J,5O		\$600	100%
5300	330	Travel Out-of-County Travel: To provide and/or reimburse out-of-county travel expenses, including hotel, meals, mileage, and registration fees, for CTE teachers to attend Entrepreneurship related training and professional development. Travel will also provide and/or reimburse out-of-county travel expenses, including hotel, meals, mileage and registration fees, for CTE teachers and students to attend FBLA competitions that are Entrepreneurship related. Section 134: CLNA Need: 4A:3,7,8; C2: 2,3,7,8 Program Number or CIP#:8301100 Section 135: Requirement for the Uses of Funds: 1A, 1E,1F, 5D, 5J,5O		\$7000	100%
5300	369	Curriculum: NFTE curriculum and training (will include online curriculum and 1-day training and a 3-day training for instructors); Industry certifications for students (100 licenses X 2 certifications) Section 134: CLNA Need: 4A:2,5; C2:5 Program Number: 8301100 Section 135: Req. use of funds:2A, 2C, 2E, 2F, 2I; 3; 4A; 5A;5D, 5E, 5L, 5M, 5S,		\$9000	100%

5300	510	<b>Materials and Supplies:</b> Consumables CTE summer Entrepreneurship Institute, printing supplies (vinyl instructional and recruiting materials. No item costs \$1,000 or more. <b>Section 134: CLNA Need:</b> 4A:9 <b>Program Number or CIP#:</b> 8301100 <b>Section 135: Requirement for the Uses of Funds:</b> 1F,5E,		\$7676	100%
5300	519	<b>Technology Related Supplies:</b> Sublimation ink to be used in the sublimation printer. Ink for poster printer. <b>Section 134: CLNA Need:</b> 4A:9 <b>Program Number or CIP#:</b> 8301100 <b>Section 135: Requirement for the Uses of Funds:</b> 1F,5E,2I, 5D		\$3800	100%
5300	641	<b>Computer Hardware: Equipment over \$750</b> Purchase of 2 ipads to be used by CTE students for instructional purposes in the Entrepreneurship CTE program. 2 Sublimation Printers for use by students in school-based business. See Equipment Form. <b>Section 134: CLNA Need:</b> 4A:9; C2:1,7 <b>Program Number or CIP#:</b> 8301100 <b>Section 135: Requirement for the Uses of Funds:</b> 2I,5D		\$6,000	100%
5300	642	<b>Equipment under \$750:</b> Vinyl Cutter, 2 Heat Presses, Ipad accessories and rotating hat display to be used in school-based business. Each item purchased will be under \$750. <b>Section 134: CLNA Need:</b> 4A:9; C2:1,7 <b>Program Number or CIP#:</b> 8301100 <b>Section 135: Requirement for the Uses of Funds:</b> 2I,5D		\$6000	100%
5300	750	<b>Substitutes:</b> Substitutes for two instructors for 4 training days, 2 FBLA events, 1 pitch competition and 6 curriculum planning days (2 subs @ \$13.38 per hour for 7.5 hours each day for 13 days each) <b>Section 134: CLNA Need:</b> 4A:2,C2:3,5, 7,8; D2:1, 4; <b>Program Number or CIP#:</b> 8301100 <b>Section 135: Requirement for the Uses of Funds:</b> 2A, 2C, 2E,3		2610	100%
			<b>Total</b>	<b>\$50,000</b>	
* Showing the percentage on benefits is optional. ** Indirect Cost plus Administrative Cost cannot exceed 5% of the total grant allocation.					



# Baker County Public Schools

**Sherrie Raulerson, Superintendent of Schools**

270 South Boulevard East, Macclenny, Florida 32063

Telephone: (904) 259-6251

[www.bakerk12.org](http://www.bakerk12.org)

Fax: (904) 259-1387



I am asking the school board for approval to contract with **DEBORRAH METHENY-HAYS** as a consultant for the purposes of:

Working with School District staff to establish systems, practices, and procedures for the following:

Receiving and reviewing Charter School Applications.

Providing internal organizational support for charter schools.

Meeting Florida Department of Education mandates and professional standards as a charter school authorizer.

Produce draft documents necessary for the effective administration of established systems.

Providing guidance through a charter school application review process as needed.

Enhance school district staff capacity to efficiently and effectively carry out responsibilities related to authorizing charter schools.

Allen Murphy

Director of Teaching and Learning

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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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## **PROPOSED CONTRACT LANGUAGE FOR CHARTER SCHOOL CONSULTANT SERVICES**

**DEBORRAH METHENY-HAYS**

**SEPTEMBER 2021**

### The independent contractor shall:

- Review current Florida Statutes, Florida Department of Education Regulations and Baker County School Board Charter School policies for consistency and currency. Recommend changes, as relevant, to local policies or regulations.
- Work with School District staff to establish systems, practices, and procedures for the following:
  - Receiving and reviewing Charter School Applications.
  - Providing internal organizational support for charter schools.
  - Meeting Florida Department Education mandates and professional standards as a charter school authorizer.
- Produce draft documents necessary for the effective administration of established systems.
- Provide guidance through a charter school application review process as needed.
- Enhance school district staff capacity to efficiently and effectively carry out responsibilities related to authorizing charter schools

### Terms of contract:

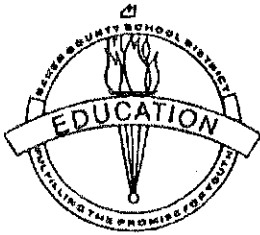
The independent contractor will render services and complete work in a timeframe determined by the Superintendent.

### Rate of reimbursement:

The contractor will be reimbursed at the rate of \$150.00 per hour for onsite and distant services plus all applicable travel expenses. Payment under this contract will not exceed \$10,000 plus applicable travel expenses. Additional services may be provided and reimbursed under this contract via a contract amendment by both parties.

Payment will be made upon receipt of an invoice for services submitted by the independent contractor. The invoice shall include documentation of the services provided and the dates of those services. Payment shall include the rate for the independent contractor and applicable travel expenses pursuant to Florida Statutes 112.061





*Baker County District School Board*

270 EAST JONATHAN ST. • MacCLENLY, FLORIDA 32063

Sherri Raulerson, Superintendent of Schools  
270 South Blvd East  
Macclenny, FL 32063

Dear Superintendent Raulerson:

The purpose of this communication is to request the approval of the quote that is attached to this letter. The quote is for services provided by RAPTOR Technologies as described in the attached document. In short, these services will provide our system with a mobile panic alert for every employee and all law enforcement. Also, this system will contain the reunification system as a part of the mobile app. There is additional functionality that I will share with you in an upcoming executive session. Please see the attached document for additional information. RAPTOR Technologies is the industry standard. They supply these kinds of services to well over half of the school districts in the state of Florida. Your kind consideration of this request is greatly appreciated.

Sincerely,

David Crawford  
Director of Auxiliary Services and School Safety

# RAPTOR<sup>®</sup>

## TECHNOLOGIES

THE GOLD STANDARD IN SCHOOL SAFETY

Quote #: Q-05065-1  
 Date: 6/8/2021 1:39 PM  
 Expires On: 9/24/2021  
 Federal Tax ID #: 45-4914152  
 GSA #: GS-07F-127BA  
 Buyboard #: 579-19

To:  
 Baker County School District  
 392 South Blvd E  
 Macclenny, FL 32063  
 United States

From:  
 Kevin Charman  
 kcharman@raptortech.com

Subscription Term: 12 Months Billing Frequency: Annual

PRODUCT	DESCRIPTION	UNIT PRICE	UNIT DISC	QTY	TOTAL
Florida Raptor Accountability and Reunification	Florida Raptor Accountability and Reunification Annual Software Access Fee (per location). Renewal Fee is due on the anniversary month of purchase. Raptor technical support is included.	\$600.00	\$0.00	6	\$3,600.00
Raptor Visitor Management	Annual Software Access Fee (per site license). Renewal fee is due on the anniversary month of purchase. Raptor technical support is included.	\$595.00	\$0.00	6	\$3,570.00
Remote Training	Remote web and phone-based training.	\$1,000.00	\$1,000.00	1	\$0.00
Implementation Fee	One-time fee for implementation (per location).	\$350.00	\$350.00	1	\$0.00
CR5400 ID Scanner	ID scanner for state issued identification cards – 2 year limited warranty.	\$495.00	\$0.00	7	\$3,465.00
Raptor Printer (Dymo-450 Turbo Label Printer)	Printer for either visitor badges or student tardy passes – 2 year limited warranty	\$139.00	\$0.00	1	\$139.00
Shipping and Handling Fee	Required on all new orders.	\$36.00	\$0.00	6	\$216.00
SUBTOTAL:					\$12,340.00
DISCOUNT:					\$1,350.00
TOTAL:					\$10,990.00

RECURRING COSTS IN THIS QUOTE: \$7,170.00

### Quote Notes:

Please sign and email [kcharman@raptortech.com](mailto:kcharman@raptortech.com) or fax to 713-880-2577.  
 NOT PAYING WITH A PURCHASE ORDER? REMIT CHECK PAYMENTS TO:  
 Dept. 141 :: P.O. Box 4458 :: Houston, TX :: 77210-4458  
 For any other questions, email [accounting@raptortech.com](mailto:accounting@raptortech.com)  
 To order additional or replacement equipment and supplies with a credit card, visit <http://www.shop.raptortech.com>.



# 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 8, 2021

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 September 30, 2021, as outlined below:

	<u>Current Rate</u>	<u>New Rate</u>
DCT Student workers	\$8.65 per hour	\$10.00 per hour
Substitute Custodians	\$9.06 per hour	\$10.00 per hour
Student Custodians	\$8.65 per hour	\$10.00 per hour
Nutrition Service Substitute	\$9.06 per hour	\$10.00 per hour
Part-time clerical/typing	\$9.06 per hour	\$10.00 per hour
Adults working on school board projects for a limited time	\$9.06 per hour	\$10.00 per hour
Non-instructional work performed beyond normal contractual time	\$9.75 per hour	\$10.00 per hour

The current minimum wage is \$8.65 per hour, effective January 1, 2021. With the passage of Amendment 2 in November of 2020, the Florida minimum wage will increase to \$10.00 per hour, effective September 30, 2021. 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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## Minimum Wage Rates

Amendment 2 to the Florida Constitution outlines the hourly minimum wage schedule for non-tipped employees:

EFFECTIVE DATE	HOURLY RATE
January 1, 2021	\$8.65
September 30, 2021	\$10.00
September 30, 2022	\$11.00
September 30, 2023	\$12.00
September 30, 2024	\$13.00
September 30, 2025	\$14.00
September 30, 2026	\$15.00

Beginning on September 30, 2027, the minimum wage rate will be adjusted annually by the Florida Department of Economic Opportunity based on changes to the Consumer Price Index for Urban Wage Earners and Clerical Workers.





# Baker County Public Schools Support Services



**Sherrie Raulerson, Superintendent of Schools**

392 South Boulevard East, Macclenny, Florida 32063

Telephone: (904) 259-6251

www.bakerkl2.org

Fax: (904) 259-2825

DATE: SEPTEMBER 8, 2021

TO: SHERRIE RAULERSON, SUPERINTENDENT

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

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. With the passage of Amendment 2 in November of 2020, the Florida minimum wage will gradually increase over the next six years. In order to attract and retain qualified substitute teachers and nurses, I feel it is necessary to increase the hourly rate of pay for substitute teachers and nurses, **effective September 30, 2021**, as follows:

<u>Degree Level</u>	<u>Current Rate</u>	<u>New Rate</u>
High School Diploma	\$10.00 per hour	\$11.25 per hour
LPN Subbing for a Nurse	\$10.67 per hour	\$12.00 per hour
AA Degree	\$11.33 per hour	\$12.60 per hour
Bachelor's Degree	\$13.33 per hour	\$14.60 per hour
Master's Degree and up	\$16.67 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 McInerney, 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, 2022

**SUBSTITUTE TEACHER AND SUBSTITUTE NURSE PAY –**

**Effective September 30, 2021**

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 Degree or Higher	\$ 18.00 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: August 31, 2021

TO: Sherrie Raulerson, Superintendent

FROM: Teri Ambrose  
Executive Director for Support Services

RE: RETIREE HEALTH PROJECTIONS GASB NO. 75-  
POSTRETIREMENT BENEFIT VALUATION REPORT

Please request Board approval of the Retiree Health Projections GASB Statement No.75 for the actuarial valuation as of July 1, 2019 for fiscal year ending June 30, 2021.

This report is required by the Governmental Accounting Standards Board (GASB) Statement 75. The information provided in the report is to give a valuation of the actuarial accrued liability for current and future retirees.

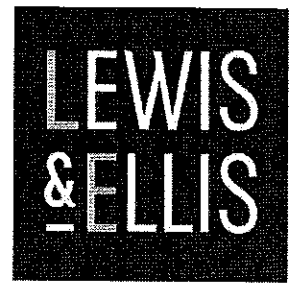
If you have any questions, please let me know. Thank you for your assistance in this matter.

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**DISTRICT SCHOOL BOARD MEMBERS**

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RETIREE HEALTH PROJECTIONS  
GASB STATEMENT No. 75

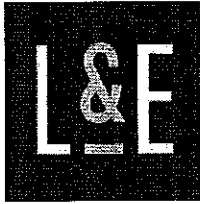
ACTUARIAL VALUATION AS OF JULY 1, 2019  
FOR FISCAL YEAR ENDING JUNE 30, 2021

BAKER COUNTY  
DISTRICT SCHOOL BOARD

AUGUST 28, 2021

LEWIS & ELLIS  
BONNIE S. ALBRITTON, FSA, MAAA





## LEWIS & ELLIS

Actuaries and Consultants

700 Central Expressway South

Suite 550

Allen, TX 75013

972-850-0850

lewisellis.com

August 28, 2021

Teri Ambrose  
Executive Director of Finance  
Baker County District School Board  
270 South Boulevard East  
Macclenny, Florida 32063

Re: GASB 75 Actuarial Valuation as of July 1, 2019  
for Fiscal Year End June 30, 2021

Dear Teri,

We are pleased to present our report on the analysis of the post-retirement health benefits provided by the Baker County District School Board. Our report includes a projection of benefit costs and a determination of disclosures as specified by GASB Statement 75.

We appreciate the opportunity to be of service. If you have any questions, please feel free to contact me.

Sincerely,

Bonnie S. Albritton, FSA, MAAA  
Vice President & Principal

Enclosures

# BAKER COUNTY DISTRICT SCHOOL BOARD

## TABLE OF CONTENTS

Executive Summary .....	1
Benefits and Contributions .....	1
Actuarial Assumptions .....	2
Discount Rate .....	2
Recognition of Deferred Outflows and Inflows of Resources .....	3
Approach and Methodology .....	3
Notes to Financial Statement.....	4
Disclosures and Limitations.....	4
Actuarial Certification .....	5
Appendix A Notes to Financial Statement.....	6
Appendix B Required Supplementary Information.....	8
Appendix C Schedule of Deferred Inflows and Outflows of Resources .....	9
Appendix D Summary of Participant Data .....	11
Appendix E Actuarial Methods and Assumptions.....	12
Appendix F Summary of Plan Provisions.....	18
Appendix F Summary of Plan Provisions.....	19
Appendix G Glossary of Terms.....	20
Appendix H ASOP 41 Disclosures .....	21

# BAKER COUNTY DISTRICT SCHOOL BOARD

## EXECUTIVE SUMMARY

The Baker County District School Board ("the District") provides medical, prescription drug, dental and life insurance benefits on behalf of its eligible retirees. The Governmental Accounting Standards Board ("GASB") adopted Statement No. 75, *Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions* ("GASB 75") which requires public employers to perform periodic actuarial valuations to measure and disclose their retiree healthcare liabilities for the financial statement of the employer.

GASB 75 allows an actuarial valuation date no earlier than thirty months and one day prior to the fiscal year end reporting date and a measurement date no earlier than one year and one day prior to the fiscal year end reporting date. For the reporting year ending June 30, 2021, we have used an actuarial valuation date of July 1, 2019 and a measurement date of June 30, 2021. The Total OPEB Liability was updated from the actuarial valuation date to the measurement date using standard actuarial roll-forward techniques.

The table below sets forth the key results of our GASB 75 valuation as of July 1, 2021 compared to the prior year.

	FYE 6/30/2020	FYE 6/30/2021
Valuation as of	7/1/2019	7/1/2019
Measurement Date	6/30/2020	6/30/2021
Reporting Date	6/30/2020	6/30/2021
Discount Rate	2.45%	1.92%
Total OPEB Liability (TOL)	\$3,542,718	\$3,700,959
OPEB Expense	\$134,236	\$73,587
Deferred Inflows of Resources	\$1,617,146	\$1,572,999
Deferred Outflows of Resources	\$0	\$197,588

## BENEFITS AND CONTRIBUTIONS

The District provides fully insured medical, dental and life insurance coverage for eligible retired employees and dependents until age 65. Retirees have a choice between four medical plan options. Eligible retirees can continue their \$10,000 life insurance coverage, which reduces at age 70 to \$5,000.

To be eligible to continue coverage after retirement, an employee must retire under the Florida Retirement System ("FRS") or be placed on disability retirement and begin receiving retirement benefits immediately after retirement from the employer. The FRS eligibility requirements are summarized in Appendix F.

## BAKER COUNTY DISTRICT SCHOOL BOARD

Retirees are required to pay the full active premium rate for all benefits, except for a few grandfathered retirees that receive a small direct subsidy from the District. Most of the District's liability under GASB 75 is due to the implicit subsidy that arises from the blending of premium rates for both active and retired employees. The retiree contribution rates are included in Exhibit F.

The following table shows the development of the fiscal year 2020 benefits paid by the District.

Development of District-Paid Benefits	Medical	Dental	Life Insurance	Total
Premiums	\$137,476	\$94,190	\$8,845	\$240,511
Implicit Subsidy	\$115,344	\$0	\$20,273	\$135,617
Retiree Contribution	(\$116,012)	(\$94,190)	(\$8,845)	(\$219,047)
Total District-Paid Benefits	\$136,808	\$0	\$20,273	\$157,081

### ACTUARIAL ASSUMPTIONS

Our valuation of the District's plan is based on assumptions regarding the survival of plan members, the age-adjusted claim costs, when current employees are expected to retire, and so forth. The assumptions were derived from a combination of plan experience, actuarial judgment, and the Florida Retirement System ("FRS") pension valuation and are disclosed in Appendix E attached to this report.

The following changes were made to assumptions since the last valuation.

- **Discount Rate:** The discount rate was decreased from 2.45% to 1.92%. See the next section for more details. This resulted in an *increase* in the Total OPEB Liability of approximately \$202,000 which is a component of changes in inputs and assumptions.
- **Mortality Rates:** The mortality improvement scale was updated from MP-2019 to MP-2020. This resulted in an *increase* in the Total OPEB Liability of approximately \$24,000 which is a component of changes in inputs and assumptions.
- **Premium and Contribution Changes:** We updated the premiums and retiree contributions to reflect the July 1, 2021 rates. This resulted in a *decrease* in the Total OPEB Liability of approximately \$59,000 which is a component of the differences between actual and expected experience.

### DISCOUNT RATE

One of the most important assumptions is the discount rate, which is used by the model to compute the present value of future post-retirement benefits. The higher the discount rate, the lower the present values, and therefore the OPEB cost. For plans that are not funded through irrevocable trusts, paragraph 36 of GASB 75 requires that the discount rate equal the "expected yield or index rate for 20-year, tax-exempt obligation municipal bonds with an average rating of AA/Aa or higher..." determined as of the measurement date, which in this case is June 30, 2021.

For the valuation, we used the Fidelity General Obligation AA-20 Year Yield as of the measurement date, which is 1.92%.



## BAKER COUNTY DISTRICT SCHOOL BOARD

### RECOGNITION OF DEFERRED OUTFLOWS AND INFLOWS OF RESOURCES

According to paragraph 157 of GASB 75, differences between (1) the expected and actual experience and (2) the changes in assumptions are recognized in OPEB expense using a systematic and rational method over a closed period equal to the average of the expected remaining service lives of all employees that are provided with OPEB through the OPEB plan (active employees and inactive members) determined as of the beginning of the measurement period.

For purposes of recognizing the applicable deferred outflows and inflows of resources in the 2020 fiscal year, the closed period was determined as follows.

Average Expected Remaining Service Life	
Total expected remaining services lives of all employees (years):	6,815
Total Plan Members:	831
Average expected remaining service life (years)	8.19

### APPROACH AND METHODOLOGY

Our general approach is to apply assumed retirement probabilities and survivorship factors to the current profile of covered members, along with projected benefits, expenses, and retiree contributions, to estimate total OPEB benefits for future retirees and their dependents over each individual's respective lifetime.

Our projections are based on employee census information and premium rates for the benefits provided by the District. We have reviewed the data for reasonableness but have not audited it. To the extent that there are material inaccuracies in the data, our results are accordingly affected.

The District provided us with a listing of active and retired employees, including age, current plan elected, and dependent status. The data was taken as of July 1, 2019. The following table provides a reconciliation of the census data.

Reconciliation of Census Data	
Initial Unique Members	880
Terminated Prior to Valuation Date	(23)
Hired After Valuation Date	(2)
COBRA	(2)
Terminated and Waived Coverage	(22)
<b>Total Members in Projection</b>	<b>831</b>

We included 249 regular retirees, 1 disabled retiree and 581 active employees that were receiving or are eligible for benefits.

Our actuarial model computes a present value of all future net costs (after recognition of retiree contributions) and allocates a portion of that present value to the current fiscal year. The methodology of that allocation is called an "Actuarial Cost Method." GASB 75 requires the use of the Entry Age, Level Percent of Pay method.

## BAKER COUNTY DISTRICT SCHOOL BOARD

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For current employees, the Entry Age cost method spreads the actuarial present value of future benefits ("PVB") from the employee's date of hire to the expected retirement date as a level percent of expected salary. The portion of the PVB attributable to the current fiscal year is called the Service Cost under GASB 75. The portion attributable to service prior to the current fiscal year is called the Total OPEB Liability ("TOL") under GASB 75.

### NOTES TO FINANCIAL STATEMENT

Paragraphs 165 through 171 of Statement 75 describe the information that employers should include in the notes to their financial statements.

We have provided the actuarial information that is required to be disclosed in the Notes to the Financial Statement in Appendix A and Appendix B. We are available to discuss any other aspects of the required disclosures, as needed by the District.

### DISCLOSURES AND LIMITATIONS

See Appendix H.

# BAKER COUNTY DISTRICT SCHOOL BOARD

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## ACTUARIAL CERTIFICATION

This actuarial valuation has been prepared and presented in accordance with the terms of GASB Statements No. 75. I make no representation to the applicability of this report for any purpose other than that for which it was originally provided and accept no responsibility or liability in this regard.

In preparing the results presented in this report, I have relied upon information provided by the District regarding plan provisions and plan participants. I have reviewed this information for reasonableness but have not audited it. The accuracy of the results presented in this letter is dependent upon the accuracy and completeness of the underlying information.

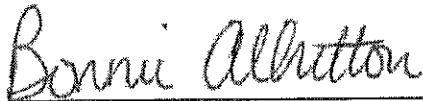
All costs, liabilities and other factors under the plan were determined in accordance with generally accepted actuarial principles and procedures using assumptions that I believe reasonably estimate the anticipated experience of the plan. The calculations reported herein are consistent with my understanding of the provisions of GASB Statement 75.

The determination of present values, cost allocations and future cash flows have been performed in accordance with generally accepted actuarial principles as set forth in the following Actuarial Standards of Practice:

- ASOP No. 6 – Measuring Retiree Group Benefit Obligations
- ASOP No. 21 – Responding to or Assisting Auditors or Examiners in Connection with Financial Statements for All Practice Areas
- ASOP No. 23 – Data Quality
- ASOP No. 41 – Actuarial Communications

The undersigned actuary is a member of the American Academy of Actuaries and meets the Qualification Standards of the American Academy of Actuaries to render the actuarial opinions contained herein.

I believe the contents of this report fully and fairly disclose the actuarial position of the plan. I am available to respond to any questions on the information contained in the results and to provide explanation or further details as may be appropriate.



Bonnie S. Albritton, FSA, MAAA  
Vice President & Principal

# BAKER COUNTY DISTRICT SCHOOL BOARD

## APPENDIX A NOTES TO FINANCIAL STATEMENT

### Assumptions and Other Inputs

**Actuarial Assumptions:** The Total OPEB Liability was determined using the following actuarial assumptions, applied to all periods included in the measurement, unless otherwise specified.

Measurement Date	June 30, 2021
Actuarial Valuation Date:	July 1, 2019
Inflation:	2.40%
Salary Increases, including inflation:	3.00%
Discount Rate:	1.92%
Prior Year Discount Rate:	2.45%
Health Care Cost Trend Rates:	See Appendix E
Retirees' Share of Benefit-Related Costs:	See Appendix F

The discount rate was based on the 6/30/2021 Fidelity General Obligation AA 20-Year Yield.

Mortality rates for active employees were based on the PubG.H-2010 (for non-instructional employees) and PubT.H-2010 (for instructional/teachers) Employee Mortality Table, Generational with Projection Scale MP-2020 for males or females, as appropriate.

Mortality rates for retirees and disabled retirees were based on the PubG.H-2010 (for non-instructional) and PubT.H-2010 (for instructional/teacher) Retiree and Disabled Mortality Table, Generational with Projection Scale MP-2020 for males or females, as appropriate.

### OPEB Plan - Number of Employees Covered

Inactive employees currently receiving benefits payments	250
Inactive employees entitled to but not yet receiving benefit payments	0
Active Employees	581
Total	<u>831</u>

### Changes in Total OPEB Liability

Balance at 6/30/2020	<u>\$3,542,718</u>
Changes for the year:	
Service Cost	205,992
Interest	89,919
Differences between expected and actual experience	(205,657)
Changes in Assumptions/Inputs	225,069
Change in Benefit Terms	0
Benefit payments	(157,081)
Administrative Expense	0
Net Changes	<u>\$158,241</u>
Balance at 6/30/2021	<u>\$3,700,959</u>



# BAKER COUNTY DISTRICT SCHOOL BOARD

## APPENDIX A NOTES TO FINANCIAL STATEMENT

Sensitivity of the Total OPEB Liability			
	1% Decrease	No Change	1% Increase
Discount Rate:	\$4,086,847	\$3,700,959	\$3,362,646
Healthcare Cost Trend Rates:	\$3,408,978	\$3,700,959	\$4,049,793

OPEB Expense and Deferred Outflows and Deferred Inflows of Resources Related to OPEB		
<b>OPEB Expense</b>		
Service Cost		\$205,992
Interest on Liabilities		\$89,919
Difference between Actual and Expected Experience		(\$134,694)
Changes in Assumptions/Inputs		(\$87,629)
Change in Benefit Terms		\$0
<b>Total OPEB Expense</b>		<b>\$73,587</b>
<b>Deferred Outflows and Inflows</b>		
	Outflows	Inflows
Differences between actual and expected experience	\$0	\$859,317
Changes of assumptions or other inputs	\$197,588	\$713,682
Employer amounts for OPEB subsequent to measurement date	\$0	\$0
<b>Total Deferred Outflows and Inflows</b>	<b>\$197,588</b>	<b>\$1,572,999</b>
Amounts reported and deferred outflows of resources and deferred inflows of resources related to OPEB expense will be recognized in OPEB expense as follows:		
<b>Year Ended Jun 30:</b>		
2022	(\$222,324)	
2023	(\$222,324)	
2024	(\$222,324)	
2025	(\$222,277)	
2026	(\$222,050)	
Thereafter	(\$264,113)	

# BAKER COUNTY DISTRICT SCHOOL BOARD

## APPENDIX B REQUIRED SUPPLEMENTARY INFORMATION

Schedule of Changes in the Total OPEB Liability and Related Ratios					
	2018	2019	2020	2021	2022
<b>Total OPEB Liability</b>					
Service Cost	\$183,021	\$194,167	\$199,992	\$205,992	
Interest	\$147,204	\$152,903	\$158,937	\$89,919	
Changes of benefit terms	\$0	\$0	\$0	\$0	
Diff btwn expected and actual experience	(\$2,143)	\$0	(\$896,342)	(\$205,657)	
Changes in assumptions or other inputs	\$0	\$0	(\$943,902)	\$225,069	
Benefit payments	(\$142,845)	(\$155,701)	(\$147,771)	(\$157,081)	
<b>Net Change in Total OPEB Liability</b>	<b>\$185,237</b>	<b>\$191,369</b>	<b>(\$1,629,086)</b>	<b>\$158,241</b>	
<b>Total OPEB Liability - beginning</b>	<b>\$4,795,198</b>	<b>\$4,980,435</b>	<b>\$5,171,804</b>	<b>\$3,542,718</b>	
<b>Total OPEB Liability - end</b>	<b>\$4,980,435</b>	<b>\$5,171,804</b>	<b>\$3,542,718</b>	<b>\$3,700,959</b>	
Covered Employee Payroll	\$21,309,863	\$21,414,004	\$24,873,717	\$25,470,686	
Total OPEB Liability as a percentage of covered employee payroll	23.4%	24.2%	14.2%	14.5%	
<b>Notes to Schedule:</b>					
Changes of Benefit Terms:	None				
Changes of Assumptions:	Discount Rate				
	2018	3.00%			
	2019	3.00%			
	2020	2.45%			
	2021	1.92%			
	Mortality Rates				
	2018	RP-2014 Employee and Healthy Annuitant Generational with MP-2017			
	2020	PubG.H-2010 (general employee) and PubT.H-2010 (teachers) Employee, Retiree, and Disabled Generational with MP-2019.			
	2021	PubG.H-2010 (general employee) and PubT.H-2010 (teachers) Employee, Retiree, and Disabled Generational with MP-2020.			

# BAKER COUNTY DISTRICT SCHOOL BOARD

## APPENDIX C

### SCHEDULE OF DEFERRED INFLOWS AND OUTFLOWS OF RESOURCES DUE TO ECONOMIC/DEMOGRAPHIC GAINS/LOSSES

Deferred Outflows of Resources									
Fiscal Year Ending Jun 30	2018	2019	2020	2021	2022	2023	2024	Total - Sum by Layer	Balance Jun 30
Amortization Period	7.8	7.8	8.2	8.2					
Deferred Amount	-	-	-	-					
2018	-	-	-	-				-	-
2019	-	-	-	-				-	-
2020	-	-	-	-				-	-
2021	-	-	-	-				-	-
2022	-	-	-	-				-	-
2023	-	-	-	-				-	-
2024	-	-	-	-				-	-
2025	-	-	-	-				-	-
2026	-	-	-	-				-	-
2027	-	-	-	-				-	-
2028	-	-	-	-				-	-
2029	-	-	-	-				-	-
2030	-	-	-	-				-	-
2031	-	-	-	-				-	-
2032	-	-	-	-				-	-
2033	-	-	-	-				-	-
Total Amount	-	-	-	-	-	-	-	-	

Deferred Inflows of Resources									
Fiscal Year Ending Jun 30	2018	2019	2020	2021	2022	2023	2024	Total - Sum by Layer	Balance Jun 30
Amortization Period	7.8	7.8	8.2	8.2					
Deferred Amount	2,143	-	896,342	205,657					
2018	274	-	-	-				274	1,869
2019	274	-	-	-				274	1,596
2020	274	-	109,310	-				109,584	788,354
2021	274	-	109,310	25,111				134,694	859,317
2022	274	-	109,310	25,111				134,694	724,622
2023	274	-	109,310	25,111				134,694	589,928
2024	274	-	109,310	25,111				134,694	455,233
2025	227	-	109,310	25,111				134,648	320,585
2026	-	-	109,310	25,111				134,421	186,165
2027	-	-	109,310	25,111				134,421	51,744
2028	-	-	21,862	25,111				46,973	4,771
2029	-	-	-	4,771				4,771	-
2030	-	-	-	-				-	-
2031	-	-	-	-				-	-
2032	-	-	-	-				-	-
2033	-	-	-	-				-	-
Total Amount	2,143	-	896,342	205,657	-	-	-	1,104,142	

# BAKER COUNTY DISTRICT SCHOOL BOARD

## APPENDIX C

### SCHEDULE OF DEFERRED INFLOWS AND OUTFLOWS OF RESOURCES DUE TO CHANGES IN ASSUMPTIONS AND INPUTS

Deferred Outflows of Resources									
Fiscal Year Ending Jun 30	2018	2019	2020	2021	2022	2023	2024	Total - Sum by Layer	Balance Jun 30
Amortization Period	7.8	7.8	8.2	8.2					
Deferred Amount	-	-	-	225,069					
2018	-	-	-	-	-	-	-	-	-
2019	-	-	-	-	-	-	-	-	-
2020	-	-	-	-	-	-	-	-	-
2021	-	-	-	27,481	-	-	-	27,481	197,588
2022	-	-	-	27,481	-	-	-	27,481	170,107
2023	-	-	-	27,481	-	-	-	27,481	142,626
2024	-	-	-	27,481	-	-	-	27,481	115,145
2025	-	-	-	27,481	-	-	-	27,481	87,664
2026	-	-	-	27,481	-	-	-	27,481	60,183
2027	-	-	-	27,481	-	-	-	27,481	32,702
2028	-	-	-	27,481	-	-	-	27,481	5,221
2029	-	-	-	5,221	-	-	-	5,221	-
2030	-	-	-	-	-	-	-	-	-
2031	-	-	-	-	-	-	-	-	-
2032	-	-	-	-	-	-	-	-	-
2033	-	-	-	-	-	-	-	-	-
Total Amount	-	-	-	225,069	-	-	-	225,069	

Deferred Inflows of Resources									
Fiscal Year Ending Jun 30	2018	2019	2020	2021	2022	2023	2024	Total - Sum by Layer	Balance Jun 30
Amortization Period	7.8	7.8	8.2	8.2					
Deferred Amount	-	-	943,902	-					
2018	-	-	-	-	-	-	-	-	-
2019	-	-	-	-	-	-	-	-	-
2020	-	-	115,110	-	-	-	-	115,110	828,792
2021	-	-	115,110	-	-	-	-	115,110	713,682
2022	-	-	115,110	-	-	-	-	115,110	598,572
2023	-	-	115,110	-	-	-	-	115,110	483,462
2024	-	-	115,110	-	-	-	-	115,110	368,352
2025	-	-	115,110	-	-	-	-	115,110	253,242
2026	-	-	115,110	-	-	-	-	115,110	138,132
2027	-	-	115,110	-	-	-	-	115,110	23,022
2028	-	-	23,022	-	-	-	-	23,022	-
2029	-	-	-	-	-	-	-	-	-
2030	-	-	-	-	-	-	-	-	-
2031	-	-	-	-	-	-	-	-	-
2032	-	-	-	-	-	-	-	-	-
2033	-	-	-	-	-	-	-	-	-
Total Amount	-	-	943,902	-	-	-	-	943,902	



# BAKER COUNTY DISTRICT SCHOOL BOARD

## APPENDIX D SUMMARY OF PARTICIPANT DATA

### Active Members

Age	Years of Service									Total
	0-4	5-9	10-14	15-19	20-24	25-29	30-34	35-39	40+	
0-24	11	-	-	-	-	-	-	-	-	11
25-29	38	2	-	-	-	-	-	-	-	40
30-34	26	22	3	-	-	-	-	-	-	51
35-39	33	21	16	4	1	-	-	-	-	75
40-44	31	12	19	8	1	-	-	-	-	71
45-49	22	16	15	11	17	4	-	-	-	85
50-54	18	14	22	9	7	13	4	-	-	87
55-59	19	8	16	11	9	19	11	1	-	94
60-64	8	4	6	4	8	5	10	1	-	46
65-69	1	3	1	1	1	-	2	1	1	11
70 & over	5	-	1	1	1	1	1	-	-	10
<b>Total</b>	<b>212</b>	<b>102</b>	<b>99</b>	<b>49</b>	<b>45</b>	<b>42</b>	<b>28</b>	<b>3</b>	<b>1</b>	<b>581</b>

### Retirees and Disabled Retirees

Age	Count
<49	1
50-54	-
55-59	11
60-64	37
65-69	82
70-74	58
75-79	32
80+	29
<b>Total</b>	<b>250</b>

### Active Statistics

Average Age	46.85
Average Service	11.46
Percentage Male	17.9%

# BAKER COUNTY DISTRICT SCHOOL BOARD

## APPENDIX E

### ACTUARIAL METHODS AND ASSUMPTIONS

Actuarial valuations involve estimates of the value of reported amounts and assumptions about the probability of events far into the future. Actuarially determined amounts are subject to continual revision as actual results are compared to past expectations and new estimates are made about the future.

Calculations are based on the types of benefits provided under the terms of the substantive plan at the time of each valuation and on the pattern of sharing of costs between the employer and plan members to that point. The projection of benefits for financial reporting purposes does not explicitly incorporate the potential effects of legal or contractual funding limitations on the pattern of cost sharing between the employer and plan members in the future.

Actuarial calculations reflect a long-term perspective.

**Valuation Date:** July 1, 2019

**Measurement Date:** June 30, 2021

**Discount rate:** 1.92%

**Salary Scale:** 3.00%

**Claim Costs:** Age-adjusted premiums were used for claim costs. An illustration of the claim costs per member per month as of the valuation date (before the application of trend factors) at quinquennial ages is as follows:

Sample Age	FL BlueOptions PPO 5774		FL BlueOptions PPO 5301	
	Male	Female	Male	Female
40	\$350.53	\$570.36	\$301.71	\$490.91
45	\$457.47	\$629.77	\$393.75	\$542.05
50	\$658.29	\$764.04	\$566.59	\$657.62
55	\$917.33	\$923.27	\$789.55	\$794.66
60	\$1,239.34	\$1,119.33	\$1,066.71	\$963.42
65	\$0.00	\$0.00	\$0.00	\$0.00

Sample Age	FL BlueCare HMO 62		FL BlueCare HMO HSA 122/23	
	Male	Female	Male	Female
40	\$317.67	\$516.88	\$241.92	\$393.64
45	\$414.58	\$570.72	\$315.73	\$434.64
50	\$596.57	\$692.41	\$454.32	\$527.31
55	\$831.32	\$836.70	\$633.10	\$637.20
60	\$1,123.14	\$1,014.38	\$855.34	\$772.51
65	\$0.00	\$0.00	\$0.00	\$0.00

# BAKER COUNTY DISTRICT SCHOOL BOARD

## APPENDIX E

### ACTUARIAL METHODS AND ASSUMPTIONS

**Claim Cost Trend:** Trend rates assumed for the medical and dental premium rates are as follows. The first-year rates are based on actual premium increases for the year following the valuation date.

Projection Year	Medical Trend
1	2.63%
2	4.02%
3	6.25%
4	6.00%
5	5.75%
6	5.50%
7	5.25%
8+	5.00%

**Life Insurance Claims:** Based on the retiree and disabled retiree mortality.

**Contribution Rates:** The retiree contribution rates are shown in Appendix F. Medical rates are assumed to increase at the same rate as claims. Life insurance premiums are assumed to increase 1% per year.

**Employee Turnover:** Employee turnover rates are 90% of the FRS Regular Withdrawal Rate and are included in the table at the end of Appendix E.

**Retirement Rates:** Retirement rates 100% of the FRS K-12 School Instructional rates. DROP employees are assumed to retire after 5 years of entering DROP.

**Disability Rates:** Disability rates are 100% of the FRS Non-Special Risk Class rates and are included in the table at the end of Appendix E.

#### Mortality

**Pre-Retirement:** PubG.H-2010 (for Non-Instructional Employees) or PubT.H-2010 (for Instructional/Teachers) Employee Mortality Tables, generational mortality improvement with Projection Scale MP-2020.

**Post-Retirement:** PubG.H-2010 (for Non-Instructional Employees) or PubT.H-2010 (for Instructional/Teachers) Retiree Mortality Tables, generational mortality improvement with Projection Scale MP-2020.

**Disabled Retirement:** PubG.H-2010 (for Non-Instructional Employees) or PubT.H-2010 (for Instructional/Teachers) Disabled Retiree Mortality Tables, generational mortality improvement with Projection Scale MP-2020.

# BAKER COUNTY DISTRICT SCHOOL BOARD

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## APPENDIX E

### ACTUARIAL METHODS AND ASSUMPTIONS

#### Retiree Participation

##### Current Retirees:

Retirees are assumed to remain in the medical plan elected until age 65 when coverage terminates.

Retirees are assumed to continue life insurance benefits for life.

##### Future Retirees:

40% of future eligible healthy retirees are assumed to choose to participate in the plan at retirement.

100% of future eligible disabled retirees are assumed to participate in the plan at until Medicare-eligibility, which is assumed to occur two years following disablement.

Medical coverage terminates at age 65. Of those that elect coverage, we assumed the following:

BlueOptions 05774:	5%
BlueOptions 05301:	30%
BlueCare 65:	15%
BlueCare HSA 122/23:	50%

90% of eligible future retirees are assumed to continue life insurance benefits for life.

#### Dependent Status

##### Current Retirees:

Current status is assumed to persist to the earlier of the retiree's age 65 or the spouse's age 65.

##### Future Retirees:

20% of future healthy retirees and 8% of future disabled retirees are assumed to have covered spouses. No dependent children are assumed to be covered. Wives are assumed to be three years younger.



# BAKER COUNTY DISTRICT SCHOOL BOARD

## APPENDIX E

### ACTUARIAL METHODS AND ASSUMPTIONS

#### Employee Turnover Rates

Years of Service	Male						Female					
	<25	25-29	30-34	35-44	45-54	55+	<25	25-29	30-34	35-44	45-54	55+
0	24.30%	22.50%	20.70%	19.80%	18.90%	24.30%	25.20%	25.20%	24.30%	23.40%	22.50%	27.00%
1	17.10%	15.30%	13.50%	12.15%	11.25%	11.25%	16.20%	15.30%	14.40%	13.50%	11.25%	11.25%
2	15.75%	12.15%	10.80%	9.45%	8.55%	8.10%	14.40%	12.15%	11.25%	10.35%	9.00%	9.00%
3	14.40%	10.35%	9.00%	8.10%	7.02%	7.02%	14.40%	10.35%	9.45%	8.55%	8.10%	8.10%
4	13.95%	9.00%	7.65%	7.20%	5.85%	5.85%	14.40%	9.00%	8.10%	7.20%	6.75%	6.75%
5	9.45%	8.10%	7.65%	6.75%	5.40%	5.40%	11.70%	7.20%	7.20%	6.75%	6.75%	6.75%
6	9.45%	7.65%	6.75%	5.85%	5.40%	5.40%	10.80%	7.20%	7.20%	6.75%	6.75%	6.75%
7	7.20%	7.20%	5.85%	5.40%	4.50%	4.50%	6.75%	6.75%	6.75%	5.85%	5.85%	5.85%
8	4.95%	4.95%	4.50%	4.95%	4.50%	3.60%	5.40%	5.40%	5.40%	4.95%	4.95%	4.95%
9	4.50%	4.50%	4.50%	4.05%	3.60%	3.60%	4.50%	4.50%	4.50%	4.50%	4.50%	4.50%
10	3.60%	3.60%	3.60%	3.60%	3.60%	2.70%	4.05%	4.05%	4.05%	4.05%	4.05%	4.05%
11	3.15%	3.15%	2.70%	3.15%	3.15%	2.70%	3.60%	3.60%	3.60%	3.60%	3.60%	3.60%
12	2.70%	2.70%	2.70%	2.70%	2.70%	2.70%	3.15%	3.15%	3.15%	3.15%	3.15%	3.15%
13	2.70%	2.70%	2.70%	2.70%	2.70%	2.25%	3.15%	3.15%	3.15%	3.15%	3.15%	3.15%
14	2.25%	2.25%	1.35%	2.25%	2.25%	2.25%	2.70%	2.70%	2.70%	2.70%	2.70%	2.70%
15	2.25%	2.25%	1.35%	1.80%	2.25%	2.25%	2.70%	2.70%	2.70%	2.52%	2.52%	2.52%
16	1.80%	1.80%	1.35%	1.80%	1.80%	1.80%	2.70%	2.70%	2.70%	2.25%	2.25%	2.25%
17	1.80%	1.80%	1.35%	1.80%	1.80%	1.80%	2.25%	2.25%	2.25%	2.25%	2.25%	2.25%
18	1.80%	1.80%	1.35%	1.35%	1.80%	1.80%	1.80%	1.80%	1.80%	1.80%	1.80%	1.80%
19	1.80%	1.80%	1.35%	1.35%	1.80%	1.80%	1.80%	1.80%	1.80%	1.80%	1.80%	1.80%
20	1.35%	1.35%	1.35%	0.90%	1.35%	1.35%	1.80%	1.80%	1.80%	1.80%	1.80%	1.80%
21	1.17%	1.17%	1.17%	0.90%	1.17%	1.17%	1.35%	1.35%	1.35%	1.35%	1.35%	1.35%
22	1.17%	1.17%	1.17%	0.90%	1.17%	1.17%	1.35%	1.35%	1.35%	1.35%	1.35%	1.35%
23	0.90%	0.90%	0.90%	0.90%	0.90%	0.90%	1.17%	1.17%	1.17%	1.17%	1.17%	1.17%
24	0.90%	0.90%	0.90%	0.90%	0.90%	0.90%	1.17%	1.17%	1.17%	1.17%	1.17%	1.17%
25	0.90%	0.90%	0.90%	0.90%	0.90%	0.90%	0.90%	0.90%	0.90%	0.90%	0.90%	0.90%
26	0.90%	0.90%	0.90%	0.90%	0.90%	0.90%	0.90%	0.90%	0.90%	0.90%	0.90%	0.90%
27	0.90%	0.90%	0.90%	0.90%	0.90%	0.90%	0.72%	0.72%	0.72%	0.72%	0.72%	0.72%
28	0.45%	0.45%	0.45%	0.45%	0.45%	0.45%	0.72%	0.72%	0.72%	0.72%	0.72%	0.72%
29	0.45%	0.45%	0.45%	0.45%	0.45%	0.45%	0.45%	0.45%	0.45%	0.45%	0.45%	0.45%
30	0.45%	0.45%	0.45%	0.45%	0.45%	0.45%	0.45%	0.45%	0.45%	0.45%	0.45%	0.45%

# BAKER COUNTY DISTRICT SCHOOL BOARD

## APPENDIX E

### ACTUARIAL METHODS AND ASSUMPTIONS

#### Retirement Rates

**Tier I - Hired Prior to 7/1/2011**

Age	DROP Entry		Retirement	
	Male	Female	Male	Female
48	4.0%	4.0%	4.0%	4.0%
49	4.0%	4.0%	4.0%	4.0%
50	4.0%	4.0%	4.0%	4.0%
51	4.0%	4.0%	4.0%	4.0%
52	4.0%	4.0%	4.0%	4.0%
53	4.0%	5.0%	4.0%	4.0%
54	4.0%	5.0%	4.0%	4.0%
55	4.0%	6.0%	4.0%	5.0%
56	5.0%	6.0%	4.0%	5.0%
57	8.0%	10.0%	5.0%	5.0%
58	8.0%	10.0%	5.0%	6.0%
59	9.0%	10.0%	6.0%	6.0%
60	9.0%	13.0%	7.0%	6.0%
61	14.0%	16.0%	10.0%	10.0%
62	19.0%	26.0%	13.0%	12.0%
63	6.0%	8.0%	9.0%	9.0%
64	5.0%	5.0%	11.0%	11.0%
65	3.0%	5.0%	18.0%	15.0%
66	3.0%	3.0%	20.0%	17.5%
67	3.0%	3.0%	20.0%	17.5%
68	3.0%	3.0%	20.0%	17.5%
69	3.0%	3.0%	20.0%	17.5%
70	3.0%	3.0%	20.0%	17.5%
71	3.0%	3.0%	20.0%	17.5%
72	3.0%	3.0%	20.0%	17.5%
73	3.0%	3.0%	20.0%	17.5%
74	3.0%	3.0%	20.0%	17.5%
75	3.0%	3.0%	20.0%	17.5%
76	3.0%	3.0%	20.0%	17.5%
77	3.0%	3.0%	20.0%	17.5%
78	3.0%	3.0%	20.0%	17.5%
79	3.0%	3.0%	20.0%	17.5%
80	3.0%	0.0%	100.0%	100.0%

**Tier II - Hired On or After 7/1/2011**

	DROP Entry		Retirement	
	Male	Female	Male	Female
	4.0%	4.0%	4.0%	4.0%
	4.0%	4.0%	4.0%	4.0%
	4.0%	4.0%	4.0%	4.0%
	4.0%	4.0%	4.0%	4.0%
	4.0%	4.0%	4.0%	4.0%
	5.0%	4.0%	4.0%	4.0%
	5.0%	4.0%	4.0%	4.0%
	6.0%	4.0%	4.0%	5.0%
	6.0%	5.0%	4.0%	5.0%
	10.0%	8.0%	5.0%	5.0%
	10.0%	8.0%	5.0%	6.0%
	10.0%	9.0%	6.0%	6.0%
	13.0%	9.0%	7.0%	6.0%
	16.0%	14.0%	10.0%	10.0%
	16.0%	14.0%	10.0%	10.0%
	16.0%	14.0%	10.0%	10.0%
	16.0%	14.0%	10.0%	10.0%
	16.0%	14.0%	20.0%	17.5%
	3.0%	3.0%	20.0%	17.5%
	3.0%	3.0%	20.0%	17.5%
	3.0%	3.0%	20.0%	17.5%
	3.0%	3.0%	20.0%	17.5%
	3.0%	3.0%	20.0%	17.5%
	3.0%	3.0%	20.0%	17.5%
	3.0%	3.0%	20.0%	17.5%
	3.0%	3.0%	20.0%	17.5%
	3.0%	3.0%	20.0%	17.5%
	3.0%	3.0%	20.0%	17.5%
	3.0%	3.0%	20.0%	17.5%
	3.0%	3.0%	20.0%	17.5%
	3.0%	3.0%	20.0%	17.5%
	3.0%	0.0%	100.0%	100.0%

# BAKER COUNTY DISTRICT SCHOOL BOARD

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## APPENDIX E

### ACTUARIAL METHODS AND ASSUMPTIONS

#### Disability Rates

Age	Line of Duty	Non-Line of Duty
20-35	0.000%	0.000%
36	0.000%	0.020%
37	0.000%	0.020%
38	0.000%	0.020%
39	0.000%	0.020%
40	0.000%	0.020%
41	0.001%	0.030%
42	0.001%	0.030%
43	0.001%	0.030%
44	0.001%	0.030%
45	0.001%	0.040%
46	0.001%	0.040%
47	0.002%	0.080%
48	0.002%	0.080%
49	0.002%	0.080%
50	0.002%	0.080%
51	0.004%	0.130%
52	0.004%	0.130%
53	0.004%	0.130%
54	0.004%	0.130%
55	0.005%	0.160%
56	0.005%	0.170%
57	0.006%	0.190%
58	0.006%	0.190%
59	0.007%	0.230%
60	0.006%	0.210%
61	0.006%	0.200%
62	0.003%	0.110%
63	0.002%	0.080%
64+	0.001%	0.040%

# BAKER COUNTY DISTRICT SCHOOL BOARD

## APPENDIX F

### SUMMARY OF PLAN PROVISIONS

The following section describes our understanding of the "substantive plan" upon which the valuation was based.

**Eligibility for Retiree:** Employees are eligible for retiree health benefits upon early, disabled, or normal retirement under the Florida Retirement System. The person must enroll immediately upon retirement from active employment.

#### *Normal Retirement*

- Age 62 with 6 years of service (hired prior to 7/1/2011)
- Age 65 with 10 years of service (hired on or after 7/1/2011)
- Any age with 30 years of service (hired prior to 7/1/2011)
- Any age with 33 years of service (hired on or after 7/1/2011)

#### *Early Retirement*

- Any age with 6 years of service (hired prior to 7/1/2011)
- Any age with 8 years of service (hired on or after 7/1/2011)

#### *Disability Retirement*

- Any age/service for Line-of-Duty disability
- Any age with 6 years of service for Non-Duty (hired prior to 7/1/2011)
- Any age with 8 years of service for Non-Duty (hired on or after 7/1/2011)

**Dependent Eligibility:** The spouse and dependents of the retiree are eligible to continue medical coverage to the earlier of age 65 and the retiree's age 65. After the death of the retiree, coverage ends.

**Medical Benefits:** Retirees may continue to participate in one of three PPO plans or HMO High-Deductible plan until age 65.

**Dental Benefits:** Retirees are eligible to continue dental coverage.

**Life Insurance:** Retirees are eligible to continue \$10,000 of life insurance coverage. The benefits reduce to \$5,000 at age 70.

**Retiree Contributions:** Monthly medical retiree contributions are as follows:

Coverage Tier	Effective 10/1/2019			
	PPO 5774	PPO 5301	HMO 62	HMO HSA
Single	\$775.22	\$667.24	\$702.54	\$535.02
Employee + Spouse	\$1,396.76	\$1,202.18	\$1,265.78	\$963.90
Employee + Child	\$1,271.94	\$1,094.74	\$1,152.66	\$877.80
Family	\$1,843.66	\$1,586.80	\$1,670.74	\$1,272.34



# BAKER COUNTY DISTRICT SCHOOL BOARD

## APPENDIX F

### SUMMARY OF PLAN PROVISIONS

**Retiree Contributions:** Monthly medical retiree contributions are as follows:

Coverage Tier	Effective 10/1/2020			
	PPO 5774	PPO 5301	HMO 62	HMO HSA
Single	\$794.60	\$683.92	\$720.10	\$548.40
Employee + Spouse	\$1,431.68	\$1,232.24	\$1,297.42	\$988.00
Employee + Child	\$1,303.74	\$1,122.12	\$1,181.48	\$899.76
Family	\$1,889.76	\$1,626.48	\$1,712.52	\$1,304.16

Retirees are required to pay the full dental premium.

Monthly life insurance contributions are as follows.

Life Insurance	Effective	Effective
	10/1/2019	10/1/2020
Under age 70	\$3.54	\$3.30
Age 70 and Over	\$1.77	\$1.65

**District Direct Subsidy:** There are 5 remaining grandfathered retirees that receive a direct subsidy from the District for health coverage. The subsidy is a flat amount and does not increase.

Years of Service	Retiree Only	Retiree & Spouse
10 up to 19	\$169.81	\$169.81
20 up to 24	\$184.07	\$184.07
25 up to 29	\$198.32	\$198.32
30+	\$212.56	\$212.56

## BAKER COUNTY DISTRICT SCHOOL BOARD

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### APPENDIX G

### GLOSSARY OF TERMS

<b>Actuarial Present Value of Future Benefits (PVB):</b>	The value of all benefits expected to be paid by the employer, net of expected retiree contributions, discounted to reflect the expected effects of the time value (present value) of money and the probabilities of payment.
<b>Actuarial Accrued Liability (AAL):</b>	The liability for past service, as determined by an Actuarial Cost Method.
<b>Actuarial Cost Method:</b>	A procedure for determining the Actuarial Present Value of benefits and expenses and for developing an actuarially equivalent allocation of such value to time periods, usually in the form of a Normal Cost (NC) and an Actuarial Accrued Liability (AAL)
<b>Entry Age Normal Actuarial Cost Method:</b>	A method under which the Actuarial Present Value (PVB) of the Projected Benefits of each individual included in the Actuarial Valuation is allocated on a level basis over the earnings of the individual between entry age and assumed exit age(s).
<b>Net OPEB Liability:</b>	The positive excess of the Actuarial Accrued Liability over the assets on the measurement date.
<b>OPEB Expense:</b>	The amount of expense recognized by the employer during the fiscal year. Equals the change to the OPEB liability during the measurement period, with adjustment for deferral of experience and investment gains or losses.
<b>Pay-as-You-Go:</b>	A method of financing an OPEB plan under which the contributions to the plan are generally made at about the same time and in about the same amount as benefit payments and expenses becoming due.
<b>Service Cost:</b>	The portion of the Actuarial Present Value (PVB) which is allocated to a valuation year by the Actuarial Cost Method. Also referred to as Normal Cost.
<b>Total OPEB Liability (TOL):</b>	The Actuarial Accrued Liability on the measurement date.

# BAKER COUNTY DISTRICT SCHOOL BOARD

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## APPENDIX H

### ASOP 41 DISCLOSURES

The Actuarial Standards Board (ASB), vested by the U.S.-based actuarial organizations<sup>1</sup>, promulgates actuarial standards of practice (ASOPs) for use by actuaries when providing professional services in the United States. Each of these organizations requires its members, through its Code of Professional Conduct<sup>2</sup>, to observe the ASOPs of the ASB when practicing in the United States.

The ASOPs are not narrowly prescriptive and neither dictate a single approach nor mandate a particular outcome. ASOPs are intended to provide actuaries with a framework for performing professional assignments and to offer guidance on relevant issues, recommended practices, documentation, and disclosure. Each ASOP articulates a process of analysis, documentation, and disclosure that, in the ASB's judgment, constitutes appropriate practice within the scope and purpose of the ASOP.

ASOP 41 provides guidance to actuaries with respect to actuarial communications and requires certain disclosures which are contained in this Appendix.

#### Identification of the Responsible Actuary

The responsible actuary is Bonnie S. Albritton, FSA, MAAA, Vice President and Principal of Lewis & Ellis, Inc. This actuary is available to provide supplementary information and explanation.

#### Identification of Actuarial Documents

The date of this document is August 28, 2021, its subject is the Baker County District School Board's GASB 75 OPEB liabilities, and the document version identification is Version #1 (8/28/2021 3:17 PM).

#### Disclosures in Actuarial Reports

- The contents of this report are intended for the use of the officers, employees, and elected officials of the District and the District's appointed auditor. The District may distribute this report to those parties that have a legal right to require the District to provide it, in which case it will be provided in its entirety including all assumptions, caveats, and limitations. In addition, we request that the District notify Lewis & Ellis, Inc. to whom it was distributed.
- The purpose of this engagement was to provide the District with analysis of the GASB 75 OPEB liabilities.
- The responsible actuary identified above is qualified as specified in the *Qualification Standards* of the American Academy of Actuaries.
- Actuarial valuations involve estimates of the value of reported amounts and assumptions about the probability of events far into the future. Actuarially determined amounts are subject to continual revision as actual results are compared to past expectations and new estimates are made about the future.

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<sup>1</sup> The American Academy of Actuaries (Academy), the American Society of Pension Professionals and Actuaries, the Casualty Actuarial Society, the Conference of Consulting Actuaries, and the Society of Actuaries.

<sup>2</sup> These organizations adopted identical *Codes of Professional Conduct* effective January 1, 2001.

# BAKER COUNTY DISTRICT SCHOOL BOARD

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## APPENDIX H

### ASOP 41 DISCLOSURES

- Actuarial computations under GASB 75 are for purposes of fulfilling financial accounting requirements of the District. Determinations for purposes other than meeting these financial accounting requirements may be significantly different from the results contained in this report. These communications should not be relied upon for any other purpose.
- The Baker County District School Board has agreed to pay Lewis & Ellis, Inc. a fee for preparing this report. Other than with regard to that contract, we are financially and organizationally independent from the District and any entity or individual related to the District. There is nothing in our relationship with the District that would impair or seem to impair the objectivity of our work.
- The District provided the employee/retiree data, premium rates and other information used to prepare our report. We have reviewed the data for reasonableness but have not audited it. To the extent that there are material inaccuracies in the data, our results may be accordingly affected.
- The date through which data or other information has been considered in developing the findings included in this report is June 30, 2021.
- We are not aware of any subsequent events that may have a material effect on the actuarial findings.
- The various documents comprising the actuarial report are contained within the document to which these disclosures are attached.

#### **Actuarial Findings**

The actuarial findings of the report can be found in the report to which these disclosures are attached.

#### **Methods, Procedures, Assumptions, and Data**

The methods, procedures, assumptions and data used by the actuary can be found in the report to which these disclosures are attached.

#### **Assumptions or Methods Prescribed by Law**

While not legally binding, our determinations were made in accordance with our understanding of Statement No. 75 of the Governmental Accounting Standards Board. Actuarial computations under GASB 75 are for purposes of fulfilling employer accounting requirements. Determinations for purposes other than meeting such requirements may be significantly different from these results. Accordingly, additional determinations may be needed for other purposes.

#### **Responsibility for Assumptions and Methods**

The actuary does not disclaim responsibility for any material assumption(s) or method(s).

#### **Deviation from the Guidance of an ASOP**

The actuary has not deviated materially from the guidance set forth in an applicable ASOP.