BAKER COUNTY SCHOOL DISTRICT

Committed to Excellence

AGENDA
SCHOOL BOARD MEETING (OPEN TO THE PUBLIC)
Monday, July 28, 2025 - 5:00 PM
District Board Room (270 South Boulevard East, Macclenny, Florida 32063)
(Revised Agenda) Minute Book #40 / Supplemental Book #53 / Page #23

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

1. INVOCATION AND PLEDGE OF ALLEGIANCE

2. CALL TO ORDER

3. ROLL CALL OF MEMBERS

4. PUBLIC HEARINGS

4.1 Public Hearing on the 2025-26 Tentative Required Local Effort Millage Rate as 3.0770.
Teri Ambrose - (259-0418)

4.2 Public Hearing on the 2025-26 Tentative Basic Discretionary Operating Millage Rate as .7480.
Teri Ambrose - (259-0418)

4.3 Public Hearing on 1.5000 as the Basic Discretionary Capital Outlay Millage for 2025-26.
Teri Ambrose - (259-0418)

4.4 Public Hearing on the 2025-26 Tentative Total Millages as 5.3250.
Teri Ambrose - (259-0418)

4.5 Public Hearing on the Resolution Adopting Tentative Millage Rates for Fiscal Year July 1, 2025 - June 30, 2026.
Teri Ambrose - (259-0418)

4.6 Public Hearing on the Tentative Budget for 2025-2026.
Teri Ambrose - (259-0418)

4.7 Public Hearing on the Resolution Adopting the Tentative Budget as $65,160,743.00 for Fiscal Year July 1, 2025 - June 30, 2026.
Teri Ambrose - (259-0418)

5. RECOGNITIONS / PRESENTATIONS

5.1 Quarterly Update Presentation by Director of School Safety
Steve Cannon - (259-0432)

6. APPROVAL TO CORRECT AND / OR ADD ITEMS TO THE FINAL AGENDA

6.1 Approval to Revise Public Hearings 4.1., 4.2., 4.3., 4.4., 4.5., 4.6., 4.7.: Approval to Revise the Wording of Previously Listed Public Hearings from "Approval of" to "Public Hearing on".
Teri Ambrose - (259-0418)

6.2 Approval to Add Item 9.9.: Approval of the 2025-26 Tentative Required Local Effort Millage Rate as

3.0770.
Teri Ambrose - (259-0418)

6.3 Approval to Add Item 9.10.: Approval of the 2025-26 Tentative Basic Discretionary Operating Millage Rate as .7480.
Teri Ambrose - (259-0418)

6.4 Approval to Add Item 9.11.: Approval of 1.5000 as the Basic Discretionary Capital Outlay Millage for 2025-26.
Teri Ambrose - (259-0418)

6.5 Approval to Add Item 9.12.: Approval of the 2025-26 Tentative Total Millages as 5.3250.
Teri Ambrose - (259-0418)

6.6 Approval to Add Item 9.13.: Approval of the Resolution Adopting Tentative Millage Rates for Fiscal Year July 1, 2025 - June 30, 2026.
Teri Ambrose - (259-0418)

6.7 Approval to Add Item 9.14.: Approval of the Tentative Budget for 2025-2026.
Teri Ambrose - (259-0418)

6.8 Approval to Add Item 9.15.: Approval of the Resolution Adopting the Tentative Budget as $65,160,743.00 for Fiscal Year July 1, 2025 - June 30, 2026.
Teri Ambrose - (259-0418)

6.9 Approval to Add Item 9.16.: Approval of the 2025-2026 Mental Health Application.
Alice Schmitges - (259-0444)

7. REMOVAL OF ROUTINE ITEMS

8. APPROVAL OF ROUTINE ITEMS

8.1 Approval of the Personnel Items List for Approval on July 28, 2025.
Wyatt Milton - (259-0401)

8.2 Approval of the Data Sharing Agreement with University of Florida Board of Trustees.
Thomas Hill - (259-0429)

8.3 Approval of the Memorandum of Understanding with First Coast Workforce Development, Inc. (Career Source) for Partnered Services for Adult Education Students Effective July 1, 2025- June 30, 2030.
Carrie Dopson - (259-0408)

8.4 Approval of Amendment #1 to Grant Proposal "Youth Mental Health Awareness and Training" to Include 2024-2025 Roll Forward Funds in the Amount of $4,973.00 with No Change in Over All Budget Total. Amendment / Federal / No Matching
Alice Schmitges - (259-0444)

8.5 Approval of the 2025-2026 State of Florida Statewide Voluntary Prekindergarten Provider Contract.
Bonnie Jones - (259-0405)

8.6 Approval of the 2025-2026 State of Florida Statewide School Readiness Provider Contract.
Bonnie Jones - (259-0405)

8.7 Approval of the Agreement with the Baker County Sheriff's Office for School Crossing Guards, Effective July 1, 2025 - June 30, 2026.
Wyatt Milton - (259-0401)

8.8 Approval of the Agreement with the Baker County Sheriff's Office for School Resource Officers at All Six School Sites Effective July 1, 2025 - June 30, 2026.
Wyatt Milton - (259-0401)

9. APPROVAL OF ITEMS FOR ACTION

9.1 Approval of Removed Routine Items.
N/A

9.2 Approval to Adopt 2025-2026 English Language Arts & Personal Finance Instructional Materials / Textbooks. (Itemized List Included.)
Carrie Dopson - (259-0408)

9.3 Approval of the 2025-2028 District English Language Learners (ELL) Plan.
Traci Wheeler - (259-6776)

9.4 Approval to Award Bid No. 2025-002 (Sale of Buses) to Tampa Bus Market and to Marketing Inc. for a Total Sale Amount of $38,239.00. (Itemized Award List Attached)
Tonya Tarte - (259-4330)

9.5 Approval to Increase the District's Capitalization Threshold for Asset Recording from $750 to $1,000 Effective July 1, 2025.
Teri Ambrose - (259-0418)

9.6 Approval to De-authorize and Dispose of Itemized Property on the District's Property List. (Obsolete / Broken Beyond Repair Items Will be Disposed of When Possible.)
Teri Ambrose - (259-0418)

9.7 Approval of the 2025-2026 District K-12 Comprehensive Evidence Based Reading Plan.
Thomas Hill - (259-0429)

9.8 Approval of the Following School Board Policies: 3.06*+, 3.07, 3.25+, 4.265+, 6.103*, 6.215, 6.43, 7.06*+, 7.07*+, 7.08, 7.14*+, 7.30*+
Thomas Hill - (259-0429)

9.9 Approval of the 2025-26 Tentative Required Local Effort Millage Rate as 3.0770.
Teri Ambrose - (259-0418)

9.10 Approval of the 2025-26 Tentative Basic Discretionary Operating Millage Rate as .7480.
Teri Ambrose - (259-0418)

9.11 Approval of 1.5000 as the Basic Discretionary Capital Outlay Millage for 2025-26.
Teri Ambrose - (259-0418)

9.12 Approval of the 2025-26 Tentative Total Millages as 5.3250.
Teri Ambrose - (259-0418)

9.13 Approval of the Resolution Adopting Tentative Millage Rates for Fiscal Year July 1, 2025 - June 30, 2026.
Teri Ambrose - (259-0418)

9.14 Approval of the Tentative Budget for 2025-2026.
Teri Ambrose - (259-0418)

9.15 Approval of the Resolution Adopting the Tentative Budget as $65,160,743.00 for Fiscal Year July 1, 2025 - June 30, 2026.
Teri Ambrose - (259-0418)

9.16 Approval of the 2025-2026 Mental Health Application.
Teri Ambrose - (259-0418)

10. CITIZEN INPUT

A Citizen Input form must be completed and submitted to the Board Secretary PRIOR to the beginning of the meeting if you wish to address the Board. You will be called on by the Chairman at the appropriate time. Presentations/comments are limited to three (3) minutes.

11. INFORMATION AND ANNOUNCEMENTS

12. ADJOURNMENT

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.

AGENDA ITEM NO. 4.1

Item Cover Page

SCHOOL BOARD MEETING (OPEN TO THE PUBLIC) AGENDA ITEM REPORT

DATE:	July 28, 2025
SUBMITTED BY:	Teri Ambrose - (259-0418)
ITEM TYPE:	Budget
AGENDA SECTION:	**PUBLIC HEARINGS**
SUBJECT:	Public Hearing on the 2025-26 Tentative Required Local Effort Millage Rate as 3.0770.

ATTACHMENTS:
07.28.2025 Approval of the Tentative Millage.Budget.Resolutions_T.Ambrose.pdf

BAKER COUNTY SCHOOL DISTRICT
Committed to Excellence

Finance and Support Services
392 South Boulevard East
Macclenny, FL 32063
(904) 259-0449
www.bakerk12.org

Wyatt Milton, Superintendent

DATE: July 19, 2025

TO: Wyatt Milton, SUPERINTENDENT

FROM: Teri Ambrose
EXECUTIVE DIRECTOR FOR SUPPORT SERVICES

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

Please request Board approval of the tentative millage rates, tentative budget, Resolution Adopting Tentative Millage Rates and Resolution Adopting the Tentative Budget. The 2025-2026 fiscal year millages are as follows:

Required Local Effort	3.0770
Basic Discretionary Operating	.7480
Basic Discretionary Capital Outlay	1.5000
Total Mills	5.3250

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

RESOLUTION ADOPTING TENTATIVE MILLAGE RATES

WHEREAS, the School Board of Baker County, Florida, did, pursuant to Chapters 200 and 1011, Florida Statutes, approve tentative millage rates for the fiscal year July 1, 2025 to June 30, 2026; and

WHEREAS, at the public hearing and in full compliance with Chapter 200, Florida Statutes, the Baker County School Board adopted the tentative millage rates for fiscal year 2025-2026 in the amounts of:

	Tentative Millage Levy	Proposed Amount To Be Raised
Required Local Effort	3.077	$5,368,940
Basic Discretionary Operating	.748	$1,305,157
Capital Outlay	1.500	$2,617,293

The total millage rate to be levied is more than the roll-back rate by 1.98 percent.

NOW THEREFORE, BE IT RESOLVED:

That the Baker County School Board, adopted each tentative millage rate for the fiscal year July 1, 2025 to June 30, 2026 on July 28, 2025 by separate vote prior to adopting the tentative budget.

_____
Chairman

A RESOLUTION OF THE BAKER COUNTY SCHOOL BOARD ADOPTING THE TENTATIVE BUDGET FOR FISCAL YEAR JULY 1, 2025 TO JUNE 30, 2026.

WHEREAS, the School Board of Baker County, Florida, did, pursuant to Chapters 200 and 1011, Florida Statutes, approve tentative millage rates and tentative budget for the fiscal year July 1, 2025 to June 30, 2026; and

WHEREAS, the Baker County School Board set forth the appropriations and revenue estimates for the Budget for fiscal year July 1, 2025 to June 30, 2026.

WHEREAS, at the public hearing and in full compliance with Chapter 200, Florida Statutes, the Baker County School Board adopted the tentative millage rates and the budget in the amount of $65,160,743 for fiscal year July 1, 2025 to June 30, 2026.

NOW THEREFORE, BE IT RESOLVED:

That the attached budget of Baker County School Board, including the millage rates as set forth therein, is hereby adopted by the School Board of Baker County as a tentative budget for the categories indicated for the fiscal year July 1, 2025 to June 30, 2026.

_____

Chairman

AGENDA ITEM NO. 4.2

Item Cover Page

SCHOOL BOARD MEETING (OPEN TO THE PUBLIC) AGENDA ITEM REPORT

DATE: July 28, 2025

SUBMITTED BY: Teri Ambrose - (259-0418)

ITEM TYPE: Budget

AGENDA SECTION: **PUBLIC HEARINGS**

SUBJECT: Public Hearing on the 2025-26 Tentative Basic Discretionary Operating Millage Rate as .7480.

ATTACHMENTS:
07.28.2025 Approval of the Tentative Millage.Budget.Resolutions_T.Ambrose.pdf

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Wyatt Milton, Superintendent

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TO: Wyatt Milton, SUPERINTENDENT

FROM: Teri Ambrose
EXECUTIVE DIRECTOR FOR SUPPORT SERVICES

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

Please request Board approval of the tentative millage rates, tentative budget, Resolution Adopting Tentative Millage Rates and Resolution Adopting the Tentative Budget. The 2025-2026 fiscal year millages are as follows:

Required Local Effort	3.0770
Basic Discretionary Operating	.7480
Basic Discretionary Capital Outlay	1.5000
Total Mills	5.3250

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

RESOLUTION ADOPTING TENTATIVE MILLAGE RATES

WHEREAS, the School Board of Baker County, Florida, did, pursuant to Chapters 200 and 1011, Florida Statutes, approve tentative millage rates for the fiscal year July 1, 2025 to June 30, 2026; and

WHEREAS, at the public hearing and in full compliance with Chapter 200, Florida Statutes, the Baker County School Board adopted the tentative millage rates for fiscal year 2025-2026 in the amounts of:

	Tentative Millage Levy	Proposed Amount To Be Raised
Required Local Effort	3.077	$5,368,940
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Capital Outlay	1.500	$2,617,293

The total millage rate to be levied is more than the roll-back rate by 1.98 percent.

NOW THEREFORE, BE IT RESOLVED:

That the Baker County School Board, adopted each tentative millage rate for the fiscal year July 1, 2025 to June 30, 2026 on July 28, 2025 by separate vote prior to adopting the tentative budget.

_____
Chairman

A RESOLUTION OF THE BAKER COUNTY SCHOOL BOARD ADOPTING THE TENTATIVE BUDGET FOR FISCAL YEAR JULY 1, 2025 TO JUNE 30, 2026.

WHEREAS, the School Board of Baker County, Florida, did, pursuant to Chapters 200 and 1011, Florida Statutes, approve tentative millage rates and tentative budget for the fiscal year July 1, 2025 to June 30, 2026; and

WHEREAS, the Baker County School Board set forth the appropriations and revenue estimates for the Budget for fiscal year July 1, 2025 to June 30, 2026.

WHEREAS, at the public hearing and in full compliance with Chapter 200, Florida Statutes, the Baker County School Board adopted the tentative millage rates and the budget in the amount of $65,160,743 for fiscal year July 1, 2025 to June 30, 2026.

NOW THEREFORE, BE IT RESOLVED:

That the attached budget of Baker County School Board, including the millage rates as set forth therein, is hereby adopted by the School Board of Baker County as a tentative budget for the categories indicated for the fiscal year July 1, 2025 to June 30, 2026.

_____
Chairman

AGENDA ITEM NO. 4.3

Item Cover Page

SCHOOL BOARD MEETING (OPEN TO THE PUBLIC) AGENDA ITEM REPORT

DATE:	July 28, 2025
SUBMITTED BY:	Teri Ambrose - (259-0418)
ITEM TYPE:	Budget
AGENDA SECTION:	**PUBLIC HEARINGS**
SUBJECT:	Public Hearing on 1.5000 as the Basic Discretionary Capital Outlay Millage for 2025-26.

ATTACHMENTS:
07.28.2025 Approval of the Tentative Millage.Budget.Resolutions_T.Ambrose.pdf

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Wyatt Milton, Superintendent

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TO: Wyatt Milton, SUPERINTENDENT

FROM: Teri Ambrose
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Please request Board approval of the tentative millage rates, tentative budget, Resolution Adopting Tentative Millage Rates and Resolution Adopting the Tentative Budget. The 2025-2026 fiscal year millages are as follows:

Required Local Effort	3.0770
Basic Discretionary Operating	.7480
Basic Discretionary Capital Outlay	1.5000
Total Mills	5.3250

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

RESOLUTION ADOPTING TENTATIVE MILLAGE RATES

WHEREAS, the School Board of Baker County, Florida, did, pursuant to Chapters 200 and 1011, Florida Statutes, approve tentative millage rates for the fiscal year July 1, 2025 to June 30, 2026; and

WHEREAS, at the public hearing and in full compliance with Chapter 200, Florida Statutes, the Baker County School Board adopted the tentative millage rates for fiscal year 2025-2026 in the amounts of:

	Tentative Millage Levy	Proposed Amount To Be Raised
Required Local Effort	3.077	$5,368,940
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Capital Outlay	1.500	$2,617,293

The total millage rate to be levied is more than the roll-back rate by 1.98 percent.

NOW THEREFORE, BE IT RESOLVED:

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Chairman

A RESOLUTION OF THE BAKER COUNTY SCHOOL BOARD ADOPTING THE TENTATIVE BUDGET FOR FISCAL YEAR JULY 1, 2025 TO JUNE 30, 2026.

WHEREAS, the School Board of Baker County, Florida, did, pursuant to Chapters 200 and 1011, Florida Statutes, approve tentative millage rates and tentative budget for the fiscal year July 1, 2025 to June 30, 2026; and

WHEREAS, the Baker County School Board set forth the appropriations and revenue estimates for the Budget for fiscal year July 1, 2025 to June 30, 2026.

WHEREAS, at the public hearing and in full compliance with Chapter 200, Florida Statutes, the Baker County School Board adopted the tentative millage rates and the budget in the amount of $65,160,743 for fiscal year July 1, 2025 to June 30, 2026.

NOW THEREFORE, BE IT RESOLVED:

That the attached budget of Baker County School Board, including the millage rates as set forth therein, is hereby adopted by the School Board of Baker County as a tentative budget for the categories indicated for the fiscal year July 1, 2025 to June 30, 2026.

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Chairman

AGENDA ITEM NO. 4.4

Item Cover Page

SCHOOL BOARD MEETING (OPEN TO THE PUBLIC) AGENDA ITEM REPORT

DATE: July 28, 2025

SUBMITTED BY: Teri Ambrose - (259-0418)

ITEM TYPE: Budget

AGENDA SECTION: **PUBLIC HEARINGS**

SUBJECT: Public Hearing on the 2025-26 Tentative Total Millages as 5.3250.

ATTACHMENTS:
07.28.2025 Approval of the Tentative Millage.Budget.Resolutions_T.Ambrose.pdf

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Wyatt Milton, Superintendent

DATE: July 19, 2025

TO: Wyatt Milton, SUPERINTENDENT

FROM: Teri Ambrose
EXECUTIVE DIRECTOR FOR SUPPORT SERVICES

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

Please request Board approval of the tentative millage rates, tentative budget, Resolution Adopting Tentative Millage Rates and Resolution Adopting the Tentative Budget. The 2025-2026 fiscal year millages are as follows:

Required Local Effort	3.0770
Basic Discretionary Operating	.7480
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Total Mills	5.3250

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

RESOLUTION ADOPTING TENTATIVE MILLAGE RATES

WHEREAS, the School Board of Baker County, Florida, did, pursuant to Chapters 200 and 1011, Florida Statutes, approve tentative millage rates for the fiscal year July 1, 2025 to June 30, 2026; and

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	Tentative Millage Levy	Proposed Amount To Be Raised
Required Local Effort	3.077	$5,368,940
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The total millage rate to be levied is more than the roll-back rate by 1.98 percent.

NOW THEREFORE, BE IT RESOLVED:

That the Baker County School Board, adopted each tentative millage rate for the fiscal year July 1, 2025 to June 30, 2026 on July 28, 2025 by separate vote prior to adopting the tentative budget.

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Chairman

A RESOLUTION OF THE BAKER COUNTY SCHOOL BOARD ADOPTING THE TENTATIVE BUDGET FOR FISCAL YEAR JULY 1, 2025 TO JUNE 30, 2026.

WHEREAS, the School Board of Baker County, Florida, did, pursuant to Chapters 200 and 1011, Florida Statutes, approve tentative millage rates and tentative budget for the fiscal year July 1, 2025 to June 30, 2026; and

WHEREAS, the Baker County School Board set forth the appropriations and revenue estimates for the Budget for fiscal year July 1, 2025 to June 30, 2026.

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Chairman

AGENDA ITEM NO. 4.5

Item Cover Page

SCHOOL BOARD MEETING (OPEN TO THE PUBLIC) AGENDA ITEM REPORT

DATE:	July 28, 2025
SUBMITTED BY:	Teri Ambrose - (259-0418)
ITEM TYPE:	Budget
AGENDA SECTION:	**PUBLIC HEARINGS**
SUBJECT:	Public Hearing on the Resolution Adopting Tentative Millage Rates for Fiscal Year July 1, 2025 - June 30, 2026.

ATTACHMENTS:
07.28.2025 Approval of the Tentative Millage.Budget.Resolutions_T.Ambrose.pdf

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DATE: July 19, 2025

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FROM: Teri Ambrose
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Total Mills	5.3250

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

RESOLUTION ADOPTING TENTATIVE MILLAGE RATES

WHEREAS, the School Board of Baker County, Florida, did, pursuant to Chapters 200 and 1011, Florida Statutes, approve tentative millage rates for the fiscal year July 1, 2025 to June 30, 2026; and

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	Tentative Millage Levy	Proposed Amount To Be Raised
Required Local Effort	3.077	$5,368,940
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Capital Outlay	1.500	$2,617,293

The total millage rate to be levied is more than the roll-back rate by 1.98 percent.

NOW THEREFORE, BE IT RESOLVED:

That the Baker County School Board, adopted each tentative millage rate for the fiscal year July 1, 2025 to June 30, 2026 on July 28, 2025 by separate vote prior to adopting the tentative budget.

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Chairman

A RESOLUTION OF THE BAKER COUNTY SCHOOL BOARD ADOPTING THE TENTATIVE BUDGET FOR FISCAL YEAR JULY 1, 2025 TO JUNE 30, 2026.

WHEREAS, the School Board of Baker County, Florida, did, pursuant to Chapters 200 and 1011, Florida Statutes, approve tentative millage rates and tentative budget for the fiscal year July 1, 2025 to June 30, 2026; and

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NOW THEREFORE, BE IT RESOLVED:

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Chairman

AGENDA ITEM NO. 4.6

Item Cover Page

SCHOOL BOARD MEETING (OPEN TO THE PUBLIC) AGENDA ITEM REPORT

DATE: July 28, 2025

SUBMITTED BY: Teri Ambrose - (259-0418)

ITEM TYPE: Budget

AGENDA SECTION: **PUBLIC HEARINGS**

SUBJECT: Public Hearing on the Tentative Budget for 2025-2026.

ATTACHMENTS:
07.28.2025 Approval of the Tentative Millage.Budget.Resolutions_T.Ambrose.pdf

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Wyatt Milton, Superintendent

DATE: July 19, 2025

TO: Wyatt Milton, SUPERINTENDENT

FROM: Teri Ambrose
EXECUTIVE DIRECTOR FOR SUPPORT SERVICES

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

Please request Board approval of the tentative millage rates, tentative budget, Resolution Adopting Tentative Millage Rates and Resolution Adopting the Tentative Budget. The 2025-2026 fiscal year millages are as follows:

Required Local Effort	3.0770
Basic Discretionary Operating	.7480
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Total Mills	5.3250

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

RESOLUTION ADOPTING TENTATIVE MILLAGE RATES

WHEREAS, the School Board of Baker County, Florida, did, pursuant to Chapters 200 and 1011, Florida Statutes, approve tentative millage rates for the fiscal year July 1, 2025 to June 30, 2026; and

WHEREAS, at the public hearing and in full compliance with Chapter 200, Florida Statutes, the Baker County School Board adopted the tentative millage rates for fiscal year 2025-2026 in the amounts of:

	Tentative Millage Levy	Proposed Amount To Be Raised
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Capital Outlay	1.500	$2,617,293

The total millage rate to be levied is more than the roll-back rate by 1.98 percent.

NOW THEREFORE, BE IT RESOLVED:

That the Baker County School Board, adopted each tentative millage rate for the fiscal year July 1, 2025 to June 30, 2026 on July 28, 2025 by separate vote prior to adopting the tentative budget.

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Chairman

A RESOLUTION OF THE BAKER COUNTY SCHOOL BOARD ADOPTING THE TENTATIVE BUDGET FOR FISCAL YEAR JULY 1, 2025 TO JUNE 30, 2026.

WHEREAS, the School Board of Baker County, Florida, did, pursuant to Chapters 200 and 1011, Florida Statutes, approve tentative millage rates and tentative budget for the fiscal year July 1, 2025 to June 30, 2026; and

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That the attached budget of Baker County School Board, including the millage rates as set forth therein, is hereby adopted by the School Board of Baker County as a tentative budget for the categories indicated for the fiscal year July 1, 2025 to June 30, 2026.

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Chairman

AGENDA ITEM NO. 4.7

Item Cover Page

SCHOOL BOARD MEETING (OPEN TO THE PUBLIC) AGENDA ITEM REPORT

DATE:	July 28, 2025
SUBMITTED BY:	Teri Ambrose - (259-0418)
ITEM TYPE:	Budget
AGENDA SECTION:	**PUBLIC HEARINGS**
SUBJECT:	Public Hearing on the Resolution Adopting the Tentative Budget as $65,160,743.00 for Fiscal Year July 1, 2025 - June 30, 2026.

ATTACHMENTS:
07.28.2025 Approval of the Tentative Millage.Budget.Resolutions_T.Ambrose.pdf

BAKER COUNTY SCHOOL DISTRICT
Committed to Excellence

Finance and Support Services
392 South Boulevard East
Macclenny, FL 32063
(904) 259-0449
www.bakerk12.org

Wyatt Milton, Superintendent

DATE: July 19, 2025

TO: Wyatt Milton, SUPERINTENDENT

FROM: Teri Ambrose
EXECUTIVE DIRECTOR FOR SUPPORT SERVICES

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

Please request Board approval of the tentative millage rates, tentative budget, Resolution Adopting Tentative Millage Rates and Resolution Adopting the Tentative Budget. The 2025-2026 fiscal year millages are as follows:

Required Local Effort	3.0770
Basic Discretionary Operating	.7480
Basic Discretionary Capital Outlay	1.5000
Total Mills	5.3250

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

RESOLUTION ADOPTING TENTATIVE MILLAGE RATES

WHEREAS, the School Board of Baker County, Florida, did, pursuant to Chapters 200 and 1011, Florida Statutes, approve tentative millage rates for the fiscal year July 1, 2025 to June 30, 2026; and

WHEREAS, at the public hearing and in full compliance with Chapter 200, Florida Statutes, the Baker County School Board adopted the tentative millage rates for fiscal year 2025-2026 in the amounts of:

	Tentative Millage Levy	Proposed Amount To Be Raised
Required Local Effort	3.077	$5,368,940
Basic Discretionary Operating	.748	$1,305,157
Capital Outlay	1.500	$2,617,293

The total millage rate to be levied is more than the roll-back rate by 1.98 percent.

NOW THEREFORE, BE IT RESOLVED:

That the Baker County School Board, adopted each tentative millage rate for the fiscal year July 1, 2025 to June 30, 2026 on July 28, 2025 by separate vote prior to adopting the tentative budget.

_____
Chairman

A RESOLUTION OF THE BAKER COUNTY SCHOOL BOARD ADOPTING THE TENTATIVE BUDGET FOR FISCAL YEAR JULY 1, 2025 TO JUNE 30, 2026.

WHEREAS, the School Board of Baker County, Florida, did, pursuant to Chapters 200 and 1011, Florida Statutes, approve tentative millage rates and tentative budget for the fiscal year July 1, 2025 to June 30, 2026; and

WHEREAS, the Baker County School Board set forth the appropriations and revenue estimates for the Budget for fiscal year July 1, 2025 to June 30, 2026.

WHEREAS, at the public hearing and in full compliance with Chapter 200, Florida Statutes, the Baker County School Board adopted the tentative millage rates and the budget in the amount of $65,160,743 for fiscal year July 1, 2025 to June 30, 2026.

NOW THEREFORE, BE IT RESOLVED:

That the attached budget of Baker County School Board, including the millage rates as set forth therein, is hereby adopted by the School Board of Baker County as a tentative budget for the categories indicated for the fiscal year July 1, 2025 to June 30, 2026.

_____
Chairman

AGENDA ITEM NO. 5.1

Item Cover Page

SCHOOL BOARD MEETING (OPEN TO THE PUBLIC) AGENDA ITEM REPORT

DATE: July 28, 2025

SUBMITTED BY: Steve Cannon - (259-0432)

ITEM TYPE: Recognition / Presentation

AGENDA SECTION: **RECOGNITIONS / PRESENTATIONS**

SUBJECT: Quarterly Update Presentation by Director of School Safety

ATTACHMENTS:
07.28.2025 Quarterly Update Presentation by Director of School Safety_S.Cannon.pdf

BAKER COUNTY SCHOOL DISTRICT
Committed to Excellence

School Safety and Auxiliary Services
270 East Jonathan Street
Macclenny, FL 32063
(904) 259-3931
www.bakerk12.org

Wyatt Milton, Superintendent

July 2, 2025

Superintendent Milton,

The purpose of this correspondence is to present the findings of the Office of Safe Schools compliance visit to the Board. Per Florida State Statute 1001.212, the school safety specialist must provide a quarterly update to the Superintendent and School Board of the outcome of all compliance inspections. I am requesting to present these quarterly findings to the Board at the next scheduled meeting on July 28, 2025.

Regards,

Steve Cannon

Director of School Safety and Auxiliary Services

District	Number of Schools Inspected or Reinspected	Percentage of Schools Inspected or Reinspected	Number of Inspected Schools With No School Safety Requirement Deficiencies	Percentage of Inspected Schools With No School Safety Requirement Deficiencies
baker	0	0	0	0

AGENDA ITEM NO. 6.1

Item Cover Page

SCHOOL BOARD MEETING (OPEN TO THE PUBLIC) AGENDA ITEM REPORT

DATE:	July 28, 2025
SUBMITTED BY:	Teri Ambrose - (259-0418)
ITEM TYPE:	Agenda Revision/Addition
AGENDA SECTION:	**APPROVAL TO CORRECT AND / OR ADD ITEMS TO THE FINAL AGENDA**
SUBJECT:	Approval to Revise Public Hearings 4.1., 4.2., 4.3., 4.4., 4.5., 4.6., 4.7.: Approval to Revise the Wording of Previously Listed Public Hearings from "Approval of" to "Public Hearing on".

ATTACHMENTS:
07.28.2025 Approval of the Tentative Millage.Budget.Resolutions_T.Ambrose.pdf

BAKER COUNTY SCHOOL DISTRICT
Committed to Excellence

Finance and Support Services
392 South Boulevard East
Macclenny, FL 32063
(904) 259-0449
www.bakerk12.org

Wyatt Milton, Superintendent

DATE: July 19, 2025

TO: Wyatt Milton, SUPERINTENDENT

FROM: Teri Ambrose
EXECUTIVE DIRECTOR FOR SUPPORT SERVICES

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

Please request Board approval of the tentative millage rates, tentative budget, Resolution Adopting Tentative Millage Rates and Resolution Adopting the Tentative Budget. The 2025-2026 fiscal year millages are as follows:

Required Local Effort	3.0770
Basic Discretionary Operating	.7480
Basic Discretionary Capital Outlay	1.5000
Total Mills	5.3250

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

RESOLUTION ADOPTING TENTATIVE MILLAGE RATES

WHEREAS, the School Board of Baker County, Florida, did, pursuant to Chapters 200 and 1011, Florida Statutes, approve tentative millage rates for the fiscal year July 1, 2025 to June 30, 2026; and

WHEREAS, at the public hearing and in full compliance with Chapter 200, Florida Statutes, the Baker County School Board adopted the tentative millage rates for fiscal year 2025-2026 in the amounts of:

	Tentative Millage Levy	Proposed Amount To Be Raised
Required Local Effort	3.077	$5,368,940
Basic Discretionary Operating	.748	$1,305,157
Capital Outlay	1.500	$2,617,293

The total millage rate to be levied is more than the roll-back rate by 1.98 percent.

NOW THEREFORE, BE IT RESOLVED:

That the Baker County School Board, adopted each tentative millage rate for the fiscal year July 1, 2025 to June 30, 2026 on July 28, 2025 by separate vote prior to adopting the tentative budget.

_____
Chairman

A RESOLUTION OF THE BAKER COUNTY SCHOOL BOARD ADOPTING THE TENTATIVE BUDGET FOR FISCAL YEAR JULY 1, 2025 TO JUNE 30, 2026.

WHEREAS, the School Board of Baker County, Florida, did, pursuant to Chapters 200 and 1011, Florida Statutes, approve tentative millage rates and tentative budget for the fiscal year July 1, 2025 to June 30, 2026; and

WHEREAS, the Baker County School Board set forth the appropriations and revenue estimates for the Budget for fiscal year July 1, 2025 to June 30, 2026.

WHEREAS, at the public hearing and in full compliance with Chapter 200, Florida Statutes, the Baker County School Board adopted the tentative millage rates and the budget in the amount of $65,160,743 for fiscal year July 1, 2025 to June 30, 2026.

NOW THEREFORE, BE IT RESOLVED:

That the attached budget of Baker County School Board, including the millage rates as set forth therein, is hereby adopted by the School Board of Baker County as a tentative budget for the categories indicated for the fiscal year July 1, 2025 to June 30, 2026.

_____

Chairman

AGENDA ITEM NO. 6.2

Item Cover Page

SCHOOL BOARD MEETING (OPEN TO THE PUBLIC) AGENDA ITEM REPORT

DATE:	July 28, 2025
SUBMITTED BY:	Teri Ambrose - (259-0418)
ITEM TYPE:	Agenda Revision/Addition
AGENDA SECTION:	**APPROVAL TO CORRECT AND / OR ADD ITEMS TO THE FINAL AGENDA**
SUBJECT:	Approval to Add Item 9.9.: Approval of the 2025-26 Tentative Required Local Effort Millage Rate as 3.0770.

ATTACHMENTS:
07.28.2025 Approval of the Tentative Millage.Budget.Resolutions_T.Ambrose.pdf

BAKER COUNTY SCHOOL DISTRICT
Committed to Excellence

Finance and Support Services
392 South Boulevard East
Macclenny, FL 32063
(904) 259-0449
www.bakerk12.org

Wyatt Milton, Superintendent

DATE: July 19, 2025

TO: Wyatt Milton, SUPERINTENDENT

FROM: Teri Ambrose
EXECUTIVE DIRECTOR FOR SUPPORT SERVICES

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

Please request Board approval of the tentative millage rates, tentative budget, Resolution Adopting Tentative Millage Rates and Resolution Adopting the Tentative Budget. The 2025-2026 fiscal year millages are as follows:

Required Local Effort	3.0770
Basic Discretionary Operating	.7480
Basic Discretionary Capital Outlay	1.5000
Total Mills	5.3250

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

RESOLUTION ADOPTING TENTATIVE MILLAGE RATES

WHEREAS, the School Board of Baker County, Florida, did, pursuant to Chapters 200 and 1011, Florida Statutes, approve tentative millage rates for the fiscal year July 1, 2025 to June 30, 2026; and

WHEREAS, at the public hearing and in full compliance with Chapter 200, Florida Statutes, the Baker County School Board adopted the tentative millage rates for fiscal year 2025-2026 in the amounts of:

	Tentative Millage Levy	Proposed Amount To Be Raised
Required Local Effort	3.077	$5,368,940
Basic Discretionary Operating	.748	$1,305,157
Capital Outlay	1.500	$2,617,293

The total millage rate to be levied is more than the roll-back rate by 1.98 percent.

NOW THEREFORE, BE IT RESOLVED:

That the Baker County School Board, adopted each tentative millage rate for the fiscal year July 1, 2025 to June 30, 2026 on July 28, 2025 by separate vote prior to adopting the tentative budget.

_____
Chairman

A RESOLUTION OF THE BAKER COUNTY SCHOOL BOARD ADOPTING THE TENTATIVE BUDGET FOR FISCAL YEAR JULY 1, 2025 TO JUNE 30, 2026.

WHEREAS, the School Board of Baker County, Florida, did, pursuant to Chapters 200 and 1011, Florida Statutes, approve tentative millage rates and tentative budget for the fiscal year July 1, 2025 to June 30, 2026; and

WHEREAS, the Baker County School Board set forth the appropriations and revenue estimates for the Budget for fiscal year July 1, 2025 to June 30, 2026.

WHEREAS, at the public hearing and in full compliance with Chapter 200, Florida Statutes, the Baker County School Board adopted the tentative millage rates and the budget in the amount of $65,160,743 for fiscal year July 1, 2025 to June 30, 2026.

NOW THEREFORE, BE IT RESOLVED:

That the attached budget of Baker County School Board, including the millage rates as set forth therein, is hereby adopted by the School Board of Baker County as a tentative budget for the categories indicated for the fiscal year July 1, 2025 to June 30, 2026.

_____
Chairman

AGENDA ITEM NO. 6.3

Item Cover Page

SCHOOL BOARD MEETING (OPEN TO THE PUBLIC) AGENDA ITEM REPORT

DATE:	July 28, 2025
SUBMITTED BY:	Teri Ambrose - (259-0418)
ITEM TYPE:	Agenda Revision/Addition
AGENDA SECTION:	**APPROVAL TO CORRECT AND / OR ADD ITEMS TO THE FINAL AGENDA**
SUBJECT:	Approval to Add Item 9.10.: Approval of the 2025-26 Tentative Basic Discretionary Operating Millage Rate as .7480.

ATTACHMENTS:
07.28.2025 Approval of the Tentative Millage.Budget.Resolutions_T.Ambrose.pdf

BAKER COUNTY SCHOOL DISTRICT
Committed to Excellence

Finance and Support Services
392 South Boulevard East
Macclenny, FL 32063
(904) 259-0449
www.bakerk12.org

Wyatt Milton, Superintendent

DATE: July 19, 2025

TO: Wyatt Milton, SUPERINTENDENT

FROM: Teri Ambrose
EXECUTIVE DIRECTOR FOR SUPPORT SERVICES

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

Please request Board approval of the tentative millage rates, tentative budget, Resolution Adopting Tentative Millage Rates and Resolution Adopting the Tentative Budget. The 2025-2026 fiscal year millages are as follows:

Required Local Effort	3.0770
Basic Discretionary Operating	.7480
Basic Discretionary Capital Outlay	1.5000
Total Mills	5.3250

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

RESOLUTION ADOPTING TENTATIVE MILLAGE RATES

WHEREAS, the School Board of Baker County, Florida, did, pursuant to Chapters 200 and 1011, Florida Statutes, approve tentative millage rates for the fiscal year July 1, 2025 to June 30, 2026; and

WHEREAS, at the public hearing and in full compliance with Chapter 200, Florida Statutes, the Baker County School Board adopted the tentative millage rates for fiscal year 2025-2026 in the amounts of:

	Tentative Millage Levy	Proposed Amount To Be Raised
Required Local Effort	3.077	$5,368,940
Basic Discretionary Operating	.748	$1,305,157
Capital Outlay	1.500	$2,617,293

The total millage rate to be levied is more than the roll-back rate by 1.98 percent.

NOW THEREFORE, BE IT RESOLVED:

That the Baker County School Board, adopted each tentative millage rate for the fiscal year July 1, 2025 to June 30, 2026 on July 28, 2025 by separate vote prior to adopting the tentative budget.

_____
Chairman

A RESOLUTION OF THE BAKER COUNTY SCHOOL BOARD ADOPTING THE TENTATIVE BUDGET FOR FISCAL YEAR JULY 1, 2025 TO JUNE 30, 2026.

WHEREAS, the School Board of Baker County, Florida, did, pursuant to Chapters 200 and 1011, Florida Statutes, approve tentative millage rates and tentative budget for the fiscal year July 1, 2025 to June 30, 2026; and

WHEREAS, the Baker County School Board set forth the appropriations and revenue estimates for the Budget for fiscal year July 1, 2025 to June 30, 2026.

WHEREAS, at the public hearing and in full compliance with Chapter 200, Florida Statutes, the Baker County School Board adopted the tentative millage rates and the budget in the amount of $65,160,743 for fiscal year July 1, 2025 to June 30, 2026.

NOW THEREFORE, BE IT RESOLVED:

That the attached budget of Baker County School Board, including the millage rates as set forth therein, is hereby adopted by the School Board of Baker County as a tentative budget for the categories indicated for the fiscal year July 1, 2025 to June 30, 2026.

_____
Chairman

AGENDA ITEM NO. 6.4

Item Cover Page

SCHOOL BOARD MEETING (OPEN TO THE PUBLIC) AGENDA ITEM REPORT

DATE:	July 28, 2025
SUBMITTED BY:	Teri Ambrose - (259-0418)
ITEM TYPE:	Agenda Revision/Addition
AGENDA SECTION:	**APPROVAL TO CORRECT AND / OR ADD ITEMS TO THE FINAL AGENDA**
SUBJECT:	Approval to Add Item 9.11.: Approval of 1.5000 as the Basic Discretionary Capital Outlay Millage for 2025-26.

ATTACHMENTS:
07.28.2025 Approval of the Tentative Millage.Budget.Resolutions_T.Ambrose.pdf

BAKER COUNTY SCHOOL DISTRICT
Committed to Excellence

Finance and Support Services
392 South Boulevard East
Macclenny, FL 32063
(904) 259-0449
www.bakerk12.org

Wyatt Milton, Superintendent

DATE: July 19, 2025

TO: Wyatt Milton, SUPERINTENDENT

FROM: Teri Ambrose
EXECUTIVE DIRECTOR FOR SUPPORT SERVICES

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

Please request Board approval of the tentative millage rates, tentative budget, Resolution Adopting Tentative Millage Rates and Resolution Adopting the Tentative Budget. The 2025-2026 fiscal year millages are as follows:

Required Local Effort	3.0770
Basic Discretionary Operating	.7480
Basic Discretionary Capital Outlay	1.5000
Total Mills	5.3250

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

RESOLUTION ADOPTING TENTATIVE MILLAGE RATES

WHEREAS, the School Board of Baker County, Florida, did, pursuant to Chapters 200 and 1011, Florida Statutes, approve tentative millage rates for the fiscal year July 1, 2025 to June 30, 2026; and

WHEREAS, at the public hearing and in full compliance with Chapter 200, Florida Statutes, the Baker County School Board adopted the tentative millage rates for fiscal year 2025-2026 in the amounts of:

	Tentative Millage Levy	Proposed Amount To Be Raised
Required Local Effort	3.077	$5,368,940
Basic Discretionary Operating	.748	$1,305,157
Capital Outlay	1.500	$2,617,293

The total millage rate to be levied is more than the roll-back rate by 1.98 percent.

NOW THEREFORE, BE IT RESOLVED:

That the Baker County School Board, adopted each tentative millage rate for the fiscal year July 1, 2025 to June 30, 2026 on July 28, 2025 by separate vote prior to adopting the tentative budget.

_____
Chairman

A RESOLUTION OF THE BAKER COUNTY SCHOOL BOARD ADOPTING THE TENTATIVE BUDGET FOR FISCAL YEAR JULY 1, 2025 TO JUNE 30, 2026.

WHEREAS, the School Board of Baker County, Florida, did, pursuant to Chapters 200 and 1011, Florida Statutes, approve tentative millage rates and tentative budget for the fiscal year July 1, 2025 to June 30, 2026; and

WHEREAS, the Baker County School Board set forth the appropriations and revenue estimates for the Budget for fiscal year July 1, 2025 to June 30, 2026.

WHEREAS, at the public hearing and in full compliance with Chapter 200, Florida Statutes, the Baker County School Board adopted the tentative millage rates and the budget in the amount of $65,160,743 for fiscal year July 1, 2025 to June 30, 2026.

NOW THEREFORE, BE IT RESOLVED:

That the attached budget of Baker County School Board, including the millage rates as set forth therein, is hereby adopted by the School Board of Baker County as a tentative budget for the categories indicated for the fiscal year July 1, 2025 to June 30, 2026.

_____

Chairman

AGENDA ITEM NO. 6.5

Item Cover Page

SCHOOL BOARD MEETING (OPEN TO THE PUBLIC) AGENDA ITEM REPORT

DATE:	July 28, 2025
SUBMITTED BY:	Teri Ambrose - (259-0418)
ITEM TYPE:	Agenda Revision/Addition
AGENDA SECTION:	**APPROVAL TO CORRECT AND / OR ADD ITEMS TO THE FINAL AGENDA**
SUBJECT:	Approval to Add Item 9.12.: Approval of the 2025-26 Tentative Total Millages as 5.3250.

ATTACHMENTS:
07.28.2025 Approval of the Tentative Millage.Budget.Resolutions_T.Ambrose.pdf

BAKER COUNTY SCHOOL DISTRICT
Committed to Excellence

Finance and Support Services
392 South Boulevard East
Macclenny, FL 32063
(904) 259-0449
www.bakerk12.org

Wyatt Milton, Superintendent

DATE: July 19, 2025

TO: Wyatt Milton, SUPERINTENDENT

FROM: Teri Ambrose
EXECUTIVE DIRECTOR FOR SUPPORT SERVICES

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

Please request Board approval of the tentative millage rates, tentative budget, Resolution Adopting Tentative Millage Rates and Resolution Adopting the Tentative Budget. The 2025-2026 fiscal year millages are as follows:

Required Local Effort	3.0770
Basic Discretionary Operating	.7480
Basic Discretionary Capital Outlay	1.5000
Total Mills	5.3250

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

RESOLUTION ADOPTING TENTATIVE MILLAGE RATES

WHEREAS, the School Board of Baker County, Florida, did, pursuant to Chapters 200 and 1011, Florida Statutes, approve tentative millage rates for the fiscal year July 1, 2025 to June 30, 2026; and

WHEREAS, at the public hearing and in full compliance with Chapter 200, Florida Statutes, the Baker County School Board adopted the tentative millage rates for fiscal year 2025-2026 in the amounts of:

	Tentative Millage Levy	Proposed Amount To Be Raised
Required Local Effort	3.077	$5,368,940
Basic Discretionary Operating	.748	$1,305,157
Capital Outlay	1.500	$2,617,293

The total millage rate to be levied is more than the roll-back rate by 1.98 percent.

NOW THEREFORE, BE IT RESOLVED:

That the Baker County School Board, adopted each tentative millage rate for the fiscal year July 1, 2025 to June 30, 2026 on July 28, 2025 by separate vote prior to adopting the tentative budget.

_____
Chairman

A RESOLUTION OF THE BAKER COUNTY SCHOOL BOARD ADOPTING THE TENTATIVE BUDGET FOR FISCAL YEAR JULY 1, 2025 TO JUNE 30, 2026.

WHEREAS, the School Board of Baker County, Florida, did, pursuant to Chapters 200 and 1011, Florida Statutes, approve tentative millage rates and tentative budget for the fiscal year July 1, 2025 to June 30, 2026; and

WHEREAS, the Baker County School Board set forth the appropriations and revenue estimates for the Budget for fiscal year July 1, 2025 to June 30, 2026.

WHEREAS, at the public hearing and in full compliance with Chapter 200, Florida Statutes, the Baker County School Board adopted the tentative millage rates and the budget in the amount of $65,160,743 for fiscal year July 1, 2025 to June 30, 2026.

NOW THEREFORE, BE IT RESOLVED:

That the attached budget of Baker County School Board, including the millage rates as set forth therein, is hereby adopted by the School Board of Baker County as a tentative budget for the categories indicated for the fiscal year July 1, 2025 to June 30, 2026.

_____

Chairman

AGENDA ITEM NO. 6.6

Item Cover Page

SCHOOL BOARD MEETING (OPEN TO THE PUBLIC) AGENDA ITEM REPORT

DATE:	July 28, 2025
SUBMITTED BY:	Teri Ambrose - (259-0418)
ITEM TYPE:	Agenda Revision/Addition
AGENDA SECTION:	**APPROVAL TO CORRECT AND / OR ADD ITEMS TO THE FINAL AGENDA**
SUBJECT:	Approval to Add Item 9.13.: Approval of the Resolution Adopting Tentative Millage Rates for Fiscal Year July 1, 2025 - June 30, 2026.

ATTACHMENTS:
07.28.2025 Approval of the Tentative Millage.Budget.Resolutions_T.Ambrose.pdf

BAKER COUNTY SCHOOL DISTRICT
Committed to Excellence

Finance and Support Services
392 South Boulevard East
Macclenny, FL 32063
(904) 259-0449
www.bakerk12.org

Wyatt Milton, Superintendent

DATE: July 19, 2025

TO: Wyatt Milton, SUPERINTENDENT

FROM: Teri Ambrose
EXECUTIVE DIRECTOR FOR SUPPORT SERVICES

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

Please request Board approval of the tentative millage rates, tentative budget, Resolution Adopting Tentative Millage Rates and Resolution Adopting the Tentative Budget. The 2025-2026 fiscal year millages are as follows:

Required Local Effort	3.0770
Basic Discretionary Operating	.7480
Basic Discretionary Capital Outlay	1.5000
Total Mills	5.3250

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

RESOLUTION ADOPTING TENTATIVE MILLAGE RATES

WHEREAS, the School Board of Baker County, Florida, did, pursuant to Chapters 200 and 1011, Florida Statutes, approve tentative millage rates for the fiscal year July 1, 2025 to June 30, 2026; and

WHEREAS, at the public hearing and in full compliance with Chapter 200, Florida Statutes, the Baker County School Board adopted the tentative millage rates for fiscal year 2025-2026 in the amounts of:

	Tentative Millage Levy	Proposed Amount To Be Raised
Required Local Effort	3.077	$5,368,940
Basic Discretionary Operating	.748	$1,305,157
Capital Outlay	1.500	$2,617,293

The total millage rate to be levied is more than the roll-back rate by 1.98 percent.

NOW THEREFORE, BE IT RESOLVED:

That the Baker County School Board, adopted each tentative millage rate for the fiscal year July 1, 2025 to June 30, 2026 on July 28, 2025 by separate vote prior to adopting the tentative budget.

_____
Chairman

A RESOLUTION OF THE BAKER COUNTY SCHOOL BOARD ADOPTING THE TENTATIVE BUDGET FOR FISCAL YEAR JULY 1, 2025 TO JUNE 30, 2026.

WHEREAS, the School Board of Baker County, Florida, did, pursuant to Chapters 200 and 1011, Florida Statutes, approve tentative millage rates and tentative budget for the fiscal year July 1, 2025 to June 30, 2026; and

WHEREAS, the Baker County School Board set forth the appropriations and revenue estimates for the Budget for fiscal year July 1, 2025 to June 30, 2026.

WHEREAS, at the public hearing and in full compliance with Chapter 200, Florida Statutes, the Baker County School Board adopted the tentative millage rates and the budget in the amount of $65,160,743 for fiscal year July 1, 2025 to June 30, 2026.

NOW THEREFORE, BE IT RESOLVED:

That the attached budget of Baker County School Board, including the millage rates as set forth therein, is hereby adopted by the School Board of Baker County as a tentative budget for the categories indicated for the fiscal year July 1, 2025 to June 30, 2026.

_____

Chairman

AGENDA ITEM NO. 6.7

Item Cover Page

SCHOOL BOARD MEETING (OPEN TO THE PUBLIC) AGENDA ITEM REPORT

DATE:	July 28, 2025
SUBMITTED BY:	Teri Ambrose - (259-0418)
ITEM TYPE:	Agenda Revision/Addition
AGENDA SECTION:	**APPROVAL TO CORRECT AND / OR ADD ITEMS TO THE FINAL AGENDA**
SUBJECT:	Approval to Add Item 9.14.: Approval of the Tentative Budget for 2025-2026.

ATTACHMENTS:
07.28.2025 Approval of the Tentative Millage.Budget.Resolutions_T.Ambrose.pdf

BAKER COUNTY SCHOOL DISTRICT
Committed to Excellence

Finance and Support Services
392 South Boulevard East
Macclenny, FL 32063
(904) 259-0449
www.bakerk12.org

Wyatt Milton, Superintendent

DATE: July 19, 2025

TO: Wyatt Milton, SUPERINTENDENT

FROM: Teri Ambrose
EXECUTIVE DIRECTOR FOR SUPPORT SERVICES

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

Please request Board approval of the tentative millage rates, tentative budget, Resolution Adopting Tentative Millage Rates and Resolution Adopting the Tentative Budget. The 2025-2026 fiscal year millages are as follows:

Required Local Effort	3.0770
Basic Discretionary Operating	.7480
Basic Discretionary Capital Outlay	1.5000
Total Mills	5.3250

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

RESOLUTION ADOPTING TENTATIVE MILLAGE RATES

WHEREAS, the School Board of Baker County, Florida, did, pursuant to Chapters 200 and 1011, Florida Statutes, approve tentative millage rates for the fiscal year July 1, 2025 to June 30, 2026; and

WHEREAS, at the public hearing and in full compliance with Chapter 200, Florida Statutes, the Baker County School Board adopted the tentative millage rates for fiscal year 2025-2026 in the amounts of:

	Tentative Millage Levy	Proposed Amount To Be Raised
Required Local Effort	3.077	$5,368,940
Basic Discretionary Operating	.748	$1,305,157
Capital Outlay	1.500	$2,617,293

The total millage rate to be levied is more than the roll-back rate by 1.98 percent.

NOW THEREFORE, BE IT RESOLVED:

That the Baker County School Board, adopted each tentative millage rate for the fiscal year July 1, 2025 to June 30, 2026 on July 28, 2025 by separate vote prior to adopting the tentative budget.

_____
Chairman

A RESOLUTION OF THE BAKER COUNTY SCHOOL BOARD ADOPTING THE TENTATIVE BUDGET FOR FISCAL YEAR JULY 1, 2025 TO JUNE 30, 2026.

WHEREAS, the School Board of Baker County, Florida, did, pursuant to Chapters 200 and 1011, Florida Statutes, approve tentative millage rates and tentative budget for the fiscal year July 1, 2025 to June 30, 2026; and

WHEREAS, the Baker County School Board set forth the appropriations and revenue estimates for the Budget for fiscal year July 1, 2025 to June 30, 2026.

WHEREAS, at the public hearing and in full compliance with Chapter 200, Florida Statutes, the Baker County School Board adopted the tentative millage rates and the budget in the amount of $65,160,743 for fiscal year July 1, 2025 to June 30, 2026.

NOW THEREFORE, BE IT RESOLVED:

That the attached budget of Baker County School Board, including the millage rates as set forth therein, is hereby adopted by the School Board of Baker County as a tentative budget for the categories indicated for the fiscal year July 1, 2025 to June 30, 2026.

_____
Chairman

AGENDA ITEM NO. 6.8

Item Cover Page

SCHOOL BOARD MEETING (OPEN TO THE PUBLIC) AGENDA ITEM REPORT

DATE:	July 28, 2025
SUBMITTED BY:	Teri Ambrose - (259-0418)
ITEM TYPE:	Agenda Revision/Addition
AGENDA SECTION:	**APPROVAL TO CORRECT AND / OR ADD ITEMS TO THE FINAL AGENDA**
SUBJECT:	Approval to Add Item 9.15.: Approval of the Resolution Adopting the Tentative Budget as $65,160,743.00 for Fiscal Year July 1, 2025 - June 30, 2026.

ATTACHMENTS:
07.28.2025 Approval of the Tentative Millage.Budget.Resolutions_T.Ambrose.pdf

BAKER COUNTY SCHOOL DISTRICT
Committed to Excellence

Finance and Support Services
392 South Boulevard East
Macclenny, FL 32063
(904) 259-0449
www.bakerk12.org

Wyatt Milton, Superintendent

DATE: July 19, 2025

TO: Wyatt Milton, SUPERINTENDENT

FROM: Teri Ambrose
EXECUTIVE DIRECTOR FOR SUPPORT SERVICES

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

Please request Board approval of the tentative millage rates, tentative budget, Resolution Adopting Tentative Millage Rates and Resolution Adopting the Tentative Budget. The 2025-2026 fiscal year millages are as follows:

Required Local Effort	3.0770
Basic Discretionary Operating	.7480
Basic Discretionary Capital Outlay	1.5000
Total Mills	5.3250

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

RESOLUTION ADOPTING TENTATIVE MILLAGE RATES

WHEREAS, the School Board of Baker County, Florida, did, pursuant to Chapters 200 and 1011, Florida Statutes, approve tentative millage rates for the fiscal year July 1, 2025 to June 30, 2026; and

WHEREAS, at the public hearing and in full compliance with Chapter 200, Florida Statutes, the Baker County School Board adopted the tentative millage rates for fiscal year 2025-2026 in the amounts of:

	Tentative Millage Levy	Proposed Amount To Be Raised
Required Local Effort	3.077	$5,368,940
Basic Discretionary Operating	.748	$1,305,157
Capital Outlay	1.500	$2,617,293

The total millage rate to be levied is more than the roll-back rate by 1.98 percent.

NOW THEREFORE, BE IT RESOLVED:

That the Baker County School Board, adopted each tentative millage rate for the fiscal year July 1, 2025 to June 30, 2026 on July 28, 2025 by separate vote prior to adopting the tentative budget.

_____
Chairman

A RESOLUTION OF THE BAKER COUNTY SCHOOL BOARD ADOPTING THE TENTATIVE BUDGET FOR FISCAL YEAR JULY 1, 2025 TO JUNE 30, 2026.

WHEREAS, the School Board of Baker County, Florida, did, pursuant to Chapters 200 and 1011, Florida Statutes, approve tentative millage rates and tentative budget for the fiscal year July 1, 2025 to June 30, 2026; and

WHEREAS, the Baker County School Board set forth the appropriations and revenue estimates for the Budget for fiscal year July 1, 2025 to June 30, 2026.

WHEREAS, at the public hearing and in full compliance with Chapter 200, Florida Statutes, the Baker County School Board adopted the tentative millage rates and the budget in the amount of $65,160,743 for fiscal year July 1, 2025 to June 30, 2026.

NOW THEREFORE, BE IT RESOLVED:

That the attached budget of Baker County School Board, including the millage rates as set forth therein, is hereby adopted by the School Board of Baker County as a tentative budget for the categories indicated for the fiscal year July 1, 2025 to June 30, 2026.

_____
Chairman

AGENDA ITEM NO. 6.9

Item Cover Page

SCHOOL BOARD MEETING (OPEN TO THE PUBLIC) AGENDA ITEM REPORT

DATE:	July 28, 2025
SUBMITTED BY:	Alice Schmitges - (259-0444)
ITEM TYPE:	Agenda Revision/Addition
AGENDA SECTION:	**APPROVAL TO CORRECT AND / OR ADD ITEMS TO THE FINAL AGENDA**
SUBJECT:	Approval to Add Item 9.16.: Approval of the 2025-2026 Mental Health Application.

ATTACHMENTS:
07.28.2025 Approval of 25-26 Mental Health Application_A.Schmitges.pdf

BAKER COUNTY SCHOOL DISTRICT
Committed to Excellence

Exceptional Student Education
420 South 8th Street
Macclenny, FL 32063
(904) 259-7825
www.bakerk12.org

Wyatt Milton, Superintendent

July 28, 2025

Wyatt Milton, Superintendent
Baker County School District
270 South Boulevard East
Macclenny, Fl. 32063

Dear Superintendent Milton:

I have included the 2025-2026 Mental Health Allocation for review by the Baker County School Board. Changes this year include the following:

- Allocation decrease of $13,366.00 from last year.
- Increases in salary/benefits in accordance with personnel cost increase.
- $80,000.00 allocated for contracted behavior support professionals (BCBA, BCABA, & RBT'S) to assist all schools with their Tier 1 through Tier 3 behavior interventions and supports.

Thank you for your continued support. Please let me know if you have any questions.

Sincerely,

Alice Schmitges, Director
Exceptional Student Education and Student Services

AS:cm

2025-26

HOPE
COMMUNICATION
RESILIENCE
WELLNESS
KINDNESS



FAMILY
POSITIVITY
AWARENESS
WELLNESS
MENTAL HEALTH

Baker

MENTAL HEALTH APPLICATION

Mental Health Assistance Allocation Plan

FLORIDA DEPARTMENT OF EDUCATION
fldoe.org

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I. Introduction

Plan Purpose

The purpose of the Mental Health Assistance Allocation (MHAA) is to provide funding to assist school districts in establishing or expanding school-based mental health care; train educators and other school staff in responding to mental health issues; and connect children, youth and families who may experience behavioral health issues with appropriate services.

These funds are allocated annually in the General Appropriations Act to each eligible school district. Each school district shall receive a minimum of $100,000, with the remaining balance allocated based on each school district's proportionate share of the state's total unweighted full-time equivalent student enrollment.

Charter schools that submit a plan separate from the school district are entitled to a proportionate share of district funding. A charter school plan must comply with all of the provisions of this section, must be approved by the charter school's governing body, and must be provided to the charter school's sponsor. *(Section [s.] 1006.041, Florida Statutes [F.S.])*

Submission Process and Deadline

The application must be submitted to the Florida Department of Education (FDOE) by **August 1, 2025.**

There are two submission options for charter schools:

- Option 1: District submission includes charter schools in their application.
- Option 2: Charter school(s) submit a separate application from the district.

II. MHAA Plan

A. MHAA Plan Assurances

1. District Assurances

One hundred percent of state funds are used to establish or expand school-based mental health care; train educators and other school staff in detecting and responding to mental health issues; and connect children, youth and families with appropriate behavioral health services.



Other sources of funding will be maximized to provide school-based mental health services (e.g., Medicaid reimbursement, third-party payments and grants).



Collaboration with FDOE to disseminate mental health information and resources to students and families.



A system is included for tracking the number of students at high risk for mental health or co-occurring substance use disorders who received mental health screenings or assessments; the number of students referred to school-based mental health services providers; the number of students referred to community-based mental health services providers; the number of students who received school-based interventions, services or assistance; and the number of students who received community-based interventions, services or assistance.



Mental Health Assistance Allocation Plans for charter schools that opt out of the District's MHAA Plan are reviewed for compliance.



Curriculum and materials purchased using MHAA funds have received a thorough review and all content is in compliance with State Board of Education Rules and Florida Statutes.



The MHAA Plan must be focused on a multi-tiered system of supports to deliver evidence-based mental health care assessment, diagnosis, intervention, treatment and recovery services to students with one or more mental health or co-occurring substance abuse diagnoses and to students at high risk of such diagnoses. Section 1006.041, F.S.



2. School Board Policies

Students referred to a school-based or community-based mental health services provider, for mental health screening for the identification of mental health concerns and students at risk for mental health disorders are assessed within 15 calendar days of referral.



School-based mental health services are initiated within 15 calendar days of identification and assessment.



Community-based mental health services are initiated within 30 calendar days of referral.



Individuals living in a household with a student receiving services are provided information about behavioral health services through other delivery systems or payors for which such individuals may qualify if such services appear to be needed or enhancements in those individuals' behavioral health would contribute to the improved well-being of the student.



District schools and local mobile response teams use the same suicide screening instrument approved by FDOE pursuant to s. 1012.583, F.S., and Rule 6A-4.0010, Florida Administrative Code.



Assisting a mental health services provider or a behavioral health provider as described in s. 1006.041, F.S., respectively, or a school resource officer or school safety officer who has completed mental health crisis intervention training in attempting to verbally de-escalate a student's crisis situation before initiating an involuntary examination pursuant to s. 394.463, F.S. Such procedures must include strategies to de-escalate a crisis situation for a student with a developmental disability as that term is defined in s. 393.063, F.S.



The requirement that in a student crisis situation, the school or law enforcement personnel must make a reasonable attempt to contact a mental health professional who may initiate an involuntary examination pursuant to s. 394.463, F.S., unless the child poses an imminent danger to self or others before initiating an involuntary examination pursuant to s. 394.463, F.S. Such contact may be in person or using telehealth, as defined in s. 456.47, F.S. The mental health professional may be available to the school district either by contracts or interagency agreements with the managing entity, one or more local community behavioral health providers, the local mobile response team, or be a direct or contracted school district employee. Note: All initiated involuntary examinations located on school grounds, on school transportation or at a school-sponsored activity must be documented in the Involuntary Examinations and Restraint and Seclusion (IERS) platform.



Parents of students receiving services are provided information about other behavioral health services available through the student's school or local community-based behavioral health service providers. Schools may meet this requirement by providing information about and internet addresses for web-based directories or guides for local behavioral health services.



B. District Program Implementation

Evidence-Based Program (EBP) #1

Evidence-Based Program (EBP)
Positive Behavioral Interventions & Supports

Tier(s) of Implementation
Tier 1, Tier 2, Tier 3

Describe the key EBP components that will be implemented.

Positive Behavioral Interventions and Supports (PBIS) is an evidence-based / three-tiered framework to improve and integrate all of the data, systems, and practices affecting student outcomes every day. PBIS creates schools that support everyone – especially students with disabilities – for success.

Tier 1 PBIS encompasses strategies that support student and staff behavior. This includes teaching behaviors in the setting they will be used, providing praise and other forms of recognition when students demonstrate school-wide expectations, being consistent when addressing challenging behavior, while taking developmental norms and behavioral function into account, Involving faculty, staff, families and students in the development of behavior definitions and possible consequences, using data and stakeholder perspectives to prepare relevant lesson plans and recognition strategies, and providing regular professional learning on the school's Tier 1 system so that staff are aware of school-wide patterns and preferred responses.

Tier 2 supports build on the lessons provided at Tier 1, and may prevent the need for more intensive interventions. Tier 2 supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on the core curriculum. The types of interventions offered at this level will vary according to the needs of each school's student body, but all have certain things in common:

- There is a clear connection between the skills taught in the interventions and the school-wide expectations. This helps students and staff apply those lessons in non-intervention settings.
- Interventions require little time of classroom teachers and are easy to sustain.
- Variations within each intervention are limited.
- The interventions have a good chance of working (e.g., they are "evidence-based" interventions that are matched to the student's need).

Tier 3 systems are meant to provide individualized and intensive interventions and supports to students to ensure positive behavioral outcomes. Schools are shifting their focus from compliance

with regulations to achieving positive student outcomes.

Early Identification

Explain how your district will implement evidence-based mental health services for students to improve the early identification of social, emotional or behavioral problems or substance use disorders, as well as the likelihood of at-risk students developing social emotional or behavioral problems, depression, anxiety disorders or suicidal tendencies, and how these will assist students dealing with trauma and violence.

To effectively implement evidence-based mental health services for students, our district will integrate the Positive Behavioral Interventions and Supports (PBIS) framework within our Multi-Tiered System of Supports (MTSS). This approach ensures a comprehensive and proactive strategy to identify and address social, emotional, and behavioral issues early on, as well as to support students dealing with trauma and violence. Here's how we plan to achieve this:

1. **Representative and Responsive Implementation:**
    - Our PBIS teams will be representative of different grade levels, content areas, and specialties, ensuring a holistic understanding of student needs across the district.
    - We will regularly seek feedback from all stakeholder groups, including faculty, support staff, families, and students. These insights will help tailor our behavior supports to foster a safe and positive school climate for everyone, especially marginalized populations.
2. **MTSS Content Knowledge:**
    - We will provide professional learning opportunities for PBIS team members to enhance their fluency in key areas such as PBIS principles, data collection and analysis, contextually relevant implementation, peer mentoring, and problem-solving facilitation.
    - This training will equip our teams with the skills necessary to identify and address mental health concerns, ensuring timely and effective interventions.
3. **Facilitated Leadership and Support:**
    - PBIS team members will act as change agents within their schools, connecting colleagues, families, and students with essential PBIS and mental health resources.
    - On-site coaching will be provided to staff members, enabling them to implement evidence-based practices in their classrooms and other school settings.
4. **Problem Solving Facilitation:**
    - Our PBIS teams will proactively engage in data analysis and action planning, monitoring the fidelity of their problem-solving processes.
    - When inconsistencies arise, team members will support each other to realign with best

practices, ensuring continuous improvement in our approach to student mental health.

5. **The PBIS Point of Contact:**
    - A designated team member will ensure accurate communication between our school's PBIS team, the PBIS district coordinator, and Florida's PBIS Project. This role is critical for staying informed about the latest research and maintaining compliance with evaluation requirements.
    - This individual will also disseminate evaluation results to stakeholders, facilitating informed decision-making and district-wide support for PBIS implementation.

By embedding these components within our MTSS framework, our district aims to improve the early identification of social, emotional, or behavioral problems and substance use disorders. This structured approach will enhance our ability to support at-risk students, reducing the likelihood of developing more severe issues such as depression, anxiety disorders, or suicidal tendencies. Additionally, these measures will be instrumental in assisting students dealing with trauma and violence, ultimately fostering a healthier, more supportive school environment.

High Risk Students

Explain how the supports will deliver evidence-based mental health care assessment, diagnosis, intervention, treatment and recovery services to students with one or more mental health or co-occurring substance abuse diagnoses and students at high risk of such diagnoses.

By integrating the Positive Behavioral Interventions and Supports (PBIS) framework within our Multi-Tiered System of Supports (MTSS), we ensure a systematic and responsive approach to assessment, diagnosis, intervention, treatment, and recovery. Here's how we plan to achieve this:

1. **Evidence-Based Assessment and Diagnosis:**
    - **Screening:** Students who are at-risk will undergo screenings to identify early signs of mental health or substance abuse issues. This process will utilize validated tools to ensure accuracy and reliability.
    - **Targeted Assessments:** For students identified at risk through screenings, targeted assessments will be conducted by trained mental health professionals. These assessments will be comprehensive and tailored to the individual needs of each student.
    - **Multidisciplinary Teams:** Our PBIS teams, comprising professionals from various specialties, will collaborate to diagnose students accurately. This team-based approach ensures that assessments are thorough and consider multiple perspectives.
2. **Intervention and Treatment:**
    - **Tiered Supports:** Interventions will be provided within a tiered framework:
        - **Tier 1:** Universal supports that promote overall mental health and prevent problems.

        - **Tier 2:** Targeted interventions for students identified at risk, including small group sessions and individualized support plans.
        - **Tier 3:** Intensive, individualized interventions for students with significant needs, including one-on-one counseling and therapy.
    - **Evidence-Based Practices:** Interventions will be based on evidence-based practices, including cognitive-behavioral therapy (CBT), trauma-informed care, and motivational interviewing, among others.
    - **Family and Community Engagement:** We will involve families and community resources in the treatment process to provide a supportive environment for students outside of school.
3. **Ongoing Support and Recovery:**
    - **Continuous Monitoring:** Students receiving interventions will be continuously monitored to assess their progress and adjust support plans as needed. This will involve regular check-ins, progress assessments, and feedback loops with all stakeholders.
    - **Peer Support Programs:** Implementing peer support programs to foster a supportive community where students can share experiences and coping strategies.
4. **Professional Learning and Capacity Building:**
    - **Training for Staff:** Ongoing professional learning will be provided for all school staff to recognize signs of mental health issues, provide initial support, and refer students to appropriate services.
    - **Specialized Training for PBIS Teams:** PBIS team members will receive specialized training in evidence-based mental health interventions, data-driven decision-making, and collaborative problem-solving.
5. **Collaboration and Coordination:**
    - **Internal Collaboration:** Strong collaboration among PBIS team members, school counselors, social workers, and other relevant staff to ensure a coordinated approach to student support.
    - **External Partnerships:** Building partnerships with local mental health agencies, healthcare providers, and community organizations to enhance the range of services available to students. This includes referral pathways for specialized care and support beyond the school setting.
6. **Data-Driven Decision Making:**
    - **Data Collection and Analysis:** Utilizing data from screenings, assessments, and interventions to inform decision-making and improve service delivery. This data-driven approach ensures that interventions are effective and resources are allocated efficiently.
    - **Fidelity Checks:** Regular fidelity checks to ensure that interventions are being implemented as intended and are producing the desired outcomes.

By embedding these supports within our MTSS framework, our district ensures that students with mental health or co-occurring substance abuse diagnoses receive timely, evidence-based care. This comprehensive approach not only addresses immediate needs but also promotes long-term recovery and resilience, creating a supportive and healthy school environment for all students.

Evidence-Based Program (EBP) #2

Evidence-Based Program (EBP)
Resiliency Education Program - A Tier 2 Intervention for Internalizing Concerns

Identify the source of the evidence-based program chosen.

If there are multiple sources, please select only one.
Substance Abuse and Mental Health Services Administration (SAMHSA) Clearinghouse (https://bit.ly/ 440WtbS)

Tier(s) of Implementation
Tier 2

Describe the key EBP components that will be implemented.

This program is founded in cognitive behavioral theory. This theory suggests that internalizing behaviors are a result of a maladaptive relationship between one's thoughts, feelings and behavior. Thus this program aims to promote student use of skills that can prevent or disrupt unhelpful thought patterns and strong, unhelpful, emotional responses. Students are taught social and emotional skills they can use to prevent and manage their strong emotions. Educators and families are invited into the process by providing them tools they can use to support student use of these skills. This program is intended for students in Grades 4-8

Early Identification
Explain how your district will implement evidence-based mental health services for students to improve the early identification of social, emotional or behavioral problems or substance use disorders, as well as the likelihood of at-risk students developing social emotional or behavioral problems, depression, anxiety disorders or suicidal tendencies, and how these will assist students dealing with trauma and violence.

This school based mental health service will be provided in a private office setting by school counselors, school psychologists and/ or school social workers (with consent). Students, Grade 4-8

that are identified for this service are those who have self-reported a behavioral health condition or those with a history of attendance, academic deficiencies and/or behavioral referrals.

High Risk Students

Explain how the supports will deliver evidence-based mental health care assessment, diagnosis, intervention, treatment and recovery services to students with one or more mental health or co-occurring substance abuse diagnoses and students at high risk of such diagnoses.

Students who complete this service will show improvements in specified areas based on identified needs including attendance, behavioral referrals, and grades, as well as through self-report, teacher report, or parent report.

Evidence-Based Program (EBP) #3

Evidence-Based Program (EBP)

Restorative Circles

Identify the source of the evidence-based program chosen.

If there are multiple sources, please select only one.

Other

Tier(s) of Implementation

Tier 1, Tier 2

Describe the key EBP components that will be implemented.

Restorative Circles support modeling, teaching and enforcing appropriate problem-solving and social- emotional strategies. Restorative Circles is a practice that responds to harm and wrongdoing using proactive, preventative use of restorative approaches. It is founded on the premise that people are happier and more likely to make positive changes when those in authority do things *with* them, rather than *to* them or *for* them.

Early Identification

Explain how your district will implement evidence-based mental health services for students to improve the early identification of social, emotional or behavioral problems or substance use disorders, as well as the likelihood of at-risk students developing social emotional or behavioral problems, depression, anxiety disorders or suicidal tendencies, and how these will assist students dealing with trauma and violence.

Restorative Circles are provided by the school counselor. All students in the VPK-1st grades are

provided small group time with a collaborative discussion regarding concerns of the classroom that the students would like to focus on resolving as a class using the prescriptive set of Restorative Questions in the program. The questions are non-blaming and open-ended which creates a feedback loop. Students hear how the actions, of themselves, or their classmates, impact others and encourages students to learn strategies for resolutions.

High Risk Students
Explain how the supports will deliver evidence-based mental health care assessment, diagnosis, intervention, treatment and recovery services to students with one or more mental health or co- occurring substance abuse diagnoses and students at high risk of such diagnoses.

Students will benefit from these lessons in communication, empathy, relationship, and how to resolve conflict which will increase a student's confidence level when interacting with others in class appropriately. Students who complete this service will show lower levels of early warning indicators including attendance, behavioral referrals, and grades.

Evidence-Based Program (EBP) #4

Evidence-Based Program (EBP)
Targeted Case Management

Identify the source of the evidence-based program chosen.
Substance Abuse and Mental Health Services Administration (SAMHSA)

If there are multiple sources, please select only one.

Tier(s) of Implementation
Tier 2, Tier 3

Describe the key EBP components that will be implemented.

A collaborative process that assesses, plans, implements, coordinates, monitors and evaluates the options and services required to meet the client’s health and human service needs. Targeted Case Management services include advocacy, communication and resource management to promote quality and cost-effective interventions and outcomes. The licensed clinicians will collaborate with the student and/or the family to assist in linking the family to appropriate/identified resources. The licensed clinician will monitor the progress of the family’s engagement with services. The licensed clinician will document the referrals, the progress and outcome of those referrals.

Early Identification
Explain how your district will implement evidence-based mental health services for students to improve the early identification of social, emotional or behavioral problems or substance use disorders, as well as the likelihood of at-risk students developing social emotional or behavioral problems, depression, anxiety disorders or suicidal tendencies, and how these will assist students dealing with trauma and

violence.

Licensed Clinical Social Workers will provide case management services to students of Baker Schools, ages 5-24, and their families. Students who have been identified as using any type of substance and/or being involuntarily hospitalized due to a mental health crisis, will be offered access to Targeted Case Management services. All students referred to social work will be offered the opportunity to access Targeted Case Management.

High Risk Students
Explain how the supports will deliver evidence-based mental health care assessment, diagnosis, intervention, treatment and recovery services to students with one or more mental health or co-occurring substance abuse diagnoses and students at high risk of such diagnoses.

As a result of the social work team breaking down barriers, such as access to food, electricity and water or transportation to and from school, students are able to focus on their learning throughout the school day. Students and/or families who engage in this service will show improvements in specified areas based on identified needs including attendance, behavioral referrals, and grades, as well as through self-report, teacher report, or parent report.

Evidence-Based Program (EBP) #5
Know the Law

Identify the source of the evidence-based program chosen.
Know the Law is a law-related education curriculum developed in collaboration with school districts, law enforcement, and state attorneys to inform youth about the legal consequences of common misbehaviors and crimes. It is recognized as an evidence-informed prevention strategy by various state-level prevention programs and used widely across Florida schools.

If there are multiple sources, please select only one.

Tier(s) of Implementation
Tier 1, Tier 2, Tier 3

Describe the key EBP components that will be implemented.

Know the Law is a school-based prevention curriculum that educates students on Florida laws that directly impact youth. Topics include drug and alcohol offenses, social media misuse, sexting, bullying, vandalism, theft, driving laws, and more. The program is typically delivered through classroom presentations by trained school resource officers, educators, or prevention specialists.

The curriculum uses real-world scenarios and interactive discussions to help students understand the consequences of unlawful behaviors and make informed, responsible choices. It fosters accountability,

builds civic knowledge, and deters risky behaviors through early education.

Early Identification

Know the Law serves as a Tier 1 universal prevention strategy that proactively educates students about behaviors that can lead to legal consequences and school disciplinary action. As students engage with the curriculum, teachers and facilitators are able to observe behaviors or responses that may indicate deeper social-emotional or behavioral concerns.

These interactions provide a foundation for referring students to Tier 2 or Tier 3 supports when risk factors such as trauma exposure, substance use, or behavioral issues are observed. By increasing awareness and knowledge among youth, the program helps reduce the likelihood of at-risk students progressing to higher levels of need and assists in identifying those who may require additional mental health supports.

High Risk Students

The *Know the Law* program supports high-risk students by offering early prevention education that can deter escalation into more serious offenses or substance use. When students disclose or exhibit behaviors of concern during or after program delivery, school staff trained in intervention procedures can initiate appropriate referrals to mental health professionals, school counselors, or student services teams for further assessment and support.

Data gathered through pre- and post-program surveys, as well as behavioral referrals, helps guide additional interventions for students at elevated risk. This tiered system ensures that students with co-occurring needs receive timely connection to school- or community-based mental health and recovery services.

Evidence-Based Program (EBP) #6

Evidence-Based Program (EBP)

Tobacco Free Baker Prevention Program

Identify the source of the evidence-based program chosen.

If there are multiple sources, please select only one.

Tier(s) of Implementation

Tier 2

Describe the key EBP components that will be implemented.

Goal is to provide flexible, on-demand, interactive and engaging courses for middle and high school students that have tobacco or vaping related offenses. This course includes activities such as answering questions and taking tests. The program focuses on the negative effects of nicotine and vape use in an effort to prevent future use.

Early Identification

Explain how your district will implement evidence-based mental health services for students to improve the early identification of social, emotional or behavioral problems or substance use disorders, as well as the likelihood of at-risk students developing social emotional or behavioral problems, depression, anxiety disorders or suicidal tendencies, and how these will assist students dealing with trauma and violence.

This is a virtual program. Students are identified and referred upon a discipline referral for substance use. The student applies on the website from home and is provided access to the website to take this 3 hour virtual and interactive class. The school is provided documentation of completion of the course.

High Risk Students

Explain how the supports will deliver evidence-based mental health care assessment, diagnosis, intervention, treatment and recovery services to students with one or more mental health or co- occurring substance abuse diagnoses and students at high risk of such diagnoses.

This program uses evidenced based prevention services for students who are identified as being at risk for a substance abuse diagnosis and/or mental health condition. Students who complete this intervention will have a decrease in referrals related to substance use/abuse.

Evidence-Based Program (EBP) #7

Evidence-Based Program (EBP)

Youth Mental Health First Aid

Identify the source of the evidence-based program chosen.

Substance Abuse and Mental Health Services Administration (SAMHSA) Clearinghouse
If there are multiple sources, please select only one.

Tier(s) of Implementation

Tier 1, Tier 2, Tier 3

Describe the key EBP components that will be implemented.

This training is designed to teach parents, family members, caregivers, teachers, school staff, peers, neighbors, health and human service workers and other caring citizens how to help an adolescent (age 12-18) who is experiencing a mental health and/or substance use/abuse disorder or is in a mental health crisis.

Early Identification

Explain how your district will implement evidence-based mental health services for students to improve the early identification of social, emotional or behavioral problems or substance use disorders, as well as the likelihood of at-risk students developing social emotional or behavioral problems, depression, anxiety disorders or suicidal tendencies, and how these will assist students dealing with trauma and

violence.

Baker Schools currently has four certified trainers for this curriculum and will continue to provide regular training opportunities for staff members. After completing the training, participants submit documentation to the district office. The curriculum strengthens the early identification process and assists students affected by trauma and violence by equipping adults with the skills to identify social, emotional, or behavioral concerns and substance use disorders in youth. Students determined to be in a mental health crisis on campus (meeting Tier 3 criteria) will receive support from staff trained in this curriculum.

High Risk Students

Explain how the supports will deliver evidence-based mental health care assessment, diagnosis, intervention, treatment and recovery services to students with one or more mental health or co- occurring substance abuse diagnoses and students at high risk of such diagnoses.

Faculty and staff will strengthen their abilities in the early identification and intervention of students who may be experiencing a mental health emergency or a mental health or substance use disorder.

Faculty who complete this training will demonstrate improvements in early identification and intervention, measured through self-reported pre- and post-training surveys.

C. Direct Employment

1. Plan Direct Employment

Total student population as of August 1, 2025: **4,583**

School Counselor

Current Ratio as of August 1, 2025: **1:2291**

School Counselor

2025-2026 proposed Ratio by June 30, 2026: **1:2291**

School Social Worker

Current Ratio as of August 1, 2025: **0:4583**

School Social Worker

2025-2026 proposed Ratio by June 30, 2026: **0:4583**

School Psychologist

Current Ratio as of August 1, 2025: **1:2291**

School Psychologist

2025-2026 proposed Ratio by June 30, 2026: **1:2291**

Other Licensed Mental Health Provider

Current Ratio as of August 1, 2025: **1:1145**

Other Licensed Mental Health Provider

2025-2026 proposed Ratio by June 30, 2026: **1:1145**

2. Policy, Roles and Responsibilities

Explain how direct employment of school-based mental health services providers (school psychologists, school social workers, school counselors and other licensed mental health professionals) will reduce staff-to-student ratios.

Employing school-based mental health services providers, such as school psychologists, social workers, counselors, and other licensed mental health professionals, will significantly reduce staff-to-student ratios, thereby enhancing the delivery of comprehensive services and fostering effective school-community partnerships. Here's how this will be accomplished:

1. **Assigned Mental Health Professionals:** Each school will have a designated licensed mental health counselor or intern. This professional will provide consistent support to their assigned school, ensuring timely and effective interventions.
    - **Timely Assessments:** Students referred for a mental health screening will be assessed within 15 days of referral.
    - **Prompt Services:** School-based mental health services will commence within 15 days of identification and assessment.
2. **Effective School Discipline:** Mental health professionals will implement positive, effective school discipline that:
    - Aligns with efforts to enhance school safety and climate,
    - Avoids purely punitive measures (e.g., zero tolerance policies),
    - Is clear, consistent, and equitable,
    - Reinforces positive behaviors.
3. **Integrated Learning Supports:** These professionals will integrate behavioral, mental health, and social services with instruction and school management, creating a comprehensive and cohesive approach that facilitates multidisciplinary collaboration.
4. **Multi-Tiered Systems of Support (MTSS):** Mental health providers will implement MTSS that include prevention, wellness promotion, and escalating interventions based on student needs. This approach will enhance collaboration between schools and the community.
5. **Improved Access to Services:** Adequate staffing levels of school-employed mental health professionals will ensure that prevention and intervention services are seamlessly integrated into the learning process and existing school initiatives. These professionals will also help coordinate services provided through school-community partnerships.
6. **Community Support:** Additionally, our community support partners will ensure that mental health services for students are initiated within 30 days of referral, further improving access and support for our students.

By employing a dedicated team of school-based mental health professionals, we will not only reduce the staff-to-student ratio but also ensure that our students receive timely, effective, and integrated support services, promoting their overall well-being and academic success.

Describe your district's established policies and procedures to increase the amount of time student services personnel spend providing direct mental health services (e.g., review and revision of staffing allocations based on school or student mental health assistance needs).

Quarterly MTSS Team Meetings:

- **District and School-Based Teams:** We hold Multi-Tiered System of Supports (MTSS) team meetings quarterly at both the district and school levels.
- **Resource Mapping:** During these meetings, we map out necessary resources to address Tier 1, Tier 2, and Tier 3 needs, ensuring that mental health staff are allocated where they can be most effectively utilized.
- **Data-Driven Allocation:** Allocation decisions are informed by data collected from student screenings, assessments, and progress monitoring, allowing us to identify areas with the highest need for direct mental health services.

Review and Revision of Staffing Allocations:

- **Flexible Staffing Models:** Based on the needs assessment, we review and revise staffing allocations, allowing for flexible staffing models that can adapt to changing needs throughout the school year.
- **Targeted Deployment:** We prioritize deploying direct mental health staff to schools with the highest needs, ensuring that resources are concentrated where they are most needed.

Maximizing Direct Service Time:

- **Dedicated Service Time:** Schedules are adjusted to provide student services personnel with dedicated time blocks for direct mental health services, reducing interruptions and enhancing service delivery.
- **Professional Learning:** Ongoing professional learning ensures that student services personnel are equipped with the latest evidence-based practices and strategies to support students effectively.

Enhanced Collaboration:

- **Interdepartmental Collaboration:** We foster strong collaboration among mental health staff, teaching staff, and administration to ensure a cohesive approach to student mental health.
- **Community Partnerships:** We leverage partnerships with community mental health organizations to provide additional support and resources, allowing school-based personnel to focus more on direct services.

Continuous Monitoring and Evaluation:

- **Regular Monitoring:** The impact of staffing allocations and service delivery is continuously monitored through regular data collection and analysis.
- **Feedback Mechanisms:** Feedback from students, parents, and staff is gathered to assess the effectiveness of mental health services and to make necessary adjustments.
- **Outcome Evaluation:** We evaluate the outcomes of mental health interventions to ensure that

the services provided are meeting the needs of students and contributing to their overall well-being.

Describe the role of school-based mental health providers and community-based partners in the implementation of your evidence-based mental health program.

Mental Health Counselors

- **Behavioral Management Programs:** Assist in the design, implementation, and follow-up of programs to remediate students' behavioral and social problems.
- **Counseling Services:** Provide individual and group counseling to students regularly, including socialization activities.
- **Crisis Intervention:** Support other professionals with student crisis intervention and plan with classroom teachers on behavioral, social, or personal issues affecting students.
- **In-Service Learning:** Assist in the development and delivery of in-service activities on techniques for remediating behavioral, social, or personal problems of students.
- **Threat Assessment Team:** Participate in School and District Threat Assessment Teams.

Case Manager

- **Child Study Teams:** Participate in Child Study Teams where high-risk students are reviewed (e.g., Truancy teams, MTSS teams, DJJ articulation meetings).
- **SEDNET Coordination:** Collaborate with SEDNET on governing boards for children at risk of emotional or behavioral disabilities.
- **Service Coordination:** For referred students, collaborate with the student, family, primary care provider, and other agencies (DCF worker, Community Based Care Agency, Parole Officer) to identify gaps in services, remove barriers, and facilitate timely provision of needed services.
- **Health Insurance Support:** Maximize the Mental Health Assistance Allocation by ensuring all students have health insurance, including assisting parents with enrolling their children in Florida Medicaid or subsidized health insurance.
- **Monitoring Services:** Regularly monitor services for referred students and families to ensure continuity of care, minimizing any interruptions or changes.
- **Record Keeping:** Develop and maintain records of contact and services provided for all referred students and families, and provide regular reports to the School Safety Specialist and Threat Assessment Team.
- **Annual Reporting:** Facilitate the development of an annual report to the Florida Department of Education on mental health allocation expenditures and services provided to students.
- **Collaboration:** Communicate and collaborate among schools, districts, communities, state agencies, colleges/universities, and Federal Children’s Medical Services representatives to maximize services related to health and safety programs.
- **Continuous Improvement:** Maintain a close working relationship with District and community

personnel to ensure information exchange, coordination, and support for decision-making, and gather feedback to foster continuous quality improvement.

3. Community Contracts/Interagency Agreements

List the contracts or interagency agreements with local behavioral health providers or Community Action Team (CAT) services and specify the type of behavioral health services being provided on or off the school campus.

The Baker County School District will secure agreements with community behavioral health agencies including, but not limited to, Meridian Healthcare, Chrysalis Health, and Children's Home Society. These agencies can provide potential supports and direct services including individual, group, and family therapy as well as intense CAT team, Mobile Response Team, Psychiatry, and Targeted Case Management. Services for students and their families, depending on their needs, can be rendered on school grounds, telehealth, and/or at the offices of the agencies. Services can also be provided solely via telehealth through Gaggle online therapy services which are provided by fully licensed mental health professionals.

All Therapies Support
Direct Services: Targeted Case Manager, Licensed Mental Health Counselors, Licensed Social Worker, and Certified Behavior Analyst

D. MHAA Planned Funds and Expenditures

1. Allocation Funding Summary

MHAA funds provided in the 2025-2026 Florida Education Finance Program (FEFP):	**372660**
Unexpended MHAA funds from previous fiscal years:	**54112**
Grand Total MHAA Funds:	**426778**

2. MHAA planned Funds and Expenditures Form

Please complete the **MHAA planned Funds and Expenditures Form** to verify the use of funds in accordance with s. 1006.041, F.S.

School districts are encouraged to maximize third-party health insurance benefits and Medicaid claiming for services, where appropriate.

Uploaded Document:
Baker MHAA Planned Funds and Expenditures Form 2025-2026.xlsx

E. District School Board Approval

This application certifies that the School Superintendent and School Board approved the district's MHAA Plan, which outlines the local program and planned expenditures to establish or expand school-based mental health care consistent with the statutory requirements for the MHAA in accordance with s. 1006.041(14), F.S.

Note: The charter schools listed below have ***Opted Out*** of the district's MHAA Plan and are expected to submit their own MHAA Plan to the District for review.

Charter School Number and Name
N/A N/A

Approval Date:
07/28/2025

Mental Health Assistance Allocation (MHAA) Plan
2025-2026
Due August 1, 2025

District Name:

Planned Funds and Expenditures 2025-2026

Section 1. MHAA Plan Funding Summary	$ Amount
MHAA provided in the 2025-2026 Florida Education Finance Program:	$372,660.00
Unexpended MHAA funds from previous fiscal years: Please confirm the unexpended amount with your Finance Department.	$54,112.26
Total MHAA Plan Funds for Section 1:	$426,772.26

Section 2. MHAA Planned Expenditure Summary – Funded by the MHAA Plan		Total $ Amount
Profession	Total Number	
School Counselor(s) – DOE-certified	0	
School Psychologist(s) – DOE-certified and/or DOH-licensed	0	
School Social Worker(s) – DOE-certified and/or DOH-licensed	0	
Other (DOH) Licensed Mental Health Services Providers	3	$250,000.00
Mental Health Administrator(s)		
Mental Health Support Staff (Upload in CIMS School Board Documentation)		
Total Planned Expenditures for Section 2:		$250,000.00

Section 3. MHAA Continued Summary of Planned Expenditures (Itemized expenditures)	$ Amount
Expenditures for services provided by community-based mental health program agencies or providers:	
Community contracted behavior support professionals (BCBA, BCABA, RBT) to assist all schools with Tier 1	$80,000.00
Expenditures for professional development and training:	
Expenditures for travel (in-county, out-of-county, in-state, out-of-state):	
Expenditures for supplies, materials and equipment:	
Other Expenditures:	
Additional Expenditures (Total from sheet 2):	$0.00
Total Planned Expenditures for Section 3:	$80,000.00
Unexpended MHAA funds:	$96,772.26
Submission Date:	7/28/2025

See tab below for additional page to include itemized expendatures.
If you experience difficulty completing this form electronically, contact 850-245-7851 or StudentSupportServices1@fldoe.org.

Form Revised 5/9/2025

AGENDA ITEM NO. 8.1

Item Cover Page

SCHOOL BOARD MEETING (OPEN TO THE PUBLIC) AGENDA ITEM REPORT

DATE: July 28, 2025

SUBMITTED BY: Wyatt Milton - (259-0401)

ITEM TYPE: Personnel

AGENDA SECTION: **APPROVAL OF ROUTINE ITEMS**

SUBJECT: Approval of the Personnel Items List for Approval on July 28, 2025.

ATTACHMENTS:
07.28.2025 Approval of the Personnel Items List_W.Milton.pdf

PERSONNEL ITEMS LIST FOR APPROVAL ON JULY 28, 2025

RESIGNATIONS FOR APPROVAL ON JULY 28, 2025						
LAST NAME	**FIRST NAME**	**MI**	**SPECIAL NOTE**	**POSITION**	**LOCATION**	**EFFECTIVE DATES**
Boatright	Steve		Early Retirement	Teacher, Social Studies M/J (197 Days)	Baker County Middle School	May 29, 2025
Britt	Amy		Retirement	Guidance Counselor (197 Days)	Baker County High School	July 8, 2025
Dowdell	Jermaine		Job Abandonment	Custodian (261 Days, 5.5 Hours)	Baker County High School	June 30, 2025

EMPLOYMENT FOR APPROVAL ON JULY 28, 2025						
LAST NAME	**FIRST NAME**	**MI**	**SPECIAL NOTE**	**POSITION**	**LOCATION**	**EFFECTIVE DATES**
Bingham	Lucie		Transfer Within Same Site from Teacher, Varying Exceptionalities (197 Days) / New Position	Teacher, Varying Exceptionalities (197 Days)	Baker County Pre-K / Kindergarten Center	July 31, 2025
Brady	Alana		Initial Employment / Replacing Melissa Long	Teacher, Mathematics (197 Days)	Baker County High School	July 31, 2025
Chance	Sandra		Initial Employment / Replacing Bonnie Hayden	Extended Day Supervisor (182 Days)	Baker County Pre-K / Kindergarten Center	August 11, 2025
Cramer	Mark		Initial Employment / Replacing Jarrell Rodgers / Unit Reassigned from Health	Teacher, Industrial Education (197 Days)	Baker County High School	July 31, 2025
Crosby	Diana		Initial Employment / Replacing Danielle Holloway	Extended Day Enrichment Program Assistant Supervisor (181 Days)	Macclenny Elementary School	August 11, 2025
Davis	Brookelyn		Transfer Within Same Site from Paraprofessional, Kindergarten (187 Days) / Replacing Paige Spurlock	Paraprofessional, Pre-Kindergarten (187 Days)	Baker County Pre-K / Kindergarten Center	July 31, 2025
Hinkey	Brian		Initial Employment / Replacing Tammy Rice	Teacher, Language Arts (197 Days)	Baker County High School	July 31, 2025

EMPLOYMENT FOR APPROVAL ON JULY 28, 2025						
LAST NAME	**FIRST NAME**	**MI**	**SPECIAL NOTE**	**POSITION**	**LOCATION**	**EFFECTIVE DATES**
Holloway	Rachel		Transfer Within Same Site from Paraprofessional, ESE Ages 6-21 (187 Days) / Replacing Jennifer Hodges	Paraprofessional, Elementary (187 Days)	Legacy Elementary School	July 31, 2025
Lyon	Timothy		Initial Employment / Replacing Timothy Dennison	USAF JROTC Senior Aerospace Science and Leadership Instructor	Baker County High School	July 31, 2025
Shields	Jennifer		Initial Employment / Replacing George Richard	Teacher, Physical Education SH (240 Days)	Baker County High School	July 31, 2025
Smith	Bethany		Transfer / Promotion Within Same Site from Teacher, Pre-Kindergarten CDA (197 Days) / Replacing Kelly McLarty	Teacher, Kindergarten (197 Days)	Baker County Pre-K / Kindergarten Center	July 31, 2025

REAPPOINTMENT LIST FOR JULY 28, 2025						
LAST NAME	**FIRST NAME**	**MI**	**POSITION**	**LOCATION**	**CONTRACT STATUS**	**EFFECTIVE**
Ward	James		Teacher, Business Tech Ed (197 Days)	Baker County High School	Annual Contract (Pending Availability of Funding)	2025-2026

EXTRA DUTY FOR APPROVAL ON JULY 28, 2025						
LAST NAME	**FIRST NAME**	**MI**	**SPECIAL NOTE**	**DESCRIPTION**	**AMOUNT**	**EFFECTIVE DATES**
Cramer	Mark			New Teacher Training	$24.53 Per Hour / Maximum 6 Hours / Funding Source: Federal	July 30, 2025
Hinkey	Brian			New Teacher Training	$24.53 Per Hour / Maximum 6 Hours / Funding Source: Federal	July 30, 2025
King	Jennifer			Pacing Guide and Planning for VPK	Regular Hourly Rate / Maximum 7.5 Hours / Funding Source: General	July 1, 2025 - July 30, 2025

EXTRA DUTY FOR APPROVAL ON JULY 28, 2025						
LAST NAME	FIRST NAME	MI	SPECIAL NOTE	DESCRIPTION	AMOUNT	EFFECTIVE DATES
Lyon	Timothy			New Teacher Training	$24.53 Per Hour / Maximum 6 Hours / Funding Source: Federal	July 30, 2025
Richardson	Mary			New Teacher Training	$24.53 Per Hour / Maximum 6 Hours / Funding Source: Federal	July 30, 2025
Shields	Jennifer			New Teacher Training	$24.53 Per Hour / Maximum 6 Hours / Funding Source: Federal	July 30, 2025
Waite	Angela			Additional Summer Hours	Regular Hourly Rate / Maximum 60 Hours / Funding Source: Federal	July 14, 2025 - July 30, 2025
Yeager	Kelly			Pacing Guide and Planning for VPK	Regular Hourly Rate / Maximum 7.5 Hours / Funding Source: General	July 1, 2025 - July 30, 2025

SUPPLEMENTAL PAY FOR JULY 28, 2025						
LAST NAME	FIRST NAME	SPECIAL NOTE	LOCATION	DESCRIPTION	AMOUNT	EFFECTIVE DATES
Lyon	Timothy		Baker County High School	Air Force JROTC	Board Approved Rate	2025 - 2026
Shields	Jennifer		Baker County High School	Athletic Director	Board Approved Rate	2025 - 2026

STIPEND LIST FOR APPROVAL ON JULY 28, 2025					
LAST NAME	FIRST NAME	MI	ASSIGNMENT	AMOUNT	EFFECTIVE
Boettger	Barbra		FL DOE Literacy Webinar	$183.98 Flat Rate Per Day / Maximum 1 Days / Funding Source: General (To Be Reimbursed By NEFEC Grow Grant)	July 16, 2025
Burnsed	Amanda		FL DOE Literacy Webinar	$183.98 Flat Rate Per Day / Maximum 1 Days / Funding Source: General (To Be Reimbursed By NEFEC Grow Grant)	July 16, 2025

STIPEND LIST FOR APPROVAL ON JULY 28, 2025					
LAST NAME	**FIRST NAME**	**MI**	**ASSIGNMENT**	**AMOUNT**	**EFFECTIVE**
Carter	Meara		FL DOE Literacy Webinar	$183.98 Flat Rate Per Day / Maximum 1 Days / Funding Source: General (To Be Reimbursed By NEFEC Grow Grant)	July 16, 2025
Cinal	Jami		FL DOE Literacy Webinar	$183.98 Flat Rate Per Day / Maximum 1 Days / Funding Source: General (To Be Reimbursed By NEFEC Grow Grant)	July 16, 2025
Combs	Stephanie		FL DOE Literacy Webinar	$183.98 Flat Rate Per Day / Maximum 1 Days / Funding Source: General (To Be Reimbursed By NEFEC Grow Grant)	July 16, 2025
Crews	Debra		FL DOE Literacy Webinar	$183.98 Flat Rate Per Day / Maximum 1 Days / Funding Source: General (To Be Reimbursed By NEFEC Grow Grant)	July 16, 2025
Davis	Jessalyn		FL DOE Literacy Webinar	$183.98 Flat Rate Per Day / Maximum 1 Days / Funding Source: General (To Be Reimbursed By NEFEC Grow Grant)	July 16, 2025
Dillingham	Melanie		FL DOE Literacy Webinar	$183.98 Flat Rate Per Day / Maximum 1 Days / Funding Source: General (To Be Reimbursed By NEFEC Grow Grant)	July 16, 2025
Dugger	Tabitha		FL DOE Literacy Webinar	$183.98 Flat Rate Per Day / Maximum 1 Days / Funding Source: General (To Be Reimbursed By NEFEC Grow Grant)	July 16, 2025
Eiserman	Melissa		FL DOE Literacy Webinar	$183.98 Flat Rate Per Day / Maximum 1 Days / Funding Source: General (To Be Reimbursed By NEFEC Grow Grant)	July 16, 2025
Griffin	Andrea		FL DOE Literacy Webinar	$183.98 Flat Rate Per Day / Maximum 1 Days / Funding Source: General (To Be Reimbursed By NEFEC Grow Grant)	July 16, 2025

STIPEND LIST FOR APPROVAL ON JULY 28, 2025					
LAST NAME	**FIRST NAME**	**MI**	**ASSIGNMENT**	**AMOUNT**	**EFFECTIVE**
Hand	Daphne		NEFEC Rural Connect Leadership Conference	$125.00 Flat Rate Per Day / Maximum 3 Days / Funding Source: General	July 8, 2025 - July 10, 2025
Hatcher	Tiffany		FL DOE Literacy Webinar	$183.98 Flat Rate Per Day / Maximum 1 Days / Funding Source: General (To Be Reimbursed By NEFEC Grow Grant)	July 16, 2025
Hodges	Jennifer		FL DOE Literacy Webinar	$183.98 Flat Rate Per Day / Maximum 1 Days / Funding Source: General (To Be Reimbursed By NEFEC Grow Grant)	July 16, 2025
Horne	Amberly		FL DOE Literacy Webinar	$183.98 Flat Rate Per Day / Maximum 1 Days / Funding Source: General (To Be Reimbursed By NEFEC Grow Grant)	July 16, 2025
Kosakowski	Tara		NEFEC Rural Connect Leadership Conference	**Rescind $125.00 Flat Rate Per Day / Maximum 3 Days / Funding Source: General	Rescind July 8, 2025 - July 10, 2025
Lauramore	Jessica		FL DOE Literacy Webinar	$183.98 Flat Rate Per Day / Maximum 1 Days / Funding Source: General (To Be Reimbursed By NEFEC Grow Grant)	July 16, 2025
Minshew	Lesley		FL DOE Literacy Webinar	$183.98 Flat Rate Per Day / Maximum 1 Days / Funding Source: General (To Be Reimbursed By NEFEC Grow Grant)	July 16, 2025
Mitchell	Jennifer		FL DOE Literacy Webinar	$183.98 Flat Rate Per Day / Maximum 1 Days / Funding Source: General (To Be Reimbursed By NEFEC Grow Grant)	July 16, 2025
Rhoden	Angela		FL DOE Literacy Webinar	$183.98 Flat Rate Per Day / Maximum 1 Days / Funding Source: General (To Be Reimbursed By NEFEC Grow Grant)	July 16, 2025
Salazar	Kimberly		NEFEC Rural Connect Leadership Conference	$125.00 Flat Rate Per Day / Maximum 3 Days / Funding Source: General	July 8, 2025 - July 10, 2025

STIPEND LIST FOR APPROVAL ON JULY 28, 2025					
LAST NAME	**FIRST NAME**	**MI**	**ASSIGNMENT**	**AMOUNT**	**EFFECTIVE**
Southey	Laurie		FL DOE Literacy Webinar	$183.98 Flat Rate Per Day / Maximum 1 Days / Funding Source: General (To Be Reimbursed By NEFEC Grow Grant)	July 16, 2025
Sparkman	Grace		FL DOE Literacy Webinar	$183.98 Flat Rate Per Day / Maximum 1 Days / Funding Source: General (To Be Reimbursed By NEFEC Grow Grant)	July 16, 2025
Starling	Jennifer		FL DOE Literacy Webinar	$183.98 Flat Rate Per Day / Maximum 1 Days / Funding Source: General (To Be Reimbursed By NEFEC Grow Grant)	July 16, 2025
Stilwell	Wyatt		FL DOE Literacy Webinar	$183.98 Flat Rate Per Day / Maximum 1 Days / Funding Source: General (To Be Reimbursed By NEFEC Grow Grant)	July 16, 2025
Taylor	Angela		FL DOE Literacy Webinar	$183.98 Flat Rate Per Day / Maximum 1 Days / Funding Source: General (To Be Reimbursed By NEFEC Grow Grant)	July 16, 2025
Taylor	Rodney		FL DOE Literacy Webinar	$183.98 Flat Rate Per Day / Maximum 1 Days / Funding Source: General (To Be Reimbursed By NEFEC Grow Grant)	July 16, 2025

SUBSTITUTE LIST FOR APPROVAL ON JULY 28, 2025					
LAST NAME	**FIRST NAME**	**MI**	**DESCRIPTION**	**AMOUNT**	**EFFECTIVE DATES**
Courson	Sheryl		Substitute in all areas pending completion of necessary requirements except Substitute Teacher	Board Approved Rate	August 11, 2025
Crews	Lewis		Substitute in all areas pending completion of necessary requirements except Substitute Teacher	Board Approved Rate	July 15, 2025
Holland	Trenton		Substitute in all areas pending completion of necessary requirements except Substitute Teacher	Board Approved Rate	July 16, 2025
Starling	Laura		Substitute in all areas pending completion of necessary requirements except Substitute Teacher	Board Approved Rate	August 11, 2025

SUBSTITUTE LIST FOR APPROVAL ON JULY 28, 2025					
LAST NAME	**FIRST NAME**	**MI**	**DESCRIPTION**	**AMOUNT**	**EFFECTIVE DATES**
Thrift	Keith		Substitute in all areas pending completion of necessary requirements except Substitute Teacher	Board Approved Rate	July 15, 2025

AGENDA ITEM NO. 8.2

Item Cover Page

SCHOOL BOARD MEETING (OPEN TO THE PUBLIC) AGENDA ITEM REPORT

DATE:	July 28, 2025
SUBMITTED BY:	Thomas Hill - (259-0429)
ITEM TYPE:	Agreement
AGENDA SECTION:	**APPROVAL OF ROUTINE ITEMS**
SUBJECT:	Approval of the Data Sharing Agreement with University of Florida Board of Trustees.

ATTACHMENTS:
07.28.2025 Approval of the DSA with the University of Florida Board of Trustees_T.Hill.pdf

BAKER COUNTY SCHOOL DISTRICT
Committed to Excellence

Office of Human Resources
270 South Boulevard East
Macclenny, FL 32063
(904) 259-6251
www.bakerk12.org

Wyatt Milton, Superintendent

July 15, 2025

Mr. Wyatt Milton, Superintendent of Schools
Baker County School Board Members
270 South Boulevard East
Macclenny, FL 32063

Dear Superintendent Milton and School Board Members:

The purpose of this letter is to request School Board approval of the attached Data Sharing Agreement between the Baker County School Board and University of Florida Board of Trustees.

Please do not hesitate to contact me with any questions that you may have about this agreement.

Sincerely,

Thomas Hill
Associate Superintendent of Human Resources
(904) 259-0429

DATA SHARING AGREEMENT

This Data Sharing Agreement is entered into by and between Baker County School Board , whose current mailing address is 392 South Blvd. East, Macclenny, FL 32063, and The University of Florida Board of Trustees "UF" whose current mailing address is 207 Grinter Hall, PO Box 115500, Gainesville, FL 32611-5500.

At times, Disclosing Party and Receiving Party are referred to singularly as "**Party**" and collectively as "**Parties**."

WHEREAS, the Parties have set forth certain relevant definitions on the attached **Exhibit "A"**.

WHEREAS, Receiving Party has agreed to provide Disclosing Party with certain educational or research-oriented services ("Services") as more fully described on the attached **Exhibit "B"**.

WHEREAS, in order to provide the Services, Receiving Party may receive and Disclosing Party may provide documents or data that are covered by the laws of the United States of America (the "**Federal Laws**").

WHEREAS, the documents and data transferred from Receiving Party and/or accessed by Receiving Party in the performance of the Services shall be subject to the laws of the State of Florida. ("**State**", "**State Laws**"), and such additional rules or restrictions as set forth on the attached **Exhibit "E"**;

WHEREAS, this Agreement complies with all relevant State Laws and Federal Laws (collectively, the "**State and Federal Laws")**; and

WHEREAS, the Parties wish to enter into this Agreement to ensure that accessing and/or transferring of data resulting from the performance of the Services complies with the requirements of the privacy laws referred to above and to establish implementing procedures and duties.

NOW THEREFORE, for good and valuable consideration, the Parties agree as follows:

Section 1. Background and Purpose

According to this statute, UF Lastinger Center is designated, among other responsibilities, to develop and administer programs to improve student achievement outcomes in early learning, literacy, and mathematics; provide professional learning including micro-credentials for educators to improve the quality of instruction in early learning, literacy, and mathematics; and conduct and publish research on teaching and learning in early learning, literacy, and mathematics, as well as on professional learning for educators. Additionally, the UF Lastinger Center for Learning is the administrator of the New Worlds Reading Initiative and the New Worlds Tutoring Program (referred to as the Florida Tutoring Advantage or FTA). Access to data is necessary for UF Lastinger Center to determine program eligibility, evaluate program impacts, conduct research, and assist with reporting requirements (ss. 1003.485, 1008.366, and 1004.561, F.S.). The purpose of this Agreement is to document the rights and obligations of the Parties with respect to the transmission, storage, use, and destruction of certain protected or confidential information with a clear, concise, and comprehensive agreement around key issues related to ethical and legal data sharing. A secondary purpose is to provide transparency for various stakeholders including, but not limited to, families, educators, administrators, and local school board members.

Section 2. Term

The term of this Agreement begins upon execution by the last party to sign as long as the Provider provides services to the District. Provider agrees to use said Data solely for the purposes of implementing the Programs within the District, measuring impact, and conducting research.

Section 3. Transfer and Use of Data

Pursuant to this Agreement and in accordance with the State and Federal Laws, Receiving Party will receive from Disclosing Party, via secure data transfer methods, the protected or confidential information set forth in Section 4 below or as more fully described in the attached **Exhibit "D"** (the "**Data**") and **Exhibit "F"** (the "**Narrative**"). Receiving Party may use such Data only for the purposes of providing the Services and that any data sub-processors or data systems will be held to strict accordance with the terms of this Agreement ***and to sub-processors and/or data systems***. The Parties agree and represent that the Data shared under this Agreement is narrowly tailored to meet the applicable exceptions set out in Section 5.03, below. For the purpose of this Agreement, the definitions of "directory information," "education records," and "personally identifiable information" are set out in 34 C.F.R. § 99.3.

Section 4. Data To Be Shared

The Parties agree that Disclosing Party will share with Receiving Party the data set out in **Exhibit** "**D".**

Section 5. Applicable FERPA Provisions

The following FERPA exceptions apply:

☐ *Studies Exception*: 20 U.S.C. § 1232g(b)(1)(F) and 34 C.F.R. § 99.31(a)(6). This section of FERPA is meant to allow educational researchers to analyze data and provide results and/or analysis back to the Disclosing Party in order to improve instruction and improve educational outcomes. (If checked, fill out Exhibit C)

☐ *School Official or Representative (or Outsourced Services) Exception*: 34 C.F.R. §§ 99.31(a)(1) and 99.7(a)(3)(iii). In which case the following applies "school official", or otherwise qualifies under the "studies exception", under FERPA and has a legitimate educational interest in personally identifiable information from education records because for purposes of this Agreement, Receiving Party: (1) provides a service or function for which the local educational agency ("LEA") would otherwise use employees; (2) is under the direct control of the LEA with respect to the use and maintenance of education records; and (3) is subject to the requirements of FERPA governing the use and redisclosure of personally identifiable information from education records. (If checked, A description of Receiving Party's services and qualifications as a "school official" are set forth in **Exhibit "B"** ("**Services**").)

Section 6. Confidentiality and Data Governance Provisions

The Parties agree to comply with the State and Federal Laws. Each Party agrees to protect with reasonable data security procedures any confidential student information it receives or accesses that could make a student's identity traceable. Each Disclosing Party agrees that the data shall be treated as FERPA-confidential and in accordance with this Agreement regardless of which Party possesses the data. Where applicable, each Party shall comply with such additional privacy and parental consent requirements as set forth in the Children's Online Privacy Protection Act ("COPPA"), at 15 U.S.C. 6501-6506 (16 CFR Part 312). In addition, the Parties shall conduct certain surveys in accordance with the relevant provisions of the Protection of Pupil Rights Amendment ("PPRA") at 20 U.S.C. 1232h (34 CFR Part 98).

Section 7. Data Studies

For any and all studies to be performed by Receiving Party:

(a) Receiving Party may use personally identifiable information (PII), which is information that identifies (or could be used to re-identify) an individual, from education records provided by Disclosing Party only to meet the purpose or purposes of the study.

(b) The Parties agree that Receiving Party may conduct the study in a manner that does not permit the personal identification of parents and students by anyone other than representatives of the organization with legitimate interests in the study.

(c) Receiving Party understands and agrees that it may not publish any study that contains any PII. Receiving Party agrees to adhere to Privacy Measures when publishing any data or study, in order to protect the privacy and confidentiality of the individuals involved.

(d) Disclosing Party retains an express right to review any data prior to publication by Receiving Party and to verify proper disclosure avoidance techniques have been used.

(e) Receiving Party may allow internal access to PII received in connection with this Agreement only to individuals with a need to know the same and Receiving Party shall take steps to maintain the confidentiality of the PII at all stages of the study, including within the final report, by using appropriate disclosure avoidance techniques.

(f) De-Identified Data: Data that has been de-identified is not considered student data and is not subject to the terms and restrictions in this agreement. Under no circumstances shall Receiving Party attempt to re-identify De-identified Data.

Section 8. Data Ownership

Except as expressly set out in this Agreement, Receiving Party does not own any education record or PII contained therein. The official or representative is authorized to use the record only as set out in this Agreement, or as provided in Related Contract (if applicable).

Section 9. Data Destruction

(a) Receiving Party may retain education records obtained under this Agreement and 1) may disclose Aggregate data to the public, and 2) may provide data to third-party researchers, but must ensure that the release of data does not permit the release of personally identifiable information or confidential student records. This Term may be amended only by a written Agreement that otherwise complies with 20 U.S.C. § 1232g and its implementing regulations in 34 C.F.R. Part 99. Notwithstanding anything to the contrary, Receiving Party may retain anonymized data received under this Agreement.

(b) Notwithstanding any other term of this or any other Agreement, Disclosing Party retains the right to terminate Receiving Party's access to education records or derivative PII without advance notice as necessary to ensure the security of PII and disclosure of PII in compliance with this Agreement. Furthermore, an authorized representative of Disclosing Party may, upon ten (10) days written notice, inspect Receiving Party's security protocols and arrangements to ensure compliance with this Agreement.

(c) De-Identified Data: Receiving Party's use of De-Identified Data shall survive termination of this Agreement or any request by Disclosing Party to return or destroy PII. De-Identified Data may be used by Receiving Party for those purposes allowed under FERPA and the following purposes: (1) assisting Disclosing Party or other governmental agencies in conducting research and other studies; and (2) research and development of Receiving Party's educational sites, services, or applications, and to demonstrate the effectiveness of the Services. Under no circumstances shall Receiving Party attempt to re-identify De-identified Data. Receiving Party may retain data and 1) may disclose Aggregate data to the public, and 2) may provide de-identified data to third-party researchers, but must ensure that the release of data does not permit the release of personally identifiable information or confidential student records.

Section 10. General Data Terms

(a) The Parties each individually and collectively represent that under all terms of this Agreement the disclosure of education records or other Data is for an education purpose and the access is narrowly tailored to permit disclosure of PII and education records or other Data only as essential to carry out the terms of the evaluation, study, project, service, or program.

(b) Receiving Party agrees that it and its employees and authorized representatives who access information pursuant to this Agreement will use the information only for the purpose(s) expressly authorized under this Agreement and the Related Contract (if applicable) and shall not use or disclose the information for any other purpose except by written amendment to this Agreement. This Agreement further expressly prohibits "unauthorized look-ups."

(c) The Parties each individually and collectively represent that Receiving Party will allow access to PII only to those individuals employed by Receiving Party with a need to know.

(d) Receiving Party represents that it will ensure that each individual with whom it shares the PII shall be bound by confidentiality provisions no less strict than the confidentiality provisions in this Agreement.

(e) Notwithstanding anything to the contrary Receiving Party may disclose or share information with a third-party who has also entered into a data sharing agreement with Disclosing Party that is the same or substantially the same as this Agreement.

(f) Receiving Party shall develop, implement, maintain and use appropriate administrative, technical and physical security measures to preserve the confidentiality, integrity and availability of all data, including electronically-maintained or transmitted data received from, or on behalf of Disclosing Party ("**Security Measures**"). Receiving Party shall comply with all State and Federal Laws related to a data breach involving personal information.

Section 11. Breach

Any breach of this Agreement leading to unlawful disclosure of education records, PII, or other Data that is covered under State and Federal Laws constitutes a material breach of this Agreement and constitutes cause for immediate termination by Disclosing Party.

Section 12. Termination

Either party may terminate this Agreement without cause upon fifteen (15) days written notice. Any duty of confidentiality as to information protected by State and Federal Laws at any time subject to the Agreement shall survive this Agreement notwithstanding termination of this Agreement.

Section 13. Data Officials

The following individuals are designated as the Data Compliance Official and Data Custodian for the purpose of this agreement, which individual may be updated at any time upon written notice from one Party to the other Party.

Disclosing Party:

Name: Tyler Brim

Title: IT Support Specialist

Signature: _____

Receiving Party

Name: Michael McFarland

Title: Data Architect Manager

Signature: _____

Section 14. Miscellaneous Contract Terms

14.1 This Agreement, including and together with any exhibits, attachments, and appendices, constitutes the sole and entire agreement between the Parties with respect to the subject matter contained herein, and supersedes all prior and contemporaneous understandings, agreements, representations, and warranties, both written and oral, regarding such subject matter. Nothing in this Agreement shall be construed or interpreted to allow either party to maintain, use, disclose, or otherwise share PII in a manner or not allowed by the State and Federal Laws.

14.2 If any term or provision of this Agreement is found by a court of competent jurisdiction to be invalid, illegal, or unenforceable, such invalidity, illegality, or unenforceability shall not affect any other term or provision of this Agreement or invalidate or render unenforceable such term or provision in any other jurisdiction. Upon a determination that any term or provision is invalid, illegal, or unenforceable, the Parties shall negotiate in good faith to modify this Agreement to affect the original intent of the Parties as closely

as possible in order that the transactions contemplated hereby be consummated as originally contemplated to the greatest extent possible.

14.3 No amendment to, or modification of, this Agreement is effective unless it is in writing and signed by each Party. No waiver by any Party of any of the provisions of this Agreement shall be effective unless explicitly set forth in writing and signed by the Party so waiving. No failure to exercise, or delay in exercising, any right, remedy, power, or privilege arising from this Agreement shall operate or be construed as a waiver thereof, nor shall any single or partial exercise of any right, remedy, power, or privilege hereunder preclude any other or further exercise thereof or the exercise of any other right, remedy, power, or privilege.

14.4 This Agreement is binding on and inures to the benefit of the Parties and their respective successors and permitted assignees. Neither Party may assign, transfer, delegate, or subcontract any of its rights or obligations under this Agreement without the prior written consent of the other Party. Any purported assignment or delegation in violation of this Section shall be null and void. Notwithstanding the foregoing, either party may assign this Agreement, without the other party's consent, (i) to any parent, subsidiary, or affiliate entity, or (ii) to any purchase of all or substantially all of such party's assets or to any successor by way of merger, consolidation or similar transaction.

14.5 If a conflict exists between State and Federal Laws, and this Agreement, State and Federal Laws shall govern. Each Party irrevocably and unconditionally submits to the exclusive jurisdiction of the federal and state courts located in the State.

14.6 This Agreement and all matters arising out of or relating to this Agreement are governed by, and construed in accordance with, the laws of the State without giving effect to the conflict of laws provisions thereof.

14.7 This Agreement may be executed electronically and in counterparts, each of which is deemed an original, but all of which together are deemed to be one and the same agreement.

14.8 Any notice, communication, request, approval, or consent that may be given or that is required to be given under the terms of this Agreement shall be in writing, and shall be sent certified mail, return receipt requested, to the address for each party shown on the face of this agreement. Notice given by or to the attorney for either party shall be as effective as if given by or to that party

IN WITNESS WHEREOF, the Parties hereto have caused this Agreement to be executed as of the Effective Date by their respective officers thereunto duly authorized.

Disclosing Party

Signature: _____

Name: Tiffany McInarnay_____

Title: Board Chairperson _____

Receiving Party

Signature: _____

Name: _____

Title: _____

Exhibit “A” – Definitions

For purposes of this Agreement, the Parties agree that capitalized terms shall have the following meanings.

“Federal Laws”

Several relevant federal statutes and their implementing regulations including, but not limited to, the Family Educational Rights and Privacy Act (“FERPA”) at 20 U.S.C. 1232g (34 CFR Part 99), Children’s Online Privacy Protection Act (“COPPA”), at 15 U.S.C. 6501-6506 (16 CFR Part 312), and Protection of Pupil Rights Amendment (“PPRA”) at 20 U.S.C. 1232h (34 CFR Part 98).

“Privacy Measures”

When publishing tables, cell suppression and other methods of disclosure avoidance can be used to ensure students cannot be identified through small numbers displayed in table cells. Receiving Party must mask any cells containing fewer than five students and may be required to mask further to avoid any risk that data could be paired with other available data to identify students. Receiving Party agrees to mask data in such a way to avoid this risk.

“**Security Measures**”

Receiving Party shall develop and implement procedures, and systems to ensure that all confidential student and staff data processed, stored, and/or transmitted under the provisions of this Agreement shall be maintained in a secure manner that prevents the interception, diversion, or other unauthorized access to said data. The procedures and systems developed and implemented to process, store, or transmit data provided under this Agreement shall be designed to ensure that any and all disclosures of confidential student and staff data comply with all provisions of federal (HIPAA, FERPA, E-Government, etc.) and State Laws relating to the privacy rights of students and staff as such laws are applicable to the parties to this Agreement. These measures will be extended by contract to all subcontractors used by Receiving Party who have access to the data provided under this Agreement.

“**De-identified Data**”

Data where any and all Personally Identifiable Information (PII) has been removed. The process of de-identifying data protects the privacy of students.

Typically, a computer system will store a student’s name, student ID number, birthdate, etc. along with their attendance data, assessment scores, and/or usage of a software program. In that situation, a researcher or other party knows exactly which data goes with which student, and the students are “identifiable.” De-identified Data, on the other hand, is data where student names, student ID numbers, dates of birth, etc. have all been removed such that no one knows who the students are when analyzing the data. According to the U.S. Department of Education, “De-identified data may be shared without the consent required by FERPA (34 CFR §99.30) with any party for any purpose, including parents, general public, and researchers (34 CFR §99.31(b)(1)).”

For further explanation and examples of how and why these and other terms are used, please visit https://dataprivacyforstudents.org

Exhibit “B” – Services

The University of Florida Lastinger Center for Learning provides to districts a range of professional learning programs for educators, state initiatives that offer services to students and families, and research and development projects that guide the creation of new products and services to serve education stakeholders.

Other services may be provided under Memoranda of Understanding and contracts for service.

Exhibit “C” - Studies Exception

If you selected “Studies Exception” in Section 5, complete the following (or attach study documentation):

a. Purpose of the studies to be conducted:

(i) Professional Learning Evaluation Study

This study aims to improve instruction for teachers in the district or LEA per 34 CFR § 99.31(a)(6)(i)(C). According to s. 1004.561, F.S. (2024), UF Lastinger Center is designated, among other responsibilities, to develop and administer programs to improve student achievement outcomes in early learning, literacy, and mathematics; provide professional learning [including micro-credentials] for educators to improve the quality of instruction in early learning, literacy, and mathematics; and conduct and publish research on teaching and learning in early learning, literacy, and mathematics, as well as on professional learning for educators. In this way, UF Lastinger Center performs institutional services per 34 CFR § 99.31(a)(1)(i)(B) for the state of Florida, and thereby for every district in the state, by developing and administering programs and professional learning to improve student achievement outcomes and improve the quality of instruction in early learning, literacy, and mathematics. To best perform these services, UF Lastinger Center requests access to data to evaluate the effectiveness of Lastinger Center’s programs in improving student reading and mathematics achievement. Analyses of educator and student engagement with Lastinger Center programs, and the impact such engagement has on educator and student outcomes, will support continued development of programs and products that support teacher effectiveness and student success. Moreover, results of such analyses will provide valuable insights to district and school officials about the types of skills and environments that are most likely to produce higher levels of teacher satisfaction and effectiveness, as well as student success and educational attainment. Finally, aggregated results of studies of efficacy and impact of Lastinger Center programs will be disseminated to the broader research and practice community so that insights on what has been successful at the Lastinger Center may have a broader impact on the larger education community. All disseminated findings would mask identities of any educators, students, schools, and districts so that identities would remain confidential.

(ii) ALTER-Math Tutoring Agent Study if applicable

Led by the University of Florida (UF), ALTER-Math shifts students’ roles from passive learners into proactive teachers to AI through an advanced learning framework, learning-by-teaching. ALTER-Math, aims to double the rate of algebra learning for students, particularly for those from low-income households, by developing effective, scalable, and responsible AI-enhanced teachable agents, utilizing large language models (LLMs) and cutting-edge AI technologies. Our study seeks to answer the following research question: “How effectively does the AI-powered teachable agent engage students and improve students’ mathematical achievements?” The UF Lastinger Center requests access to data to inform the ongoing evaluation and iterative improvement efforts necessary to achieve the project goals.The results of the analyses will provide key insights to the relationships between ALTER-Math usage patterns and student academic achievement in mathematics for learnings in any subgroup, highlighting opportunities for ongoing improvement for the tutoring agent.

b. Scope of the proposed study:

(i) Professional Learning Evaluation Study

The scope of the proposed studies include analyses of deidentified student data examining students' reading and mathematics scores before, during, and following direct (as participants) and/or indirect (as students of educators) exposure to UF Lastinger Center programs and by comparing reading and mathematics scores for students with and without direct (as participants) and/or indirect (as students of educators) exposure to Lastinger Center programs.

(ii) ALTER-Math Tutoring Agent Study if applicable
Upon electing to participate in this study, teacher participants will integrate the usage of ALTER-Math in their instruction of middle school or Algebra I mathematics students. We recommend that teachers plan for 30-minutes of learning activities with ALTER-Math every week. However, it is completely up to teachers how they would adopt ALTER-Math in their instructional plans. In this study, our data collection methodology combines qualitative and quantitative strategies to ensure comprehensive coverage and reliability. We prioritize ethical considerations by deidentifying all data to protect participant privacy and uphold confidentiality. Participants, including teachers and students, are informed of their rights during the recruitment and consent processes. The opt-out process is straightforward and can be initiated at any stage, ensuring that participants feel comfortable and respected throughout the study. Our study will evaluate both the cognitive (i.e., students' mathematics performance as assessed through FAST progress monitoring) and affective outcomes (i.e., engagement) collected from the students, further analyzed based on their demographics (e.g., gender, race, low-income status).

c. Duration of the study:

(i) Professional Learning Evaluation Study
These studies will remain active as long as this Agreement is active.

(ii) ALTER-Math Tutoring Agent Study if applicable
This **ALTER-Math Tutoring Agent** research project will end in 2027. For the study planned in Spring 2025, we aim to conduct the study activities including teachers and students for no more than three months. We expect to request a research collaboration for more studies of similar length in Spring 2026 and 2027.

d. Information to be disclosed: (see Exhibit D)

Exhibit “D” - Data

Data Fields Requested	Requested for				
	New Worlds Reading – Directory Data	Florida Tutoring Advantage	Early Learning Professional Learning	Literacy Professional Learning	Math Professional Learning
1. Student First Name					
2. Student Last Name					
3. Student FLEID					
4. Parent First Name					
5. Parent Last Name					
6. Parent Mailing Address					
7. Parent Email Address					
8. Parent Phone Number					

*Shading indicates what program needs the particular data field(s).

Part 1: Industry-Standard Data

List of Data Fields Requested
For ALTER-Math project: Student Math Nation User ID/Username if applicable
Student Date of Birth
Course
Teacher Name
Teacher Email Address
Teacher ID
Teacher Role
Teacher Job Title
Teacher Employment Status
Teacher Certification(s) & Endorsement(s)
Teacher Years in District
Teacher Highest Degree
Student Free/Reduced Lunch Status
Date Enrolled in Grade/Course with Teacher
Days Enrolled in Grade/Course with Teacher
Days Absent from Grade/Course with Teacher
EOC ELA/Math Scaled Score
EOC ELA/Math Achievement Level

EOC ELA/Math Percentile Rank
(Approximate) Date of Administration for each Achievement Measure Provided
ELA/Math Course Grade
Student Attendance Actual (days attended in given quarter)
Student Attendance Expected (Days assigned in given quarter)
Student Tier Support Level 2 Flag
Student Tier Support Level 3 Flag

List of Data Fields that May be Requested if not Provided by FL DOE
Student District Number
Student District
Student School Number
Student School Name
Student Grade
Student Age
Student Sex
Student Race/Ethnicity
Student English Proficiency status
Parent Home Language
Student Exceptionality (Primary and Other)
Star Early Literacy/Reading/Math Scaled Score for PM1, PM2, PM3
Star Early Literacy/Reading/Math Achievement Level for PM1, PM2, PM3
Star Early Literacy/Reading/Math Percentile Rank for PM1, PM2, PM3
FAST ELA/Math Scaled Score for PM1, PM2, PM3
FAST ELA/Math Achievement Level for PM1, PM2, PM3
FAST ELA/Math Percentile Rank for PM1, PM2, PM3

Third-Party Data:

Districts partnered with third-party services funded by the Lastinger Center agree to provide all relevant data generated by said third-party services to the Lastinger Center. This data may include, but is not limited to, tutoring sessions, third-party assessments, and other relevant educational activities. This data sharing is necessary for the evaluation and improvement of program effectiveness to comply with legislative mandates. The districts ensure that all necessary permissions and consents have been obtained to share this data in compliance with applicable laws and regulations.

Part 2: Additional Data (if applicable)

_____

Part 3: Excluded Data (if applicable):

Notwithstanding the foregoing, the following information will not be transferred to Receiving Party:

_____

_____

Exhibit “E” - Additional Rules or Restrictions (if applicable)

_____

_____

Exhibit “F” - Data Narrative

UF Lastinger Center’s Need for Data Sharing

UF Lastinger Center’s professional learning products are built upon decades of research on how students prepare for Kindergarten, learn to read, and do mathematics across PK–12, the types of pedagogical practices that best support student learning, and best practices for how to engage adult learners in online and in-person learning contexts. UF Lastinger Center’s professional learning provides job-embedded opportunities for educators to apply what they have learned directly in their current context, which translates into enhanced teaching and student learning for years to come.

Meticulously developed to ensure a high-quality professional learning environment, UF Lastinger Center’s professional learning programs are designed to make a positive impact on both educators and students. We maximize our impact by engaging in continuous improvement and iterative refinement. We use two parallel pathways to continually enhance our professional learning offerings. First, we examine educators’ participation data (e.g., completion rates, knowledge gains, reported self-efficacy, feedback, and satisfaction). These data are collected in our professional learning programs. Second, we examine the impact of our programs on students, with a keen focus on the context of their learning environments - classroom, school, and district. These secondary data are obtained through data sharing agreements between school districts, state entities, and UF Lastinger Center.

A clear understanding of impacts on teacher practice and student learning is beneficial for UF Lastinger Center as it allows us to tailor our professional learning to better serve the unique needs of each community. By agreeing to a data sharing agreement, school districts play a crucial role in this process, contributing to the enhancement of the learning experience for educators and students alike. Moreover, a comprehensive and accurate portfolio of data about teachers and students enables us to provide more meaningful reports to districts and schools. The reports provided by UF Lastinger Center describe district return on investment in teacher professional learning. Further, the reports describe how UF Lastinger Center’s professional learning supports the work already happening in districts and schools to improve teaching effectiveness and student achievement in measurable ways. The information provided by UF Lastinger Center provides districts with a more detailed picture of teaching and learning environments, which can be used to make decisions about how to better support teachers and students to meet district goals.

UF Lastinger Center’s Need for Teacher Data

UF Lastinger Center aims to fully understand the impacts of our state initiatives and professional learning programs so that we can provide clear, actionable insights to districts about teacher and student impacts. The analysis to understand these impacts requires a process whereby teachers who have participated in UF Lastinger Center professional learning are matched to comparison teachers who have not participated in UF Lastinger Center professional learning. Analyzing student data from a matched teacher sample allows us to understand whether our impacts are measurable and expected across similar contexts (e.g., by comparing “apples to apples”). This kind of comparison is vital as we create and enhance our professional learning programs to be responsive to district and school needs, while also being scalable to support educators across Florida. The process for selecting matched teachers would be fully described and agreed upon as part of the data sharing process. The data needed for matching is based upon known teacher and school demographic information, and typically includes constructs like teacher certification and pathway (e.g., alternative/traditional), years’ experience, grade/course, gender,

race/ethnicity, school grade, school FRL rate, school English Language Learner proportion, and school race/ethnicity makeup.

UF Lastinger Center's Need for Student Data

UF Lastinger Center ultimately aims to impact student learning in reading and mathematics through high-quality professional learning. Receiving student data to understand these impacts is vital. We request districts to provide student data that can be merged with educator data to understand whether students of teachers engaged in UF Lastinger Center professional learning have higher scores, make stronger gains, and meet benchmarks as compared to students of teachers not engaged in UF Lastinger Center professional learning.

We need data that reflects student performance and learning outcomes so that we can make sense about how UF Lastinger Center's professional learning programs are working for different types of students. ~~H~~aving the FLEID allows for longitudinal analyses to understand cumulative impacts on students as they move through the K-12 system. More precisely, we are requesting student-level data for the following purposes:

- **Personalized Improvement:** Student-level data allows for a more granular understanding of student performance connected to specific teachers participating in particular UF Lastinger Center programs. We can make sense of how differences in student outcomes are connected to specific ways teachers have learned from professional learning programs, and how their practice has changed. This is instrumental in tailoring and improving the course(s).
- **Promotion of State Initiatives:** Student-level data allows us to privately promote state initiatives to the families of eligible students who can benefit from participation in the New Worlds Reading Initiative and Florida Tutoring Advantage.
- **Impact Measurement:** Student-level data helps us measure the direct impact of professional learning on student outcomes, which is a powerful way to assess program effectiveness.
- **Identifying Patterns:** Student-level data can help identify patterns and trends in student performance across different classrooms, schools, or districts. These insights can guide systemic improvements and policy decisions.
- **Research and Development:** Student-level data can contribute to research efforts aimed at understanding effective teaching strategies and interventions, leading to the development of better teaching methods and tools.
- **Accountability and Transparency:** Student-level data promotes accountability and transparency by providing evidence of the impact of professional development programs, showing districts their return on investment.

For instance, careful analysis of student-level data from matched teachers will allow us to say things like this:

When teachers have shown evidence of ___ ways of being able to engage students in learning ____ mathematics or reading, and when students have ___ types of characteristics, students are able to make ___ types of gains in ___ type of reading or mathematics. Therefore, it is important for teachers to be able to support students in ____ specific types of ways of engaging in learning, and students with ___ types of characteristics are going to need ____ types of different supports so that ___ student outcomes can be achieved.

Relying solely on aggregated student data significantly limits our ability to make nuanced claims about the impact of our professional learning programs. For instance, if we only had access to aggregate data such as the proportion of students with specific characteristics (e.g., demographics, grades, attendance) or achievement levels on the FAST mathematics assessments, we would be unable to understand the individual experiences of students with the implementation of these programs.

With only aggregate data, we could make broad statements such as, “UF Lastinger Center professional learning programs work well when certain student and teacher characteristics are present.” However, this overlooks the possibility that a specific type of student, who might be present in most classrooms, is not benefiting from the implementation as expected. Without individual-level data, we would not be aware of this issue and might mistakenly conclude that the impact was smaller than anticipated. Student-level data is essential to capture these nuances and drive meaningful improvements in our professional learning system.

Data Security and Identity Confidentiality

Data are stored in **dual-authenticated, password protected** files stored in UF-approved local or cloud storage locations. Per University of Florida policy, “electronic data should be saved on a device that has the appropriate security safeguards such as unique identification of authorized users, password protection, encryption, automated operating system patch (bug fix) management, anti-virus controls, firewall configuration, and scheduled and automatic backups to protect against data loss or theft.” Only those who need access on the research team to conduct analysis will be granted access to the data. Any public reporting of findings in any form will keep the identities of participants, schools, and the district **confidential** through pseudonyms, vague language (e.g., a large school district in the southern US), and rounded demographic information so that identities may not be determined.

Requested Data (see Exhibit “D”)

UF Lastinger Center is requesting student-level data for educators who engaged in UF Lastinger Center professional learning, as well as for student-level data from an anonymized matched sample of teachers as a comparison (see Exhibit “D”) for the teacher’s students the year prior to participation in our professional learning and the subsequent year to have better baseline and longitudinal measures of impact.

AGENDA ITEM NO. 8.3

Item Cover Page

SCHOOL BOARD MEETING (OPEN TO THE PUBLIC) AGENDA ITEM REPORT

DATE:	July 28, 2025
SUBMITTED BY:	Carrie Dopson - (259-0408)
ITEM TYPE:	Agreement
AGENDA SECTION:	**APPROVAL OF ROUTINE ITEMS**
SUBJECT:	Approval of the Memorandum of Understanding with First Coast Workforce Development, Inc. (Career Source) for Partnered Services for Adult Education Students Effective July 1, 2025- June 30, 2030.

ATTACHMENTS:
07.28.2025 Approval of the MOU with Career Source NE Florida_C.Dopson.pdf

BAKER COUNTY SCHOOL DISTRICT
Committed to Excellence

Career and Adult Education
418 South 8th Street
Macclenny, FL 32063
(904) 259-0403
www.bakerk12.org

Wyatt Milton, Superintendent

July 15, 2025

Superintendent Wyatt Milton
270 South Blvd East
Macclenny, FL. 32063

Superintendent Milton:

Respectfully, please seek School Board approval of the attached MOU between Baker County School District and Career Source Northeast Florida.

This MOU is intended to set forth a basic understanding of terms and conditions, to enable the parties to provide adult education teachers, paraprofessionals, and administrators to effectively deliver ABE and GED Services for residents of Baker County. CSNEFL will work collaboratively to provide placement services to Baker County School District students.

Sincerely,

Carrie Dopson
Executive Director of Teaching and Learning

Memorandum of Understanding
Between
Baker County School District
And
First Coast Workforce Development, INC
dba CareerSource Northeast Florida

This Memorandum of Understanding ("MOU") entered into July 1, 2025, between Baker County School District, Adult Basic Education Service Provider, and First Coast Workforce Development, Inc., a Florida Not for Profit Corporation dba CareerSource Northeast Florida ("CSNEFL"), to enter into a collaborative relationship to provide Adult Basic Education services for CSNEFL job seekers.

The parties to the MOU agree as follows:

1. Staffing: Baker County School District will provide adult education teachers, paraprofessionals, and administrators to effectively deliver ABE and GED services for residents of Baker County.

2. Facilities and Supplies: Baker County School District will provide the facilities and instructors to deliver ABE, GED and ACT/Prep services during weekdays and some evening hours. All classroom materials will be supplied by Baker County School District.

3. Services: CSNEFL and Baker County School District will work collaboratively to provide placement services to Baker County School District students as outlined in Exhibit "A" and Attachment "1" to the Agreement.

4. Safety: Baker County School District staff members will be covered under Baker County School District policies.

5. No Personal Liability: No stipulation, covenant, agreement, or obligation ("obligation") contained in this Agreement will be deemed or construed to be an obligation of any present or future director, officer, employee, or agent of CSNEFL, or any incorporator, director, officer, employee or agent of any successor to the Agent, in any persons individual capacity. No person in his/her individual capacity will be liable personally for any breach or non-observance of or for any failure to perform, fulfill, or comply with any obligation, nor will any recourse be had for any claim based upon any obligation, or on any obligation, against any person, in his/her individual capacity, either directly or through CSNEFL or any successor to CSNEFL, under any rule of law or equity, statute, or constitution, or by the enforcement of any assessment or penalty or otherwise, and all liability of any person, in his/her individual capacity is expressly waived any released.

6. Renewal and Termination of Agreement: The MOU will commence on **July 1, 2025**, and will be in effect through **June 30, 2030**. The Baker County School District and CSNEFL reserve the right to terminate this MOU upon providing ninety (90) days prior written notice. The MOU will be reviewed at least once every 3-year period and amended if substantial changes have occurred, or signatures have changed.

7. Amendments to this MOU: This MOU may be amended or modified by mutual written agreement by the parties.

8. Records Retention: Baker County School District shall agree to maintain copies of all records, accounts, and documents pertaining to the MOU or an Amendment hereto for five (5) years from the date of termination. However, if any audit, claim, litigation, negotiation or any other action involving this MOU hereto has been stated before the expiration of the five (5) year period, the records shall be retained until completion of the action and resolution of all issues which arise from it, or until the end of the regular five (5) year period, whichever is later.

9. Notices: Any notice, instrument, or other communication required or permitted to be given by one of the parties hereto to the other under this Agreement shall be considered as properly given if duly reduced to writing and (i) delivered in person, or ii) mailed by first class mail, registered or certified, with return receipt requested, and postage prepaid. Notices shall be sent to the following:

For CSNEFL:	**Rebecca Livingston, Executive Vice President** **1845 Town Center Blvd, Suite 250** **Fleming Island, FL 32003**
For Baker County School District:	**John Wyatt Milton, Superintendent** **392 South Boulevard East** **Macclenny, Florida 32063**

10. Severability: If one or more of the provisions contained herein shall for any reason be held to be invalid, illegal, or unenforceable in any respect, such invalidity, illegality, or unenforceability shall not affect any other provisions hereof, and this Agreement shall be construed as if such invalid, illegal, or unenforceable provision had never been contained herein.

11. Non-Assignment: Baker County School District shall not assign or transfer any of its interest or duties or obligations under this MOU unless otherwise provided or without prior written consent of the Baker County School District, but in no case shall consent relieve Baker County School District from the obligation under or change the terms of the MOU.

12. Infrastructure Agreement: The law requires each Local Workforce Development Area to have at least one Full Service One Stop System. CSNEFL has designated the Duval County Gateway Center to be the Full Service One Stop System. This location has a MOU and Infrastructure Funding Agreement with Florida State College of Jacksonville, and the agreement meets 34CFR §463.500(2)(i), 34CFR $463.755, 34CFR §463.720, WIOA, Subtitle B, Chapter 1 §121(c)(2)(A)(ii). "The duly authorized agent of the recipient agrees to satisfy the requirements of 34 CFR 361.505 and 34 CFR 361.720". Baker County School District Adult Education Program and CSNEFL have no shared cost agreement.

CSNEFL has offices in the other counties of region to partner with Adult Education to provide services, and linkages to serve our mutual Adult Education customers as further detailed in this MOU agreement.

13. FERPA: Protection of Confidential Data: CSNEFL agrees to abide by the limitation on re-disclosure of personally identifiable information from education records set forth in The Family Educational Right and Privacy Act (FERPA)(34 CFR Section 99.333 (a)(2)) and with the terms set forth below. 34 CFR 99.33 (a)(2) states that the officers, employees, and agents of a party that received education record information from Baker County School District may use the information, but only for the purposes for which the disclosure was made.

a. Covered Data and Information ("CDI") includes paper and electronic student education record information supplied by Baker County School District.

b. Acknowledgement of Access to CDI: CSNEFL acknowledges that the Agreement allows CSNEFL access to CDI.

c. Prohibition on Unauthorized Use or Disclosure of CDI: CSNEFL agrees to hold CDI in strict confidence. CSNEFL shall not use or disclose CDI received from or on behalf of Baker County School District except as permitted or required by the Agreement, as required by law, or as otherwise authorized in writing by owner. CSNEFL agrees not to use CDI for any purpose other than the purpose for which the disclosure was made.

d. Return or Destruction of CDI: Upon termination, cancellation, expiration or other conclusion of the Agreement, CSNEFL shall return all CDI to Baker County School District, or if return is not feasible, destroy all CDI. If CSNEFL destroys the information, it shall provide Baker County School District with a certificate confirming the date of destruction of the data.

e. Remedies: If Baker County School District reasonably determines in good faith that CSNEFL has materially breached any of its obligations under this Agreement, Baker County School District, in its sole discretion, shall have the right to require CSNEFL to submit to a plan of monitoring and reporting; provide CSNEFL with a fifteen (15) calendar day period to cure the breach; or terminate the Agreement immediately if cure is not possible. Before exercising any of these options, Baker County School District shall provide written notice to CSNEFL describing the violation and the action it intends to take. If the Family Policy Compliance Office of the U.S.

Department of Education determines that CSNEFL improperly disclosed personally identifiable information obtained from Baker County School District's educational records, owner may not allow CSNEFL access to education records for at least five years.

f. Maintenance of the Security of Electronic Information: CSNEFL shall develop and implement, maintain, and use appropriate administrative, technical, and physical security measures to preserve the confidentiality, integrity, and availability of all electronic maintained or transmitted CDI received from or on behalf of Baker County School District or its students. These measures will be extended by contract to all subcontractors by CSNEFL.

g. Reporting of Unauthorized Disclosure or Misuse of Covered Data and Information: CSNEFL shall, within one day of discovery, report to Baker County School District any use or disclosure of CDI not authorized by this Agreement or in writing by Baker County School District. CSNEFL's report shall identify: (i) the nature of the unauthorized use or disclosure, ii) the CDI used or disclosed; (ili) who made the unauthorized use or received the unauthorized disclosure; (iv) what CSNEFL has done or shall do to mitigate any deleterious effect of the unauthorized use or disclosure and (v) what corrective action CSNEFL has taken or shall take to prevent future similar unauthorized use or disclosure. CSNEFL shall provide such other information, including a written report, as reasonably requested by Baker County School District.

CSNEFL agrees that job seeker names, addresses, social security numbers and telephone numbers will only be released to Baker County School District employees for the express purpose of joint case management, labor exchange, and training services. Information may be restricted from agencies working with Baker County School District.

At no time will client names, addresses, social security numbers or telephone numbers be given out to any organization or individual outside this agreement for any purpose without the expressed written permission of each client/customer.

From time to time, reports showing usage of services or other information may be provided by CSNEFL to Baker County School District.

All documents, papers, computer files, letters or other materials made or received in conjunction with this Agreement will be subject to the applicable legal requirements for maintaining confidentiality in conformance with federal, state, and local laws.

Public access to these records will be in accordance with Chapter 119 of the Florida Statutes and all other applicable laws or regulations.

Although the ABE service provider, their staff, employees, contractors, subcontractors, and partnering agencies and their employees may obtain access to information that is otherwise confidential, that access does not alter the confidential nature of the information. It is incumbent upon Baker County School District, contractors, subcontractors, partnering agencies and their employees to maintain confidentiality requirements. Any requests for release of information covered under this agreement by parties other than those specified in this agreement shall be referred to CSNEFL.

INFORMATION TO BE SHARED: CSNEFL will provide training to Baker County School District on the use of Employ Florida.

14. Equal Employment and Compliance with Discrimination Laws: During the term of this MOU, neither party shall discriminate against any person based on race, color, religion, gender, national or ethnic origin, disability or veteran or marital status.

15. The relationship of the parties hereunder shall be an independent contractor relationship, and not an agency, employment, joint venture, or partnership relationship. Neither party shall have the power to bind the other party or contract in the service provider of the other party.

All persons employed by a party in connection with this MOU shall be considered employees of that party and shall in no way, either directly or indirectly, be considered employees or agents of the other party.

16. This MOU contains the entire MOU between the parties and supersedes all prior agreements and understandings, oral or written, with respect to the subject matter contained herein. Except as may otherwise be expressly set forth in this MOU, neither Baker County School District nor CSNEFL make any representations, warranties, covenants, or undertakings of any kind, express or implied.

17. The validity, interpretation and enforcement of this MOU shall be governed by the laws of the State of Florida. The parties submit to the jurisdiction and venue of the local state and federal courts located in Baker County, Florida.

18. The parties hereto acknowledge and agree that Baker County School District is a political subdivision of the State of Florida. As such Baker County School District's performance under this MOU and any amendments hereto or attachments herewith, shall always be subject to all Florida laws, Florida regulations and District Board of Trustees Rules which are applicable to the Baker County School District operations, commitments and/or activities in furtherance of any terms specified herein.

Furthermore, nothing contained herein shall be construed or interpreted as: (i) denying to either party any remedy or defense available to such party under the laws of the State of Florida; (ii) the consent of the Baker County School District to be sued; or (iii) a waiver of sovereign immunity of the Baker County School District beyond the waiver provided in Section 768.28, F. S. As Baker County School District is a political subdivision of the State of Florida, this MOU is subject to the applicable provisions of Florida Statutes regarding public access and other issues. This MOU is executed and entered into in the State of Florida, and shall be constituted, performed, and enforced in all respects in accordance with the Florida law including Florida provisions for conflict of law.

19. CSNEFL acknowledges that Baker County School District, as a political subdivision of the State of Florida, is subject to the provisions of Chapter 119, Florida Statutes regarding public access to records. The parties agree to comply with applicable Florida Statutes as it relates to the maintenance, generation, and provision of access to all public records related to this MOU.

IN WITNESS THEREOF, the parties hereto have executed this MOU in multiple counterparts, each of which is and shall be considered an original, effective as of the date first written above.

FIRST COAST WORKFORCE DEVELOPMENT, Inc. dba CareerSource Northeast Florida

Cheryl A. Taylor, President Date

Baker County School District, Adult Basic Education

John Wyatt Milton, Superintendent Date

Exhibit A

1. Primary Contacts for Communication: Baker County School District and CSNEFL shall designate employees who will serve as the primary contacts for communication between the partners. Should the contacts change, each partner shall notify the other of such change within 30 days,

2. Staffing: Baker County School District will provide adult education teachers, paraprofessionals, and administrators to effectively deliver ABE and GED services for residents of Baker County.

3. Customer-Centered Services: Baker County School District agrees to assist in providing customer centered services to jobseekers who are co-enrolled in Baker County School District ABE/GED and CSNEFL programs. Further, Baker County School District will refer appropriate enrolled students for CSNEFL program services once it has been determined that the student is deemed ready and eligible for services offered by CSNEFL. This referral will take place at a minimum of two months prior to completion of the Adult Education program and receipt of diploma.

4. Workshops for One-Stop Job Seekers: CSNEFL will conduct workshops for one- stop job seekers regarding the opportunities provided through the ABE/GED program in-person or virtually.

5. Baker County School District Mailings: The Baker County School District will implement an email blast notification to all students who have completed at least seventy-five percent (75%) of their program each term. The email notification will promote the job placement services of CSNEFL, and the career development services provided by the school district's career development facilitator.

6. Communications: All external communications by Baker County School District utilizing CSNEFL's logo and Baker County School District will be reviewed by CSNEFL prior to release of communications.

Attachment 1

We call job seekers who serve themselves **Transactional**; they choose the self-service option, using our career centers, mobile access point locations, or online resources to pursue employment without the benefit of our staff's advice and guidance. Research has indicated that the average transactional job seeker visits a career center about five times before they move on to other resources. Transactional job seekers have a variety of services they can access without staff assistance. Items marked with an asterisk (*) are required for a job seeker to move on past the transactional phase. Partners are encouraged to refer all appropriate job seekers to transactional employment services. Services may be held virtually.

Self-Assessments	Job Search	Workshops	Other
Employ Florida Initial Skills Assessment	Job Search in Employ Florida	Employ Florida Overview	Complete Employ Florida Registration*
Workforce Skills for the 21st Century	Self-Referrals to Jobs	Resume Writing	CSNEFL Services Orientation Video*
My Next Move	Recruitment Events	Job Search Strategies	Labor Market Research via ONET*
	Job Fairs		
	Career Informational Sessions		

Additional Resources: Job Seekers may seek information on additional resources through local CSNEFL centers. Note: All services may not be available in all countries.

Vocational Rehabilitation	Adult Education and Family Literacy	Young Adult Services (via contractors)	Northeast Florida Community Action Agency	Operation New Hope
Division of Blind Services	Jacksonville Job Corps	Trade Adjustment Act (TAA)	Job for Veterans	Work Incentives Planning Assistance (WIPA)

CSNEFL uses the **Ready, Willing and Able Checklist** as a guide to determine which job seekers may be ready to work with a career coach and be considered for WIOA services. A fillable PDF form is used to check off progress on many factors and list next steps with comments for meeting requirements to move forward with goals and services.

Readiness Checklist:

- Has required valid work documents.
- Has access to transportation.
- Mentally and physically able to work.
- Has prior work or volunteer experience.

Willing Checklist:

- Registration in Employ Florida is complete
- Demonstrates professional demeanor and dress while in career center.
- Working on resolving barriers (transportation, background, accommodations, etc.)
- Has completed evaluation process.
- Has researched and determined job targets.
- Is putting in good faith effort to find work.
- Is willing to accept suitable employment.
- Follows up on commitments on To Do list.
- Is punctual for meetings, workshops, and other commitments.

Able Checklist (indicates/determines eligibility and suitability for WIOA services):

- Assessments indicate career interest and suitability.
- Able to perform post-secondary work in training.
- Barries such as transportation and childcare are resolved.
- Able to work in industry/occupation of choice.
- Able to pass background and drug screening, if applicable.
- Able to finance and commit to training, if indicated.
- Able to perform job duties with accommodations.
- Able to commit to (up to) 8 weeks of career coaching and follow up.
- Able to provide necessary documentation required for programs.

EXHIBIT "A"

This Addendum and the following modifications ("Addendum") are hereby incorporated into the attached Agreement, and shall be binding on the signatory Parties. To the extent any terms and conditions between the Agreement and this Addendum conflict, the Addendum's terms and conditions shall supersede any conflicting terms and conditions of the Agreement, and the terms and conditions of the Addendum shall be binding and shall be controlling on the Parties.

Section I.

A. All references to "Contractor" herein shall be deemed to refer to the party(ies) who have entered into the agreement with the Baker County School Board ("Board") to which this attachment is affixed.

B. The terms contained herein shall prevail over any contrary or incompatible term within the attached agreement.

Section II.

A. **Level II Background Check** – Any individual providing services under this agreement who will (1) be at a school when students are present; (2) have direct contact with students; or (3) have access to or control of school funds shall have a Level II background check submitted through the Board. The Contractor shall be required to pay for all costs of the background reports. If it is discovered during the period of the agreement that Contractor substituted an unapproved individual for an approved individual for purposes of this agreement, then the agreement may be cancelled immediately by Board.

Section III.

A. **Indemnification -** The Board shall indemnify and hold harmless Contractor from and against any and all claims, suits, actions, damages, or causes of action arising out of the negligent acts of the Board or its employees arising out of or in connection with the provisions of this agreement, up to the limits on liability prescribed in Section 768.28, Florida Statutes, including $200,000.00 per claimant and $300,000.00 per occurrence. Contractor agrees to indemnify and hold harmless the Board and its employees from and against any and all liability or claims for damages of any kind whatsoever resulting from negligent acts, intentional acts, or failure to act on the part of Contractor arising out of or in connection with the provisions of this agreement.

B. **Sovereign Immunity** – Except for as expressly provided in this agreement and Section 768.28, Florida Statutes, the Board does not waive its sovereign immunity.

Section IV.

A. **Governing Law and Venue -** This agreement shall be governed by and construed in accordance with the laws of the State of Florida. The parties agree that the county and circuit courts in the Eighth Judicial Circuit, Baker County, Florida and the United States District Court for the Middle District of Florida – Jacksonville Division shall have exclusive jurisdiction to enforce the terms of this agreement. Venue for any disputes shall exclusively lie in the state and federal courts for Baker County, Florida**.**

Section V.

A. Public Records – To the extent applicable to Contractor, Contractor shall comply with the requirements of Florida's Public Records law. In accordance with Section 119.0701, Florida Statutes, Contractor shall:

1. Keep and maintain public records required by the Board to perform the service.

2. Upon request from the Board's custodian of public records, provide the Board with a copy of the requested records or allow the records to be inspected or copied within a reasonable time at a cost that does not exceed the cost provided under Florida's Public Records law or as otherwise provided by law.

3. Ensure that public records that are exempt or confidential and exempt from public records disclosure requirements are not disclosed except as authorized by law for the duration of the contract term and following completion of the contract if the Contractor does not transfer the records to the Board.

4. Upon completion of the agreement, transfer, at no cost, to the Board all public records in possession of the Contractor or keep and maintain public records required by the Board to perform the service. If the Contractor transfers all public records to the Board upon completion of the agreement, the Contractor shall destroy any duplicate public records that are exempt or confidential and exempt from public records disclosure requirements. If the Contractor keeps and maintains public records upon completion of this agreement, the Contractor shall meet all applicable requirements for retaining public records. All records stored electronically must be provided to the Board, upon request from the Board's custodian of public records, in a format that is compatible with the information technology systems of the Board.

5. **If Contractor has questions regarding the application of Chapter 119, Florida Statutes, to Contractor's duty to provide public records relating to this Contract, Contractor shall contact the Custodian of Public Records at:**

   Felicia D. Raulerson
   Executive Secretary
   Baker County School Board
   270 South Boulevard East
   Macclenny, FL 32063
   (904) 259-0401
   felicia.raulerson@bakerk12.org

6. In the event the Board must initiate litigation against Contractor in order to enforce compliance with Chapter 119, Florida Statutes, or in the event of litigation filed against the Board because Contractor failed to provide access to public records responsive to a public record request, the public agency shall be entitled to recover all costs, including but not limited to reasonable attorneys' fees, costs of suit, witness fees, and expert witness fees expended as part of said litigation and any subsequent appeals.

Section VI.

A. **E-Verify** – To the extent Section 448.095, Florida Statutes, applies to Contractor, Contractor shall use the U.S. Department of Homeland Security's E-Verify system, https://e-verify.uscis.gov/emp, to verify the employment eligibility of all employees **hired on or after January 1, 2021** during the term of this agreement.

1. Subcontractors

(i) Contractor shall also require all subcontractors performing work under this agreement to use the E-Verify system for any employees they may hire during the term of this Agreement.

(ii) Subcontractors shall provide Contractor with an affidavit stating the subcontractor does not employ, contract with, or subcontract with an unauthorized alien, as defined by Section 448.095, Florida Statutes.

(iii) Contractor shall provide a copy of such affidavit to the Board upon receipt and shall maintain a copy for the duration of the agreement.

B. Contractor must provide evidence of compliance with Section 448.095, Florida Statutes, by the date of execution of this agreement. Evidence may consist of, but is not limited to, providing notice of Contractor's E-Verify number.

C. Failure to comply with this provision is a material breach of the agreement, and Board may choose to terminate the agreement at its sole discretion. Contractor may be liable for all costs associated with Board securing the same services, inclusive, but not limited to, higher costs for the same services and rebidding costs, if necessary.

Section VII.

A. **Affidavit Regarding the Use of Coercion for Labor and Services** – If Contractor is not a governmental entity, then Contractor shall execute the Board's "**Affidavit Regarding the Use of Coercion for Labor and Services"** and provide a copy to the Board no later than the time of execution of the agreement by the Contractor.

Section VIII.

A. **Force Majeure** - Except for payment of sums due, neither party shall be liable to the other nor deemed in default under this agreement if and to the extent that such party's performance under this agreement is render impossible, impractical, or prevented by reason of force majeure. For purposes of this agreement, the term "force majeure" means an occurrence that is beyond the control of the party affected and occurs without fault or negligence on behalf of either party. Without limiting the foregoing, force majeure includes acts of God; acts of the public enemy; war; riots; strikes; labor disputes; civil disorders; fires; floods; hurricanes, epidemics, pandemics, government regulations, and the issuance or extension of existing government orders of the United States, the State of Florida, or local county and municipal governing bodies, which prevents performance of the contract for all or part of the agreement's term.

Section IX.

A. **Student Data** - If Contractor meets the definition of "Operator" in Section 1006.1494, Florida Statutes, then the parties shall enter into a Data Privacy Agreement prior to any "Covered Information," as defined in Section 1006.1494, Florida Statutes, being provided to Contractor.

Section X.

A. **Federally Funded Agreement** – If this agreement is paid by the Board using federal funds, then the terms contained in the attached "Baker County School Board Federal Contract Addendum," based off of the requirements of 2 Code of Federal Regulations 200, Title 2, shall govern this agreement.

_____

Signature of Authorized Contractor Representative

_____

Date

AGENDA ITEM NO. 8.4

Item Cover Page

SCHOOL BOARD MEETING (OPEN TO THE PUBLIC) AGENDA ITEM REPORT

DATE:	July 28, 2025
SUBMITTED BY:	Alice Schmitges - (259-0444)
ITEM TYPE:	Grant
AGENDA SECTION:	**APPROVAL OF ROUTINE ITEMS**
SUBJECT:	Approval of Amendment #1 to Grant Proposal "Youth Mental Health Awareness and Training" to Include 2024-2025 Roll Forward Funds in the Amount of $4,973.00 with No Change in Over All Budget Total. Amendment / Federal / No Matching

ATTACHMENTS:
07.28.2025 Approval of the YMHAT Grant_A.Schmitges.pdf

GRANT PROPOSAL SUMMARY
REQUEST FOR BOARD APPROVAL

Board Approval Status

(MUST BE TYPED)

NAME OF GRANT PROPOSAL	*Youth Mental Health Awareness and Training (YMHAT)*

TYPE OF GRANT:
☐ **New** ☐ **Continuation** ☒ **Amendment** ☐ **Entitlement** ☐ **Competitive**

CONTACT PERSON:	*Alice Schmitges*

CONTACT PHONE NUMBER:	*904-259-7825*

AMOUNT REQUESTED:	*No change to current budget amount of $4,973.00*

SOURCE: ☒ **Federal** ☐ **State** ☐ **Other:** _____

LOCAL MATCHING FUNDS REQUESTED:
☒ **No**
☐ **Yes . . . If yes, please specify:** ☐ **Monetary Amount $**_____
☐ **In-Kind Amount $**_____

LIST SPECIFIC IN-KIND CONTRIBUTIONS

PROJECT DESCRIPTION *(If additional space is needed, attachments may be used)*
1. *Amendment to change object coding so that we can order supplies for our training opportunities to meet state training requirements.*

HOW WILL FUNDS BE USED *(If additional space is needed, attachments may be used)*
1. *We will purchase poster paper, lamination, chart paper, ink cartridges, binders and paper.*

SUBMITTED BY: *Alice Schmitges* DATE: *7/15/25*

Florida Department of Education
Project Award Notification

1 PROJECT RECIPIENT Baker County School District	**2 PROJECT NUMBER** 020-90280-5P001
3 PROJECT/PROGRAM TITLE Youth Mental Health Awareness and Training (YMHAT) **TAPS 25C077**	**4 AUTHORITY** **Line Item 99 General Appropriations Act** **USDE or Appropriate Agency** **FAIN#:**
5 AMENDMENT INFORMATION Amendment Number: 1 Type of Amendment: Budgetary Effective Date: 05/29/2025	**6 PROJECT PERIODS** Budget Period: 07/01/2024 - 06/30/2025 Program Period: 07/01/2024 - 06/30/2025
7 AUTHORIZED FUNDING Current Approved Budget: $4,973.00 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: Total Project Amount: $4,973.00	**8 REIMBURSEMENT OPTION** Reimbursement with Performance

9 TIMELINES

- Last date for incurring expenditures and issuing purchase orders: 06/30/2025
- Date that all obligations are to be liquidated and final disbursement reports submitted: 08/20/2025
- Last date for receipt of proposed budget and program amendments: 05/31/2025
- Refund date of unexpended funds; mail to DOE Comptroller, 325 W. Gaines Street, 944 Turlington Building, Tallahassee, Florida 32399-0400:

10 DOE CONTACTS **Program**: Patricia Strickland Phone: (850) 245-9808 Email: Patricia.Strickland1@fldoe.org **Grants Management**: Unit C (850) 245-0735	**Comptroller Office** **Phone**: (850) 245-0401	**UEI#**: MJG4ULGMPKE7 **FEIN#**: F596000509001

11 TERMS AND SPECIAL CONDITIONS

- This project and any amendments are subject to the procedures outlined in the Project Application and Amendment Procedures for Federal and State Programs (Green Book) and the General Assurances for Participation in Federal and State Programs and the terms and requirements of the Request for Proposal or Request for Application, RFP/RFA, hereby incorporated by reference.
- Any unexpended general revenue funds must be returned by check issued to the Florida Department of Education, with the final expenditure report. The check must clearly identify the project number for which funds are being returned.
- In the event that the Governor and Cabinet are required to impose a mandatory reserve on the current year appropriation, this Agreement shall be amended to place in reserve the amount determined by the Department of Education to be necessary because of the mandatory reserve in the appropriation.
- All provisions not in conflict with any amendment(s) are still in full force and effect and are to be performed at the level specified in the project award notification.
- The Department's approval of this contract/grant does not excuse compliance with any law.

12 APPROVED:

Patricia Bodiford — June 8, 2025

Authorized Official on behalf of the Commissioner of Education — Date of Signing

FLORIDA DEPARTMENT OF EDUCATION fldoe.org

DOE-200
Revised 07/15

INSTRUCTIONS
PROJECT AWARD NOTIFICATION

1 Project Recipient: Agency, Institution or Non-Governmental entity to which the project is awarded.

2 Project Number: This is the agency number, grant number, and project code that must be used in all communication. (Projects with multiple project numbers will have a separate DOE-200 for each project number).

3 Project Description: Title of program and/or project. TAPS #: Departmental tracking number.

4 Authority: Federal Grants - Public Law or authority and CFDA number. State Grants - Appropriation Line Item Number and/or applicable statute and state identifier number.

5 Amendment Information: Amendment number (consecutively numbered), type (programmatic, budgeting, time extension or others) in accordance with the Project Application and Amendment Procedures for Federal and State Programs (Green Book), and effective date.

6 Project Periods: The periods for which the project budget and program are in effect.

7 Authorized Funding: Current Approved Project (total dollars available prior to any amendments); Amendment Amount (total amount of increase or decrease in project funding); Estimated Roll Forward (roll forward funds which have been estimated into this project); and Total Project Amount (total dollars awarded for this project).

8 Reimbursement Options:

Federal Cash Advance –On-Line Reporting required monthly to record expenditures.

Advance Payment – Upon receipt of the Project Award Notification, up to 25% of the total award may be advanced for the first payment period. To receive subsequent payments, 90% of previous expenditures must be documented and approved by the Department.

Quarterly Advance to Public Entity – For quarterly advances of non-federal funding to state agencies and LEAs made in accordance within the authority of the General Appropriations Act. Expenditures must be documented and reported to DOE at the end of the project period. If audited, the recipient must have expenditure detail documentation supporting the requested advances.

Reimbursement with Performance - Payment made upon submission of documented allowable expenditures, plus documentation of completion of specified performance objectives.

9 Timelines: Date requirements for financial and program reporting/requests to the Department of Education.

10 DOE Contacts: Program contact for program issues, Grants Management Unit for processing issues, and Comptroller's Office number for payment information.

11 Terms and Special Conditions: Listed items apply to this project. (Additional space provided on Page 2 of 2 if needed.)

12 Approved: Approval signature from the Florida Department of Education and the date signature was affixed.

FLORIDA DEPARTMENT OF EDUCATION
PROJECT AMENDMENT REQUEST

Please return to:	A) Agency Name:	DOE USE ONLY
Florida Department of Education Office of Grants Management Room 332 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0735	Baker County Public Schools	Date Received 5/29/2025
B) Program Name: Youth Mental Health Awareness and Training (YMHAT) **TAPS Number:**		**Project Number (DOE Assigned)** **020-90280-5P001**

C) Amendment Type	D) Amendment Request Contact Information	
☐ Program ☒ Budget **Amendment Number:** 1	Contact Name: Alice Schmitges	Telephone Numbers: **904-259-7825**
	Mailing Address: 420 S 8th St. Macclenny, Fl. 32063	E-mail Addresses: Alice.schmitges@bakerk12.org

E) Required Signature and Certification

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

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

J. Wyatt Milton	Baker County School District, Superintendent	5-29-2025
Signature of Agency Head	Title	Date

F) Narrative

Amendment is to purchase state training supplies: poster paper, lamination, chart paper, ink cartridges, binders and paper.

FLORIDA DEPARTMENT OF EDUCATION
BUDGET AMENDMENT NARRATIVE FORM

A) ker County School Distr
District/Agency Name

B) 020-90280-5P001/25C077
Project Number/TAPS Number

C) 1
Amendment Number

D) Total Project Amount Currently Approved

$	**4,973.00**

E) Total Project Amount resulting from this Budget Amendment

$	**4,973.00**

F) Line Item Description

Function	Object	Account Title and Narrative	FTE	Amount Increase	Amount Decrease
6400	750	Stipend to cover for staff to attend YMHFA Training (14 staff members x $142/day; $124.08 will be used toward an additional stipend).			$ 2,112.08
6400	510	**State training supplies**: White Poster paper, laminating sheets, poster board, chart paper, ink pens, post it notes, ink cartridges, copy paper		$ 2,112.08	
			Total	**$ 2,112.08**	**$ 2,112.08**

DOE 151
Revised July 2022

FLORIDA DEPARTMENT OF EDUCATION
fldoe.org

AGENDA ITEM NO. 8.5

Item Cover Page

SCHOOL BOARD MEETING (OPEN TO THE PUBLIC) AGENDA ITEM REPORT

DATE:	July 28, 2025
SUBMITTED BY:	Bonnie Jones - (259-0405)
ITEM TYPE:	Contract
AGENDA SECTION:	**APPROVAL OF ROUTINE ITEMS**
SUBJECT:	Approval of the 2025-2026 State of Florida Statewide Voluntary Prekindergarten Provider Contract.

ATTACHMENTS:
07.28.2025 Approval of the 25-26 Voluntary Prekindergarten Education Program Contract_B.Jones.pdf

BAKER COUNTY SCHOOL DISTRICT
Committed to Excellence

Baker County PreK/Kindergarten Center
362 South Boulevard
East Macclenny, FL
32063
(904) 259-0405
www.bakerk12.org

Wyatt Milton, Superintendent

Dear Superintendent Milton and BCSD Board Members,

I am seeking school board approval for the 2025-2026 school year Voluntary Prekindergarten Education Program (VPK) contract.

Sincerely,

Bonnie Jones

Tiffany McInarnay District 1 | Jack Baker, Jr. District 2 | Clayton Lyons, Jr. District 3 | Mandi Canaday District 4 | Amanda Hodges District 5

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

DISTRICT SCHOOL BOARD MEMBERS

AN EQUAL ACCESS/EQUAL OPPORTUNITY INSTITUTION

STATE OF FLORIDA
STATEWIDE VOLUNTARY PREKINDERGARTEN
PROVIDER CONTRACT
FORM DEL-VPK 20

I. PARTIES AND TERMS OF CONTRACT

1. **Parties.** This Contract is made and entered into this 1st day of July, 20 25, by and between the Early Learning Coalition of North Florida/Episcopal Children's Services (herein referred to as "COALITION"), and Baker County School Board (doing business as, if applicable) Baker County Pre-K/Kindergarten Center -L (herein referred to as "PROVIDER"), with its principal offices located at 362 South Blvd E Macclenny, FL 32063 and its provider physical site address (if the single site provider physical site address is different from principal office address) located at 362 SOUTH BLVD E MACCLENNY, FL 32063-2540.

a. **Multiple Public School Locations.** If PROVIDER is a school district executing a single Contract on behalf of multiple public school Voluntary Prekindergarten (VPK) Education Program providers, a list of their names and their physical addresses are included in Exhibit 1: Provider Location List. Thereafter, PROVIDER must include each entity listed in Exhibit 1.

b. **Multiple Private Provider Locations.** If PROVIDER is executing a single Contract on behalf of multiple private VPK provider sites within COALITION's service area, a list of their names and their physical addresses are included in Exhibit 1: Provider Location List. Thereafter, PROVIDER must include each entity listed in Exhibit 1.

c. **Identification Number.** Insert PROVIDER's ☒ EIN or ☐ SSN here: 596000509

PROVIDER's EIN (Employer Identification Number) or SSN (Social Security Number) is requested in accordance with ss. 119.071(5)(a)2. and 119.092, F.S., for use in the records and data systems of the Division of Early Learning and COALITION. Submission of PROVIDER's EIN or SSN is mandatory. PROVIDER's EIN or SSN will be used for processing payments to PROVIDER as a VPK provider, for reporting those payments for federal tax purposes, and for routine identification. If PROVIDER completes Exhibit 1 listing multiple locations with multiple EIN numbers, this paragraph may be left blank.

2. **Purpose.** This Contract is designed to inform PROVIDER of the requirements of participation in the VPK Program. Payment is not conveyed to PROVIDER through this Contract. Instead, PROVIDER must agree to comply with the terms and conditions of this Contract in order to be eligible to participate in the VPK Program. This Contract is to engage an eligible provider to provide VPK services to eligible VPK children. PROVIDER will receive payment based on Legislative appropriations, the Division's Uniform Attendance Policy for Payment (Rule 6M-8.204, Florida Administrative Code (F.A.C.), and a child's attendance certified by the parent and provider (Rule 6M-8.305, F.A.C.).

3. **Term.** This Contract applies to the 20 25 - 20 26 VPK program year. PROVIDER shall offer a school-year program and/or a summer program. This Contract begins on 7/1/2025, or on the date on which the Contract is signed and dated by the last party required to sign the Contract, whichever occurs last, and expires upon completion of the VPK instructional hours and completion of the requirements outlined in this Contract or termination of this Contract under Section XI.

A school-year VPK program must be at least 540 instructional hours and a summer VPK program must be at least 300 instructional hours. In the event there is a transfer of ownership before all instructional hours are completed, PROVIDER may schedule only the remaining instructional hours of the program for the VPK classes previously enrolled under the prior ownership.

4. **Payment Limitations.** PROVIDER will neither receive nor be entitled to payment for VPK Program services before this Contract is fully executed by both parties or after expiration of the Contract.

5. **Applicable Law.** PROVIDER and COALITION agree that the following, including any revision made after the execution of this Contract, are the provisions governing the VPK program and that PROVIDER and COALITION will be bound by the same:

- Part V and VI Chapter 1002, Florida Statutes (F.S.);
- Chapter 6M-8, Florida Administrative Code (F.A.C.); and
- Rule 6A-6.03033, F.A.C.

6. **Not Transferrable.** This Contract is not transferrable or assignable to another entity. A change in ownership requires execution of a new contract. In the event of a change of ownership, sale, sale of assets, conveyance of ownership, or other transfer of ownership interest, the provider must notify COALITION no later than thirty (30) calendar days prior to the transfer of ownership.

II. PROVIDER ELIGIBILITY

7. **General Eligibility.**

a. Provider Type. To be eligible to deliver the VPK Program, PROVIDER must be either a public school or a private provider (a licensed child care facility, licensed family day care home, licensed large family child care home, a nonpublic school exempt from licensure, faith-based child care provider exempt from licensure, or child development program that is accredited by a national accrediting body and operates on a military installation that is certified by the United States Department of Defense).

A charter school that includes a VPK Program in its charter is a public school and must only execute this Contract with the approval and oversight of the school district. A charter school that does not include the VPK Program in its charter must meet the requirements to be a private provider to be eligible to deliver the VPK Program.

Check the box to indicate PROVIDER's type:

☒A public school (Form DEL-VPK 20PS must be completed as an authorized attachment to this Contract.)

☐A private provider/nonpublic school (Form DEL-VPK 20PP must be completed as an authorized attachment to this Contract.)

b. Eligibility pursuant to s. 1002.91(5), F.S. PROVIDER represents that PROVIDER, or an owner, officer, or board director thereof, has not been convicted of, found guilty of, or pled guilty or nolo contendere to, regardless of adjudication, public assistance fraud pursuant to s. 414.39, F.S., within the last five (5) years and is not acting as the beneficial owner for someone who has been convicted of, found guilty of, or pled guilty or nolo contendere to, regardless of adjudication, public assistance fraud pursuant to s. 414.39, F.S., within the last five (5) years.

c. Eligibility pursuant to s. 1002.91(7), F.S. PROVIDER represents that PROVIDER is not on the United States Department of Agriculture National Disqualified List nor does PROVIDER share an officer or board director with a provider that is on the United States Department of Agriculture National Disqualified List.

d. Eligibility pursuant to the successful completion of terms of prior contract. PROVIDER agrees to successfully complete corrective action due to noncompliance determinations from a prior contract, as applicable, for the duration of this Contract.

e. Eligibility pursuant to s. 448.095, F.S. PROVIDER acknowledges that PROVIDER must register with and use the E-Verify system to verify the work authorization status of all newly hired employees. PROVIDER represents that it does not employ, contract with, or subcontract with an unauthorized alien, and will provide an affidavit affirming this prior to the effective date of the Contract. PROVIDER further acknowledges that violation of s. 448.09(1), F.S., may result in termination of this Contract.

f. Eligibility pursuant to s~~s~~. 1002.68(5)(a), F.S. PROVIDER acknowledges that PROVIDER must have a composite program assessment score that meets the contract minimum threshold in accordance with Rule 6M-8.621, F.A.C.

PROVIDER's composite program assessment score: School Year: 5.22; Summer: N/A.If PROVIDER has multiple sites, the program assessment score for each site is listed in Exhibit 1.

8. **Required Forms.** PROVIDER certifies that it has registered with COALITION on forms prescribed by the Division, that any information supplied by PROVIDER is accurate and complete, and that it will notify COALITION in accordance with the notification requirements in paragraph 64 of any change in the information submitted on those forms. Changes implemented by PROVIDER prior to notification to COALITION that fail to comply with all VPK qualifications and requirements will result in financial consequences referenced in paragraph 52 and corrective action referenced in paragraph 54.

III. PROVIDER RESPONSIBILITIES AND SCOPE OF WORK

9. **Child Enrollment.** PROVIDER agrees to enroll eligible children for the VPK Program only with authorization from COALITION, which will be provided in the form of a Child Certificate

of Eligibility from the single statewide information system. PROVIDER agrees to obtain and complete, with parent, an eligibility certificate form (Form DEL-VPK 02 or Form OEL-VPK 04). In the event that PROVIDER has multiple locations, PROVIDER may only change the location where the child is served in accordance with the reenrollment requirements established in Rule 6M-8.210, F.A.C.

10. Adherence to Requirements.

a. PROVIDER agrees to deliver the VPK Program in accordance with all of the requirements set forth in applicable statutes, rules, and this Contract.

b. PROVIDER agrees to participate in a VPK Program Orientation conducted by the COALITION prior to the execution of this Contract, if offered by COALITION.

11. Assessment. PROVIDER agrees to implement the coordinated screening and progress monitoring program and program assessment in accordance with s. 1002.68, F.S., and Rules 6M-8.620 and 6M-8.621, F.A.C.

12. Curricula. PROVIDER agrees that it will implement curricula to deliver VPK Program instruction in accordance with s. 1002.67(2)(b), F.S.

13. Required Parent Information. PROVIDER agrees that PROVIDER will provide a copy of its attendance policy to COALITION before contract execution and to the parent of each child at the time the child is admitted into PROVIDER's VPK Program. PROVIDER will adopt its own attendance policy, and in accordance with s. 1002.71, F.S., the attendance policy must require parents to verify each month, the child's attendance on forms prescribed by the Division in Rule 6M-8.305, F.A.C. PROVIDER agrees to not amend its VPK Pprogram attendance policy for the duration of this Contract. PROVIDER attendance policy must address school-year and summer programs separately, if applicable.

14. Fees Prohibited. PROVIDER agrees that, in accordance with s. 1002.71(8)(a), F.S., PROVIDER must not require payment of a fee or charge for services provided for a child in the VPK Program during instructional hours reported for funding. PROVIDER must not require a fee or payment as a condition of enrollment or participation in the VPK Program. A provider found to have required such fees is subject to termination of this Contract for cause as described in paragraph 55.

15. Supplemental Services. PROVIDER agrees that, in accordance with section 1002.71(8)(b), F.S., PROVIDER will not require a child to enroll for, or require the payment of any fee or charge for, supplemental services (e.g., "extended-day," "extended-year," "wrap-around," or "full-day" services) as a condition of admitting the child in the VPK Program. PROVIDER agrees to schedule all VPK hours offered for any VPK class so that parents are not constructively required to enroll a child in supplemental services or pay any fee or charge (e.g., scheduling instructional hours in a day with a break in instructional time, for which parents would be required to pay for supplemental services for care). A provider found to have required such fees is subject to termination for cause of this Contract as described in paragraph 55.

16. Parent Not Responsible for Financial Consequences. PROVIDER agrees that, if PROVIDER does not receive payment from COALITION for offering VPK Program instruction to a child, PROVIDER will not require the child's parent to pay for the services.

17. **Instructor Requirements.** PROVIDER agrees that at all times each of its VPK instructor(s) and substitute instructor(s) meet the eligibility requirements set forth in sections 1002.55, 1002.61, and 1002.63, F.S.

18. **VPK Class Staffing.** PROVIDER agrees to maintain proper staffing as required by VPK Sections 1002.55, 1002.61, and 1002.63, F.S. A properly credentialed instructor must be present for all VPK classes. For school-year classes that are composed of 12-20 children, an additional adult instructor who is eligible to work in the VPK provider's setting must be present, in accordance with Sections 1002.55 and 1002.63, F.S. The VPK class size must not exceed the approved capacity of the physical space where instruction is provided.

19. **Substitute Instructors.** PROVIDER agrees that substitute instructors who meet the requirements of Rule 6M-8.410, F.A.C., may replace a lead VPK instructor, when the VPK lead instructor is not present at the facility. Substitute instructors may replace a lead instructor no more than thirty (30) percent of the VPK Program's total instructional hours in a VPK class.

20. **Prohibited Forms of Discipline.** In accordance with s. 1002.55(5), F.S., PROVIDER agrees to implement minimum standards for child discipline practices that are age-appropriate and consistent with the requirements in s. 402.305(12), F.S. Such standards must provide that children not be subjected to discipline that is severe, humiliating, or frightening. The discipline must not be associated with food, rest, or toileting. Spanking or any other form of physical punishment is prohibited. Children may not be denied active play as a consequence of misbehavior.

21. **Single Statewide Information System.** PROVIDER agrees to utilize the single statewide information system as referenced in s. 1002.82(2)(q), F.S., to submit information and updates regarding the VPK Program. The PROVIDER must execute this Contract on the Provider Portal found at https://providerservices.floridaearlylearning.com.

22. **Rilya Wilson Act and At-Risk Children.** PROVIDER agrees to abide by the provisions of the "Rilya Wilson Act" (s._39.604,_F.S.) for each at-risk child under the age of school entry who is enrolled in the VPK Program.

23. **VPK Logo.** PROVIDER may use the registered VPK logo in conjunction with the operation of the VPK Program in advertisements, letterhead, and educational and promotional materials. PROVIDER agrees to comply with the VPK Logotype Usage and Brand Guidelines (Form DEL-VPK 20B) and must cease use of the VPK logo once services under this Contract are suspended or terminated.

24. Provider Deliverable

Deliverable	Provider	Task and Activities	Due Date
VPK instructional hours; 540 for school-year programs and/or 300 for summer programs	Private and Public	Child enrollment activities per paragraph 9	For the term of this Contract
		Implementation of curricula requirements in paragraph 12	
		Instructor Requirements per paragraphs 17-19	
VPK Child Attendance	Private and Public	Completion of Child and Parental Choice forms (OEL-VPK 03S and VPK 03L) per paragraph 37	Monthly
		Monthly Certification of Child Attendance by Provider per paragraph 44	
Information change notification	Private and Public	Compliance with notification requirements per paragraph 64	See paragraph 64
Liability insurance notification	Private	Notification of cancellation of changes to general liability coverage	10 calendar days prior to cancellation or changes to general liability coverage
Implementation of the coordinated screening and progress monitoring program in accordance with s. 1002.68, F.S., and Rule 6M-8.620, F.A.C.	Private and Public	Administration of the coordinated screening and progress monitoring program during the first administration window.	Within the first 30 instructional days of the VPK class schedule
		Administration of the coordinated screening and progress monitoring program during the second administration window.	Mid-program year of the VPK class schedule in accordance with Rule 6M-8.620, F.A.C.
		Administration of the coordinated screening and progress monitoring program during the third administration window.	Within the last 30 instructional days of the VPK class schedule

IV. COALITION RESPONSIBILITIES

25. **Forms Approved**. COALITION has reviewed the documents submitted by PROVIDER and, based on the information submitted, has determined that PROVIDER has completed the forms, in accordance with s. 1002.55(3)(h), 1002.61(9), or 1002.63(8), F.S., as applicable.

26. **Training and Technical Assistance.** COALITION will notify PROVIDER of the availability of training, technical assistance, and other targeted assistance in support of the provision of quality VPK services for all providers, including providers on probation.The technical assistance will be offered in a manner and schedule prescribed by COALITION or, the school district.

27. **Child Eligibility.** COALITION has the responsibility for determining the eligibility of children enrolling in the VPK Program. COALITION will issue a *child certificate of eligibility* (Form DEL-VPK 02), adopted in Rule 6M-8.201, F.A.C. or a *certificate of eligibility for reenrollment* (Form OEL-VPK 04), adopted in Rule 6M-8.210, F.A.C., for each eligible child whose parent applies for the VPK Program or a reenrollment through the Family Portal.

28. **Limitations on Authority.** COALITION must not impose any requirement on PROVIDER that exceeds the authority provided under parts V and VI of chapter 1002, F.S., or rules adopted pursuant to parts V and VI of chapter 1002, F.S.

V. MONITORING, AUDITING, AND ACCESS

29. **Monitoring**. PROVIDER understands that the provisions of this Contract are required to fulfill its obligation to offer the VPK Program, and that COALITION will monitor PROVIDER for compliance with the requirements of offering the VPK Program.

30. **Physical Access.** PROVIDER agrees to allow the Division and COALITION staff or sub-contractors immediate access to the facilities and spaces used to offer the VPK Program during normal business hours.

31. **Records Access.** PROVIDER agrees to allow COALITION staff or sub-contractors and the Division to inspect and copy records pertaining to the VPK Program during normal business hours and upon request by COALITION or the Division. Records shall be provided within seventy-two (72) hours.

VI. MAINTENANCE OF RECORDS, DATA, AND CONFIDENTIALITY

32. **Record Confidentiality.** PROVIDER agrees to protect the confidentiality of child and family records. Information associated with the VPK Program will only be made available in accordance with the restrictions of s. 1002.72, F.S. For the purposes of records of children enrolled in the VPK Program, this Contract is considered an interagency agreement for the purpose of implementing the VPK Program as described in s. 1002.72(3)(a), F.S. Accordingly, to the extent that PROVIDER receives VPK records in order to carry out its official functions, PROVIDER must maintain and protect the data as required in s. 1002.72, F.S., and in accordance with paragraphs 33 and 34 below. Individuals and organizations eligible to receive records include PROVIDER, the parent, COALITION, the Division, and other entities identified in s. 1002.72, F.S.

33. **Record Maintenance.** PROVIDER agrees to maintain records, including enrollment and attendance records, for children funded by the VPK Program; records of each VPK child, VPK

instructor, substitute instructor, or VPK director; and other fiscal records for audit purposes for a period of five (5) years from the date of the last payment for that fiscal year or until the resolution of any audit findings or any litigation related to this Contract, whichever occurs last. PROVIDER may maintain records in an electronic medium and, if PROVIDER does so, then PROVIDER must back up records on a regular basis to safeguard against loss.

34. **Record Transfer on Termination.** In the event that PROVIDER permanently ceases to offer the VPK Program before the conclusion of the retention period for VPK records as described in Paragraph 33, whether as a result of unilateral or mutual termination of PROVIDER's eligibility to offer the VPK Program or as a result of PROVIDER ceasing to do business, PROVIDER must transfer all VPK records required to be maintained under Paragraph 33 to COALITION no later than the close of business on the day PROVIDER ceases to offer the VPK Program. Failure to remit all VPK records required to be maintained will result in COALITION withholding final payment until the requirements of this paragraph are met.

VII. COMPENSATION AND FUNDING

35. **Notification of Enrollment.** PROVIDER agrees that it will not receive payment until PROVIDER has entered the certificate of eligibility number into the Provider Portal and COALITION has in turn approved the enrollment of the child through the Provider Portal.

36. **Attendance Documentation.** PROVIDER agrees to document the daily attendance, to certify the monthly attendance, and to certify the annual cumulative attendance of each child admitted to PROVIDER's VPK Program class(es) in accordance with rules of the Division. PROVIDER agrees that, after the annual cumulative attendance has been certified, the certified annual cumulative attendance may not be disputed for payment purposes.

37. **Parent Attendance Certification.** PROVIDER agrees to require that the parent of each child in the VPK Program verify, each month, the child's attendance on the prior month's certified child attendance, in accordance with the requirements of s. 1002.71(6)(b)2., F.S. PROVIDER agrees to maintain the Child Attendance and Parental Choice Certificates (Forms OEL-VPK 03L or OEL-VPK 03S) adopted in Rule 6M-8.305 F.A.C., which have been signed each month by a parent for each child admitted into PROVIDER's VPK Program class(es).

38. **Direct Deposit.** PROVIDER agrees to provide information necessary to facilitate direct deposit in order to receive VPK reimbursement for services rendered. PROVIDER agrees to provide alternative reimbursement arrangements if PROVIDER chooses to opt out of direct deposit, however, the reimbursement may be delayed up to twenty-one (21) calendar days should PROVIDER choose to opt out.

39. **Payment Rate.** PROVIDER understands that payments for each child may not exceed the amount of funding for one (1) full-time equivalent (FTE) student-as established by the Florida Legislature, except for extreme hardship reenrollment circumstances described in Rule 6M-8.210, F.A.C. The amount of funding for one (1) FTE student is calculated by multiplying the base student allocation provided in the General Appropriations Act by the county's district cost differential. The formula for FTE calculation is subject to revision by the Legislature during the course of the program year. In the event that a change of ownership or transfer of a VPK Program has occurred and payment, including advance payment, has been made, the succeeding VPK provider must not receive funding, that, combined with the funds already dispersed to the preceding VPK provider(s), would exceed the funding for one (1) full-time (FTE) for each child enrolled.

40. **Differential Payment.** PROVIDER understands that, subject to appropriation by the Legislature, PROVIDER may receive a differential payment based on the PROVIDER's performance designation in accordance with s. 1002.68(4)(e), F.S.

41. **Advance Payment Option.** PROVIDER understands that PROVIDER will receive monthly payments in accordance with the rules of the Division of Early Learning. PROVIDER further understands that PROVIDER may elect to receive monthly advance payments based on the number of children enrolled in PROVIDER's VPK Program class(es) by checking the appropriate box for each program:

School-Year Program

☐ PROVIDER elects to receive monthly advance payments for the school-year program and understands that advance payments will be reconciled and adjusted in accordance with the rules of the Division.

☒ PROVIDER elects **not** to receive monthly advance payments for the school-year program.

or

☐ PROVIDER does not intend to offer the school-year program.

Summer Program

☐ PROVIDER elects to receive monthly advance payments for the summer program and understands that advance payments will be reconciled and adjusted in accordance with the rules of the Division.

☒ PROVIDER elects **not** to receive monthly advance payments for the summer program.

or

☐ PROVIDER does **not** intend to offer the summer program.

42. **Final Payment.** PROVIDER understands that COALITION will not issue a final payment to PROVIDER for the VPK Program year until PROVIDER certifies the annual cumulative attendance of each child enrolled in PROVIDER's VPK Program in accordance with the rules of the Division.

43. **Overpayment**. PROVIDER agrees that, if the end-of-year reconciliation of payments reveals that PROVIDER received payments in excess of the amount owed to PROVIDER, COALITION will offset the overpayment against the final payment owed to PROVIDER for the program year and any future payments issued to PROVIDER for early learning programs. If PROVIDER ceases to offer early learning programs before the overpayment is fully offset, PROVIDER agrees to return the funds it was overpaid. If PROVIDER fails to return the funds

it was overpaid, PROVIDER will be subject to collection efforts.

44. **Attendance Documentation Submission.** PROVIDER agrees to submit monthly attendance certification, in accordance with Rule 6M-8.305, F.A.C., for payment. PROVIDER agrees to submit all required attendance records to COALITION on or before the 3rd business day of each month. If the due date falls on a holiday, PROVIDER agrees to submit all required attendance records to COALITION on the preceding business day. Records submitted late will be processed and paid in the next payment cycle.

45. **Reimbursement Summary Review.** PROVIDER agrees to review the reimbursement summary provided with the monthly reimbursement statement. PROVIDER agrees to report to COALITION any discrepancy, overpayment, or underpayment within sixty (60) calendar days of transmission of the reimbursement summary.

46. **Closures.** PROVIDER agrees that compensation for temporary closures will be handled in accordance with Rule 6M-8.204(5), F.A.C.

47. **Disallowed Costs.** PROVIDER understands that expenditures submitted for reimbursement will be disallowed if PROVIDER does not adhere to the provisions governing the VPK Program as described in paragraph 5. Any disallowed expenditure may be deducted from any future reimbursement. PROVIDER agrees to return to COALITION any funds received as a result of error or overpayment or disallowed cost. If PROVIDER ceases to offer the VPK Program before the payment is fully recovered, PROVIDER agrees to return the funds it was overpaid. If PROVIDER fails to return the funds it was overpaid, PROVIDER will be subject to collection efforts and fraud restitution.

48. **Head Start Agencies.** If PROVIDER is a Head Start Agency, PROVIDER understands that, in accordance with federal law, PROVIDER's Head Start programs must be "in addition to, and not in substitution for, comparable services previously provided without Federal assistance." (42 U.S.C., s. 9835(c))

49. **Title 20 Schools.** If PROVIDER receives federal funds under Title 20, United States Code, ss. 6311-6322, PROVIDER understands that, in accordance with federal law, PROVIDER may use "Federal funds to supplement, [but] not [to] supplant non-Federal funds." (20 U.S.C., s. 6314(a)(3)(B))

VIII. PROVISIONS FOR PROVIDER ACCOUNTABILITY

50. **Performance Metric.** PROVIDER understands that, it is required to adhere to the accountability measures set forth in s. 1002.68, F.S. PROVIDER acknowledges that the calculation of the performance metric will include composite program assessment scores, learning gains, and norm-referenced developmental learning outcomes resulting from the coordinated screening and progress monitoring program.

51. **Provider on Probation.** PROVIDER understands that it is required to adhere to the probation requirements set forth in s. 1002.68, F.S.

IX. FINANCIAL CONSEQUENCES

52. **Financial Consequences.** As a result of PROVIDER's failure to provide the minimum level of services required by this Contract, COALITION must temporarily withhold reimbursement,

disallow all or part of services not in compliance with the terms of this Contract, or terminate the Contract.

X. NONDISCRIMINATION

53. **Discrimination Prohibited.** PROVIDER agrees to comply with the antidiscrimination requirements of 42 U.S.C. s. 2000d, regardless of whether PROVIDER receives federal financial assistance. PROVIDER agrees not to discriminate against a parent or child, including the refusal to admit a child for enrollment in the VPK Program, in violation of the antidiscrimination requirements.

XI. TERMINATION AND NONCOMPLIANCE

54. **Noncompliance Determination and Corrective Action Notice.** If COALITION determines PROVIDER has failed to comply with the provisions governing the VPK Program as described in paragraph 5 or the requirements of this Contract, and COALITION concludes that corrective action will resolve the failure to comply, COALITION must notify PROVIDER in writing. ("Corrective action" means implementation of specific action(s) designed to correct the failure to meet a specific requirement.) The notice must: (i) identify the specific requirement(s) that PROVIDER failed to meet; (ii) describe how PROVIDER failed to meet each requirement; (iii) provide a detailed description of any required corrective action, (iv) set a deadline for completion of the corrective action; and (v) state that PROVIDER may request a review of the determination as described in paragraph 61. Upon determining that PROVIDER has completed the corrective action, COALITION must notify PROVIDER in writing. If PROVIDER has not satisfactorily implemented its corrective actions by the end of this Contract, PROVIDER will still be held accountable for implementing the remainder of the corrective actions if PROVIDER remains eligible to deliver the VPK Program and executes a new contract with COALITION.

55. **Termination for Cause.**

a. Basis of Termination for Cause. PROVIDER agrees that COALITION has the right to terminate this Contract for cause at any time. The following are grounds for termination for cause: (a) action, or lack of action, which threatens the health, safety, or welfare of children; or cited for a Class I violation by the Department of Children and Families or local licensing agency as applicable; (b) the material failure to comply with one or more of the terms of this Contract, including failure to verify all new hires work authorization status using E-Verify system as described in paragraph 7, and failure to implement corrective action; (c) the refusal to accept any notice described under this Contract which COALITION is required to send to PROVIDER; or (d) reasonable or probable cause for COALITION to suspect that fraud has been committed by PROVIDER as described in paragraph 60.

b. Notice of Termination for Cause. In order to terminate PROVIDER for cause, COALITION must send a written notice of termination for cause to PROVIDER. Such notice must be sent, with proof of delivery, at least five (5) business days before termination. The notice must state the date of, and the specific basis for, termination. Finally, the notice must state that PROVIDER may request a review of the determination as described in paragraph 61. Notwithstanding PROVIDER's refusal of delivery of the notice, this Contract will be terminated on the date identified in the notice. COALITION must document any refusal of delivery.

56. **Emergency Termination.** COALITION must immediately terminate this Contract on an emergency basis upon a notification by the Department of Children and Families (DCF) or local licensing agency or accreditation body of actions or inactions of PROVIDER that pose an immediate and serious danger to the health, safety, or welfare of children. COALITION will terminate this Contract on an emergency basis by sending PROVIDER written notice of emergency termination at least twenty-four (24) hours prior to termination. The written notice must specifically state the basis of COALITION's emergency termination. Finally, the notice must state that PROVIDER may request a review of the determination as described in paragraph 61.

57. **Revocation of Eligibility.**

a. In accordance with sections 1002.55(6), 1002.61(10), or 1002.63(9), F.S., if PROVIDER's Contract is terminated under paragraphs 55 or 56, COALITION may revoke PROVIDER's eligibility to deliver the VPK Program and SCHOOL DISTRICT may revoke a public school's eligibility to deliver the VPK Program. When revoking a PROVIDER'S eligibility, COALITION or SCHOOL DISTRICT must adhere to requirements provided in Rule 6M-8.702, F.A.C. COALITION or SCHOOL DISTRICT shall provide notice of its intent to revoke PROVIDER'S eligibility at the same time that it provides written notice of intent to terminate the contract to PROVIDER. For multi-site providers, such as corporate chains or school districts, VPK Program ineligibility is per site and may not apply to all locations unless specifically determined otherwise by COALITION.

b. PROVIDER agrees that in the event that this Contract is terminated under the provisions of paragraphs 55 or 56, and PROVIDER's eligibility is not revoked under paragraph 57 part a., the parties may not enter into another contract for VPK services for the remainder of the contract term of this Contract.

58. **Termination of Contract by Provider.** PROVIDER and COALITION may agree to terminate this Contract by mutual consent or PROVIDER may unilaterally terminate this Contract at will. Written notice of termination must be given at least thirty (30) calendar days before the termination date in order for COALITION to make alternative arrangements for uninterrupted services for children served under this Contract. If sufficient notice of termination is not provided, COALITION may refuse to issue the final reimbursement payment to PROVIDER. If PROVIDER unilaterally terminates this Contract during the pendency of an inquiry due to suspected noncompliance with part V or part VI of Chapter 1002, of the Florida Statutes or Chapter 6M-8, F.A.C., COALITION may revoke PROVIDER'S eligibility in accordance with Rule 6M-8.702, F.A.C., if the noncompliance is upheld by the early learning coalition review hearing committee for a period of at least two (2) years but no more than five (5) years.

59. **Legislative Appropriation.** Any obligation for payment under this Contract is contingent upon an appropriation by the Florida Legislature. If funds required to finance this Contract are unavailable, COALITION must terminate this Contract after providing written notice, with proof of delivery, at least twenty-four (24) hours before termination of this Contract. In the event of termination of this Contract under this paragraph, PROVIDER must be paid for the documented VPK hours completed prior to termination of this Contract.

60. **Fraud.**

a. Suspension or Termination for Suspected Fraud. In accordance with s. 1002.91(4), F.S., COALITION may suspend or terminate PROVIDER from participation in the VPK Program

when it has reasonable cause to believe that PROVIDER has committed fraud. PROVIDER may request a review of COALITION's determination to suspend PROVIDER as described in paragraph 61. This review shall be limited to a determination of whether COALITION has reasonable belief that fraud occurred. If suspended, PROVIDER shall remain suspended until the completion of any investigation by the Division, or any other state or federal agency, and any subsequent prosecution or other legal proceeding.

b. Termination for Fraud. In accordance with s. 1002.91(5), F.S., if PROVIDER, or an owner, officer, or board director thereof, is convicted of, found guilty of, or pleads guilty or nolo contendere to, regardless of adjudication, public assistance fraud pursuant to s. 414.39, F.S., or is acting as the beneficial owner for someone who has been convicted of, found guilty of, or pleads guilty or nolo contendere to, regardless of adjudication, public assistance fraud pursuant to s. 414.39, F.S., COALITION shall refrain from contracting with, or using the services of, PROVIDER for a period of five (5) years. In addition, COALITION shall refrain from contracting with, or using the services of, any provider that shares an officer or director with a provider that is convicted of, found guilty of, or pleads guilty or nolo contendere to, regardless of adjudication, public assistance fraud pursuant to s. 414.39, F.S., for a period of five (5) years.

c. Termination for National Disqualification. In accordance with s. 1002.91(7), F.S., if PROVIDER is placed on the United States Department of Agriculture National Disqualified List, COALITION must terminate this Contract for cause. In addition, if PROVIDER shares an officer or board director with a provider that is on the United States Department of Agriculture National Disqualified List, COALITION must terminate this Contract for cause.

61. **Due Process Procedures.** PROVIDER may request a review of determinations made by COALITION under this Contract. Reviews will be conducted in accordance with Exhibit 2, Due Process Procedures. While a request for a review is being examined, PROVIDER is not required to implement corrective action. In accordance with s. 1002.73(1), PROVIDER may not offer any VPK Program services while a request for a review regarding termination of PROVIDER's VPK Provider Contract is being examined.

62. **Severability of Provider Location.** If PROVIDER has executed this Contract on behalf of multiple locations and one or more of the locations is terminated pursuant to Section XI of this Contract, then in lieu of re-executing a new contract for the remaining locations, COALITION may modify Exhibit 1 to indicate which locations previously part of this Contract have been removed. This information must be provided in the Provider Portal. This Contract will remain in force and effect as to all locations in Exhibit 1 that are not modified.

63. **Litigation and Venue.** In the event that PROVIDER believes that this Contract has been inappropriately terminated, or in the event of a breach of this Contract, any available remedies may be pursued in a court of competent jurisdiction. COALITION and PROVIDER agree that any litigation related to this Contract that is brought by COALITION or PROVIDER will be brought in a county within COALITION's geographical service area.

XII. NOTIFICATION

64. **Information Change Notification**. PROVIDER agrees that it will comply with each of the following notification requirements:

a. Provide notice to COALITION of class transfers of children at the same provider

location within fourteen (14) calendar days;

b. Provide notice to COALITION of changes to information provided on Forms OEL-VPK 10, OEL-VPK 11A, and OEL-VPK 11B within fourteen (14) calendar days after the information changes, in accordance with Rule 6M-8.300, F.A.C.;

c. Provide notice of temporary closure in accordance with the requirements of Rule 6M-8.204, F.A.C.;

d. Provide notice and documentation specifying reasons for dismissal of children within fourteen (14) calendar days.

e. Providing notice to COALITION of a request for an additional program assessment in accordance with Rule 6M-8.621, F.A.C. PROVIDER acknowledges additional assessments are at PROVIDER's expense. The cost of the additional program assessment charged by COALITION is: $425.00.

65. **Child Care Resource & Referral (CCR&R) Participation.** PROVIDER agrees to provide program and business information annually for inclusion in the Child Care Resource and Referral (CCR&R) Network and is responsible for ensuring that COALITION has up-to-date business and contact (including emergency contact) information. This information must be provided in the Provider Portal.

66. **Unusual Incident Notification.** PROVIDER agrees to report unusual incidents to COALITION by no later than the close of business on the next business day of the unusual incident and to submit a written report to COALITION within three (3) business days from the date of the incident. For licensed providers, sending a copy of the incident report submitted for DCF to COALITION will constitute compliance with this paragraph. An unusual incident is any significant event involving the health and safety of children under PROVIDER's care. Examples of unusual incidents include: accusations of abuse or neglect against PROVIDER or PROVIDER's staff; the injury of a child which requires professional medical attention at PROVIDER's site or written notification from the child's parent that the child received professional medical attention; and when PROVIDER receives notice of litigation where PROVIDER is a named party or defendant that relates to PROVIDER's operation of VPK services.

67. **Notification of Disqualification or Public Assistance Fraud.**

a. PROVIDER must notify COALITION within five (5) calendar days if PROVIDER is placed on the United States Department of Agriculture National Disqualified List, or if PROVIDER shares an officer or board director with a provider that is on the United States Department of Agriculture National Disqualified List.

b. PROVIDER must notify COALITION within five (5) calendar days if PROVIDER, or an owner, officer, or board director thereof, is convicted of, found guilty of, or pleads guilty or nolo contendere to, regardless of adjudication, public assistance fraud pursuant to s. 414.39, F.S., or is acting as the beneficial owner for someone who has been convicted of, found guilty of, or pleads guilty or nolo contendere to, regardless of adjudication, public assistance fraud pursuant to s. 414.39, F.S.

XIII. INDEMNIFICATION

68. **Indemnification.** PROVIDER will be fully liable for and indemnify, defend, and hold harmless COALITION, Division, and all of their officers, directors, agents, contractors, subcontractors, and employees from and against any and all third-party claims, suits, actions, damages,

judgments, and costs that arise whether in law or in equity, from any of the PROVIDER's agents, subcontractors, or employees' acts, actions, neglect, or omission during the performance or operations under this Contract or any subsequent modification thereof. This includes attorney's fees and costs. This indemnification holds whether liability is direct or indirect and whether damage is to any person or real or personal tangible or intangible property. If PROVIDER is a state agency or a subdivision thereof, as defined in s. 768.28(2), this paragraph is limited to the extent permitted by s. 768.28, F.S.

XIV. SEVERABILITY

69. **Severability.** If any provision of this Contract is held to be unenforceable by a court of competent jurisdiction, the remaining terms and conditions remain in full force and effect.

XV. AMENDMENTS

70. **Only Authorized Amendments.** Only authorized attachments, amendments, or supplements to this Contract are authorized or permitted including those specifically incorporated by reference in this form, such as Exhibit 1, Provider Location List; Exhibit 2, Due Process Procedures; Form DEL-VPK 20A, Amendment to Statewide Voluntary Prekindergarten Provider Contract; and Form DEL-VPK 20PP or Form DEL-VPK 20PS, as described in paragraph 7.

XVI. EXECUTION OF CONTRACT

In accordance with ss. 1002.55(3)(i), 1002.61(3)(b), and 1002.63(3)(b), F.S., PROVIDER has caused this Contract to be executed as of the date set forth in Paragraph 1. By signing below, PROVIDER hereby certifies that PROVIDER has read and understood this Contract. PROVIDER certifies that all information provided is true and correct and agrees that noncompliance with the requirements of the VPK Program, which include the requirements of this Contract, and all Exhibits and authorized attachments, will result in corrective action, withholding of funds, or termination of this Contract at the discretion of COALITION, in accordance with Section XI.

Warranty of Authority. Each person signing this Contract warrants that he or she is duly authorized to do so and to bind the respective party to the Contract.

Lisa Koburger	Lisa Koburger
Signature of President/Vice President/ Secretary/Officer/Owner/Principal/Other Authorized Representative	**Print Name**
☒ By Electronic Signature	
VPK/PreK Coordination	6/13/2025 10:03:39 AM
Title	**Date**

Provider's Additional Signatory (If required by the Provider)	**Print Name**
☐ By Electronic Signature	
Title	**Date**

Provider's Additional Signatory (If required by the Provider)	**Print Name**
☐ By Electronic Signature	
Title	**Date**

COALITION has caused this Contract to be executed as of the date set forth in Paragraph 1.

Brittney Spangler	Brittney Spangler
Signature of Authorized Coalition Representative	**Print Name**
☒ By Electronic Signature	
AVP of Programs	6/17/2025 2:06:20 PM
Title	**Date**

** Electronic signature: By providing this electronic signature, I attest that I understand that electronic signatures are legally binding and have the same meaning as handwritten signatures. I confirm that internal controls have been maintained, and that policies and procedures were properly followed to ensure the authenticity of the electronic signature.*

STATE OF FLORIDA
STATEWIDE VOLUNTARY PREKINDERGARTEN
PROVIDER CONTRACT
FORM DEL-VPK 20

Exhibit 1: Provider Location List

Provider Legal Name: Baker County School Board
(doing business as) Baker County Pre-K/Kindergarten Center -L

If PROVIDER is executing this Contract on behalf of one physical location, mark this Exhibit "Not Applicable" in the box below.

[X] **Not Applicable**

If PROVIDER is a school district executing a single Contract on behalf of multiple public school VPK providers or if PROVIDER is executing a single Contract on behalf of multiple private VPK sites within COALITION's service area, PROVIDER must complete a Provider Location List in a table format with the following rows:

- Location Number (optional)
- Location Legal Name
- Doing Business As Name (if applicable)
- Physical Address
- Employer Identification Number (EIN)
- School Year (Y/N)
- Summer (Y/N)
- Official Use Only (for coalition use)
- Composite Program Assessment Score

Exhibit 2: Due Process Procedures

Provider Legal Name: **Baker County School Board**

1. Purpose of Exhibit. Early learning coalitions are responsible for the local implementation of early learning programs funded with state and federal funds, such as the School Readiness Program and Voluntary Prekindergarten Education Program. Providers of such early learning programs may request a review of determinations made by an early learning coalition in accordance with the due process procedures described below.

2. Request for Review Hearing. If a provider disputes any action taken by the coalition pursuant to the terms of the Statewide Voluntary Prekindergarten Provider Contract, the provider may request a review hearing in writing by sending it to the contact person listed in the coalition's action. A review hearing is a "meeting" for the purposes of the Sunshine Law (s. 268.011, F.S.)
and is subject to public notice. During a review hearing, the provider will have a reasonable opportunity to address coalition staff or sub-contractor staff regarding the coalition's action and to present supporting evidence before a Review Hearing Committee.
The provider may have an attorney present at the review hearing to represent or advise the provider.

a. Content of Request for Review Hearing. The request for review hearing must state: the name and contact information of an individual authorized to provide information and binding responses on behalf of provider; the specific action by the coalition that the provider disputes, the specific reasons for the provider's belief; and whether the provider will be represented by an attorney or another individual during the review hearing.

b. Request Time. The provider's request for a review hearing must be submitted in writing to the coalition within five (5) business days of receipt of notice of the determination which the provider believes to be incorrect.

c. Supporting Documentation. The provider must send copies of any written documentation supporting the claims of the provider. Examples of relevant documentation may include, but are not limited to, attendance documentation, notarized attestations from parents, documentation from licensing or accrediting bodies, documents demonstrating dates of information submission, and a proposed corrective action plan.

3. Implementation of Review. If the coalition receives a request for review hearing from the provider, the coalition must address the request by taking the following steps.

a. Assignment of Review Hearing Committee. Within three (3) business days of receipt of a request for review hearing, the coalition must assign a Review Hearing Committee to complete the review. The Review Hearing Committee must be composed of at least three (3) but no more than five (5) members of the Coalition Board. The Chair of the coalition's board shall appoint the Review Hearing Committee and shall name the chair of the committee. At least one of the members must be a mandatory member as set forth in section 1002.83(4) and at least one other member shall be one of the provider representative members. If all attempts have been made by the coalition to schedule among the selected Review Hearing Committee members potential dates for the hearing and neither provider representative from the coalition board is available, then the requirement for a provider representative will be waived for this hearing and the minutes of the Review Hearing Committee will document that the coalition made every attempt

to have a provider representative member included but was unable to do so for this hearing.

b. Response to Request for Review Hearing. Within five (5) business days of receipt of the request for review hearing, the coalition must respond to the provider in writing, return receipt requested. The notice must include at least three (3) proposed dates and times for the review hearing which must be within forty-five (45) days of the date of receipt of the request for review hearing. The notice must also state that the review hearing may be conducted in person at a location designated by the coalition or via any method of telecommunications, as long as the public is given reasonable access to observe and, when appropriate, participate. Finally, the notice must state whether or not all of the coalition staff or sub-contractor staff whom the provider wishes to have present during the hearing will be made available. If any individual who the provider requested to have present is not available, the coalition must make available an individual who is qualified to address the subjects the provider wished the individual to address.

c. Date and Location Selection. Within five (5) business days of receipt of the response to a request for review hearing, the provider must inform the coalition of the date and time which it selects for the review hearing and whether the provider will attend the meeting in person or via a method of telecommunication. Within five (5) business days of receipt of the response to a request for review hearing, if the provider is unable to attend any of the proposed dates and times for the review hearing, the provider must submit written notice which states the specific reasons that provider is unable to attend and must contact the coalition to select a mutually agreed upon date for the review hearing. If the provider does not inform the coalition of the date and time within the required time period, then the process is considered complete and the request is denied.

d. Conducting the Review Hearing. The Review Hearing Committee must assess the claim(s) the provider made in its request for review by examining all information and documentation submitted by the provider. The provider must be given a reasonable opportunity to question coalition staff or sub-contractor staff regarding the determinations of the coalition and to present evidence before the Review Hearing Committee. The coalition will also be provided a reasonable opportunity to submit evidence to rebut any claims made by the provider.

e. Notice of Review Hearing Committee Decision. Following completion of the presentation by the provider and the coalition, the Review Hearing Committee will vote regarding each of the provider's claims. The decision of the Review Hearing Committee is final. In its deliberations, the Review Hearing Committee must determine:

i. If the determination made by the coalition was correct, in whole or in part, or incorrect.

ii. If no part of the determination made by the coalition was correct, then the provider is not required to take further action.

iii. If any part of the determination made by the coalition is correct, the Committee must identify the portion(s) determined to be correct and, as applicable, decide:

A. If corrective action is necessary, that the provider must take corrective action in regard to the part(s) which the Review Hearing Committee determines to be correct; and the revised deadlines for completion of the corrective action(s); or

B. If the provider's eligibility to offer the Voluntary Prekindergarten Education Program will be terminated, the date of termination.

f. Notice of Review Hearing Conclusion. The Chair of the Review Hearing Committee must ensure a written notice of the review hearing conclusion is prepared. The written notice must state the outcome of the Review Hearing Committee's vote regarding each of the provider's claims. In addition, the notice must specifically state the reasons supporting the Review Hearing Committee's conclusions. The dates for either corrective action to be completed, or termination of eligibility to offer the Voluntary Prekindergarten Education Program must be included in the notice. The Chair of the Review Hearing Committee must approve the notice and ensure it is made public within ten (10) business days of the conclusion of the review hearing.

STATE OF FLORIDA
STATEWIDE VOLUNTARY PREKINDERGARTEN
PROVIDER CONTRACT
PUBLIC SCHOOL ATTACHMENT FORM DEL-VPK 20PS

I. PARTIES AND TERMS OF CONTRACT ATTACHMENT

1. **Parties.** This document is executed as an Attachment to the Contract made and entered into the 1st day of July, 2025, by and between the Early Learning Coalition of North Florida/Episcopal Children's Services (herein referred to as "COALITION"), and Baker County School Board (herein referred to as "PROVIDER"), with its principal offices located at 362 South Blvd E Macclenny, FL 32063.

2. **Provider Type.** This Attachment is designed for use by public school districts and/or public schools. If a VPK site under this Contract is a charter school, COALITION must confirm that the VPK Program is in its charter before use of this Attachment.

II. PUBLIC SCHOOLS

3. **Monitoring Assurance.** The school district understands that the provisions of this Contract are required to fulfill its obligation to offer the VPK Program at public schools, and that COALITION will monitor public schools for compliance with the requirements of offering the VPK Program, in accordance with sections 1002.61(10) and 1002.63(9), F.S.

4. **Summer Funding.** Each school district's funding for the summer program shall be modified from the terms of Paragraph 2 of the Contract (Form DEL-VPK 20) in accordance with s. 1002.71(3)(d), F.S.

5. **Transportation funding.** A student enrolled in the VPK Program may not be reported under s. 1011.68, F.S., for student transportation funds.

6. **School District Authorization.** An authorized school district representative must be a signatory of this Contract.

AGENDA ITEM NO. 8.6

Item Cover Page

SCHOOL BOARD MEETING (OPEN TO THE PUBLIC) AGENDA ITEM REPORT

DATE:	July 28, 2025
SUBMITTED BY:	Bonnie Jones - (259-0405)
ITEM TYPE:	Contract
AGENDA SECTION:	**APPROVAL OF ROUTINE ITEMS**
SUBJECT:	Approval of the 2025-2026 State of Florida Statewide School Readiness Provider Contract.

ATTACHMENTS:
07.28.2025 Approval of the 25-26 School Readiness Program Contract_B.Jones.pdf

BAKER COUNTY SCHOOL DISTRICT
Committed to Excellence

Baker County PreK/Kindergarten Center
362 South Boulevard
East Macclenny, FL
32063
(904) 259-0405
www.bakerk12.org

Wyatt Milton, Superintendent

Dear Superintendent Milton and BCSD Board Members,

I am seeking school board approval for the 2025-2026 school year School Readiness Program (SR) contract.

Sincerely,

Bonnie Jones

Tiffany McInarnay District 1 | Jack Baker, Jr. District 2 | Clayton Lyons, Jr. District 3 | Mandi Canaday District 4 | Amanda Hodges District 5

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

DISTRICT SCHOOL BOARD MEMBERS

AN EQUAL ACCESS/EQUAL OPPORTUNITY INSTITUTION

STATE OF FLORIDA
STATEWIDE SCHOOL READINESS PROVIDER CONTRACT
FORM DEL-SR 20

I. PARTIES AND TERMS OF CONTRACT

1. **Parties.** This Contract is made and entered into this 1st day of July, 20 25, by and between the Early Learning Coalition of North Florida/Episcopal Children's Services (herein referred to as "COALITION"), and Baker County School Board doing business as (if applicable), Baker County Pre-K/Kindergarten Center -L (herein referred to as "PROVIDER"), with its principal offices located at 362 South Blvd E Macclenny, FL 32063 and its provider physical site address (if the single site provider physical site address is different from principal office address) located at 362 SOUTH BLVD E MACCLENNY, FL 32063-2540.

a. **Multiple Public School Locations.** If PROVIDER is a school district executing a single Contract on behalf of multiple public school School Readiness (SR) Program PROVIDERS, a list of their names and their physical addresses are included in Exhibit 1: PROVIDER Location List. Thereafter, PROVIDER must include each location listed in Exhibit 1.

b. **Multiple Private Locations.** If PROVIDER is executing a single Contract on behalf of multiple private SR PROVIDER sites within COALITION'S service area, a list of their names and their physical addresses are included in Exhibit 1: PROVIDER Location List. Thereafter, PROVIDER must include each location listed in Exhibit 1.

c. **Identification Number.** Insert PROVIDER's ☒ EIN or ☐ SSN here:

596000509.

PROVIDER's EIN (Employer Identification Number) or SSN (Social Security Number) is requested in accordance with ss. 119.071(5)(a)2. and 119.092, F.S., for use in the records and data systems of the Division of Early Learning and COALITION. Submission of PROVIDER's EIN or SSN is mandatory. PROVIDER's EIN or SSN will be used for processing payments to PROVIDER as an SR PROVIDER, for reporting those payments for federal tax purposes, and for routine identification. If PROVIDER completes Exhibit 1 listing multiple locations with multiple EIN numbers, this paragraph may be left blank.

2. **Purpose.** This Contract is designed to inform PROVIDER of the requirements of participation in the SR Program. Payment is not conveyed to PROVIDER through this Contract. Instead, PROVIDER must agree to comply with the terms and conditions of this Contract to be eligible to participate in the SR Program. This Contract is to engage an eligible PROVIDER to provide SR services to eligible SR children. PROVIDER will receive payment based on Legislative appropriations and the Division's Child Attendance and PROVIDER Reimbursement (Rule 6M-4.500, Florida Administrative Code (F.A.C.)), and Reimbursement During Emergency Closures (Rule 6M-4.501, F.A.C.) rules.

3. **Term.** This Contract begins on July 1st of the fiscal year (2025 - 2026) or on the date on

which the Contract is signed and dated by the last party required to sign the Contract, whichever occurs last, and the Contract ends on June 30th of the fiscal year 2025 - 2026 .

4. **Payment Limitations.** PROVIDER will neither receive nor be entitled to payment for SR Program services performed before this Contract is fully executed by both parties or after expiration of the Contract.

5. **Applicable Law.** PROVIDER and COALITION agree that the following, including any revisions made after the execution of this Contract, are the provisions governing the SR Program and that PROVIDER and COALITION will be bound by the same:

- 42 U.S.C. § 9858, et seq.;
- 45 C.F.R. Part 98;
- 45 C.F.R. Part 99;
- Chapter 1002, Florida Statutes, Part VI;
- Chapter 6M-4, Florida Administrative Code; and
- Chapter 6M-9, Florida Administrative Code.

6. **Not Transferrable.** This Contract is not transferrable or assignable to another entity. A change in ownership requires execution of a new contract. In the event of a change of ownership, sale, sale of assets, conveyance of ownership, or other transfer of ownership interest, PROVIDER must notify the COALITION no later than thirty (30) calendar days prior to the transfer of ownership.

II. PROVIDER ELIGIBILITY

7. General Eligibility

a. **PROVIDER Type.** To be eligible to deliver the School Readiness Program, PROVIDER must be one of the PROVIDER types identified in section (s.) 1002.88(1)(a), F.S., and listed below.

Check the box to indicate PROVIDER's type:

[X] A child care facility licensed under s. 402.305, F.S. (Form DEL-SR 20L is hereby incorporated by reference and must be completed as an authorized attachment to this Contract.)

[ ] A family day care home licensed or registered under s. 402.313, F.S., that provides in-home care for eligible children from only one family, per 45 CFR 98.16(i)(2), who are: PROVIDER's grandchild, great grandchild, niece, nephew, or sibling (if PROVIDER lives in a separate residence from PROVIDER's sibling). PROVIDER must not provide in-home care for PROVIDER's own children. (Form DEL-SR 20L is hereby incorporated by reference and must be completed as an authorized attachment to this Contract.)

[ ] A large family child care home licensed under s. 402.3131, F.S., that provides in-home care for eligible children from only one family, per 45 CFR 98.16(i)(2), who are: PROVIDER's grandchild, great grandchild, niece, nephew, or sibling (if PROVIDER lives in a separate residence from PROVIDER's sibling). PROVIDER must not provide in-home care for PROVIDER's own children. (Form DEL-SR 20L is hereby

incorporated by reference and must be completed as an authorized attachment to this Contract.)

☐ A public school or nonpublic school exempt from licensure under s. 402.3025, F.S. (Form DEL-SR 20LE is hereby incorporated by reference and must be completed as an authorized attachment to this Contract.)

☐ A faith-based child care PROVIDER exempt from licensure under s. 402.316, F.S. (Form DEL-SR 20LE is hereby incorporated by reference and must be completed as an authorized attachment to this Contract.)

☐ A before-school or after-school program described in s. 402.305(1)(c), F.S.

☐ For a licensed before-school or after-school program described in s. 402.305(1)(c), F.S., Form DEL-SR 20L must be completed as an authorized attachment to this Contract.

☐ For a license exempt before-school or after-school program described in s. 402.305(1)(c), F.S., Form DEL-SR 20LE must be completed as an authorized attachment to this Contract.

☐ An informal child care PROVIDER to the extent authorized in the state's Child Care and Development Fund Plan approved by the United States Department of Health and Human Services pursuant to 45 C.F.R. s. 98.18. (Form DEL-SR 20FFN is hereby incorporated by reference and must be completed as an authorized attachment to this Contract.)

☐ A child development program operated and certified by the Department of Defense that is accredited by a national accrediting body and operates on a military installation.

b. Eligibility pursuant to s. 1002.91(5), F.S. PROVIDER represents that PROVIDER, or an owner, officer, or board director thereof, has not been convicted of, found guilty of, or pled guilty or nolo contendere to, regardless of adjudication, public assistance fraud pursuant to s. 414.39, F.S., within the last five (5) years and is not acting as the beneficial owner for someone who has been convicted of, found guilty of, or pled guilty or nolo contendere to, regardless of adjudication, public assistance fraud pursuant to s. 414.39, F.S.

c. Eligibility pursuant to s. 1002.91(7), F.S. PROVIDER represents that PROVIDER is not on the United States Department of Agriculture National Disqualified List nor does PROVIDER share an officer or board director with a PROVIDER that is on the United States Department of Agriculture National Disqualified List.

d. Eligibility pursuant to the successful completion of terms of existing Quality Improvement Plan, corrective action plan or probation. PROVIDER represents that PROVIDER agrees to successfully complete previous Quality Improvement Plan, corrective action, or terms of probation due to noncompliance determinations from a prior Contract, as applicable, for the duration of this Contract. PROVIDER also represents that currently PROVIDER, or an owner, officer, or board director thereof, has not had its eligibility to provide School Readiness services revoked. For multi-site PROVIDERS, such as corporate chains or school districts, eligibility revocation is per site and not all

locations unless specifically determined otherwise by COALITION pursuant to criteria referenced in paragraph 71 of this Contract.

e. Eligibility pursuant to ss. 1002.82(2)(i) and 1002.88(1), F.S. PROVIDER represents that PROVIDER must have a pre-contractual inspection conducted by the Department of Children and Families or, as applicable, the local licensing agency, or United States Department of Defense to ensure compliance with health and safety standards and checklist(s) established pursuant to Rule 6M-4.620, F.A.C., to be eligible to deliver the School Readiness Program.

f. Eligibility pursuant to ss. 1002.82(2)(n) F.S. PROVIDER acknowledges that PROVIDER must have a program assessment score that meets the contract minimum threshold or be implementing a current Quality Improvement Plan in accordance with Rule~~s~~ 6M-4.740 F.A.C.

PROVIDER's composite program assessment score: 5.20 If PROVIDER has multiple sites, the program assessment score for each site is listed in Exhibit 1.

COALITION has determined PROVIDER is exempt from the program assessment requirement pursuant to Rule 6M-4.740, F.A.C. If PROVIDER has multiple sites, the exemption for each site is listed in Exhibit 1.

☐ Yes ☒ No

PROVIDER waives the PROVIDER's exemption and agrees to comply with the requirements of Rule 6M-4.740, F.A.C. If PROVIDER has multiple sites, the waived exemption for each site is listed in Exhibit 1.

☐ Yes ☐ No ☒ N/A

g. Eligibility pursuant to s. 448.095(2), F.S. PROVIDER acknowledges that PROVIDER must register with and use the E-Verify system to verify the work authorization status of all newly hired employees. PROVIDER represents that it does not employ, contract with, or subcontract with an unauthorized alien, and will provide an affidavit affirming this prior to the effective date of the Contract. PROVIDER further acknowledges that violation of s. 448.09(1), F.S., may result in termination of this Contract.

8. Contracted Slots Eligibility

a. COALITION participates in the Contracted Slots Program.

☐ Yes ☒ No

b. To participate in the Contracted Slots Program, PROVIDER must have no Class I licensing violations and no more than three of the same Class II licensing violations as cited by the Department of Children and Families, local licensing agency, or United States Department of Defense, as applicable, within a two-year period and meet the criteria established in the COALITION's SR Plan, pursuant to Rule 6M-9.115, F.A.C.

c. COALITION has determined that PROVIDER is eligible to participate in the Contracted Slots Program.

☐ Yes ☐ No ☒ N/A

III. PROVIDER RESPONSIBILITIES AND SCOPE OF WORK

9. **Child Enrollment.** PROVIDER agrees to enroll eligible children for the SR Program only with authorization from COALITION, which will be provided in the form of a child care certificate from the single statewide information system. PROVIDER also understands that it will not be reimbursed for services provided to a child beyond the service begin and end date identified by COALITION on the child care certificate, or if the child's eligibility is terminated prior to the end date. As described in s. 1002.87(2), F.S., PROVIDER also agrees to serve children enrolled into its SR Program according to the services and location established by COALITION on the child care certificate indicating authorized hours of care. If PROVIDER has multiple locations, PROVIDER must notify and obtain approval from COALITION prior to changing the location where the child will be served.

10. **Child Care.** PROVIDER agrees to provide child care and to supervise enrolled children at the care level designated by the child care certificate received from COALITION. Pursuant to 45 C.F.R. s. 98.2, child care services is defined as the care given to an eligible child by an eligible child care PROVIDER. PROVIDER will comply with all applicable state and federal laws, regulations, and other standards and requirements in providing child care services under this Contract.

11. **Instruction and Activities.** In accordance with s. 1002.88(1)(b), F.S., PROVIDER agrees to offer instruction and activities to enhance the age-appropriate progress of each child in attaining the child development standards established by the *Florida Early Learning and Developmental Standards: Birth to Kindergarten*, Form OEL-SR 15, adopted by the Division of Early Learning in Rule 6M-4.700, F.A.C.

12. **General Health and Safety.**

a. PROVIDER agrees to provide a healthy and safe environment for children in care pursuant to s. 1002.88(1) F.S., Rule 6M-4.620, F.A.C, and all forms adopted by reference, as applicable, and as verified pursuant to s. 402.311, F.S. Health and Safety requirements are specifically addressed in the administration of the Child Care and Development Fund pursuant to 45 C.F.R. Part 98 and in each provider type attachment.

b. **Supervision**. PROVIDER agrees to provide minimum staff-to-children ratio by PROVIDER type at all times and direct supervision to ensure the health and safety of children in care pursuant to Rule 6M-4.620, F.A.C.

c. **Background Screening**. PROVIDER agrees to background screening for the operator, program personnel, volunteers, and substitutes pursuant to ss. 402.305 and 402.3055, F.S., and Rule 6M-4.620, F.A.C.

13. **Program Assessments and Quality Improvement Plans.**

a. PROVIDER agrees to comply with program assessment requirements defined in Rule 6M-4.740, F.A.C.

b. Quality Improvement Plan. If PROVIDER is required to complete a Quality Improvement Plan during the contract period in accordance with Rule 6M-4.740, F.A.C., PROVIDER agrees to the PROVIDER responsibilities outlined in Exhibit 3 of this Contract. COALITION must notify PROVIDER in writing if it is required to complete a Quality Improvement Plan. The notice must identify the specific requirement(s) that PROVIDER is required to complete and set a deadline for completion of the Quality Improvement Plan. If PROVIDER has multiple sites, the requirement to complete a Quality Improvement Plan is designated in Exhibit 1 of this Contract.

c. COALITION has determined that PROVIDER is required to participate in a Quality Improvement Plan.

☐ Yes ☒ No

d. PROVIDER's program assessment results and Quality Improvement Plans may be shared with other coalitions and REDLANDS CHRISTIAN MIGRANT ASSOCIATION (RCMA) that have an executed and current School Readiness contract with PROVIDER for the purposes of minimizing the administrative burden on the coalitions and RCMA and PROVIDER.

14. **Smoke-Free Environment.** In accordance with Title IV Part C of Public Law 107-110 (No Child Left Behind) and the "Pro-Children Act of 2001," no child care facility shall permit smoking within any indoor facility (or portion of such facility) operated by PROVIDER to provide routine child care or early childhood development services to children. This does not apply to any portion of such facility that is used for a private residence. Individuals in violation are subject to a $1,000 fine, administrative compliance, or both.

15. **Curricula.** In accordance with s. 1002.88(1)(f), F.S., PROVIDER agrees to use the following state-approved curriculum or curricula in the provision of the SR Program: Frog Street Pre-K Summer (4 to K), The Creative Curriculum for Preschool (3 to K) , edition or date: 2013, 6th edition (2016), Cloud edition, Guided Edition . If PROVIDER is using different curricula at different PROVIDER sites listed in Exhibit 1, PROVIDER must complete the column in Exhibit 1 indicating the name of the curriculum or curricula being used at each site. If PROVIDER is offering school-age programs exclusively, PROVIDER may insert "Not Applicable" in the space provided. This requirement is not applicable to licensed providers who only offer before- or after-school programs that include 4 year-olds.

16. **Character Development Program.** In accordance with s. 1002.88(1)(g), F.S., PROVIDER agrees to implement the following character development program to develop basic values, if not included in PROVIDER's curricula: Sanford Harmony character education., edition or date: .

If PROVIDER does not use a professionally published character development program and it is not included in the approved curriculum PROVIDER uses, describe the program here: __.

If PROVIDER is using a different program at different PROVIDER sites listed in Exhibit 1, PROVIDER must complete the column in Exhibit 1 indicating the name of the character development program being used at each site. If PROVIDER is offering school-age programs exclusively, PROVIDER may insert "Not Applicable" in the space provided.

17. **Developmental Screenings.** In accordance with s. 1002.88(1)(i), F.S., and Rule 6M-4.720, F.A.C., Parent/PROVIDER must collaborate with COALITION to complete initial screening for each child, age six (6) weeks to sixty (60) months, within forty-five (45) calendar days after the child's first or subsequent enrollment in the School Readiness Program to identify a child who may need intervention practices. PROVIDER acknowledges that COALITION is responsible for initiating intervention practices in accordance with Rule 6M-4.720, F.A.C. PROVIDER and COALITION acknowledge that, pursuant to s. 1002.84(5), F.S., screening shall not be a requirement of entry into the School Readiness Program and shall be only given with parental consent.

PROVIDER acknowledges that Parent/PROVIDER is responsible for conducting developmental screenings for each child age six (6) weeks to sixty (60) months in accordance with Rule 6M-4.720, F.A.C.

Subsequent Screenings. PROVIDER acknowledges that Parent/PROVIDER is responsible for subsequent screenings. Subsequent screenings will be conducted annually at redetermination in accordance with Rule 6M-4.720, F.A.C.

18. **Prohibited Forms of Discipline.** In accordance with s. 1002.88(1)(j), F.S., PROVIDER agrees to implement minimum standards for child discipline practices that are age-appropriate and consistent with the requirements in s. 402.305(12), F.S. Such standards must provide that children not be subjected to discipline that is severe, humiliating or frightening. The discipline must not be associated with food, rest, or toileting. Spanking or any other form of physical punishment is prohibited. Children may not be denied active play as a consequence of misbehavior.

19. **Child Immunizations and Health Screenings.** In accordance with s. 1002.88(1)(k), F.S., within thirty (30) calendar days of enrolling a child, PROVIDER agrees to obtain and retain information from the parent regarding the child's age-appropriate immunizations, physical development, and other health requirements as indicated on the Student Health Examination, Form DH 3040, and Florida Certification of Immunization, Form Part A-1, B, or C DH 680, or the Religious Exemption from Immunization, Form DH 681.

20. **Program Operation.** In accordance with s. 1002.88(1)(l), F.S., if PROVIDER offers before-school or after-school programs, PROVIDER agrees those programs must meet or exceed the requirements of s. 402.305(5), (6), and (7), F.S. In accordance with s. 1002.88(1)(r), F.S., and as identified in Exhibit 5 of this Contract, PROVIDER agrees to operate on a full-time and part-time basis and provide extended-day and extended-year services to the maximum extent possible without compromising the quality of the program to meet the needs of parents who work.

21. **Workers' Compensation and Reemployment Assistance.** In accordance with s. 1002.88(1)(o), F.S., PROVIDER agrees to obtain and maintain any required workers' compensation insurance under Chapter 440, F.S., and any required reemployment assistance or unemployment compensation coverage under Chapter 443, F.S.

22. **Sign-In/Sign-Out Process.** PROVIDER agrees to maintain daily attendance documentation, including a documented "sign-in/sign-out" process in accordance with Rule 6M-4.500(1)(c), F.A.C., that accurately documents attendance and absences. PROVIDER agrees to retain the attendance documentation in accordance with COALITION's records retention requirement established under s. 1002.84(10), F.S.

23. **Child Absences.** In accordance with s. 1002.87(8), F.S., PROVIDER agrees to notify COALITION in writing if a child enrolled is absent for five (5) consecutive days with no contact from the parent by the close of the fifth (5th) day. In accordance with ss. 1002.81(5) and 1002.87(7), F.S., if the need for care cannot be re-established, then COALITION will notify PROVIDER and the parent that School Readiness funding will be discontinued. The end of eligibility for funded child care services will be fourteen (14) days from the fifth (5th) day that the child was not in attendance with no contact from the parent.

24. **Rilya Wilson Act and At-Risk Children.** PROVIDER agrees to abide by the provisions of the "Rilya Wilson Act" (s. 39.604, F.S.) for each at-risk child under the age of school entry who is enrolled in the School Readiness Program.

25. **Parental Choice.** PROVIDER agrees that the parent has the right to choose the provider of child care services for his/her children. In the event the parent chooses to change to a different SR provider, it is within the parent's rights to do so, except as limited by s. 1002.84(9), F.S., and as described in paragraph 55.c.

26. **Parental Access.** PROVIDER agrees to afford authorized parents unlimited access to their children in SR Programs during normal hours of PROVIDER's operation and whenever the children are in the care of PROVIDER. Access may be subject to appropriate safety procedures.

27. **Single Statewide Information System.** PROVIDER agrees to utilize the single statewide information system as referenced in s. 1002.82(2)(q), F.S., as available, to submit information and updates regarding the SR Program. PROVIDER must register and execute this Contract on the Provider Services Portal found on https://PROVIDERservices.floridaearlylearning.com.

28. **Child Care Resource and Referral.** PROVIDER agrees to participate in the annual update process coordinated by each Child Care Resource and Referral organization as described in Rule 6M-9.300(8), F.A.C.

29. **Direct Deposit.** PROVIDER agrees to provide information necessary to facilitate direct deposit to receive SR reimbursement for services rendered. PROVIDER agrees to provide alternative reimbursement arrangements if PROVIDER chooses to opt out of direct deposit; however, the reimbursement may be delayed up to twenty-one (21) calendar days should the PROVIDER choose to opt out.

30. **Contracted Slots**. If applicable, does PROVIDER, pursuant to paragraph 8, elect to participate in the Contracted Slots Program? By selecting "Yes", PROVIDER agrees to the provider responsibilities outlined in Exhibit 4 of this Contract.

☐ Yes ☒ No

31. **Orientation**. PROVIDER agrees to participate in a SR Program orientation conducted by COALITION prior to the execution of this Contract, if offered by COALITION.

32. **Child Assessment**. If applicable, PROVIDER agrees to conduct child assessments using a reliable assessor, as defined by the child assessment tool, that meet the criteria described in s. 1002.82(2)(k), F.S., at least three (3) times per year and submit valid and reliable data to the single statewide information system. PROVIDER agrees to conduct child assessments in accordance with Rule 6M-4.500(8)(c), F.A.C., using the TS Gold as the assessment tool. If PROVIDER selects to conduct child assessments, PROVIDER understands the requirements of the rule must be met to receive the child assessment differential.

☒ Yes ☐ No

If PROVIDER has multiple sites listed in Exhibit 1, PROVIDER must complete the column in Exhibit 1 indicating if PROVIDER conducts child assessments at each site.

33. Deliverables

Deliverable	Tasks and Activities	Due Date	Payment
1. One month of child care services	Child enrollment activities per the requirements in section III.9.	Monthly	Per the level of service: established by the child care certificate provided to PROVIDER by COALITION; at the rates specified in Exhibit 5: provider Reimbursement Rates; and documented through an approved monthly attendance report
	Instruction and activities per the requirements in section III.11.		
	Health and safety activities per the requirements in section III.12.		
	Use of curriculum per the requirements in section III.15.		
	Character development activities per the requirements in section III.16.		
2. Monthly attendance report	Monthly attendance report submitted by PROVIDER to COALITION per the requirements in section VII.57.	Monthly by the day indicated in section VII.57.	N/A
3. Proof of Developmental Screening	**If applicable:**	Within forty-five (45) days after the child's first or subsequent enrollment in the School Readiness Program	N/A
Applies to providers responsible for developmental screening as indicated in section III.17.	Developmental screenings for each child age six (6) weeks to sixty (60) months per the requirements in section III.17.		
	Subsequent screenings conducted annually at redetermination.	Annually	
	PROVIDER must enter the data into the single statewide information system (SSIS).	In accordance with Rule 6M-4.720, F.A.C.	
	PROVIDER must provide in writing the screening results with concerns for each child to the child's parent.		

IV. COALITION RESPONSIBILITIES

34. **Training and Technical Assistance.** COALITION will notify PROVIDER of the availability of training, technical assistance, and other targeted assistance in support of the provision of quality SR services.

35. **Developmental and Subsequent Screenings.** Applicable if PROVIDER is responsible for developmental screenings and subsequent screenings as indicated in section III, paragraph 17. In the event the single statewide information system is non-operational, COALITION must give notification to PROVIDER of each child that must be screened in accordance with 6M-4.720, F.A.C. COALITION will have staff available to explain screening results if requested by a parent.

36. **Child Eligibility.** COALITION has the responsibility for determining the eligibility of children enrolling in the SR Program. COALITION will issue forms that make up a child care certificate (also known as a payment certificate), as described in s. 1002.82(8)(b) and (c), F.S., to the parent of each eligible child who enrolls in the SR Program.

37. **Limitations on Authority.** COALITION may not impose any requirement on PROVIDER that exceeds the authority provided under Part VI of Chapter 1002, F.S., or rules adopted pursuant to Part VI of Chapter 1002, F.S.; or require PROVIDER to administer a child assessment.

V. MONITORING, AUDITING AND ACCESS

38. **Monitoring.**

a. COALITION will monitor PROVIDER for compliance with this Contract and the provisions governing the SR Program listed in paragraph 5, in accordance with s. 1002.85 (2)(g), F.S. PROVIDER will be monitored in accordance with COALITION's monitoring plan or in response to a parental complaint using the Form DEL-SR 20M, incorporated by Rule 6M-4.630, F.A.C.

b. PROVIDER monitoring results may be shared with other coalitions that have an executed and current School Readiness contract with PROVIDER for the purposes of minimizing the administrative burden on the coalitions and PROVIDER.

39. **Physical Access.** PROVIDER agrees to allow the Division of Early Learning, the Department of Children and Families or Local Licensing Agency, if applicable, and COALITION staff or sub-contractors immediate access to the facilities and spaces used to offer the SR Program during normal business hours, except as otherwise restricted by government facilities.

40. **Records Access.** PROVIDER agrees to allow COALITION staff or sub-contractors, the Department of Children and Families or Local Licensing Agency, if applicable, the Division of Early Learning, or the United States Department of Health and Human Services to inspect and copy records pertaining to the SR Program during normal business hours and upon request by any of the listed entities. Records that are stored off-site shall be provided within seventy-two (72) hours.

VI. MAINTENANCE OF RECORDS, DATA, AND CONFIDENTIALITY

41. **Record Confidentiality.** PROVIDER agrees to protect the confidentiality of child and family

records. PROVIDER agrees to have all staff complete confidentiality agreements and have processes in place to protect the privacy of child and family information. Confidentiality agreements will be maintained by PROVIDER and provided to COALITION upon request. Information associated with the SR Program must only be made available in accordance with the restrictions of s. 1002.97, F.S. For the purposes of records of children enrolled in the SR Program, this Contract is considered an interagency agreement for the purpose of implementing the SR Program as described in s. 1002.97(3)(g), F.S. Accordingly, to the extent that PROVIDER receives School Readiness records to carry out its official functions, PROVIDER must maintain and protect the data as required in s. 1002.97, F.S., and as explained below. Individuals and organizations eligible to receive records include PROVIDER, the parent, COALITION, Division of Early Learning, and other entities identified in s. 1002.97, F.S.

42. **Record Maintenance.** PROVIDER agrees to maintain records, including sign in and sign out documentation, enrollment and attendance certification, documentation to support excused absences, and proof of parent co-payments for children funded by the SR Program. The records must be maintained for audit purposes for a period of five (5) years from the date of the last reimbursement request for that fiscal year or until the resolution of any audit findings or any litigation related to this Contract, whichever occurs last. PROVIDER may maintain records in an electronic medium and, if PROVIDER does so, then PROVIDER shall back up records on a regular basis to safeguard against loss.

43. **Record Transfer on Termination.** In the event that PROVIDER permanently ceases to offer the SR Program before the conclusion of the retention period for SR records as described in paragraph 42, whether as a result of unilateral or mutual termination of PROVIDER's eligibility to offer the SR Program or as a result of PROVIDER ceasing to do business, PROVIDER must transfer all SR records required to be maintained under paragraph 42 to COALITION no later than the close of business on the day PROVIDER ceases to offer the SR Program. Failure to remit all SR Program records required to be maintained will result in COALITION withholding final payment until the requirements of this paragraph are met.

VII. COMPENSATION AND FUNDING

44. **Method of Payment.** PROVIDER reimbursement for eligible children will be based on the child care certificate (also known as a payment certificate) issued by COALITION and presented by a parent, and using the procedures outlined herein.

45. **Reimbursement Rates Established.** PROVIDER agrees to accept the approved provider reimbursement rate identified in Exhibit 5 of this Contract. PROVIDER is paid based on budget availability, at the approved provider reimbursement rate less any parent co-payments assessed by COALITION as reflected on the child care certificate.

46. **Gold Seal Rate**. PROVIDER agrees to provide documentation of its Gold Seal Quality Care designation. Gold Seal providers will receive the Gold Seal Rate for all care levels which have received a Gold Seal Quality Care designation pursuant to s. 1002.945(6), F.S., and Rule 6M-4.500(8)(a), F.A.C., as identified in Exhibit 5 of this Contract.

47. **Quality Performance Incentive Rate**. If PROVIDER is not on a Quality Improvement Plan, PROVIDER will receive a Quality Performance Incentive Rate pursuant to s. 1002.82(2)(o), F.S., and Rule 6M-4.500(8)(b), F.A.C., as identified in Exhibit 5 of this Contract.

48. **Child Assessment Rate**. Eligible providers that agree to conduct child assessments pursuant to paragraph 32 of this contract will receive a Child Assessment Rate pursuant to s. 1002.82(2)(o), F.S., and Rule 6M-4.500(8)(c), F.A.C., as identified in Exhibit 5 of this Contract.

49. **Contracted Slots Rate**. Eligible providers, pursuant to paragraph 8 of this Contract, will receive the Contracted Slots Rate pursuant to Rule 6M-4.500(5), F.A.C., as identified in Exhibit 5 of this Contract, if applicable.

50. **Special Needs Rate.** PROVIDER may receive a Special Needs Rate identified in Exhibit 5 when providing services to a child with an identified special need in accordance with Rule 6M-4.500(7), F.A.C.

51. **Registration Fees.** If PROVIDER indicates in Exhibit 5 of this Contract that it charges a registration fee, COALITION shall pay PROVIDER a registration fee for each child enrolled in the School Readiness Program in accordance with Rule 6M-4.500(6), F.A.C.

52. **Rate Changes and Limitations.** If any information submitted by PROVIDER in Exhibit 5 of this Contract changes, PROVIDER must notify COALITION, in writing, of the change fourteen (14) days prior to the change. COALITION may amend PROVIDER's reimbursement rate based on the information submitted by PROVIDER or any of the factors identified in this paragraph. COALITION must notify PROVIDER, in writing, of any change in reimbursement rate at least thirty (30) calendar days before the change is implemented.

53. **Rates and Fees for Parents.** PROVIDER acknowledges that it is prohibited from charging parents receiving SR services higher rates than those charged to private pay parents. In addition to the parent co-payment assessed by COALITION, PROVIDER must provide the parent with a list of any fees it charges and, if applicable, written notice of the difference between the private pay rate and SR reimbursement rate, prior to the parent enrolling his/her child in PROVIDER's SR Program. PROVIDER is prohibited from charging any fees other than the parent co-payment or those fees provided to the parent on the fee list described in this paragraph.

54. **Military Subsidies.** PROVIDER agrees that it will notify COALITION if it receives military subsidy payments through or from the Child Care Aware of America© (formally NACCRRA) or any legal successor organizations on behalf of any child enrolled in PROVIDER's SR Program. PROVIDER understands that its SR reimbursement rate may be changed as a result of receipt of such military subsidy payments. If PROVIDER fails to report receipt of such military subsidy payments, PROVIDER will be subject to fraud investigation for violation of the requirements of the SR Program.

55. **Co-payment.** As required by s. 1002.84(9), F.S., PROVIDER must collect the assessed parent co-payment or graduated phase-out co-payment from the parent in accordance with Rule 6M-4.400, F.A.C.

a. **Co-payment Amount or Graduated Phase-Out Co-payment Amount.** The amount of the co-payment or graduated phase-out co-payment that must be collected for each child is included on his or her child care certificate. If an assessed parent co-payment or graduated phase-out co-payment is changed by COALITION, COALITION will send PROVIDER written notice of the change. Only co-payment or graduated phase-out co-payment changes from COALITION are valid.

b. Co-payment or Graduated Phase-out Co-payment Assessment and Collection. Assessed parent co-payments or graduated phase-out co-payments are automatically deducted from PROVIDER's monthly reimbursement. PROVIDER is required to collect parent co-payments or graduated phase-out co-payments.

c. Co-payment or Graduated Phase-out Co-payment Documentation. PROVIDER must give the parent a receipt for each co-payment or graduated phase-out co-payment made by the parent and retain receipt records for all child care co-payments or graduated phase-out co-payments. Upon request, PROVIDER must provide a current accounting and copy of co-payment or graduated phase-out co-payment receipt records to COALITON. COALITION will use this documentation to ensure parents who transfer their children to another child care provider have met their co-payment or graduated phase-out co-payment obligations before receiving additional School Readiness services.

56. Holiday Schedule. PROVIDER agrees to follow the holiday schedule approved by COALITION for PROVIDER's program, which includes up to __13__ days per year as set forth in Exhibit 6: Holiday Schedule and understands that these are the only holidays for which PROVIDER will receive reimbursement. Pursuant to Rule 6M-4.500(3)(a), F.A.C., reimbursement may be made for up to twelve (12) recognized holidays per year.

57. Attendance Documentation. PROVIDER agrees to document daily attendance and submit monthly attendance reports for payment. PROVIDER agrees to submit all required attendance records to COALITION on or before the third (3rd) business day of each month. If the due date falls on a holiday, PROVIDER agrees to submit all required attendance records to COALITION on the preceding business day. Records submitted late will be processed and paid in the next open payment cycle.

58. Reimbursement Summary Review. PROVIDER agrees to review the reimbursement summary provided with the monthly reimbursement statement. PROVIDER agrees to report to COALITION any discrepancy, overpayment, or underpayment within sixty (60) calendar days of the reimbursement summary becoming available in the single statewide information system.

59. Emergency Temporary Closure. PROVIDER agrees that all requests for compensation for temporary closures beyond PROVIDER's control will be handled in accordance with Rule 6M-4.501, F.A.C.

60. Disallowed Costs. PROVIDER understands that expenditures submitted for reimbursement will be disallowed if PROVIDER does not adhere to the provisions governing the SR Program as described in paragraph 5. Any disallowed expenditure may be deducted from any future reimbursement. PROVIDER agrees to return to COALITION any funds received as a result of error or overpayment or disallowed cost. If PROVIDER ceases to offer the SR Program before the payment is fully recovered, PROVIDER agrees to return the funds it was overpaid. If PROVIDER fails to return the funds it was overpaid, PROVIDER will be subject to collection efforts and restitution.

61. Reconciliation. PROVIDER agrees that, if the reconciliation of services and payments reveals that PROVIDER received payments in excess of the amount owed to PROVIDER, COALITION will offset the overpayment against the final payment owed to PROVIDER for the program year and any future payments issued to PROVIDER for early learning programs. If PROVIDER ceases to offer early learning programs before the repayment is fully offset, PROVIDER agrees to return the funds. If PROVIDER fails to return the funds it was overpaid,

PROVIDER will be subject to collection efforts and restitution.

62. **Head Start Agencies.** If PROVIDER is a Head Start Agency, PROVIDER understands that, in accordance with federal law, PROVIDER's Head Start programs must be "in addition to, and not in substitution for, comparable services previously provided without Federal assistance." (42 U.S.C., s. 9835(c))

63. **Title 20 Schools.** If PROVIDER receives federal funds under Title 20, United States Code, ss. 6311-6322, PROVIDER understands that, in accordance with federal law, PROVIDER may use "Federal funds to supplement, [but] not [to] supplant non-Federal funds." (20 U.S.C., s. 6314(a)(3)(B))

VIII. FINANCIAL CONSEQUENCES

64. **Financial Consequences.** As a result of PROVIDER's failure to provide the minimum level of services required by this Contract, COALITION must temporarily withhold reimbursement, disallow all or part of services not in compliance with the terms of this Contract or terminate the Contract.

IX. NONDISCRIMINATION

65. **Discrimination Prohibited.** PROVIDER agrees not to discriminate against children, families, and staff on the basis of race, national origin, ethnic background, sex, religious affiliation, or disability. PROVIDER will comply with the terms of 45 C.F.R. § 98.49 regarding non-discrimination against staff persons on the basis of religion.

X. NONCOMPLIANCE, PROBATION, AND TERMINATION

66. **Noncompliance Determination.**

a. **Corrective Action Notice.** If COALITION determines PROVIDER has failed to comply with the provisions governing the SR Program as described in paragraph 5, or the requirements of this Contract, and COALITION concludes that corrective action will resolve the failure to comply, COALITION must notify PROVIDER in writing. ("Corrective action" means implementation of specific action(s) designed to correct the failure to meet a specific requirement.) The notice must: (i) identify the specific requirement(s) that PROVIDER failed to meet; (ii) describe how PROVIDER failed to meet each requirement; (iii) provide a detailed description of any required corrective action; (iv) set a deadline for completion of the corrective action; and (v) state that PROVIDER may request a review of the determination as described in paragraph 76.

Upon determining PROVIDER has satisfactorily completed the corrective action, COALITION must notify PROVIDER in writing. If PROVIDER has not satisfactorily implemented its corrective actions by the end of this contract, PROVIDER will still be held accountable for implementing the remainder of the corrective actions accepted under the previous contract if PROVIDER remains eligible to deliver the School Readiness Program and executes a new contract with COALITION.

b. **Probation.** If COALITION concludes that PROVIDER has received a corrective action notice for the same violation two or more times or has had multiple corrective action plans within the contract year or if the corrective action plan is not completed within the

prescribed timelines, PROVIDER will be placed on probation for a period up to six (6) months. Probation may include one or more of the following conditions: training or staff development; monitoring; or technical assistance by COALITION or submission of documentation related to the violation. COALITION must notify PROVIDER in writing of the terms and duration of the probation, including required timelines. The terms of the probation must correlate to the basis of the corrective action. If PROVIDER has not satisfactorily completed the terms of its probation by the end of this contract, PROVIDER will still be held accountable for the terms of the probation of the previous contract if PROVIDER remains eligible to deliver the School Readiness Program and executes a new contract with COALITION.

67. Termination for Cause.

a. Basis of Termination for Cause. PROVIDER agrees that COALITION has the right to terminate this Contract for cause at any time. The following are grounds for termination for cause: (a) action, or lack of action, which threatens the health, safety or welfare of children or citation for a Class I violation by the Department of Children and Families or local licensing agency, as applicable; (b) the material failure to comply with one or more of the terms of this Contract, including, but not limited to, failure to verify all new hires' work authorization status using E-Verify as described in paragraph 7, failure to implement the Quality Improvement Plan, corrective action, or comply with the terms of probation as described in paragraph 66; (c) the refusal to accept any notice described under this Contract which COALITION is required to send to PROVIDER; or (d) reasonable or probable cause for COALITION to suspect that fraud has been committed by PROVIDER as described in paragraph 75.

b. Notice of Termination for Cause. To terminate PROVIDER for cause, COALITION must send a written notice of termination for cause to PROVIDER. Such notice must be sent with proof of delivery at least five (5) business days before termination. The notice must state the date of, and the specific basis for, termination. Finally, the notice must state that PROVIDER may request a review of the determination as described in paragraph 76. Notwithstanding PROVIDER's refusal of delivery of the notice, this Contract will be terminated on the date identified in the notice. COALITION must document any refusal of delivery.

68. Emergency Termination. COALITION must immediately terminate this Contract on an emergency basis upon notification by the Department of Children and Families or local licensing agency or United States Department of Defense of actions or inactions of PROVIDER that pose an immediate and serious danger to the health, safety, or welfare of children. COALITION will terminate this Contract on an emergency basis by sending PROVIDER written notice of emergency termination at least twenty-four (24) hours prior to termination. The written notice must specifically state the basis of COALITION's determination. Finally, the notice must state that PROVIDER may request a review of the determination as described in paragraph 76.

69. Termination for Health and Safety Violations. PROVIDER agrees that COALITION has the right to terminate this Contract based on health and safety violations, verified by the Department of Children and Families or, if applicable, the Local Licensing Agency or United States Department of Defense, in accordance with ss. 1002.82 and 1002.84, F.S., and Rule 6M-4.620, F.A.C., and applicable adopted forms. This is considered termination for cause and is subject to the notice requirements of paragraph 67(b).

70. **Termination and Revocation of Eligibility for Program Assessment**.

a. PROVIDER agrees that COALITION will terminate this Contract if PROVIDER refuses to participate in program assessment requirements, refuses to participate in a Quality Improvement Plan, or fails to maintain the Contract Minimum Threshold on the program assessment, in accordance with Rule 6M-4.740, F.A.C., for a period of up to five (5) years, unless COALITION has determined PROVIDER essential to meeting local child care capacity needs based on the community assessment approved in COALITION's SR Plan required by Rule 6M-9.115, F.A.C. Termination under this paragraph is subject to the notification requirements of Rule 6M-4.740, F.A.C.

b. In determining whether to revoke PROVIDER's eligibility and the duration of the revocation, COALITION will consider the following factors: the severity of-PROVIDER's actions leading to the termination of the Contract; the health, safety, and welfare of children enrolled at PROVIDER; the financial impact of PROVIDER's actions; the impact that the revocation would have upon the local community; consistency with COALITION's actions against other providers for similar violations of the Contract or program requirements; the length of time that PROVIDER provided services under the Contract with COALITION; and whether PROVIDER had previously violated the terms of this Contract and prior contracts with COALITION. COALITION must provide notice of its intent to revoke PROVIDER's eligibility at the same time it provides written notice of intent to terminate the Contract to PROVIDER.

71. Revocation of Eligibility.

a. In accordance with s. 1002.88(2), F.S., if PROVIDER's Contract is terminated under paragraphs 67, 68, or 69, COALITION may revoke PROVIDER's eligibility to deliver the School Readiness Program for a period of five (5) years. The only statutorily authorized period of revocation is five (5) years (s. 1002.88(2), F.S.). In determining whether to revoke PROVIDER's eligibility, COALITION will consider the following factors: the severity of PROVIDER's actions leading to the termination of the Contract, the health, safety, and welfare of children enrolled at PROVIDER; the financial impact of PROVIDER's actions, the impact that the revocation would have upon the local community; consistency with COALITION's actions against other providers for similar violations of the Contract or program requirements; the length of time that PROVIDER provided services under Contract with COALITION; and whether PROVIDER had previously violated the terms of this Contract and prior contracts with COALITION. COALITION must provide notice of its intent to revoke PROVIDER's eligibility at the same time it provides written notice of intent to terminate the contract to PROVIDER. For multi-site providers, such as corporate chains or school districts, School Readiness Program ineligibility is per site and may not apply to all locations unless specifically determined otherwise by COALITION.

b. PROVIDER agrees that in the event this Contract is terminated under the provisions of paragraphs 67, 68, or 69, and PROVIDER's eligibility is not revoked for a period of five (5) years under paragraph 70(a), the parties may not enter into another contract for School Readiness services for the remainder of the contract term of this Contract.

72. Termination of Contract by provider. PROVIDER and COALITION may agree to terminate this Contract by mutual consent or PROVIDER may unilaterally terminate this Contract at

will. Written notice of termination must be given at least thirty (30) calendar days before the termination date for COALITION to make alternative arrangements for uninterrupted services for children served under this Contract. If sufficient notice of termination is not provided, COALITION may refuse to issue the final reimbursement payment to PROVIDER. If PROVIDER unilaterally terminates this Contract during the pendency of an inquiry due to suspected noncompliance with parts V and VI of Chapter 1002, Florida Statutes, and Chapters 6M-4 and 6M-9, Florida Administrative Code, COALITION may revoke PROVIDER's eligibility to offer the SR Program for a period of five (5) years in accordance with s. 1002.88 (2), F.S., if the noncompliance is upheld by COALITION's review committee.

73. **Legislative Appropriation.** Any obligation for payment under this Contract is contingent upon an appropriation by the Florida Legislature. If funds required to finance this Contract are unavailable, COALITION must terminate this Contract after providing written notice, with proof of delivery, at least twenty-four (24) hours before termination of this Contract. In the event of termination of this Contract under this paragraph, PROVIDER must be paid for the documented SR hours completed prior to termination of this Contract.

74. **Eligible Child Care provider.** To receive state or federal funds under this Contract, PROVIDER must be an eligible child care provider as defined under 45 C.F.R. § 98.2. Failure to maintain status as an eligible child care provider will be considered an immediate and serious danger to the health, safety, or welfare of children, which is grounds for emergency termination of this Contract as described in paragraph 68. PROVIDER certifies that each location at which PROVIDER offers the SR Program is an eligible child care provider. PROVIDER agrees to notify COALITION immediately if it ceases to be an eligible child care provider.

75. **Fraud.**

a. **Payment Certificate Fraud Investigation.** In accordance with s. 1002.82(8)(d), F.S., if it is determined that PROVIDER has given any cash or other consideration to the beneficiary in return for receiving a payment certificate, COALITION or its fiscal agent shall refer the matter to the Department of Financial Services pursuant to s. 414.411, F.S., for investigation.

b. **Suspension or Termination for Suspected Fraud.** In accordance with s. 1002.91(4), F.S., COALITION may suspend or terminate PROVIDER from participation in the School Readiness Program when it has reasonable cause to believe that PROVIDER has committed fraud. PROVIDER may request a review of COALITION's determination to suspend PROVIDER as described in paragraph 76. This review shall be limited to a determination of whether COALITION has reasonable belief that fraud occurred. If suspended, PROVIDER shall remain suspended until the completion of any investigation by the Division of Early Learning, the Department of Financial Services, or any other state or federal agency, and any subsequent prosecution or other legal proceeding.

c. **Termination for Fraud.** In accordance with s. 1002.91(5), F.S., if PROVIDER, or an owner, officer, or board director thereof, is convicted of, found guilty of, or pleads guilty or nolo contendere to, regardless of adjudication, public assistance fraud pursuant to s. 414.39, F.S., or is acting as the beneficial owner for someone who has been convicted of, found guilty of, or pleads guilty or nolo contendere to, regardless of adjudication, public assistance fraud pursuant to s. 414.39, F.S., COALITION shall refrain from contracting with, or using the services of, PROVIDER for a period of five (5) years. In addition,

COALITION shall refrain from contracting with, or using the services of, any provider that shares an officer or board director with a provider that is convicted of, found guilty of, or pleads guilty or nolo contendere to, regardless of adjudication, public assistance fraud pursuant to s. 414.39, F.S. for a period of five (5) years.

d. Termination for National Disqualification. In accordance with s. 1002.91(7), F.S., if PROVIDER is placed on the United States Department of Agriculture National Disqualified List, COALITION must terminate this Contract for cause. In addition, if PROVIDER shares an officer or board director with a provider that is on the United States Department of Agriculture National Disqualified List, COALITION must terminate this Contract for cause.

76. Due Process Procedures. PROVIDER may request a review of determinations made by COALITION under this Contract. Reviews will be conducted in accordance with Exhibit 7: Due Process Procedures. While a request for a review is being examined, PROVIDER is not required to implement corrective action. In accordance with s. 1002.82(2)(m), F.S., PROVIDER may not offer any School Readiness services while a request for a review regarding termination of PROVIDER's School Readiness Contract is being examined.

77. Severability of PROVIDER Location. If PROVIDER has executed this Contract on behalf of multiple locations and one or more of the locations is terminated pursuant to Section X of this Contract, in lieu of re-executing a new contract for the remaining locations, COALITION may modify Exhibit 1 to indicate which location(s) previously part of this Contract have been removed by submitting an amendment on Form DEL-SR 20A. This Contract shall remain in full force and effect as to all other locations on Exhibit 1 that have not been stricken.

78. Litigation and Venue. If PROVIDER believes that this Contract has been inappropriately terminated, or in the event of a breach of this Contract, any available remedies may be pursued in a court of competent jurisdiction. COALITION and PROVIDER agree that any litigation related to this Contract that is brought by COALITION or PROVIDER will be brought in a county within COALITION's geographical service area.

XI. NOTIFICATION

79. Information Change Notification. PROVIDER agrees that it will comply with each of the following notification requirements:

a. Providing notice to COALITION of changes in contact or program information within fourteen (14) calendar days.

b. Providing notice to COALITION of a request for an additional program assessment in accordance with Rule 6M-4.740. PROVIDER acknowledges additional assessments are at PROVIDER's expense. The cost of the additional program assessment charged by COALITION is: $425.00 .

c. Providing notice to COALITION of temporary emergency closure by the close of business the first day that the closing occurs. Providing notice to COALITION of subsequent reopening of the SR Program within two (2) business days of reopening.

d. Providing notice to COALITION of permanent business closings or changes in business location or ownership at least thirty (30) calendar days prior to changes.

e. Provide notice to the COALITION of dismissal of children, including documentation specifying reasons for dismissal, within fourteen (14) calendar days prior to termination or within five (5) calendar days after termination.

80. Child Care Resource and Referral (CCR&R) Participation. PROVIDER agrees to update program and business information annually using the single statewide information system for inclusion in the Child Care Resource and Referral Network as required by Rule 6M-9.300(8), F.A.C. PROVIDER agrees to provide COALITION with up-to-date business and contact (including emergency contact) information on an ongoing basis throughout the contract year using the single statewide information system.

81. Unusual Incident Notification. PROVIDER agrees to report unusual incidents to COALITION by no later than the close of business on the next business day of the unusual incident and to submit a written report to COALITION within three (3) business days from the date of the incident. For licensed providers, sending a copy of the incident report submitted for DCF to COALITION will constitute compliance with this paragraph. An unusual incident is any significant event involving the health and safety of children under PROVIDER's care. Examples of unusual incidents include: accusations of abuse or neglect against PROVIDER or PROVIDER's staff; the injury of a child which requires professional medical attention at PROVIDER's site or written notification from the child's parent that the child received professional medical attention; and when PROVIDER receives notice of litigation where PROVIDER is a named party or defendant and which relates to the PROVIDER's operation at any location at which SR services are being provided.

82. Notification of Disqualification or Public Assistance Fraud.

a. PROVIDER must notify COALITION within five (5) calendar days if PROVIDER is placed on the United States Department of Agriculture National Disqualified List or if PROVIDER shares an officer or board director with a provider that is on the United States Department of Agriculture National Disqualified List.

b. PROVIDER must notify COALITION within five (5) calendar days if PROVIDER, or an owner, officer, or board director thereof, is convicted of, found guilty of, or pleads guilty or nolo contendere to, regardless of adjudication, public assistance fraud pursuant to s. 414.39, F.S., or is acting as the beneficial owner for someone who has been convicted of, found guilty of, or pleads guilty or nolo contendere to, regardless of adjudication, public assistance fraud pursuant to s. 414.39, F.S.

83. Contact Persons.

a. Coalition Contact. The representative for COALITION for the purposes of this Contract is Shivaughn Williams who can be contacted at (904) 726-1500 or by email at Shivaughn.Williams@ecs4kids.org.

b. Provider Contact. The representative for PROVIDER for the purposes of this Contract is Lisa Koburger who can be contacted at (904) 259-0405 or by email at lisa.koburger@bakerk12.org.

c. Contact Change. If either party designates different representatives after execution of this Contract, notice of the name and contact information of the new representative will be

rendered in writing to the other party within ten (10) calendar days of change.

XII. INDEMNIFICATION

84. **Indemnification.** PROVIDER will be fully liable for and indemnify, defend and hold harmless COALITION, the Division of Early Learning, and all of their officers, directors, agents, contractors, subcontractors, and employees from and against any and all third-party claims, suits, actions, damages, judgments, and costs that arise whether in law or in equity, from any of PROVIDER's agents, subcontractors or employees' acts, actions, neglect, or omission during the performance or operations under this Contract or any subsequent modification thereof. This includes attorney's fees and costs. This indemnification holds whether liability is direct or indirect and whether damage is to any person or real or personal tangible or intangible property. If PROVIDER is a state agency, or subdivision thereof, as defined in s. 768.28(2), this paragraph is limited to the extent permitted by s. 768.28, F.S.

XIII. SEVERABILITY

85. **Severability.** If any provision of this Contract is held to be unenforceable by a court of competent jurisdiction, the remaining terms and conditions remain in full force and effect.

XIV. AMENDMENTS

86. **Only Authorized Amendments.** No attachments or supplements to this Contract are authorized or permitted, except those specifically incorporated by reference in this form, including Exhibit 1: Provider Location List; Exhibit 2: Required Documentation; Exhibit 3: Quality Improvement Plan Selection; Exhibit 4: Contracted Slots Program; Exhibit 5: Provider Reimbursement Rates; Exhibit 6: Holiday Schedule; Exhibit 7: Due Process Procedures; and Form DEL-SR 20L, Form DEL-SR 20LE, or Form DEL-SR 20FFN, as described in paragraph 7. No amendments to this Contract are authorized or permitted, except for those amendments made with the execution of Form DEL-SR 20A (School Readiness Provider Contract Amendments).

(Remainder of this page intentionally left blank.)

XV. EXECUTION OF CONTRACT

In accordance with s. 1002.88(1)(q), F.S., PROVIDER has caused this Contract to be executed as of the date set forth in Paragraph 1. By signing below, PROVIDER hereby certifies that PROVIDER has read and understood this Contract. PROVIDER certifies that all information provided is true and correct and agrees that noncompliance with the requirements of the School Readiness Program, including, but not limited to, the requirements of this Contract, and all Exhibits and authorized attachments, will result in corrective action, withholding of funds, or termination of this Contract at the discretion of COALITION, in accordance with Section X.

Warranty of Authority. Each person signing this Contract warrants that he or she is duly authorized to do so and to bind the respective party to the Contract.

Lisa Koburger	Lisa Koburger
Signature of President/Vice President/ Secretary/Officer/Owner/Principal/Other Authorized Representative	**Print Name**
[X] By Electronic Signature	
VPK/Pre-K Coordinator	5/30/2025 3:22:52 PM
Title	**Date**

PROVIDER's Additional Signatory (If required by PROVIDER)	**Print Name**
[ ] By Electronic Signature	
Title	**Date**

COALITION has caused this Contract to be executed as of the date set forth in paragraph 1.

Brittney Spangler	Brittney Spangler
Signature of Authorized COALITION Representative	**Print Name**
[X] By Electronic Signature	
Assistant VP of Programs	6/2/2025 11:11:13 AM
Title	**Date**

** Electronic signature: By providing this electronic signature, I attest that I understand that electronic signatures are legally binding and have the same meaning as handwritten signatures. I confirm that internal controls have been maintained, and that policies and procedures were properly followed to ensure the authenticity of the electronic signature.*

Exhibit 1: Provider Location List

Provider Name: Baker County Pre-K/Kindergarten Center -L

If PROVIDER is executing this Contract on behalf of one physical location, mark this Exhibit "Not Applicable" in the box below.

[X] Not Applicable.

If PROVIDER is a school district executing a single Contract on behalf of multiple public school School Readiness (SR) Program providers or if PROVIDER is executing a single Contract on behalf of multiple private SR sites within COALITION's service area, PROVIDER must complete a Provider Location List in a table format with the following rows:

A. Location Number (optional)
B. Location Legal Name
C. Doing Business As Name (if applicable)
D. Physical Address
E. Employer Identification Number (EIN)
F. Composite Program Assessment Score
G. Curriculum (Date/Edition)
H. Character Development (Date/Edition)
I. Conducts Child Assessments (Yes/No)
J. Child Assessment Tool Used
K. Site Exempt From Program Assessment (Yes/No)
L. Site on a Quality Improvement Plan due to contract minimum threshold waiver (Yes/No)

Official Use Only (for COALITION use).

COALITION will only contract with locations that are eligible to offer the SR Program.

Exhibit 2: Required Documentation

Provider Name: Baker County Pre-K/Kindergarten Center -L

PROVIDER must mark the appropriate box in each section below. In addition, if PROVIDER is executing this Contract on behalf of multiple public schools or private provider sites, PROVIDER must mark the documentation with the corresponding Location Number from Exhibit 1.

1. Gold Seal Rates
   - ☒ PROVIDER has provided a copy of documentation with appropriate age designation related to its Gold Seal status, if applicable, to COALITION with this Contract.
   - ☐ PROVIDER does not possess a Gold Seal Quality Care designation.

2. Documentation of Eligible Child Care PROVIDER
   - ☐ PROVIDER has provided a copy of its Certificate of Licensure which includes a DCF identification number OR
   - ☐ PROVIDER has provided a copy of its determination letter from DCF which includes a DCF exemption number and explains the nature of the exemption.
   - ☐ PROVIDER is a public school and has provided a copy of documentation showing its school district and public school number.
   - ☐ PROVIDER is a charter school and has provided a copy of its charter which includes preschool-aged children as a service population and documentation showing its school district and school number.
   - ☐ PROVIDER is an accredited child care program operating on a military installation and has provided a copy of its United States Department of Defense certification.

3. Specialized Program Type
   - ☐ PROVIDER offers the Head Start program.
   - ☐ PROVIDER offers the Early Head Start program.
   - ☐ PROVIDER offers the Migrant Head Start program.
   - ☒ PROVIDER does not offer the Head Start program.

4. Additional Documentation
   - ☒ PROVIDER has provided a copy of its IRS W-9 Form (Request for Taxpayer Identification Number).
   - ☐ PROVIDER has provided a copy of its certificate of accreditation.
   - ☒ PROVIDER has provided evidence of liability insurance.
   - ☒ PROVIDER has provided an affidavit stating that the subcontractor does not employ, contract with, or subcontract with an unauthorized alien for the current contract year.
   - ☒ PROVIDER has provided evidence of worker's compensation insurance, if applicable.
   - ☒ Signature authority delegated.
   - ☐ Current Sunbiz print-out identifying the office, director, or authorized person(s), if applicable.

Exhibit 3: Quality Improvement Plan Selection

Provider Name: Baker County Pre-K/Kindergarten Center -L

1. Definitions

(a) "Classroom" means any well-defined room in which care is provided or classes are held, or a room arranged with materials and equipment and set up as a learning space with intent to implement a plan of activities for the School Readiness Program. The classroom provides a space where learning can take place uninterrupted by outside distractions. If floor to ceiling walls are not present, the classroom walls must be defined by stable barriers, and must adhere to the requirements for such barriers as established in Forms OEL-SR-6202, OEL-SR-6204, and OEL-SR-6206, incorporated by reference in Rule 6M-4.620, F.A.C. Any classroom that is eligible to receive a School Readiness child enrollment at any time is considered under this definition. Any classroom that serves children in the School Readiness Program for less than two (2) consecutive hours a day is not considered a classroom under this definition.

(b) "Certified Coaching" means at least twenty (20) hours certified by a State College/University or from a nationally recognized early learning coaching program with five (5) years of experience in an early learning environment.

2. Quality Improvement Plan (QIP) Strategy Selection

COALITION will select and require at least one but no more than two of the following continuous Quality Improvement Plan strategies in which each selected personnel is required to participate.

Selection	Strategy	Description (summary)
☐ PROVIDER Initials	CLASS Group Coaching (CGC) Training	Each selected instructor/director will complete either the CGC PreK 24-hour course or the CGC Infant/Toddler 24-hour course provided by COALITION's or its delegate's CGC Specialist.
☐ PROVIDER Initials	Early Childhood Training System (ECTS) Courses	Each selected instructor/director will successfully complete an Early Childhood Training System course of at least a twenty (20) hour duration facilitated by COALITION. Course options include taking an online course alone, with TA coaching support and/or as a member of a COALITION-sponsored Community of Practice.

☐ PROVIDER Initials	Professional Development	Each selected instructor/director must register in the Florida Early Care and Education Professional Development Registry, generate a professional development plan in the registry, and complete the required progression along the career pathway.
☐ PROVIDER Initials	Certified Coaching Visits	Each selected classroom will participate in twenty (20) hours of certified coaching provided by COALITION or its delegate.
☐ PROVIDER Initials	20-hours of IACET- or DEL-approved training	Each selected instructor/director will register for and successfully complete twenty (20) hours of International Association for Continuing Education & Training (IACET) approved training (or other DEL-approved CEU training) provided by COALITION or its delegate.
☐ PROVIDER Initials	COALITION approved strategy	Description included in the QIP notice.

3. Completion Requirements

To maintain compliance with the QIP, PROVIDER's selected instructors/directors must successfully complete each deliverable by the due date provided by the QIP Notice. In the event of turnover, the QIP notice must be amended to reflect the current personnel.

4. Selected Strategy Requirements

PROVIDER agrees to and is responsible for performing the tasks, meeting the deliverables, and submitting the evidence of completion for the QIP strategy components selected by COALITION in Section 2. QIP Strategy Selection, in accordance with the QIP notice provided by COALITION.

Note: PROVIDER is only responsible for performing those tasks and activities below that are related to the QIP strategies and optional resources checked and confirmed by PROVIDER's initials in Section 2. QIP Strategy Selection.

a. CGC Training

If COALITION has selected CGC training for PROVIDER:

i. PROVIDER agrees to purchase a CGC kit for each selected instructor/director. COALITION will provide PROVIDER with information about where it can purchase CGC kits. CGC kits are not re-usable or shareable and must be purchased new each contract year.

ii. PROVIDER must require selected instructors/directors to complete CGC training. PROVIDER must schedule CGC trainings with COALITION and schedule time for selected instructors/directors to participate in CGC training provided by COALITION or its delegate.

iii. CGC Infant/Toddler or PreK training consists of twenty-four (24) total hours of instruction provided to selected instructors/directors by a COALITION provided/delegated CGC specialist and an additional twelve (12) hours of self-study during the project term.

iv. CGC trainings take place over several sessions and may span over weeks/months.

b. Early Childhood Training System Courses (ECTS)

If COALITION has selected Early Childhood Training System courses for PROVIDER:

i. PROVIDER's selected instructors/directors are required to complete and pass two (2) ECTS online courses by the due dates identified within the QIP notice.

ii. Each ECTS course has a specific start and end date. Courses are facilitated by ECTS staff.

iii. COALITION will notify PROVIDER regarding the approved ECTS courses; including course registration, and course start and end dates.

iv. Prior to the course registration deadline, PROVIDER will receive course registration codes from COALITION based on the selected instructor's /director's classroom care level (infant, toddler, or preschool).

v. To confirm registration, PROVIDER must upload a screenshot from the ECTS for each selected instructor/director in the DEL-defined system indicating all instructors/directors have registered for training.

vi. Instructors/directors not registered by the course deadlines will not be able to participate in training and will result in PROVIDER being considered out of compliance with this QIP.

vii. Selected instructors/directors must, by the due date listed in the QIP notice, upload into the DEL-defined system a certificate from the ECTS system as evidence of completion for each course completed during the required timeframe of this QIP.

c. Professional Development

If COALITION has selected Professional Development for PROVIDER:

i. Each of PROVIDER's selected instructors/directors must:

1) Log in to the Florida Early Care and Education Professional Development Registry (Registry), create a registry account, and provide the required documentation and credentials necessary for determining professional development pathway placement.

2) Generate a Professional Development (PD) Plan in the registry reflecting the next appropriate steps based on the instructor's/director's pathway tier qualifications. Each plan will be unique depending on the instructor's/director's current qualifications and training/credentials.

See https://training01-dcf.myflorida.com/studentsite/admin/signin.

ii. To be eligible for this strategy, a practitioner must have completed all of the Career Pathways Foundational Child Care Training & Core Training as adopted in Rule 6M-4.735. PROVIDER's instructors/directors must indicate on the PD Plan the training/credential/degree they will make progress toward completing. PROVIDER must upload into the DEL-defined system the completed PD plans for each instructor/director participating in professional development.

iii. PROVIDER's instructors/directors must register and begin classes/trainings as their PD plans reflect.

iv. PROVIDER's instructors/directors must upload into the DEL-defined system an attestation of progress for their chosen credential/certification/degree/specialization, per the QIP notice.

v. Attestation must indicate minimum level of progress on the instructor's/director's chosen pathway on official letterhead or other official documentation from the credential/certification/degree/specialization or training provider.

vi. PROVIDER must upload documentation that demonstrates that each selected instructor/director made the required progress for the deliverable period in their professional development plan, unless exempt.

vii. Instructors/directors must achieve the following progress as it correlates to their appropriate pathway tier:

Option 1	**Staff Credential Option**	**Career Pathway Designation**
Deliverable 1	- Create/update a registry account - Generate a PD plan - Upload proof of staff credential program registration	**Career Pathway EC/SA Educator I**
Deliverable 2	- Upload attestation signed by program instructor and practitioner of program participation at halfway point of program	
Deliverable 3	-Upload official program certificate upon program completion	
Option 2	**Infield Associate Degree**	**Career Pathway EC/SA Educator II**
Deliverable 1	- Create/update a registry account - Generate a PD plan - Upload proof of program or course registration	
Deliverable 2	- Upload current course schedule to include practitioner contact information or attestation signed by program instructor and practitioner	
Deliverable 3	-Upload transcript showing at least six (6) hours of college course requirements completed in timeframe of project year.	
Option 3	**Formal EC Degree Option**	

Deliverable 1	- Create/update a registry account - Generate a PD plan - Upload proof of program or course registration	**Career Pathway EC/SA Educator III**
Deliverable 2	- Upload current course schedule to include practitioner contact information or attestation signed by program instructor and practitioner	
Deliverable 3	- Upload transcript showing at least six (6) hours of college course requirements completed in	
Option 4	**Specialization**	**N/A**
Deliverable 1	- Create/update a registry account - Generate a PD plan - Upload proof of program or course registration	
Deliverable 2	- Upload proof of program or course registration	
Deliverable 3	-Upload proof of completion of specialization requirements.	

d. Participate in Certified Coaching Visit(s) from COALITION or Contracted Third-Party Vendor

If COALITION has selected Certified Coaching Visits for PROVIDER:

i. PROVIDER agrees to coordinate with COALITION to develop a coaching visitation schedule totaling at least twenty (20) hours per selected classroom.

ii. Once the coaching visitation schedule is developed, COALITION will notify PROVIDER regarding coaching visitation times and dates. Notification must include date and time of coaching visit, coaching topic related to the visit, and estimated duration of visit.

iii. Coaching topics may include teacher-child interactions, behavior management, classroom organization and management, child assessment, and other topics related to early childhood and approved by DEL.

iv. Selected instructors/directors must meet with certified coaches per the schedule developed and agreed to by both parties.

v. If the coaching model requires, PROVIDER must make arrangements or provide a substitute instructor that will allow the selected instructor/director to meet face-to-face with the coach outside of the classroom.

vi. PROVIDER must attest where indicated in the DEL-defined system that each selected classroom completed the required coaching hours as indicated in the QIP notice.

e. 20-hour IACET- or DEL-approved Training

If COALITION has selected 20-hour IACET- or DEL-approved Training (training) for PROVIDER:

i. PROVIDER agrees to coordinate with COALITION to register for training.

ii. Once the training schedule is developed, COALITION will notify PROVIDER regarding training dates and times.

iii. Each of the PROVIDER's selected instructors/directors must complete the training requirements specified for the deliverable in the QIP Notice.

iv. PROVIDER must upload certificates of completion where indicated in the DEL-defined system documenting that each selected instructor/director completed the required training hours for the deliverable period. The QIP Notice must identify the specific training module for each deliverable.

5. Notification of Change in Provider's Personnel

a. If instructor/director turnover occurs during the term of the QIP or instructors/directors fail to complete the required timeframes, PROVIDER must notify COALITION in writing within two (2) days of the deliverable due date passing. PROVIDER must notify COALITION of any changes in staff, any resulting change in classroom status (opening or closing), and any changes to instructor classroom assignment within five (5) business days of the changes occurring.

6. Coalition Responsibilities

a. For the strategy or strategies selected by COALITION in Section 2. QIP Strategy Selection, COALITION will perform tasks below related to those selected strategies:

i. Provide or arrange for CGC training for PROVIDER's selected instructors/directors appropriate to the care levels of their assigned classrooms.

ii. Validate PROVIDER's required staff professional development progression for each deliverable.

iii. Schedule and provide certified coaching visits to each of PROVIDER's classrooms focusing on improving PROVIDER's CLASS observation scores at the times and places scheduled. Topics appropriate for coaching may include teacher-child interactions, behavior management, classroom organization and management, child assessment, and other topics related to early childhood education.

iv. Schedule and provide or arrange for IACET- or DEL-approved training to selected instructors/directors at the times and places in the agreed-to training schedule.

v. Communicate in writing to PROVIDER the ECTS course one and course two registration information and course start and end dates.

b. COALITION agrees to:

i. Validate the evidence of completion that PROVIDER has uploaded into the DEL-defined system for the strategies selected for the PROVIDER.

ii. Communicate and follow up with PROVIDER regarding project timelines, timeliness, and any missing deliverables documentation.

iii. Monitor any QIP deliverables submitted by PROVIDER.

iv. Be available to meet with PROVIDER's staff as needed to keep PROVIDER informed about ongoing QIP activities.

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Exhibit 4: Contracted Slots Program

Provider Name: Baker County Pre-K/Kindergarten Center -L

A. Participation Requirements

1. Provider Responsibilities

The PROVIDER must:

1.1 Maintain status of current SR provider in good standing and in compliance with the terms and conditions of this Contract.

1.2 Provide services to participating children in accordance with this Contract and s. 1002.82(2)(p), F.S.

1.3 Report vacancies within five (5) business days of the first undocumented absence.

B. Compensation and Funding

1. Method of Payment

PROVIDER reimbursement for children participating in Contracted Slots Program will be in accordance with this Contract, Section VII., paragraph 49.

2. Reimbursement Rates Established

PROVIDER agrees to accept the Contracted Slots reimbursement rates established by COALITION and identified within Exhibit 5 for the participating number of children.

2.1 For all scheduled days during this contract period for each child enrollment, regardless of whether the child is in attendance or not.

2.2 At the Contracted Slots Differential Daily Rates established in Exhibit 5 in addition to the reimbursement rates established within the SR provider Contract for the children identified as participating in Contracted Slots for days paid in accordance with the SR attendance rules.

2.3 At the Contracted Slots Full-Time Daily Rates established in Exhibit 5 for unexcused absences and vacancy days, up to a maximum of sixty (60) consecutive calendar days for an absent child in a Contracted Slot, at the reimbursement rate for the care level of the child enrolled in the Contracted Slot prior to the vacancy/absence.

3. Restriction to Care Levels

3.1. Contracted Slots must only be filled with children ages birth through five years old.

3.2. The SR child selected to receive a transferred Contracted Slot within the conditions of Section B, subparagraph 4.1 may be from a different care level than the child prior to the vacancy (restricted to ages birth through five years old).

4. Vacancies and Loss/Transfer of Contracted Slots

4.1. Upon notification of a vacancy, COALITION must immediately take all actions necessary to fill the vacant Contracted Slot with another SR child (from COALITION's wait list or existing child) as quickly as possible. If the Contracted Slot is not filled after sixty (60) consecutive calendar days, COALITION may transfer the Contracted Slot to another eligible provider. If PROVIDER has no remaining Contracted Slots under this Contract after a transfer has occurred, this will result in termination of the Contracted Slots Program.

4.2. PROVIDER will lose the Contracted Slots payment for the total number of children identified in this exhibit if it does not continue to meet terms and conditions of this exhibit. This will result in termination of PROVIDER's contracted slots eligibility, and the balance of the PROVIDER's Contracted Slots will be transferred to another eligible provider.

5. Number of Contracted Slots.

COALITION and PROVIDER will agree upon the number of contracted slots. The total number of contracted slots is 0.

Number of contracted slots for Infants: 0
Number of contracted slots for Toddlers: 0
Number of contracted slots for 2-year-olds: 0
Number of contracted slots for 3-year-olds: 0
Number of contracted slots for 4-year-olds: 0
Number of contracted slots for 5-year-olds: 0

6. Rates and Fees for Parents

PROVIDER is prohibited from charging the differential between PROVIDER's private pay rate and the Contracted Slots reimbursement rates established in Exhibit 5. PROVIDER is prohibited from charging any fees to parents/families other than the parent co-payment or late fees.

Exhibit 5: Provider Reimbursement Rates

Provider Name: Baker County Pre-K/Kindergarten Center -L

Provider Operational Hours: M-F 6:30am-6:00pm ;

PROVIDER must mark whether it has a Gold Seal Quality Care designation. PROVIDER must mark whether it requires the parent to pay the differential between the reimbursement rate and the private pay rate. Finally, PROVIDER must complete the table below marked "To be completed by PROVIDER." COALITION will complete the remainder of the Exhibit.

Does PROVIDER have a Gold Seal designation for children ages birth - 5? ☒ Yes ☐ No

Does PROVIDER have a Gold Seal designation for school-aged children? ☒ Yes ☐ No

Provider's Care Levels Served

(To be Completed by PROVIDER)
Check all that apply

CARE LEVEL	**(INF)** <12 MTH	**(TOD)** 12<24 MTH	**(2YR)** 24<36 MTH	**(PR3)** 36<48 MTH	**(PR4)** 48<60 MTH	**(PR5)** 60<72 MTH	**(SCH)** In School
Full-Time	☐	☐	☐	☒	☒	☒	☒
Part-Time	☐	☐	☐	☒	☒	☒	☒

Does PROVIDER charge a registration fee? ☒ Yes ☐ No. If yes, please check one box and provide the amount: $ 25.00

☐ One time upon enrollment.

☒ Annual.

☐ Other - Describe:

Does PROVIDER require the parent to pay the differential between the approved PROVIDER reimbursement rate and PROVIDER's private pay rate? ☐ Yes ☒ No

Coalition Reimbursement Rates

(To be Completed by COALITION)

CARE LEVEL	(INF) <12 MTH	(TOD) 12<24 MTH	(2YR) 24<36 MTH	(PR3) 36<48 MTH	(PR4) 48<60 MTH	(PR5) 60<72 MTH	(SCH) In School
Full-Time Daily Rates	42.02	38.75	36.09	26.58	25.41	24.23	20.46
Full-Time Gold Seal Daily Rates	50.42	46.50	43.31	31.90	30.49	29.08	24.55
Part-Time Daily Rates	35.62	29.99	28.11	20.43	23.97	18.33	14.35
Part-Time Gold Seal Daily Rates	42.74	35.99	33.73	24.52	28.76	22.00	17.22

Is PROVIDER eligible for a differential? ☒Yes ☐No. If yes, check all that apply.

☒Gold Seal differential

☒Quality Performance Incentive differential: 7.00 %

☒Child Assessment differential

☐Contracted Slots differential: $ N/A

Approved Provider Reimbursement Rate* FULL TIME

(To be Completed by COALITION)

	Care Code	INF	TOD	2YR	PR3	PR4	PR5	SCH
	Care Level	<12 Months	12 <24 Months	24 <36 Months	36 <48 Months	48 <60 Months	60 <72 Months	In School
1	**Care Levels Served**	☐	☐	☐	☒	☒	☒	☒
2	**Coalition Reimbursement Rate without Gold Seal**	0.00	0.00	0.00	26.58	25.41	24.23	20.46
3	**Gold Seal Differential (Row 2 × percentage)**	0.00	0.00	0.00	5.32	5.08	4.85	4.09
4	**QPI Differential (Row 2× tier percentage)**	0.00	0.00	0.00	1.86	1.78	1.70	1.43
5	**Local QI Level Differential (Row 2× tier percentage)**	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6	**Total Differential Amount (Row 3 + 4 + 5)**	0.00	0.00	0.00	7.18	6.86	6.55	5.52
7	**Total Amount (Row 2 + 6)**	0.00	0.00	0.00	33.76	32.27	30.78	25.98
8	**Contracted Slots Differential (per child flagged for contracted slots)**	N/A	N/A	N/A	N/A	N/A	N/A	N/A
9	**Child Assessment Differential (per eligible child - Row 2 × tier percentage)**	0.00	0.00	0.00	1.33	1.27	1.21	N/A

***Special needs rate will be negotiated up to twenty (20) percent above the established coalition reimbursement rate for infant care by the coalition pursuant to Rule 6M-4.500, F.A.C. The negotiated rate will be based on the level of care needed for an individual child.*

Approved Provider Reimbursement Rate* PART TIME

(To be Completed by COALITION)

	Care Code	INF	TOD	2YR	PR3	PR4	PR5	SCH
	Care Level	<12 Months	12 <24 Months	24 <36 Months	36 <48 Months	48 <60 Months	60 <72 Months	In School
1	**Care Levels Served**	☐	☐	☐	☒	☒	☒	☒
2	**Approved Provider Reimbursement Rate without Gold Seal**	0.00	0.00	0.00	20.43	23.97	18.33	14.35
3	**Gold Seal Differential (Row 2 × percentage)**	0.00	0.00	0.00	4.09	4.79	3.67	2.87
4	**QPI Differential ~~Rate~~ (Row 2 × tier percentage)**	0.00	0.00	0.00	1.43	1.68	1.28	1.00
5	**Local QI Level Differential (Row 2 × tier percentage)**	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6	**Total Differential Amount (Row 3 + 4 + 5)**	0.00	0.00	0.00	5.52	6.47	4.95	3.87
7	**Total Amount (Row 2 + 6)**	0.00	0.00	0.00	25.95	30.44	23.28	18.22
8	**Contracted Slots Differential (per child flagged for contracted slots)**	N/A	N/A	N/A	N/A	N/A	N/A	N/A
9	**Child Assessment Differential (per eligible child - Row 2 × tier percentage)**	0.00	0.00	0.00	1.02	1.20	0.92	N/A

***Special needs rate will be negotiated up to twenty (20) percent above the established coalition reimbursement rate for infant care by the coalition pursuant to Rule 6M-4.500, F.A.C. The negotiated rate will be based on the level of care needed for an individual child.*

****VPK Wrap Rates will be calculated per child based on the child's full-time or part-time unit of care and the Approved Provider Reimbursement Rates for full-time or part-time care, whichever is applicable, as indicated in the table above. For an explanation of how the VPK Wrap Rate is calculated by the single statewide information system, reference Table 1 and Table 2 below.*

Table 1 displays the units of care used in the single statewide information system.

TABLE 1 – School Readiness Units of Care

Standard code for unit of care	Description of units of care	Maximum hours
PT	Part-time (*3 or more hours but fewer than 6 hours*)	**6**
FT	Full-time (*6 or more hours but fewer than 11 hours*)	**11**
FTPT	Full-time and part-time (*11 or more hours but fewer than 16 hours*)	**16**
FTFT	Full-time and full-time (*16 or more hours*)	**20**

Table 2 describes the steps for calculating the VPK Wrap Rate.

TABLE 2 – Calculation of Wrap-Around Payment Rates

1. Determine the child's unit of care.	Reference Table 1 for unit of care and maximum hours.
2. Convert the provider's daily rate to an hourly rate.	Daily rate/Maximum hours = Hourly rate
3. Determine the number of payable hours.	Maximum hours – VPK class hours = Payable hours
4. Multiply hourly rate by payable hours.	Hourly rate x payable hours = VPK Wrap Rate

Effective Date of Rates Established in This Exhibit 07/01/2025

Exhibit 6: Holiday Schedule

Provider Name: Baker County Pre-K/Kindergarten Center -L

Holiday	Date Observed
Labor Day	9/1/2025
Staff Training	9/19/2025
Veteran's Day	11/11/2025
Thanksgiving Holiday	11/24/2025
Thanksgiving Holiday	11/25/2025
Christmas Break	12/22/2025
Christmas Break	12/23/2025
Christmas Break	12/24/2025
Christmas Break	12/25/2025
Cgristmas Break	12/26/2025
New Year's	1/1/2026
Martin Luther King Holiday	1/19/2026
Presidents' Day	2/16/2026

If the holiday falls on a Saturday, the holiday is observed on the Friday preceding the holiday. If the holiday falls on a Sunday, the holiday is observed on the Monday following the holiday.

Exhibit 7: Due Process Procedures

Provider Legal Name: Baker County Pre-K/Kindergarten Center -L

1. Purpose of Exhibit. Early learning coalitions are responsible for the local implementation of early learning programs funded with state and federal funds, such as the School Readiness Program and Voluntary Prekindergarten Education Program. Providers of such early learning programs may request a review of determinations made by an early learning coalition in accordance with the due process procedures described below.

2. Request for Review Hearing. If a provider disputes any action taken by the coalition pursuant to the terms of the Statewide School Readiness Provider Contract, the provider may request a review hearing in writing by sending it to the contact person listed in coalition's action. A review hearing is a "meeting" for the purposes of the Sunshine Law (s. 268.911, F.S.) and will be subject to public notice. During a review hearing, the provider will have a reasonable opportunity to address coalition staff or sub-contractor staff regarding the Coalition's action and to present supporting evidence before a Review Hearing Committee. The provider may have an attorney present at the review hearing to represent or advise it.

a. Content of Request for Review Hearing. The request for review hearing must state: the name and contact information of an individual authorized to provide information and binding responses on behalf of the provider; the specific action by the coalition that the provider disputes; the specific reasons for the provider's belief; and whether the provider will be represented by an attorney or another individual during the review hearing.

b. Request Time. The provider's request for a review hearing must be submitted in writing to the coalition within five (5) business days of receipt of notice of the determination which PROVIDER believes to be incorrect.

c. Supporting Documentation. The provider must send copies of any written documentation supporting the claims of the provider. Examples of relevant documentation may include, but are not limited to, attendance documentation, notarized attestations from parents, documentation from licensing or accrediting bodies, documents demonstrating dates of information submission, and a proposed corrective action plan.

3. Implementation of Review. If the coalition receives a request for review hearing from the provider, the coalition must address the request by taking the following steps.

a. Assignment of Review Hearing Committee. Within three (3) business days of receipt of a request for review hearing, the coalition must assign a Review Hearing Committee to complete the review. The Review Hearing Committee must be composed of at least three (3) but no more than five (5) members of Coalition Board. The Chair of the Coalition Board will appoint the Review Hearing Committee and will name the chair of the committee. At least one of the members must be a mandatory member as set forth in s. 1002.83(4), F.S., and at least one other member must be one of the provider representative members. If all attempts have been made by the coalition to schedule among the selected

Review Hearing Committee members potential dates for the hearing and neither provider representative from the Coalition Board is available, then the requirement for a provider representative will be waived for this hearing and the minutes of the Review Hearing Committee will document that the Coalition made every attempt to have a provider representative member included but was unable to do so for this hearing.

b. Response to Request for Review Hearing. Within five (5) business days of receipt of the request for review hearing, the coalition must respond to the provider in writing, return receipt requested. The notice must include at least three (3) proposed dates and times for the review hearing which must be within forty-five (45) days of the date of receipt of the request for review hearing. The notice must also state that the review hearing may be conducted in person at a location designated by the coalition or via any method of telecommunications, if the public is given reasonable access to observe and participate. Finally, the notice must state whether all the coalition staff or sub-contractor staff whom the provider wishes to have present during the hearing will be made available. If any individual who the provider requested to have present is not available, the coalition must make available an individual who is qualified to address the subjects the provider wished the individual to address.

c. Date and Location Selection. Within five (5) business days of receipt of the response to a request for review hearing, the provider must inform the coalition of the date and time which it selects for the review hearing and whether the provider will attend the meeting in person or via a method of telecommunication. Within five (5) business days of receipt of the response to a request for review hearing, if the provider is unable to attend any of the proposed dates and times for the review hearing, the provider must submit written notice which states the specific reasons that the provider is unable to attend and must contact the coalition to select a mutually agreed upon date for the review hearing. If the provider does not inform the Coalition of the date and time within the required time period, then the process is considered complete and the request is denied.

d. Conducting the Review Hearing. The Review Hearing Committee must assess the claim (s) PROVIDER made in its request for review by examining all information and documentation submitted by the provider. The provider must be given a reasonable opportunity to question COALITION staff or sub-contractor staff regarding the determinations of the coalition and to present evidence before the Review Hearing Committee. The coalition will also be provided a reasonable opportunity to submit evidence to rebut any claims made by the provider.

e. Review Hearing Committee Decision. Following completion of the presentation by the provider and the coalition, the Review Hearing Committee will vote regarding each of the provider's claims. The decision of the Review Hearing Committee is final. In its deliberations, the Review Hearing Committee must determine:

i. If the determination made by the coalition was correct, in whole or in part, or incorrect.

ii. If no part of the determination made by the coalition was correct, then the provider is not required to take further action.

iii. If any part of the determination made by the coalition is correct, the Committee must identify the portion(s) determined to be correct and, as applicable, decide:

1) If corrective action is necessary, that the provider must take corrective action regarding the part(s) which the Review Hearing Committee determines to be correct; and the revised deadlines for completion of the corrective action(s); or

2) If the provider's School Readiness Contract or eligibility to offer the School Readiness Program will be terminated, the date of termination.

f. Notice of Review Hearing Conclusion. The Chair of the Review Hearing Committee must ensure a written notice of the review hearing conclusion is prepared. The written notice must state the outcome of the Review Hearing Committee's vote regarding each of PROVIDER's claims. In addition, the notice must specifically state the reasons supporting the Review Hearing Committee's conclusions. The dates for either corrective action to be completed or termination of eligibility to offer the School Readiness or Voluntary Prekindergarten Program must be included in the notice. The Chair of the Review Hearing Committee must approve the notice and ensure it is made public within ten (10) business days of the conclusion of the review hearing.

STATE OF FLORIDA
STATEWIDE SCHOOL READINESS PROVIDER CONTRACT
LICENSED PROVIDER RESPONSIBILITIES
FORM DEL-SR 20L

I. PARTIES AND PROVIDER TYPE

1. **Parties.** This document is executed as an attachment to the Contract made and entered into the 1st day of July, 20 25, by and between the Early Learning Coalition of North Florida/Episcopal Children's Services (herein referred to as "COALITION"), and Baker County Pre-K/Kindergarten Center -L (herein referred to as "PROVIDER").

2. **Provider Type.** To be eligible to deliver the School Readiness Program, PROVIDER must be one of the provider types identified in section s.1002.88(1)(a), Florida Statutes (F.S.). This form is designed for use by licensed providers. PROVIDER must check the box to indicate PROVIDER's type:

☒ A child care facility licensed under s. 402.305, F.S.

☐ A family day care home licensed or registered under s. 402.313, F.S.

☐ A large family child care home licensed under s. 402.3131, F.S.

☐ A before-school or after-school program described in s. 402.305(1)(c), F.S., which has elected to be licensed.

☐ A child care development program on a military installation described in s. 1002.88(1)(a), F.S.

II. LICENSED PROVIDER RESPONSIBILITIES

1. **Health and Safety.**

a. In accordance with s. 1002.88(1)(c), F.S., PROVIDER agrees to offer basic health and safety of its premises and facilities and compliance with requirements for age-appropriate immunizations of children enrolled in the School Readiness Program. PROVIDER's compliance with ss. 402.305, 402.3131, 402.313, F.S., or the United States Department of Defense Instructions 6060.2 and 1402.05 satisfies this requirement.

b. In accordance with s. 1002.88(1)(c), F.S., PROVIDER agrees to comply with the health and safety standards and checklist(s) established pursuant to s. 1002.82, F.S., and Rule 6M-4.620, F.A.C., and verified by the Department of Children and Families or, if applicable, a local licensing agency or the United States Department of Defense.

c. In accordance with s. 1002.88(1)(e), F.S., PROVIDER agrees to employ child care personnel, as defined in s. 402.302(3), who have satisfied the screening requirements of Chapter 402 and fulfilled the training requirements of the Division of Early Learning

pursuant to Rule 6M-4.620, F.A.C.

2. **Group Size and Staff to Children Ratio.** In accordance with s. 1002.88(1)(d), F.S., PROVIDER agrees to maintain the required group size and staff-to-child ratio in accordance with ss. 402.305(4), 402.302(8), or 402.302(11), F.S., as verified pursuant to s. 402.311, F.S.

3. **Insurance.**

a. **General liability insurance.** In accordance with s. 1002.88(1)(m), F.S., PROVIDER agrees to maintain general liability insurance and provide COALITION with written evidence of general liability insurance coverage, including coverage for transportation of children if School Readiness Program children are transported by PROVIDER. PROVIDER must obtain and retain an insurance policy that provides a minimum of $100,000 of coverage per occurrence and a minimum of $300,000 general aggregate coverage. PROVIDER must add COALITION as a named certificate holder and as an additional insured. PROVIDER must provide COALITION with a minimum of ten (10) calendar days' advance written notice of cancellation of or changes to coverage. The general liability insurance required by this paragraph must remain in full force and effect for the entire period of this Contract.

b. **Limitations on indemnification.** In accordance with s. 1002.88(1)(p), F.S., if PROVIDER is a state agency or a subdivision thereof, as defined in s. 768.28(2), F.S., PROVIDER agrees to notify COALITION of any additional liability coverage maintained by PROVIDER in addition to that otherwise established under s. 768.28, F.S. PROVIDER shall indemnify COALITION to the extent permitted by s. 768.28, F.S. If PROVIDER is an accredited child development program on a military installation certified by the United States Department of Defense, PROVIDER may demonstrate liability coverage by affirming that it is subject to the Federal Tort Claims Act, 28 U.S.C. ss. 2671 et seq.

4. **Substitute Instructors.** In accordance with s. 1002.83(15), F.S., COALITION may request a list of all individuals currently eligible to act as a substitute teacher from a school district. PROVIDER may employ individuals listed as substitute instructors for the purpose of offering the School Readiness Program, the Voluntary Prekindergarten Education Program, and all other legally operating child care programs.

AGENDA ITEM NO. 8.7

Item Cover Page

SCHOOL BOARD MEETING (OPEN TO THE PUBLIC) AGENDA ITEM REPORT

DATE:	July 28, 2025
SUBMITTED BY:	Wyatt Milton - (259-0401)
ITEM TYPE:	Agreement
AGENDA SECTION:	**APPROVAL OF ROUTINE ITEMS**
SUBJECT:	Approval of the Agreement with the Baker County Sheriff's Office for School Crossing Guards, Effective July 1, 2025 - June 30, 2026.

ATTACHMENTS:
07.28.2025 Approval of School Crossing Guards Agreement 2025-2026_W.Milton.pdf

AGREEMENT BETWEEN
THE BAKER COUNTY SCHOOL BOARD
AND
THE BAKER COUNTY SHERIFF'S OFFICE
FOR
SCHOOL CROSSING GUARDS

THIS AGREEMENT, made and entered into this **28th** day of **July, 2025**, by and between The Baker County School Board (hereinafter referred to as the School Board and The Baker County Sheriff's Office (hereinafter referred to as the "Sheriff's Office").

W I T N E S S E T H:

1. The School Board and the Sheriff's Office desire to provide School Crossing Guards and related services to the public schools of Baker County; and
2. The School Board and the Sheriff's Office recognize the potential outstanding benefits of the School Crossing Guards to the citizens of Baker County, Florida, and particularly to the students of the public school system; and
3. It is in the best interest of the School Board, the Sheriff's Office, and the citizens of Baker County to implement this Agreement.

NOW, THEREFORE, in consideration of the natural promises and covenants herein contained, the School Board and the Sheriff's Office hereby agree as follows:

ARTICLE I

Rights and Duties of the Sheriff's Office

The Sheriff's Office shall provide School Crossing Guards (hereinafter referred to as Crossing Guards) as follows:

A. Number of Crossing Guards

1. Crossing Guards shall be assigned at locations that are mutually agreed on between the Sheriff's and the Superintendent's designees.

2. The Sheriff's Office shall assign one Supervisor to oversee the Crossing Guards assigned above and to perform scheduled or non-scheduled visits to designated school zone crossing locations. The Supervisor shall arrange substitutes to replace Crossing Guards who are absent due to illness or injury at the appropriate locations.
3. The Sheriff's Office may dismiss or reassign a Crossing Guard, when it is in the best interest of the citizens of Baker County.
4. The Crossing Guards may be changed during the course of this contract and the placement of Crossing Guards shall be the decision of the Sheriff's Office and shall be based on joint cooperation with the School District.

B. Work Days and Hours for Crossing Guards

1. Crossing Guards will be assigned by the Sheriff's Office at mutually agreed upon locations with the School District during the days schools are in session.
2. Crossing Guards will be assigned to direct traffic at designated locations and assist students in crossing streets and highways.
3. Crossing Guards may be assigned other responsibilities as deemed appropriate by the Sheriff's Office.

C. Uniforms for Crossing Guards

1. The Sheriff's Office will determine the appropriate uniforms and accessories to be worn by Crossing Guards.
2. The cost of the uniforms and accessories shall be mutually agreed on by the Sheriff's Office and Superintendent of Schools.
3. The Sheriff's Office is responsible for collecting Crossing Guard uniform and accessories in the event a Crossing Guard ceases to be employed.

D. Training for Crossing Guards

1. The Sheriff's Office will provide training to all Crossing Guards annually.

E. Employment Status of Crossing Guards

1. Crossing Guards are employees of the Baker County Sheriff's Office and not employees of the Baker County School District.
2. Crossing Guards will adhere to all employee requirements and payroll procedures as established by the Sheriff's Office.

ARTICLE II

Rights and Duties of the School Board

The Baker County School District will work cooperatively with the Sheriff's Office in the implementation of this Agreement.

A. Coordination of Services

1. The Superintendent of Schools shall name a designee to work cooperatively with the Sheriff's Office designated Supervisor to provide Crossing Guards at designated locations in accordance with all school operational days and hours.
2. A facility will be provided by the School District to the Sheriff's Office for annual training for Crossing Guards.
3. A bus band radio will be provided to the Sheriff's Office designated Supervisor.

B. Uniforms

1. The School District will be responsible for the annual payment of uniforms.
2. Prior mutual agreement of uniform costs will be made between the School Superintendent and the Sheriff's Office.

ARTICLE III

Good Faith

The School District, the Sheriff's Office and employees agree to cooperate in good faith in fulfilling the terms of this Agreement. Unforeseen difficulties or questions will be resolved by communication between the School Superintendent and the Sheriff's Office and/or their designees.

ARTICLE IV

MODIFICATION

This document constitutes the full understanding of the parties, and no terms, conditions, understandings, or agreement purporting to modify or vary the terms of this document shall be binding unless hereafter made in writing and signed by the party to be charged.

ARTICLE V

This Agreement and each and every covenant herein shall not be capable of assignment, unless the express written consent of the School Board**,** the Superintendent, and the Sheriff's Office is obtained.

ARTICLE VI

Payment

The School District shall pay to the Sheriff's Office the amount of **$79,756.52** for the coordination of School Crossing Guards. Payments shall be made upon the submission of monthly invoices by the Sheriff's Finance Office. Monthly invoices will be in the amount of **$8,861.84**.

The School District shall directly pay the uniform company for Crossing Guards' uniforms and accessories annually, as deemed necessary and mutually agreed upon between the Superintendent and Sheriff. Invoices should be submitted directly to the Superintendent for approval.

ARTICLE VII

This Agreement constitutes a final written expression of all terms of this Agreement and is a complete and exclusive statement of those terms. This Agreement has a beginning date of

July 1, 2025, and ending date of **June 30, 2026**. This Agreement may be renewed upon agreement of both parties.

BAKER COUNTY SCHOOL DISTRICT

By:_____

Tiffany McInarnay, Board Chairperson

Date: July 28, 2025

By:_____

Wyatt Milton, Superintendent

Date: July 28, 2025

BAKER COUNTY SHERIFF'S OFFICE

By:_____

Scotty Rhoden, Sheriff

Date: _____

EXHIBIT "A"

This Addendum and the following modifications ("Addendum") are hereby incorporated into the attached Agreement, and shall be binding on the signatory Parties. To the extent any terms and conditions between the Agreement and this Addendum conflict, the Addendum's terms and conditions shall supersede any conflicting terms and conditions of the Agreement, and the terms and conditions of the Addendum shall be binding and shall be controlling on the Parties.

Section I.

A. All references to "Contractor" herein shall be deemed to refer to the party(ies) who have entered into the agreement with the Baker County School Board ("Board") to which this attachment is affixed.

B. The terms contained herein shall prevail over any contrary or incompatible term within the attached agreement.

Section II.

A. **Level II Background Check** – Any individual providing services under this agreement who will (1) be at a school when students are present; (2) have direct contact with students; or (3) have access to or control of school funds shall have a Level II background check submitted through the Board. The Contractor shall be required to pay for all costs of the background reports. If it is discovered during the period of the agreement that Contractor substituted an unapproved individual for an approved individual for purposes of this agreement, then the agreement may be cancelled immediately by Board.

Section III.

A. **Indemnification -** The Board shall indemnify and hold harmless Contractor from and against any and all claims, suits, actions, damages, or causes of action arising out of the negligent acts of the Board or its employees arising out of or in connection with the provisions of this agreement, up to the limits on liability prescribed in Section 768.28, Florida Statutes, including $200,000.00 per claimant and $300,000.00 per occurrence. Contractor agrees to indemnify and hold harmless the Board and its employees from and against any and all liability or claims for damages of any kind whatsoever resulting from negligent acts, intentional acts, or failure to act on the part of Contractor arising out of or in connection with the provisions of this agreement.

B. **Sovereign Immunity** – Except for as expressly provided in this agreement and Section 768.28, Florida Statutes, the Board does not waive its sovereign immunity.

Section IV.

A. **Governing Law and Venue -** This agreement shall be governed by and construed in accordance with the laws of the State of Florida. The parties agree that the county and circuit courts in the Eighth Judicial Circuit, Baker County, Florida and the United States District Court for the Middle District of Florida – Jacksonville Division shall have exclusive jurisdiction to enforce the terms of this agreement. Venue for any disputes shall exclusively lie in the state and federal courts for Baker County, Florida**.**

Section V.

A. Public Records – To the extent applicable to Contractor, Contractor shall comply with the requirements of Florida's Public Records law. In accordance with Section 119.0701, Florida Statutes, Contractor shall:

1. Keep and maintain public records required by the Board to perform the service.

2. Upon request from the Board's custodian of public records, provide the Board with a copy of the requested records or allow the records to be inspected or copied within a reasonable time at a cost that does not exceed the cost provided under Florida's Public Records law or as otherwise provided by law.

3. Ensure that public records that are exempt or confidential and exempt from public records disclosure requirements are not disclosed except as authorized by law for the duration of the contract term and following completion of the contract if the Contractor does not transfer the records to the Board.

4. Upon completion of the agreement, transfer, at no cost, to the Board all public records in possession of the Contractor or keep and maintain public records required by the Board to perform the service. If the Contractor transfers all public records to the Board upon completion of the agreement, the Contractor shall destroy any duplicate public records that are exempt or confidential and exempt from public records disclosure requirements. If the Contractor keeps and maintains public records upon completion of this agreement, the Contractor shall meet all applicable requirements for retaining public records. All records stored electronically must be provided to the Board, upon request from the Board's custodian of public records, in a format that is compatible with the information technology systems of the Board.

5. **If Contractor has questions regarding the application of Chapter 119, Florida Statutes, to Contractor's duty to provide public records relating to this Contract, Contractor shall contact the Custodian of Public Records at:**

   Felicia D. Raulerson
   Executive Secretary
   Baker County School Board
   270 South Boulevard East
   Macclenny, FL 32063
   (904) 259-0401
   felicia.raulerson@bakerk12.org

6. In the event the Board must initiate litigation against Contractor in order to enforce compliance with Chapter 119, Florida Statutes, or in the event of litigation filed against the Board because Contractor failed to provide access to public records responsive to a public record request, the public agency shall be entitled to recover all costs, including but not limited to reasonable attorneys' fees, costs of suit, witness fees, and expert witness fees expended as part of said litigation and any subsequent appeals.

Section VI.

A. **E-Verify** – To the extent Section 448.095, Florida Statutes, applies to Contractor, Contractor shall use the U.S. Department of Homeland Security's E-Verify system, https://e-verify.uscis.gov/emp, to verify the employment eligibility of all employees **hired on or after January 1, 2021** during the term of this agreement.

1. Subcontractors

(i) Contractor shall also require all subcontractors performing work under this agreement to use the E-Verify system for any employees they may hire during the term of this Agreement.

(ii) Subcontractors shall provide Contractor with an affidavit stating the subcontractor does not employ, contract with, or subcontract with an unauthorized alien, as defined by Section 448.095, Florida Statutes.

(iii) Contractor shall provide a copy of such affidavit to the Board upon receipt and shall maintain a copy for the duration of the agreement.

B. Contractor must provide evidence of compliance with Section 448.095, Florida Statutes, by the date of execution of this agreement. Evidence may consist of, but is not limited to, providing notice of Contractor's E-Verify number.

C. Failure to comply with this provision is a material breach of the agreement, and Board may choose to terminate the agreement at its sole discretion. Contractor may be liable for all costs associated with Board securing the same services, inclusive, but not limited to, higher costs for the same services and rebidding costs, if necessary.

Section VII.

A. **Affidavit Regarding the Use of Coercion for Labor and Services** – If Contractor is not a governmental entity, then Contractor shall execute the Board's "**Affidavit Regarding the Use of Coercion for Labor and Services"** and provide a copy to the Board no later than the time of execution of the agreement by the Contractor.

Section VIII.

A. **Force Majeure** - Except for payment of sums due, neither party shall be liable to the other nor deemed in default under this agreement if and to the extent that such party's performance under this agreement is render impossible, impractical, or prevented by reason of force majeure. For purposes of this agreement, the term "force majeure" means an occurrence that is beyond the control of the party affected and occurs without fault or negligence on behalf of either party. Without limiting the foregoing, force majeure includes acts of God; acts of the public enemy; war; riots; strikes; labor disputes; civil disorders; fires; floods; hurricanes, epidemics, pandemics, government regulations, and the issuance or extension of existing government orders of the United States, the State of Florida, or local county and municipal governing bodies, which prevents performance of the contract for all or part of the agreement's term.

Section IX.

A. **Student Data** - If Contractor meets the definition of "Operator" in Section 1006.1494, Florida Statutes, then the parties shall enter into a Data Privacy Agreement prior to any "Covered Information," as defined in Section 1006.1494, Florida Statutes, being provided to Contractor.

Section X.

A. **Federally Funded Agreement** – If this agreement is paid by the Board using federal funds, then the terms contained in the attached "Baker County School Board Federal Contract Addendum," based off of the requirements of 2 Code of Federal Regulations 200, Title 2, shall govern this agreement.

_____

Signature of Authorized Contractor Representative

_____

Date

AGENDA ITEM NO. 8.8

Item Cover Page

SCHOOL BOARD MEETING (OPEN TO THE PUBLIC) AGENDA ITEM REPORT

DATE: July 28, 2025

SUBMITTED BY: Wyatt Milton - (259-0401)

ITEM TYPE: Agreement

AGENDA SECTION: **APPROVAL OF ROUTINE ITEMS**

SUBJECT: Approval of the Agreement with the Baker County Sheriff's Office for School Resource Officers at All Six School Sites Effective July 1, 2025 - June 30, 2026.

ATTACHMENTS:
07.28.2025 Approval of School Resource Officer Agreement 2025-2026_W.Milton.pdf

AGREEMENT BETWEEN
THE BAKER COUNTY SCHOOL BOARD
AND
THE BAKER COUNTY SHERIFF'S OFFICE
FOR
THE SCHOOL RESOURCE OFFICER PROGRAM

This Agreement, made and entered into this 28th day of July 2025, by and between the Baker County School Board (hereinafter referred to as the "School Board"), and The Baker County Sheriff's Office (hereinafter referred to as the "Sheriff");

WITNESSETH:

A. The School Board and the Sheriff desire to provide law enforcement and related services to the public schools of Baker County for the purposes of fulfilling sections 1006.12 and 1006.13(4), Florida Statutes; and
B. The School Board and the Sheriff recognize the potential outstanding benefits of the School Resource Officer Program to the citizens of Baker County, Florida, and particularly to the students of the public school system of Baker County, Florida; and
C. It is in the best interests of the School Board, the Sheriff, and the citizens of Baker County to continue this program.

NOW THEREFORE, in consideration of the mutual promises and covenants herein contained, the School Board and the Sheriff hereby agree as follows:

ARTICLE I

Rights and Duties of the Sheriff

The Sheriff shall provide School Resource Officers (hereinafter referred to as "SROs") as follows:

A. Number of School Resource Officers
    1. The Sheriff shall assign one regularly employed deputy sheriff to the following schools: **Baker County High School, Baker County Middle School, Legacy Elementary School, Macclenny Elementary School, Westside Elementary School, Baker County Pre/K-Kindergarten Center**
    2. The Sheriff shall assign one full-time supervisor to serve to oversee the deputy sheriffs assigned above and to perform scheduled or non-scheduled visits to elementary, middle and high schools.
    3. The Sheriff may dismiss or reassign a SRO based on department rules, regulations, and/or department orders, and when it is in the best

interest of the people of Baker County. In the event of resignation, dismissal, or reassignment of a SRO, or in the case of extended illness or injury and a period exceeding thirty (30) school days arises without availability of a qualified SRO, the School District shall adjust the amount of monies paid to the Sheriff's Office accordingly.

4. The SRO's may be changed during the course of the contract, and placement of School Resource Officers shall be a Sheriff's Office decision based on a joint, cooperative effort with the Baker County District Safety Officer.

B. Regular Duty Hours of School Resource Officers

The SRO shall be assigned on a full-time basis of (8) hours per day and (40) hours per week. The SRO will earn compensatory time when there are School Board sanctioned events that require SRO presence that exceed the normal (8) hour day and (40) hours per week. The SRO will be required to use the accrued compensatory time for days they are not required to be at the school due to closures and for their personal vacation Any unused accrued compensatory time for the SRO will be paid prior to the first day of school for students so each SRO can start the school year with a zero balance; therefore, the SRO will be required to use accrued compensatory time prior to the first day of school for students.

C. Regular Duties of School Resource Officers

1. The SRO is first and foremost a law enforcement officer. The SRO shall conduct himself/herself as follows:
    a) The SRO shall take law enforcement action required. As soon as practicable, the SRO shall make the principal of the school aware of such action. At the principal's request, the SRO shall take appropriate law enforcement action against intruders and unwanted guests who may appear at the school and related school functions, to the extent that the SRO may do so under the authority of law.
    b) The SRO shall give assistance to other police officers and deputy sheriffs in matters regarding his/her school assignment, whenever necessary.
    c) Should it become necessary to conduct formal police interviews with students, the SRO shall adhere to State statutes, police policy, and legal requirements with regard to such interviews.
    d) The SRO shall not act as a school disciplinarian, as disciplining students is a school responsibility. However, if the principal believes an incident is a violation of the law, the

principal will contact the SRO, and the SRO shall then determine whether law enforcement action is appropriate.

e) The SRO shall move freely on campus during the beginning of the school day, class breaks, lunches, and the end of the school day. During times of special need, the SRO will assist the principal by working proximity control in a specified area for security purposes.
f) The SRO shall be absent from campus to book prisoners, attend court, depositions, and state attorney hearings.
g) The SRO shall wear the standard Department uniform except when approved by his or her supervisors on special occasions.
h) During their regular duty hours, SROs will meet for the purpose of providing briefings on criminal or current activities, training, administrative, or supervisory concerns and other practices commonly performed during a police roll call. The Sheriff will make every effort to conduct these meetings on the school campus and outside of student contact time.
i) The SRO shall make himself/herself available for conferences with students, parents, and faculty members in order to assist them with problems of a law enforcement or crime prevention nature. Confidential information obtained pursuant to Chapter 39, Florida Statutes (1985) (Proceedings Relating to Juveniles), shall not be disclosed except as provided by law or court order.
j) The SRO will spend his/her regular work hours on matters associated with the security of the school to which he/she is assigned.
k) The SRO will sign-in and out each day at the school site to which they are assigned.
l) The SRO will notify, in advance, the principal or their designee anytime they are going to be absent from the campus, e.g., vacation, illness, meetings off campus.
m) The Baker County School District will consult with the Baker County Sheriff's Department regarding matters concerning students when they have allegedly engaged in criminal behavior and/or potential threats. Likewise, the Baker County Sheriff's Department will communicate with the Baker County School District in similar circumstances.

n) Any other duties or responsibilities as set forth in the *"Marjory Stoneman Douglas High School Public Safety Act."*

ARTICLE II

Rights and Duties of the School Board

The Baker County School Board will work cooperatively with the Sheriff in the operation of the School Resource Officer Program, and it shall be understood that Sheriff's Office program guidelines will be followed by any agencies participating in the program.

The School Board shall provide to the SRO the following materials and facilities, which are deemed necessary to the performance of the SRO's duties:

A. Access to an air conditioned and properly lighted private office, which can be properly locked and secured. This office shall contain a telephone which may be used for general business purposes.
B. A filing cabinet which can be properly locked and secured.
C. A desk with drawers, a chair, a bookcase or work table, and office supplies.
D. District internet access which may be used for general business purposes.
E. Any other duties or responsibilities as set forth in the *"Marjory Stoneman Douglas High School Public Safety Act."*

ARTICLE III

Employment Status of School Resource Officers

School Resource Officers shall remain employees of the Baker County Sheriff's Office, and shall not be employees of the School Board of Baker County. The School Board and the Sheriff acknowledge that the School Resource Officers are deputy sheriffs who shall uphold the law under the direct supervision and control of the Baker County Sheriff's Office. School Resource Officers shall remain responsive to the chain of command of the Baker County Sheriff's Office.

ARTICLE IV

Dismissal/Replacement of School Resource Officers

A. In the event that the principal of the school to which the SRO is assigned feels that a particular SRO is not effectively performing his or her duties and responsibilities, the principal shall advise the Superintendent of Schools that he/she wishes the SRO be removed from the program at the school, and shall state the reasons therefore in writing. Within a reasonable time after receiving the recommendation from the principal, the Superintendent or his/her designee shall advise the Sheriff or his/her designee of the principal's request. If the Sheriff so desires, the Superintendent and the Sheriff, or their designees, shall meet with the

SRO to mediate or resolve any problems which may exist. At such a meeting, specified members of the staff of the school to which the SRO is assigned may be required to be present. If, within a reasonable amount of time after commencement of such mediation, the problem cannot be resolved or mediated, or in the event mediation is not sought by the Sheriff, then the SRO shall be removed from the program at the school and replacement shall be obtained.

B. At any time the Sheriff, or his designee, may dismiss or reassign any deputy sheriff appointed by him to act as a SRO based upon what the Sheriff believes is in the best interest of the people in Baker County.

ARTICLE V
Termination of Agreement

This Agreement may be terminated by either party upon ninety (90) days written notice that any other party has failed to substantially perform in accordance with the terms and conditions of this Agreement.

ARTICLE VI
Good Faith

The School Board, the Sheriff, their agents and employees agree to cooperate in good faith in fulfilling the terms of this Agreement. Unforeseen difficulties or questions will be resolved by negotiation between the Superintendent and the Sheriff, or their designees.

ARTICLE VII
Modification

This document constitutes the full understanding of the parties, and no terms, conditions, understandings or agreement purporting to modify or vary the terms of this document shall be binding unless hereafter made in writing and signed by the party to be charged.

ARTICLE VIII
Non-Assignment

This Agreement, and each and every covenant herein, shall not be capable of assignment, unless the express written consent of the School Board and the Sheriff is obtained.

ARTICLE IX

Payment

The School Board shall pay to the Sheriff's Office the amount not to exceed **$536,650.00** for the School Resource Officer Program. The Sheriff provides all capital outlay costs for the deputies. Payment shall be made upon the submission of monthly invoices by the Sheriff's Finance Officer. These invoices will average **$44,720.83** per month with a not to exceed amount of **$536,650.00** for the fiscal year.

ARTICLE X

Merger

This Agreement, dated July 28, 2025, constitutes a final written expression of all the terms between the Parties and is a complete and exclusive statement of those terms. This agreement has a beginning date of **July 1, 2025**, and will continue until **June 30, 2026**. This Agreement may be renewed upon agreement of both parties.

ARTICLE XI

Compliance with Section 1006.12, Florida Statutes

This Agreement shall necessitate documented proof of SRO certification requirements set forth in section 1006.12, Florida Statutes, including requiring confirmation by the Sheriff that each SRO has received the required psychological evaluation and completed the required mental health crisis intervention training. The Sheriff may demonstrate such proof by means of affidavit of the Sheriff confirming each SRO has completed the required background checks, testing, evaluations, and trainings as required by sections 1006.12(1)(a), (2)(a), (2)(c), (6)(a), Florida Statutes, as well as any other requirements pursuant to section 1006.12, Florida Statutes. Article XI shall be incorporated into and made a part of any subsequent Agreement between the Parties.

THE SCHOOL BOARD OF BAKER COUNTY, FLORIDA

By: _____
Tiffany McInarnay, Chairperson
Date: July 28, 2025

By: _____
Wyatt Milton, Superintendent
Date: July 28, 2025

THE BAKER COUNTY SHERIFF'S OFFICE

By: _____
Scotty Rhoden, Sheriff
Date: _____

EXHIBIT "A"

This Addendum and the following modifications ("Addendum") are hereby incorporated into the attached Agreement, and shall be binding on the signatory Parties. To the extent any terms and conditions between the Agreement and this Addendum conflict, the Addendum's terms and conditions shall supersede any conflicting terms and conditions of the Agreement, and the terms and conditions of the Addendum shall be binding and shall be controlling on the Parties.

Section I.

A. All references to "Contractor" herein shall be deemed to refer to the party(ies) who have entered into the agreement with the Baker County School Board ("Board") to which this attachment is affixed.

B. The terms contained herein shall prevail over any contrary or incompatible term within the attached agreement.

Section II.

A. **Level II Background Check** – Any individual providing services under this agreement who will (1) be at a school when students are present; (2) have direct contact with students; or (3) have access to or control of school funds shall have a Level II background check submitted through the Board. The Contractor shall be required to pay for all costs of the background reports. If it is discovered during the period of the agreement that Contractor substituted an unapproved individual for an approved individual for purposes of this agreement, then the agreement may be cancelled immediately by Board.

Section III.

A. **Indemnification -** The Board shall indemnify and hold harmless Contractor from and against any and all claims, suits, actions, damages, or causes of action arising out of the negligent acts of the Board or its employees arising out of or in connection with the provisions of this agreement, up to the limits on liability prescribed in Section 768.28, Florida Statutes, including $200,000.00 per claimant and $300,000.00 per occurrence. Contractor agrees to indemnify and hold harmless the Board and its employees from and against any and all liability or claims for damages of any kind whatsoever resulting from negligent acts, intentional acts, or failure to act on the part of Contractor arising out of or in connection with the provisions of this agreement.

B. **Sovereign Immunity** – Except for as expressly provided in this agreement and Section 768.28, Florida Statutes, the Board does not waive its sovereign immunity.

Section IV.

A. **Governing Law and Venue -** This agreement shall be governed by and construed in accordance with the laws of the State of Florida. The parties agree that the county and circuit courts in the Eighth Judicial Circuit, Baker County, Florida and the United States District Court for the Middle District of Florida – Jacksonville Division shall have exclusive jurisdiction to enforce the terms of this agreement. Venue for any disputes shall exclusively lie in the state and federal courts for Baker County, Florida**.**

Section V.

A. Public Records – To the extent applicable to Contractor, Contractor shall comply with the requirements of Florida's Public Records law. In accordance with Section 119.0701, Florida Statutes, Contractor shall:

1. Keep and maintain public records required by the Board to perform the service.

2. Upon request from the Board's custodian of public records, provide the Board with a copy of the requested records or allow the records to be inspected or copied within a reasonable time at a cost that does not exceed the cost provided under Florida's Public Records law or as otherwise provided by law.

3. Ensure that public records that are exempt or confidential and exempt from public records disclosure requirements are not disclosed except as authorized by law for the duration of the contract term and following completion of the contract if the Contractor does not transfer the records to the Board.

4. Upon completion of the agreement, transfer, at no cost, to the Board all public records in possession of the Contractor or keep and maintain public records required by the Board to perform the service. If the Contractor transfers all public records to the Board upon completion of the agreement, the Contractor shall destroy any duplicate public records that are exempt or confidential and exempt from public records disclosure requirements. If the Contractor keeps and maintains public records upon completion of this agreement, the Contractor shall meet all applicable requirements for retaining public records. All records stored electronically must be provided to the Board, upon request from the Board's custodian of public records, in a format that is compatible with the information technology systems of the Board.

5. **If Contractor has questions regarding the application of Chapter 119, Florida Statutes, to Contractor's duty to provide public records relating to this Contract, Contractor shall contact the Custodian of Public Records at:**

   Felicia D. Raulerson
   Executive Secretary
   Baker County School Board
   270 South Boulevard East
   Macclenny, FL 32063
   (904) 259-0401
   felicia.raulerson@bakerk12.org

6. In the event the Board must initiate litigation against Contractor in order to enforce compliance with Chapter 119, Florida Statutes, or in the event of litigation filed against the Board because Contractor failed to provide access to public records responsive to a public record request, the public agency shall be entitled to recover all costs, including but not limited to reasonable attorneys' fees, costs of suit, witness fees, and expert witness fees expended as part of said litigation and any subsequent appeals.

Section VI.

A. **E-Verify** – To the extent Section 448.095, Florida Statutes, applies to Contractor, Contractor shall use the U.S. Department of Homeland Security's E-Verify system, https://e-verify.uscis.gov/emp, to verify the employment eligibility of all employees **hired on or after January 1, 2021** during the term of this agreement.

1. Subcontractors

(i) Contractor shall also require all subcontractors performing work under this agreement to use the E-Verify system for any employees they may hire during the term of this Agreement.

(ii) Subcontractors shall provide Contractor with an affidavit stating the subcontractor does not employ, contract with, or subcontract with an unauthorized alien, as defined by Section 448.095, Florida Statutes.

(iii) Contractor shall provide a copy of such affidavit to the Board upon receipt and shall maintain a copy for the duration of the agreement.

B. Contractor must provide evidence of compliance with Section 448.095, Florida Statutes, by the date of execution of this agreement. Evidence may consist of, but is not limited to, providing notice of Contractor's E-Verify number.

C. Failure to comply with this provision is a material breach of the agreement, and Board may choose to terminate the agreement at its sole discretion. Contractor may be liable for all costs associated with Board securing the same services, inclusive, but not limited to, higher costs for the same services and rebidding costs, if necessary.

Section VII.

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Section X.

A. **Federally Funded Agreement** – If this agreement is paid by the Board using federal funds, then the terms contained in the attached "Baker County School Board Federal Contract Addendum," based off of the requirements of 2 Code of Federal Regulations 200, Title 2, shall govern this agreement.

_____

Signature of Authorized Contractor Representative

_____

Date

AGENDA ITEM NO. 9.1

Item Cover Page

SCHOOL BOARD MEETING (OPEN TO THE PUBLIC) AGENDA ITEM REPORT

DATE:	July 28, 2025
SUBMITTED BY:	N/A
ITEM TYPE:	Removed Routine
AGENDA SECTION:	**APPROVAL OF ITEMS FOR ACTION**
SUBJECT:	Approval of Removed Routine Items.

AGENDA ITEM NO. 9.2

Item Cover Page

SCHOOL BOARD MEETING (OPEN TO THE PUBLIC) AGENDA ITEM REPORT

DATE:	July 28, 2025
SUBMITTED BY:	Carrie Dopson - (259-0408)
ITEM TYPE:	Instructional Materials / Textbook Adoption
AGENDA SECTION:	**APPROVAL OF ITEMS FOR ACTION**
SUBJECT:	Approval to Adopt 2025-2026 English Language Arts & Personal Finance Instructional Materials / Textbooks. (Itemized List Included.)

ATTACHMENTS:
07.28.2025 Approval of the 25-26 ELA & Personal Finance Materials_C.Dopson.pdf

BAKER COUNTY SCHOOL DISTRICT
Committed to Excellence

Office of Teaching and Learning
270 South Boulevard East
Macclenny, FL 32063
(904) 259-6251
www.bakerk12.org

Wyatt Milton, Superintendent

July 16, 2025

Dear Superintendent Milton,

I am requesting approval for the adoption of the following 2025-2026 **English Language Arts and Personal Finance** Instructional Materials:

School	Subject	Publisher	ISBN
BCHS	Personal Financial Literacy	The Lampo Group, LLC DBA Ramsey Solutions	978-1-9369-4884-0

School	Subject	Publisher	ISBN
BCMS	ELA – Grade 7	Savvas	979-8-2130-8530-3

The grade levels noted are for students following our traditional course progression. In some instances, students may take courses in grade levels other than the grade listed. If you have any questions, please call me at 259-0408.

Sincerely,

Carrie Dopson
Executive Director of Teaching and Learning

AGENDA ITEM NO. 9.3

Item Cover Page

SCHOOL BOARD MEETING (OPEN TO THE PUBLIC) AGENDA ITEM REPORT

DATE: July 28, 2025

SUBMITTED BY: Traci Wheeler - (259-6776)

ITEM TYPE: Plan

AGENDA SECTION: **APPROVAL OF ITEMS FOR ACTION**

SUBJECT: Approval of the 2025-2028 District English Language Learners (ELL) Plan.

ATTACHMENTS:
07.28.2025 Approval of the 25-28 District ELL Plan_T.Wheeler.pdf

BAKER COUNTY SCHOOL DISTRICT
Committed to Excellence

Title I and Special Programs
312 South Boulevard East
Macclenny, FL 32063
(904) 259-6776
www.bakerk12.org

Wyatt Milton, Superintendent

July 14, 2025

Superintendent J. Wyatt Milton
Baker County School District
270 South Boulevard East
Macclenny, Fl 32063

Dear Superintendent Milton,

I respectfully request that the attached Baker County School District English Language Learners (ELL) Plan 2025-2028 be placed on the School Board Meeting Agenda for board approval.

If you or any of the school board members have any questions or need additional information, please feel free to contact me at the number listed above.

Sincerely,

Traci Wheeler

Traci Wheeler
Director of Accountability and Special Programs

FLORIDA DEPARTMENT OF EDUCATION
fldoe.org

DIVISION OF PUBLIC SCHOOLS
Highest Achievement…Every Student, Every Day.

June 30, 2025

Ms. Traci Wheeler
Director of Accountability and Special Programs
Baker County School District

Dear Ms. Wheeler,

The District English Language Learner (ELL) Plan for Baker County School District has been reviewed and approved pursuant to Section 1003.56, Florida Statutes. This approval applies from July 1, 2025, through June 30, 2028. Interim changes to the plan must be submitted as amendments and must be approved prior to implementation (Rule 6A-6.0905, Florida Administrative Code). Amendment requests may be emailed to SALA@fldoe.org.

Please share this approval letter with your district's leadership team and other interested personnel. Thank you for your continued commitment to student achievement through language acquisition. If you have any questions, please feel free to contact me.

Sincerely,

Raydel Hernandez

Raydel Hernandez, Ph.D.
Bureau Chief, Student Achievement through Language Acquisition
Florida Department of Education
325 West Gaines Street Suite 314
Tallahassee, Fl 32399
850-245-0956 Office

Baker County School District
English Language Learners (ELL) Plan
2025-2028

Contact Person: Traci Wheeler
LEA: Baker County School District
Email: traci.wheeler@bakerk12.org
Phone: 904-259-6776

Rule 6A-6.0905
Form ESOL 100

Date Received by FDOE

Original signatures on Signature Pages are to be submitted to:

Bureau of Student Achievement through Language Acquisition
Florida Department of Education
325 West Gaines Street
444 Turlington Building
Tallahassee, Florida 32399-0400

FDOE INTERNAL USE ONLY

(1) NAME OF THE DISTRICT:	*(2) CONTACT NAME/TITLE:*	*(3) CONTACT PHONE NO (EXT.): EMAIL ADDRESS:*
Baker County School District	Traci Wheeler, Director of Accountability and Special Programs	904-259-6776 traci.wheeler@bakerk12.org

(4) MAILING ADDRESS:	**(5) PREPARED BY: (If different from contact person)**
Title I and Special Programs Office 312 South Boulevard East Macclenny, FL 32063	**First Name:** **Last Name:** **Mailing Address:** **Phone No:**

(6) CERTIFICATION BY SCHOOL DISTRICT

The filing of this application has been authorized by the School Board and the undersigned representative has been duly authorized to submit this plan and act as the authorized representative of the district in connection with this plan.

I, Wyatt Milton , do hereby certify that all facts, figures, and representations made in this plan are true and correct. Furthermore, all applicable statutes, rules, regulations, and procedures for program and fiscal control and for records maintenance will be implemented to ensure proper accountability.

J. Wyatt Milton

Signature of Superintendent or Authorized Agency Head | April 15, 2025 Date Signed | Date of Governing Board Approval

(7) Chairperson representing the District ELL Parent Leadership Council (PLC)

Name of Chairperson representing the District ELL PLC: Thomas Hill

Contact Information for District PLC Chairperson:
Mailing address: 270 South Boulevard East, Macclenny, FL 32063

E-mail Address: thomas.hill@bakerk12.org Phone Number:904-259-6251

Date final plan was discussed with PLC: February 12, 2025

Thom Hill

Signature of the Chairperson of the District PLC

April 15, 2025

Date Signed by PLC Chairperson

ASSURANCES AND CERTIFICATION

School districts are required to abide by a set of assurances when developing and implementing programs and services to students classified as English Language Learners (ELLs), and are required to ensure school- and district-level personnel comply with all the requirements and provisions set forth in the laws, rules, regulations, and federal court orders listed below:

- The requirements set forth in Section 1003.56, Florida Statutes;
- The requirements set forth in Rules 6A-6.0902;6A-6.09022; 6A-6.09091; 6A-6.0903; 6A-6.0907; 6A-1.0503, Florida Administrative Code (F.A.C.), and other applicable State Board of Education Rules;
- The requirements of the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act of 2015;
- The requirements of the Consent Decree in the League of United Latin American Citizens et al. v. the State Board of Education, 1990;
- The requirements of the Florida Educational Equity Act, 1984;
- The requirements based on the Fifth Circuit Court decision in Castañeda v. Pickard, 1981;
- The requirements based on the Supreme Court decision in Plyler v. DOE, 1982;
- The requirements based on the Supreme Court decision in Lau v. Nichols, 1974;
- The requirements of the Equal Educational Opportunities Act of 1974;
- The Requirements of Section 504 Rehabilitation Act of 1973;
- The requirements of the Office for Civil Rights Memorandum of May 25, 1970;
- The requirements of the Title VI and VII Civil Rights Act of 1964; and
- The requirements of the Office for Civil Rights Standards for the Title VI Compliance.

By signature below, I, Wyatt Milton, do hereby certify that procedures, processes and services that are described herein shall be implemented in a manner consistent with the requirements and provisions of the requirements set forth above.



Superintendent's Signature

April 15, 2025
Date Signed

Section 1: Identification (Rule 6A-6.0902, F.A.C.)

Enrollment Procedures and Administration of the Home Language Survey (HLS).

Describe the Local Education Agency (LEA) registration procedures to register English Language Learners (ELLs).

REGISTRATION: Upon registration in a Baker County Public School, a Home Language Survey (HLS) is completed for all Pre-K through grade 12 students as the first step in identifying a potential ELL (English Language Learner) student. (Pre-K students are not addressed for formal ELL services until entry into kindergarten. Pre-K students are flagged for possible services in kindergarten.)

Upon completion of the Student Enrollment/Registration form, the school's data processor enters in the district student database all student demographic information, including native language, country of birth, immigrant student and date of entry into a U.S. school, provided by parent/guardian during the registration process.

How do LEA procedures compare to those followed for non-ELLs?

The same procedure is completed for all students, non-ELLs and ELLs. At the time of registration, all parents/guardians complete a Student Enrollment/Registration form at their child's school, which contains the Home Language Survey:

(a) Is a language other than English used in the home?
(b) Did the student have a first language other than English?
(c) Does the student most frequently speak a language other than English?

If any of the three questions are answered "yes", the school's ESOL contact is notified by the registrar and the student is administered the IPT Screener within the first twenty days of school.

Into what languages are the HLS translated?

English and Spanish

How does the LEA assist parents and students who do not speak English in the registration process?

Provisions to communicate in the home language of parents and students will be implemented using school personnel in the district, if possible. Where available, community language facilitators can also assist with translating or interpreting registration documents, as well as transportation and other pertinent school information. If a local translator is not available at the time of registration and/or all other times needed, an over-the-phone translator knowledgeable in the parent/guardian's home language may be utilized to facilitate communication between the parties. Home communication forms including, but not limited to, report cards and periodic progress reports will be provided in the student/parent/guardian's home language, unless clearly not feasible. Documentation of all communication with the parent/guardian(s) will be maintained in the student's ELL folder.

How do you identify immigrant students?

Immigrant students are identified through the registration process. The term immigrant children and youth means individuals who:
(A) are ages 3 through 21; and
(B) were not born in any State, the District of Columbia or Puerto Rico; and
(C) have not been attending one of more schools in any one or more States for more than three (3) full academic years.

Based on this definition, the student's immigrant code is Y and data element number is 131785.

How is Date Entered US School (DEUSS) obtained in the registration process?

At the time of registration, parents complete the Home Language Survey, as well as questions regarding birth date of student, country of birth, and the DEUSS date---the month, day and year the student entered school in the United States (any of the 50 states and the District of Columbia, excluding U.S. territories and possessions). If a student is entering our schools from another district in Florida or state within the U.S., records are requested from the previous school, and the original DEUSS date is entered into our student information system-data element 197237.

Please include a link to your HLS.

Baker County School District Registration Form with HLS

Section 2: English Language Proficiency Assessment (Rule 6A-6.0902, F.A.C.)

1. English Language Proficiency (ELP) Assessment

What is the title of the person(s) responsible for administering the ELP assessment of potential ELLs in the LEA? (Check all that apply.)

☐ Registrar
☐ ESOL Coordinator/Administrator
☒ Other – School Counselor

2. Listening and Speaking Proficiency Assessment

List the Listening and Speaking (Aural/Oral) assessment(s) used in the LEA and procedures followed to determine if a K-12 student is an ELL.

IPT Screener

Describe the procedures to ensure that the Listening and Speaking assessment(s) are administered within 20 school days of the student's initial enrollment.

Each school's counselor is responsible for coordinating, testing, scoring, and recording the ELL data. If feasible, students with affirmative answers will be administered the IPT Screener on the first day of registration. If not feasible, students with an affirmative answer to question #1 only (Is a language other than English used in the home?), will be identified as a temporary ELL student and can be placed in a basic class. The IPT Screener will be administered within 20 days to determine appropriate placement. Students with affirmative answers to more than one question are identified as temporary ELL students and assigned to qualified ELL personnel. These students will also be evaluated for English proficiency within 20 days through administration of the IPT Screener. All students who are not proficient on the Listening and Speaking L/S assessment qualify for ESOL services and are coded as LY. Students enrolled in kindergarten through second grade who score within the fluent English speaking range of the (L/S) assessment are determined as non-ELL (ZZ). Students in grades 3-12 who score proficient in L/S are then administered a reading and writing assessment that must be completed as soon as possible after initial enrollment, but no later than thirty (30) days after enrollment.

Reading and Writing Proficiency Assessment

List the Reading and Writing assessment(s) used in the LEA and procedures followed to determine if a student is an ELL in grades 3-12.

IPT Screener

3. ELL Committee

Describe the procedures used when the ELL Committee makes an entry (placement) decision. What type of documentation is used to support these decisions?

The ELL Committee utilizes the criteria from the Florida Consent Decree, I.B.2 survey, I.C.1, and I.C.2. for entry placement. The ELL Committee may determine a student to be ELL or not to be ELL according to consideration of home language survey, test results, and at least two of the following;

1) Extent and nature of prior educational/social experiences; and student interview;
2) Written recommendation and observation by current and previous instructional/support services staff;
3) Level of mastery of basic competencies or skills in English and heritage language; according to local, state or national criterion-referenced standards,
4) Grades from current or previous years;
5) Test results other than the entry assessments.

ELL students who meet criteria for Exceptional Student Education must have an IEP (Individual Education Plan). The necessity of the student having an IEP does not negate the need for students to also have an ELL plan. Both plans should be coordinated to best serve the needs of the student with accommodations made as necessary. The IEP must be reviewed at least annually with parent notification documented in accordance with Federal, State, and District policies. The ELL plan should be reviewed at this time also.

Section 3: Programmatic Assessment (Rule 6A-6.0902, F.A.C.)

Academic/Programmatic Assessment

Describe the procedures that have been implemented for determining prior academic experience of ELLs. Also, address the placement of ELLs with limited or no prior school experience(s) or whose prior school records are incomplete or unobtainable. Specify actions taken to obtain prior school records. Include the procedures to determine appropriate grade level placement for ELLs.

Programmatic Assessment of all potential ELL students is conducted prior to placement in the ESOL/ELL program. Steps are taken to determine the academic level(s) of the student independent of the student's English language proficiency. Comprehensive parent/guardian/student interviews may be conducted. Students might be assessed for skills and school-readiness competencies in addition to English language assessments. Additionally, a review of prior school records will be used in determining the appropriate grade placement of ELL students. Academic success is to be monitored to ensure that accurate placement decisions were made. All decisions regarding ELL student Programmatic Assessment and academic placement must be documented in the appropriate section of the student's ELL folder. In order to obtain prior school records, the receiving school will contact the prior school(s) to request school records. If the records are not received in a timely manner, the receiving school will contact the previous school by phone. The parent may also be asked to assist in the obtaining of the records.

Grade Level and Course Placement Procedures – Grades 9-12

Describe the procedures that have been implemented to determine appropriate grade and course placement. Descriptions must include the process used for awarding credit to ELLs entering high school in 9th-12th grades that have completed credits in countries outside of the United States, specifically addressing those students for which there is no documentation.

Per 6A.6.0902 section 3 part b, "The school district shall award equal credit for courses taken in another country or a language other than English as they would the same courses taken in the United States or taken in English. For foreign-born students, the same district-adopted policies regarding age appropriate placement shall be followed as are followed for students born in the United States." Student placement is not based solely on English Language Proficiency; an academic skills assessment may be administered in the home language if possible.

Students must have documentation of completed courses in order to receive high school credit. Course transfer waivers may be given if documentation is provided. Documentation can be created using the programmatic assessment form in the event the student/parents cannot

provide transcripts or documentation of prior educational experiences. School counselors and administrators will review transcripts and award credit for courses completed in another country where the course is similar in scope and sequence but may have a different course name. In the absence of transcripts or prior educational experience, diagnostic/placement tests and interviews may also be used as a guideline.

The age of the student will be taken into consideration as well. Parent/guardian and student interviews, as well as ELL Committee meetings, will also be conducted to help determine placement. When feasible, translators/interpreters will be provided to attend these meetings. The school principal or designee, guidance counselor, teacher, parents, and/or district administrator may be included to determine appropriate placement. Each student will receive differentiated instruction at the agreed upon grade level placement to facilitate English language acquisition and academic achievement at the appropriate grade placement.

Explain the process for awarding credit to students transferring from other countries for language arts classes taken in the student's native language and for foreign languages the student may have taken (this may include English).

Students are placed by the ESOL/ELL school designee and school administration based on the available information and age/grade appropriateness. The guidance office continues to follow any leads for prior school records. All official transcript review determinations are captured in our student information database. For high school credit, determinations are made to match, as closely as possible, courses taken in other countries, to courses within the Course Code Directory in order to award credits toward graduation requirements. For example, Spanish I taken in Mexico will count toward English I high school credit, since language arts standards would have been taught, not Foreign Language standards. English taken in Mexico as a foreign language can be transferred as a foreign language waiver.

The school district shall award equal credit for courses taken in another country or a language other than English as they would the same courses taken in the United States or taken in English. Language Arts credits are awarded to students transferring from other countries for language arts classes taken in the student's native language and for foreign languages the student may have taken may be transferred as waivers.

Per Rule 6A-6.0902, the school district shall award equal credit for courses taken in another country or a language other than English as they would the same courses taken in the United States or taken in English. The final approval of course credit review is verified by the school principal.

1. Interview parents regarding the student's precious schooling
2. Generate a general profile of the student using target questions such as:
    a. What grade was the student in during the previous year?
    b. What courses did the student take?
    c. How did the student perform in the prior school setting?
    d. At what age did the student start school?
    e. What is the total number of years the student has been in school?
    f. Was the student ever retained?
    g. Were there excessive absences or special circumstances affecting achievement?
3. Check the age of the student to determine approximate grade placement.
4. Administer placement tests to assess student's academic skills.

What is the title of person(s) responsible for evaluating foreign transcripts? How are they trained? How is documentation maintained?

School counselors/ELL designees are responsible for evaluating foreign transcripts. They receive training at least annually on transcript evaluation resources, such as acceptable websites and guides. When school staff have questions or need clarification, they contact the district ESOL office. If additional assistance is needed, the district ESOL office will contact the Florida Department of Education for guidance. All documentation is maintained in the student's ELL file.

Re-evaluation of ELLs that Previously Withdrew from the LEA

Describe the procedures used for re-evaluating ELLs who withdraw from the LEA and re-enroll. Specify the length of time between the ELLs' withdrawal and re-enrollment after which a new English language proficiency assessment is to be administered. Include data reporting procedures.

Students who re-enroll in our District or come from another Florida school district will automatically be placed in the same ELL status/program as time of withdrawal unless review of prior school records support a different status. If a review of prior school records indicates a change in status with proper exit or re-entry criteria, the student will be classified accordingly and be monitored.

Any ELL student who has been absent longer than 18 academic weeks with no intervening assessments will be assessed within 20 school days to verify current placement. An ELL Committee will be convened to develop the Student ELL Plan. The original student data, including DEUSS, stays the same.

Students from other countries are assessed within 20 days and a DEUSS is determined, along with entry classification data.

ELL Student Plan Development

Describe the procedures for developing the Student ELL Plan. Include the title(s) of the person(s) responsible for developing the plan, and updating the ELL data reporting elements. Also, include a description of when and how the plan is updated to reflect the student's current services.

Students identified as ELL are assigned to classes taught by teachers who have the ELL endorsement or are in the process of attaining the ELL in-service requirements for their grade level/subject area. The school guidance counselor and the student's teacher(s), with assistance from the ELL committee as needed, develops the most appropriate programming/Student ELL Plan to meet the student's needs. The data processor updates the ELL data reporting elements in the district's student information system. Information from the Programmatic Assessment Checklist will also be utilized while planning and providing the ELL student's instruction. Consideration will be given to ensure equal access to all programs in the district. Appropriate accommodations will be provided in the instructional programming to assist the student in

achieving the Florida State Standards Benchmarks and will be documented in the ELL Plan. This plan is included in the ELL folder.

All ELL plans are updated annually at the beginning of the school year and when services change. The plan will reflect the most current ELL services. The plan will also be reviewed and updated as needed with the invited parent. Assessment data (includes state test), class performance, grades and academic proficiency are considered when conducting the review. The documentation of the recommendation of the annual review is part of the student ELL folder. The school counselor/ELL designee is responsible for updating this folder.

The plan will reflect the student's instructional program or schedule designated by the Program 130 code which will include programs other than ESOL and documentation of the use of appropriate ELL strategies and services. The ELL plan can include specific accommodation procedures for state assessment programs as well as classroom assessments. Additional information such as initial IPT Screener scores and current state assessment data is included on the ELL plan.

Describe the elements of the plan (e.g., home-school communication, student schedules and classes, progress monitoring, interventions, assessments and other evaluations). What is the teacher's role in development of the plan?

Regardless of the approach implemented, ELL students receive instruction, which is comprehensible, equal, and comparable in amount, scope, sequence and quality to the instruction provided to English proficient students. Instruction is aligned with the appropriate B.E.S.T. standards and NGSSS benchmarks and course descriptions. Textbooks and other instructional materials used with ELL students are the same as those used with non-ELL students in the same grade. School site administrators are responsible for monitoring the implementation of ESOL/ELL strategies by the classroom teacher. Evidence can be observed during classroom visits, through lesson plans, through use of materials and audio-visuals, and through grade book notations. All teachers of ELL students document the ESOL/ELL strategies used for each lesson in their plan book.

The elements of the student plan will include the student's name, date of entry, and current ACCESS for ELL scores and state assessment data. The plan will reflect the student's instructional program of 130, amount of instructional time or instructional schedule, documentation of the use of appropriate ESOL strategies, and a description of all provided services. The teacher is notified of the aural/oral and reading/writing competencies assessed on the IPT Screener. The student's academic progress may be reviewed, and records from previous schools are examined, if available. Student plan information will include previous and current teacher input through interviews to gain information on socialization and participation in the general classroom setting.

Please include a link to the ELL Student Plan.

Baker County Student ELL Plan

Section 4: Comprehensive Program Requirements and Student Instruction

Instructional Models

In addition to using required English for Speakers of Other Languages (ESOL) strategies by teachers who teach ELLs, what instructional model(s) or approach(es) are used to ensure comprehensible instruction? Descriptions of each model can be found in the current Florida Department of Education (FDOE) database manuals on the FDOE website. ***(Check all that apply)***

☐ Sheltered English Language Arts

☐ Sheltered Core/Basic Subject Areas

☒ Mainstream-Inclusion English Language Arts

☒ Mainstream-Inclusion Core/Basic Subject Areas

☐ Maintenance and Developmental Bilingual Education

☐ Dual Language (two-way) Developmental Bilingual Education

Describe how the instructional models are used in the LEA. Address how the LEA will monitor schools to ensure that instructional models are implemented with fidelity.

Mainstream Inclusion. Regardless of the approach implemented, ELL students receive instruction, which is comprehensible, equal, and comparable in amount, scope, sequence and quality to the instruction provided to English proficient students. Instruction is aligned to the appropriate B.E.S.T. standards, benchmarks and course descriptions. Textbooks and other instructional materials used with ELL students are the same as those used with non-ELL students in the same grade. School site administrators are responsible for monitoring the implementation of ESOL/ELL strategies by the classroom teacher. Evidence may be observed during classroom visits, through lesson plans, through use of materials and audio-visuals, and through grade book notations. All teachers of ELL students document the ESOL/ELL strategies used for each lesson in their plan book. ELLs in mainstream-inclusion Language Arts and core subject areas receive comprehensible instruction through ESOL strategies, supplemental materials, and language support in classes with both ELLs and non-ELLS. Teachers must have the appropriate training requirements, document ESOL strategies, and monitor ELLs language acquisition progress.

Describe the process to verify that instruction provided to ELLs is equal in amount, sequence, quality, and scope to that provided to non-ELLs.

To ensure equal access to instruction, ELLs in grades K-12, class schedules are maintained on the student record system and on teacher schedules. Regardless of the instructional approach implemented, ELLs receive instruction that is aligned to state standards, and is comprehensible, equal and comparable in amount, sequence, quality and scope as their non-ELL peers. Equal access evidence will be observed by school site administrators through classroom visits, lesson plans and teacher interviews. Although supplemental instructional materials can be used,

textbooks for ELLs are the same as those used for non-ELLs. ELLs in grades 9-12 must have access to and receive credit towards graduation in core subject areas of English Language Arts, mathematics, science, social studies, and computer literacy.

Furthermore, ELLs cannot be retained based solely on his/her language proficiency. This determination must be based (in part) on proficiency in reading, writing and math. Teachers can use alternative assessments, portfolios, and native language assessments to determine if content standards have been met. School-based administrators, guidance counselors, and district staff are responsible for monitoring and ensuring comprehensible instruction.

How does the LEA determine if the instructional models are positively affecting student performance?

ELLs academic performance is monitored throughout the year to ensure academic and linguistic progress is being made. Administrative and support staff reviews instructional models success through teacher observations, ELL participation, attendance, grades, and statewide assessment, specifically ACCESS for ELL. Teacher input is also requested. If the instructional model does not show that positive student performance goals are being met, then a different model may be considered.

How are ELLs assured equal access to all programs, services and facilities that are available to non-ELLs?

The school-based administrator(s) and counselor(s) are responsible for ensuring that ELLs have equal access to all school programs, services and facilities, and that ELLs are afforded the same rights as their non-ELL peers. The district ELL Coordinator serves as an advocate for ELLs and their families to ensure equal access and will be responsible for providing information and training to school-based personnel regarding equal access to all programs and services for ELLs.

Describe the method(s) used in the LEA to document the use of ESOL instructional strategies and how this is monitored.

School site administrators are responsible for monitoring the implementation of ESOL/ELL strategies by the classroom teacher. Teachers' lessons plans document instructional strategies for ELL students. Evidence may be observed during classroom visits, through lesson plans, through use of materials and audio-visuals, and through grade book notations. All teachers of ELL students document the ESOL/ELL strategies used for each lesson in their plan book. Regardless of the approach implemented, ELL students receive instruction, which is comprehensible, equal, and comparable in amount, scope, sequence and quality to the instruction provided to English proficient students. Instruction is aligned to the appropriate B.E.S.T. state standards, Next Generation Sunshine State Standards, and course descriptions. Textbooks and other instructional materials used with ELL students are the same as those used with non-ELL students in the same grade.

Teachers are encouraged to receive additional training in the areas of Differentiated Instruction and ESOL strategies. Students are given support either individually or in small groups, based on student need, in order to target specific weaknesses identified by the ACCESS for ELL, IPT Screener, FAST assessments, EOCs, and SAT10. Instructional strategies are further monitored through detailed notes on classroom observations, teacher interviews, individualized student support information, and data from STAR assessments.

How does the LEA and school(s) verify the delivery of comprehensible instruction to ELLs?

All teachers of ELL students document the ESOL/ELL strategies used in their lesson plans. School site administrators are responsible for monitoring the implementation of ESOL/ELL strategies by the classroom teacher. Evidence may be observed during classroom visits, through lesson plans, through use of materials and audio-visuals, and through grade book notations. ELL students receive instruction, which is comprehensible, equal, and comparable in amount, scope, sequence and quality to the instruction provided to English proficient students. Instruction is aligned to the appropriate B.E.S.T. state standards, Next Generation Sunshine State Standards, and course descriptions. Textbooks and other instructional materials used with ELL students are the same as those used with non-ELL students in the same grade. Additional ESOL support materials are available for classroom teacher utilization. The LEA monitors ELL progress by reviewing ELL plans, assessment data, and meeting with the ESOL Coordinator/ Administrator.

Each classroom teacher is responsible for incorporating ESOL strategies into daily lessons and must provide evidence in lesson plans that are checked by school administrators during ongoing classroom walk-throughs, formal and informal teacher evaluations. Teachers are evaluated by school administration using the Copeland Teacher Evaluation System

School administrators, counselors and ESOL designee will meet with the teacher(s) of ELL students to conduct reviews for the purpose of monitoring the appropriateness of the student's program. Such reviews may include the following:

A. Reviewing of the student's grades in all subject areas.
B. Monitoring of the student's level of performance in course areas, Reading, and Mathematics using state approved Progress Monitoring tools.
C. Monitoring of the student's performance on Statewide Assessments or norm-referenced tests.
D. Classroom observations

What safeguards are in place to ensure that all ELLs are being provided equal access to programs and receiving comprehensible instruction? Include the school and LEA personnel responsible for ensuring comprehensible instruction.

School administrators will meet with the teacher(s) of ELL students to ensure equal access. Classroom observations and teacher interviews will be conducted, as well as instructional material evaluation for the purpose of monitoring the appropriateness of the student's program to ensure that comprehensible instruction is achieved. District ESOL staff also conducts monitoring visits and provides modeling and curriculum development support.

What progress monitoring tools are being used to ensure all ELLs are mastering grade level academic content standards, and benchmarks and the English Language Development (ELD) standards? *(Check all that apply)*

☒ Student Portfolios

☐ Other Criterion Referenced Test (Specify) _____

☐ Native Language Assessment (Specify) _____

☒ LEA/school-wide assessments (Specify) STAR Reading assessments

☐ Other (Specify) _____

Student Progression

Have the LEA's standards and procedures for promotion, placement, and retention of ELLs been incorporated into the LEA's Student Progression Plan (SPP)? If no, where can this information be found?

☒ Yes Please provide a link to the LEA's SPP with specifics to ELLs highlighted.

☐ No (Specify) _____

2024-2025 Student Progression Plan

Describe how the Good Cause Policy is implemented in your LEA when ELLs who have been enrolled for less than two years (based on DEUSS) are exempted from mandatory third grade retention. Include how parents or guardians are notified of LEA good cause decisions.

Per the district's Student Progression Plan, ELLs who have been enrolled for less than two years of instruction (based on DEUSS) in an ELL Program are exempted from mandatory third grade retention for good case. Parents are notified and informed about the Good Cause Exemption by their school's guidance counselor/ELL Coordinator and/or school administrator.

Describe what role the ELL Committee has in the decision to recommend the retention or promotion of any ELL and what documentation is used to support these decisions.

ELLs cannot be retained based solely on his/her language proficiency. Promotion and retention of ELL students is based on measurements of the student's ability to read, write, and perform mathematical functions, not whether the ability is shown in English or in the student's home language. The ELL Committee reviews the student's entire portfolio and assessments of the student's academic ability to determine if the student should be retained or promoted. The committee makes a recommendation to the principal.

Section 5: Statewide Assessment (Rule 6A-6.09091, F.A.C.)

Statewide Assessment

Describe the process to ensure that all ELLs participate in Florida statewide assessment programs. Include how responsible staff is trained to administer assessments and maintain documentation of the following:

The district assessment coordinator generates and disseminates digital rosters of all ELLs who will be assessed at the school sites, as well as guidelines and materials that school-based testing coordinators use to cross reference and ensure that all ELLs are appropriately assessed. Train-the-trainers workshops are provided for testing coordinators who then train all school-based personnel who will administer assessments to ELLs with a specific emphasis on testing accommodations. A designated school counselor is the testing supervisor at the schools. The district assessment coordinator provides recording documents for schools to maintain and document ELL accommodations, as well as procedural policies and accountability data.

ELL students who are receiving services in an ELL program operating in accordance with an approved ELL plan, and who take the state mandated tests may be offered accommodations. However, the exact combination of accommodations to be offered to any particular student shall be individually determined, considering the needs of the student and recommendations of the student's team. Accommodations for ELLs in the administration of Florida statewide assessments, EOC and ACCESS for ELLs must follow the guidelines as specified in the respective assessment manuals.

The district ESOL/ELL contact/district assessment coordinator informs all schools of which students are required to participate in statewide content area assessments and ACCESS for ELLs assessment.

The district assessment coordinator is responsible for informing each school's administration, school ESOL/ELL designee, and testing coordinators of the ELL statewide requirements. The school's ESOL/ELL designee is responsible for all required testing to be addressed in the ELL Student Plan and for monitoring the proper administration. School ESOL/ELL designee and testing coordinators notify parents and answer any questions they may have regarding state assessments and allowable accommodations.

The district assessment coordinator is responsible for training each school's administration, school ESOL/ELL designee and testing coordinators of the ACCESS for ELLs and other applicable statewide assessments including allowable accommodations, proper documentation, security agreements, seating charts, and any other required to properly serve our ELL students.

Statewide content area assessments:

All ELLs will participate in statewide assessments. The ESOL Director/District Assessment Coordinator works with school-based assessment coordinators and teachers to ensure that all ELLs participate in the statewide assessment program and are provided appropriate testing accommodations.

The ESOL teachers ensure that the accommodations for statewide assessment are offered. Those indicated in the Test Administration Manual include flexible setting, flexible scheduling, flexible timing, and the use of the English-to-Heritage language dictionaries. Additionally, these accommodations may be used within the ESOL classroom and with regular classroom assessments. The parents are notified of the different testing accommodations in a letter sent by the ESOL school designee. Parents may choose if flexible setting is the best testing option for their child.

ACCESS for ELLs assessment programs:
Students coded LY by the first day of the ACCESS for ELL test administration window are tested for language proficiency. ACCESS for ELLs is a paper-based assessment for Grades 1–12: Students are administered the Speaking section of the test one-on-one with a teacher; the Listening, Reading, and Writing sections may be administered in a group setting. Kindergarten ACCESS for ELLs is a paper-based assessment for Kindergarten where students are administered all sections of the test, one-on-one with a teacher. Alternate ACCESS is a paper-based assessment for students in Grades 1–12 who have significant cognitive disabilities where students are administered all sections of the test, one-on-one with a teacher.

What is/are the title(s) of the school-level person responsible for ensuring and documenting that ELLs are provided appropriate testing accommodations (per test administration requirements)?

School counselors/ESOL designees
School-based testing coordinators
Teachers administering assessments

Describe how parents of ELLs are notified of assessments and testing accommodations. How does the LEA ensure that parents understand Florida's statewide assessments policies, mandates and student outcomes? Please provide links to communications in parents' languages.

A testing calendar is available on the district's website. Prior to the assessment dates, parents are notified of all statewide testing policies and mandates in a language they can understand, unless clearly not feasible. A letter is sent to parents of ELLs explaining the allowable testing accommodations which also contains specific language for flexible setting options. Parents have the right to choose flexible setting for testing. Parents are notified of outcomes on assessments through individualized student score reports, which indicates the performance level of the student, as well as interpretive guides. These guides are available in multiple languages. Parent/teacher conferences may be convened with a translator present if needed, to discuss the assessment policies, mandates, and results.

The LEA uses the English and Spanish Parent Notification Letters for all State Assessments provided by the Bureau of K12 Assessment which are then customized and printed on school letterhead. If other languages are required, the LEA seeks assistance from online resources or other school districts that may have the letters in the needed language.

Link to Google Folder with Parent Letters in English and Spanish

Section 6: English Language Proficiency Annual Assessment (Rule 6A-6.0903, F.A.C.)

Describe the procedures to determine if ELLs are ready to exit the LEA's ESOL program. Include exiting procedures for all language domains (listening, speaking, reading and writing), grade-specific academic criteria and data reporting of status change.

Students in grades K-2 who obtain scores of "Proficient" at the applicable grade level on each statewide English Language Proficiency Assessment subtest administered annually pursuant to Rule 6A-6.09021, F.A.C. are ready to exit the ESOL program.

Students in grades 3-9 who obtain scores of "Proficient" at the applicable grade level on each statewide English Language Proficiency Assessment subtest administered annually pursuant to Rule 6A-6.09021, F.A.C. and earn a passing score on the grade level ELA/Reading assessment, in accordance with the scores specified in Rule 6A-1.09422, F.A.C., or the statewide alternate assessment, pursuant to Rule 6A-1.09430, F.A.C. are ready to exit the ESOL program.

Students in grade 10-12 who obtain scores of "Proficient" at the applicable grade level on each statewide English Language Proficiency Assessment subtest administered annually pursuant to Rule 6A-6.09021, F.A.C. and earn a passing score on the grade 10 Florida statewide assessment in English Language Arts, pursuant to Rule 6A-1.09422, F.A.C., or, for eligible students, a passing score on the statewide alternate ELA assessment, pursuant to Rule 6A-1.09430, F.A.C., sufficient to meet applicable graduation requirements, are ready to exit the ESOL program. Students may also meet the applicable graduation requirement by earning an equivalent concordant score pursuant to Rule 6A-1.09422, F.A.C.

When it is determined that a student is ready to exit the LEA's ESOL program, the parent is notified in writing. The data is updated in the district's student information system and all documentation is placed in the student's ELL file.

What is the title of person(s) responsible for conducting the exit assessments described above? (Check all that apply.)

☒ School/LEA based testing administrator
☒ ESOL Teacher/Coordinator
☒ Other (Specify) School Counselor/ESOL Designee

When is an ELL Committee involved in making exit decisions? What criteria are used by the Committee to determine language and academic proficiency?

The school counselor/ELL designee, with assistance from the student's ELL committee, will conduct annual reviews of the ELL student's progress and academic program. Documentation of monitoring is maintained in the ELL folder. Any ELL student's ELL committee members may request the reconvening of the ELL committee to review the student's progress in attaining subject area competencies, mastery of the Florida State Standards, or overall achievement.

If assessment results do not fully capture the student's academic or linguistic needs, an ELL committee may be convened where input from parents, teachers and support staff is considered and placement decisions made. An ELL Committee may recommend that the student be exited from the program with consideration of other data than statewide assessment, such as student portfolios or alternative evaluations. An ELL committee can also meet to exit a student from the ESOL program if there is sufficient evidence to indicate that English Language Proficiency is not the issue interfering with the student achieving proficiency either on the Statewide English Language Proficiency exam or the Statewide Academic Assessment. The student may have another documented disability that is being met through an IEP or other student plan. Regardless of reason for exit, an ELL committee would review the student's academic and English language proficiency record and document at least two of the five criteria listed below to exit a student:

Extent and nature of prior educational or academic experience, social experience, and a student interview,
a. Extent and nature of prior educational or academic experience, social experience, and a student interview;
b. Written recommendation and observation by current and previous instructional and supportive services staff;
c. Level of mastery of basic competencies or skills in English and/or heritage language according to state or national criterion-
referenced standards, if any;
d. Grades from the current or previous years; and,
e. Test results from tests other than the assessment according to paragraph (2)(a) of Rule 6A-6.0903.

Describe the procedures if an ELL meets exit qualifications in the middle of a grading period.

Although ELLs usually exit the ESOL program when exit criteria is met through assessment, ELLs can be referred for exit at any time during the school year. Since ACCESS for ELLs and Florida statewide assessment in English Language Arts data is normally used as the instruments to make the exit decisions, and this data is typically received during the summer, any exit decisions made in the middle of a grading period or school year would require an ELL committee decision based on a current data analysis and student evaluations. A current listening, speaking, reading, and writing English proficiency assessment will be given, as well as review of report card grades, benchmark test scores, and portfolio data. Stakeholder input from parents, teachers and support staff will also be requested.

All schools in our District use inclusion model ESOL/ELL strategies, therefore the student could remain in the same classes utilizing the current recommendations. The ESOL/ELL school designee updates the reclassification and exit information in the student's ELL folder, completes the appropriate sections of the ELL folder with the assessment data used to determine eligibility to exit the ESOL/ ELL Program, and provides the school data processor with required exit data to update our Skyward Student database. The exit code will be L, and the student code will change from LY to LF.

Section 7: Monitoring Procedures (Rule 6A-6.0903, F.A.C.)

During the required two-year monitoring period, what is the title of person(s) responsible for:

Conducting the follow-up performance of former ELLs? Classroom teachers and school counselors/ELL designees

Updating the student ELL plan? School counselors/ELL designees

Reclassification of ELL status in data reporting systems? School counselors/ELL designees and school MIS staff

What documentation is used to monitor the student's progress? (Check all that apply)

☒ Report Cards
☒ Test Scores
☒ Classroom Performance
☒ Teacher Input
☐ Other (Specify) _____

What are the procedure(s), including possible reclassification, that are implemented when the academic performance of former ELLs is not on grade level?

The performance of former ELLs (LF) will be reviewed to ensure academic progress.

Per Consent Decree guidelines, reviews will occur as specified below:
1st report card after exiting the ESOL program;
at the end of the 1st semester;
at the end of the first year; and
at the end to the second year.

If the student's performance is unsatisfactory, the school counselor/ELL designee convenes an ELL committee meeting to determine the reason(s) for the student's lack of progress and to recommend appropriate alternative interventions, including possible re-entry into the ESOL/ELL

Program. If the student re-enters the program, all post-reclassification information is documented in the student's ELL folder.

The procedures followed when the academic performance of former ELLs is not on grade level is:

a) Student is referred to the ELL Committee.
b) ELL Committee reviews report cards, student portfolios, attainment of Florida Standards, performance on district/state assessments, parent/teacher input, number of years the student has been enrolled in ESOL Program and language acquisition proficiency.
c) ELL Committee may determine that the student continues in the regular program.
d) ELL Committee may determine that the student needs to be reclassifed as an ELL, coded LY, and re-entered into the program or be referred for further evaluation.

The school counselors/ELL designee is responsible for initiating a new Student ELL Plan, providing the data processor with the student data to enter into the district student database, and ensuring the appropriate placement after the student has been assessed. Original student data stays the same. The student may be reported in the ELL program for an additional year, or extended annually for a period not to exceed a total of six years based on an annual evaluation of the student's status. Lack of ELL funding eligibility does not relieve the district of providing ELL services beyond the six years of state ELL program funding.

Compliance of ELL Plan and Student Performance

Describe LEA internal procedures for monitoring the ESOL program for compliance and student academic performance.

Student progress is monitored by the school counselors/ELL designees and documented in the ESOL folder. Progress is based on the targeted skills identified during initial testing, ACCESS for ELLs assessment, and academic assessment. Assessment results and targeted skills are kept in the ESOL folder and monitored throughout the course of the school year in order to demonstrate mastery of key English language acquisition concepts. The people responsible for maintaining these records is the school counselor/ELL designee and ELL teacher(s).

Teacher training records are monitored for compliance with ESOL requirements by the district-level personnel or certification specialist.

Student ELL plans and schedules are updated annually and monitored by the ESOL administrator to ensure that ELLs are being provided the appropriate program 130.

Comprehensible instruction is monitored through classroom observations and review of teacher lesson plans.

How do school sites, parents and stakeholders have access to the approved District ELL Plan?

The District ELL Plan is available on the district's website. All schools inform ELL parents of the District ELL Plan as well as informing the District Parent Advisory Council (DPAC/PLC). Parents

may request copies of the ELL Plan at any time. Although the District ELL Plan is in English, bilingual school district staff will help translate components of the plan, as needed.

How does the LEA ensure that schools are implementing the District ELL Plan?
The district ESOL administrator is responsible for implementation of the District ELL Plan and meets with school-based administrators at each school to make certain that appropriate instructional practices and procedures are in place. The district conducts meetings and in-service for the ESOL/ELL School Designees to assist in proper implementation of the district ELL procedures.

The district ensures that schools are implementing the District ELL Plan by requiring all schools document all ELL student services. The district monitors data reporting, periodically reviews ELL Student Plans, has frequent contact with the school counselors/ELL designees, and makes visits to the school sites for observation of implementation of ELL plans. Classroom walk-throughs, observations and documentation of compliance items are also reviewed to ensure that schools are implementing the district plan. Also, the district plan is discussed during District Parent Advisory Council (DPAC/PLC) meetings, where parent input and feedback is encouraged.

Section 8: Parent, Guardian, Student Notification and Rights

Describe the procedures used and provide a link to the notice to parents of an ELL identified for participation in a language instruction educational program. Per the Every Student Succeeds Act and per state board rule, this notice must delineate:

1. **the reasons for the identification of their child as an ELL and the need for the child's placement in a language instruction educational program;**
2. **the child's level of English proficiency, how such level was assessed, and the status of the child's academic achievement;**
3. **the methods of instruction used in the program in which their child is, or will be, participating and the methods of instruction used in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction;**
4. **how the program in which their child is, or will be, participating will meet the educational strengths and needs of their child;**
5. **how such program will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation;**
6. **the specific exit requirements for the program, including the expected rate of transition from such program into classrooms that are not tailored for ELLs, and the expected rate of graduation from high school (for students in high schools);**
7. **in the case of a student with a disability, how such program meets the objectives of the individualized education program of the student; and**
8. **information pertaining to parental rights that includes written guidance—**
    a. **detailing the right that parents have to have their child immediately removed from such program upon their request;**

b. detailing the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; and
c. assisting parents in selecting among various programs and methods of instruction, if more than one program or method is offered.

For children identified as ELLs during the school year, the district shall notify the parents during the first 2 weeks of the child being placed in ESOL. Parents will be notified by letters, maintained in student folders, and monitored by the district ESOL administrator. All letters, as well as all home-school communication, must be provided to parents in a language that they can understand unless clearly not feasible.

The parent is invited to participate in an ELL Committee Meeting. During the meeting, the items listed above are discussed in detail with the parents.

Placement Notification to Parents and ELL Committee Meeting Invitation

Describe the procedures used by school personnel to provide assistance to parents or guardians of ELLs in their home language.

Provisions to communicate in the home language of parents and students will be implemented using school personnel in the district, if possible. If a local translator is not available at the time of the registration and/or all other times needed, efforts will be made to schedule an over-the-phone translator knowledgeable in the parent/guardian's home language, if feasible.

All verbal and written communication is provided to parents/guardians in their home language, whenever feasible. Language assistance is also provided via school and district personnel fluent in the parents/guardians home language, i.e. pre-recorded messages with time sensitive information sent directly to the parents/guardians phones, information interpreted at school functions and community venues. Translation services, specifically in less commonly spoken languages, are also provided through third-party providers, university personnel and community volunteers.

Describe parent outreach activities that inform parents of how they can be involved in their children's education and how they can assist their children to learn English and meet state academic standards.

All schools in the district host various events throughout the school year to involve parents, including Open House, Family Reading Nights, FAST Family Nights, Title I Parent Nights, and Safety and Drug Prevention Awareness events. Each school also hosts School Advisory Council meetings throughout the year, and all parents are invited to attend. In addition, the District Parent Advisory Council (DPAC) meets quarterly to ensure that ELL parents' needs and concerns are being addressed. The district ESOL Department works in cooperation with other district-wide family involvement initiatives, as well as community agencies, to provide additional services that may include English Language classes and assistance with immunization and healthcare information.

Each school and the district offer multiple opportunities for parental and community involvement. Provisions to communicate in the home language of parents and students will be implemented using school personnel in the district, if possible. If a local translator is not available at the time of registration and/or all other times needed, an over-the-phone translator knowledgeable in the parent/guardian's home language may be utilized to facilitate communication between the parties. Home communication may be provided in the student/parent/ guardian's home language, unless clearly not feasible.

Check the school-to-home communications that are sent by the LEA or school to parents or guardians of ELLs that are in a language the parents or guardians can understand. (Check all that apply. Please provide links to all boxes checked.):

☒ Results of language proficiency assessment
☒ Program placement
☒ Program delivery model option(s)
☒ Extension of ESOL instruction
☒ Exit from ESOL program
☐ Post-reclassification of former ELLs monitoring
☐ Reclassification of former ELLs
☐ State and/or LEA testing
☒ Accommodations for testing (flexible setting)
☒ Annual testing for language development
☐ Growth in language proficiency (Listening, Speaking, Reading, Writing)
☐ Exemption from Florida statewide assessment in English Language Arts for ELLs with DEUSS less than one year
☐ Retention/Remediation/Good Cause
☐ Transition to regular classes or course change
☒ Invitation to participate in an ELL Committee Meeting
☐ Invitation to participate in the Parent Leadership Council (PLC)
☐ Special programs such as Gifted, ESE, Advanced Placement, Dual Enrollment, Pre-K, Career and Technical Education, charter schools, and student support activities
☐ Free/reduced price lunch
☒ Parental choice options, school improvement status, and teacher out-of-field notices
☐ Registration forms and requirements
☐ Disciplinary forms
☐ Information about the Florida Standards and the English Language Development (ELD) Standards
☐ Information about community services available to parents
☐ Information about opportunities for parental involvement (volunteering, PTA/PTO, SAC)
☒ Report Cards*

☐ Other (Specify) _____

***If report cards are not available in other languages, please describe how the academic progress of an ELL is communicated to parents/guardians.**

Report cards are available to parents in Skyward, the online student information system. Parents have the ability to translate Skyward into other languages.

Link to School-to-Home Communications – All documents in the folder can be translated to any language using an online document translator.

Section 9: The Parent Leadership Council (Rule 6A-6.0904, F.A.C.)

What type(s) of Parent Leadership Council (PLCs) exist in the LEA? (Check all that apply. Please provide links to agenda membership and meetings.)

☒ LEA Level
☒ School Level

Link to SAC and DPAC Sample Items

Please address the functions and composition of the PLC:

Each school has a School Advisory Council (SAC), and all parents are invited to participate. The school advisory council assists in the preparation and evaluation of the school improvement plan, assists in the preparation of the school's annual budget, and makes decisions regarding the portion of funds provided in the annual General Appropriations Act for use by school advisory councils for implementing the school improvement plan.

A District Parent Advisory Council representing parents of ELL students has been formed. Representatives from each school and the parent/ guardian(s) of all ELL students are invited to become members of the council.

The role of the District Parent Advisory Council may include, but not be limited to the following:

1. assisting with the development of the District's ELL plan;
2. reviewing and approving the ELL plan prior to its submission to the Department of Education;
3. assisting with the educational programming for the ELL students;
4. promoting parent involvement;
5. participating in the development of meaningful student/parent activities; and
6. facilitating program awareness activities.

Due to the small number of ELLs in our district, there are no current ELL parents that are members of our District Parent Advisory Council (DPAC). However, other district staff serve as advocates for our ELLs.

When the District's ELL student enrollment warrants the development of a separate council specifically for parents of ELL students, a majority of its membership will consist of ELL parents, when feasible. This council will assist with the development and implementation of the Baker County School District's ELL Plan, will be consulted prior to the submission of the plan to the Department of Education, and also participate in the duties of the District Parent Advisory Council.

The PLC is "composed in the majority of parents of limited English proficient students." If the PLCs in the LEA do not meet this condition, explain why and when compliance with the rule is expected.

At this time, the district has less than twenty-five ELL students from six different school locations. The parents are invited to participate in the School Advisory Council meetings and the District Parent Advisory Council (DPAC), but none have taken a position on the council. Currently the DPAC does have district staff members who serve as advocates for our ELL students.

When the District's ELL student enrollment warrants the development of a separate council specifically for parents of ELL students, a majority of its membership will consist of ELL parents, when feasible. This Council will assist with the development and implementation of the Baker County School District's ELL plan, will be consulted prior to the submission of the plan to the Department of Education, and also participate in the duties of the District Parent Advisory Council.

How does the LEA involve the PLC in other LEA committees?

The District Parent Advisory Council develops an environment that encourages two-way communication between the home and the school and meets quarterly to discuss issues that promote school involvment and provide parents with leadership training and opportunities to be represented on existing school and district advisory councils. District Parent Advisory Council members are actively involved in School Advisory Committees, Textbook Adoption Committees, ELL District Plan Committee, as well as, ad hoc school-based committees.

How is the LEA PLC involved in the development of the District ELL Plan?

The role of the District Parent Advisory Council may include, but not be limited to the following:

1. assisting with the development of the District's ELL plan;
2. reviewing and approving the ELL plan prior to its submission to the Department of Education;
3. assisting with the educational programming for the ELL students;
4. promoting parent involvement;
5. participating in the development of meaningful student/parent activities; and
6. facilitating program awareness activities.

Parental and district ELL advocate feedback is encouraged and will be addressed. Upon completion of the review by the members of the DPAC, the Chairperson signs and approves the District ELL Plan.

Does the LEA PLC approve of the District ELL Plan? ☒ Yes ☐ No

If no, please provide explanation for PLC's non-approval.

Section 10: Personnel Training (Rules 6A-6.0907 and 6A-1.0503, F.A.C.)

Describe how Category I teachers responsible for the English Language Arts and intensive reading instruction of ELLs who are required to obtain the ESOL endorsement/certification are notified of training requirements and opportunities. Include title of person(s) responsible for issuing the notifications and how the process is documented.

Personnel who will be the primary providers of English or Language Arts and reading courses to an ELL must be appropriately certified for the ESOL teaching assignment. Teachers can be in compliance through an infused ESOL endorsement in conjunction with a DOE-approved teacher preparation program, which is usually completed before employment. Teachers can also complete a DOE-approved district in-service add-on endorsement program by taking the 300 hour in-service of: a) Methods of Teaching ESOL, b) ESOL Curriculum and Materials Development, c) Cross Cultural Communication and Understanding, d) Applied Linguistics, and e) ESOL Testing and Evaluation. Teachers may also pass the ESOL subject area exam and complete 120 hours of ESOL training within three years. Prior ESOL training may be used and documentation is maintained in the teacher's personnel file. The District Certification Specialist will assist personnel who have completed the requirements for the ESOL Endorsement, through preservice, to file for the ESOL Endorsement through the Bureau of Educator Certification. The District Certification Specialist will assist staff who have passed the ESOL K-12 subject area exam and individuals who possess degree majors in ESOL to file for the ESOL coverage with the Bureau of Teacher Certification. The ESOL endorsement must be added to an existing teaching certificate. Teachers following these guidelines are considered in compliance, and weighted FTE 130 can be claimed. Although weighted FTE 130 may be claimed for teachers responsible for teaching Category II core courses of Math, Science, Social Studies and Computer Literacy, teachers are not considered out of field and no notification letter or school board approval is necessary. All teachers must document that ESOL strategies are being used to ensure comprehensible instruction.

All new teacher job postings indicate the requirement of ESOL training within a limited time. The district ESOL administrator informs employees of requirements, timelines, training opportunities, and contacts for more information. The Executive Director of Teaching and Learning regularly informs personnel of all training opportunities, including ESOL. The district ESOL administrator along with district human resources staff verify ESOL training and/or certification status. All school administration is provided training on the requirements and notified of all personnel's ESOL status. The teachers' Individualized Professional Learning Plan (IPLP) reflect any outstanding ESOL training needed and is monitored by the school administration.

The district ESOL administrator, along with the human resources staff, verify ESOL training and/or certification status. All school administration is provided training on the requirements and notified of all personnel's ESOL status. School administration monitors all their staff for meeting training and/or certification requirements and verifies ESOL status with human resources.

District human resources staff keeps track of all in-service, endorsement, and certification additions using a Master ESOL List. Per in-service protocol, the school level administration must pre-approve and then verify completion of in-service. The Master ESOL list is updated and verified additions are given to the appropriate school administration for their records and use.

Describe how content area teachers of math, science, social studies and computer literacy are notified of ESOL training requirements (60 hours) and opportunities. Include title of person(s) responsible for issuing the notifications and how the process is documented.

All new teacher job postings indicate requirement of ESOL training within a limited time. The district ESOL administrator informs employees of requirements, timelines, training opportunities, and contacts for more information. The Executive Director of Teaching and Learning regularly informs personnel of all training opportunities, including ESOL. The district ESOL administrator, along with district human resources staff, verifies ESOL training and/or certification status. All school administration is provided training on the requirements and notified of all personnel's ESOL status. The teachers' IPLP reflect any outstanding ESOL training needed and is monitored by the school administration.

Although weighted FTE 130 may be claimed for teachers responsible for teaching Category II, core courses of Math, Science, Social Studies and Computer Literacy, teachers are not considered out of field and no notification letter or school board approval is necessary. All teachers must document that ESOL strategies are being used to ensure comprehensible instruction.

Describe how all other instructional staff are notified of ESOL training requirements (18 hours) and opportunities. Include title of person(s) responsible for issuing the notifications and how the process is documented.

The district ESOL administrator informs employees of requirements, timelines, training opportunities, and contacts for more information. The Executive Director of Teaching and Learning regularly informs personnel of all training opportunities, including ESOL. The district ESOL administrator, along with district human resources staff, verifies ESOL training and/or certification status. All school administration is provided training on the requirements and notified of all personnel's ESOL status. The teachers' IPLP reflect any outstanding ESOL training needed and is monitored by the school administration.

All instructional staff are notified of training requirements and opportunities by district staff email notifications and by sending the ESOL training schedule, Plan of Study, and the Timeline for Required ESOL Training to administrators who, in turn notify teachers. The district ESOL certification specialist is responsible for coordinating, issuing, and monitoring the notifications of all training presented on the District and school levels. The process is documented through NEFEC TRACK electronic files and maintained in the teacher's personnel file.

Describe the procedures used when Category I teachers are reported out of field. Include compliance procedures when claiming weighted FTE 130 for core courses.

The Principal reports Category I teachers who are out of field to the Certification Specialist of the Human Resources Department who are then reported to the School Board for approval. A letter notifying parents of out-of-field status is sent to ELL parents in native language, unless clearly not feasible. Category I teachers are considered out of field until the ESOL endorsement or certification requirements are met. Once assigned an ELL, Category I teachers must complete 60 hours of ESOL training within two years and at least 60 hours of ESOL training each consecutive year until the ESOL endorsement is complete regardless of ELL assignment. The ESOL endorsement must be added to existing teaching certificate. Teachers following these guidelines are considered in compliance, and weighted FTE 130 can be claimed. Although weighted FTE 130 may be claimed for teachers responsible for teaching Category II, core courses of Math, Science, Social Studies and Computer Literacy, teachers are not considered out of field and no notification letter or school board approval is necessary. All teachers must document that ESOL strategies are being used to ensure comprehensible instruction.

If ELL students are placed with a teacher who does not meet the required ESOL hours, the parents would receive immediate notification that the teacher was out-of-field for ESOL. The notice would give an anticipated date the teacher would meet the required ESOL training. The teachers' IPLP reflect any outstanding ESOL training needed and is monitored by the school administration. Category I teachers are considered out of field until the ESOL endorsement or certification is completed. Districts may claim weighted FTE 130 for English and content teachers (Category 1 and 2) if teachers are within the required training timeline.

Describe how the LEA provides the 60-hour ESOL training requirement for school-based administrators and the LEA's tracking system that will be implemented.

The LEA notifies school administrators of the 60-hour ESOL training requirements and secures the appropriate on-line training opportunities through The Schultz Center or The Northeast Florida Educational Consortium. NEFEC and Schultz Center provide certificates of completion of the ESOL training. The ESOL designee and the Human Resources Department are responsible for coordinating, issuing, and monitoring the notifications of the training for school-based administrators. Administrators, including principals, assistant or vice principals, school-based curriculum and behavior supervisors have three years from school leadership assignment to complete the 60 hours, but prior ESOL coursework can be used. The process is documented through NEFEC TRACK electronic records and maintained in the personnel file.

Describe how the LEA provides the 60-hour ESOL training requirements for Guidance Counselors, and the LEA's tracking system.

The LEA notifies school counselors of the 60-hour ESOL training requirements and secures the appropriate on-line training opportunities through The Schultz Center or The Northeast Florida Educational Consortium. NEFEC and Schultz Center provide certificates of completion of the ESOL training. The ESOL designee and the Human Resources Department are responsible for coordinating, issuing, and monitoring the notifications of the training for school counselors.

School counselors have three years from assignment to complete the 60 hours, but prior ESOL coursework may be used. The process is documented through NEFEC TRACK in-service electronic files and maintained in the personnel file.

Describe the supplemental professional development offered by the LEA to ensure that instructional staff are informed of English Language Development standards and best practices.

The district ESOL designee informs employees of the requirements, timelines, training opportunities, and contacts for more information. The district ESOL designee references the English Language Development Standards and contacts for best practices. If any supplemental professional development needs are identified, then the district ESOL designee will schedule desired professional development.

If instruction is provided in a language other than English, describe the procedures that are used to assess teachers' proficiency in the other language and in English.

Not applicable.

A bilingual paraprofessional or teacher is required at schools having 15 or more ELLs who speak the same language. Specify the eligibility qualifications required by the LEA for bilingual paraprofessionals. Explain the bilingual paraprofessional’s job description and primary assignment.

The LEA does not have 15 or more ELLs speaking the same language at a school site at this time. In the event we do, we would require that the bilingual paraprofessional be highly qualified. Bilingual paraprofessional applicants must have an AA/AS degree or pass the ParaPro test. They must be fluent in English and in the appropriate native language as determined by interview, district screening and/or an oral and wrtten exam. The job description will include but is not limited to: participation in inservice activities involving program procedures, curricular and assessment modifications and tutoring strategies; assisting in administering individual and group student tests in appropriate native language or in English; actively participate in developing the student plan; assisting the ESOL school designee and the ESOL teacher with native language support; working with small groups of students, under the direction of the classroom teacher; acquainting parents with program personnel and services available at the individual school site.

Describe LEA procedures for training bilingual paraprofessionals in ESOL or home language strategies. Include how documentation of training is maintained.

The LEA does not currently employ any bilingual paraprofessionals. If required in the future, district and school-based training opportunities would be provided to ensure that instruction is comprehensible. The training would be documented in the Paraprofessionals’ Individual Professional Learning Plan (IPLP) and captured in NEFEC TRACK Inservice records.

Describe the procedures to determine the bilingual paraprofessional's proficiency in English and in the heritage language of the students served.

Although we do not currently have any bilingual paraprofessionals, if needed in the future, applicants for Bilingual Education Paraprofessional positions at school sites must pass an oral and written screening or show English language and heritage language fluency through an interview.

Please provide an assurance letter from the district superintendent that the district is in compliance with all ESOL training requirements.

Assurance Letter

Section 11: Extension of Services (Rule 6A-6.09022, F.A.C.)

Describe LEA procedures used to determine extension of services, including appropriate timeline based on DEUSS. Explain the role of the ELL Committee and what supporting documentation is used in determining if continued ESOL services are necessary.

Three (3) years after the date of an ELL's initial enrollment in a school in the United States (DEUSS), an ELL Committee shall be convened annually to re-evaluate the student's progress towards English language proficiency. The ELL Committee shall be convened no earlier than thirty (30) school days prior to the third anniversary of the student's initial enrollment date in a school in the United States, (DEUSS) and no later than the anniversary date, unless the student's anniversary date falls within the first two (2) weeks of any school year. Then, the ELL committee may convene no later than October 1. This process shall be completed annually thereafter. Any student being considered for extension of services shall be assessed on at least one (1) Department-approved assessment instrument. The assessment shall be administered no earlier than thirty (30) school days prior to the student's anniversary date. The assessment may be any Department-approved assessment that covers all four (4) domains of listening, speaking, reading, and writing. If the student's anniversary date falls between the release of the statewide English Language Proficiency assessment and applicable statewide standardized assessment scores in a given school year and October 1 of the following school year, the student's statewide English Language Proficiency assessment and applicable statewide standardized assessment scores will suffice, and a more recent assessment is not required.

For any of the following criteria, extension of services will be considered:

For students in grades 1-2, extension of services will be considered if the proficiency level on the ACCESS for ELLs 2.0 assessment for language is below a 5.0 overall composite score and all four individual domains are below 4.0.

For students in grades 3-10, extension of services will be considered if the proficiency level on the ACCESS for ELLs 2.0 assessment is below a 5.0 overall composite score, all four individual domains are below 4.0, and the student's achievement level on the Florida statewide assessment in English Language Arts assessment is Level 2 or below.

For students in grades 11-12, extension of services will be considered if the proficiency level on the ACCESS for ELLs 2.0 assessment is below a 4.0 overall composite score, all four individual domains are below 4.0, and the student does not meet high school graduation requirements.

The procedures followed when determining extension of services is:

a) Student is referred to the ELL Committee.
b) ELL Committee reviews report cards, student portfolios, attainment of Florida Standards, performance on district/state assessments, parent/teacher input, number of years the student has been enrolled in the ESOL Program and language acquisition proficiency.
c) ELL Committee may determine that the student continues in the regular program.
d) ELL Committee may determine that the student be referred for further evaluation.
e) ELL Committee may determine that the student needs extension of services.

The school counselors/ELL designees are responsible for initiating a new Student ELL Plan, providing the data processor with the student data to enter into the student database, and ensuring the appropriate placement after the student has been assessed. Original student data, including DEUSS and entry date stay the same.

Listening and Speaking Proficiency Assessment

List the Listening and Speaking assessment(s) used in the LEA to determine if a student is English proficient for extension of services.

ACCESS for ELLs
IPT

Reading and Writing Proficiency Assessment

List the Reading and Writing assessment(s) used in the LEA to determine if a student is English proficient for extension of services.

ACCESS for ELLs
IPT

BAKER COUNTY SCHOOL DISTRICT
Committed to Excellence

Title I and Special Programs
312 South Boulevard East
Macclenny, FL 32063
(904) 259-6776
www.bakerk12.org

Wyatt Milton, Superintendent

April 11, 2025

Florida Department of Education
Bureau of Student Achievement through Language Acquisition
325 West Gaines Street
Tallahassee, FL 32399

To Whom It May Concern:

This letter confirms that teachers in the Baker County School District are in compliance of applicable English for Speakers of Other Languages (ESOL) training requirements or are working towards them within the mandated timeframe.

Sincerely,



Wyatt Milton, Superintendent
Baker County School District

AGENDA ITEM NO. 9.4

Item Cover Page

SCHOOL BOARD MEETING (OPEN TO THE PUBLIC) AGENDA ITEM REPORT

DATE:	July 28, 2025
SUBMITTED BY:	Tonya Tarte - (259-4330)
ITEM TYPE:	Bid
AGENDA SECTION:	**APPROVAL OF ITEMS FOR ACTION**
SUBJECT:	Approval to Award Bid No. 2025-002 (Sale of Buses) to Tampa Bus Market and to Marketing Inc. for a Total Sale Amount of $38,239.00. (Itemized Award List Attached)

ATTACHMENTS:
07.28.2025 Approval to Award Bid No. 2025-002 Sale of Buses_T.Tarte.pdf

BAKER COUNTY SCHOOL DISTRICT
Committed to Excellence

Baker County Purchasing & Warehousing
392 South Boulevard East
Macclenny, FL 32063
(904) 259-0449
www.bakerk12.org

Wyatt Milton, Superintendent

Phone: (904) 259-4330 Fax: (904) 259-2825

To: Wyatt Milton, Superintendent of Schools

From: Tonya Tarte, Director of Nutrition Services, Purchasing and Warehousing

Re: **Bid Award for Transportation Dept., Sale of Buses, Bid No. 2025-002**

Date: July 16, 2025

On June 25, 2025, bids were solicited for the sale of twenty-three (22) school buses.
Bids were mailed or emailed to the following companies and/or individuals in addition to being posted on the District Website:

Yancy Bus Sales	**Taylor Bus Sales, Inc.**	**Marcus Mitchell**	**Robert Phillips**	**Joshua Blackburn**
Zaffran Buses	**LG Transit**	**Cambre Bus**	**Trenton Wilbur**	**Wayne Howell**
BGA School Bus	**Randy Swindell**	**Tampa Bus Market**	**Joe Register**	**Ben French**
Marketing Inc.	**Michael Bishop**	**Daniel Foster**	**Jacob Pattison**	**Troy Prempeh**
Bryan Everett	**Mark Mahepaul**	**Michael Pittman**	**James Treece**	

At bid opening, 11:00 A.M., Wednesday, July 16, 2025, two (2) bids were received. No bidders were present at time of opening. Bids were received from Tampa Bus Market and Marketing Inc. NO Bid was received for Bus #34.

Please refer to the attached tabulation for the highest bid for each of the vehicles.

Item 1 for $1,100.00 to Tampa Bus Market	Item 13 for $4,515.00 to Tampa Bus Market
Item 2 for $1,100.00 to Tampa Bus Market	Item 14 for $2,688.00 to Tampa Bus Market
Item 3 for $2,288.00 to Tampa Bus Market	Item 15 for $1,558.00 to Marketing Inc.
Item 4 for $1,358.00 to Marketing Inc.	Item 16 for $2,288.00 to Tampa Bus Market
Item 5 for $1,100.00 to Tampa Bus Market	Item 17 for $2,288.00 to Tampa Bus Market
Item 6 for $2,278.00 to Tampa Bus Market	Item 18 for $2,358.00 to Marketing Inc.
Item 7 for $1,100.00 to Tampa Bus Market	Item 19 for $2,288.00.00 to Tampa Bus Market
Item 8 for $1,100.00 to Tampa Bus Market	Item 20 for $2,658.00 to Marketing Inc.
Item 9 for $1,358.00 to Marketing Inc.	Item 21 for $1,258.00 to Marketing Inc.
Item 10 for $1,100.00 to Tampa Bus Market	Item 22 for $1,100.00 to Tampa Bus Market
Item 11 for $0.00 NO BID	
Item 12 for $1,358.00 Marketing Inc.	

The total sale is $38,239.00.

It is my recommendation that this bid is awarded as reflected above based on the attached Bid Tabulation.
Thank you for your time and approval of this bid recommendation.

attachment (1)
cc: Melanie Watson, Accounts Payable
Terry Crews, Transportation

BAKER COUNTY SCHOOL BOARD - BID TABULATION
TRANSPORTATION/ SALE OF BUSES
BID NO. 2025-002

BIDDERS	Marketing, Inc.	Tampa Bus			
1 Bus #3 County Property #16358,	$558.00	$1,100.00			
2 Bus #4 County Property #16364	$558.00	$1,100.00			
3 Bus #5 County Property #16323	$1,858.00	$2,288.00			
4 Bus #6 County Property #16348	$1,358.00	$1,100.00			
5 Bus #7 County Property #16359	$558.00	$1,100.00			
6 Bus #9 County Property #16322	$2,158.00	$2,278.00			
7 Bus #10 County Property #16365	No Bid	$1,100.00			
8 Bus #11 County Property #16360	$558.00	$1,100.00			
9 Bus #14 County Property #16349	$1,358.00	$1,100.00			
10 Bus #15 County Property #16366	$558.00	$1,100.00			
11 Bus #34 County Property #16368	No Bid	No Bid			
12 Bus #39 County Property #16353	$1,358.00	$1,100.00			
13 Bus #41 County Property #16373	$558.00	$4,515.00			
14 Bus #45 County Property #16374	$558.00	$2,688.00			
15 Bus #47 County Property #16347	$1,558.00	$1,100.00			
16 Bus #56 County Property #16327	$2,258.00	$2,288.00			
17 Bus #57 County Property #16324	$2,258.00	$2,288.00			
18 Bus #58 County Property #16325	$2,358.00	$2,288.00			
19 Bus #63 County Property #16332	$2,058.00	$2,288.00			
20 Bus #64 County Property #16331	$2,658.00	$2,288.00			
21 Bus #65 County Property #16345	$1,258.00	$1,100.00			
22 Bus #1234 County Property #16289	No Bid	$1,100.00			
BIDDER TOTAL	**$26,402.00**	**$36,409.00**			
AWARDED TOTAL	**$11,906.00**	**$26,333.00**			
TOTAL BUS SALES	**$38,239.00**				

Signature:_____

Signature:_____ Date: _____

AGENDA ITEM NO. 9.5

Item Cover Page

SCHOOL BOARD MEETING (OPEN TO THE PUBLIC) AGENDA ITEM REPORT

DATE:	July 28, 2025
SUBMITTED BY:	Teri Ambrose - (259-0418)
ITEM TYPE:	Property
AGENDA SECTION:	**APPROVAL OF ITEMS FOR ACTION**
SUBJECT:	Approval to Increase the District's Capitalization Threshold for Asset Recording from $750 to $1,000 Effective July 1, 2025.

ATTACHMENTS:
07.28.2025 Approval of the Capitalization Threshold for Asset Recording_T.Ambrose.pdf

BAKER COUNTY SCHOOL DISTRICT
Committed to Excellence

Finance and Support Services
392 South Boulevard East
Macclenny, FL 32063
(904) 259-0449
www.bakerk12.org

Wyatt Milton, Superintendent

DATE: July 17, 2025

TO: Wyatt Milton, Superintendent

FROM: Teri Ambrose
Executive Director for Support Services

RE: Capitalization Threshold for Asset Recording – Effective 7/1/2025

Please request Board approval to increase the district's capitalization threshold for asset recording from $750 to $1,000 effective July 1, 2025.

The Florida Administrative Code 69I-73.002 sets the threshold for recording property for a government entity within their financial system. Both cost and useful life are used as indicators to determine whether or not to capitalize a purchased asset. The current value is set at $5,000 by the Florida Administrative Code.

The District's current capitalization threshold for attractive items is $750 and has been in place for almost 20 years. Given the rising cost of all types of equipment, it makes sense to increase the threshold to $1,000 for attractive items. The District will still require these attractive items to be properly tagged and recorded in our inventory (fixed asset) system. This small change in overall cost per item will align better with the types of equipment we normally purchase and capitalize. By slowly increasing our threshold, we can continue to monitor costs and ensure that valuable assets are still property numbered and tracked.

The FAC requirements will also be reflected in Board Policy 7.070 and Board Policy 7.080, after Board workshop and Board approval.

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

AGENDA ITEM NO. 9.6

Item Cover Page

SCHOOL BOARD MEETING (OPEN TO THE PUBLIC) AGENDA ITEM REPORT

DATE:	July 28, 2025
SUBMITTED BY:	Teri Ambrose - (259-0418)
ITEM TYPE:	Property
AGENDA SECTION:	**APPROVAL OF ITEMS FOR ACTION**
SUBJECT:	Approval to De-authorize and Dispose of Itemized Property on the District's Property List. (Obsolete / Broken Beyond Repair Items Will be Disposed of When Possible.)

ATTACHMENTS:
07.28.2025 Approval of the Removal of District Property_T.Ambrose.pdf

BAKER COUNTY SCHOOL DISTRICT
Committed to Excellence

Finance and Support Services
392 South Boulevard East
Macclenny, FL 32063
(904) 259-0449
www.bakerk12.org

Wyatt Milton, Superintendent

DATE: July 17, 2025

TO: Wyatt Milton, Superintendent

FROM: Teri Ambrose
Executive Director for Support Services

RE: REMOVE OBSOLETE/BROKEN PROPERTY ITEMS FROM INVENTORY

Please request Board approval to remove the following items from the property inventory system. These items have reached the end of their useful life and are fully depreciated. These items will be properly disposed of following State and Federal guidelines.

Asset Tag No.	Description

See attached listing

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

Asset Tag No.	Description
16569	WS-C2960S-24PD-L-REF - FOC1715YOUW
17662	CISCO ASA APPLIANCE - JMX0951K00F
19526	CISCO SWITCH 2960 - FOC113520K6
19527	CISCO SWITCH 2960 - FOC113520PC
19528	CISCO SWITCH 2960 - FOC113520AC
19529	CISCO SWITCH 2960 - FOC10302BWG
19530	CISCO SWITCH 2960 - FOC1135206W
19531	CISCO SWITCH 2960 - 19531
19555	WS-C3560G-24PS-S CISCO SWITCH - FOC11717Z202
19557	CISCO WS-C2960S-24PD-L-REF - FOC1717Z2E7
19558	CISCO WS-C2960S-24PD-L-REF - FOC1715Y0QP
19560	CISCO WS-C2960S-24PD-L-REF - FOC1717Z205
19561	CISCO CATALYST 2960 24 - FOC1709W194
19571	CISCO WS-C2960S-24PD-L-REF - FOC1715YOUE
19575	CISCO CATALYST 2960 24 10 100 1000 - FOC1709Z1CN
19577	CISCO CATALYST 2960 24 10 100 1000 - FOC1709Z1CN
19578	CISCO CATALYST 2960 24 10 100 1000 - 19578
19579	CISCO CATALYST 2960 24 10 100 1000 - 19579
19580	WS-C3560G-24PS-S - FOC1C28Z8S2
19581	WS-C3560G-24PS-S - FOC1028Z9A4
19582	WS-C3560G-24PS-S - FOC1137Y4QZ
19583	WS-C3560G-24PS-S CISCO SWITCH - FOC1536X1FE
19584	WS-C3560G-24PS-S - FOC1028Z934
19585	WS-C3560G-24PS-S CISCO SWITCH - FOC1346W2WH
19586	WS-C3560G-24PS-S CISCO SWITCH - FOC1536X1FE
19587	WS-C3560G-24PS-S - FOC1331Y36N
19588	WS-C3560G-24PS-S - FOC1142Y2JK
19589	WS-C3560G-24PS-S - F0C1030Y2YA
19590	WS-C3560G-24PS-S - F0C1225W75S
19591	WS-C3560G-24PS-S - F0C1418Y3SR
19592	WS-C3560G-24PS-S - FOC1346Z5E2
19593	WS-C3560G-24PS-S - FOC1424W5FJ
19594	WS-C3560G-24PS-S - F0C1112Y31K
19594	WS-C3560G-24PS-S - F0C1112Y31K
19595	WS-C3560G-48PS-S - FOC1239W5FY
19596	WS-C3560G-24PS-S CISCO SWITCH - FOC1241W1WY
19597	WS-C3560G-24PS-S - FOC1239W5FW
19598	WS-C3560G-24PS-S - FOC0922U2RE
19599	WS-C3560G-24PS-S - FOC1239W5FZ
19611	CISCO WS-C22960-24TC-L - FOC1051Z3MY

AGENDA ITEM NO. 9.7

Item Cover Page

SCHOOL BOARD MEETING (OPEN TO THE PUBLIC) AGENDA ITEM REPORT

DATE:	July 28, 2025
SUBMITTED BY:	Thomas Hill - (259-0429)
ITEM TYPE:	Plan
AGENDA SECTION:	**APPROVAL OF ITEMS FOR ACTION**
SUBJECT:	Approval of the 2025-2026 District K-12 Comprehensive Evidence Based Reading Plan.

ATTACHMENTS:
07.28.2025 Approval of the 25-26 Comprehensive Evidence-Based Reading Plan_T.Hill.pdf

BAKER COUNTY SCHOOL DISTRICT
Committed to Excellence

Office of Human Resources
270 South Boulevard East
Macclenny, FL 32063
(904) 259-6251
www.bakerk12.org

Wyatt Milton, Superintendent

July 19, 2025

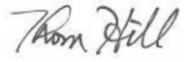
Mr. Wyatt Milton, Superintendent of Schools
Baker County School Board Members
Baker County Schools
392 South Boulevard East
Macclenny, FL 32063

Dear Superintendent Milton and School Board Members:

The purpose of this letter is to request School Board approval of the Baker County School District Comprehensive Evidence-Based Reading Plan for the 2025-26 school year. This report serves the purpose of outlining the District's efforts to provide reading instruction and intervention services at the Tier 1, Tier 2, and Tier 3 levels.

Thank you for your consideration of this request. Please do not hesitate to reach out to me with any questions or need further clarification.

Sincerely,



Thomas Hill
904.259.0427

District Comprehensive Evidence-Based Reading Plan

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

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

1) Contact Information

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

Point of Contact	Name	Email	Phone
Main Reading Contact	Carrie Dopson	carrie.dopson@bakerk12.org	(904)259-0408
Data Element	Marybeth Windham	marybeth.windham@bakerk12.org	(904)259-0421
Third Grade Promotion	Carrie Dopson	carrie.dopson@bakerk12.org	(904)259-0408
Multi-Tiered System of Supports	Traci Wheeler	traci.wheeler@bakerk12.org	(904)259-3367
Other (Facilitator of CERP Creation)	Thomas Hill	thomas.hill@bakerk12.org	(904)259-0427

2) District Expenditures

Comprehensive System of Reading Instruction Expenditures (Rule 6A-6.053(9)(b)3.b., F.A.C.)
The reading funding included in the Florida Education Finance Program (FEFP) base funding is intended to provide comprehensive reading instruction to students in prekindergarten (PreK) through grade 12. Districts will include salaries and benefits, professional learning, assessment, programs/materials, tutoring and incentives required to effectively implement the district's plan. The expenditures must prioritize Voluntary Prekindergarten (VPK) students who have a substantial deficiency in early literacy skills and K-3 students who have a substantial reading deficiency or characteristics of dyslexia.

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

Comprehensive System of Reading Instruction Expenditures	Amount	FTE (where applicable)
Elementary Expenses		
Literacy coaches	$97,753.89	**1**
Intervention teachers	$288,883.84	**4**
Scientifically researched and evidence-based supplemental instructional materials	**0**	
Third grade summer reading camps	$18,000	**3 (summer)**
Summer reading camps	**0**	
Secondary Expenses		
Literacy coaches	$72,031.42	**1**
Intervention teachers	**0**	
Scientifically researched and evidence-based supplemental instructional materials	**0**	
PreK-Grade 12 Expenses		
Professional learning to help K-12 instructional personnel and certified PreK teachers earn a certification, a credential, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction	**0**	
Incentives for K-12 instructional personnel and certified PreK teachers who obtain the Reading Endorsement or Certification	**0**	
Incentives for PreK-12 instructional personnel who obtain an Emergent, Elementary or Secondary Literacy Micro-Credential	**0**	
Additional time per day of evidence-based intensive reading instruction for extended literacy learning (before or after school, summer, etc.)	**0**	
Tutoring programs to accelerate literacy learning	**0**	
Family engagement activities	**0**	
Other – Please Describe (Add additional rows as needed.)		
Estimated Sum of Expenditures	**$476,669.15**	**6 annual / 3 summer**

3) Literacy Leadership – District and School

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

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

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

FAST				
Grade	**Previous School Year – % of Students Scoring**	**Goal for Plan Year – % of Students Scoring**	**Previous School Year – % of Students Scoring**	**Goal for Plan Year – % of Students Scoring**
	Urgent Intervention <10th percentile	**Urgent Intervention** <10th percentile	**At & Above Benchmark** 40th percentile & above	**At & Above Benchmark** 40th percentile & above
VPK	3 (4 students)	0	79	84

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

The District is committed to improving literacy outcomes for VPK students through a strategic approach informed by student performance data. An analysis of this data has identified key areas for growth in foundational literacy skills such as phonological awareness and vocabulary development. To address these needs, the district will enhance instructional quality through the use of CLASS (Classroom Assessment Scoring System) observations. These observations will help identify strengths and areas for improvement in teacher-child interactions, particularly in the domains of instructional support and emotional climate, which are critical for language development. In addition, the district will continue to partner with the Northeast Florida Educational Consortium (NEFEC) to provide targeted instructional support. NEFEC will offer professional development, coaching, and literacy resources to VPK teachers, supporting the implementation of evidence-based practices aligned with the Florida Early Learning and Developmental Standards. To further promote collaboration and instructional consistency, the district has restructured VPK classroom assignments and physical locations. By grouping classrooms in close proximity, teachers are better able to collaborate, share effective strategies, and co-plan instruction. These coordinated efforts are designed to strengthen early literacy instruction and ensure that all VPK students are prepared for future academic success.

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

FAST				
Grade	**Previous School Year – % of Students Scoring**	**Goal for Plan Year – % of Students Scoring**	**Previous School Year – % of Students Scoring**	**Goal for Plan Year – % of Students Scoring**
	Level 1	**Level 1**	**Levels 3-5**	**Levels 3-5**
K	20	15	55	60
1	23	18	57	62
2	23	18	53	58
3	13	10	63	68
4	20	15	55	60
5	18	13	53	58
6	20	15	53	58
7	24	17	48	55
8	20	15	48	55
9	24	17	49	56
10	18	13	56	61

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

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

1. **Provide an explanation of the following:**

Grades K-5	District Level	School Level
Data that will be collected and frequency of review	School- and district-level data from district developed	School-, grade-, and classroom-level data from district

	common assessments, IXL Diagnostic assessments, Star Early-Literacy, Star Reading, and FAST ELA progress monitoring assessments will be reviewed three times a year (PM1, PM2, and PM3)	developed common assessments, IXL Diagnostic assessments, Star Early-Literacy, Star Reading, and FAST ELA progress monitoring assessments will be reviewed three times a year (PM1, PM2, and PM3)
Actions for continuous support and improvement	District-level leadership, including the Superintendent, will individually meet (ADA meetings – Attendance, Discipline, and Academics) with the administrators of each school on a monthly basis to address disaggregated school-level data. Action plans will be developed to address the identified areas of need from the four guiding questions provided to all PLCs in the district. District and school leadership will work collaboratively to provide resources to grade-level teams and individual teachers who are identified for additional support. This support may include professional learning associated with the Florida Practice Profiles, additional training on curricular resources, collaborative learning walks, and seeking support from additional resources (Just Read, Florida!, Regional Literacy Director, and Northeast Florida Educational Consortium (NEFEC) instructional experts.	Grade-level teams meet weekly to collaboratively plan lessons using the B.E.S.T. benchmarks and vetted instructional resources. Each team submits curriculum maps and lesson plans to the school administration for review and support. Teachers participate in bi-weekly (once every two weeks) professional learning communities focused on applying science of reading strategies, modifying instructional lessons based on collected and analyzed data, and supporting team members in their implementation of Florida's Practice Profiles. Grade and subject area PLCs will be charged with answering four guiding questions: • What do we want our student to know and be able to do? • How will we know that our students are learning? • What will we do if they haven't learned it? • What will we do when they have learned it?
Grades 6-8	**District Level**	**School Level**
Data that will be collected and frequency of review	School- and district-level data from district developed common assessments, Savvas, McGraw Hill, and Progress Learning Benchmark Assessments, and FAST ELA progress monitoring	School-, grade-, and classroom-level data from district developed common assessments, Savvas, McGraw Hill, and Progress Learning Benchmark Assessments, and FAST ELA progress monitoring

	assessments will be reviewed three times a year (PM1, PM2, and PM3)	assessments will be reviewed three times a year (PM1, PM2, and PM3)
Actions for continuous support and improvement	District-level leadership, including the Superintendent, will individually meet (ADA meetings – Attendance, Discipline, and Academics) with the administrators of each school on a monthly basis to address disaggregated school-level data. Action plans will be developed to address the identified areas of need from the four guiding questions provided to all PLCs in the district. District and school leadership will work collaboratively to provide resources to grade-level teams and individual teachers who are identified for additional support. This support may include professional learning associated with the Florida Practice Profiles, additional training on curricular resources, collaborative learning walks, and seeking support from additional resources (Just Read, Florida!, Regional Literacy Director, and Northeast Florida Educational Consortium (NEFEC) instructional experts.	Grade-level teams meet weekly to collaboratively plan lessons using the B.E.S.T. benchmarks and vetted instructional resources. Each team submits curriculum maps and lesson plans to the school administration for review and support. Teachers participate in biweekly (once every two weeks) professional learning communities focused on applying science of reading strategies, modifying instructional lessons based on collected and analyzed data, and supporting team members in their implementation of Florida's Practice Profiles. Grade and subject area PLCs will be charged with answering four guiding questions: • What do we want our student to know and be able to do? • How will we know that our students are learning? • What will we do if they haven't learned it? • What will we do when they have learned it?
Grades 9-12	**District Level**	**School Level**
Data that will be collected and frequency of review	School- and district-level data from district developed common assessments, Savvas, and Progress Learning Benchmark Assessments, and FAST ELA progress monitoring assessments will be reviewed three times a year (PM1, PM2, and PM3)	School-, grade-, and classroom-level data from district developed common assessments, Savvas, and Progress Learning Benchmark Assessments, and FAST ELA progress monitoring assessments will be reviewed three times a year (PM1, PM2, and PM3)

Actions for continuous support and improvement	District-level leadership, including the Superintendent, will individually meet (ADA meetings – Attendance, Discipline, and Academics) with the administrators of each school on a monthly basis to address disaggregated school-level data. Action plans will be developed to address the identified areas of need from the four guiding questions provided to all PLCs in the district. District and school leadership will work collaboratively to provide resources to grade-level teams and individual teachers who are identified for additional support. This support may include professional learning associated with the Florida Practice Profiles, additional training on curricular resources, collaborative learning walks, and seeking support from additional resources (Just Read, Florida!, Regional Literacy Director, and Northeast Florida Educational Consortium (NEFEC) instructional experts.	Grade-level teams meet weekly to collaboratively plan lessons using the B.E.S.T. benchmarks and vetted instructional resources. Each team submits curriculum maps and lesson plans to the school administration for review and support. Teachers participate in biweekly (once every two weeks) professional learning communities focused on applying science of reading strategies, modifying instructional lessons based on collected and analyzed data, and supporting team members in their implementation of Florida's Practice Profiles. Grade and subject area PLCs will be charged with answering four guiding questions: • What do we want our student to know and be able to do? • How will we know that our students are learning? • What will we do if they haven't learned it? • What will we do when they have learned it?

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

Through monthly instructional coach meetings, each school will provide various data and input to analyze the current reading plan and make adjustments to the plan and its implementation. Instructional coaches will gather input from their school's literacy leadership team to bring to the instructional coaches meeting. Professional learning was identified as an area of need for staff. This need has been shared with the North East Florida Educational Consortium (NEFEC) to help teachers understand and implement effective instruction related to the "Science of Reading". Another area of growth is related to Literacy Coach endorsement. Four of the six literacy coaches in the district have participated in the year-long endorsement program provided by the Florida Department of Education. The District is transitioning from providing whole group professional learning sessions to individual grade and subject area benchmark alignment. This is being implemented through a new professional learning series beginning in the summer of 2025 and will be continued throughout the upcoming year. This builds on the literacy work that was done in the summer

of 2024. (See professional learning section for more details.) More opportunities are being looked at for professional learning for teachers and additional funds are being allocated through Title II to pay for professional learning opportunities as they become available.

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

Lesson Plan Monitoring – School administrators review and provide feedback on the content of instructional lesson plans.

Curriculum Mapping – This effort is completed as a team with school administrators being actively involved in the instructional planning process. Administrators check for appropriate implementation of the curriculum maps during walk-throughs. Professional learning communities (PLCs) hold instructional staff accountable for keeping pace with the map through data chats and curriculum map revision sessions on a weekly or bi-weekly basis depending upon job assignments.

Intentional Walkthroughs – School administrators share and discuss walkthrough data addressing the implementation of the reading plan at district administrator meetings with the Executive Director of Teaching and Learning and the Superintendent. School administrators will conduct at least one walkthrough a month that incorporates a formal feedback cycle utilizing the online walkthrough tool, Loopspire.

Data Chats (Using Progress Monitoring Assessments) – Data chat sessions are led by PLC or team leaders, instructional coaches, and/or school administrators. Teachers and teams, including grade levels, subject areas, and the Literacy Leadership Teams (LLTs) plan and provide interventions at the appropriate tier(s) of instruction based on the findings from the data chat sessions.

Teacher Evaluations – School administrators evaluate teachers once or twice a year depending on their contract. Teachers are provided detailed feedback which, when appropriate, details the instructor's implementation of the reading plan.

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

Data chat sessions are held with each teacher to discuss and analyze assessment data after each progress monitoring assessment. During these data chat sessions, student needs are identified, and plans are revised to provide additional instructional support. The instructional coach and/or the MTSS team collaborate with the teachers to plan for tiered instruction and interventions. As a result of these organizational practices, students may be identified for placement in additional reading interventions.

C. Literacy Coaches (Rule 6A-6.053(4), F.A.C.)

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

1. **Is the district using the Just Read, Florida! literacy coach model as defined in Rule 6A-6.053(4), F.A.C.?**

☒Yes **☐No**

2. **If no, please describe the evidence-based coach model the district is using.**

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

Direct communication to principals that includes the district superintendent, associate superintendent, and the instructional coaches is conducted annually. Additionally, the guidelines and expectations of the district CERP are discussed annually at the August principals and directors meeting.

In addition, instructional coaches meet regularly with principals to discuss goals and upcoming instructional activities, professional learning, progress monitoring assessments, and other educational activities.

The Reading Coach has a specific and detailed job description that is posted on the district website.

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

The executive director of teaching and learning hosts a monthly meeting with instructional coaches to listen in on the Just Read Florida! conference calls, discuss school initiatives and brainstorm school improvement efforts.

In addition, instructional coaches meet with one another to collaborate and plan professional learning events for their schools. The district sincerely efforts to limit the amount of time coaches are used for extra duties.

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

Instructional coaches are given time during the day to fulfill their instructional coaching duties. Coaches are given access to data systems that afford them the opportunity to retrieve student performance data necessary to fulfill their duties as instructional coaches.

During the 2025-2026 school year, the instructional coaches will develop, deliver, and support a professional learning program that focuses on the BC-5 (See the professional learning section.) and the components of Florida's Formula for Reading Success (explicit and systematic, scaffolded, differentiated, content-rich, and writing in response to reading).

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

Monthly meetings with the instructional coaches grant district instructional staff the opportunity to discuss professional needs and job responsibilities that the coaches have related to successfully completing their job duties. Additionally, periodic district-wide administrator meetings provide time for the school administrators to discuss the support and monitoring of their coaches.

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

The effectiveness of individual literacy coaches is determined through the District's Instructional Personnel Evaluation System. (See page 13 of the system for specific data used to determine coach effectiveness.)

4) Assessment, Curriculum and Reading Instruction

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

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

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

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

The first goal of the district's strategic plan is: "To implement high expectations for academic achievement that ensures the safety and welfare of all students aligned with Florida's strategic plan for student achievement." As part of the fulfillment of this goal, the district has provided intensive professional learning over the last two school years on John Hattie's High Leverage Practices and explicit instruction. Beginning in January 2025, the District introduced District instructional staff to the "BC-5." The focus for professional learning in the coming years will be on: explicit instruction, systematic instruction, differentiation, scaffolding, and corrective feedback. The District has identified establishing deep teacher and leader understanding of the B.E.S.T. ELA Standards and explicit instruction as the primary foci for the 2025-26 school year. The foci for 2026-27 is planned to be scaffolding of instruction and improvement of benchmark common assessments, learning

targets and checks for understanding. Potential goals for professional learning in 2027-28 include differentiated instruction and corrective feedback.

To ensure that all students are supported in achieving high academic standards, the District will place a strong emphasis on equipping educators with the tools and strategies necessary to meet the needs of students with disabilities and English Language Learners. This includes targeted professional learning on differentiation and scaffolding to address varied learning needs, as well as the implementation of evidence-based interventions aligned with individualized education plans (IEPs) and English language development standards.

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

The school district provides core reading instruction that includes the six components of reading. Students are assessed throughout the year using the Star Early Literacy assessment and additional skill checklists. Student needs are identified and addressed through tiered levels of instruction and intervention using the MTSS process. Differentiated instruction is utilized to meet the needs of all PreK learners. In addition, the district will provide a summer bridge program during the summer of 2025 for students identified as needing this additional support.

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

The Baker County Pre-K/Kindergarten Center uses the resource Teaching Strategies GOLD, a comprehensive assessment system that helps educators observe and document children's progress across various developmental areas, such as social-emotional, physical, language, and cognitive skills. This tool enables teachers to tailor their instruction to meet the individual needs of each child. Alongside GOLD, our program incorporates a blend of play-based learning activities, thematic units, and hands-on experiences that align with state standards and early learning guidelines. These may include manipulatives, interactive storybooks, art supplies, and technology-enhanced activities designed to promote critical thinking, creativity, and collaboration. Additionally, our program emphasizes inclusive practices, ensuring that all children, including those in Exceptional Student Education (ESE), are supported through differentiated instruction, visual aids, and adaptive technologies to accommodate diverse learning styles and abilities.

Our teachers have also been trained to incorporate FCRR (Florida Center for Reading Research) games as well as online games such as Reading Eggs, Math and Reading Academy.

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

The students in the Voluntary Prekindergarten (VPK) programs who are identified as having a substantial deficiency in early literacy skills receive targeted interventions designed to support their development and bridge learning gaps. These interventions typically include individualized or small group instruction focusing on key literacy components such as phonemic awareness, vocabulary development, and letter recognition. Teachers use instructional practices like interactive read-alouds, phonics games, and multisensory activities to engage young learners and reinforce foundational skills. Progress monitoring is a crucial component,

allowing teachers to assess each student's development regularly and adjust instruction as needed. By tailoring instruction to meet the unique needs of each child, these interventions aim to equip students with the necessary skills to succeed in their educational journey.

Additionally, collaboration with parents is encouraged to extend learning at home and create a supportive environment that fosters literacy growth. Administrative and instructional staff at the district's one pre-k/kindergarten facility communicate with other local VPK providers to share information to parents about the Summer Bridge program and the New World's Reading Initiative program. Parents are also invited to attend parent nights where administrators and instructors provide strategies parents can implement at home to improve student literacy.

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

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

The Decision Trees must contain the following information:

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

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

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

Grades VPK-5

1. Grades VPK-5 Assessments

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

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

Additional Assessment(s)				
Name of the Assessment	**Target Audience (Grades PreK-5) (Select all that apply.)**	**What component of reading is assessed? (Select all that apply.)**	**Assessment Type (Select all that apply.)**	**How often is the data collected?**
Star Reading	☐ VPK ☐ PreK ☐ Grade K ☐ Grade 1 ☐ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☒ All Students ☐ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other
Star CBM (Curriculum Based Measure) Then, select all that apply.)	☐ VPK ☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☐ Vocabulary ☐ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed

Additional Assessment(s)				
Name of the Assessment	**Target Audience (Grades PreK-5) (Select all that apply.)**	**What component of reading is assessed? (Select all that apply.)**	**Assessment Type (Select all that apply.)**	**How often is the data collected?**
	☒ Grade 5 ☐ All Students ☒ Select Students			☐ Other
Diagnostic Assessment of Reading-Second Edition	☐ VPK ☐ PreK ☐ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☐ All Students ☒ Select Students	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☐ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other
Kindergarten Readiness Checklist	☐ VPK ☒ PreK ☒ Grade K ☐ Grade 1 ☐ Grade 2 ☐ Grade 3 ☐ Grade 4 ☐ Grade 5 ☒ All Students ☐ Select Students	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☐ Vocabulary ☐ Comprehension	☒ Screening ☐ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☒ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☐ Other

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

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

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

A K-3 student is identified as having a substantial deficiency in reading if:

- The student is identified as in need of Tier 3 interventions;
- A student in grades K-3 demonstrates through progress monitoring, formative assessments or teacher observation data, minimum skill levels for reading competency in one or more of the six (6) components of reading; and
    - For kindergarten, the student scores below the tenth (10^{th}) percentile or is unable to complete the practice items on the designated grade-level assessment at the beginning,

middle or end of the year on the coordinated screening and progress monitoring system pursuant to s. 1008.25(9), F.S.;
    - For grades 1 and 2, the student scores below the tenth (10th) percentile or is unable to complete the practice items on the designated grade-level assessment for the specified testing window of the coordinated screening and progress monitoring system pursuant to s. 1008.25(9), F.S.; or
    - For grade 3, the student scores below the twentieth (20th) percentile at the beginning or middle of the year on the coordinated screening and progress monitoring system pursuant to s. 1008.25(9), F.S.
- A student in grade 3 scores Level 1 on the end-of-year statewide, standardized ELA assessment pursuant to s. 1008.22(3)(a), F.S.

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

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

The district follows a structured, data-driven process within the MTSS framework to identify students who require additional academic support through Tier 2 or Tier 3 interventions. The process includes the following steps:

Universal Screening and Progress Monitoring - At the beginning of the school year and at regular intervals throughout the year, all students are assessed using a variety of universal screeners and diagnostic tools. Common assessments include: Kindergarten Readiness Checklist, Star Early Literacy, Star Reading, Star CBM (Curriculum-Based Measurement), FAST ELA Progress Monitoring (PM1, PM2, PM3), and Diagnostic Assessment of Reading (DAR) for students needing further evaluation.

Data Review and Analysis by the MTSS Team - Grade-level MTSS teams meet regularly (e.g., monthly and after each assessment window) to review student performance data. During these meetings, the team analyzes assessment data to identify students performing below grade-level expectations, reviews trends in progress monitoring data to determine growth or lack thereof, and considers multiple data points (academic, behavioral, attendance, etc.) to ensure comprehensive decision-making.

Initial Intervention and Tier Placement - Students who fall below benchmark levels or show inadequate growth despite core instruction are considered for Tier 2 interventions. These students receive targeted small-group instruction and additional supports on top of the core instruction. If a student fails to respond adequately in approximately six weeks to Tier 2 supports, the MTSS team then meets to consider Tier 3 placement, which involves more intensive, individualized interventions.

Development of Intervention Plans - For students placed in Tier 2 or Tier 3, the MTSS team develops a detailed intervention plan, which includes: specific skill deficits to be addressed, intervention strategies and materials, frequency, duration, and group size for interventions, designated personnel responsible for implementation, and data collection methods for monitoring progress.

Ongoing Progress Monitoring - Students receiving Tier 2 and Tier 3 interventions are monitored weekly or biweekly using tools such as Star CBM, FAST ELA PM, or teacher-created assessments. The data is used to measure response to intervention (RTI), adjust instructional strategies or intensity as needed, and determine whether students should remain in the current tier, move to a higher level of support, or return to Tier 1.

If a student fails to make adequate progress despite sustained Tier 3 interventions, the MTSS team may recommend a referral for a comprehensive evaluation to determine eligibility for special education services. For more information about the MTSS process, please see the Baker County School District MTSS Guide located on the district website.

The following criteria are used to identify students for referral to the school's MTSS team for consideration for Tier2/Tier 3 interventions:

(Kindergarten): Kindergarten Readiness Checklist and Star Early Literacy to provide a starting point for instruction. If students lack kindergarten readiness skills, Tier 2 interventions are provided.

(Kindergarten): If a student continues to score below grade level expectations and score below the 10th percentile on Star Early Literacy, then Tier 3 interventions are provided.

(1st - 2nd grades): If a student scores at a Level 1 on the previous year's FAST ELA PM3 or if they have been retained the previous year, they are considered for Tier 2 intervention. Their scores from the previous year's PM3, their current Star/FAST score, and classroom performance are included when considering which intervention to place a student in.

(3rd grade): Students who score a Level 1 and Level 2 on the FAST ELA PM3 from the previous school year are identified and considered for support. Additional criteria include current academic grades and most recent FAST ELA PM from the current school year.

(3rd grade): Students who score a Level 1 on the FAST ELA PM3 from the previous school year and teacher observation data supports additional intensive support is needed are identified for Tier 3 support. Additional criteria include current academic grades and most recent FAST ELA PM from the current school year.

All students receiving Tier 2/Tier 3 interventions have an individualized progress monitoring plan using our district wide MTSS plan of action.

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

The district follows a structured, data-driven process within the MTSS framework to identify students who require additional academic support through Tier 2 or Tier 3 interventions. The process includes the following steps:

Universal Screening and Progress Monitoring - At the beginning of the school year and at regular intervals throughout the year, all students are assessed using a variety of universal screeners and diagnostic tools. Common assessments include: Star Reading, Star CBM (Curriculum-Based Measurement), FAST ELA Progress Monitoring (PM1, PM2, PM3), and Diagnostic Assessment of Reading (DAR) for students needing further evaluation.

Data Review and Analysis by the MTSS Team - Grade-level MTSS teams meet regularly (e.g., monthly and after each assessment window) to review student performance data. During these meetings, the team analyzes assessment data to identify students performing below grade-level expectations, reviews trends in progress monitoring data to determine growth or lack thereof, and considers multiple data points (academic, behavioral, attendance, etc.) to ensure comprehensive decision-making.

Initial Intervention and Tier Placement - Students who fall below benchmark levels or show inadequate growth despite core instruction are considered for Tier 2 interventions. These students receive targeted small-group instruction and additional supports on top of the core instruction. If a student fails to respond adequately in approximately six weeks to Tier 2 supports, the MTSS team then meets to consider Tier 3 placement, which involves more intensive, individualized interventions.

Development of Intervention Plans - For students placed in Tier 2 or Tier 3, the MTSS team develops a detailed intervention plan, which includes: specific skill deficits to be addressed, intervention strategies and materials, frequency, duration, and group size for interventions, designated personnel responsible for implementation, and data collection methods for monitoring progress.

Ongoing Progress Monitoring - Students receiving Tier 2 and Tier 3 interventions are monitored weekly or biweekly using tools such as Star CBM, FAST ELA PM, or teacher-created assessments. The data is used to measure response to intervention (RTI), adjust instructional strategies or intensity as needed, and determine whether students should remain in the current tier, move to a higher level of support, or return to Tier 1.

If a student fails to make adequate progress despite sustained Tier 3 interventions, the MTSS team may recommend a referral for a comprehensive evaluation to determine eligibility for special education services. For more information about the MTSS process, please see the Baker County School District MTSS Guide located on the district website.

The following criteria are used to identify students for referral to the school's MTSS team for consideration for Tier2/Tier 3 interventions:

Tier 2
(4th -5th): Students who score a Level 1 and Level 2 on the FAST ELA PM3 from the previous school year are identified and considered for support. Additional criteria include current academic grades and most recent FAST ELA PM from the current school year.

Tier 3
(4th and 5th): Students who score a Level 1 on the FAST ELA PM3 from the previous school year and teacher observation data supports additional intensive support is needed are identified for Tier 3 support. Additional criteria include current academic grades and most recent FAST ELA PM from the current school year.

3. **Students with Characteristics of Dyslexia (Rule 6A-6.053(7), F.A.C.)**
   Students who have characteristics of dyslexia must be covered by one of the plans described in s. 1008.25(4)(b), F.S., and parents must be consulted in the development of the plan.

3a. If not included within the Decision Tree, describe the district's process (i.e., actionable steps) for identifying grades K-3 students with characteristics of dyslexia. Tier 3 interventions must be provided to students identified as having characteristics of dyslexia.

School-based MTSS teams utilize school and district resources, both diagnostic assessment services (Star Early Literacy and Star Reading assessments) and curricular interventions, to provide supports for students with characteristics of dyslexia.

The district follows a proactive and data-informed process to identify students who may demonstrate characteristics of dyslexia. This process aligns with Florida's dyslexia screening and intervention guidelines and includes the following steps:

Universal Screening - All students participate in universal screening at multiple points throughout the school year to identify those at risk for reading difficulties. Screeners assess foundational reading skills associated with dyslexia, including: phonological and phonemic awareness, letter-sound correspondence, rapid automatized naming, decoding, and word recognition and fluency. Assessments used to identify students demonstrating characteristics of dyslexia may include: common assessments created by the teacher related to the specific area of concern, Star Early Literacy, Star Reading, Star CBM (Phonemic Awareness, Phonics, Oral Reading Fluency), FAST Progress Monitoring (PM1, PM2, PM3), and the district's Kindergarten Checklist.

Data Analysis by the MTSS Team - Following each screening window, the school-based leadership (SBLT) MTSS team reviews individual student data to identify those who score below grade-level benchmarks, demonstrate patterns of difficulty in key reading domains (e.g., phonological processing, decoding, and fluency), and show minimal growth over time despite appropriate core instruction.

Additional Diagnostic Assessment (as needed) - For students flagged through screening and MTSS data analysis, the team may administer additional diagnostic tools to gather deeper insight into specific skill deficits commonly associated with dyslexia.

Tiered Intervention and Progress Monitoring - Students exhibiting characteristics of dyslexia are provided with targeted intervention, beginning with Tier 2 supports: evidence-based, structured literacy programs focused on phonics, decoding, and fluency, small-group or individualized instruction delivered with fidelity, and weekly or biweekly progress monitoring (e.g., CBM, fluency checks) to track growth and response to intervention.

If students show limited progress in Tier 2, more intensive Tier 3 supports are initiated.

If a student fails to make adequate progress despite sustained Tier 3 interventions, the MTSS team may recommend a referral for a comprehensive evaluation to determine eligibility for special education services. For more information about the MTSS process, please see the Baker County School District MTSS Guide located on the district website.

3b. Describe the district's process for providing additional screening to students with characteristics of dyslexia pursuant to s. 1008.25(9), F.S. Name the screener(s) utilized.

School-based MTSS teams, with parental input, will refer students who are not responding successfully to the provided Tier 2 and Tier 3 supports and interventions for further screening. If students need further assessments, we have the following available:

- Star CBM
- DAR (Diagnostic Assessment of Reading)

4. **Explain how the effectiveness of Tier 1 instruction is monitored.**

Lesson Plan Monitoring – School administrators review and provide feedback on the content of instructional lesson plans.

Curriculum Mapping – This effort is completed as a team with school administrators being actively involved in the instructional planning process. Administrators check for appropriate implementation of the curriculum maps during walk-throughs. Professional learning communities (PLCs) hold instructional staff accountable for keeping pace with the map through data chats and curriculum map revision sessions on a weekly or bi-weekly basis depending upon job assignments.

Intentional Walkthroughs – School administrators share and discuss walkthrough data addressing the implementation of the reading plan at district administrator meetings with the Executive Director of Teaching and Learning and the Superintendent. School administrators will conduct at least one walkthrough a month that incorporates a formal feedback cycle utilizing an online walkthrough tool, Loopspire.

Data Chats (Using Progress Monitoring Assessments) – Data chat sessions are led by PLC or team leaders, instructional coaches, and/or school administrators. Teachers and teams, including grade levels, subject areas, and the Literacy Leadership Teams (LLTs) plan and provide interventions at the appropriate tier(s) of instruction based on the findings from the data chat sessions.

Teacher Evaluations – School administrators evaluate teachers once or twice a year depending on their contract. Teachers are provided detailed feedback which, when appropriate, details the instructor's implementation of the reading plan. Even though the formal evaluation only occurs annually or semiannually, the process of evaluation is ongoing throughout the school year. This process includes a self-assessment, the creation of an individual professional learning plan (IPLP), and ongoing communication throughout the entire school year in reference to a teacher's performance. Each of the items mentioned will include references to the expectations set forth in the reading plan if appropriate.

5. **Explain how the effectiveness of Tier 2 interventions is monitored.**

In addition to all of the items associated with the monitoring of Tier 1 instruction, students receiving Tier 2 interventions are assessed weekly or biweekly using valid and reliable tools (Star CBM, FAST, DIBELS, or curriculum-based measures). Monitoring focuses on specific skill deficits targeted by the intervention. Progress is measured against grade-level benchmarks and individual growth goals by the MTSS SBLT. This is done through data collection and disaggregation of that data. Each student's progress data is charted over time to determine rate of improvement. Trend lines and goal lines are compared to evaluate whether the student is making adequate progress. The MTSS SBLT meets monthly or additionally as needed to review student progress and intervention effectiveness.

6. **Explain how the effectiveness of Tier 3 interventions is monitored.**

In addition to all of the items associated with the monitoring of Tier 1 instruction and Tier 2 interventions, Tier 3 interventions are monitored with more intensity and frequency. Tier 3 students are typically monitored weekly, and sometimes even twice per week, depending on the skill area and intensity of need. This ensures that data is collected often enough to make timely adjustments to instruction. Monitoring tools for Tier 3 are also more skill-specific and aligned directly to the student's targeted area of need. In addition to standardized tools mentioned in the assessment chart, the district's schools use teacher-created probes, daily or session-based charting, and/or rubrics for specific goals. Progress for Tier 3 students is reviewed more often. This may be weekly or biweekly, instead of just at 6 week intervals. The school's instructional coach will conduct frequent (weekly or biweekly) check-ins to examine rate of progress, ensure alignment of instruction with needs, and adjust intensity, group size, or instructional strategies as needed.

Grades K-5 Decision Tree

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

Tier 1 (Core) Only

Beginning of Year Data

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

Kindergarten: Score 50% or higher on the BCSD Kindergarten Readiness Checklist.

First through Fifth Grades: Score a Level 3 or higher on the previous year's FAST ELA PM3.

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

Students scoring at or above level 3 on FAST ELA PM, growth from one progress monitoring assessment to another, and student academic performance as measured by a reading (ELA) class average of 69% or less classroom averages from both formative and summative assessments are the criteria applied to determine the sufficiency of Tier 1 instruction.

What processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?

The school district has established a comprehensive and collaborative system to identify and address problems related to the effectiveness of Tier 1 instruction. A central component of this system is the presence of a Literacy Leadership Team at each school. These teams, composed of administrators, instructional coaches, and teacher leaders, are responsible for monitoring Tier 1 English Language Arts (ELA) instruction, analyzing student performance data, and recommending instructional improvements. In addition to this, all teachers participate in biweekly Professional Learning Community (PLC) meetings where they collaboratively address four key questions: What do we want students to know and be able to do? How will we know if they've learned it? What will we do if they haven't learned it? What will we do if they already know it? These meetings focus on

analyzing student data, sharing effective instructional practices, and making adjustments to instruction based on student needs.

District and school leaders meet monthly at each school site to review school-level instructional data, with Tier 1 instruction as a standing agenda item. These meetings provide opportunities to evaluate the effectiveness of core instruction and ensure alignment with district goals. To further support monitoring efforts, the district utilizes various progress monitoring tools, including Star Early Literacy, Star Reading, and FAST ELA Progress Monitoring assessments. These tools offer timely, actionable data that are reviewed at the classroom, grade level, school, and district level to guide instructional decisions and identify students who may need additional support.

Parent and community input is also an integral part of the district's continuous improvement process. Each school's School Advisory Council (SAC) meets regularly to review student performance data and provide feedback on instructional initiatives, while the District Parent Advisory Council (DPAC) offers parents an opportunity to contribute to district-wide decisions related to curriculum and instruction. Title I schools complete an annual Comprehensive Needs Assessment and develop a School Improvement Plan (all schools, not just Title I) using the CIMS (Continuous Improvement Management System) platform. These plans identify areas for growth in Tier 1 instruction and outline specific goals and strategies for improvement.

Additionally, school leaders hold regular grade-level and department chair meetings to discuss instructional trends, address concerns, and ensure consistent expectations across classrooms and content areas. At the district level, monthly meetings with instructional coaches are used to monitor and support the implementation of effective Tier 1 instruction. These meetings provide a platform for coaches to share best practices, analyze district-wide data trends, and plan professional learning for teachers. In addition, district leadership meet monthly at each school site to collaboratively review and address student performance related to attendance, discipline, and academics. Together, these processes ensure that the district maintains a strong, responsive Tier 1 instructional program that is continuously refined to meet the needs of all students.

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

Name of Program	**Year of Program Adoption**
The core curriculum for grades kindergarten, third, fourth, and fifth grades is Savvas: myView Literacy.	2021
The core curriculum for grades first and second grades is McGraw Hill Education: Wonders.	2025 (pending state approval and school board adoption)

Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year:

(Kindergarten): Kindergarten Readiness checklist and Star Early Literacy to provide a starting point for instruction. If students perform below grade level expectations on the kindergarten readiness skills test (69% or below), then Tier 2 interventions are provided.

(1st – 5th Grades): Below the 40 PR initial STAR assessment, below Level 2 on the FAST ELA PM 1, and/or 69% or below on classroom weekly assessments.

Tier 1 Instruction + Tier 2 Interventions

Beginning of Year Data

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

(Kindergarten): Kindergarten Readiness checklist and Star Early Literacy to provide a starting point for instruction. If students lack kindergarten readiness skills, Tier 2 interventions are provided.

(1^{st} – 5^{th} Grades): Below the 40 PR initial STAR assessment, below Level 2 on the FAST ELA PM 1, and 69% or below on classroom weekly assessments.

Number of times per week interventions are provided:

Tier 2 interventions are provided by the classroom teacher or other instructional staff two to five times a week.

Saxon Phonics interventions will occur four times a week for twenty-five to thirty minutes.
SRA Early Interventions will occur four times a week for twenty minutes.
Magnetic Reading program interventions will occur five times a week for thirty minutes.
UFLI Foundations Toolbox interventions will occur five times a week for thirty minutes.
Sounds Sensible interventions will occur three times a week for fifteen to twenty-five minutes.
SPIRE Reading program interventions will occur four times a week for forty-five minutes.
Summit K-12 interventions will occur two to three times a week for fifteen to twenty minutes.

Number of minutes per intervention session:

Both pull-out and push-in Tier 2 interventions are provided for a duration of ten to forty-five minutes depending on the program selected for the student receiving the intervention. See the language above for a complete list of intervention durations.

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

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Age of Learning – My Reading Academy	Identified by Evidence for ESSA as Moderate	
Saxon Phonics	Not identified as meeting strong, moderate, or promising levels of evidence	Saxon Phonics does not meet strong, moderate or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, Recommendation 2: Develop awareness of the segments of sounds in

		speech and how they link to letters, Strong Evidence; Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words, Strong Evidence; and Recommendation 4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension, Moderate Evidence. These recommendations were built into the program by explicit, systematic instruction for phonological awareness, decoding practice, and reading texts with phonetically controlled vocabulary. The district will support and monitor implementation of this program by conducting data chats and observational walkthroughs, including at least one initial professional learning session and ongoing classroom coaching (provided by an instructional coach, reading endorsed administrator, or NEFEC educational consultant).
SRA Early Interventions in Reading	Not identified as meeting strong, moderate, or promising levels of evidence	SRA Early Interventions in Reading does not meet strong, moderate or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, Recommendation 1: Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge, Minimal Evidence; Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters, Strong Evidence; Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words, Strong Evidence; and Recommendation 4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension, Moderate Evidence. These recommendations were built into the program by explicit, systematic instruction for comprehension strategies, vocabulary building, phonological awareness, letter-sound correspondence, word parts, connected text and chapter books. The district will support and monitor implementation of this program by conducting data chats and observational

		walkthroughs, including one initial professional learning session and ongoing classroom coaching (provided by an instructional coach or reading endorsed administrator).
Magnetic Reading	Identified by Evidence for ESSA as Moderate	
UFLI Foundations Toolbox	Not identified as meeting strong, moderate, or promising levels of evidence	UFLI Foundations Toolbox does not meet strong, moderate or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters, Strong Evidence; Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words, Strong Evidence; and Recommendation 4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension, Moderate Evidence. These recommendations were built into the program by explicit, systematic instruction for phonological awareness, decoding practice, and reading texts with phonetically controlled vocabulary. The district will support and monitor implementation of this program by conducting data chats and observational walkthroughs, including one initial professional learning session and ongoing classroom coaching (provided by an instructional coach or reading endorsed administrator).
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if used instead of or in addition to programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
Sounds Sensible	Not identified as meeting strong, moderate, or promising levels of evidence	Sounds Sensible does not meet strong, moderate or promising levels of evidence; however, the following What Works

		Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters, Strong Evidence; and Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words, Strong Evidence; These recommendations were built into the program by explicit, systematic instruction for phonological awareness, alphabet knowledge, academic vocabulary, and understanding letter-sound relationships. The district will support and monitor implementation of this program by conducting data chats and observational walkthroughs, including one initial professional learning session and ongoing classroom coaching (provided by an instructional coach or reading endorsed administrator).
SPIRE Intensive Reading Intervention	Not identified as meeting strong, moderate, or promising levels of evidence	SPIRE Intensive Reading Intervention does not meet strong, moderate or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, Recommendation 1: Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge, Minimal Evidence; Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters, Strong Evidence; Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words, Strong Evidence; and Recommendation 4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and

		comprehension, Moderate Evidence. These recommendations were built into the program by explicit, systematic instruction that incorporates phonological awareness, phonics, spelling, fluency, vocabulary, and comprehension in multi-sensory teacher-led lessons, reinforced by student practice. The district will support and monitor implementation of this program by conducting data chats and observational walkthroughs, including one initial professional learning session and ongoing classroom coaching (provided by an instructional coach or reading endorsed administrator).
English Language Learners		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
Summit K12	Not identified as meeting strong, moderate, or promising levels of evidence	Summit K12 does not meet strong, moderate or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters, Strong Evidence; and Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words, Strong Evidence; These recommendations were built into the program by explicit, systematic instruction for phonological awareness and alphabet knowledge through Language Building Block lessons and Linguistic Phonics lessons. The intervention program also incorporates lessons that involve the 44 distinct sounds of English and virtual mirrors that help students practice articulatory gestures by watching and repeating mouth movements. The district will support and monitor implementation of this program by conducting data chats and observational walkthroughs, including one initial professional learning session and ongoing

		classroom coaching (provided by an instructional coach or reading endorsed administrator).

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

Kindergarten: Saxon Phonics and UFLI Foundations Toobox are utilized.

Saxon Phonics is a structured and explicit phonics program that incorporates multisensory instruction aligned with research-based best practices. The program engages the visual modality through letter recognition, spelling patterns, and written words. Auditory elements are addressed through daily oral drills, sound-symbol correspondence activities, and dictation. Kinesthetic and tactile learning are embedded through techniques such as tracing letters, using hand motions, finger tapping, and optional use of materials like sand trays and letter tiles. The consistent routines and repeated practice ensure reinforcement of skills across multiple sensory pathways, which is particularly beneficial for students with reading difficulties, including those with dyslexia.

UFLI Foundations Toolbox (developed by the University of Florida Literacy Institute) is a structured, Science of Reading-aligned phonics program that strongly emphasizes multisensory learning. Lessons incorporate visual elements through letter cards, decodable texts, and sound walls. Auditory processing is developed through systematic phonemic awareness and phonics instruction. Kinesthetic activities such as sky writing, arm tapping, and finger spelling help reinforce sound-symbol connections. Tactile elements may include the use of whiteboards, manipulatives, and textured materials like sandpaper letters. Each lesson follows a consistent, interactive routine that engages multiple senses to strengthen decoding, encoding, and word recognition skills. UFLI's design is closely aligned with Orton-Gillingham principles, making it a particularly effective resource for students with characteristics of dyslexia.

1st – 3rd Grades: Saxon Phonics, SRA Early Interventions in Reading, Sounds Sensible, and UFLI Foundations Toolbox are utilized. Saxon Phonics, SRA Early Interventions in Reading, Sounds Sensible, SPIRE Intensive Reading Intervention, and UFLI Foundations Toolbox all incorporate multisensory instructional methods designed to support foundational literacy development, especially for students who require additional support in learning to read. Saxon Phonics provides a structured, explicit approach to phonics that engages multiple senses through daily routines involving visual, auditory, kinesthetic, and tactile components. Students engage in oral sound drills, letter recognition, spelling, and handwriting activities, and may use materials such as letter tiles or sand trays to reinforce phoneme-grapheme connections. SRA Early Interventions in Reading also integrates multisensory strategies by combining visual text features, oral reading, listening activities, and opportunities for verbal and written responses. The program systematically builds skills through repeated practice and provides scaffolding that supports students as they move toward reading independence. Sounds Sensible, designed for students with characteristics of dyslexia and other reading difficulties, emphasizes direct, multisensory instruction through activities such as tracing letters while saying sounds, using manipulatives, and engaging in oral and written tasks that reinforce phonological

awareness and decoding. SPIRE incorporates multisensory techniques, engaging multiple senses (visual, auditory, kinesthetic) to help students learn and retain information. Lastly, UFLI Foundations Toolbox offers a comprehensive, research-based approach to phonics instruction that intentionally includes visual, auditory, kinesthetic, and tactile elements. Lessons include activities such as sky writing, arm tapping, sound walls, and manipulation of letter tiles to support strong phoneme-grapheme mapping. Each program follows a structured, systematic format that ensures students receive repeated, meaningful practice through multiple sensory channels—an approach that is particularly effective for struggling readers and those with learning disabilities.

Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year:

For Kindergarten – second grades, Tier 3 interventions are prompted for students who:

1. Have been identified as in need of Tier 3 Interventions by the MTSS SBLT; or
2. Were retained the previous school year: or
3. Scored below the 10th percentile or is unable to complete the practice items on the designated grade-level assessment at the beginning or middle of the year test administrations; or
4. Scored Level 1 on the previous school year's PM3 FAST ELA assessment.

For third grade, Tier 3 interventions are prompted for students who:

1. Have been identified as in need of Tier 3 Interventions by the MTSS SBLT; or
2. Were retained the previous school year: or
3. Scored below the 20th percentile or is unable to complete the practice items on the designated grade-level assessment at the beginning or middle of the year test administrations; or
4. Scored Level 1 on the previous school year's PM3 FAST ELA assessment.

For fourth and fifth grades, Tier 3 interventions are prompted for students who:

1. Have been identified as in need of Tier 3 Interventions by the MTSS SBLT; or
2. Were retained the previous school year: or
3. Scored below the 10th percentile or is unable to complete the practice items on the designated grade-level assessment at the beginning or middle of the year test administrations; or
4. Scored Level 1 on the previous school year's PM3 FAST ELA assessment.

The school's MTSS team will consider multiple data sources (ELA class average, results from teacher and district created common assessments, PM1, PM2, and PM3 FAST administrations, Star CBM, Diagnostic Assessment of Reading, Kindergarten Readiness Checklist and/or stakeholder input and observations prior to making a determination that a student should receive Tier 3 interventions.

Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions
Beginning of Year Data
Students who meet the following criteria at the beginning of the school year: For Kindergarten – second grades, Tier 3 interventions are prompted at the beginning of the school year for students who: 1. Have been identified as in need of Tier 3 Interventions by the MTSS SBLT; or 2. Were retained the previous school year: or 3. Scored below the 10th percentile on the previous year's FAST assessment or is unable to complete the practice items on the designated grade-level assessment at the beginning or middle of the year test administrations; or 4. Scored Level 1 on the previous school year's PM3 FAST ELA assessment. For third grade, Tier 3 interventions are prompted at the beginning of the school year for students who: 1. Have been identified as in need of Tier 3 Interventions by the MTSS SBLT; or 2. Were retained the previous school year: or 3. Scored below the 20th percentile on the previous year's FAST assessment or is unable to complete the practice items on the designated grade-level assessment at the beginning or middle of the year test administrations; or 4. Scored Level 1 on the previous school year's PM3 FAST ELA assessment. For fourth and fifth grades, Tier 3 interventions are prompted at the beginning of the school year for students who: 1. Have been identified as in need of Tier 3 Interventions by the MTSS SBLT; or 2. Were retained the previous school year: or 3. Scored below the 10th percentile on the previous year's FAST assessment or is unable to complete the practice items on the designated grade-level assessment at the beginning or middle of the year test administrations; or 4. Scored Level 1 on the previous school year's PM3 FAST ELA assessment. The school's MTSS team will consider multiple data sources (ELA class average, results from teacher and district created common assessments, PM1, PM2, and PM3 FAST administrations, Star CBM, Diagnostic Assessment of Reading, Kindergarten Readiness Checklist and/or stakeholder input and observations prior to making a determination that a student should receive Tier 3 interventions.
Number of times per week interventions are provided: Tier 3 interventions are provided between four to five times a week by other instructional staff. **Number of minutes per intervention session:** Both pull-out and push-in Tier 3 interventions are provided for a duration of twenty to thirty minutes.

Intensive, Individualized Instruction/Interventions **Indicate the evidence-based programs and/or practices used for Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.**		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
SPIRE Intensive Reading Intervention	Not identified as meeting strong, moderate, or promising levels of evidence	SPIRE Intensive Reading Intervention does not meet strong, moderate or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, Recommendation 1: Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge, Minimal Evidence; Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters, Strong Evidence; Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words, Strong Evidence; and Recommendation 4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension, Moderate Evidence. These recommendations were built into the program by explicit, systematic instruction that incorporates phonological awareness, phonics, spelling, fluency, vocabulary, and comprehension in multi-sensory teacher-led lessons, reinforced by student practice. The district will support and monitor implementation of this program by conducting data chats and observational walkthroughs, including one initial professional learning session and ongoing classroom coaching (provided by an instructional coach or reading endorsed administrator).

UFLI Foundations Toolbox	Not identified as meeting strong, moderate, or promising levels of evidence	UFLI Foundations Toolbox does not meet strong, moderate or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters, Strong Evidence; Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words, Strong Evidence; and Recommendation 4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension, Moderate Evidence. These recommendations were built into the program by explicit, systematic instruction for phonological awareness, decoding practice, and reading texts with phonetically controlled vocabulary. The district will support and monitor implementation of this program by conducting data chats and observational walkthroughs, including one initial professional learning session and ongoing classroom coaching (provided by an instructional coach or reading endorsed administrator).
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if used instead of or in addition to programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
Unique Learning System	Not identified as meeting strong, moderate, or promising levels of evidence	Unique Learning System does not meet strong, moderate or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters, Strong Evidence; Recommendation 3: Teach students to decode words, analyze word parts, and

		write and recognize words, Strong Evidence; and Recommendation 4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension, Moderate Evidence. These recommendations were built into this teacher-led program by explicit, systematic instruction that incorporates differentiation and high-leverage instructional practices like modeling to meet a variety of needs. They include instructional targets in reading and step-by-step instructional routines. Lessons involve shared reading and multiple reads of the same text. Through this strategic guidance, all students get exposure to rich texts and fluent reading. This provides purposeful listening and reading opportunities. The district will support and monitor implementation of this program by conducting data chats and observational walkthroughs, including one initial professional learning session and ongoing classroom coaching (provided by an instructional coach or reading endorsed administrator).
English Language Learners		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
Summit K12	Not identified as meeting strong, moderate, or promising levels of evidence	Summit K12 does not meet strong, moderate or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters, Strong Evidence; and Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words, Strong Evidence; These recommendations were built into the program by explicit, systematic instruction for phonological awareness and alphabet knowledge through Language Building Block lessons and Linguistic Phonics

		lessons. This teacher-led intervention program also incorporates lessons that involve the 44 distinct sounds of English and virtual mirrors that help students practice articulatory gestures by watching and repeating mouth movements. The district will support and monitor implementation of this program by conducting data chats and observational walkthroughs, including one initial professional learning session and ongoing classroom coaching (provided by an instructional coach or reading endorsed administrator).

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

SPIRE Intensive Reading Intervention, SRA Early Interventions in Reading and UFLI Foundations Toolbox

What processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?

The district uses the MTSS 4-step problem solving worksheet and flowchart process to identify and solve problems at the district, school, and classroom levels. This is done through meetings of the district MTSS team, Multi-Tiered System of Supports school-based leadership teams (MTSS SBLTs), and student-specific MTSS meetings. Parent involvement is critical during the problem-solving process as the MTSS team works together to create an individualized plan for the student.

1. **Summer Reading Camps (Rule 6A-6.053(8), F.A.C.)**
   Requirements of Summer Reading Camps pursuant to s. 1008.25(8), F.S., include:

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

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

Summer Reading Camps for Retained Grade 3 Students
Schedule: Students across the District who have been identified as having scored a Level 1 on the Grade Three FAST ELA PM3 not attaining a concordant score on the Star assessment, and not having met a good cause exemption, shall be invited to attend the Summer Reading Camp for Grade Three Students. In addition, while not opening the summer reading camp to all students with substantial reading deficiencies, the district will offer the summer reading camp to additional students at the third grade level who scored a Level 1 on the FAST ELA PM3 and met promotion through either a good cause exemption or Star assessment criteria. The summer reading camp will begin on Monday, June 8, 2026, and conclude on Thursday, July 9, 2026. The summer camp hours will be from 8:00 AM to noon Monday through Thursday of each week.
Evidence-Based Instructional Materials to be used, as defined in 20 U.S.C. s. 7801(21)(A)(i): Clear Fluency Clear Fluency does not meet strong, moderate or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters, Strong Evidence; Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words, Strong Evidence; and Recommendation 4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension, Moderate Evidence. These recommendations were built into this program by explicit, systematic instruction that incorporates speech recognition technology that listens as students read aloud and provides immediate corrective feedback when a word is mispronounced or struggled with. This real-time feedback helps reinforce newly learned reading skills, vocabulary, and fluency, and teaches students to self-correct as they read aloud. The program emphasizes building automaticity in word recognition through repeated reading and practice. Clear Fluency also includes activities that expose students to important vocabulary words from the reading selections before they begin reading, which can contribute to understanding word parts and meanings. The district will support and monitor implementation of this program by conducting data chats and observational walkthroughs, including one initial professional learning session and ongoing classroom coaching (provided by an instructional coach or reading endorsed administrator). Phonics for Reading Phonics for Reading does not meet strong, moderate or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, Recommendation 1: Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge, Minimal Evidence; Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters, Strong Evidence; and Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words, Strong Evidence. These recommendations were built into the program by explicit, systematic instruction that incorporates instruction for decoding, including phonemic awareness, phonics, and word recognition, high frequency words, and encoding. It incorporates support for meaning making, with vocabulary and comprehension. It also includes practice for fluency, including accuracy, rate, and expression. The district will support and monitor implementation of this program by conducting data chats and observational walkthroughs,

including one initial professional learning session and ongoing classroom coaching (provided by an instructional coach or reading endorsed administrator).

Focus on Reading

Focus on Reading does not meet strong, moderate or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, Recommendation 1: Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge, Minimal Evidence; and Recommendation 4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension, Moderate Evidence. These recommendations were built into the program by explicit, systematic instruction that incorporates instruction literary and informational texts, providing lessons and activities that guide students through close reading, analysis, and discussion. The program emphasizes key reading strategies such as identifying central ideas, making inferences, understanding vocabulary in context, and analyzing text structure. It encourages a deeper engagement with texts and the development of essential literacy skills. The district will support and monitor implementation of this program by conducting data chats and observational walkthroughs, including one initial professional learning session and ongoing classroom coaching (provided by an instructional coach or reading endorsed administrator).

QuickReads: Whole Class

QuickReads: Whole Class meets the strong level of evidence as documented on the Evidence for ESSA website. The QuickReads: Whole Class program provides systematic instruction that incorporates lesson content designed to increase word reading efficiency and fluency for children in grades 2-6. QuickReads is a repeated-reading program that includes grade-appropriate short, nonfiction passages. QuickReads passages are designed to build fluency and comprehension by utilizing grade-level, high-frequency words that reflect appropriate phonics and syllable patterns. The district will support and monitor implementation of this program by conducting data chats and observational walkthroughs, including one initial professional learning session and ongoing classroom coaching (provided by an instructional coach or reading endorsed administrator).

Alternative Assessment Used:

SAT-10 and/or summer administration of Star assessment

Additional Information (optional):

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

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

Grades 6-8

8. Grades 6-8 Assessments

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

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

Additional Assessment(s)				
Name of the Assessment	**Target Audience (Grades 6-8) (Select all that apply.)**	**What component of reading is assessed? (Select all that apply.)**	**Assessment Type (Select all that apply.)**	**How often is the data collected?**
Star Reading	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☐ All Students ☒ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other
Star CBM (Curriculum Based Measure)	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☐ All Students ☒ Select Student	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☐ Vocabulary ☐ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other
Diagnostic Assessment of Reading-Second Edition	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☐ All Students ☒ Select Student	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☐ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other
CommonLit Benchmark Assessments	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☐ All Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics	☒ Screening ☒ Progress Monitoring ☐ Diagnostic	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly

Additional Assessment(s)				
Name of the Assessment	**Target Audience (Grades 6-8) (Select all that apply.)**	**What component of reading is assessed? (Select all that apply.)**	**Assessment Type (Select all that apply.)**	**How often is the data collected?**
	☒ Select Student	☐ Fluency ☒ Vocabulary ☒ Comprehension	☒ Summative	☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other
Common Benchmark Assessments (teacher created)	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☐ All Students ☒ Select Student	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other

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

The district follows a structured, data-driven process within the MTSS framework to identify students who require additional academic support through Tier 2 or Tier 3 interventions. The process includes the following steps:

Universal Screening and Progress Monitoring - At the beginning of the school year and at regular intervals throughout the year, all students are assessed using a variety of universal screeners and diagnostic tools. Common assessments include: Star Reading, Star CBM (Curriculum-Based Measurement), FAST ELA Progress Monitoring (PM1, PM2, PM3), district created common benchmark assessments, and Diagnostic Assessment of Reading (DAR) for students needing further evaluation.

Data Review and Analysis by the MTSS Team - Grade-level MTSS teams meet regularly (e.g., monthly and after each assessment window) to review student performance data. During these meetings, the team analyzes assessment data to identify students performing below grade-level expectations, reviews trends in progress monitoring data to determine growth or lack thereof, and considers multiple data points (academic, behavioral, attendance, etc.) to ensure comprehensive decision-making.

Initial Intervention and Tier Placement - Students who fall below benchmark levels or show inadequate growth despite core instruction are considered for Tier 2 interventions. These students receive targeted small-group instruction and additional supports on top of the core instruction. If a student fails to respond adequately in approximately six weeks to Tier 2 supports, the MTSS team then meets to consider Tier 3 placement, which involves more intensive, individualized interventions.

Development of Intervention Plans - For students placed in Tier 2 or Tier 3, the MTSS team develops a detailed intervention plan, which includes: specific skill deficits to be addressed, intervention strategies and materials, frequency, duration, and group size for interventions, designated personnel responsible for implementation, and data collection methods for monitoring progress.

Ongoing Progress Monitoring - Students receiving Tier 2 and Tier 3 interventions are monitored weekly or biweekly using tools such as Star CBM, FAST ELA PM, or teacher-created assessments. The data is used to

measure response to intervention (RTI), adjust instructional strategies or intensity as needed, and determine whether students should remain in the current tier, move to a higher level of support, or return to Tier 1.

If a student fails to make adequate progress despite sustained Tier 3 interventions, the MTSS team may recommend a referral for a comprehensive evaluation to determine eligibility for special education services. For more information about the MTSS process, please see the Baker County School District MTSS Guide located on the district website.

The following criteria are used to identify students for referral to the school's MTSS team for consideration for Tier2/Tier 3 interventions:

Students scoring below proficient on common benchmark assessments (teacher created), have a failing class average in English Language Arts, and/or score below a Level 2 on the previous year's FAST ELA PM3.

10. Explain how the effectiveness of Tier 1 instruction is monitored.

Lesson Plan Monitoring – School administrators review and provide feedback on the content of instructional lesson plans.

Curriculum Mapping – This effort is completed as a team with school administrators being actively involved in the instructional planning process. Administrators check for appropriate implementation of the curriculum maps during walk-throughs. Professional learning communities (PLCs) hold instructional staff accountable for keeping pace with the map through data chats and curriculum map revision sessions on a weekly or bi-weekly basis depending upon job assignments.

Intentional Walkthroughs – School administrators share and discuss walkthrough data addressing the implementation of the reading plan at district administrator meetings with the Executive Director of Teaching and Learning and the Superintendent. School administrators will conduct at least one walkthrough a month that incorporates a formal feedback cycle utilizing an online walkthrough tool, Loopspire.

Data Chats (Using Progress Monitoring Assessments) – Data chat sessions are led by PLC or team leaders, instructional coaches, and/or school administrators. Teachers and teams, including grade levels, subject areas, and the Literacy Leadership Teams (LLTs) plan and provide interventions at the appropriate tier(s) of instruction based on the findings from the data chat sessions.

Teacher Evaluations – School administrators evaluate teachers once or twice a year depending on their contract. Teachers are provided detailed feedback which, when appropriate, details the instructor's implementation of the reading plan. Even though the formal evaluation only occurs annually or semiannually, the process of evaluation is ongoing throughout the school year. This process includes a self-assessment, the creation of an individual professional learning plan (IPLP), and ongoing communication throughout the entire school year in reference to a teacher's performance. Each of the items mentioned will include references to the expectations set forth in the reading plan if appropriate.

11. Explain how the effectiveness of Tier 2 interventions is monitored.

In addition to all of the items associated with the monitoring of Tier 1 instruction, students receiving Tier 2 interventions are assessed weekly or biweekly using valid and reliable tools (Star CBM, FAST, DIBELS, or

curriculum-based measures). Monitoring focuses on specific skill deficits targeted by the intervention. Progress is measured against grade-level benchmarks and individual growth goals by the MTSS SBLT. This is done through data collection and disaggregation of that data. Each student's progress data is charted over time to determine rate of improvement. Trend lines and goal lines are compared to evaluate whether the student is making adequate progress. The MTSS SBLT meets monthly or additionally as needed to review student progress and intervention effectiveness.

12. Explain how the effectiveness of Tier 3 interventions is monitored.

In addition to all of the items associated with the monitoring of Tier 1 instruction and Tier 2 interventions, Tier 3 interventions are monitored with more intensity and frequency. Tier 3 students are typically monitored weekly, and sometimes even twice per week, depending on the skill area and intensity of need. This ensures that data is collected often enough to make timely adjustments to instruction. Monitoring tools for Tier 3 are also more skill-specific and aligned directly to the student's targeted area of need. In addition to standardized tools mentioned in the assessment chart, the district's schools use teacher-created probes, daily or session-based charting, and/or rubrics for specific goals. Progress for Tier 3 students is reviewed more often. This may be weekly or biweekly, instead of just at 6 week intervals. The school's instructional coach will conduct frequent (weekly or biweekly) check-ins to examine rate of progress, ensure alignment of instruction with needs, and adjust intensity, group size, or instructional strategies as needed.

Grades 6-8 Decision Tree
Tier 1 (Core) Only
Beginning of Year Data
Students must meet the following criteria at the beginning of the school year: Students scoring a Level 3 or higher on the previous year's FAST ELA PM3 or scoring a Level 2 or higher on the initial FAST ELA PM1 for the current school year.
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. Students scoring at or above the 41st percentile on the FAST ELA PM1 and/or PM2, growth from one progress monitoring assessment to another, and/or student academic performance (at 70% or above) as measured by ELA classroom averages from both formative and summative assessments are the criteria applied to determine the sufficiency of Tier 1 instruction.
What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction? Upon review of data, teachers share instructional strategies and best practices. Department heads, peer teachers, administrators, and/or instructional coach provide support to implement identified instructional strategies and improved instructional design through observation and reflection and modeling. PLC's, professional development, and IPLPs designed around identified needs. In a continuous cycle, grade-level by subject area teams create focus calendars and those teams, along with administrators review data to revise the focus calendars based on student scores on benchmark

assessments. Teachers and instructional coach meet to review Progress Monitoring data and determine if students' instructional needs are being met or if adjustments are needed.

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

Name of Program	Year of Program Adoption
The core curriculum for grade six is Savvas: My Perspectives, Florida.	2025 (pending state approval and school board adoption)
The core curriculum for grades seven and eight is StudySync: Bring Literature to Life	2025 (pending state approval and school board adoption)

Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year:

Students scoring below proficient on common benchmark assessments (teacher created), have a class average of 69% or less in English Language Arts, and score below a Level 2 on the current year's FAST ELA PM1 or PM2.

Tier 1 Instruction + Tier 2 Interventions

Beginning of Year Data

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

Students scoring below proficient on common benchmark assessments (teacher created), have a failing class average in English Language Arts, and score below a Level 2 on the previous year's FAST ELA PM3.

Number of times per week interventions are provided:

Five

Number of minutes per intervention session:

Thirty to fifty-eight

Course(s) where interventions take place:

M/J Intensive Reading 1 (#1000010)
M/J Intensive Reading 2 (#1000012)
M/J Intensive Reading 3 (#1000014)
M/J Language Arts 1 (#1001010)
M/J Language Arts 2 (#1001040)
M/J Language Arts 3 (#1001070)

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

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Reading Fluency and Comprehension Instructional Practices	Not identified as meeting strong, moderate or promising levels of evidence.	Reading Fluency and Comprehension Instructional Practices does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4–9, Recommendation(s) Routinely use a set of comprehension building practices to help students make sense of the text (strong evidence). These recommendations are implemented through explicit and systematic instruction focused on fluency and comprehension aligned to the science of reading. Some of the resources that are used to support this work are CommonLit.org and Scholastic Action/Scope Magazine. The district will support and monitor implementation of this instructional practice through conducting data chats and observational walkthroughs, including one initial professional learning session and ongoing classroom coaching (provided by an instructional coach or reading endorsed administrator).
Progress Learning (Lift Off)	Identified by Evidence for ESSA as Promising	
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, as applicable. Add additional rows as needed.		
Students with Disabilities		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
Unique Learning System	Not identified as meeting strong, moderate, or promising levels of evidence	Unique Learning System does not meet strong, moderate or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: Providing Reading Intervention in Grades 4-9, Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text: Part 3A. Build students' world and word knowledge so they can make sense of the text; Part 3B. Consistently provide students with

		opportunities to ask and answer questions to better understand the text they read; Part 3C. Teach students a routine for determining the gist of a short section of text; Part 3D. Teach students to monitor their comprehension as they read, Strong Evidence, and Recommendation 4: Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information, Moderate Evidence. Unique Learning System incorporates these recommendations through explicit, systematic instruction that utilizes strategies to build vocabulary and background knowledge. It utilizes differentiated instruction and scaffolded lessons that provide support for understanding academic vocabulary and complex ideas. The system incorporates various instructional practices and visual supports, including technology, to create a vocabulary-rich environment and help students make connections. Unique uses explicit, pre-made routines and questions during read-alouds to promote comprehension through scaffolded questioning. The system accommodates students with augmentative communication needs, providing alternate methods for responding to questions. The system provides opportunities for students to retell and analyze text elements, contributing to their ability to understand the main idea. The district will support and monitor implementation of this program by conducting data chats and observational walkthroughs, including one initial professional learning session and ongoing classroom coaching (provided by an instructional coach or reading endorsed administrator).
English Language Learners		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**

Summit K12	Not identified as meeting strong, moderate, or promising levels of evidence	Summit K12 does not meet strong, moderate or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: Providing Reading Intervention in Grades 4-9, Recommendation 1: Build students' decoding skills so they can read complex multisyllabic words, Strong Evidence; and Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly, Strong Evidence; These recommendations were built into the program by explicit, systematic instruction for phonological awareness and alphabet knowledge through Language Building Block lessons and Linguistic Phonics lessons. This teacher-led intervention program also incorporates lessons that involve the 44 distinct sounds of English and virtual mirrors that help students practice articulatory gestures by watching and repeating mouth movements. The district will support and monitor implementation of this program by conducting data chats and observational walkthroughs, including one initial professional learning session and ongoing classroom coaching (provided by an instructional coach or reading endorsed administrator). Summit K12's online programs are used to support both whole-class and small-group instruction, as well as to provide targeted, individualized review and practice. The platform helps teachers differentiate instruction by allowing students to engage with content at their own pace, supporting a range of learning needs and helping all students work toward mastery of grade-level standards.
Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year: Based on student academic history, teacher recommendation, as well as current data is used identify student's requiring Tier 3 instruction. These data points are analyzed by the MTSS SBLT and the determination to provide additional interventions at the Tier 3 level come from this team of educators which include parental involvement.		

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

Beginning of Year Data

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

If a student scores a level 1 on the FAST ELA PM3 from the previous year and/or the students' academic history shows a reading deficiency, then the MTSS SBLT will determine the Tier 3 interventions necessary at the beginning of the school year.

Number of times per week interventions are provided:

Five

Number of minutes per intervention session:

Twenty-five to thirty minutes

Course(s) where interventions take place:

M/J Intensive Reading 1 (#1000010)
M/J Intensive Reading 2 (#1000012)
M/J Intensive Reading 3 (#1000014)
M/J Language Arts 1 (#1001010)
M/J Language Arts 2 (#1001040)
M/J Language Arts 3 (#1001070)
Learning Strategies: 6–8 (#7863090)

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

Name of Program	ESSA Evidence Level	Verbiage (as needed)
UFLI Foundations Toolbox	Not identified as meeting strong, moderate, or promising levels of evidence	UFLI Foundations Toolbox does not meet strong, moderate or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: Providing Reading Intervention in Grades 4-9, Recommendation 1: Build students' decoding skills so they can read complex multisyllabic words, Strong Evidence; and Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly, Strong Evidence; These recommendations were built into the program by explicit, systematic instruction for phonological awareness, decoding practice, and reading texts with phonetically controlled vocabulary. The district will support and

		monitor implementation of this program by conducting data chats and observational walkthroughs, including one initial professional learning session and ongoing classroom coaching (provided by an instructional coach or reading endorsed administrator).
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, as applicable. Add additional rows as needed.		
Students with Disabilities		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
Unique Learning System	Not identified as meeting strong, moderate, or promising levels of evidence	Unique Learning System does not meet strong, moderate or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: Providing Reading Intervention in Grades 4-9, Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text: Part 3A. Build students' world and word knowledge so they can make sense of the text; Part 3B. Consistently provide students with opportunities to ask and answer questions to better understand the text they read; Part 3C. Teach students a routine for determining the gist of a short section of text; Part 3D. Teach students to monitor their comprehension as they read, Strong Evidence, and Recommendation 4: Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information, Moderate Evidence. Unique Learning System incorporates these recommendations through explicit, systematic instruction that utilizes strategies to build vocabulary and background knowledge. It utilizes differentiated instruction and scaffolded lessons that provide support for understanding academic vocabulary and complex ideas. The system incorporates

		various instructional practices and visual supports, including technology, to create a vocabulary-rich environment and help students make connections. Unique uses explicit, pre-made routines and questions during read-alouds to promote comprehension through scaffolded questioning. The system accommodates students with augmentative communication needs, providing alternate methods for responding to questions. The system provides opportunities for students to retell and analyze text elements, contributing to their ability to understand the main idea. The district will support and monitor implementation of this program by conducting data chats and observational walkthroughs, including one initial professional learning session and ongoing classroom coaching (provided by an instructional coach or reading endorsed administrator).
English Language Learners		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
UFLI Foundations Toolbox	Not identified as meeting strong, moderate, or promising levels of evidence	When appropriate, English Language Learners are included in Tier 3 as appropriate. They also receive reading strategy instruction if the ELL Team determines that Learning Strategies is appropriate for them. ELLs are taught using a variety of ESOL strategies from trainings offered by NEFEC, the Schultz Center, Florida Gateway College, or a university. These strategies include the use of visuals and explaining vocabulary to build background knowledge (see below). UFLI Foundations Toolbox does not meet strong, moderate or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: Providing Reading Intervention in Grades 4-9, Recommendation 1: Build students' decoding skills so they can read complex multisyllabic words, Strong Evidence; and Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly, Strong Evidence; These recommendations

		were built into the program by explicit, systematic instruction for phonological awareness, decoding practice, and reading texts with phonetically controlled vocabulary. The district will support and monitor implementation of this program by conducting data chats and observational walkthroughs, including one initial professional learning session and ongoing classroom coaching (provided by an instructional coach or reading endorsed administrator).

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?

The district uses the MTSS 4-step problem solving worksheet and flowchart process to identify and solve problems at the district, school, and classroom levels. This is done through meetings of the district MTSS team, Multi-Tiered System of Supports school-based leadership teams (MTSS SBLTs), and student-specific MTSS meetings. Parent involvement is critical during the problem-solving process as the MTSS team works together to create an individualized plan for the student.

Grades 9-12

1. Grades 9-12 Assessments

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

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

Additional Assessment(s)				
Name of the Assessment	**Target Audience (Grades 9-12) (Select all that apply.)**	**What component of reading is assessed? (Select all that apply.)**	**Assessment Type (Select all that apply.)**	**How often is the data collected?**
Star Reading	☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12 ☐ All Students ☒ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other
Progress Learning	☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12 ☐ All Students ☒ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other
Savvas: Analysis	☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12 ☒ All Students ☒ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other
End of Course Assessments (teacher created)	☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12 ☒ All Students ☐ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☐ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☒ Annually ☐ As Needed ☐ Other
Diagnostic Assessment of Reading-Second Edition	☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12 ☐ All Students ☒ Select Students	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☐ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed

Additional Assessment(s)				
Name of the Assessment	**Target Audience (Grades 9-12) (Select all that apply.)**	**What component of reading is assessed? (Select all that apply.)**	**Assessment Type (Select all that apply.)**	**How often is the data collected?**
				☐ Other
Lastinger Center Rubric to Measure Prosody	☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12 ☐ All Students ☒ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☒ Fluency ☐ Vocabulary ☐ Comprehension	☒ Screening ☐ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other

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

The district follows a structured, data-driven process within the MTSS framework to identify students who require additional academic support through Tier 2 or Tier 3 interventions. The process includes the following steps:

Universal Screening and Progress Monitoring - At the beginning of the school year and at regular intervals throughout the year, all students are assessed using a variety of universal screeners and diagnostic tools. Common assessments include: Star Reading, Star CBM (Curriculum-Based Measurement), FAST ELA Progress Monitoring (PM1, PM2, PM3), district created common benchmark assessments, and Diagnostic Assessment of Reading (DAR) for students needing further evaluation.

Data Review and Analysis by the MTSS Team - Grade-level MTSS teams meet regularly (e.g., monthly and after each assessment window) to review student performance data. During these meetings, the team analyzes assessment data to identify students performing below grade-level expectations, reviews trends in progress monitoring data to determine growth or lack thereof, and considers multiple data points (academic, behavioral, attendance, etc.) to ensure comprehensive decision-making.

Initial Intervention and Tier Placement - Students who fall below benchmark levels or show inadequate growth despite core instruction are considered for Tier 2 interventions. These students receive targeted small-group instruction and additional supports on top of the core instruction. If a student fails to respond adequately in approximately six weeks to Tier 2 supports, the MTSS team then meets to consider Tier 3 placement, which involves more intensive, individualized interventions.

Development of Intervention Plans - For students placed in Tier 2 or Tier 3, the MTSS team develops a detailed intervention plan, which includes: specific skill deficits to be addressed, intervention strategies and materials, frequency, duration, and group size for interventions, designated personnel responsible for implementation, and data collection methods for monitoring progress.

Ongoing Progress Monitoring - Students receiving Tier 2 and Tier 3 interventions are monitored weekly or biweekly using tools such as Star CBM, FAST ELA PM, or teacher-created assessments. The data is used to measure response to intervention (RTI), adjust instructional strategies or intensity as needed, and

determine whether students should remain in the current tier, move to a higher level of support, or return to Tier 1.

If a student fails to make adequate progress despite sustained Tier 3 interventions, the MTSS team may recommend a referral for a comprehensive evaluation to determine eligibility for special education services. For more information about the MTSS process, please see the Baker County School District MTSS Guide located on the district website.

The following criteria are used to identify students for referral to the school's MTSS team for consideration for Tier2/Tier 3 interventions:

Students are selected for Tier 2 intervention based on FAST ELA PM3 scores or graduation requirements. We offer Tier 2 intervention for ninth and tenth graders who have scored a Level 1 and/or need extra support to meet the graduation requirement, as well as eleventh and twelfth graders who have not yet met the graduation requirement for test scores.

Students are provided Tier 3 intervention if the school's MTSS team has determined that the student has not made adequate progress from the provision of Tier 1 and Tier 2 services.

15. Explain how the effectiveness of Tier 1 instruction is monitored.

Lesson Plan Monitoring – School administrators review and provide feedback on the content of instructional lesson plans.

Curriculum Mapping – This effort is completed as a team with school administrators being actively involved in the instructional planning process. Administrators check for appropriate implementation of the curriculum maps during walk-throughs. Professional learning communities (PLCs) hold instructional staff accountable for keeping pace with the map through data chats and curriculum map revision sessions on a weekly or bi-weekly basis depending upon job assignments.

Intentional Walkthroughs – School administrators share and discuss walkthrough data addressing the implementation of the reading plan at district administrator meetings with the Executive Director of Teaching and Learning and the Superintendent. School administrators will conduct at least one walkthrough a month that incorporates a formal feedback cycle utilizing an online walkthrough tool, Loopspire.

Data Chats (Using Progress Monitoring Assessments) – Data chat sessions are led by PLC or team leaders, instructional coaches, and/or school administrators. Teachers and teams, including grade levels, subject areas, and the Literacy Leadership Teams (LLTs) plan and provide interventions at the appropriate tier(s) of instruction based on the findings from the data chat sessions.

Teacher Evaluations – School administrators evaluate teachers once or twice a year depending on their

contract. Teachers are provided detailed feedback which, when appropriate, details the instructor's implementation of the reading plan. Even though the formal evaluation only occurs annually or semiannually, the process of evaluation is ongoing throughout the school year. This process includes a self-assessment, the creation of an individual professional learning plan (IPLP), and ongoing communication throughout the entire school year in reference to a teacher's performance. Each of the items mentioned will include references to the expectations set forth in the reading plan if appropriate.

16. Explain how the effectiveness of Tier 2 interventions is monitored.

In addition to all of the items associated with the monitoring of Tier 1 instruction, students receiving Tier 2 interventions are assessed weekly or biweekly using valid and reliable tools (Star CBM, FAST, DIBELS, or curriculum-based measures). Monitoring focuses on specific skill deficits targeted by the intervention. Progress is measured against grade-level benchmarks and individual growth goals by the MTSS SBLT. This is done through data collection and disaggregation of that data. Each student's progress data is charted over time to determine rate of improvement. Trend lines and goal lines are compared to evaluate whether the student is making adequate progress. The MTSS SBLT meets monthly or additionally as needed to review student progress and intervention effectiveness.

17. Explain how the effectiveness of Tier 3 interventions is monitored.

In addition to all of the items associated with the monitoring of Tier 1 instruction and Tier 2 interventions, Tier 3 interventions are monitored with more intensity and frequency. Tier 3 students are typically monitored weekly, and sometimes even twice per week, depending on the skill area and intensity of need. This ensures that data is collected often enough to make timely adjustments to instruction. Monitoring tools for Tier 3 are also more skill-specific and aligned directly to the student's targeted area of need. In addition to standardized tools mentioned in the assessment chart, the district's schools use teacher-created probes, daily or session-based charting, and/or rubrics for specific goals. Progress for Tier 3 students is reviewed more often. This may be weekly or biweekly, instead of just at 6 week intervals. The school's instructional coach will conduct frequent (weekly or biweekly) check-ins to examine rate of progress, ensure alignment of instruction with needs, and adjust intensity, group size, or instructional strategies as needed.

Grades 9-12 Decision Tree

Tier 1 (Core) Only

Beginning of Year Data

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

Grades 9 and 10: Students scoring a Level 3 or higher on the previous year's FAST ELA PM3 or scoring a Level 2 or higher on the initial FAST ELA PM1 for the current school year.

Grades 11 and 12: The overarching criteria for student performance is the expectation that students have met assessment graduation requirements for ELA. If a student is identified as possibly needing reading intervention even though they have achieved grade level performance on the Grade 10 FAST ELA PM3, retake Grade 10 FAST ELA or a state approved concordant score, then the student will be referred to the MTSS SBLT to make a determination if additional reading intervention services should be provided.

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

Tier 1 instruction is considered sufficient when at least 80% of students are scoring:

1. At least 70% on Progress Monitoring Assessments
2. At least 70% (passing) for class grades
3. Grade level performance on the FAST ELA PM3 assessment from the previous school year

What processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction and/or curriculum provided to students?

Upon review of data, teachers share instructional strategies and best practices. Department heads, peer teachers, administrators, and/or instructional coach provide support to implement identified instructional strategies and improved instructional design through observation and reflection and modeling. PLC's, professional development, and IPLPs designed around identified needs.

In a continuous cycle, grade-level by subject area teams create focus calendars and those teams, along with administrators review data to revise the focus calendars based on student scores on benchmark assessments. Teachers and instructional coach meet to review Progress Monitoring data and determine if students' instructional needs are being met or if adjustments are needed.

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

Name of Program	Year of Program Adoption
The core curriculum for grades nine through twelve is Savvas: My Perspectives, Florida.	2025 (pending state approval and school board adoption)

Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year:

Tier 1 instruction is considered insufficient and require the addition of Tier 2 interventions when a student is scoring:

1. Below 70% on Progress Monitoring Assessments
2. Below 70% (failing) for class grades
3. Below grade level performance on the FAST ELA PM3 assessment from the previous school year

Tier 1 Instruction + Tier 2 Interventions

Beginning of Year Data

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

Students scoring below grade level on common benchmark assessments (teacher created), have a failing class average in English Language Arts, and score below a Level 2 on the previous year's FAST ELA PM3.

Number of times per week interventions are provided:

Three

Number of minutes per intervention session:

Thirty

Course(s) where interventions take place:

Intensive Reading 1 (#1000412)
Intensive Reading 2 (#1000414)
Intensive Reading 3 (#1000416)

Intensive Reading 4 (#1000418) Learning Strategies 9–12 (#7963080) Research 1 (#1700300) Research 2 (#1700310)		
Supplemental Instruction/Interventions **Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.**		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
Reading Fluency and Comprehension Instructional Practices	Not identified as meeting strong, moderate or promising levels of evidence.	Reading Fluency and Comprehension Instructional Practices does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4–9, Recommendation(s) Routinely use a set of comprehension building practices to help students make sense of the text (strong evidence). These recommendations are implemented through explicit and systematic instruction focused on fluency and comprehension aligned to the science of reading. Some of the resources that are used to support this work are CommonLit 360 and ACT and SAT curricular materials. The district will support and monitor implementation of this instructional practice through conducting data chats and observational walkthroughs, including one initial professional learning session and ongoing classroom coaching (provided by an instructional coach or reading endorsed administrator).
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, as applicable. Add additional rows as needed.		
Students with Disabilities		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
English Language Learners		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
Summit K12	Not identified as meeting strong, moderate, or promising levels of evidence	Summit K12 does not meet strong, moderate or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: Providing Reading Intervention in Grades 4-9, Recommendation 1: Build students'

		decoding skills so they can read complex multisyllabic words, Strong Evidence; and Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly, Strong Evidence; These recommendations were built into the program by explicit, systematic instruction for phonological awareness and alphabet knowledge through Language Building Block lessons and Linguistic Phonics lessons. This teacher-led intervention program also incorporates lessons that involve the 44 distinct sounds of English and virtual mirrors that help students practice articulatory gestures by watching and repeating mouth movements. The district will support and monitor implementation of this program by conducting data chats and observational walkthroughs, including one initial professional learning session and ongoing classroom coaching (provided by an instructional coach or reading endorsed administrator).

Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year:

Tier 1 instruction and Tier 2 intervention are considered insufficient and require the addition of Tier 3 interventions when any of the following occur:

1. Student consistently scores a level 1 on the FAST ELA PM assessments.
2. Student consistently fails multiple classes that depend on reading skills despite attempting classwork and assessments.
3. Student scores a 1 or 2 on the Lastinger Center Rubric to Measure Prosody.

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

Beginning of Year Data

Students who meet the following criteria at the beginning of the school year:
Students are identified at the beginning of the school year for the addition of Tier 3 interventions when any of the following criteria are met:

1. Student consistently scores a level 1 on the FAST ELA PM assessments.
2. Student consistently fails multiple classes that depend on reading skills despite attempting classwork and assessments.
3. Student scores a 1 or 2 on the Lastinger Center Rubric to Measure Prosody.

Number of times per week interventions are provided:
Five

Number of minutes per intervention session:
Thirty

Course(s) where interventions take place:

Intensive Reading 1 (#1000412)
Intensive Reading 2 (#1000414)
Intensive Reading 3 (#1000416)
Intensive Reading 4 (#1000418)
Learning Strategies 9–12 (#7963080)
Research 1 (#1700300)
Research 2 (#1700310)

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

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Repeated Reading (WWC Promising Practice for comprehension)	Not identified as meeting strong, moderate, or promising levels of evidence	Repeated Reading interventions (6 weeks) do not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendations from *Providing Reading Interventions for Students in Grades 4–9* support the program, as we integrate them into our work with students: Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly, Strong Evidence. Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text (Strong Evidence) • Part 3A. Build students' world and word knowledge so they can make sense of the text, • Part 3B. Consistently provide students with opportunities to ask and answer questions to better understand the text they read, • Part 3C. Teach students a routine for determining the gist of a short section of text, and • Part 3D. Teach students to monitor their comprehension as they read. Some of the resources that are used to support this work are CommonLit.360, Khanmigo, and Progress Learning. The district will support and monitor implementation of this instructional practice through conducting data chats and observational walkthroughs, including one initial professional learning session and ongoing classroom coaching (provided by an instructional coach or reading endorsed administrator). Strong evidence (FCRR supports fluency instruction to build automaticity for comprehension.) We also work on decoding

		after the fluency intervention without taking too much time away from classes for which students are receiving high school credit.
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, as applicable. Add additional rows as needed.		
Students with Disabilities		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
Repeated Reading (WWC Promising Practice for comprehension)	Not identified as meeting strong, moderate, or promising levels of evidence	Repeated Reading interventions (6 weeks) do not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendations from *Providing Reading Interventions for Students in Grades 4–9* support the program, as we integrate them into our work with students: Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly, Strong Evidence. Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text (Strong Evidence) • Part 3A. Build students' world and word knowledge so they can make sense of the text, • Part 3B. Consistently provide students with opportunities to ask and answer questions to better understand the text they read, • Part 3C. Teach students a routine for determining the gist of a short section of text, and • Part 3D. Teach students to monitor their comprehension as they read. Some of the resources that are used to support this work are CommonLit.360, Khanmigo, and Progress Learning. The district will support and monitor implementation of this instructional practice through conducting data chats and observational walkthroughs, including one initial professional learning session and ongoing classroom coaching (provided by an instructional coach or reading endorsed administrator). Strong evidence (FCRR supports fluency instruction to build automaticity for comprehension.) We also work on decoding after the fluency intervention without taking too much time away from classes for which students are receiving high school credit.
English Language Learners		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**

Repeated Reading (WWC Promising Practice for comprehension)	Not identified as meeting strong, moderate, or promising levels of evidence	Repeated Reading interventions (6 weeks) do not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendations from *Providing Reading Interventions for Students in Grades 4–9* support the program, as we integrate them into our work with students: Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly, Strong Evidence. Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text (Strong Evidence) • Part 3A. Build students' world and word knowledge so they can make sense of the text, • Part 3B. Consistently provide students with opportunities to ask and answer questions to better understand the text they read, • Part 3C. Teach students a routine for determining the gist of a short section of text, and • Part 3D. Teach students to monitor their comprehension as they read. Some of the resources that are used to support this work are CommonLit.360, Khanmigo, and Progress Learning. The district will support and monitor implementation of this instructional practice through conducting data chats and observational walkthroughs, including one initial professional learning session and ongoing classroom coaching (provided by an instructional coach or reading endorsed administrator). Strong evidence (FCRR supports fluency instruction to build automaticity for comprehension.) We also work on decoding after the fluency intervention without taking too much time away from classes for which students are receiving high school credit.

What processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?

The MTSS team uses the four-step problem solving process. If Tier 3 interventions are unsuccessful in raising students' reading levels, students may be referred for further testing and possible placement in ESE. The use of more intensified reading interventions to one on one with increased frequency.

5) Professional Learning (Rule 6A-6.053(9)(b)3.f.—j., F.A.C.)

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

- Provide professional learning required by ss. 1012.585(3)(f) and 1012.98(5)(b)11., F.S., which includes training to help teachers integrate phonemic awareness, phonics, word study and spelling, fluency, vocabulary and text comprehension strategies into an explicit, systematic and sequential approach to reading instruction, including multisensory intervention strategies;
- Provide professional learning in B.E.S.T. ELA Standards and evidence-based reading practices and programs;
- Provide professional learning to help instructional personnel and certified PreK teachers funded in the FEFP earn a certification, a credential, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction;
- Differentiate and intensify professional learning for teachers based on progress monitoring data;
- Identify mentor teachers and establish model classrooms within the school; and
- Ensure that time is provided for teachers to meet weekly for professional learning.

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

Name of Professional Learning	Target Audience	Description
ELA Standards Alignment	ELA instructors from kindergarten through twelfth grades	This professional learning will help teachers to deepen their understanding of the Benchmarks for Excellent Student Thinking (B.E.S.T.) ELA standards and to equip them with effective instructional strategies that align with the FAST. This training will aim to ensure that teachers can effectively prepare students for success on the FAST assessments.
Root of the Rigor – Assessment Item Creation	ELA instructors from kindergarten through twelfth grades	Professional development for ELA teachers focusing on the Florida Assessment of Student Thinking (FAST) type questions and content will equip educators with the skills to design grade-level appropriate questions aligned with the Benchmarks for Excellent Student Thinking (B.E.S.T.) standards. This professional learning will emphasize understanding the FAST assessment's structure, including its computer-adaptive nature and the importance of cognitive complexity levels. Teachers will learn to create questions that match the rigor and format of FAST, ensuring that students are prepared for the types and rigor of items they will encounter.
K12 Lift Data	ELA instructors from kindergarten through twelfth grades	K12 Lift professional learning will empower English teachers by utilizing data-driven insights to enhance instructional effectiveness and student outcomes. The training will provide teachers with

		personalized progress monitoring portfolios that include classroom-level profiles, subgroup growth rates, and individual student data, enabling educators to assess the impact of their instruction and identify areas for improvement. By focusing on learning gains rather than solely on proficiency metrics, K12 Lift encourages teachers to reflect on their practices and implement targeted strategies to support all learners, particularly those who are underserved. This approach will foster a culture of continuous improvement and collective teacher efficacy.
Significant Sentence	ELA instructors from kindergarten through twelfth grades	Learning to exhaust the text, not the teacher. Significant Sentence professional learning is a targeted training approach for English teachers that focuses on enhancing students' reading comprehension and analytical skills by identifying and analyzing key sentences in a text. Teachers learn strategies to guide students in selecting sentences that encapsulate important ideas, themes, or stylistic elements. The method encourages close reading, critical thinking, and text-based discussion, helping students develop deeper understanding and stronger evidence-based writing skills. This PD often includes modeling, collaborative analysis, and practical classroom application.

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

Professional learning has been identified as an area of need for district instructional staff. This need has been shared with the North East Florida Educational Consortium (NEFEC) to assist the district with providing professional learning that addresses several key areas:

- Understanding the Science of Reading,
- Utilizing the BEST standards book and associated resources,
- Using progress monitoring data and K12 Lift reports to modify and differentiate instruction, and
- Utilize effective instructional techniques to provide more effective and efficient ELA instruction.

Beginning in January 2025, the District introduced instructional staff to the "BC-5." The focus for professional learning in the coming years will be on: explicit instruction, systematic instruction, differentiation, scaffolding, and corrective feedback. The District has identified establishing deep teacher and leader understanding of the B.E.S.T. ELA Standards and explicit instruction as the primary foci for the 2025-26 school year. The foci for 2026-27 is planned to be scaffolding of instruction and improvement of

benchmark common assessments, learning targets and checks for understanding. Potential goals for professional learning in 2027-28 include differentiated instruction and corrective feedback.

Another area of growth is related to Literacy Coach Endorsement. Three of the six literacy coaches in the district have participated in the year-long endorsement program provided by the Florida Department of Education. Through NEFEC, FLDOE, Instructional Coaches, and other programs, teachers have the opportunity to gain professional knowledge in the Science of Reading, BEST ELA standards, and other needed areas to meet students' reading needs. Teachers have the opportunity to earn the Reading Endorsement through the following pathways: UF Flamingo Literacy Matrix, North East Florida Educational Consortium, and the Shultz Center for Teaching and Leadership.

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

Professional learning is differentiated by analyzing progress monitoring data to identify individual teacher needs, such as areas of student deficiency. Teachers will receive targeted support through coaching, professional learning community support, or individualized training provided by instructional coaches or NEFEC support staff that is focused on specific instructional strategies. For those needing additional help, professional learning will be intensified with more frequent coaching cycles, model lessons, and collaborative planning aligned to student data analysis.

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

Mentor teachers are identified based on instructional expertise, leadership qualities, and recommendations from administrators or colleagues. Model classrooms will be established in these teachers' rooms to showcase effective, standards-aligned instruction and best practices associated with the BC-5. These classrooms will be utilized for peer observations, coaching, and learning walks to support ongoing professional growth across the school and district.

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

The District has identified four days throughout the instructional contract year that have been set aside strictly for the purpose of professional learning. Those dates will be utilized to provide the training outlined previously in this section. In addition, principals at each school site will create a schedule for professional learning communities to work through assessment development, lesson plan creation, data analysis, and the four-step problem solving process to improve instruction. These teams will meet at least twice a month.

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

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

Name of Tutoring Program	Target Audience	Description
NA		

7) Family Engagement (Rule 6A-6.053(9)(b)3.o., F.A.C.)

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

Students in K-12 will be identified as having a substantial reading deficiency if they score at the lowest achievement level on a universal screener and/or progress monitoring assessment (STAR Early Literacy, STAR, Progress Learning, FAST). In addition, teacher input based on observation data, both informal and formal, are collected on a daily basis and used as a form of identification. The MTSS process will also identify through various data those students who continue to show deficiencies in reading.

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

Students that are identified as having a reading deficiency qualify for the New Worlds Reading Initiative. This program is shared with parents/guardians of students who qualify. For the first time, the New Worlds program shared student qualification data with the school system this year. As a result, the District was able to communicate directly with parents and invite them to participate in the program. Every elementary school in the district held family reading nights that included presentations from New World's Staff. The school is open to helping parents complete the application online. Parents are also notified of the scholarships through New World's public outreach, which affords parents the opportunity to receive assistance related to educational materials, tutors, and other resources to help students at home.

8) Assurances (Rule 6A-6.053(9)(b)2., F.A.C.)

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

Initials	Assurance
	a. All reading instruction and professional learning is grounded in the science of reading; uses instructional strategies that includes phonics instruction for decoding and encoding as the primary strategy for word reading; and does not employ the three-cueing system model of reading or visual memory as a basis for teaching word reading.
	b. All students identified with a substantial deficiency in reading are covered by an individualized progress monitoring plan that meets the requirements of s. 1008.25(4)(c), F.S., to address their specific reading deficiency, unless they have an IEP or 504 plan that addresses their reading deficiency, or both in accordance with Rule 6A-6.053(6)(c), F.A.C.
	c. All intensive reading interventions provided in Summer Reading Camps to students in grade 3 who score Level 1 on the statewide, standardized ELA assessment are delivered by instructional personnel who are certified or endorsed in reading and rated highly effective as determined by the teacher's performance evaluation under s. 1012.34, F.S. All other intensive reading interventions are delivered by instructional personnel who are certified or endorsed in reading, or by instructional personnel who possess the elementary or secondary literacy micro-credential and who are supervised by an individual certified or endorsed in reading.
	d. Each school has a literacy leadership team consisting of a school administrator, literacy coach, media specialist and a lead teacher, as applicable.
	e. All literacy coaches in the district meet the minimum qualifications described in Rule 6A-6.053(4), F.A.C.

	f. Literacy coaches are prohibited from performing administrative functions that will detract from their role as a literacy coach and spend limited time administering or coordinating assessments.
	g. Literacy coaches are assigned to schools with the greatest need based on student performance data in reading.
	h. Time is provided for teachers to meet weekly for professional learning, including lesson study and professional learning communities.
	i. The CERP will be shared with stakeholders, including school administrators, literacy leadership teams, literacy coaches, classroom instructors, support staff and parents.

Local Educational Agency Chief Executive Officer or Authorized Representative (Printed Name):	
Signature: 	Date: 7/19/2025

House Bill 1255 amends section 1003.4201, Florida Statutes, and adds a component of the reading instruction plan to provide a description of how the district prioritizes the assignment of highly effective teachers from kindergarten to grade 2.

9) Highly Effective Teachers

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

The district prioritizes the assignment of highly effective teachers in kindergarten through grade 3 by implementing a strategic and equitable placement process aligned with s. 1012.34(2)(e), F.S. This statute defines highly effective teachers based on performance evaluations that include student performance data, instructional practice, and professional responsibilities. To support early literacy and foundational skills, the district gives priority to placing these top-performing educators in K–3 classrooms, particularly in schools with historically low achievement or high numbers of students in need of intensive reading instruction. The district also monitors the distribution of highly effective teachers to ensure compliance with state law and equity across campuses, using staffing data and evaluation results to inform hiring and transfer decisions. Processes include annual educational leader meetings in the month of June to analyze student performance at the district, school, and classroom levels. From these analyses, principals meet with school site teams and instructors to shift teaching assignments to comply with this statute.

AGENDA ITEM NO. 9.8

Item Cover Page

SCHOOL BOARD MEETING (OPEN TO THE PUBLIC) AGENDA ITEM REPORT

DATE: July 28, 2025

SUBMITTED BY: Thomas Hill - (259-0429)

ITEM TYPE: Plan

AGENDA SECTION: **APPROVAL OF ITEMS FOR ACTION**

SUBJECT: Approval of the Following School Board Policies: 3.06*+, 3.07, 3.25+, 4.265+, 6.103*, 6.215, 6.43, 7.06*+, 7.07*+, 7.08, 7.14*+, 7.30*+

ATTACHMENTS:
07.28.2025 Approval of the School Board Policies_T.Hill.pdf

BAKER COUNTY SCHOOL DISTRICT
Committed to Excellence

Office of Human Resources
270 South Boulevard East
Macclenny, FL 32063
(904) 259-6251
www.bakerk12.org

Wyatt Milton, Superintendent

July 21, 2025

Wyatt Milton, Superintendent
Baker County School District
270 South Boulevard East
Macclenny, FL 32063

Dear Superintendent Milton:

We are requesting School Board approval for the following Board Policies at the July 28th District School Board Meeting. These policies have previously been workshopped and completed the public review process.

- 3.06*+ Safe and Secure Schools
- 3.07 Copying of Public Records
- 3.25+ Background Screening for Contractors
- 4.265+ Artificial Intelligence Acceptable Use
- 6.103* Appointment or Employment Requirements
- 6.215 Retirement of Employees
- 6.43 Use of Social Media
- 7.06*+ School Food Service Funds
- 7.07*+ Accounting and Control Procedures
- 7.08 Inventories and Property Records
- 7.14*+ Purchasing Policies and Bidding
- 7.30*+ Grant Management

Thank you for your assistance.

Sincerely,

Thomas Hill
Executive Director of Teaching and Learning

SAFE AND SECURE SCHOOLS 3.060*+

I. Introduction

The Baker County District School Board has as its first obligation to provide a safe, secure and orderly learning environment in all schools and at all sponsored activities for students, school personnel, and other persons.

II. Orderly Environment

An orderly environment can only be achieved by developing procedures to control students, personnel, and other persons on school property and while attending School Board or school sponsored events or activities. All procedures shall reflect the following policy provisions:

A. No person other than a student and employee of a school site shall be on a school campus during school hours unless they are in compliance with Policy 9.07 (Visitors).

B. A student who is suspended or expelled is not in good standing and is not permitted on the school campus, school grounds, or at a school sponsored activity.

C. Any person on a school campus or school grounds not in accordance with this policy is hereby declared to be a trespasser and shall be asked to leave immediately by any staff member. Each principal shall keep a log of such incidents, which shall provide the name of the person asked to leave and other pertinent information. If said person shall again be seen upon the school campus or school grounds, any staff member shall immediately notify the principal or appropriate local law enforcement officials without further warning.

D. Individuals who enter School Board property, activity, or School Board meeting without a legitimate reason and create a disturbance or refuse to leave the property or activity when asked by the board chairperson, Superintendent/designee, principal or person in charge are subject to criminal penalty as provided in Florida Statutes. The person in charge shall contact appropriate law enforcement officials in cases of disruptive activity or refusal to leave the school property or activity and take appropriate actions to have the offender punished as prescribed by law. The Superintendent shall be notified immediately of any such action at schools or school activities.

E. No person except law enforcement, security officers, and school guardians certified by the Baker County Sherriff may have in his/her possession any weapon, illegal substance, or dangerous substance while on school property or at school events.

III. The following emergency response agency(ies) will notify the District in the event of an emergency:

Emergency Response Agency	Type of Emergency
Baker County Sheriff's Department	Community Wide Threats
National Weather Service (NOAA)	School Site Threats
Emergency Operations Center (EOC)	Weather Events

IV. Safety, Security and – Emergency Plans

A. The Superintendent shall develop a *DISTRICT CRISIS MANAGEMENT PLAN* with input from representatives of the local law enforcement agencies, the local Fire Marshall(s), representative(s) from emergency medical services; building administrators, representative(s) from the local emergency management agency, School Resource Officer(s) and/or representative(s) of the Baker County Health Department.

B. The School Board shall approve the *DISTRICT CRISIS MANAGEMENT PLAN* annually and copies shall be maintained in the District office and at each school. The plan shall be pursuant to Florida Statutes and shall be comprehensive for all schools, school district facilities and all extracurricular activities. The plan shall include procedures that are State and Federally required, nationally recognized best practice, and researched-based interventions. After School Board approval, the *DISTRICT CRISIS MANAGEMENT PLAN* shall be made a part of this rule.

C. As required by state law, the Superintendent shall require the use of the Safe School Assessment Survey based on the School Safety and Security Best Practices Indicators created by FL DOE Safe School Assessment Tool (FSSAT) to conduct a self-assessment of the District's current safety and security practices.

D. Upon completion of these self-assessments, the Superintendent shall convene a safety and security review meeting for the purpose of (a)reviewing the current *DISTRICT CRISIS MANAGEMENT PLAN* and the results of the self-assessment; (b) identifying necessary modifications to the plan; (c) identifying additional necessary training for staff and students; and
(d) discussing any other related matters deemed necessary by the meeting participants.

E. The Superintendent shall present the findings of the safety and security review meeting to the Board for review and approval appropriate school safety, emergency management and preparedness plans. The Superintendent shall make any necessary recommendations to the Board that identify strategies and activities that the Board should incorporate into the *DISTRICT CRISIS MANAGEMENT PLAN* and/or implement in order to improve school safety and security. The *DISTRICT CRISIS MANAGEMENT PLAN* is, however, confidential and is not subject to review or release as a public record.

F. The Superintendent shall report the self-assessment results and any action taken by the Board to review the *DISTRICT CRISIS MANAGEMENT PLAN* to the Commissioner of Education within thirty (30) days after the Board meeting.

G. Emergency management and preparedness plans shall include notification procedures for weapon use and active assailant/hostage situations, hazardous materials and toxic chemical spills, weather emergencies, and exposure resulting from a manmade emergency.

H. Emergency management and preparedness procedures for active assailant situations shall engage the participation of the district school safety specialist, threat assessment team members, faculty, staff and students for each school and be conducted by the law enforcement agency or agencies designated as first responders to the school's campus.

1. Accommodations for drills conducted at exceptional student education centers may be provided.

I. Each school shall develop and maintain an up-to-date plan based upon the uniform guidelines and including the provisions of Florida law, State Board of Education rules, and other applicable regulations.

J. Copies of school plans shall be provided to county and city law enforcement agencies, fire departments, and emergency preparedness officials.

V. Threat Management

A. The primary purpose of a threat management is to identify individuals exhibiting threatening or other concerning behavior, assess the risk of harm, and coordinate appropriate interventions and services for such individuals. The Board's threat management process is a systematic, fact-based method designed to identify, using threat assessment protocols, whether behaviors or communications constitute a concern for violence or harm to another person. Florida Harm Prevention and Threat Management Model is designed to identify, assess, manage, and monitor threats to schools, school staff and students. The goal of the threat management process is to prevent violence or harm to members of the school community. The threat management process uses a methodology that identifies students exhibiting threatening or other concerning behavior, gathers information to assess the risk of harm to themselves or others, and identifies appropriate interventions to prevent violence and promote successful outcomes.

B. The Board authorizes the Superintendent to designate a Threat Management Coordinator; a District Threat Management Team and school-based management teams.

1. The District Threat Management Coordinator (DTMC) must complete all trainings specific to the Coordinator role and will oversee threat management at all public k-12 schools, including charter schools sponsored by the District. The DTMC must:

    a. Ensure all district-level and school-level threat management team personnel are trained in threat management and on the Florida Model.

    b. Serve as Chair of the District Threat Management Team and as the liaison to the Department of Education's Office of Safe Schools.

    c. Ensure procedures are outlined for making referrals to mental health services for students exhibiting threatening or concerning behavior of self-harm or harm to others.

    d. Assist School Based Threat Management Teams in the District.

2. District Threat Management Team (DTMT) will receive referrals from the School Based Threat Management Teams, assess serious situations, and provide support to school-based teams, including charter schools in their district. The DTMT must include the DTMC, persons from school district administration and persons with expertise.

3. School Based Threat Management Team (SBTMT) will be headed by a Chair and Vice-Chair who are appointed by the principal or designee.

    a. The Chair serves as the point person for threat management at the school-level and is responsible for triaging reported threats or concerning behavior and communications to determine whether the matter should be summarily closed, or whether it should be reviewed by the full SBTMT.

    b. The team shall be comprised of a minimum of four (4) members, including a person with expertise in counseling (school/psychological), instructional personnel, school administration, and law enforcement (school resource officer).

    c. If none of the SBTMT members are familiar with the student of concern, the SBTMT Chair will assign a member of the school's staff who is familiar with the student to consult with and provide background information to the threat management team. Consulting personnel do not have to complete

Florida Model training and may not participate in the decision-making process.

d. All members of the threat management team must be involved in the threat management process and final decision making.

e. Parental Notification

i. If the SBTMT Chair determines the concerning threat or behavior reported is a low level of concern and summarily closes the case, the Chair/designee must use reasonable efforts to notify the parent or guardian of the student threat or behavior.

ii. If the Chair does not summarily close the case and refers the matter to the SBTMT, reasonable efforts must be made to notify the student of concern's parent or guardian on the same day the SBTMT assigns the preliminary level of concern. The SBTMT must document all attempts to make contact with the parent or guardian using the contact information shared by the parent or guardian with the District.

iii. If the preliminary level of concern is high, the SBTMT chair or designee must notify the Superintendent or designee to ensure the requirements of F.S. Stat. 1006.07 are met.

iv. The SBTMT Chair must notify the student of concern's parent or guardian if the threat management process reveals information about their student's mental, emotional, or physical health or well-being or results in a change in related services or monitoring, including but not limited to implementation of a Student Support Management Plan (SSMP).

v. The SBTMT Chair or designee must provide a copy of the SSMP to the student of concern's parent or guardian upon the plan's finalization and anytime the SSMP is substantially revised.

vi. The SBTMT Chair must make a reasonable effort to notify the parent or guardian of the targeted student before the end of the school day that the report was received unless the Chair has determined the concern is unfounded.

4. The threat management team will be responsible for the assessment of individuals whose behavior may pose a threat to the safety of school staff and/or students and coordinating resources and interventions for the individual.

5. If a student with a disability is reported to have made a threat to harm others and the student's intent is not clear, a referral will be made to the threat management team for evaluation.

6. Upon a preliminary determination that a student poses a threat of violence or physical harm to him/herself or others, the threat management team may obtain criminal history record information. The team must immediately report its determination to the Superintendent who must immediately attempt to notify the student's parent or legal guardian. A parent or guardian has the right to inspect and review the threat management. The team will coordinate resources and interventions to engage behavioral and or mental health crisis resources when mental health or substance abuse crisis is suspected.

7. The threat management team must plan for the implementation and monitoring of appropriate interventions to manage or mitigate the student's risk for engaging in violence and increasing the likelihood of positive outcomes.

8. Upon the student's transfer to a different school, the threat management team must verify that any intervention service provided to the student remain in place until the threat management team of the receiving school independently determines the need for intervention services. Threat management teams must meet as often as needed to fulfill their duties of assessing and intervening with persons whose behavior may pose a threat to school staff or students, but no less than monthly. The teams must maintain documentation of all meetings, including meeting dates and times, team members in attendance, cases discussed and actions taken.

9. Through the DTMC, the District must ensure that all threat management teams in the District report to the DOE office on the team's activities during the previous year. The District School Safety Specialist must ensure all schools in the District timely report all required information. The report will contain all data or information required by Florida law.

10. The School Based Threat Management Team (SBTMT) at each school, on a case by case basis, will determine the need to seek mental health intervention in the following areas:
    - School-based counseling
    - Community-based counseling
    - Area Mobile Response Team (MRT) intervention
    - Crisis Stabilization Unit (CSU)

    The team will use the Florida Harm Prevention and Threat Management Model (Florida Model) and support from the therapist when assessing mental health intervention needs.
    Documentation will be maintained in the Florida Model forms associated with the student being served.

11. Each threat management team will maintain the copy of the Florida Model forms used for each SBTMT case. The documentation will also be housed in the student data system. The following items will be recorded for each monthly SBTMT meeting and documentation maintained by the principal or their designee:

- Meeting dates and times
- SBTMT members in attendance
- Cases discussed
- Action taken

VI. Safety – Procedures

A. School alarms shall be monitored on a weekly basis and malfunctions shall be reported for immediate repair.

B. A safety program shall be established consistent with the provisions of Policy 8.01. The emergency preparedness procedures will identify the individuals responsible for contacting the primary emergency response agency and the emergency response agency that is responsible for notifying the school district for each type of emergency.

C. Emergency evacuation drills (fire, hurricane, tornado, active assailant/hostage situation, other natural disaster, and school bus) shall be held in compliance with state requirements and formulated in consultation with the appropriate public safety agencies. Each principal, site administrator or transportation official is responsible for:

1. Developing and posting emergency evacuation routes and procedures;

2. Assigning and training all staff members in specified responsibilities to ensure prompt, safe and orderly evacuation;

3. Identifying and reporting hazardous areas requiring corrective measures; and

4. Preparing and submitting within fifteen (15) calendar days an after-action report of each emergency drill and fire drill to the District school safety specialist for review.

D. In the event of an emergency, the Superintendent is authorized to dismiss early or close any or all schools. Except that the principal may dismiss the school when the Superintendent or designee cannot be contacted and an extreme emergency exists endangering the health, safety, or welfare of students. Any such actions shall be reported immediately to the Superintendent or designee along with a statement describing the reasons for the action. Such report shall be submitted to the School Board at the next regular meeting unless a special meeting is held relating to the emergency.

E. Parents, as defined by law, have a right to timely notification of threats, unlawful acts, and significant emergencies that occur on school grounds, during school transportation or during school-sponsored activities pursuant to sections

1006.07(4) and (7), F.S.

1. Parents have a right to access school safety and discipline incidents as reported pursuant to section 1006.07(9), F.S.

2. Prior to the start of each school year, or at the time of a student's enrollment, if during the school year, the District shall make training available for parents and guardians on the use of FortifyFL. The training must explain the potential disciplinary actions and potential criminal charges that may result as a consequence for anyone making a threat or false report concerning school or school personnel's property, school transportation, or a school sponsored activity. The information concerning criminal charges must include a summary of Sections 790.162, 790.163, 836.10 and 837.05, F.S., and the penalties for violating those statutes.

3. Within the first five (5) days of each school year, each district school board must ensure that instruction on the use of FortifyFL is provided to students in accordance with Section 943.082(4)(b), F.S. Instruction on FortifyFL must be developmentally appropriate and include the possible school disciplinary actions as well as the potential for criminal charges as a result of making a threat or false report involving school or school personnel's property, school transportation, or a school-sponsored activity.

VII. Safety – Violence Prevention

A. The Superintendent shall develop a violence prevention plan for use by each school.

B. Training in identification of potentially violent behaviors and the procedures to be implemented shall be provided to personnel and students of the schools.

C. Each school will notify students, faculty, and staff of who to report concerning behaviors.

VIII. Security

A. The Superintendent shall establish and implement a Domestic Security Plan consistent with the requirements of the National Incident Management System (NIMS).

B. The Superintendent shall develop and implement guidelines and procedures for reviewing each school's security provisions. The security provisions shall include procedures restricting the ingress to or egress from a school campus when students are on the campus. Unless the gate or access point is attended or actively staffed, the security procedures shall state how all gates or other access points will remain closed and locked. If the school safety specialist determines there are other safety measures in place to allow a gate or access point to not be locked, the

determination must be documented in the FSSAT.

C. Within the first ten (10) days of school students must be notified of the safest areas to shelter in a classroom. The safety areas for students to shelter within the classrooms and/or instructional spaces must be clearly marked. All classrooms and other instructional spaces must be locked or actively staffed when occupied by students except between class periods.

D. The Superintendent shall designate an administrator or a law enforcement officer employed by the Baker County Sheriff's Office as the school safety specialist for the District. The School Safety Specialist is responsible for the supervision and oversight for all school safety and security personnel, policies, and procedures in the District. The School Safety Specialist's responsibilities include, but are not limited to the following:

1. On an annual basis the school safety specialist will review district and charter school policies and procedures for compliance with state law and rules and ensure the timely and accurate submission of the school environmental safety incident report (FSSAT) to the Department.

2. The School Safety Specialist must provide recommendations to the superintendent and school board at a publicly noticed board meeting identifying strategies and activities that the Board should implement in order to address the findings to improve school safety and security.

3. No later than November 1, the School Safety Specialist shall submit a district best-practice assessment in the FSSAT that includes the school board's action(s) to the school security risk assessment findings and recommendations provided to them.

4. Provide training and resources to students and staff in matters relating to mental health awareness and assistance; emergency procedures (including active assailant training), and school safety and security.

5. The school safety specialist will identify and correct instances of non-compliance of state mandates regarding security procedures and policies at each school. This will be done annually through state and local assessments administered by the district school safety specialist. Monthly documentation will be sent by the school to the district safety specialist certifying the monthly pre/post planning for the implementation of the options-based active assailant drills held at each school.

   a) On a quarterly basis, the school safety specialist will report to the superintendent and school board any non-compliance by

the district or school(s) with school safety laws or rules.

b) Deficiencies relating to safe-school officer coverage must be resolved by the next school day.

c) Within 24 hours, the School Safety Specialist must notify the Office of Safe Schools of the deficiencies related to safe-school officer coverage and any instance of noncompliance that is determined to be an imminent threat to the health, safety and welfare of students or staff. The Office of Safe Schools shall be notified within three (3) days of any instance of noncompliance that is not corrected within 60 days.

6. The School Safety Specialist must make unannounced visits while school is in session to all public schools in the district, including charter schools and perform inspections for safe school compliance. The school safety specialist must notify and report to the district's superintendent or charter school principal, if there are any violations discovered or if non-compliance of the safe school requirements is suspected by a district school or charter school.

E. A review of each school's security provisions shall be conducted annually by the principal with a written report submitted to the Superintendent or designee for submission to the Board for review.

F. Each school's emergency plan shall include security provisions including emergency "lock down" procedures.

G. Establishing policies and procedures for the prevention of violence on school grounds; including assessment of and intervention with individuals whose behavior poses a threat to the safety of the school community.

H. Adhering to background screening procedures for all staff, volunteers and mentors.

I. Security trailers may be located on school property.

IX. Mental Health

A. The School Board shall identify a mental health coordinator for the District. The mental health coordinator shall serve as the primary contact for the district's coordination, communication, and implementation of student mental health policies, procedures, responsibilities, and reporting.

B. The mental health coordinator shall be responsible for:

1. working with the Office of Safe Schools;

2. maintaining records and reports regarding student mental health as it

relates to school safety and the mental health assistance allocation;

3. facilitating the implementation of school district mental health policies relating to the respective duties and responsibilities of the school district, the superintendent, and school principals;

4. coordinating the staffing and training of threat assessment teams with the school safety specialist, and facilitating referrals, to mental health services, as appropriate for students and their families;

5. coordinating with the school safety specialist, the training and resources for students and school district staff relating to youth mental health awareness and assistance; and

6. annually review of the district's policies and procedures related to student mental health for compliance with state law and alignment with current best practices and making recommendations, as needed, for amending said policies and procedures to the superintendent and the district school board.

STATUTORY AUTHORITY: **1001.41, 1001.42, F.S.**

LAWS IMPLEMENTED: **316.614, 1001.43, 1001.51, 1006.062, 1006.07, 1006.145, 1006.1493 1006.21, 1013.13, F.S.**

STATE BOARD OF EDUCATION RULE: **6A-1.0403, 6A-3.0171, 6A-1.0018**

HISTORY: **ADOPTED:**
REVISION DATE(S): **04/05/04, 10/04, 01/02/07, 01/05/08, 04/01/19, 12/02/19, 11/17/20, 04/05/21, 02/22/22, 04/03/23, 02/20/24, 01/21/25, 7/21/25**
FORMERLY: 2.22; 9.06

COPYING OF PUBLIC RECORDS 3.070

(1) Copies of public records may be obtained by making a request to the lawful custodian of the records. Charges for copies of public records not exceeding 8 ½" x 14" in size shall be fifteen (15) cents for each one-sided copy or twenty (20) cents for each two-sided copy, unless a different fee is otherwise prescribed by Florida Statutes. A one-dollar ($1.00) fee shall be assessed for a certified copy of a public record. Copies shall be made by the appropriate staff members reproduced at a time which does not interfere with their normal work duty.

(2) Charges for copies of audio, video, and other materials shall be charged at rates established by the Superintendent/designee.

(3) The Board authorizes the Superintendent to establish uniform charges for documents not covered in (1) above.

STATUTORY AUTHORITY: **1001.41; 1001.42, F.S.**

LAWS IMPLEMENTED: **119.07; 1001.43; 1001.52, F.S.**

HISTORY:
ADOPTED:
REVISION DATE(S): 04/05/04, 11/07/05, 7/21/2025
FORMERLY:

BACKGROUND SCREENING FOR CONTRACTORS 3.250+

I. Contractual personnel, who are permitted access on school grounds when students are present, who have direct contact with students, or who have access to or control of school funds must meet the background screening requirements and process as set forth in section 1012.32 Florida Statutes. Contractual personnel shall include any vendor, individual or entity under contract with a school or the School Board. Each vendor, individual contractor or employee of a contractor as described in this section, must provide verification that he/she has met the background screening requirements prior to accessing a school campus and provide evidence of compliance with Florida Statute Section 448.095 (evidence may consist of, but is not limited to, providing notice of Contractor's E-Verify number).

II. An employee or contractor of an employer who offers a high school student internship(s) must meet background screening requirements, if he/she has direct, unsupervised access to the student intern(s).

III. Contractual personnel having access to school grounds when students are present, shall submit a complete set of fingerprints and photograph taken by an authorized law enforcement officer or an employee of the District trained to take fingerprints. The fingerprints and photograph shall be submitted to the Care Provider Background Screening Clearinghouse (Clearinghouse), the Florida Department of Law Enforcement (FDLE) and the Federal Bureau of Investigation (FBI).

IV. The District shall issue a state identification badge that is valid for five (5) years to a contractor who meets level 2 screening requirements and/or Clearinghouse requirements. The recipient of the badge shall be responsible for paying a fee established by the Department of Education. The badge shall bear the picture of the contractor and must be visible at all times the contractor is on school grounds.

V. The District shall recognize the uniform statewide identification badge that has been issued by another school district.

VI. A noninstructional contractor who has been convicted of any disqualifying offense, as defined in Florida Statutes, shall not have access to school grounds when students are present and shall be immediately suspended from having access to school grounds and shall remain suspended unless and until the conviction is set aside in any post-conviction proceeding. A non-instructional contractor shall not have access to school grounds unless the contractor has received a full pardon or has had his or her civil rights restored. A non-instructional contractor who is present on school grounds in violation of this subsection commits a felony of the third degree,

punishable as provided in s. 775.082 or s. 775.083.

VII. Contractual personnel must also meet the background screening requirements every five (5) years following entry into a contract. If the fingerprints of an individual under contract with the School Board have not been retained by the Florida Department of Law Enforcement, the individual must submit a complete set of fingerprints to the District.

VIII. Each person under contract as described in Section l. and ll. must agree to inform the party with whom he/she is under contract within forty-eight (48) hours if convicted of any disqualifying offense while under contract. The individual shall also be responsible for returning the badge within forty-eight (48) hours to the district that issued the badge. If it is found that a person under contract does not meet the background screening requirements, the individual shall be immediately suspended from working in a contractual position and shall remain suspended until final resolution of any appeals. A person who is working with an intern will not be allowed to continue in an unsupervised situation.

IX. The following noninstructional contractors shall be exempt from background screening:

A. A contractor who is under direct, line of sight supervision of a District employee or contractor who has met background screening requirements;

B. A contractor who is required by law to undergo background screening for licensure, certification, employment, or other purpose and provides appropriate documentation;

C. A law enforcement officer who is assigned or dispatched to school grounds;

D. An employee or medical director of a licensed ambulance provider who is providing services;

E. A contractor at a site where students are not permitted and a six (6) foot chain link fence separates the work site from the remainder of the school grounds; or

F. A contractor who provides pickup or delivery services that involve brief visits to school grounds when students are present.

X. A noninstructional contractor, as described in Section 8, who is exempt from background screening shall be subject to a search of the registry of sexual offenders and sexual predators maintained by the Florida Department of Law Enforcement and the National Sex Offender Public Registry maintained by the U.S. Department of Justice. The District shall conduct the registry search without charge to the contractor. If a contractor is identified as a sexual predator or offender and not allowed on school grounds, the District shall notify the vendor, individual or entity under contract within three (3) business days.

XI. The Superintendent shall develop procedures to implement this policy.

STATUTORY AUTHORITY: **1001.41, 1001.42, F.S.**

LAWS IMPLEMENTED: **288.061, 435.12 448.095, 1001.43; 1003.496, 1012.32, 1012.465, 1012.467, 1012.468, F.S.**

HISTORY: **ADOPTED:**

REVISION DATE(S): 09/12/07, 11/17/2020, 04/03/2023, 7/21/2025

FORMERLY:

Artificial Intelligence Acceptable Use 4.265+

I. Introduction

It is the policy of Baker County School District to:

A. Support the use of technology to improve teaching and learning, and to support innovations throughout the educational system.

B. With artificial intelligence ("AI") technology shifting from providing access to instructional resources and capturing data to automating decisions about teaching and learning processes and detecting patterns in data it is necessary for there to be an increase in the level of responsibilities a person may delegate to a computer system.

C. Since AI systems could lead to bias in how patterns are detected and unfairness in how decisions are automated, it is essential for the District to develop this policy in how AI is developed for and used in education.

D. This policy outlines the acceptable use of AI tools and applications within Baker County Schools to ensure their safe, ethical, and responsible use.

E. It is the District's responsibility to educate and train students to utilize AI in an ethical and educational way. The District is not banning teacher or student use of AI, but each teacher and student needs to be aware of the limitations and guidelines of its usage.

1. Teachers may allow the use of AI for curriculum purposes. For example, AI programs may assist students with providing clarifications of information or explanations of ideas and concepts. AI may also be helpful for students with generating ideas, topics and writing prompts.
2. If the District uses grant funds for subscription fees and/or professional learning for students in grades 6-12 during the school day, the AI platform selected must:

i. Use large language models based on GPT-4 or its equivalent;

ii. Be on a closed system;

iii. Provide professional learning to teachers;

iv. Provide one-on-one tutoring aligned to the B.E.S.T standards for reading and math;

v. Provide standards-aligned lesson plans and insights on student progress; and

vi. Provide District and school-level reporting and parental access to AI interactions.

F. Teachers and staff need to be aware and understand:

1. Generative AI is not a substitute for human creativity, judgment, and creation.
2. Supervisors must be notified when AI is being used to complete a task.
3. The use of AI may implicate Intellectual Property rights, Privacy rights, and other District policies.
4. Any work product prepared by AI should be peer reviewed for accuracy, appropriateness, and bias (depending on the nature of the work)
5. Students and staff shall not enter passwords, confidential, proprietary, or sensitive District data into AI.
6. Students and staff shall not enter employee or student records, names, addresses, etc., into AI.
7. Students and staff shall not integrate AI tools with District software.
8. Students and staff shall not use AI for employment decisions about applicants or employees.
9. Students and staff shall not use AI tools specifically prohibited by the District, the Florida Department of Education, the State of Florida, or the United States Department of Education.

G. Students Responsible Use –

1. When using AI, students need to be aware that anything entered into AI may be retained or reused by the AI, without the ability of the student or the District to retract or further control such information. Students are prohibited from entering any District information and documents or personally identifiable information of students or District

staff into AI on District-owned or operated computers, devices, software, and hardware, including through Internet-access provided by the District.

2. AI can have implicit bias, and even present incorrect information. Students must understand that AI is not always factually accurate, nor seen as a credible source, and should be able to provide evidence to support its claims. All users must also be aware of the potential for bias and discrimination in AI.
3. If a student is using AI, they need to think critically and be sure to fact-check using primary sources.
4. AP, IB, and Dual Enrollment college and university classes may have additional restrictions and limitations regarding the use of AI.
5. The use of AI, including tools like Chat GPT, necessarily implicates academic integrity and therefore it is the policy of the School Board that Chat GPT—and any other AI the Superintendent or his/her designee determines implicates academic integrity—cannot be used for essays or other papers submitted on behalf of the student. Should AI be used in any capacity, the student must indicate the use of AI related to his or her school work: attributing AI text, image, multimedia, etc. when using them in his or her school work and to what extent AI-generated information was prepared, e.g., attributing AI text, image, or multimedia use, etc. The use of AI could be subject to the District's Academic Dishonesty Policy.
6. Students are not permitted to use AI to avoid doing his or her own work.
7. Students may not use AI when his or her teacher has expressly forbidden its use.
8. Student access to certain websites using AI may be granted; however, privacy guidelines and age restrictions must be considered prior to allowing the usage.

H. Any misuse of AI or AI-related tools and applications, such as hacking or altering data, on District-owned or operated computers, devices, software, and hardware, including District-provided Internet-access, is strictly prohibited. The use or misuse of AI or AI-related tools and applications, such as hacking or altering data, with the intent to substantially disrupt District-owned or operated computers, devices, software, or hardware, or with the intent to impermissibly alter data on District-owned or operated computers, devices, software, or hardware shall be grounds for discipline.

I. Students using AI software with a personal device and/or personal credentials should be aware that the platforms they are uploading information to is collecting various forms of data and his or her privacy may not be protected.

STATUTORY AUTHORITY: **1002.321 1001.41, 1001.42, F.S.**

LAW(S) IMPLEMENTED: **1001.02, 1003.02, F.S.**

STATE BOARD OF EDUCATION RULE(S): **6A-1.0957, 6A-1.0955**

HISTORY: **ADOPTED:**
REVISION DATE(S):01/21/25, 7/21/2025

APPOINTMENT OR EMPLOYMENT REQUIREMENTS 6.103* OPTION 2

Any person desiring employment shall file a completed application on the form provided by the Superintendent.

I. Qualifications

A. Must be of good moral character.

B. Must have attained the age of eighteen (18) years with the exception of students employed by the Board.

C. Must meet the educational requirements of the job description that the employee is hired to fulfill.

D. Must not be ineligible for employment under 1012.315, F.S., if applying for an instructional, administrative or any other position requiring direct contact with students.

II. Certificate Requirements

Each applicant for an instructional or a certificated administrative position shall hold a certificate, have a receipt from the Florida Department of Education acknowledging that an application has been filed and that issuance of the certificate is pending, or have the proper license to perform services.

A. To be considered for a position, an applicant shall be duly qualified for that position in accordance with state law, regulations of the Florida Department of Education and the approved job description. If it appears that the applicant is eligible for proper certification, appointment may be made subject to the conditions set forth in the annual contract of employment as approved by the School Board.

B. Any person not holding a valid Florida certificate at the time of employment shall be required, upon initial employment, to make application to the Florida Department of Education for such a certificate, through the Personnel Services office of the District. When such certificate is received, it must be filed with the office of the Superintendent. If the Department of Education declines to issue a certificate, the person's employment shall be terminated immediately. Failure to file such certificate, except for good cause as determined by the Superintendent, shall result in the termination of employment.

III. Interviews and Appointments

A. Interview teams, including those with community representatives, shall reasonably reflect the District's diverse racial, ethnic, and gender composition.

B. The Superintendent or designee shall monitor and ensure that appointments and assignments are consistent with the District's intent of maintaining a diverse work force.

IV. Driving Record

A. The driving record of each applicant for the position of school bus operator or for any position that would require the person to drive a School Board vehicle shall be reviewed to determine if the record contains any infractions of the driving code that would make the applicant unqualified for the position in accordance with the District safe driver plan.

B. The driving record of each current school bus operator shall be reviewed prior to the first day of the fall semester and periodically during the school year to determine if the record contains any infractions of the driving code that would make the operator unqualified for the position in accordance with the district safe driver plan. The driving record of any employee who is required to drive a School Board vehicle shall also be reviewed periodically during the year to determine whether the employee may continue in the position.

V. Initial Employment

A. Any offer of employment with the School District is conditioned on submission of fingerprints and photograph as required by Florida Statute and a background investigation by the Superintendent or designee. After a job offer, but prior to beginning employment with the District, all candidates for all positions must undergo a criminal and employment background check (including verification of work authorization status through the E-Verify system) to determine suitability for employment. The application for employment shall inform applicants they are subject to criminal background checks, and advise applicants that failure to be truthful on the application about prior criminal history will be grounds for ineligibility or dismissal from employment.

B. As a condition of employment and prior to beginning work, an applicant who has received a conditional job offer must undergo background screening as required by Florida Statutes by filing a complete set of fingerprints and photograph taken by an individual trained to take fingerprints. The fingerprints and photograph shall be submitted to the Care Provider Background Screening Clearinghouse (Clearinghouse), the Florida Department of Law Enforcement (FDLE) and the Federal Bureau of Investigation (FBI). The applicant shall be

required to pay for full costs of processing at the time of fingerprinting.

C. The Associate Superintendent of Human Resources will review the criminal history of all persons nominated for initial employment. He/she shall obtain criminal background information for applicants through requests to the Care Provider Background Screening Clearing House (Clearinghouse), Florida Department of Law Enforcement (FDLE) and the Federal Bureau of Investigation (FBI).

D. When the fingerprint or background check reports are returned, the Associate Superintendent shall review both the application and the report(s) concerning the individual. He/she will compare the information provided by the new employee with the information received from the Clearinghouse, FDLE and/or the FBI pursuant to Florida Statute.

E. The Superintendent or designee shall conduct employment history checks of applicants for instructional, administrative or any other positions requiring direct contact with students. The employment history check shall include, but not be limited to, screening through the use of educator screening tools described in law and contact with each previous employer. All findings shall be documented. If the Superintendent or designee is unable to contact a previous employer, he/she shall document all efforts to contact the previous employer. For all other applicants, the designee shall contact or attempt to contact all prior employers for a minimum of the past ten (10) years and all private of public educational institutions by which the applicant was previously employed while age eighteen (18) or older. The designee shall document all attempts to contact previous employers.

F. No applicant who has received a conditional job offer shall begin work before his/her fingerprints and photograph are processed, the criminal and pre-employment investigation is completed, and a determination is rendered as to suitability for employment.

G. Based upon the facts of an application, criminal background check or other valid or reliable data sources, applicants who are, or have been convicted of certain serious offenses may be denied employment by the School District. As used in this section the term conviction is defined as a finding of guilt, a plea of guilty, or a plea of *nolo contendere*, or a verdict of guilty. The withholding of adjudication or the entry of an order sealing or expunging the record requiring a pre-trial intervention or pre-trial diversion shall not be considered an exception to this section. Other information derived from the pre-employment investigation, which indicates the applicant may not be suitable for employment by the School District, may be grounds for denying employment to an applicant.

H. An applicant shall be disqualified from employment in any position requiring direct contact with students if he/she is ineligible for employment under 1012.315, F.S.

I. Any instructional or noninstructional persons under contract to the School District to operate student programs, student teacher, persons participating in short-term teacher assistance experiences or field experiences who have district contact with students must meet the requirements of Section V. A., B., E, and F. Such person may not be in direct contact with students if ineligible under 1012.315, F.S.

VI. Current Employees

A. Whenever a personnel investigation of a complaint against an employee is required, a criminal background check may be conducted as part of the investigation.

B. If it is discovered during the period of employment that a regular employee has a prior criminal record and that the employee was requested to provide this information at the time of hire, but did not do so, the employee may be subject to disciplinary action, including dismissal for submitting false information on the employment application, or otherwise having misled the District.

C. If it is discovered during the period of employment that an employee has a prior criminal record and no falsification of an application nor attempt to mislead occurred, the record shall be reviewed by the Associate Superintendent. He/she shall consider all information, including any mitigating conditions, and report findings of fact, possible mitigating circumstances and recommendations for action to the Superintendent. The employee shall have the opportunity to respond in writing to the findings and recommendation. The Superintendent shall review the record, recommendation and response before taking appropriate action. Appeal of the Superintendent's action shall follow collective bargaining agreements or School Board policy, as appropriate.

D. Instructional personnel and noninstructional or contractual personnel who have direct contact with students or have access to or control of school funds must meet the screening requirements described in law every five (5) years in accordance with the statutory re-screening schedules. An employee with a break in service of more than 90 days from a position that requires screening, must be re-screened if the employee is returning to a position that requires screening. This does not apply to any employee on Board approved leave. Personnel whose fingerprints have not been maintained by the Department of Law Enforcement are required to be re-fingerprinted.

E. An employee whose criminal record after employment would disqualify him/her from employment shall be subject to disciplinary action up to and including termination.

VII. Drug Testing

A. Initial Employment

1. A negative drug screen will be a requirement of initial employment. An applicant who has been offered a position will be referred to a Board approved, independent, certified laboratory. The drug screen must be conducted within thirty (30) days prior to employment. The cost of the drug screening will be the responsibility of the applicant.

2. Applicants testing positive will not be eligible for employment by the School Board for a minimum of one (1) year from the date of the test. Refusal to participate in the drug screening will prohibit an applicant from employment with the Board.

B. Current Employees

1. An employee may be subject to drug testing based on a reasonable belief that he/she is using or has used drugs in violation of the Drug -free Workplace policy.

2. An employee may be subject to follow up testing at the recommendation of a substance abuse professional or medical review officer.

3. An employee shall be subject to a drug screen immediately following a work-related accident or injury.

4. An employee who is subject to the requirements of the Omnibus Transportation Employees Testing Act (OTETA) shall be subject to random drug testing, post-accident drug testing and return to duty testing as required by federal law.

VIII. Acceptance of Appointment

Failure to signify acceptance of appointment within ten (10) days after receipt of the official notice of appointment shall be considered a rejection of the offer and the position shall be declared vacant.

IX. Reconsideration and Appeal

A. Applicants who have been denied employment, and probationary employees who have been denied permanent employment, on the basis of their criminal record, drug screening and/or background check, may request reconsideration by the Associate Superintendent only if they present new information not previously available.
B. Applicants who have been denied employment, and probationary employees who have denied permanent employment, because of their criminal record and/or background check, may appeal to the Superintendent. Applicants and probationary employees shall receive written notice of the right to appeal the

decision by the Associate Superintendent to the Superintendent. Their appeal must be in writing, and may respond to the findings and decision of the Associate Superintendent. If new information is to be submitted, the applicant must first request reconsideration by the Associate Superintendent. The Superintendent's decision shall be final.

X. The District shall ensure that all aspects of the recruitment and selection process are job-related and are consistent with business necessity so as to ensure equal employment opportunity. Neither the District nor its agents shall engage in any discrimination with respect to employment in violation of any state or federal laws. Applicants shall be informed of the complaint procedure that may be used should they allege discrimination.

STATUTORY AUTHORITY: **1001.41, 1012.22, 1012.23, F.S.**

LAW(S) IMPLEMENTED: **288.061, 381.0056, 435.12, 440.102, 448.095, 1001.42, 1001.43, 1012.01, 1012.22, 1012.27, 1012.315, 1012.32, 1012.39, 1012.465, 1012.55,1012.56, F.S.**

STATE BOARD OF EDUCATION RULE(S): **6A-3.0141**

HISTORY:

ADOPTED: REVISION DATE(S):11/13/06, 04/23/07, 11/18/08, 11/17/20, 04/05/21, 04/03/23, 7/21/25

FORMERLY:

RETIREMENT OF EMPLOYEES 6.215

(1) Any employee who plans to retire shall concurrently submit his/her resignation to the School Board and his/her application to the retirement system for retirement benefits. Employees are encouraged to submit the resignation and application form at least ninety (90) days in advance of the retirement date to ensure the retirement check is issued the month following the last month of service with the School Board.

(2) Any employee, who is eligible for normal retirement under any State of Florida retirement plan, who retires from his/her position during that year which he/she first becomes eligible for normal retirement, shall be paid a retirement incentive. This incentive will not be paid to an employee if he/she continues his/her employment beyond the time he/she is eligible for regular retirement, unless otherwise stipulated in the negotiated contract.

(a) To qualify for retirement incentive an employee must:

1. Have provided at least ten (10) years of continuous service to the district immediately prior to retirement.

2. Complete the necessary procedures including retiring effective at the end of the school year that the employee becomes eligible.

(b) Retirement incentive will be twenty percent (20%) of the employee's gross salary for the contracted fiscal year, excluding supplements or extra pay, during the fiscal year in which retirement occurs. Incentive payments shall be computed at retirement and paid at the next regular pay period.

(c) It shall be the specific responsibility of each employee to determine his/her eligibility for regular retirement and to meet the requirements set forth for this one-time retirement incentive. The School Board is held harmless for failure of an employee to follow this procedure.

(d) Any employee with fifteen (15) years of continuous service in the district, who qualifies for early retirement, shall be entitled to the retirement incentive.

(3) Any member of the Florida Retirement System (FRS), who has retired from any state administered retirement

system, may be re-employed as outlined in the FRS guidelines established for re-employment.

STATUTORY AUTHORITY: **1001.41; 1012.22; 1012.23, F.S.**

LAWS IMPLEMENTED: **1001.43; 1012.23, F.S.**

HISTORY: **ADOPTED:**
REVISION DATE(S):1/89, 11/92, 11/95, 04/05/04, 7/21/25
FORMERLY: 3.33

USE OF SOCIAL MEDIA 6.43

The Board recognizes the importance of incorporating current technology tools, including new methods of electronic communication, into the classroom to enhance student learning. It further recognizes the importance of employees, students, and parents engaging, learning, collaborating, and sharing in digital environments as part of 21st Century learning. The Board strives to ensure that electronic communication tools incorporated into the school curriculum are used responsibly and safely. Federal law mandates that the District provide for the education of students regarding appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, and regarding cyberbullying awareness and response. See School Board Policy (8.33) Electronic Systems Responsible Use.

The Superintendent is charged with designating the District-approved social media platforms/sites, which will be listed on the District's website.

The Board understands that employees may engage in the use of social media during their personal time. The District neither encourages nor discourages employees' use of social media for personal purposes. School employees who use social media for personal purposes must be mindful that they are responsible for their public conduct even when not acting in their capacities as school district employees. The District regulates employees' use of social media for purposes related to their District assignment to the same extent as it regulates any other form of employee communication. All school employees must comply with Board Policy when communicating with individual students through electronic means, such as through voice, email, or text-messaging.

The Board is committed to ensuring that all stakeholders who utilize social media technology for professional purposes, including staff and students, do so in a safe and responsible manner.

I. Definitions

A. Social Media. Social media is any form of online publication or presence that allows interactive communication, including, but not limited to, social networks, blogs, Internet websites, Internet forums, and wikis. Examples

of social media include, but are not limited to, Snapchat, Instagram, Facebook, Twitter, Instagram, Snapchat, YouTube, Google+, and Flickr.

B. Professional Social Media. Professional social media is a work-related or professional social media activity where the employee identifies their profession, work responsibilities, and could include the use of district names/logos/brand. This includes platforms such as LinkedIn. As this form of social media is maintained personally, it follows the same rules as Personal Social Media.

C. Personal Social Media. Personal social media use is a non-work-related social media activity. Personal social media activity is as a private citizen and cannot reference employment with the District in any manner.

D. District Social Media Platform. District Social Media is any social media page, feed, or entry formally maintained by the District, school, department, or class for official purposes. It includes sites and/or services such as Facebook; Twitter; Snapchat; Instagram; YouTube; and similar applications.

II. District Social Media Use

The District uses approved social media platforms/sites as interactive forms of communication and accepts public comments. The District-approved social media platforms/sites are considered limited public forums. As such, the District will monitor posted comments to verify they are on-topic, consistent with the posted rules for use of the forum, and in compliance with the platform/site's applicable terms of service. The District's review of posted comments will be conducted in a viewpoint neutral manner, and consistent with State and Federal law. Employees' personal posts on the public platforms/sites are limited/restricted to matters of general public interest that are not related to the employee's specific employment and wholly unrelated to the employee's job responsibilities (i.e., matters where it is clear the individual is posting not in an official capacity, but simply as a member of the public).

A. Communication on a district social media space should be handled in the same manner as communication in a classroom and/or workplace. The

same standards expected in BCPS professional settings are expected on professional social media sites.

B. All such communication must be consistent with the educational objectives of the District and cannot be used for personal or non-District purposes.

C. Employees shall exercise caution, sound judgment, and common sense when using professional social media sites.

D. No personally identifiable student information may be posted by employees on social media sites (including but not limited to district, professional, and personal social media accounts) without permission from the parent/guardian.

E. The Board reserves the right to direct the removal of postings and/or disable a page, of professional social media sites that do not adhere to the law or do not reasonably align with the goals of the District without prior notice to the poster.

F. The District's social media sites may not be used for commercial, religious, political, or for-profit activities and/or communication. The District's social media entries and communications are prohibited from including links to third-party sites with a commercial, political, and/or religious purpose. Links to sites selling products; advertising goods and/or services; and/or containing language, images and/or materials that are in violation of District policy are strictly prohibited.

G. A post, or comment, that contains vulgar, profane, or racists words; is discriminatory, harassing, threatening; is a violation of privacy; or is a violation of this Policy will be deleted in its entirety without notice to the poster/commenter. Repeated or severe violations may lead to the loss of access or privileges to post or comment on the school's official social media platforms.

H. Each District-approved social media account/site must contain a statement that specifies its purpose(s) and limits those who access the social media account/site to use of the account/site only for that/those purpose(s), and in accordance with any specified procedures and applicable terms of service. Users are personally responsible for the content of their posts.

III. Social Media for Instructional and School-Sponsored Activities

Staff (including District-approved volunteers) may, with prior approval/authorization from the Principal, use social media platforms/sites for classroom instruction or school-sponsored activities. When a staff member uses a District-approved social media platform/site for an educational purpose, it will be considered an educational activity and will not be considered a limited public forum. Students' use of District-approved social media platforms/sites must be consistent with the Student Code of Conduct, Electronic Systems Responsible Use Policy, the instructor's directions/procedures, and the platform/site's applicable terms of service. Students are prohibited from posting or releasing personally identifiable information about students, employees, and volunteers through District-approved social media, without appropriate consent.

In order to maintain a professional and appropriate relationship with students, employees shall not communicate with students who are currently enrolled in schools on personal social media sites. School employees' communication with current students via personal social media is subject to the following exceptions:

A. communication with relatives or friends and

B. if an emergency situation requires such communication, in which case the employee should notify his/her supervisor of the contact as soon as possible. Employees shall not knowingly allow students access to their personal social media sites that discuss or portray sex, nudity, alcohol, or drug use or other behaviors associated with the employees' private lives that would be inappropriate to discuss with a student at school.

IV. <u>Expected Standards of Conduct on District-Approved Social Media</u>

A. Employees and District-approved volunteers who access District-approved social media platforms are expected to conduct themselves in a respectful, courteous, and professional manner. Students, parents, and members of the general public who access District-approved social media platforms are similarly expected to conduct themselves in a respectful, courteous, and civil manner.

B. District-approved social media sites shall not contain content that is obscene; is vulgar and lewd such that it undermines the school's basic educational mission; is libelous or defamatory; constitutes hate speech; promotes illegal drug use; is aimed at inciting an individual to engage in unlawful acts or to cause a substantial disruption or material interference with District operations; or interferes with the rights of others. The District may exercise editorial control over the style and content of student speech on District-approved social media, if reasonably related to legitimate pedagogical concerns. Staff or students who post prohibited content shall be subject to appropriate disciplinary action.

C. The District is committed to protecting the privacy rights of students, parents/guardians, staff, volunteers, Board members, and other individuals on District-approved social media sites. District employees and volunteers are prohibited from posting or releasing confidential information about students, employees, volunteers, or District operations through social media, without appropriate consent (i.e., express written consent from the parent of a student, the affected employee or volunteer, or the Superintendent concerning District operations).

D. Employees shall not use the district's logo or other copyrighted material of the system on a personal social media site without express, written consent from the District.

V. Retention of Public/Student Records

District communications that occur through the use of District-approved social media platforms/sites – including staff members'/volunteers' use of social media with school-sponsored activities, and comments, replies, and messages received from the general public – may constitute public records or student records, and all such communications will be maintained (i.e., electronically archived) in accordance with the Board's adopted record retention schedule and all applicable State statutes.

Staff members and District-approved volunteers cannot rely on social networking platforms (e.g., Facebook, Twitter, etc.) to sufficiently fulfill potential records retention requirements because these platforms, in general, do not guarantee retention and are unlikely to assist in the production of third-party comments and

communications that have been edited, deleted, or are otherwise no longer available. Consequently, District employees and volunteers who use such social media accounts for professional communications must operate them in accordance with the general archiving practices and technology instituted by the District so records remain within the District's control and are appropriately retained.

VI. **Any postings, on district, professional or personal social media sites, of the following nature are prohibited:**

A. Create a harassing, demeaning, or hostile working environment for any employee.

B. Disrupts the smooth and orderly flow of work, or the delivery of services to the staff or students.

C. Harm the goodwill and reputation of staff, students or the community at large.

D. Erode the public's confidence in the district.

E. Involve any kind of criminal activity or harms the rights of others, may result in criminal prosecution or civil liability to those harmed, or both.

VII. **Consequences**

The District may monitor online activities of employees who access the Internet using school technological resources. Additionally, the Superintendent or designee may periodically conduct public Internet searches to determine if an employee has engaged in conduct that violates this policy. Any employee who has been found by the Superintendent to have violated this policy may be subject to disciplinary action, up to and including dismissal.

VIII. **Social Media Use Agreement**

The Superintendent will ensure that staff receives a copy of this policy annually and that Use of Social Media is included in the Electronic Systems Responsible Use Agreement.

STATUTORY AUTHORITY: **Chapter 119, 1001.41, 1001.42, 1001.43 F.S.**

LAW(S) IMPLEMENTED: **1002.221, F.S.**
6A-10.08 F.A.C.
20 U.S.C. 1232g 34 C.F.R. Part 99
Protecting Children in the 21st Century Act, Pub. L. No. 110-385, Title II, Stat. 4096
(Children's Internet Protection Act (CIPA), Pub. L. No. 106-554 (2001)

HISTORY:

ADOPTED: 7/21/2025
REVISION DATE(S): _____
FORMERLY: NEW

SCHOOL FOOD SERVICE PROCUREMENT POLICY AND FUNDS 7.06*+

The School Board adopts the following Procurement Policy that will govern all purchasing activities related to any aspect of the National School Lunch and Breakfast Programs. This policy provides guidance to school personnel and vendors on acceptable and required procurement practices. The Superintendent shall develop written procedures for conducting the District's Food Service Program(s) and include purchasing thresholds to ensure compliance with all federal, state, and local procurement policies. The School Board recognizes the importance of complying with the procurement rules, regulations, and policies set forth in 7 CFR 210, 2 CFR 200, and Chapter 5P-2, Florida Administrative Code. As required by 7 CFR 210 and 2CFR 200 the School Board incorporates the following elements:

I. Buy American. The School District adheres to 7 CFR 210.21(d) and USDA Policy Memo SP 38-2017 to ensure compliance with the Buy American provision requiring the District to purchase, to the maximum extent practicable, domestic commodities or products. This Buy American provision supports the mission of the Child Nutrition Programs, which is to serve children nutritious meals and support American agriculture.

A. There are two limited exceptions when non-domestic foods may be purchased. These exceptions, as determined by the District, are:
   1. The food or food product is not produced or manufactured in the United States in sufficient and reasonably available quantities of a satisfactory quality; or
   2. Competitive bids reveal the cost of a United States food or food product is significantly higher than the non-domestic product.

B. In the event a non-domestic agricultural product is to be provided, the vendor must obtain advanced, written approval to use the product from the District.

II. Comparability. To ensure true competition takes place, the District will maintain reasonable product specifications adequately describing the products to be purchased and the volume of planned purchases based upon pre-planned menu cycles.

III. Competition. It is the goal of the District to ensure its goods and services are procured in an openly competitive manner. To ensure objective contractor performance and eliminate unfair competitive advantage, contractors that develop or draft specifications, requirements, statements of work, or invitations for bids or requests for proposals must be excluded from competing for such procurements.

IV. Unnecessary and Duplicative Items. The District strives to avoid unnecessary or duplicative items. Consideration will be given to consolidating or breaking out procurements to obtain a more economical purchase. When appropriate, an analysis is made of lease versus purchase alternatives, and any other appropriate analysis to determine the most economical approach.

V. Documentation. The District will maintain all procurement records and any other significant materials to detail the history of all procurement efforts for the current year and the preceding five years. At a minimum, the following documents will be maintained:

A. Written rationale for the method of procurement;
B. A copy of the original solicitation, including informal requests for quotes;
C. Proof of public announcement, if applicable;
D. All questions received from potential vendors;
E. All answers provided to potential vendors;
F. Proof of public posting of questions and answers, if applicable;
G. All quotes, bids, and proposals received from potential vendors;
H. Proof of the public bid opening, if applicable;
I. All quote comparisons, bid tabulations, and proposal evaluations; including all determinations for responsible and responsive vendors and all disqualifications of potential vendors.
J. The basis for vendor selection;
K. Any resulting contracts, including all amendments;
L. All receipts, invoices, and records of payment; and
M. Any claims of vendor noncompliance with a contract.

VI. Code of Conduct. This program is governed by the District's Code of Conduct, and applies to all personnel, employees, directors, agents, officers, volunteers, or any person(s) acting in any capacity concerning procurement for the food service program(s).

VII. Procurement Review Process. On an annual basis an internal program review will be conducted by a staff person who is not associated with the food service procurement process. This review is be summarized in written form and kept with the other required program documentation.

VIII. Contract Administration. Purchases are checked or verified by designated staff to assure that all goods and services are received, and prices verified. All invoices and receipts are signed, dated, and maintained in the documentation file.

IX. Small, Minority, Women owned Business and Labor Surplus. The District has taken steps to assure that minority businesses, women's business enterprises and labor surplus area firms are used, when possible, as required in 2 CFR 200.321 and F.S. 287.057. These steps include:

A. Placing qualified small and minority businesses and women's business enterprises on solicitation lists;

B. Assuring that small and minority businesses, and women's business enterprises are solicited whenever they are potential sources;

C. Dividing total requirements, when economically feasible, into smaller tasks or quantities to permit maximum participation by small and minority businesses, and women's business enterprises;

D. Establishing delivery schedules, where the requirement permits, to encourage participation by small and minority businesses, and women's business enterprises; and

E. Using the services and assistance, as appropriate, of such organizations as the U.S. Small Business Administration and the Florida Department of Management Services' Office of Supplier Diversity's MyFloridaMarketPlace Certified Vendor Directory.

X. Food Service Director Duties. The Food Service Director or authorized staff member(s) shall:

A. To work with staff and students in developing acceptable menus for breakfast and lunch.

B. To keep program menus up to date by testing and using new products and seeking feedback from staff and program participants.

C. To conduct a cost analysis for any goods or services anticipated to determine the total annual expenditure so the correct procurement method will be followed.

D. To compile market orders or requisitions for purchases which accurately reflect the total quantities of required foods to be ordered per (day, week, or month).

E. To place and confirm orders with vendors or make plans to purchase the required items.

F. To follow all applicable federal, state, and local procurement policies or ensure that all applicable federal, state, and local procurement policies are followed when purchasing is conducted by a procurement agent.

G. To work with vendors on a fair and equal basis.

H. To conduct an in-house procurement review once per year to ensure program compliance and to seek guidance or technical assistance when necessary.

I. To submit Capital Expenditure Requests to FDACS prior to any capital expenses being paid and equipment purchases being made when over $10,000 per unit.

School food service funds shall be considered part of the District School Fund and shall be subject to all requirements applicable to the District School Fund such as budgeting, accounting, reporting, and purchasing.

XI. At a minimum, deposits of school food service funds shall be made by authorized personnel in a bank(s) designated by the School Board twice a week.

XII. Revenue from the sale of all items handled by the Food Service Department shall be

considered school food service income. This includes income from sale of cans, bottles, jars, rice bags, swill, and similar items. Such funds shall not be expended as cash.

XIII. All payments from school food service funds shall be made by check or wire transfer.

XIV. School food service funds shall be used only to pay regular operating costs.

XV. Any loss of records, cash, or supplies through theft or otherwise shall be reported immediately to the Superintendent's office. Such losses shall be itemized and a copy of the report submitted with the regular reports.

XVI. Funds shall be collected and expended in compliance with United States Department of Agriculture regulations.

XVII. The Board shall annually adopt prices charged to students and adults who participate in the food services program.

STATUTORY AUTHORITY: **1001.41, 1001.42, F.S.**

LAW(S) IMPLEMENTED: **287.057, 570.981, 1001.43, 1010.05, 1010.20, F.S.**
7 CFR 2210; 2 CFR 200

STATE BOARD OF EDUCATION RULE(S): **6A-1.001, 6A-1.012, 6A-1.087,**

STATE DEPARTMENT OF AGRICULTURE AND CONSUMER SERVICES RULE(S): **5P-1.003**

HISTORY: **ADOPTED:**
REVISION DATE(S): 04/05/04, 06/01/09, 07/21/14, 7/21/25
FORMERLY:

ACCOUNTING AND CONTROL PROCEDURES 7.070*+

1) The financial records and accounts of the School Board shall be kept by the Superintendent on forms prescribed by State Board of Education rules. If such forms are not prescribed by State Board of Education rules or Florida Statutes, a uniform system shall be established by the School Board.

2) The Superintendent shall submit to the School Board a financial statement for each month of the school fiscal year. The format of the statement shall be approved by the School Board and shall include a cumulative report to date of all receipts and expenditures for the school fiscal year.

3) The Board shall maintain a capital asset accounting system. The capital asset system shall maintain sufficient information to permit the following:

   A. the preparation of year-end financial statements in accordance with generally-accepted accounting principles;

   B. adequate insurance coverage;

   C. control and accountability.

4) Capital assets are defined as those tangible assets owned by the District (including leased fixed assets) with a useful life in excess of one (1) year and an initial cost equal to or exceeding the amount defined in F.A.C. 69I-73.002.

5) Fixed assets shall be recorded at actual, or if not determinable, estimated purchase price or fair market value at the time of acquisition.

6) The Superintendent shall develop procedures to ensure proper purchase, transfer, and disposal of capital assets.

7) The Superintendent shall develop procedures under which any funds under their control are allowed to be transmitted by electronic transaction.

STATUTORY AUTHORITY: **1001.41, 1001.42, F.S.**

LAWS IMPLEMENTED: **215.85, CHAPTER 668, 1001.43, 1001.51, 1010.11, 1011.62, F.S. F.A.C. 69I-73.002**

STATE BOARD OF EDUCATION RULES: **6A-1.001**

HISTORY: **ADOPTED:**
REVISION DATE(S): 04/05/04, 11/18/08, 7/21/2025
FORMERLY: 6.16

INVENTORIES AND PROPERTY RECORDS 7.080

The Superintendent or designee shall maintain an adequate and accurate record of all tangible personal property of the District. The record shall indicate the date of acquisition, the fund from which purchased, identification number, and property record number, and shall be consistent with all requirements of Florida Statutes and the rules of the Auditor General. School inventories shall be verified by the District administration at the Superintendent's direction.

For purposes of this policy, capital assets are defined as those tangible assets owned by the District with a useful life in excess of one (1) year and an initial cost equal to or exceeding the amount defined in F.A.C. 69I-73.002.

Fixed assets shall be recorded at actual, or if not determinable, estimated purchase price or fair market value at the time of acquisition.

The Superintendent shall develop administrative procedures to ensure proper purchase, transfer, and disposal of capital assets.

(1) All tangible property shall be listed that has a value or cost as established by Florida Statutes or State Board of Education rules. The principal shall notify the District office of all removals, transfers, and receipt of donated or purchased property that meets criteria for being recorded as a fixed asset in order to update records and of all new equipment.

(2) Property inventories shall be performed annually. It shall be each principals' duty to designate a person to make an annual inventory of all school property within his/her building(s). This report shall include recommendations for the disposition of obsolete and surplus equipment and equipment beyond economical repair. Such inventory shall be filed with the District office either at the time designated in writing by the property control officer or at the time of any principal's resignation.

(3) Any incoming principal and the property control officer shall make an inventory of all school equipment when the new principal assumes the duties of the position. This inventory shall be checked against the last inventory made at the school and a report shall be filed with the District office to identify any shortages or discrepancies.

(4) The principal shall also be responsible for taking inventories of properties not covered in subsection (1) herein such as student furniture, library books, films and tapes, and other materials as deemed appropriate. These inventory records, shall remain on file in the individual school.

(5) The Superintendent shall prescribe the procedures for the accountability of property as defined in Florida Statutes.

(6) All equipment purchased by the various District organizations or by outside organizations for District use shall become School Board property and shall be recorded and inventoried in the same manner as all other equipment of a similar nature.

(7) Equipment acquired under a Federal award will vest upon acquisition to the District, subject to the following conditions:

a) The equipment shall be used for the authorized purposes of the award project during the period of performance or until the equipment is no longer needed for the purposes of the project.
b) The equipment shall not be encumbered without the approval of the Federal awarding agency or the pass-through entity.
c) The equipment may only be used and disposed of in accordance with the provisions of the Federal awarding agency or the pass-through entity and Policy 7.100, Sale, Transfer, or Disposal of Property, and AP 7310.
d) Property records shall be maintained that include a description of the equipment, a serial number or other identification number, the source of funding for the equipment (including the Federal Award Identification Number (FAIN)), title entity, acquisition date, cost of the equipment, percentage of Federal participation in the project costs for the award under which the equipment was acquired, the location, use, and condition of the equipment, and ultimate disposition data, including date of disposal and sale price of the equipment.
e) A physical inventory of the property must be taken and results reconciled with property records at least once every two (2) years.
f) A control system shall be developed to provide adequate safeguards to prevent loss, damage, or theft of the property. Any such loss, damage, or theft shall be investigated.
g) Adequate maintenance procedures shall be implemented to keep the property in good condition.
h) Proper sales procedures shall be established to ensure the highest possible return, in the event the Board is authorized or required to sell the equipment/property.
i) When original or replacement equipment acquired under a Federal award is no longer needed for the original project/program or for activities currently or previously supported by a Federal awarding agency, and except as otherwise provided by Federal statutes, regulations, or Federal awarding agency disposition instructions, the Board shall request disposition instructions from the Federal awarding agency if required by the terms and conditions of the Federal award. Disposition of the equipment shall be made in accordance with the provisions of C.F.R. 200.313.

(8) The principal shall keep an inventory of all equipment in his/her school on forms provided by the property control officer.

(9) The Superintendent or designee shall maintain an inventory of all stock in School Board warehouses, and shall file an annual end-of-the-year report of the count and value of such items.

(10) The Superintendent shall report to the School Board any property that has been lost or stolen if recovery is not made by the next regular School Board meeting after the discovery of the loss or theft. Such report shall include a recommendation for inactivation of the property record and information concerning possible personal liability, which may be appropriate as the circumstance of the loss or theft may indicate.

STATUTORY AUTHORITY: **1001.42, F.S.**

LAWS IMPLEMENTED: **CHAPTER 274; 1001.43, F.S., 2C.F.R 200.313**

STATE BOARD OF EDUCATION RULE: **6A-1.087, F.A.C.69I-73.003**

HISTORY:

ADOPTED:
REVISION DATE(S): 11/93, 6/98, 04/05/04, 7/21/25
FORMERLY: 6.15

PURCHASING POLICIES AND BIDDING 7.140*

The Superintendent or Executive Director for Support Services shall be responsible for all purchases of materials, equipment, and services from District school funds. Only persons authorized by the Superintendent or School Board rules may make any purchase involving the use of school funds. Unauthorized expenditures shall not be approved by the School Board. Florida Statutes, State Board of Education rules, School Board rules and administrative procedures shall be carefully observed when making any purchases. The District shall recognize purchasing terms as defined by law and rule.

The following provisions shall govern purchasing and bidding procedures.

I. Authorization to Execute Purchase Orders

The Executive Director of Support Services shall be authorized to sign purchase orders.

II. Development of and Adherence to Specifications.

Purchases through bids and quotations procedures shall be based upon justification and specifications, which are clear, definite, and certain as to character and quality and shall conform to standard specifications for the various classes of supplies, materials, parts, services, or equipment desired. Such specifications shall be conducive to securing the most economical price for the highest quality product, which best meets the needs of the educational program. Specifications shall be as open as possible and it shall be made clear in the invitation to bid that use of a trade name does not give exclusive rights to that product. Preferential bidding shall not be permitted. The Superintendent or designee shall be responsible for soliciting the assistance of District staff members who use the products to prepare specifications and to evaluate bids.

III. Requirements for Competitive Bids.

Sealed bids shall be requested for any purchase of materials, equipment, or service above limits set by State Board of Education rules unless the item is purchased on the basis of an established state contract, through approved on-line procurement, under the provisions of Subsections (9) or (10) herein, or is otherwise exempted from bidding by Florida Statutes or State Board of Education rules. A particular item or group of similar items, which is anticipated to exceed a collective legally permitted total during the fiscal year, shall be subject to the bid requirements as described herein.

IV. Standard Bid Procedures

A. The Purchasing Agent shall maintain a list of all potential bidders by category of commodity or service and shall include the names of all persons or firms that requested placement on the list. The Purchasing Agent shall mail each request

for bids to each person and firm on the list for that particular commodity and may mail the request for bids to other known persons or firms that are capable of providing the requested commodity.

1. The Purchasing Agent may remove the name of any person or firm from the list upon failure to respond to three (3) consecutive requests for bids.

2. The Superintendent or designee may remove the name of any unqualified or unreliable person or firm from the list. Provided, however, the person or firm may apply to the Purchasing Agent for reinstatement to the vendor list after being removed for one (1) year.

3. Prior to the issuance of a purchase order in excess of the threshold provided in 287.017, F.S., for Category Two, the vendor shall execute an affidavit, pursuant to Florida Statutes, certifying that neither the firm nor any of its principals have been convicted for a public entity crime and placed on the convicted vendor list within the previous thirty-six (36) months. Additionally, Federal Funding requires vendors to comply with all current provisions contained within the Code of Federal Regulations (CFR), Appendix II to Part 200, Title 2 - Contract Provisions for Non-Federal Entity Contract Under Federal Awards.

B. Bid Receipt, Opening, and Tabulation.

Sealed bids in the Purchasing Office at the time and date designated in the request for bids. All bids shall be opened publicly by the Purchasing Agent or his or her designee in the presence of at least two (2) School Board employees. The purchasing Agent shall read aloud the name of the bidder and the amount and shall make recommendations to the Superintendent who shall make a recommendation to the School Board. The tabulation shall be signed by the Purchasing Agent and School Board employee in attendance. Bids received after the designated time shall not be accepted or considered.

C. Award of Bids

1. Each bid shall be awarded on the basis of the lowest and best bid which meets specifications with consideration being given to the specific quality of the product, conformity to the specifications, suitability to school needs, delivery terms and service, and past performance of the vendor. In case of a tie, the recommendation shall be made by casting lots. Samples of products may be requested when needed. The School Board shall reserve the right to reject any or all bids.

2. The District may award contracts to the lowest, responsible bidder as the primary awardee and to the next lowest and responsible bidder(s) as alternate awardees provided that the awarding of multiple contracts is clearly stated in the bid solicitation documents.

D. Public Inspection of Bids - Sealed bids, proposals or replies in response to a competitive solicitation shall be exempt from public inspection or copying as provided in 119.071, F.S. When documents are no longer exempt and may be copied, the fee for photocopying shall be in accordance with the School Board Policy 3.070, Copying of Public Records. Original bids and quotations and the transmittal envelopes shall not be removed from the Purchasing Office.

E. Award to Other Than Low Bidder - Any bid recommendation other than the low bid shall be accompanied by a written statement signed by the Purchasing Agent giving the reasons and justification for such action as provided in Subsection 4 herein. Single or combination items may be considered in determining the recommendation.

F. Bid Withdrawal - A bidder may withdraw a bid before the designated time for opening bids by submitting a written request to the Purchasing Agent and identifying the reason(s) for the desired bid withdrawal. A bidder shall not be permitted to withdraw a bid for any reason after the designated time for opening bids unless mutually agreed upon by both parties.

V. Electronic Bidding

A. Electronic bidding may be utilized when it is determined to be in the best interest of the District. All requirements for advance notification of bid specifications and date and time of bidding shall be met.

B. Each bid shall be awarded on the basis of the lowest and best bid which meets specifications with consideration being given to the specific quality of the product, conformity to the specifications, suitability to school needs, delivery terms and service, and past performance of the vendor.

C. Multiple awards may be made provided that the solicitation documents clearly state this option.

D. Any bid recommendation other than the low bid shall be accompanied by a written statement signed by the Purchasing agent giving the reasons and justification for such action.

E. Documentation of the bid process shall be maintained for audit purposes.

VI. Emergency Situations

A. Occasionally, situations arise which necessitate immediate action in order to ensure the health and safety of students and staff, or to keep a facility in operation. In such cases, at the determination of the Superintendent, the normal procedures may be waived and all Board members will be notified of such action as soon as practicable. The purchasing department shall be

required to make telephone contacts with at least two (2) vendors to request quotations, determine availability and ability to deliver services or products in a timely manner. All such contacts must be documented and followed by written bids from those contacted. The Superintendent shall be given all facts relating to the problem and a recommendation for the purchases necessary to resolve the problem. Upon the Superintendent's approval, the lowest and best bidder will be given authorization to proceed. A formal tabulation, giving complete details and justification, shall be submitted at the next regular Board meeting for ratification.

B. If the Superintendent determines in writing that the time required to obtain pricing will enhance the emergency situation, the emergency purchase may be made without quotations.

C. Emergency bids, if approved by the Superintendent, may be requested by telephone, internet, or in writing and returned as the emergency requires. All emergency bids shall be tabulated and presented to the Superintendent, who shall submit the bids to the School Board for action. The official minutes of the Board shall show the nature of the emergency and why the regular bid public interest.

VII. Requisitions

Each purchase shall be based upon a requisition originating from the principal or District department head. Each requisition or contract shall be properly financed, budgeted, and encumbered prior to issuing a purchase order. Under extreme emergencies, the Purchasing Agent may grant permission for a purchase without a requisition, provided, however, any emergency purchase shall be followed immediately with an emergency requisition. A purchase shall not precede a requisition except under emergency provisions.

VIII. Information Quotations on Purchases

Quotations (as specified in Purchasing Handbook) shall be obtained from at least two (2) sources, except as provided in subsection 13 herein, prior to issuing a purchase order for materials, services, or equipment as established and required by state law or regulation.

IX. Purchasing Thresholds

Except as authorized by law or rule, the Superintendent is authorized to purchase commodities or contractual services with Competitive Solicitation where the total amount of the purchase is less than $50,000 and does not exceed the applicable appropriation in the School District budget.

Proper procedures will be followed to request Formal sealed bids from three (3) or more reputable sources of supply for any authorized purchase of $50,000.00 or more. For expenditures less than $50,000.00 (FAC Rule-6A 1.012), quotations are required as follows:

$0 - $4,999 – Purchases made in this category are from vendors who are supplying a reasonably priced item(s) and with the appropriate level of quality and be carried out using good purchasing practices. These purchasing practices may include but are not limited to documented informal verbal quotations from at least two (2) suppliers.

$5,000 - $24,999 – Purchases made in this category will require documented informal written quotations from at least two (2) suppliers.

$25,000 - $49,999 – Purchases made in this category will require documented written quotations or informal bids to be opened upon receipt from at least three (3) suppliers. If it is determined that a commodity and/or contractual service is available only from a single source or that conditions warrant negotiation on the best terms and conditions, the agency may proceed with the procurement.

X. Purchase of Foods and Non-Food Items for the Food Service Department

The Superintendent shall develop and prescribe a Competitive Procurement Plan (Plan) for purchasing food and non-food supply items for the school food service program.

A. The Plan shall contain procedures to ensure conformity with the Federal Food, Drug and Cosmetic Act, the Federal Meat Inspection Act, and the Meat Inspection Law of Florida when purchasing foods.

B. The Plan shall provide for various types of selection procedures including on- line procurement if approved by the state, as alternatives to the bidding requirements prescribed herein. Bidding requirements specified in this rule shall be waived if they conflict or are inconsistent with the Plan. All purchases of milk shall comply with State Department of Agriculture and Consumer Services rules.

C. The District's Plan shall ensure that all purchasing activities relating to the National School Lunch and Breakfast Programs are in compliance with the rules, regulations, and policies set forth in 7 CFR 210, 2 CFR200 and Chapter 5P-2, Florida Administrative Code.

D. Purchases of equipment items and professional services shall be excluded from the Plan and shall be subject to procedures for purchases described herein.

XI. Purchases Under Federal Awards

Purchases under Federal awards must meet 2 CFR 200.317.326 Procurement Standards under Uniform Guidance.

A. Federal grant procurement requirements are in addition to School Board Policies, State Board of Education Rules, Florida Statutes and Purchasing

Procedures. The District's financial management system must include written procedures for determining the allowability of costs for the Federal Award.

B. The Purchasing Department is responsible for ensuring that acquisitions are appropriately managed so that suppliers perform in accordance with an agreement's terms, conditions, and specifications. Ultimately, the Contract Administrator is responsible for the post-award or contract administration/performance of the contractor in compliance with the contract in fulfilling that responsibility with regard to any agreement.

C. The District will adopt procedures to govern the District's purchasing processes and controls relative to acquisition actions proposed to be funded by Federal awards under the District's management.

D. The District's Purchasing department shall comply with all applicable statutes, regulations, rules, and policies. In the event any of these may conflict the Uniform Guidelines of 2 CFR 200.320, the Uniform Guidance shall prevail.

E. The District will follow the General Procurement Standards set forth in 2 CFR 200.318 – 200.326 for every Federal Grant Purchase.

1. The non-Federal entity (i.e. school board) must use its own documented procurement procedures which reflect applicable School Board Policies, State Board of Education Rules, applicable Florida Statutes and State requirements for Educational facilities, provided that the procurement conforms to applicable Federal law and the standards identified in 2 CFR 200.317 – 200.327.

2. Non-Federal entities must maintain oversight to ensure the contractors perform in accordance with the terms, conditions, and specifications of their contracts or purchase orders. The School Board has determined that the Department Grants Contract Administrator is responsible for this primary contract administration role with the assistance as necessary by Purchasing staff.

3. Prior to releasing any purchase order covered under these procedures, Purchasing shall execute and document a history of the steps and measures necessary to ensure that the following considerations have been explored and implemented where possible and feasible. The Federal Procurement Checklist Required Documentation is to be used to support the purchasing process.

4. The three types of procurement methods will be used for Federal Grants.

a) informal procurement methods for micro-purchases and simplified acquisitions;
b) formal procurement methods through sealed bids or proposals; or

c) and non-competitive procurement methods when the circumstances exist to permit this type of procurement.

F. Title to equipment acquired under the Federal award will vest upon acquisition in the recipient or subrecipient in accordance with the conditions set forth in 2 CFR 200.313. The title must be a conditional title unless a Federal statute authorizes the Federal agency to vet title in the recipient or subrecipient without further responsibility to the Federal Government. The District must use, manage and dispose of equipment acquired under Federal awards in accordance with State laws and procedures.

G. Compensation for employees engaged in work on Federal awards for services of employees rendered during the period of performance are allowable provided they satisfy the requirements of 2CFR 200.430. Charges to Federal awards for salaries and wages must be based on records that accurately reflect the work performed.

H. No employee, officer, or agent of the District may participate in the selection, award, or administration of a contract supported by a Federal award if he or she has a real or apparent conflict of interest. Such a conflict of interest would arise when the employee, officer, or agent, any member of his/her immediate family, his or her partner, or an organization which employees or is about to employ any parties indicated herein, has a financial or other interest in or a tangible personal benefit from a firm considered for a contract. The officers, employees, and agents of the District may neither solicit nor accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts. Employees in violation of this conflict of interest are subject to disciplinary measures, and applicable negotiated agreements, up to and including termination.

XII. Government and Agency Bids

Subject to provisions of law, the Superintendent may authorize purchase bids approved by the state of Florida, other government agencies, or educational consortium.

XIII. Acquisition of Professional or Educational Services

The Superintendent is authorized to contract for professional or educational services to complete projects or activities authorized or approved by the School Board.

A. Selection of an architect, construction management, professional engineer, landscape architect, or land surveyor to perform professional services for a School Board project shall be in accordance with the School Board Policy 7.141, Selecting Professional Services.

B. Contracts or commitments for educational or professional services shall be approved by the School Board if such contracts or commitments exceed amounts permitted without School Board approval by state laws or regulations.

XIV. Single Source Commodities or Contractual Services

A commodity or contractual service that is available from a single source may be exempted from requirements for competitive solicitation provided that the District posts notice of its intent to purchase a specific item or service and subsequently posts notice of its intent to enter a single source contract.

XV. Multi-Year Purchase Agreements

No obligation shall be created by contract, purchase order, maintenance agreement, lease-purchase agreement, lease agreement, or other instrument, which exceeds a period of twelve (12) months. The Superintendent shall develop and prescribe a uniform termination clause which shall be incorporated in and made a part of any multi-year obligation agreement or contract.

XVI. In lieu of requesting bids from three (3) or more sources, school boards may make purchases at the unit prices in contracts awarded by other city or county governmental agencies, other school boards, community colleges, or state university system cooperative bid agreements when the bidder awarded a contract by another entity defined herein will permit purchases by a school board at the same terms, conditions, and unit prices awarded in such contract, and such purchases are to be economic advantage of the school board.

The requirement for requesting bids from three (3) or more sources will not be required for purchase of educational tests, textbooks, educational software, printed instructional materials, films, filmstrips, video tapes, disc and tape recordings, or similar audiovisual materials, or for library and reference books and printed library cards where such materials are purchased directly from a producer or publisher, the owner of the copyright, an exclusive agent within the state, a governmental agency or a recognized educational institution.

XVII. Bid Protest:

A. A bidder, who wishes to file a bid protest, must file such notice and follow procedures prescribed by Section 120.57(3), F.S. for resolution. For bids solicited by the purchasing department, the notice must be filed with the Purchasing department. For bids solicited by the Facilities department, the notice must be filed with the Facilities department or such persons as the Superintendent designates.

B. Any person who files an action protesting a decision or intended decision pertaining to a bid pursuant to F.S. 120.57(3)(b), shall post at the time of filing the formal written protest, a bond payable to the Baker County School Board in an amount equal to one percent (1%) of the total estimated contract value, but no less than $500 nor more than $5000. The bond shall be conditioned upon the payment of all costs, which may be adjudged against the protester in the administrative hearing in which the action is brought and in any subsequent appellate court proceeding. If, after completion of the administrative hearing

process and any appellate court proceedings, the district prevails, it shall recover all costs and charges, which shall be included in the final order or judgment, including charges made by the division of Administrative Hearings, but excluding attorney's fees. If the protester prevails, he/she shall recover from the District all costs and charges which shall be included in the final order of judgment, excluding attorney's fees.

C. Failure to file a notice of intent to protest, or failure to file a formal written protest within the time prescribed in Section 120.57(3), F.S., shall constitute a waiver of proceedings under Chapter 120, F.S.

XVIII. All purchase orders shall be encumbered to the proper accounting record prior to issuance.

STATUTORY AUTHORITY: **1001.41, 1001.42, F.S.**

LAWS IMPLEMENTED: **112.312, 120.57, 212.0821, 255.04, 274.02, 287.017, 287.057, 287.133, 1001.421, 1001.43, 1010.01, 1010.04, 1013.47, F.S. 2 CFR 200.302, 2 CFR 200.313; 2 CFR 200.317-327; 2 CFR 200.403-405; 2 CFR 200.430, 7 CFR 10**

STATE BOARD OF EDUCATION RULES: **6A-1.012, 6A-1.085, 6A-1.087, 6A-7.0411**

STATE DEPARTMENT OF AGRICULTURE AND CONSUMER SERVICES RULE(S): **5P-1.003, 5P-2**

HISTORY: **ADOPTED:**

REVISION DATE(S): **9/18/00, 11/18/03, 04/05/04, 05/01/06, 01/02/07, 01/05/08, 06/01/09, 12/07/09, 05/21/12, 11/06/23, 7/21/25**
FORMERLY: 6.13

GRANT MANAGEMENT 7.30*+

I. The Superintendent shall seek grant funds to expand the financial capabilities of the District and provide additional resources to enhance educational opportunities and to support student learning and performance.

II. The administration of grants will adhere to all applicable Federal, State, and grantor rules and regulations, including the terms and conditions of the Federal awards, and School District policies and procedures.

III. For projects utilizing federal funds, the District shall adhere to the requirements of OMB Uniform Administrative Requirements. In the event that state requirements are more stringent than federal requirements, state mandates shall be followed.

IV. The Superintendent shall review grant opportunities, authorize the development of proposals and develop procedures for grant administration that include but are not limited to:

A. Application process for grant funds including School Board approval;

B. Procurement of materials and equipment;

C. Standard of conduct including conflict of interest;

D. Property control;

E. Cash management;

F. Record maintenance;

G. Financial reporting;

H. Protection of personally identifiable information; and

I. Internal evaluation of accomplishments as related to program goals.

V. Grant Administration

A. The Superintendent and/or Board Chairman are authorized to sign related documents for grant administration, including documents required for submittal of grant proposals.

B. Written amendments that change the original scope of the grant shall be promptly presented to the Board for approval.

C. Employee positions established through using grant funding shall terminate when the related grant funding ceases.

D. The department handling each grant will confirm closure of all grants to the Superintendent.

E. All Federal funds received by the District will be used in accordance with the applicable Federal law and regulations and the terms and conditions of the Federal award. Each draw of Federal monies shall be aligned with the District's payment progress (whether reimbursement, cash advance, or a combination). When funds are permitted to be drawn in advance, all draws will be equal in magnitude as closely as administratively feasible, to the magnitude of the related program expenditures. When restricted, such monies will be used to supplement programs and funding and not to supplant or replace existing programming or current funding.

VI. Financial Management

The financial management of grant funds shall follow all applicable Federal, State, local and grantor rules, regulations, and assurances, as well as District policies and administrative procedures.

The District shall provide for the following:

A. Identification, in District accounts, of all grant awards received and expended and the programs under which they were received. For Federal programs and awards, identification shall include the Catalog of Federal Domestic Assistance (CFDA) title and number, Federal award identification number and year, name of the Federal agency and name of the pass-through entity, as applicable.

B. Accurate, current, and complete disclosure of the financial results of each Federal award or program in accordance with the reporting requirements

of the grant.

C. Records that identify adequately the source and application of funds provided for Federally-funded activities. These records must contain information pertaining to the Federal awards and be supported by source documentation including the:
   1. authorizations
   2. obligations
   3. unobligated balances
   4. assets
   5. expenditures
   6. income and interest

D. Effective control over, and accountability for, all funds, property, and other assets. The District must adequately safeguard all assets and assure that they are used solely for authorized purposes. The District must:

   1. establish and maintain effective internal control over the Federal award that provides reasonable assurance that the District is managing the Federal award in compliance with Federal statutes, regulations, and the terms and conditions of the Federal award;

   2. comply with Federal statutes, regulations, and the terms and conditions of the Federal award;

   3. evaluate and monitor its compliance with statutes, regulations, and the terms and conditions of the Federal award;

   4. take prompt action when instances of noncompliance are identified including noncompliance identified in audit findings;

   5. take reasonable measures to safeguard protected personally identifiable information and other information the Federal awarding agency or pass-through entity designates as sensitive consistent with applicable Federal, State, local, and tribal laws regarding privacy and obligations of confidentiality.

E. Comparison of expenditures with budget amounts for each Federal award.

F. Insurance coverage for real property and equipment, if applicable, equivalent to such property owned by the District.

G. Recordkeeping and written procedures to the extent required as may be required by Federal, State, local and grantor rules, and regulations

pertaining to the grant award and accountability, including, but not limited to, the following areas:

1. cash management
2. allowability
3. conflict of interest
4. procurement
5. equipment management
6. conducting technical evaluations of proposals and selecting recipients
7. compensation and fringe benefits
8. travel
   a. Travel payment and reimbursement provided from Federal funds must be authorized in advance and must be reasonable and consistent with the District's travel policy and administrative guidelines. The travel authorization paid for with Federal funds must include documentation that demonstrates that (1) the participation in the event by the individual traveling is necessary to the Federal award; and (2) the costs are reasonable and consistent with the District's travel policy.
   b. Transportation costs incurred for freight, express, cartage, postage, and other transportation services relating either to goods purchased, in process, or delivered under the grant are allowable. Costs that are readily identified with the items involved may be charged directly as transportation costs or added to the cost of such items. Outbound freight, if reimbursable under the terms and conditions of the Federal award, should be treated as a direct cost. When identification with the materials received cannot readily be made, inbound transportation cost may be charged to the appropriate in-direct cost accounts if the non-Federal entity follows a consistent, equitable procedure in this respect.

STATUTORY AUTHORITY: 1001.41, 1001.42, F.S.

LAW(S) IMPLEMENTED: 1001.43, 1001.51, 1008.385, 1010.01, F.S.
2 CFR 200, 20 USC 7906

HISTORY:
ADOPTED
REVISION DATE(S): 7/21/2025
FORMERLY: NEW

AGENDA ITEM NO. 9.9

Item Cover Page

SCHOOL BOARD MEETING (OPEN TO THE PUBLIC) AGENDA ITEM REPORT

DATE:	July 28, 2025
SUBMITTED BY:	Teri Ambrose - (259-0418)
ITEM TYPE:	Budget
AGENDA SECTION:	**APPROVAL OF ITEMS FOR ACTION**
SUBJECT:	Approval of the 2025-26 Tentative Required Local Effort Millage Rate as 3.0770.

ATTACHMENTS:
07.28.2025 Approval of the Tentative Millage.Budget.Resolutions_T.Ambrose.pdf

BAKER COUNTY SCHOOL DISTRICT
Committed to Excellence

Finance and Support Services
392 South Boulevard East
Macclenny, FL 32063
(904) 259-0449
www.bakerk12.org

Wyatt Milton, Superintendent

DATE: July 19, 2025

TO: Wyatt Milton, SUPERINTENDENT

FROM: Teri Ambrose
EXECUTIVE DIRECTOR FOR SUPPORT SERVICES

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

Please request Board approval of the tentative millage rates, tentative budget, Resolution Adopting Tentative Millage Rates and Resolution Adopting the Tentative Budget. The 2025-2026 fiscal year millages are as follows:

Required Local Effort	3.0770
Basic Discretionary Operating	.7480
Basic Discretionary Capital Outlay	1.5000
Total Mills	5.3250

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

RESOLUTION ADOPTING TENTATIVE MILLAGE RATES

WHEREAS, the School Board of Baker County, Florida, did, pursuant to Chapters 200 and 1011, Florida Statutes, approve tentative millage rates for the fiscal year July 1, 2025 to June 30, 2026; and

WHEREAS, at the public hearing and in full compliance with Chapter 200, Florida Statutes, the Baker County School Board adopted the tentative millage rates for fiscal year 2025-2026 in the amounts of:

	Tentative Millage Levy	Proposed Amount To Be Raised
Required Local Effort	3.077	$5,368,940
Basic Discretionary Operating	.748	$1,305,157
Capital Outlay	1.500	$2,617,293

The total millage rate to be levied is more than the roll-back rate by 1.98 percent.

NOW THEREFORE, BE IT RESOLVED:

That the Baker County School Board, adopted each tentative millage rate for the fiscal year July 1, 2025 to June 30, 2026 on July 28, 2025 by separate vote prior to adopting the tentative budget.

_____
Chairman

A RESOLUTION OF THE BAKER COUNTY SCHOOL BOARD ADOPTING THE TENTATIVE BUDGET FOR FISCAL YEAR JULY 1, 2025 TO JUNE 30, 2026.

WHEREAS, the School Board of Baker County, Florida, did, pursuant to Chapters 200 and 1011, Florida Statutes, approve tentative millage rates and tentative budget for the fiscal year July 1, 2025 to June 30, 2026; and

WHEREAS, the Baker County School Board set forth the appropriations and revenue estimates for the Budget for fiscal year July 1, 2025 to June 30, 2026.

WHEREAS, at the public hearing and in full compliance with Chapter 200, Florida Statutes, the Baker County School Board adopted the tentative millage rates and the budget in the amount of $65,160,743 for fiscal year July 1, 2025 to June 30, 2026.

NOW THEREFORE, BE IT RESOLVED:

That the attached budget of Baker County School Board, including the millage rates as set forth therein, is hereby adopted by the School Board of Baker County as a tentative budget for the categories indicated for the fiscal year July 1, 2025 to June 30, 2026.

_____
Chairman

AGENDA ITEM NO. 9.10

Item Cover Page

SCHOOL BOARD MEETING (OPEN TO THE PUBLIC) AGENDA ITEM REPORT

DATE:	July 28, 2025
SUBMITTED BY:	Teri Ambrose - (259-0418)
ITEM TYPE:	Budget
AGENDA SECTION:	**APPROVAL OF ITEMS FOR ACTION**
SUBJECT:	Approval of the 2025-26 Tentative Basic Discretionary Operating Millage Rate as .7480.

ATTACHMENTS:
07.28.2025 Approval of the Tentative Millage.Budget.Resolutions_T.Ambrose.pdf

BAKER COUNTY SCHOOL DISTRICT
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392 South Boulevard East
Macclenny, FL 32063
(904) 259-0449
www.bakerk12.org

Wyatt Milton, Superintendent

DATE: July 19, 2025

TO: Wyatt Milton, SUPERINTENDENT

FROM: Teri Ambrose
EXECUTIVE DIRECTOR FOR SUPPORT SERVICES

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

Please request Board approval of the tentative millage rates, tentative budget, Resolution Adopting Tentative Millage Rates and Resolution Adopting the Tentative Budget. The 2025-2026 fiscal year millages are as follows:

Required Local Effort	3.0770
Basic Discretionary Operating	.7480
Basic Discretionary Capital Outlay	1.5000
Total Mills	5.3250

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

RESOLUTION ADOPTING TENTATIVE MILLAGE RATES

WHEREAS, the School Board of Baker County, Florida, did, pursuant to Chapters 200 and 1011, Florida Statutes, approve tentative millage rates for the fiscal year July 1, 2025 to June 30, 2026; and

WHEREAS, at the public hearing and in full compliance with Chapter 200, Florida Statutes, the Baker County School Board adopted the tentative millage rates for fiscal year 2025-2026 in the amounts of:

	Tentative Millage Levy	Proposed Amount To Be Raised
Required Local Effort	3.077	$5,368,940
Basic Discretionary Operating	.748	$1,305,157
Capital Outlay	1.500	$2,617,293

The total millage rate to be levied is more than the roll-back rate by 1.98 percent.

NOW THEREFORE, BE IT RESOLVED:

That the Baker County School Board, adopted each tentative millage rate for the fiscal year July 1, 2025 to June 30, 2026 on July 28, 2025 by separate vote prior to adopting the tentative budget.

_____
Chairman

A RESOLUTION OF THE BAKER COUNTY SCHOOL BOARD ADOPTING THE TENTATIVE BUDGET FOR FISCAL YEAR JULY 1, 2025 TO JUNE 30, 2026.

WHEREAS, the School Board of Baker County, Florida, did, pursuant to Chapters 200 and 1011, Florida Statutes, approve tentative millage rates and tentative budget for the fiscal year July 1, 2025 to June 30, 2026; and

WHEREAS, the Baker County School Board set forth the appropriations and revenue estimates for the Budget for fiscal year July 1, 2025 to June 30, 2026.

WHEREAS, at the public hearing and in full compliance with Chapter 200, Florida Statutes, the Baker County School Board adopted the tentative millage rates and the budget in the amount of $65,160,743 for fiscal year July 1, 2025 to June 30, 2026.

NOW THEREFORE, BE IT RESOLVED:

That the attached budget of Baker County School Board, including the millage rates as set forth therein, is hereby adopted by the School Board of Baker County as a tentative budget for the categories indicated for the fiscal year July 1, 2025 to June 30, 2026.

_____
Chairman

AGENDA ITEM NO. 9.11

Item Cover Page

SCHOOL BOARD MEETING (OPEN TO THE PUBLIC) AGENDA ITEM REPORT

DATE:	July 28, 2025
SUBMITTED BY:	Teri Ambrose - (259-0418)
ITEM TYPE:	Budget
AGENDA SECTION:	**APPROVAL OF ITEMS FOR ACTION**
SUBJECT:	Approval of 1.5000 as the Basic Discretionary Capital Outlay Millage for 2025-26.

ATTACHMENTS:
07.28.2025 Approval of the Tentative Millage.Budget.Resolutions_T.Ambrose.pdf

BAKER COUNTY SCHOOL DISTRICT
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Wyatt Milton, Superintendent

DATE: July 19, 2025

TO: Wyatt Milton, SUPERINTENDENT

FROM: Teri Ambrose
EXECUTIVE DIRECTOR FOR SUPPORT SERVICES

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

Please request Board approval of the tentative millage rates, tentative budget, Resolution Adopting Tentative Millage Rates and Resolution Adopting the Tentative Budget. The 2025-2026 fiscal year millages are as follows:

Required Local Effort	3.0770
Basic Discretionary Operating	.7480
Basic Discretionary Capital Outlay	1.5000
Total Mills	5.3250

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

RESOLUTION ADOPTING TENTATIVE MILLAGE RATES

WHEREAS, the School Board of Baker County, Florida, did, pursuant to Chapters 200 and 1011, Florida Statutes, approve tentative millage rates for the fiscal year July 1, 2025 to June 30, 2026; and

WHEREAS, at the public hearing and in full compliance with Chapter 200, Florida Statutes, the Baker County School Board adopted the tentative millage rates for fiscal year 2025-2026 in the amounts of:

	Tentative Millage Levy	Proposed Amount To Be Raised
Required Local Effort	3.077	$5,368,940
Basic Discretionary Operating	.748	$1,305,157
Capital Outlay	1.500	$2,617,293

The total millage rate to be levied is more than the roll-back rate by 1.98 percent.

NOW THEREFORE, BE IT RESOLVED:

That the Baker County School Board, adopted each tentative millage rate for the fiscal year July 1, 2025 to June 30, 2026 on July 28, 2025 by separate vote prior to adopting the tentative budget.

_____
Chairman

A RESOLUTION OF THE BAKER COUNTY SCHOOL BOARD ADOPTING THE TENTATIVE BUDGET FOR FISCAL YEAR JULY 1, 2025 TO JUNE 30, 2026.

WHEREAS, the School Board of Baker County, Florida, did, pursuant to Chapters 200 and 1011, Florida Statutes, approve tentative millage rates and tentative budget for the fiscal year July 1, 2025 to June 30, 2026; and

WHEREAS, the Baker County School Board set forth the appropriations and revenue estimates for the Budget for fiscal year July 1, 2025 to June 30, 2026.

WHEREAS, at the public hearing and in full compliance with Chapter 200, Florida Statutes, the Baker County School Board adopted the tentative millage rates and the budget in the amount of $65,160,743 for fiscal year July 1, 2025 to June 30, 2026.

NOW THEREFORE, BE IT RESOLVED:

That the attached budget of Baker County School Board, including the millage rates as set forth therein, is hereby adopted by the School Board of Baker County as a tentative budget for the categories indicated for the fiscal year July 1, 2025 to June 30, 2026.

_____
Chairman

AGENDA ITEM NO. 9.12

Item Cover Page

SCHOOL BOARD MEETING (OPEN TO THE PUBLIC) AGENDA ITEM REPORT

DATE: July 28, 2025

SUBMITTED BY: Teri Ambrose - (259-0418)

ITEM TYPE: Budget

AGENDA SECTION: **APPROVAL OF ITEMS FOR ACTION**

SUBJECT: Approval of the 2025-26 Tentative Total Millages as 5.3250.

ATTACHMENTS:
07.28.2025 Approval of the Tentative Millage.Budget.Resolutions_T.Ambrose.pdf

BAKER COUNTY SCHOOL DISTRICT
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Wyatt Milton, Superintendent

DATE: July 19, 2025

TO: Wyatt Milton, SUPERINTENDENT

FROM: Teri Ambrose
EXECUTIVE DIRECTOR FOR SUPPORT SERVICES

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

Please request Board approval of the tentative millage rates, tentative budget, Resolution Adopting Tentative Millage Rates and Resolution Adopting the Tentative Budget. The 2025-2026 fiscal year millages are as follows:

Required Local Effort	3.0770
Basic Discretionary Operating	.7480
Basic Discretionary Capital Outlay	1.5000
Total Mills	5.3250

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

RESOLUTION ADOPTING TENTATIVE MILLAGE RATES

WHEREAS, the School Board of Baker County, Florida, did, pursuant to Chapters 200 and 1011, Florida Statutes, approve tentative millage rates for the fiscal year July 1, 2025 to June 30, 2026; and

WHEREAS, at the public hearing and in full compliance with Chapter 200, Florida Statutes, the Baker County School Board adopted the tentative millage rates for fiscal year 2025-2026 in the amounts of:

	Tentative Millage Levy	Proposed Amount To Be Raised
Required Local Effort	3.077	$5,368,940
Basic Discretionary Operating	.748	$1,305,157
Capital Outlay	1.500	$2,617,293

The total millage rate to be levied is more than the roll-back rate by 1.98 percent.

NOW THEREFORE, BE IT RESOLVED:

That the Baker County School Board, adopted each tentative millage rate for the fiscal year July 1, 2025 to June 30, 2026 on July 28, 2025 by separate vote prior to adopting the tentative budget.

_____
Chairman

A RESOLUTION OF THE BAKER COUNTY SCHOOL BOARD ADOPTING THE TENTATIVE BUDGET FOR FISCAL YEAR JULY 1, 2025 TO JUNE 30, 2026.

WHEREAS, the School Board of Baker County, Florida, did, pursuant to Chapters 200 and 1011, Florida Statutes, approve tentative millage rates and tentative budget for the fiscal year July 1, 2025 to June 30, 2026; and

WHEREAS, the Baker County School Board set forth the appropriations and revenue estimates for the Budget for fiscal year July 1, 2025 to June 30, 2026.

WHEREAS, at the public hearing and in full compliance with Chapter 200, Florida Statutes, the Baker County School Board adopted the tentative millage rates and the budget in the amount of $65,160,743 for fiscal year July 1, 2025 to June 30, 2026.

NOW THEREFORE, BE IT RESOLVED:

That the attached budget of Baker County School Board, including the millage rates as set forth therein, is hereby adopted by the School Board of Baker County as a tentative budget for the categories indicated for the fiscal year July 1, 2025 to June 30, 2026.

_____
Chairman

AGENDA ITEM NO. 9.13

Item Cover Page

SCHOOL BOARD MEETING (OPEN TO THE PUBLIC) AGENDA ITEM REPORT

DATE: July 28, 2025

SUBMITTED BY: Teri Ambrose - (259-0418)

ITEM TYPE: Budget

AGENDA SECTION: **APPROVAL OF ITEMS FOR ACTION**

SUBJECT: Approval of the Resolution Adopting Tentative Millage Rates for Fiscal Year July 1, 2025 - June 30, 2026.

ATTACHMENTS:
07.28.2025 Approval of the Tentative Millage.Budget.Resolutions_T.Ambrose.pdf

BAKER COUNTY SCHOOL DISTRICT
Committed to Excellence

Finance and Support Services
392 South Boulevard East
Macclenny, FL 32063
(904) 259-0449
www.bakerk12.org

Wyatt Milton, Superintendent

DATE: July 19, 2025

TO: Wyatt Milton, SUPERINTENDENT

FROM: Teri Ambrose
EXECUTIVE DIRECTOR FOR SUPPORT SERVICES

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

Please request Board approval of the tentative millage rates, tentative budget, Resolution Adopting Tentative Millage Rates and Resolution Adopting the Tentative Budget. The 2025-2026 fiscal year millages are as follows:

Required Local Effort	3.0770
Basic Discretionary Operating	.7480
Basic Discretionary Capital Outlay	1.5000
Total Mills	5.3250

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

RESOLUTION ADOPTING TENTATIVE MILLAGE RATES

WHEREAS, the School Board of Baker County, Florida, did, pursuant to Chapters 200 and 1011, Florida Statutes, approve tentative millage rates for the fiscal year July 1, 2025 to June 30, 2026; and

WHEREAS, at the public hearing and in full compliance with Chapter 200, Florida Statutes, the Baker County School Board adopted the tentative millage rates for fiscal year 2025-2026 in the amounts of:

	Tentative Millage Levy	Proposed Amount To Be Raised
Required Local Effort	3.077	$5,368,940
Basic Discretionary Operating	.748	$1,305,157
Capital Outlay	1.500	$2,617,293

The total millage rate to be levied is more than the roll-back rate by 1.98 percent.

NOW THEREFORE, BE IT RESOLVED:

That the Baker County School Board, adopted each tentative millage rate for the fiscal year July 1, 2025 to June 30, 2026 on July 28, 2025 by separate vote prior to adopting the tentative budget.

_____
Chairman

A RESOLUTION OF THE BAKER COUNTY SCHOOL BOARD ADOPTING THE TENTATIVE BUDGET FOR FISCAL YEAR JULY 1, 2025 TO JUNE 30, 2026.

WHEREAS, the School Board of Baker County, Florida, did, pursuant to Chapters 200 and 1011, Florida Statutes, approve tentative millage rates and tentative budget for the fiscal year July 1, 2025 to June 30, 2026; and

WHEREAS, the Baker County School Board set forth the appropriations and revenue estimates for the Budget for fiscal year July 1, 2025 to June 30, 2026.

WHEREAS, at the public hearing and in full compliance with Chapter 200, Florida Statutes, the Baker County School Board adopted the tentative millage rates and the budget in the amount of $65,160,743 for fiscal year July 1, 2025 to June 30, 2026.

NOW THEREFORE, BE IT RESOLVED:

That the attached budget of Baker County School Board, including the millage rates as set forth therein, is hereby adopted by the School Board of Baker County as a tentative budget for the categories indicated for the fiscal year July 1, 2025 to June 30, 2026.

_____
Chairman

AGENDA ITEM NO. 9.14

Item Cover Page

SCHOOL BOARD MEETING (OPEN TO THE PUBLIC) AGENDA ITEM REPORT

DATE: July 28, 2025

SUBMITTED BY: Teri Ambrose - (259-0418)

ITEM TYPE: Budget

AGENDA SECTION: **APPROVAL OF ITEMS FOR ACTION**

SUBJECT: Approval of the Tentative Budget for 2025-2026.

ATTACHMENTS:
07.28.2025 Approval of the Tentative Millage.Budget.Resolutions_T.Ambrose.pdf

BAKER COUNTY SCHOOL DISTRICT
Committed to Excellence

Finance and Support Services
392 South Boulevard East
Macclenny, FL 32063
(904) 259-0449
www.bakerk12.org

Wyatt Milton, Superintendent

DATE: July 19, 2025

TO: Wyatt Milton, SUPERINTENDENT

FROM: Teri Ambrose
EXECUTIVE DIRECTOR FOR SUPPORT SERVICES

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

Please request Board approval of the tentative millage rates, tentative budget, Resolution Adopting Tentative Millage Rates and Resolution Adopting the Tentative Budget. The 2025-2026 fiscal year millages are as follows:

Required Local Effort	3.0770
Basic Discretionary Operating	.7480
Basic Discretionary Capital Outlay	1.5000
Total Mills	5.3250

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

RESOLUTION ADOPTING TENTATIVE MILLAGE RATES

WHEREAS, the School Board of Baker County, Florida, did, pursuant to Chapters 200 and 1011, Florida Statutes, approve tentative millage rates for the fiscal year July 1, 2025 to June 30, 2026; and

WHEREAS, at the public hearing and in full compliance with Chapter 200, Florida Statutes, the Baker County School Board adopted the tentative millage rates for fiscal year 2025-2026 in the amounts of:

	Tentative Millage Levy	Proposed Amount To Be Raised
Required Local Effort	3.077	$5,368,940
Basic Discretionary Operating	.748	$1,305,157
Capital Outlay	1.500	$2,617,293

The total millage rate to be levied is more than the roll-back rate by 1.98 percent.

NOW THEREFORE, BE IT RESOLVED:

That the Baker County School Board, adopted each tentative millage rate for the fiscal year July 1, 2025 to June 30, 2026 on July 28, 2025 by separate vote prior to adopting the tentative budget.

_____
Chairman

A RESOLUTION OF THE BAKER COUNTY SCHOOL BOARD ADOPTING THE TENTATIVE BUDGET FOR FISCAL YEAR JULY 1, 2025 TO JUNE 30, 2026.

WHEREAS, the School Board of Baker County, Florida, did, pursuant to Chapters 200 and 1011, Florida Statutes, approve tentative millage rates and tentative budget for the fiscal year July 1, 2025 to June 30, 2026; and

WHEREAS, the Baker County School Board set forth the appropriations and revenue estimates for the Budget for fiscal year July 1, 2025 to June 30, 2026.

WHEREAS, at the public hearing and in full compliance with Chapter 200, Florida Statutes, the Baker County School Board adopted the tentative millage rates and the budget in the amount of $65,160,743 for fiscal year July 1, 2025 to June 30, 2026.

NOW THEREFORE, BE IT RESOLVED:

That the attached budget of Baker County School Board, including the millage rates as set forth therein, is hereby adopted by the School Board of Baker County as a tentative budget for the categories indicated for the fiscal year July 1, 2025 to June 30, 2026.

_____
Chairman

AGENDA ITEM NO. 9.15

Item Cover Page

SCHOOL BOARD MEETING (OPEN TO THE PUBLIC) AGENDA ITEM REPORT

DATE:	July 28, 2025
SUBMITTED BY:	Teri Ambrose - (259-0418)
ITEM TYPE:	Budget
AGENDA SECTION:	**APPROVAL OF ITEMS FOR ACTION**
SUBJECT:	Approval of the Resolution Adopting the Tentative Budget as $65,160,743.00 for Fiscal Year July 1, 2025 - June 30, 2026.

ATTACHMENTS:
07.28.2025 Approval of the Tentative Millage.Budget.Resolutions_T.Ambrose.pdf

BAKER COUNTY SCHOOL DISTRICT
Committed to Excellence

Finance and Support Services
392 South Boulevard East
Macclenny, FL 32063
(904) 259-0449
www.bakerk12.org

Wyatt Milton, Superintendent

DATE: July 19, 2025

TO: Wyatt Milton, SUPERINTENDENT

FROM: Teri Ambrose
EXECUTIVE DIRECTOR FOR SUPPORT SERVICES

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

Please request Board approval of the tentative millage rates, tentative budget, Resolution Adopting Tentative Millage Rates and Resolution Adopting the Tentative Budget. The 2025-2026 fiscal year millages are as follows:

Required Local Effort	3.0770
Basic Discretionary Operating	.7480
Basic Discretionary Capital Outlay	1.5000
Total Mills	5.3250

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

RESOLUTION ADOPTING TENTATIVE MILLAGE RATES

WHEREAS, the School Board of Baker County, Florida, did, pursuant to Chapters 200 and 1011, Florida Statutes, approve tentative millage rates for the fiscal year July 1, 2025 to June 30, 2026; and

WHEREAS, at the public hearing and in full compliance with Chapter 200, Florida Statutes, the Baker County School Board adopted the tentative millage rates for fiscal year 2025-2026 in the amounts of:

	Tentative Millage Levy	Proposed Amount To Be Raised
Required Local Effort	3.077	$5,368,940
Basic Discretionary Operating	.748	$1,305,157
Capital Outlay	1.500	$2,617,293

The total millage rate to be levied is more than the roll-back rate by 1.98 percent.

NOW THEREFORE, BE IT RESOLVED:

That the Baker County School Board, adopted each tentative millage rate for the fiscal year July 1, 2025 to June 30, 2026 on July 28, 2025 by separate vote prior to adopting the tentative budget.

_____
Chairman

A RESOLUTION OF THE BAKER COUNTY SCHOOL BOARD ADOPTING THE TENTATIVE BUDGET FOR FISCAL YEAR JULY 1, 2025 TO JUNE 30, 2026.

WHEREAS, the School Board of Baker County, Florida, did, pursuant to Chapters 200 and 1011, Florida Statutes, approve tentative millage rates and tentative budget for the fiscal year July 1, 2025 to June 30, 2026; and

WHEREAS, the Baker County School Board set forth the appropriations and revenue estimates for the Budget for fiscal year July 1, 2025 to June 30, 2026.

WHEREAS, at the public hearing and in full compliance with Chapter 200, Florida Statutes, the Baker County School Board adopted the tentative millage rates and the budget in the amount of $65,160,743 for fiscal year July 1, 2025 to June 30, 2026.

NOW THEREFORE, BE IT RESOLVED:

That the attached budget of Baker County School Board, including the millage rates as set forth therein, is hereby adopted by the School Board of Baker County as a tentative budget for the categories indicated for the fiscal year July 1, 2025 to June 30, 2026.

_____
Chairman

AGENDA ITEM NO. 9.16

Item Cover Page

SCHOOL BOARD MEETING (OPEN TO THE PUBLIC) AGENDA ITEM REPORT

DATE: July 28, 2025

SUBMITTED BY: Teri Ambrose - (259-0418)

ITEM TYPE: Plan

AGENDA SECTION: **APPROVAL OF ITEMS FOR ACTION**

SUBJECT: Approval of the 2025-2026 Mental Health Application.

ATTACHMENTS:
07.28.2025 Approval of 25-26 Mental Health Application_A.Schmitges.pdf

BAKER COUNTY SCHOOL DISTRICT
Committed to Excellence

Exceptional Student Education
420 South 8th Street
Macclenny, FL 32063
(904) 259-7825
www.bakerk12.org

Wyatt Milton, Superintendent

July 28, 2025

Wyatt Milton, Superintendent
Baker County School District
270 South Boulevard East
Macclenny, Fl. 32063

Dear Superintendent Milton:

I have included the 2025-2026 Mental Health Allocation for review by the Baker County School Board. Changes this year include the following:

- Allocation decrease of $13,366.00 from last year.
- Increases in salary/benefits in accordance with personnel cost increase.
- $80,000.00 allocated for contracted behavior support professionals (BCBA, BCABA, & RBT'S) to assist all schools with their Tier 1 through Tier 3 behavior interventions and supports.

Thank you for your continued support. Please let me know if you have any questions.

Sincerely,

Alice Schmitges, Director
Exceptional Student Education and Student Services

AS:cm

2025-26

HOPE
COMMUNICATION
RESILIENCE
WELLNESS
KINDNESS



FAMILY
POSITIVITY
AWARENESS
WELLNESS
MENTAL HEALTH

Baker

MENTAL HEALTH APPLICATION

Mental Health Assistance Allocation Plan

FLORIDA DEPARTMENT OF EDUCATION
fldoe.org

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I. Introduction

Plan Purpose

The purpose of the Mental Health Assistance Allocation (MHAA) is to provide funding to assist school districts in establishing or expanding school-based mental health care; train educators and other school staff in responding to mental health issues; and connect children, youth and families who may experience behavioral health issues with appropriate services.

These funds are allocated annually in the General Appropriations Act to each eligible school district. Each school district shall receive a minimum of $100,000, with the remaining balance allocated based on each school district's proportionate share of the state's total unweighted full-time equivalent student enrollment.

Charter schools that submit a plan separate from the school district are entitled to a proportionate share of district funding. A charter school plan must comply with all of the provisions of this section, must be approved by the charter school's governing body, and must be provided to the charter school's sponsor. *(Section [s.] 1006.041, Florida Statutes [F.S.])*

Submission Process and Deadline

The application must be submitted to the Florida Department of Education (FDOE) by **August 1, 2025.**

There are two submission options for charter schools:

- Option 1: District submission includes charter schools in their application.
- Option 2: Charter school(s) submit a separate application from the district.

II. MHAA Plan

A. MHAA Plan Assurances

1. District Assurances

One hundred percent of state funds are used to establish or expand school-based mental health care; train educators and other school staff in detecting and responding to mental health issues; and connect children, youth and families with appropriate behavioral health services.



Other sources of funding will be maximized to provide school-based mental health services (e.g., Medicaid reimbursement, third-party payments and grants).



Collaboration with FDOE to disseminate mental health information and resources to students and families.



A system is included for tracking the number of students at high risk for mental health or co-occurring substance use disorders who received mental health screenings or assessments; the number of students referred to school-based mental health services providers; the number of students referred to community-based mental health services providers; the number of students who received school-based interventions, services or assistance; and the number of students who received community-based interventions, services or assistance.



Mental Health Assistance Allocation Plans for charter schools that opt out of the District's MHAA Plan are reviewed for compliance.



Curriculum and materials purchased using MHAA funds have received a thorough review and all content is in compliance with State Board of Education Rules and Florida Statutes.



The MHAA Plan must be focused on a multi-tiered system of supports to deliver evidence-based mental health care assessment, diagnosis, intervention, treatment and recovery services to students with one or more mental health or co-occurring substance abuse diagnoses and to students at high risk of such diagnoses. Section 1006.041, F.S.



2. School Board Policies

Students referred to a school-based or community-based mental health services provider, for mental health screening for the identification of mental health concerns and students at risk for mental health disorders are assessed within 15 calendar days of referral.

School-based mental health services are initiated within 15 calendar days of identification and assessment.

Community-based mental health services are initiated within 30 calendar days of referral.

Individuals living in a household with a student receiving services are provided information about behavioral health services through other delivery systems or payors for which such individuals may qualify if such services appear to be needed or enhancements in those individuals' behavioral health would contribute to the improved well-being of the student.

District schools and local mobile response teams use the same suicide screening instrument approved by FDOE pursuant to s. 1012.583, F.S., and Rule 6A-4.0010, Florida Administrative Code.

Assisting a mental health services provider or a behavioral health provider as described in s. 1006.041, F.S., respectively, or a school resource officer or school safety officer who has completed mental health crisis intervention training in attempting to verbally de-escalate a student's crisis situation before initiating an involuntary examination pursuant to s. 394.463, F.S. Such procedures must include strategies to de-escalate a crisis situation for a student with a developmental disability as that term is defined in s. 393.063, F.S.

The requirement that in a student crisis situation, the school or law enforcement personnel must make a reasonable attempt to contact a mental health professional who may initiate an involuntary examination pursuant to s. 394.463, F.S., unless the child poses an imminent danger to self or others before initiating an involuntary examination pursuant to s. 394.463, F.S. Such contact may be in person or using telehealth, as defined in s. 456.47, F.S. The mental health professional may be available to the school district either by contracts or interagency agreements with the managing entity, one or more local community behavioral health providers, the local mobile response team, or be a direct or contracted school district employee. Note: All initiated involuntary examinations located on school grounds, on school transportation or at a school-sponsored activity must be documented in the Involuntary Examinations and Restraint and Seclusion (IERS) platform.



Parents of students receiving services are provided information about other behavioral health services available through the student's school or local community-based behavioral health service providers. Schools may meet this requirement by providing information about and internet addresses for web-based directories or guides for local behavioral health services.



B. District Program Implementation

Evidence-Based Program (EBP) #1

Evidence-Based Program (EBP)
Positive Behavioral Interventions & Supports

Tier(s) of Implementation
Tier 1, Tier 2, Tier 3

Describe the key EBP components that will be implemented.

Positive Behavioral Interventions and Supports (PBIS) is an evidence-based / three-tiered framework to improve and integrate all of the data, systems, and practices affecting student outcomes every day. PBIS creates schools that support everyone – especially students with disabilities – for success.

Tier 1 PBIS encompasses strategies that support student and staff behavior. This includes teaching behaviors in the setting they will be used, providing praise and other forms of recognition when students demonstrate school-wide expectations, being consistent when addressing challenging behavior, while taking developmental norms and behavioral function into account, Involving faculty, staff, families and students in the development of behavior definitions and possible consequences, using data and stakeholder perspectives to prepare relevant lesson plans and recognition strategies, and providing regular professional learning on the school's Tier 1 system so that staff are aware of school-wide patterns and preferred responses.

Tier 2 supports build on the lessons provided at Tier 1, and may prevent the need for more intensive interventions. Tier 2 supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on the core curriculum. The types of interventions offered at this level will vary according to the needs of each school's student body, but all have certain things in common:

- There is a clear connection between the skills taught in the interventions and the school-wide expectations. This helps students and staff apply those lessons in non-intervention settings.
- Interventions require little time of classroom teachers and are easy to sustain.
- Variations within each intervention are limited.
- The interventions have a good chance of working (e.g., they are "evidence-based" interventions that are matched to the student's need).

Tier 3 systems are meant to provide individualized and intensive interventions and supports to students to ensure positive behavioral outcomes. Schools are shifting their focus from compliance

with regulations to achieving positive student outcomes.

Early Identification

Explain how your district will implement evidence-based mental health services for students to improve the early identification of social, emotional or behavioral problems or substance use disorders, as well as the likelihood of at-risk students developing social emotional or behavioral problems, depression, anxiety disorders or suicidal tendencies, and how these will assist students dealing with trauma and violence.

To effectively implement evidence-based mental health services for students, our district will integrate the Positive Behavioral Interventions and Supports (PBIS) framework within our Multi-Tiered System of Supports (MTSS). This approach ensures a comprehensive and proactive strategy to identify and address social, emotional, and behavioral issues early on, as well as to support students dealing with trauma and violence. Here's how we plan to achieve this:

1. **Representative and Responsive Implementation:**
    - Our PBIS teams will be representative of different grade levels, content areas, and specialties, ensuring a holistic understanding of student needs across the district.
    - We will regularly seek feedback from all stakeholder groups, including faculty, support staff, families, and students. These insights will help tailor our behavior supports to foster a safe and positive school climate for everyone, especially marginalized populations.
2. **MTSS Content Knowledge:**
    - We will provide professional learning opportunities for PBIS team members to enhance their fluency in key areas such as PBIS principles, data collection and analysis, contextually relevant implementation, peer mentoring, and problem-solving facilitation.
    - This training will equip our teams with the skills necessary to identify and address mental health concerns, ensuring timely and effective interventions.
3. **Facilitated Leadership and Support:**
    - PBIS team members will act as change agents within their schools, connecting colleagues, families, and students with essential PBIS and mental health resources.
    - On-site coaching will be provided to staff members, enabling them to implement evidence-based practices in their classrooms and other school settings.
4. **Problem Solving Facilitation:**
    - Our PBIS teams will proactively engage in data analysis and action planning, monitoring the fidelity of their problem-solving processes.
    - When inconsistencies arise, team members will support each other to realign with best

practices, ensuring continuous improvement in our approach to student mental health.

5. **The PBIS Point of Contact:**
    - A designated team member will ensure accurate communication between our school's PBIS team, the PBIS district coordinator, and Florida's PBIS Project. This role is critical for staying informed about the latest research and maintaining compliance with evaluation requirements.
    - This individual will also disseminate evaluation results to stakeholders, facilitating informed decision-making and district-wide support for PBIS implementation.

By embedding these components within our MTSS framework, our district aims to improve the early identification of social, emotional, or behavioral problems and substance use disorders. This structured approach will enhance our ability to support at-risk students, reducing the likelihood of developing more severe issues such as depression, anxiety disorders, or suicidal tendencies. Additionally, these measures will be instrumental in assisting students dealing with trauma and violence, ultimately fostering a healthier, more supportive school environment.

High Risk Students

Explain how the supports will deliver evidence-based mental health care assessment, diagnosis, intervention, treatment and recovery services to students with one or more mental health or co-occurring substance abuse diagnoses and students at high risk of such diagnoses.

By integrating the Positive Behavioral Interventions and Supports (PBIS) framework within our Multi-Tiered System of Supports (MTSS), we ensure a systematic and responsive approach to assessment, diagnosis, intervention, treatment, and recovery. Here's how we plan to achieve this:

1. **Evidence-Based Assessment and Diagnosis:**
    - **Screening:** Students who are at-risk will undergo screenings to identify early signs of mental health or substance abuse issues. This process will utilize validated tools to ensure accuracy and reliability.
    - **Targeted Assessments:** For students identified at risk through screenings, targeted assessments will be conducted by trained mental health professionals. These assessments will be comprehensive and tailored to the individual needs of each student.
    - **Multidisciplinary Teams:** Our PBIS teams, comprising professionals from various specialties, will collaborate to diagnose students accurately. This team-based approach ensures that assessments are thorough and consider multiple perspectives.
2. **Intervention and Treatment:**
    - **Tiered Supports:** Interventions will be provided within a tiered framework:
        - **Tier 1:** Universal supports that promote overall mental health and prevent problems.

        - **Tier 2:** Targeted interventions for students identified at risk, including small group sessions and individualized support plans.
        - **Tier 3:** Intensive, individualized interventions for students with significant needs, including one-on-one counseling and therapy.
    - **Evidence-Based Practices:** Interventions will be based on evidence-based practices, including cognitive-behavioral therapy (CBT), trauma-informed care, and motivational interviewing, among others.
    - **Family and Community Engagement:** We will involve families and community resources in the treatment process to provide a supportive environment for students outside of school.
3. **Ongoing Support and Recovery:**
    - **Continuous Monitoring:** Students receiving interventions will be continuously monitored to assess their progress and adjust support plans as needed. This will involve regular check-ins, progress assessments, and feedback loops with all stakeholders.
    - **Peer Support Programs:** Implementing peer support programs to foster a supportive community where students can share experiences and coping strategies.
4. **Professional Learning and Capacity Building:**
    - **Training for Staff:** Ongoing professional learning will be provided for all school staff to recognize signs of mental health issues, provide initial support, and refer students to appropriate services.
    - **Specialized Training for PBIS Teams:** PBIS team members will receive specialized training in evidence-based mental health interventions, data-driven decision-making, and collaborative problem-solving.
5. **Collaboration and Coordination:**
    - **Internal Collaboration:** Strong collaboration among PBIS team members, school counselors, social workers, and other relevant staff to ensure a coordinated approach to student support.
    - **External Partnerships:** Building partnerships with local mental health agencies, healthcare providers, and community organizations to enhance the range of services available to students. This includes referral pathways for specialized care and support beyond the school setting.
6. **Data-Driven Decision Making:**
    - **Data Collection and Analysis:** Utilizing data from screenings, assessments, and interventions to inform decision-making and improve service delivery. This data-driven approach ensures that interventions are effective and resources are allocated efficiently.
    - **Fidelity Checks:** Regular fidelity checks to ensure that interventions are being implemented as intended and are producing the desired outcomes.

By embedding these supports within our MTSS framework, our district ensures that students with mental health or co-occurring substance abuse diagnoses receive timely, evidence-based care. This comprehensive approach not only addresses immediate needs but also promotes long-term recovery and resilience, creating a supportive and healthy school environment for all students.

Evidence-Based Program (EBP) #2

Evidence-Based Program (EBP)
Resiliency Education Program - A Tier 2 Intervention for Internalizing Concerns

Identify the source of the evidence-based program chosen.

If there are multiple sources, please select only one.
Substance Abuse and Mental Health Services Administration (SAMHSA) Clearinghouse (https://bit.ly/ 440WtbS)

Tier(s) of Implementation
Tier 2

Describe the key EBP components that will be implemented.

This program is founded in cognitive behavioral theory. This theory suggests that internalizing behaviors are a result of a maladaptive relationship between one's thoughts, feelings and behavior. Thus this program aims to promote student use of skills that can prevent or disrupt unhelpful thought patterns and strong, unhelpful, emotional responses. Students are taught social and emotional skills they can use to prevent and manage their strong emotions. Educators and families are invited into the process by providing them tools they can use to support student use of these skills. This program is intended for students in Grades 4-8

Early Identification
Explain how your district will implement evidence-based mental health services for students to improve the early identification of social, emotional or behavioral problems or substance use disorders, as well as the likelihood of at-risk students developing social emotional or behavioral problems, depression, anxiety disorders or suicidal tendencies, and how these will assist students dealing with trauma and violence.

This school based mental health service will be provided in a private office setting by school counselors, school psychologists and/ or school social workers (with consent). Students, Grade 4-8

that are identified for this service are those who have self-reported a behavioral health condition or those with a history of attendance, academic deficiencies and/or behavioral referrals.

High Risk Students

Explain how the supports will deliver evidence-based mental health care assessment, diagnosis, intervention, treatment and recovery services to students with one or more mental health or co-occurring substance abuse diagnoses and students at high risk of such diagnoses.

Students who complete this service will show improvements in specified areas based on identified needs including attendance, behavioral referrals, and grades, as well as through self-report, teacher report, or parent report.

Evidence-Based Program (EBP) #3

Evidence-Based Program (EBP)

Restorative Circles

Identify the source of the evidence-based program chosen.

If there are multiple sources, please select only one.

Other

Tier(s) of Implementation

Tier 1, Tier 2

Describe the key EBP components that will be implemented.

Restorative Circles support modeling, teaching and enforcing appropriate problem-solving and social- emotional strategies. Restorative Circles is a practice that responds to harm and wrongdoing using proactive, preventative use of restorative approaches. It is founded on the premise that people are happier and more likely to make positive changes when those in authority do things *with* them, rather than *to* them or *for* them.

Early Identification

Explain how your district will implement evidence-based mental health services for students to improve the early identification of social, emotional or behavioral problems or substance use disorders, as well as the likelihood of at-risk students developing social emotional or behavioral problems, depression, anxiety disorders or suicidal tendencies, and how these will assist students dealing with trauma and violence.

Restorative Circles are provided by the school counselor. All students in the VPK-1st grades are

provided small group time with a collaborative discussion regarding concerns of the classroom that the students would like to focus on resolving as a class using the prescriptive set of Restorative Questions in the program. The questions are non-blaming and open-ended which creates a feedback loop. Students hear how the actions, of themselves, or their classmates, impact others and encourages students to learn strategies for resolutions.

High Risk Students
Explain how the supports will deliver evidence-based mental health care assessment, diagnosis, intervention, treatment and recovery services to students with one or more mental health or co- occurring substance abuse diagnoses and students at high risk of such diagnoses.

Students will benefit from these lessons in communication, empathy, relationship, and how to resolve conflict which will increase a student's confidence level when interacting with others in class appropriately. Students who complete this service will show lower levels of early warning indicators including attendance, behavioral referrals, and grades.

Evidence-Based Program (EBP) #4

Evidence-Based Program (EBP)
Targeted Case Management

Identify the source of the evidence-based program chosen.
Substance Abuse and Mental Health Services Administration (SAMHSA)

If there are multiple sources, please select only one.

Tier(s) of Implementation
Tier 2, Tier 3

Describe the key EBP components that will be implemented.

A collaborative process that assesses, plans, implements, coordinates, monitors and evaluates the options and services required to meet the client’s health and human service needs. Targeted Case Management services include advocacy, communication and resource management to promote quality and cost-effective interventions and outcomes. The licensed clinicians will collaborate with the student and/or the family to assist in linking the family to appropriate/identified resources. The licensed clinician will monitor the progress of the family’s engagement with services. The licensed clinician will document the referrals, the progress and outcome of those referrals.

Early Identification
Explain how your district will implement evidence-based mental health services for students to improve the early identification of social, emotional or behavioral problems or substance use disorders, as well as the likelihood of at-risk students developing social emotional or behavioral problems, depression, anxiety disorders or suicidal tendencies, and how these will assist students dealing with trauma and

violence.

Licensed Clinical Social Workers will provide case management services to students of Baker Schools, ages 5-24, and their families. Students who have been identified as using any type of substance and/or being involuntarily hospitalized due to a mental health crisis, will be offered access to Targeted Case Management services. All students referred to social work will be offered the opportunity to access Targeted Case Management.

High Risk Students
Explain how the supports will deliver evidence-based mental health care assessment, diagnosis, intervention, treatment and recovery services to students with one or more mental health or co-occurring substance abuse diagnoses and students at high risk of such diagnoses.

As a result of the social work team breaking down barriers, such as access to food, electricity and water or transportation to and from school, students are able to focus on their learning throughout the school day. Students and/or families who engage in this service will show improvements in specified areas based on identified needs including attendance, behavioral referrals, and grades, as well as through self-report, teacher report, or parent report.

Evidence-Based Program (EBP) #5
Know the Law

Identify the source of the evidence-based program chosen.
Know the Law is a law-related education curriculum developed in collaboration with school districts, law enforcement, and state attorneys to inform youth about the legal consequences of common misbehaviors and crimes. It is recognized as an evidence-informed prevention strategy by various state-level prevention programs and used widely across Florida schools.

If there are multiple sources, please select only one.

Tier(s) of Implementation
Tier 1, Tier 2, Tier 3

Describe the key EBP components that will be implemented.
Know the Law is a school-based prevention curriculum that educates students on Florida laws that directly impact youth. Topics include drug and alcohol offenses, social media misuse, sexting, bullying, vandalism, theft, driving laws, and more. The program is typically delivered through classroom presentations by trained school resource officers, educators, or prevention specialists.

The curriculum uses real-world scenarios and interactive discussions to help students understand the consequences of unlawful behaviors and make informed, responsible choices. It fosters accountability,

builds civic knowledge, and deters risky behaviors through early education.

Early Identification

Know the Law serves as a Tier 1 universal prevention strategy that proactively educates students about behaviors that can lead to legal consequences and school disciplinary action. As students engage with the curriculum, teachers and facilitators are able to observe behaviors or responses that may indicate deeper social-emotional or behavioral concerns.

These interactions provide a foundation for referring students to Tier 2 or Tier 3 supports when risk factors such as trauma exposure, substance use, or behavioral issues are observed. By increasing awareness and knowledge among youth, the program helps reduce the likelihood of at-risk students progressing to higher levels of need and assists in identifying those who may require additional mental health supports.

High Risk Students

The *Know the Law* program supports high-risk students by offering early prevention education that can deter escalation into more serious offenses or substance use. When students disclose or exhibit behaviors of concern during or after program delivery, school staff trained in intervention procedures can initiate appropriate referrals to mental health professionals, school counselors, or student services teams for further assessment and support.

Data gathered through pre- and post-program surveys, as well as behavioral referrals, helps guide additional interventions for students at elevated risk. This tiered system ensures that students with co-occurring needs receive timely connection to school- or community-based mental health and recovery services.

Evidence-Based Program (EBP) #6

Evidence-Based Program (EBP)

Tobacco Free Baker Prevention Program

Identify the source of the evidence-based program chosen.

If there are multiple sources, please select only one.

Tier(s) of Implementation

Tier 2

Describe the key EBP components that will be implemented.

Goal is to provide flexible, on-demand, interactive and engaging courses for middle and high school students that have tobacco or vaping related offenses. This course includes activities such as answering questions and taking tests. The program focuses on the negative effects of nicotine and vape use in an effort to prevent future use.

Early Identification

Explain how your district will implement evidence-based mental health services for students to improve the early identification of social, emotional or behavioral problems or substance use disorders, as well as the likelihood of at-risk students developing social emotional or behavioral problems, depression, anxiety disorders or suicidal tendencies, and how these will assist students dealing with trauma and violence.

This is a virtual program. Students are identified and referred upon a discipline referral for substance use. The student applies on the website from home and is provided access to the website to take this 3 hour virtual and interactive class. The school is provided documentation of completion of the course.

High Risk Students

Explain how the supports will deliver evidence-based mental health care assessment, diagnosis, intervention, treatment and recovery services to students with one or more mental health or co- occurring substance abuse diagnoses and students at high risk of such diagnoses.

This program uses evidenced based prevention services for students who are identified as being at risk for a substance abuse diagnosis and/or mental health condition. Students who complete this intervention will have a decrease in referrals related to substance use/abuse.

Evidence-Based Program (EBP) #7

Evidence-Based Program (EBP)

Youth Mental Health First Aid

Identify the source of the evidence-based program chosen.

Substance Abuse and Mental Health Services Administration (SAMHSA) Clearinghouse
If there are multiple sources, please select only one.

Tier(s) of Implementation

Tier 1, Tier 2, Tier 3

Describe the key EBP components that will be implemented.

This training is designed to teach parents, family members, caregivers, teachers, school staff, peers, neighbors, health and human service workers and other caring citizens how to help an adolescent (age 12-18) who is experiencing a mental health and/or substance use/abuse disorder or is in a mental health crisis.

Early Identification

Explain how your district will implement evidence-based mental health services for students to improve the early identification of social, emotional or behavioral problems or substance use disorders, as well as the likelihood of at-risk students developing social emotional or behavioral problems, depression, anxiety disorders or suicidal tendencies, and how these will assist students dealing with trauma and

violence.

Baker Schools currently has four certified trainers for this curriculum and will continue to provide regular training opportunities for staff members. After completing the training, participants submit documentation to the district office. The curriculum strengthens the early identification process and assists students affected by trauma and violence by equipping adults with the skills to identify social, emotional, or behavioral concerns and substance use disorders in youth. Students determined to be in a mental health crisis on campus (meeting Tier 3 criteria) will receive support from staff trained in this curriculum.

High Risk Students

Explain how the supports will deliver evidence-based mental health care assessment, diagnosis, intervention, treatment and recovery services to students with one or more mental health or co- occurring substance abuse diagnoses and students at high risk of such diagnoses.

Faculty and staff will strengthen their abilities in the early identification and intervention of students who may be experiencing a mental health emergency or a mental health or substance use disorder.

Faculty who complete this training will demonstrate improvements in early identification and intervention, measured through self-reported pre- and post-training surveys.

C. Direct Employment

1. Plan Direct Employment

Total student population as of August 1, 2025: **4,583**

School Counselor

Current Ratio as of August 1, 2025: **1:2291**

School Counselor

2025-2026 proposed Ratio by June 30, 2026: **1:2291**

School Social Worker

Current Ratio as of August 1, 2025: **0:4583**

School Social Worker

2025-2026 proposed Ratio by June 30, 2026: **0:4583**

School Psychologist

Current Ratio as of August 1, 2025: **1:2291**

School Psychologist

2025-2026 proposed Ratio by June 30, 2026: **1:2291**

Other Licensed Mental Health Provider

Current Ratio as of August 1, 2025: **1:1145**

Other Licensed Mental Health Provider

2025-2026 proposed Ratio by June 30, 2026: **1:1145**

2. Policy, Roles and Responsibilities

Explain how direct employment of school-based mental health services providers (school psychologists, school social workers, school counselors and other licensed mental health professionals) will reduce staff-to-student ratios.

Employing school-based mental health services providers, such as school psychologists, social workers, counselors, and other licensed mental health professionals, will significantly reduce staff-to-student ratios, thereby enhancing the delivery of comprehensive services and fostering effective school-community partnerships. Here's how this will be accomplished:

1. **Assigned Mental Health Professionals:** Each school will have a designated licensed mental health counselor or intern. This professional will provide consistent support to their assigned school, ensuring timely and effective interventions.
    - **Timely Assessments:** Students referred for a mental health screening will be assessed within 15 days of referral.
    - **Prompt Services:** School-based mental health services will commence within 15 days of identification and assessment.
2. **Effective School Discipline:** Mental health professionals will implement positive, effective school discipline that:
    - Aligns with efforts to enhance school safety and climate,
    - Avoids purely punitive measures (e.g., zero tolerance policies),
    - Is clear, consistent, and equitable,
    - Reinforces positive behaviors.
3. **Integrated Learning Supports:** These professionals will integrate behavioral, mental health, and social services with instruction and school management, creating a comprehensive and cohesive approach that facilitates multidisciplinary collaboration.
4. **Multi-Tiered Systems of Support (MTSS):** Mental health providers will implement MTSS that include prevention, wellness promotion, and escalating interventions based on student needs. This approach will enhance collaboration between schools and the community.
5. **Improved Access to Services:** Adequate staffing levels of school-employed mental health professionals will ensure that prevention and intervention services are seamlessly integrated into the learning process and existing school initiatives. These professionals will also help coordinate services provided through school-community partnerships.
6. **Community Support:** Additionally, our community support partners will ensure that mental health services for students are initiated within 30 days of referral, further improving access and support for our students.

By employing a dedicated team of school-based mental health professionals, we will not only reduce the staff-to-student ratio but also ensure that our students receive timely, effective, and integrated support services, promoting their overall well-being and academic success.

Describe your district's established policies and procedures to increase the amount of time student services personnel spend providing direct mental health services (e.g., review and revision of staffing allocations based on school or student mental health assistance needs).

Quarterly MTSS Team Meetings:

- **District and School-Based Teams:** We hold Multi-Tiered System of Supports (MTSS) team meetings quarterly at both the district and school levels.
- **Resource Mapping:** During these meetings, we map out necessary resources to address Tier 1, Tier 2, and Tier 3 needs, ensuring that mental health staff are allocated where they can be most effectively utilized.
- **Data-Driven Allocation:** Allocation decisions are informed by data collected from student screenings, assessments, and progress monitoring, allowing us to identify areas with the highest need for direct mental health services.

Review and Revision of Staffing Allocations:

- **Flexible Staffing Models:** Based on the needs assessment, we review and revise staffing allocations, allowing for flexible staffing models that can adapt to changing needs throughout the school year.
- **Targeted Deployment:** We prioritize deploying direct mental health staff to schools with the highest needs, ensuring that resources are concentrated where they are most needed.

Maximizing Direct Service Time:

- **Dedicated Service Time:** Schedules are adjusted to provide student services personnel with dedicated time blocks for direct mental health services, reducing interruptions and enhancing service delivery.
- **Professional Learning:** Ongoing professional learning ensures that student services personnel are equipped with the latest evidence-based practices and strategies to support students effectively.

Enhanced Collaboration:

- **Interdepartmental Collaboration:** We foster strong collaboration among mental health staff, teaching staff, and administration to ensure a cohesive approach to student mental health.
- **Community Partnerships:** We leverage partnerships with community mental health organizations to provide additional support and resources, allowing school-based personnel to focus more on direct services.

Continuous Monitoring and Evaluation:

- **Regular Monitoring:** The impact of staffing allocations and service delivery is continuously monitored through regular data collection and analysis.
- **Feedback Mechanisms:** Feedback from students, parents, and staff is gathered to assess the effectiveness of mental health services and to make necessary adjustments.
- **Outcome Evaluation:** We evaluate the outcomes of mental health interventions to ensure that

the services provided are meeting the needs of students and contributing to their overall well-being.

Describe the role of school-based mental health providers and community-based partners in the implementation of your evidence-based mental health program.

Mental Health Counselors

- **Behavioral Management Programs:** Assist in the design, implementation, and follow-up of programs to remediate students' behavioral and social problems.
- **Counseling Services:** Provide individual and group counseling to students regularly, including socialization activities.
- **Crisis Intervention:** Support other professionals with student crisis intervention and plan with classroom teachers on behavioral, social, or personal issues affecting students.
- **In-Service Learning:** Assist in the development and delivery of in-service activities on techniques for remediating behavioral, social, or personal problems of students.
- **Threat Assessment Team:** Participate in School and District Threat Assessment Teams.

Case Manager

- **Child Study Teams:** Participate in Child Study Teams where high-risk students are reviewed (e.g., Truancy teams, MTSS teams, DJJ articulation meetings).
- **SEDNET Coordination:** Collaborate with SEDNET on governing boards for children at risk of emotional or behavioral disabilities.
- **Service Coordination:** For referred students, collaborate with the student, family, primary care provider, and other agencies (DCF worker, Community Based Care Agency, Parole Officer) to identify gaps in services, remove barriers, and facilitate timely provision of needed services.
- **Health Insurance Support:** Maximize the Mental Health Assistance Allocation by ensuring all students have health insurance, including assisting parents with enrolling their children in Florida Medicaid or subsidized health insurance.
- **Monitoring Services:** Regularly monitor services for referred students and families to ensure continuity of care, minimizing any interruptions or changes.
- **Record Keeping:** Develop and maintain records of contact and services provided for all referred students and families, and provide regular reports to the School Safety Specialist and Threat Assessment Team.
- **Annual Reporting:** Facilitate the development of an annual report to the Florida Department of Education on mental health allocation expenditures and services provided to students.
- **Collaboration:** Communicate and collaborate among schools, districts, communities, state agencies, colleges/universities, and Federal Children’s Medical Services representatives to maximize services related to health and safety programs.
- **Continuous Improvement:** Maintain a close working relationship with District and community

personnel to ensure information exchange, coordination, and support for decision-making, and gather feedback to foster continuous quality improvement.

3. Community Contracts/Interagency Agreements

List the contracts or interagency agreements with local behavioral health providers or Community Action Team (CAT) services and specify the type of behavioral health services being provided on or off the school campus.

The Baker County School District will secure agreements with community behavioral health agencies including, but not limited to, Meridian Healthcare, Chrysalis Health, and Children's Home Society. These agencies can provide potential supports and direct services including individual, group, and family therapy as well as intense CAT team, Mobile Response Team, Psychiatry, and Targeted Case Management. Services for students and their families, depending on their needs, can be rendered on school grounds, telehealth, and/or at the offices of the agencies. Services can also be provided solely via telehealth through Gaggle online therapy services which are provided by fully licensed mental health professionals.

All Therapies Support
Direct Services: Targeted Case Manager, Licensed Mental Health Counselors, Licensed Social Worker, and Certified Behavior Analyst

D. MHAA Planned Funds and Expenditures

1. Allocation Funding Summary

MHAA funds provided in the 2025-2026 Florida Education Finance Program (FEFP):	**372660**
Unexpended MHAA funds from previous fiscal years:	**54112**
Grand Total MHAA Funds:	**426778**

2. MHAA planned Funds and Expenditures Form

Please complete the **MHAA planned Funds and Expenditures Form** to verify the use of funds in accordance with s. 1006.041, F.S.

School districts are encouraged to maximize third-party health insurance benefits and Medicaid claiming for services, where appropriate.

Uploaded Document:
Baker MHAA Planned Funds and Expenditures Form 2025-2026.xlsx

E. District School Board Approval

This application certifies that the School Superintendent and School Board approved the district's MHAA Plan, which outlines the local program and planned expenditures to establish or expand school-based mental health care consistent with the statutory requirements for the MHAA in accordance with s. 1006.041(14), F.S.

Note: The charter schools listed below have ***Opted Out*** of the district's MHAA Plan and are expected to submit their own MHAA Plan to the District for review.

Charter School Number and Name
N/A N/A

Approval Date:
07/28/2025

Mental Health Assistance Allocation (MHAA) Plan
2025-2026
Due August 1, 2025

District Name:

Planned Funds and Expenditures 2025-2026

Section 1. MHAA Plan Funding Summary	$ Amount
MHAA provided in the 2025-2026 Florida Education Finance Program:	$372,660.00
Unexpended MHAA funds from previous fiscal years: Please confirm the unexpended amount with your Finance Department.	$54,112.26
Total MHAA Plan Funds for Section 1:	**$426,772.26**

Section 2. MHAA Planned Expenditure Summary – Funded by the MHAA Plan		Total $ Amount
Profession	**Total Number**	
School Counselor(s) – DOE-certified	0	
School Psychologist(s) – DOE-certified and/or DOH-licensed	0	
School Social Worker(s) – DOE-certified and/or DOH-licensed	0	
Other (DOH) Licensed Mental Health Services Providers	3	$250,000.00
Mental Health Administrator(s)		
Mental Health Support Staff (Upload in CIMS School Board Documentation)		
Total Planned Expenditures for Section 2:		**$250,000.00**

Section 3. MHAA Continued Summary of Planned Expenditures (Itemized expenditures)	$ Amount
Expenditures for services provided by community-based mental health program agencies or providers:	
Community contracted behavior support professionals (BCBA, BCABA, RBT) to assist all schools with Tier 1	$80,000.00
Expenditures for professional development and training:	
Expenditures for travel (in-county, out-of-county, in-state, out-of-state):	
Expenditures for supplies, materials and equipment:	
Other Expenditures:	
Additional Expenditures (Total from sheet 2):	**$0.00**
Total Planned Expenditures for Section 3:	**$80,000.00**
Unexpended MHAA funds:	**$96,772.26**
Submission Date:	**7/28/2025**

See tab below for additional page to include itemized expendatures.
If you experience difficulty completing this form electronically, contact 850-245-7851 or StudentSupportServices1@fldoe.org.

Form Revised 5/9/2025