BAKER COUNTY SCHOOL DISTRICT

Committed to Excellence

AGENDA
SCHOOL BOARD MEETING (OPEN TO THE PUBLIC)
Monday, June 16, 2025 - 9:00 AM
District Board Room (270 South Boulevard East, Macclenny, Florida 32063)
(Revised Agenda) Minute Book #40 / Supplemental Book #53 / Page #21

"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

5. RECOGNITIONS / PRESENTATIONS

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

6.1 8.1.: Personnel Items, Extra Duty List: Approval of the Addition to Extra Duty for Chariot Green, Tammy Leino, and Kelsey Taylor for VPK Summer Bridge Program Substitute; Regular Hourly Rate / As Needed / Funding Source: General; June 9, 2025 - July 22, 2025. Approval of the Amendment to Extra Duty for Wendy Smith, Previously Approved Hours on June 2, 2025, from Maximum 50 Hours to Maximum 100 Hours, and for Bridget Taylor, Previously Approved Hours on June 2, 2025, from Maximum 25 Hours to Maximum 75 Hours. Approval of the Addition to Extra Duty for Jaime Stokes for Career Specialist Summer Hours, Regular Hourly Rate / Maximum 48.5 Hours / Funding Source: Federal. Approval of the Amendment to Extra Duty for Stephanie Wheeler, Previously Approved Hours on May 19, 2025, from Maximum of 46 Hours to Maximum of 49 Hours.
Wyatt Milton - (259-0401)

6.2 8.1.: Personnel Items, Supplemental Pay List: Approval of the Addition for Supplemental Pay for Yolanda Ellis for Morning Duty at Baker County Middle School, Board Approved Rate, 2024-2025 (Effective November 4, 2024).
Wyatt Milton - (259-0401)

6.3 9.7.: Addition of the Approval to Incorporate Form 8B for Board Member Clayton Lyons Regarding the Memorandum of Understanding with Willow Tree Therapy Services, LLC., Effective July 1, 2025 - June 30, 2026, into the Minutes of the June 16, 2025, School Board Meeting.
Wyatt Milton - (259-0401)

7. REMOVAL OF ROUTINE ITEMS

8. APPROVAL OF ROUTINE ITEMS

8.1 Approval of the Personnel Items List for Approval on June 16, 2025.
Wyatt Milton - (259-0401)

8.2 Approval of the Minutes of the June 2, 2025, School Board Expulsion Hearing.

Wyatt Milton - (259-0401)

8.3 Approval of the Minutes of the June 2, 2025, School Board Expulsion Hearing.
Wyatt Milton - (259-0401)

8.4 Approval of the Minutes of the June 2, 2025, School Board Meeting.
Wyatt Milton - (259-0401)

8.5 Approval to Incorporate Form 8B into the June 2, 2025, School Board Meeting Minutes.
Wyatt Milton - (259-0401)

8.6 Approval of the Minutes of the June 2, 2025, Work Session.
Wyatt Milton - (259-0401)

8.7 Approval to Renew Agreement with Quality Therapy Solutions, Effective August 1, 2025 - July 31, 2026.
Alice Schmitges - (259-0444)

8.8 Approval to Renew Agreement with Richard Healey, Physical Therapist, Effective August 1, 2025 - July 31, 2026. (No Changes from Previous Year.)
Alice Schmitges - (259-0444)

8.9 Approval of Budget to Grant Proposal for "2024-2027 Title IX, Part A Education of Homeless Children and Youth" in the Amount of $44,550.00. Continuation / Federal / No Matching
Traci Wheeler - (259-6776)

8.10 Approval of Amendment #2 to Grant Proposal "IDEA Part B, K-12 Entitlement" to Include 2024-2025 Roll Forward Funds in the Amount of $103,621.07 for a New Total Budget of $1,416,917.07. Federal / No Matching
Alice Schmitges - (259-0444)

8.11 Approval of Amendment #1 to Grant Proposal "IDEA Part B, Preschool Entitlement" to Include 2024-2025 Roll Forward Funds in the Amount of $1,704.54 for a New Total Budget of $74,385.54. Federal / No Matching
Alice Schmitges - (259-0444)

8.12 Approval of the Data Sharing Agreement with Khan Academy, Incorporated.
Thomas Hill - (259-0429)

8.13 Approval of the May 2025 District Property Inventory.
Denny Wells - (259-5420)

9. APPROVAL OF ITEMS FOR ACTION

9.1 Approval of Removed Routine Items.
N/A

9.2 Approval of the Dual Enrollment Articulation Agreement with Florida State College of Jacksonville for the 2025-2027 Academic Year.
Carrie Dopson - (259-0408)

9.3 Approval to Piggyback off the Charlotte County School District Memorandum of Understanding with Space Florida.
Carrie Dopson - (259-0408)

9.4 Approval of the 2025-2030 NEFEC Autism Spectrum Disorders Add-On Endorsement Program.
Carrie Dopson - (259-0408)

9.5 Approval of the Memorandum of Understanding with Willow Tree Therapy Services, LLC. Effective July 1, 2025 - June 30, 2026.
Alice Schmitges - (259-0444)

9.6 Approval of the Out of State Travel for Baker County High School Football Team and Staff to Moultrie,

GA on July 13, 2025 through July 15, 2025, by Charter Bus.
Jennifer Payne - (259-6286)

9.7 Approval to Incorporate Form 8B for Board Member Clayton Lyons Regarding the Memorandum of Understanding with Willow Tree Therapy Services, LLC., Effective July 1, 2025 - June 30, 2026, into the Minutes of the June 16, 2025, School Board Meeting.
Wyatt Milton - (259-0401)

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. 6.1

Item Cover Page

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

DATE: June 16, 2025

SUBMITTED BY: Wyatt Milton - (259-0401)

ITEM TYPE: Agenda Revision/Addition

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

SUBJECT: 8.1.: Personnel Items, Extra Duty List: Approval of the Addition to Extra Duty for Chariot Green, Tammy Leino, and Kelsey Taylor for VPK Summer Bridge Program Substitute; Regular Hourly Rate / As Needed / Funding Source: General; June 9, 2025 - July 22, 2025. Approval of the Amendment to Extra Duty for Wendy Smith, Previously Approved Hours on June 2, 2025, from Maximum 50 Hours to Maximum 100 Hours, and for Bridget Taylor, Previously Approved Hours on June 2, 2025, from Maximum 25 Hours to Maximum 75 Hours. Approval of the Addition to Extra Duty for Jaime Stokes for Career Specialist Summer Hours, Regular Hourly Rate / Maximum 48.5 Hours / Funding Source: Federal. Approval of the Amendment to Extra Duty for Stephanie Wheeler, Previously Approved Hours on May 19, 2025, from Maximum of 46 Hours to Maximum of 49 Hours.

ATTACHMENTS:
06.16.2025 Approval of the Personnel Items List_W.Milton_REV 06.12.2025.pdf

PERSONNEL ITEMS LIST FOR APPROVAL ON JUNE 16, 2025

RESIGNATIONS FOR APPROVAL ON JUNE 16, 2025						
LAST NAME	**FIRST NAME**	**MI**	**SPECIAL NOTE**	**POSITION**	**LOCATION**	**EFFECTIVE DATES**
Beasley	Jane			Teacher, Varying Exceptionalities (197 Days)	Legacy Elementary School	May 30, 2025
Britt	Lauren			Teacher, Mathematics (197 Days)	Baker County High School	May 22, 2025
Brown	Leigh			Teacher, Self Contained Kindergarten (197 Days)	Baker County Pre-K / Kindergarten Center	May 30, 2025
Dietz	Emma			Paraprofessional Elementary (187 Days)	Westside Elementary School	May 28, 2025
Goble	John			Custodian (261 Days, 8 Hours)	Macclenny Elementary School	June 2, 2025
Griffis	Rachel			Extended Day Enrichment Supervisor (182 Days)	Westside Elementary School	May 29, 2025
Hunt	Kathryn		Retirement	Teacher, Varying Exceptionalities (197 Days)	Macclenny Elementary School	May 30, 2025
Mays	Erica			Teacher, Science SH (197 Days)	Baker County High School	May 30, 2025
Mays	Kevin			Teacher, Physical Ed SH (261 Days)	Baker County High School	June 30, 2025
Ray	Priscilla		Retirement	Bus Driver / 186 Days	Transportation	May 28, 2025
Richard	George			Teacher, Physical Ed SH (197 Days)	Baker County High School	May 30, 2025
Sharpe	Robert			Teacher, Varying Exceptionalities (197 Days)	Macclenny Elementary School	May 30, 2025

EMPLOYMENT FOR APPROVAL ON JUNE 16, 2025						
LAST NAME	**FIRST NAME**	**MI**	**SPECIAL NOTE**	**POSITION**	**LOCATION**	**EFFECTIVE DATES**
Bradley	Tina		Transfer / Promotion Within Same Site from Specialist/Manager Health Services (197 Days) / Replacing Herself, Unit Reassigned	Specialist/Manager Health Services (240 Days)	Family Service Center	July 1, 2025
Canaday	Brock		Transfer / Promotion from Teacher Dropout Prevention SH (197 Days) at Alternative School / Replacing Kevin Mays, Unit Reassigned	Teacher, Physical Ed SH (240 Days)	Baker County High School	July 1, 2025

EMPLOYMENT FOR APPROVAL ON JUNE 16, 2025						
LAST NAME	**FIRST NAME**	**MI**	**SPECIAL NOTE**	**POSITION**	**LOCATION**	**EFFECTIVE DATES**
Coleman	Karen		Transfer Within Same Site from Teacher, Sixth Grade (197 Days) / Replacing Carolyn McCullough	Teacher, Intellectual Disabilities (197 Days)	Baker County Middle School	July 31, 2025
Colvin	Tim		Transfer Within Same Site from Teacher Public Service Ed (197 Days) / Replacing Himself, Unit Reassigned	Teacher, Industrial Ed (197 Days)	Baker County High School	July 31, 2025
Crews	Brandon		Transfer Within Same Site from Teacher, Sixth Grade (197 Days) / Replacing Sarah Bullard	Teacher, Language Arts M/J (197 Days)	Baker County Middle School	July 31, 2025
Finley	Blane		Transfer Within Same Site from Teacher, Social Studies (197 Days) / Replacing Lauren Britt	Teacher, Mathematics (197 Days)	Baker County High School	July 31, 2025
Fletcher	Kasey		Transfer Within Same Site from Teacher, Mathematics (197 Days) / Replacing Corey Cantrell	Teacher, Science (197 Days)	Baker County High School	July 31, 2025
Harris	Pamela		Transfer from Assistant Principal M/J (261 Days) / Replacing Heather Hickox	Assistant Principal (240 Days)	Westside Elementary School	July 1, 2025
Hawkins	Cynthia		Transfer Within Same Site from Teacher Social Studies M/J (197 Days) / Replacing Pamela Harris, Unit Reassigned	Teacher on Special Assignment (197 Days)	Baker County Middle School	July 31, 2025
Horne	Adam		Transfer Within Same Site from Teacher Dropout Prevention SH (197 Days) / Replacing Harold Pape, Unit Reassigned	Teacher, Public Service Ed (197 Days)	Baker County High School	July 31, 2025
Jackson	Sherri		Transfer Within Same Site from Teacher, Third Grade (197 Days) / Replacing Amber Sharp	Teacher, Second Grade (197 Days)	Macclenny Elementary School	July 31, 2025
Kick	Leanna		Transfer Within Same Site from Teacher, Fourth Grade (197 Days) / Replacing Marina Mixon / No Vacancy, Swap	Teacher, First Grade (197 Days)	Macclenny Elementary School	July 31, 2025

EMPLOYMENT FOR APPROVAL ON JUNE 16, 2025						
LAST NAME	**FIRST NAME**	**MI**	**SPECIAL NOTE**	**POSITION**	**LOCATION**	**EFFECTIVE DATES**
Lyons	Lalia		Transfer Within Same Site from Teacher, Fourth Grade (197 Days) / Replacing Kimberly Crews	Teacher, Second Grade (197 Days)	Macclenny Elementary School	July 31, 2025
Mixon	Marina		Transfer Within Same Site from Teacher, First Grade (197 Days) / Replacing Leanna Kick / No Vacancy, Swap	Teacher, Fourth Grade (197 Days)	Macclenny Elementary School	July 31, 2025
Moore	Richard		Transfer Within Same Site from Teacher, Fourth Grade (197 Days) / Replacing Catharine Reddish / No Vacancy, Swap	Teacher, Third Grade (197 Days)	Legacy Elementary School	July 31, 2025
Reddish	Catharine		Transfer Within Same Site from Teacher, Third Grade (197 Days) / Replacing Richard Moore / No Vacancy, Swap	Teacher, Fourth Grade (197 Days)	Legacy Elementary School	July 31, 2025
Rodgers	Jarrell		Transfer Within Same Site from Teacher, Health SH (197 Days) / Replacing Adam Horne	Teacher, Dropout Prevention SH (197 Days)	Baker County High School	July 31, 2025
Smith	Andrea		Transfer from Teacher, Reading/Reading Coach SH (197 Days) / Replacing Eryn Davey	Teacher, Varying Exceptionalities (197 Days)	PreK-Kindergarten Center	July 31, 2025
Smith	Wendy		Transfer / Promotion Within Same Site from Teacher on Special Assignment (197 Days) / Replacing Herself, Unit Reassigned	Assistant Principal (240 Days)	Legacy Elementary School	July 1, 2025
Stafford	Matthew		Transfer / Promotion Within Same Site from Teacher on Special Assignment (197 Days) / Replacing Himself, Unit Reassigned	Assistant Principal (240 Days)	Baker County High School	July 1, 2025

REAPPOINTMENT LIST FOR APPROVAL ON JUNE 16, 2025						
LAST NAME	**FIRST NAME**	**MI**	**POSITION**	**LOCATION**	**CONTRACT STATUS**	**EFFECTIVE**
Adams	Brandie		Paraprofessional, ESE Ages 3-5 (187 Days)	Baker County Pre-K / Kindergarten Center	Annual Contract (Pending Availability of Funding)	2025-2026
Ambrose	Mary		Executive Director of Finance / Support Services (261 Days)	District Office	Annual Contract (Pending Availability of Funding)	2025-2026
Anderson	Naomi		Principal (261 Days)	Legacy Elementary School	Annual Contract (Pending Availability of Funding)	2025-2026
Bennett	Terrie		Bus Driver (186 Days)	Transportation	Annual Contract (Pending Availability of Funding)	2025-2026
Bingham	Lucie		Teacher, Varying Exceptionalities (197 Days)	Baker County Pre-K / Kindergarten Center	Annual Contract (Pending Availability of Funding)	2025-2026
Boshell	Jean		Paraprofessional, ESE Ages 6-21 (187 Days)	Macclenny Elementary School	Year to Year Continuous Employee	2025-2026
Bowers	Rhonda		Bus Driver (186 Days, 5.5 Hours)	Transportation	Year to Year Continuous Employee	2025-2026
Bradley	Tina		Specialist / Manager Health Services (240 Days)	Family Service Center	Annual Contract (Pending Availability of Funding)	2025-2026
Brannen	Melissa		Nutrition Services Assistant (186 Days, 3 Hours)	Macclenny Elementary School	Annual Contract (Pending Availability of Funding)	2025-2026
Brown	Mallory		Paraprofessional, ESE Ages 6-21 (187 Days)	Macclenny Elementary School	Year to Year Continuous Employee	2025-2026

REAPPOINTMENT LIST FOR APPROVAL ON JUNE 16, 2025						
LAST NAME	**FIRST NAME**	**MI**	**POSITION**	**LOCATION**	**CONTRACT STATUS**	**EFFECTIVE**
Buettgen	Betsy		Nutrition Services Manager (193 Days)	Baker County High School	Annual Contract (Pending Availability of Funding)	2025-2026
Combs	Samantha		Nutrition Services Assistant (191 Days, 7 Hours)	Baker County High School	Annual Contract (Pending Availability of Funding)	2025-2026
Combs	Tiffany		Teacher, Mathematics (197 Days)	Baker County High School	Annual Contract (Pending Availability of Funding)	2025-2026
Coverdale	Amanda		Teacher Self Contained KG (197 Days)	Baker County Pre-K / Kindergarten Center	Annual Contract (Pending Availability of Funding)	2025-2026
Crews	Katherine		Receptionist (186 Days, 5 Hours)	Transportation	Annual Contract (Pending Availability of Funding)	2025-2026
Crews	Terry		Shop Manager (261 Days)	Transportation	Annual Contract (Pending Availability of Funding)	2025-2026
Davis	Brandy		Secretary II, Career and Adult Education (261 Days)	Career and Adult Education	Annual Contract (Pending Availability of Funding)	2025-2026
Davis	Michaelle		Nutrition Services Manager (193 Days)	Legacy Elementary School	Annual Contract (Pending Availability of Funding)	2025-2026
Denmark	Rene		Paraprofessional, ESE Ages 6-21 (187 Days)	Macclenny Elementary School	Year to Year Continuous Employee	2025-2026

REAPPOINTMENT LIST FOR APPROVAL ON JUNE 16, 2025						
LAST NAME	**FIRST NAME**	**MI**	**POSITION**	**LOCATION**	**CONTRACT STATUS**	**EFFECTIVE**
Dopson	Carrie		Executive Director of Teaching and Learning (261 Days)	Superintendent's Office	Annual Contract (Pending Availability of Funding)	2025-2026
Dugger	Nicole		Bus Driver (186 Days, 5.5 Hours)	Transportation	Year to Year Continuous Employee	2025-2026
Eiserman	Ella		Nutrition Services Assistant (191 Days, 7 Hours)	Macclenny Elementary School	Annual Contract (Pending Availability of Funding)	2025-2026
Fish	Anthony		Bus Mechanic (261 Days)	Transportation	Annual Contract (Pending Availability of Funding)	2025-2026
Francis	Alicia		Bus Driver (186 Days, 5.5 Hours)	Transportation	Year to Year Continuous Employee	2025-2026
Gadsby	Savannah		Nutrition Services Assistant (191 Days, 7 Hours)	Baker County Middle School	Annual Contract (Pending Availability of Funding)	2025-2026
Giddens	Anthony		Principal (261 Days)	Baker County High School	Annual Contract (Pending Availability of Funding)	2025-2026
Godwin	Eugenia		Nutrition Services Assistant (191 Days, 7 Hours)	Westside Elementary School	Year to Year Continuous Employee	2025-2026
Gray	Holly		Social / Student Services Worker (187 Days)	Student Services	Annual Contract (Pending Availability of Funding)	2025-2026
Green	Lynn		Principal (261 Days)	Westside Elementary School	Annual Contract (Pending Availability of Funding)	2025-2026

REAPPOINTMENT LIST FOR APPROVAL ON JUNE 16, 2025						
LAST NAME	**FIRST NAME**	**MI**	**POSITION**	**LOCATION**	**CONTRACT STATUS**	**EFFECTIVE**
Griffis	Keith		Director of Transportation (261 Days)	Transportation	Annual Contract (Pending Availability of Funding)	2025-2026
Guthrie	Karla		Bus Driver (186 Days, 5.5 Hours)	Transportation	Year to Year Continuous Employee	2025-2026
Hagan	Shelby		Paraprofessional Prekindergarten (187 Days)	Baker County Pre-K / Kindergarten Center	Year to Year Continuous Employee	2025-2026
Harris	Leslie		School Secretary (216 Days)	Baker County Pre-K / Kindergarten Center	Year to Year Continuous Employee	2025-2026
Harris	Norma		Nutrition Services Manager (193 Days)	Baker County Pre-K / Kindergarten Center	Annual Contract (Pending Availability of Funding)	2025-2026
Harvey	Beki		Bus Driver (186 Days, 5.5 Hours)	Transportation	Year to Year Continuous Employee	2025-2026
Harvey	Chellsie		Bus Driver (186 Days)	Transportation	Annual Contract (Pending Availability of Funding)	2025-2026
Higginbotham	Jenna		Paraprofessional Prekindergarten (187 Days)	Baker County Pre-K / Kindergarten Center	Annual Contract (Pending Availability of Funding)	2025-2026
Hill	Thomas		Associate Superintendent of Human Resources (261 Days)	Superintendent's Office	Annual Contract (Pending Availability of Funding)	2025-2026
Hodges	Felecia		Paraprofessional, Elementary / Social Studies Lab (187 Days)	Macclenny Elementary School	Year to Year Continuous Employee	2025-2026
Hodges	Lena		Bus Driver (186 Days, 5.5 Hours)	Transportation	Year to Year Continuous Employee	2025-2026

REAPPOINTMENT LIST FOR APPROVAL ON JUNE 16, 2025						
LAST NAME	**FIRST NAME**	**MI**	**POSITION**	**LOCATION**	**CONTRACT STATUS**	**EFFECTIVE**
Holmes	Betty		Nutrition Services Assistant (191 Days, 7 Hours)	Baker County Pre-K / Kindergarten Center	Year to Year Continuous Employee	2025-2026
Horne	Kelly		Principal (261 Days)	Macclenny Elementary School	Annual Contract (Pending Availability of Funding)	2025-2026
Horne	Ridge		Teacher, Physical Education (197 Days)	Macclenny Elementary School	Annual Contract (Pending Availability of Funding)	2025-2026
Howell	Noah		Nutrition Services Warehouse Delivery Clerk (240 Days)	District Office	Annual Contract (Pending Availability of Funding)	2025-2026
Hunt	Emma		Social / Student Services Worker (187 Days)	Student Services	Annual Contract (Pending Availability of Funding)	2025-2026
Jackson	Angela		Nutrition Services Manager (193 Days)	Macclenny Elementary School	Annual Contract (Pending Availability of Funding)	2025-2026
Jacobs	Johnnie		Principal (261 Days)	Baker County Middle School	Annual Contract (Pending Availability of Funding)	2025-2026
Jefferson	Adrium		Bus Aide (186 Days, 5.5 Hours)	Transportation	Year to Year Continuous Employee	2025-2026
Johnson	Makayla		Social / Student Services Worker (187 Days)	Student Services	Annual Contract (Pending Availability of Funding)	2025-2026
Jones	Bonnie		Principal (261 Days)	Baker County Pre-K / Kindergarten Center	Annual Contract (Pending Availability of Funding)	2025-2026

REAPPOINTMENT LIST FOR APPROVAL ON JUNE 16, 2025						
LAST NAME	**FIRST NAME**	**MI**	**POSITION**	**LOCATION**	**CONTRACT STATUS**	**EFFECTIVE**
Keith	Rita		Nutrition Services Assistant (191 Days, 7 Hours)	Baker County Middle School	Annual Contract (Pending Availability of Funding)	2025-2026
Kilpatrick	Robbyn		Paraprofessional Prekindergarten (187 Days)	Baker County Pre-K / Kindergarten Center	Year to Year Continuous Employee	2025-2026
King	William		Bus Driver (186 Days, 5.5 Hours)	Transportation	Annual Contract (Pending Availability of Funding)	2025-2026
Lambing	Caile		Bus Driver (186 Days, 5.5 Hours)	Transportation	Annual Contract (Pending Availability of Funding)	2025-2026
Lancaster	Nikkie		Secretary (261 Days)	Transportation	Annual Contract (Pending Availability of Funding)	2025-2026
Lee	Toree		Teacher, Fifth Grade (197 Days)	Macclenny Elementary School	Annual Contract (Pending Availability of Funding)	2025-2026
Lewis	Jane		Bus Driver (186 Days, 5.5 Hours)	Transportation	Annual Contract (Pending Availability of Funding)	2025-2026
Linville	Lori		Teacher, Fourth Grade (197 Days)	Macclenny Elementary School	Annual Contract (Pending Availability of Funding)	2025-2026
Long	Shirley		Nutrition Services Manager (193 Days)	Westside Elementary School	Annual Contract (Pending Availability of Funding)	2025-2026

REAPPOINTMENT LIST FOR APPROVAL ON JUNE 16, 2025						
LAST NAME	**FIRST NAME**	**MI**	**POSITION**	**LOCATION**	**CONTRACT STATUS**	**EFFECTIVE**
Matthews	Karen		Bus Aide (186 Days, 5.5 Hours)	Transportation	Annual Contract (Pending Availability of Funding)	2025-2026
Maurer	Tina		Library / Media Aide (197 Days)	Macclenny Elementary	Year to Year Continuous Employee	2025-2026
Mobley	Debbie		Paraprofessional Prekindergarten (187 Days)	Baker County Pre-K / Kindergarten Center	Year to Year Continuous Employee	2025-2026
Mobley	Tina		Paraprofessional, ESE Ages 6-21 (187 Days)	Macclenny Elementary School	Year to Year Continuous Employee	2025-2026
Rafuse	Shelby		Teacher, Fifth Grade (197 Days)	Legacy Elementary School	Annual Contract (Pending Availability of Funding)	2025-2026
Raulerson	Caitlin		Paraprofessional, ESE Ages 3-5 (187 Days)	Baker County Pre-K / Kindergarten Center	Year to Year Continuous Employee	2025-2026
Raulerson	Felicia		Executive Secretary to the Superintendent of Schools and School Board Members (261 Days)	Superintendent's Office	Annual Contract (Pending Availability of Funding)	2025-2026
Raulerson	Hampton DuShayne		Transportation Parts / Inventory Clerk (261 Days)	Transportation	Annual Contract (Pending Availability of Funding)	2025-2026
Rhoden	Angela		Vice Principal (261 Days)	Baker County Middle School	Annual Contract (Pending Availability of Funding)	2025-2026
Rhoden	Sierra		Teacher, Third Grade (197 Days)	Legacy Elementary School	Annual Contract (Pending Availability of Funding)	2025-2026
Roberts	Amanda		Bus Driver (186 Days, 5.5 Hours)	Transportation	Year to Year Continuous Employee	2025-2026

REAPPOINTMENT LIST FOR APPROVAL ON JUNE 16, 2025						
LAST NAME	**FIRST NAME**	**MI**	**POSITION**	**LOCATION**	**CONTRACT STATUS**	**EFFECTIVE**
Roth	Betty		Nutrition Services Assistant (191 Days, 7 Hours)	Legacy Elementary School	Annual Contract (Pending Availability of Funding)	2025-2026
Roth	Jessica		Nutrition Services Assistant (191 Days, 7 Hours)	Baker County Middle School	Annual Contract (Pending Availability of Funding)	2025-2026
Scarborough	Chadd		Director of Facilities and Maintenance (261 Days)	Maintenance	Annual Contract (Pending Availability of Funding)	2025-2026
Schmitges	Alice		Director of Exceptional Student Education (261 Days)	Student Services	Annual Contract (Pending Availability of Funding)	2025-2026
Scott	Cynthia		Nutrition Services Area Coordinator (240 Days)	District Office	Annual Contract (Pending Availability of Funding)	2025-2026
Shook	Kristie		Secretary / Finance Aide, Nutrition Services (261 Days)	District Office	Annual Contract (Pending Availability of Funding)	2025-2026
Sirk	Joy		Executive Secretary to the Executive Director of Teaching and Learning (261 Days)	Superintendent's Office	Annual Contract (Pending Availability of Funding)	2025-2026
Sotomayor Portillo	Silvio		Paraprofessional, ESE Ages 6-21 (187 Days)	Westside Elementary School	Year to Year Continuous Employee	2025-2026
Spurlock	Paige		Paraprofessional, Pre-K (187 Days)	Baker County Pre-K / Kindergarten Center	Year to Year Continuous Employee	2025-2026
Starling	Janis		Nutrition Services Manager (193 Days)	Baker County Middle School	Annual Contract (Pending Availability of Funding)	2025-2026

REAPPOINTMENT LIST FOR APPROVAL ON JUNE 16, 2025						
LAST NAME	**FIRST NAME**	**MI**	**POSITION**	**LOCATION**	**CONTRACT STATUS**	**EFFECTIVE**
Taylor	Debra		School Secretary (216 Days)	Macclenny Elementary School	Annual Contract (Pending Availability of Funding)	2025-2026
Underwood	Kay		Bus Driver (186 Days, 5.5 Hours)	Transportation	Year to Year Continuous Employee	2025-2026
Walton	Casey		Nutrition Services Assistant (191 Days, 7 Hours)	Westside Elementary School	Annual Contract (Pending Availability of Funding)	2025-2026
Wheeler	Traci		Director of Accountability and Special Programs (261 Days)	District Title I Office	Annual Contract (Pending Availability of Funding)	2025-2026
White	Autumn		School Bookkeeper (216 Days)	Baker County Pre-K / Kindergarten Center	Year to Year Continuous Employee	2025-2026
Wilkerson	Anna		Teacher Self Contained KG (197 Days)	Baker County Pre-K / Kindergarten Center	Annual Contract (Pending Availability of Funding)	2025-2026
Williams	Mckenzie		Nutrition Services Assistant (186 Days, 3 Hours)	Baker County Middle School	Year to Year Continuous Employee	2025-2026

EXTRA DUTY FOR APPROVAL ON JUNE 16, 2025						
LAST NAME	**FIRST NAME**	**MI**	**SPECIAL NOTE**	**DESCRIPTION**	**AMOUNT**	**EFFECTIVE DATES**
Akins	Kristina			Summer Professional Development (BSIS Summer Professional Learning)	$183.98 Per Day / Maximum 3 Days / Funding Source: Federal	July 15, 2025 - July 17, 2025
Bennett	Andrea			Standards Alignment Training and Curriculum Development	$31.54 Per Hour / Maximum 30 Hours / Funding Source: Federal	June 2, 2025 - June 30, 2025

EXTRA DUTY FOR APPROVAL ON JUNE 16, 2025						
LAST NAME	**FIRST NAME**	**MI**	**SPECIAL NOTE**	**DESCRIPTION**	**AMOUNT**	**EFFECTIVE DATES**
Bennett	Andrea			Teach Algebra I Summer Boot Camp and Administer Algebra I EOC	Regular Hourly Rate / Maximum 20 Hours / Funding Source: General	July 14, 2025 - July 17, 2025
Bennett	Terrie			Summer Field Trip Driver	$17.60 Per Hour / As Needed / Funding Source: General	June 2, 2025 - August 8, 2025
Bowers	Rhonda			Summer Hours for ESE Extended School Year	Regular Hourly Rate / As Needed / Funding Source: Federal	June 16, 2025 - July 10, 2025
Bowers	Rhonda			Summer Field Trip Driver	$17.60 Per Hour / As Needed / Funding Source: General	June 2, 2025 - August 8, 2025
Brantley	Kaley			Standards Alignment Training and Curriculum Development	$31.54 Per Hour / Maximum 35 Hours / Funding Source: Federal	June 9, 2025 - June 13, 2025
Buettgen	Sara			Summer Professional Development (Para Prof 101)	$15.00 Per Hour / Maximum 2 Hours / Funding Source: Federal	May 29, 2025
Collingwood	Tabitha			VPK Summer Bridge	Regular Hourly Rate / Maximum 140.25 Hours / Funding Source: General	June 9, 2025 - July 22, 2025
Couture	Autumn			Standards Alignment Training and Curriculum Development	$31.54 Per Hour / Maximum 19 Hours / Funding Source: Federal	June 2, 2025 - June 30, 2025
Craven	Morgan			Standards Alignment Training and Curriculum Development	$31.54 Per Hour / Maximum 30 Hours / Funding Source: Federal	June 2, 2025 - June 30, 2025
Crews	Debra			Grade 3 Reading Camp "Pending Adequate Enrollment"	Regular Hourly Rate / Maximum 75 Hours / Funding Source: General	June 2, 2025 - July 10, 2025

EXTRA DUTY FOR APPROVAL ON JUNE 16, 2025						
LAST NAME	**FIRST NAME**	**MI**	**SPECIAL NOTE**	**DESCRIPTION**	**AMOUNT**	**EFFECTIVE DATES**
Crockett	Katherine			Summer Professional Development (BSIS Summer Professional Learning)	$183.98 Per Day / Maximum 3 Days / Funding Source: Federal	July 15, 2025 - July 17, 2025
Davis	Amy			Summer Professional Development (Para Prof 101)	$15.00 Per Hour / Maximum 2 Hours / Funding Source: Federal	May 29, 2025
Davis	Beth			Prepare for Summer and Fall Test Administrations	Regular Hourly Rate / Maximum 25 Hours / Funding Source: General	July 2, 2025 - July 30, 2025
Davis	Brandy			GED Examiner	$27.58 Per Hour / As Needed / Funding Source: General	July 1, 2025 - June 30, 2026
Dugger	Nicole			Summer Hours for ESE Extended School Year	Regular Hourly Rate / As Needed / Funding Source: Federal	June 16, 2025 - July 10, 2025
Dugger	Nicole			CDL Trainers Training	Regular Hourly Rate / Maximum 55 Hours / Funding Source: General	May 29, 2025 - July 25, 2025
Dunbar	Savannah			Standards Alignment Training and Curriculum Development	$31.54 Per Hour / Maximum 30 Hours / Funding Source: Federal	June 2, 2025 - June 30, 2025
Ellis	Yolonda			Summer Professional Development (Para Prof 101)	$15.00 Per Hour / Maximum 2 Hours / Funding Source: Federal	May 29, 2025
Faulkner	Kimber			Standards Alignment Training and Curriculum Development	$31.54 Per Hour / Maximum 30 Hours / Funding Source: Federal	June 2, 2025 - June 30, 2025
Finley	Blane			Standards Alignment Training and Curriculum Development	$31.54 Per Hour / Maximum 30 Hours / Funding Source: Federal	June 2, 2025 - June 30, 2025
Fletcher	Kasey			Standards Alignment Training and Curriculum Development	$31.54 Per Hour / Maximum 30 Hours / Funding Source: Federal	June 2, 2025 - June 30, 2025

EXTRA DUTY FOR APPROVAL ON JUNE 16, 2025						
LAST NAME	**FIRST NAME**	**MI**	**SPECIAL NOTE**	**DESCRIPTION**	**AMOUNT**	**EFFECTIVE DATES**
Foster	Tina			Summer Hours for ESE Extended School Year	Regular Hourly Rate / As Needed / Funding Source: Federal	June 16, 2025 - July 10, 2025
Gibson	Latrelle			Grade 3 Reading Camp "Pending Adequate Enrollment"	Regular Hourly Rate / As Needed / Funding Source: General	June 16, 2025 - July 10, 2025
Givens	Kelton			Curriculum Mapping for CTE Program	$31.54 Per Hour / Maximum 16 Hours / Funding Source: Federal	June 1, 2025 - June 30, 2025
Green	Chariot			VPK Summer Bridge Program Substitute	Regular Hourly Rate / As Needed / Funding Source: General	June 9, 2025 - July 22, 2025
Grimes	Brenda			Summer Field Trip Driver	$17.60 Per Hour / As Needed / Funding Source: General	June 2, 2025 - August 8, 2025
Hand	Daphne			Standards Alignment Training and Curriculum Development	$31.54 Per Hour / Maximum 30 Hours / Funding Source: Federal	June 2, 2025 - June 30, 2025
Harrell	Sandra			Summer Professional Development (Para Prof 101)	$15.00 Per Hour / Maximum 2 Hours / Funding Source: Federal	May 29, 2025
Hurst	Venus			Standards Alignment Training and Curriculum Development	$31.54 Per Hour / Maximum 19 Hours / Funding Source: Federal	June 2, 2025 - June 30, 2025
Hyatt	Shayna			Summer Field Trip Driver	$17.60 Per Hour / As Needed / Funding Source: General	June 2, 2025 - August 8, 2025
King	Jennifer			VPK Summer Bridge	Regular Hourly Rate / Maximum 140.25 Hours / Funding Source: General	June 9, 2025 - July 22, 2025

EXTRA DUTY FOR APPROVAL ON JUNE 16, 2025						
LAST NAME	FIRST NAME	MI	SPECIAL NOTE	DESCRIPTION	AMOUNT	EFFECTIVE DATES
Kosakowski	Tara			Standards Alignment Training and Curriculum Development	$31.54 Per Hour / Maximum 30 Hours / Funding Source: Federal	June 2, 2025 - June 30, 2025
Lambing	Caile			Summer Field Trip Driver	$17.60 Per Hour / As Needed / Funding Source: General	June 2, 2025 - August 8, 2025
Leino	Tammy			VPK Summer Bridge Program Substitute	Regular Hourly Rate / As Needed / Funding Source: General	June 9, 2025 - July 22, 2025
Lewis	Jane			Summer Field Trip Driver	$17.60 Per Hour / As Needed / Funding Source: General	June 2, 2025 - August 8, 2025
Linn	Janet			Standards Alignment Training and Curriculum Development	$31.54 Per Hour / Maximum 25 Hours / Funding Source: Federal	June 2, 2025 - June 30, 2025
Lovett	Jennifer			Summer Professional Development (Para Prof 101)	$15.00 Per Hour / Maximum 2 Hours / Funding Source: Federal	May 29, 2025
Mallard	Karen			Standards Alignment Training and Curriculum Development	$31.54 Per Hour / Maximum 19 Hours / Funding Source: Federal	June 2, 2025 - June 30, 2025
McDonald	Emily			Standards Alignment Training and Curriculum Development	$31.54 Per Hour / Maximum 30 Hours / Funding Source: Federal	June 2, 2025 - June 30, 2025
McGee	Ryan			Standards Alignment Training and Curriculum Development	$31.54 Per Hour / Maximum 25 Hours / Funding Source: Federal	June 2, 2025 - June 30, 2025
Miller	Suzanne			Grade 3 Reading Camp "Pending Adequate Enrollment"	Regular Hourly Rate / Maximum 75 Hours / Funding Source: General	June 2, 2025 - July 10, 2025
Mitchell	Jennifer			Sub for Grade 3 Reading Camp	Regular Hourly Rate / As Needed / Funding Source: General	June 16, 2025 - July 10, 2025

EXTRA DUTY FOR APPROVAL ON JUNE 16, 2025						
LAST NAME	**FIRST NAME**	**MI**	**SPECIAL NOTE**	**DESCRIPTION**	**AMOUNT**	**EFFECTIVE DATES**
Nelson	Mekenzi			Standards Alignment Training and Curriculum Development	$31.54 Per Hour / Maximum 30 Hours / Funding Source: Federal	June 2, 2025 - June 30, 2025
Nettles	Lisa			VPK Summer (Additional Hour Per Day)	Regular Hourly Rate / Maximum 10 Hours / Funding Source: General	May 14, 2025 - May 27, 2025
Nettles	Lisa			Standards Alignment Training and Curriculum Development	$31.54 Per Hour / Maximum 30 Hours / Funding Source: Federal	June 2, 2025 - June 30, 2025
Ondish	Amber			Sub for Grade 3 Reading Camp	Regular Hourly Rate / As Needed / Funding Source: General	June 16, 2025 - July 10, 2025
Payne	Camryn			Standards Alignment Training and Curriculum Development	$31.54 Per Hour / Maximum 6 Hours / Funding Source: Federal	June 2, 2025 - June 30, 2025
Payne	Jennifer			Prepare for Summer and Fall Test Administrations	Regular Hourly Rate / Maximum 25 Hours / Funding Source: General	July 2, 2025 - July 30, 2025
Payne	Jennifer			Attend Annual FATA Meeting and FDOE Assessment Meeting	$24.53 Per Hour / Maximum 13.5 Hours / Funding Source: General	July 29, 2025 - July 30, 2025
Pipkins	Chrystal			Summer Field Trip Driver	$17.60 Per Hour / As Needed / Funding Source: General	June 2, 2025 - August 8, 2025
Rhoden	Katie			Standards Alignment Training and Curriculum Development	$31.54 Per Hour / Maximum 25 Hours / Funding Source: Federal	June 2, 2025 - June 30, 2025
Rowan	Tanyia			Standards Alignment Training and Curriculum Development	$31.54 Per Hour / Maximum 30 Hours / Funding Source: Federal	June 2, 2025 - June 30, 2025
Sapp	Suzanne			Standards Alignment Training and Curriculum Development	$31.54 Per Hour / Maximum 25 Hours / Funding Source: Federal	June 2, 2025 - June 30, 2025

EXTRA DUTY FOR APPROVAL ON JUNE 16, 2025						
LAST NAME	FIRST NAME	MI	SPECIAL NOTE	DESCRIPTION	AMOUNT	EFFECTIVE DATES
Shomin	Shawna			Summer Hours for ESE Extended School Year (Substitute)	Regular Hourly Rate / Maximum 91 Hours / Funding Source: Federal	June 12, 2025 - July 11, 2025
Smith	Bethany			VPK Summer Bridge	Regular Hourly Rate / Maximum 140.25 Hours / Funding Source: General	June 9, 2025 - July 22, 2025
Smith	Lacy			Standards Alignment Training and Curriculum Development	$31.54 Per Hour / Maximum 25 Hours / Funding Source: Federal	June 2, 2025 - June 30, 2025
Smith	Wendy		Amend Previously Approved Hours on June 2, 2025, from Maximum 50 Hours	Standards Alignment Training and Curriculum Development	$31.54 Per Hour / Maximum 100 Hours / Funding Source: Federal	June 2, 2025 - June 30, 2025
South	Susie			Standards Alignment Training and Curriculum Development	$31.54 Per Hour / Maximum 19 Hours / Funding Source: Federal	June 2, 2025 - June 30, 2025
Starling	Brandy			Summer Hours for ESE Extended School Year	Regular Hourly Rate / As Needed / Funding Source: Federal	June 16, 2025 - July 10, 2025
Stokes	Jaime			Career Specialist Summer Hours	Regular Hourly Rate / Maximum 48.5 Hours / Funding Source: Federal	June 1, 2025 - June 30, 2025
Swindell	Tommie			Summer Hours for ESE Extended School Year	Regular Hourly Rate / As Needed / Funding Source: Federal	June 16, 2025 - July 10, 2025
Swindell	Tommie			CDL Trainers Training	Regular Hourly Rate / Maximum 55 Hours / Funding Source: General	May 29, 2025 - July 25, 2025

EXTRA DUTY FOR APPROVAL ON JUNE 16, 2025						
LAST NAME	FIRST NAME	MI	SPECIAL NOTE	DESCRIPTION	AMOUNT	EFFECTIVE DATES
Taylor	Bridget		Amend Previously Approved Hours on June 2, 2025, from Maximum 25 Hours	Standards Alignment Training and Curriculum Development	$31.54 Per Hour / Maximum 75 Hours / Funding Source: Federal	June 2, 2025 - June 30, 2025
Taylor	Kelsey			VPK Summer Bridge Program Substitute	Regular Hourly Rate / As Needed / Funding Source: General	June 9, 2025 - July 22, 2025
Thornton	Nancy			Grade 3 Reading Camp "Pending Adequate Enrollment"	Regular Hourly Rate / Maximum 75 Hours / Funding Source: General	June 2, 2025 - July 10, 2025
Tracer	Ana			Summer Professional Development (Para Prof 101)	$15.00 Per Hour / Maximum 2 Hours / Funding Source: Federal	May 29, 2025
Wheeler	Stephanie		Amend Previously Approved Hours on May 19, 2025, from Maximum 46 Hours	Career Specialist Summer Hours	Regular Hourly Rate / Maximum 49 Hours / Funding Source: Federal	June 1, 2025 - June 30, 2025

SUPPLEMENTAL PAY FOR JUNE 16, 2025						
LAST NAME	FIRST NAME	SPECIAL NOTE	LOCATION	DESCRIPTION	AMOUNT	EFFECTIVE DATES
Bradley	Tina		Family Service Center	District Health Services FSC	Board Approved Rate	2025 - 2026
Bradley	Tina		Family Service Center	Health Services Specialist	Board Approved Rate	2025 - 2026
Ellis	Yolanda		Morning Duty	Baker County Middle School	Board Approved Rate	2024 – 2025 (Effective November 4, 2024)

STIPEND LIST FOR APPROVAL ON JUNE 16, 2025					
LAST NAME	FIRST NAME	MI	ASSIGNMENT	AMOUNT	EFFECTIVE
Allen	Allison		NEFEC Rural Connect	$125.00 Flat Rate Per	July 8, 2025 -

STIPEND LIST FOR APPROVAL ON JUNE 16, 2025					
LAST NAME	**FIRST NAME**	**MI**	**ASSIGNMENT**	**AMOUNT**	**EFFECTIVE**
			Leadership Conference	Day / Maximum 3 Days / Funding Source: General	July 10, 2025
Anderson	Jacob		Addition of Out of Field Subject Area to Certificate (Computer Science K-12)	$225.00 Flat Rate / Funding Source: Federal	March 13, 2025
Burnsed	Amanda		NEFEC Rural Connect Leadership Conference	$125.00 Flat Rate Per Day / Maximum 3 Days / Funding Source: General	July 8, 2025 - July 10, 2025
Christopher	Heather		NEFEC Rural Connect Leadership Conference	$125.00 Flat Rate Per Day / Maximum 3 Days / Funding Source: General	July 8, 2025 - July 10, 2025
Combs	Tiffany		Addition of Out of Field Subject Area to Certificate (Mathematics 6-12)	$225.00 Flat Rate / Funding Source: Federal	May 15, 2025
Craven	Morgan		NEFEC Rural Connect Leadership Conference	$125.00 Flat Rate Per Day / Maximum 3 Days / Funding Source: General	July 8, 2025 - July 10, 2025
Dugger	Tabitha		NEFEC Rural Connect Leadership Conference	$125.00 Flat Rate Per Day / Maximum 3 Days / Funding Source: General	July 8, 2025 - July 10, 2025
Eiserman	Melissa		Rural Connect Showcase	Regular Daily Rate / Maximum 1 Day / Funding Source: General	April 2, 2025
Griffin	Andrea		Rural Connect Showcase	Regular Daily Rate / Maximum 1 Day / Funding Source: General	April 2, 2025
Kosakowski	Tara		NEFEC Rural Connect Leadership Conference	$125.00 Flat Rate Per Day / Maximum 3 Days / Funding Source: General	July 8, 2025 - July 10, 2025
McDonald	Emily		NEFEC Rural Connect Leadership Conference	$125.00 Flat Rate Per Day / Maximum 3 Days / Funding Source: General	July 8, 2025 - July 10, 2025
Minshew	Lesley		NEFEC Rural Connect Leadership Conference	$125.00 Flat Rate Per Day / Maximum 3 Days / Funding Source: General	July 8, 2025 - July 10, 2025
Nettles	Lisa		NEFEC Rural Connect Leadership Conference	$125.00 Flat Rate Per Day / Maximum 3 Days / Funding Source: General	July 8, 2025 - July 10, 2025
Rowan	Tanyia		NEFEC Rural Connect Leadership Conference	$125.00 Flat Rate Per Day / Maximum 3 Days / Funding Source: General	July 8, 2025 - July 10, 2025
Scott	Cayla		NEFEC Rural Connect Leadership Conference	$125.00 Flat Rate Per Day / Maximum 3 Days / Funding Source: General	July 8, 2025 - July 10, 2025
South	Susie		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 JUNE 16, 2025					
LAST NAME	**FIRST NAME**	**MI**	**ASSIGNMENT**	**AMOUNT**	**EFFECTIVE**
Taylor	Angela		Rural Connect Showcase	Regular Daily Rate / Maximum 1 Day / Funding Source: General	April 2, 2025
Taylor	Bridget		NEFEC Rural Connect Leadership Conference	$125.00 Flat Rate Per Day / Maximum 3 Days / Funding Source: General	July 8, 2025 - July 10, 2025
Thornton	Nancy		Rural Connect Showcase	Regular Daily Rate / Maximum 1 Day / Funding Source: General	April 2, 2025

OCCASIONAL PERSONNEL STAFFING FOR JUNE 16, 2025				
LAST NAME	**FIRST NAME**	**DESCRIPTION**	**AMOUNT**	**EFFECTIVE DATES**
McDuffie	Matthew	Football Defensive Coordinator - Spring	$1,050.00 Flat Rate / Funding Source: General	Rescind May 1, 2025 - June 30, 2025 / Previously Approved on October 21, 2024

LEAVE LIST FOR APPROVAL ON JUNE 16, 2025					
LAST NAME	**FIRST NAME**	**MI**	**# OF DAYS**	**TYPE OF LEAVE**	**EFFECTIVE DATES**
Cassidy	Faith		.4	Illness in the Line of Duty	May 27, 2025
Cassidy	Faith		.4	Illness in the Line of Duty	May 23, 2025
Cassidy	Faith		.4	Illness in the Line of Duty	May 19, 2025
Cassidy	Faith		.266	Illness in the Line of Duty	May 16, 2025
Cochran	Magen		.38	Illness in the Line of Duty	May 23, 2025
Cochran	Magen		.6428	Illness in the Line of Duty	May 16, 2025
Eiserman	Ella		15	Personal Leave Without Pay - Personal / Extended	May 12, 2025 - May 30, 2025
Martin	Jennifer		10	Personal Leave Without Pay - Personal / Extended	May 17, 2025 - May 28, 2025

AGENDA ITEM NO. 6.2

Item Cover Page

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

DATE:	June 16, 2025
SUBMITTED BY:	Wyatt Milton - (259-0401)
ITEM TYPE:	Agenda Revision/Addition
AGENDA SECTION:	**APPROVAL TO CORRECT AND / OR ADD ITEMS TO THE FINAL AGENDA**
SUBJECT:	8.1.: Personnel Items, Supplemental Pay List: Approval of the Addition for Supplemental Pay for Yolanda Ellis for Morning Duty at Baker County Middle School, Board Approved Rate, 2024-2025 (Effective November 4, 2024).

ATTACHMENTS:
06.16.2025 Approval of the Personnel Items List_W.Milton_REV 06.12.2025.pdf

PERSONNEL ITEMS LIST FOR APPROVAL ON JUNE 16, 2025

RESIGNATIONS FOR APPROVAL ON JUNE 16, 2025						
LAST NAME	**FIRST NAME**	**MI**	**SPECIAL NOTE**	**POSITION**	**LOCATION**	**EFFECTIVE DATES**
Beasley	Jane			Teacher, Varying Exceptionalities (197 Days)	Legacy Elementary School	May 30, 2025
Britt	Lauren			Teacher, Mathematics (197 Days)	Baker County High School	May 22, 2025
Brown	Leigh			Teacher, Self Contained Kindergarten (197 Days)	Baker County Pre-K / Kindergarten Center	May 30, 2025
Dietz	Emma			Paraprofessional Elementary (187 Days)	Westside Elementary School	May 28, 2025
Goble	John			Custodian (261 Days, 8 Hours)	Macclenny Elementary School	June 2, 2025
Griffis	Rachel			Extended Day Enrichment Supervisor (182 Days)	Westside Elementary School	May 29, 2025
Hunt	Kathryn		Retirement	Teacher, Varying Exceptionalities (197 Days)	Macclenny Elementary School	May 30, 2025
Mays	Erica			Teacher, Science SH (197 Days)	Baker County High School	May 30, 2025
Mays	Kevin			Teacher, Physical Ed SH (261 Days)	Baker County High School	June 30, 2025
Ray	Priscilla		Retirement	Bus Driver / 186 Days	Transportation	May 28, 2025
Richard	George			Teacher, Physical Ed SH (197 Days)	Baker County High School	May 30, 2025
Sharpe	Robert			Teacher, Varying Exceptionalities (197 Days)	Macclenny Elementary School	May 30, 2025

EMPLOYMENT FOR APPROVAL ON JUNE 16, 2025						
LAST NAME	**FIRST NAME**	**MI**	**SPECIAL NOTE**	**POSITION**	**LOCATION**	**EFFECTIVE DATES**
Bradley	Tina		Transfer / Promotion Within Same Site from Specialist/Manager Health Services (197 Days) / Replacing Herself, Unit Reassigned	Specialist/Manager Health Services (240 Days)	Family Service Center	July 1, 2025
Canaday	Brock		Transfer / Promotion from Teacher Dropout Prevention SH (197 Days) at Alternative School / Replacing Kevin Mays, Unit Reassigned	Teacher, Physical Ed SH (240 Days)	Baker County High School	July 1, 2025

EMPLOYMENT FOR APPROVAL ON JUNE 16, 2025						
LAST NAME	**FIRST NAME**	**MI**	**SPECIAL NOTE**	**POSITION**	**LOCATION**	**EFFECTIVE DATES**
Coleman	Karen		Transfer Within Same Site from Teacher, Sixth Grade (197 Days) / Replacing Carolyn McCullough	Teacher, Intellectual Disabilities (197 Days)	Baker County Middle School	July 31, 2025
Colvin	Tim		Transfer Within Same Site from Teacher Public Service Ed (197 Days) / Replacing Himself, Unit Reassigned	Teacher, Industrial Ed (197 Days)	Baker County High School	July 31, 2025
Crews	Brandon		Transfer Within Same Site from Teacher, Sixth Grade (197 Days) / Replacing Sarah Bullard	Teacher, Language Arts M/J (197 Days)	Baker County Middle School	July 31, 2025
Finley	Blane		Transfer Within Same Site from Teacher, Social Studies (197 Days) / Replacing Lauren Britt	Teacher, Mathematics (197 Days)	Baker County High School	July 31, 2025
Fletcher	Kasey		Transfer Within Same Site from Teacher, Mathematics (197 Days) / Replacing Corey Cantrell	Teacher, Science (197 Days)	Baker County High School	July 31, 2025
Harris	Pamela		Transfer from Assistant Principal M/J (261 Days) / Replacing Heather Hickox	Assistant Principal (240 Days)	Westside Elementary School	July 1, 2025
Hawkins	Cynthia		Transfer Within Same Site from Teacher Social Studies M/J (197 Days) / Replacing Pamela Harris, Unit Reassigned	Teacher on Special Assignment (197 Days)	Baker County Middle School	July 31, 2025
Horne	Adam		Transfer Within Same Site from Teacher Dropout Prevention SH (197 Days) / Replacing Harold Pape, Unit Reassigned	Teacher, Public Service Ed (197 Days)	Baker County High School	July 31, 2025
Jackson	Sherri		Transfer Within Same Site from Teacher, Third Grade (197 Days) / Replacing Amber Sharp	Teacher, Second Grade (197 Days)	Macclenny Elementary School	July 31, 2025
Kick	Leanna		Transfer Within Same Site from Teacher, Fourth Grade (197 Days) / Replacing Marina Mixon / No Vacancy, Swap	Teacher, First Grade (197 Days)	Macclenny Elementary School	July 31, 2025

EMPLOYMENT FOR APPROVAL ON JUNE 16, 2025						
LAST NAME	**FIRST NAME**	**MI**	**SPECIAL NOTE**	**POSITION**	**LOCATION**	**EFFECTIVE DATES**
Lyons	Lalia		Transfer Within Same Site from Teacher, Fourth Grade (197 Days) / Replacing Kimberly Crews	Teacher, Second Grade (197 Days)	Macclenny Elementary School	July 31, 2025
Mixon	Marina		Transfer Within Same Site from Teacher, First Grade (197 Days) / Replacing Leanna Kick / No Vacancy, Swap	Teacher, Fourth Grade (197 Days)	Macclenny Elementary School	July 31, 2025
Moore	Richard		Transfer Within Same Site from Teacher, Fourth Grade (197 Days) / Replacing Catharine Reddish / No Vacancy, Swap	Teacher, Third Grade (197 Days)	Legacy Elementary School	July 31, 2025
Reddish	Catharine		Transfer Within Same Site from Teacher, Third Grade (197 Days) / Replacing Richard Moore / No Vacancy, Swap	Teacher, Fourth Grade (197 Days)	Legacy Elementary School	July 31, 2025
Rodgers	Jarrell		Transfer Within Same Site from Teacher, Health SH (197 Days) / Replacing Adam Horne	Teacher, Dropout Prevention SH (197 Days)	Baker County High School	July 31, 2025
Smith	Andrea		Transfer from Teacher, Reading/Reading Coach SH (197 Days) / Replacing Eryn Davey	Teacher, Varying Exceptionalities (197 Days)	PreK-Kindergarten Center	July 31, 2025
Smith	Wendy		Transfer / Promotion Within Same Site from Teacher on Special Assignment (197 Days) / Replacing Herself, Unit Reassigned	Assistant Principal (240 Days)	Legacy Elementary School	July 1, 2025
Stafford	Matthew		Transfer / Promotion Within Same Site from Teacher on Special Assignment (197 Days) / Replacing Himself, Unit Reassigned	Assistant Principal (240 Days)	Baker County High School	July 1, 2025

REAPPOINTMENT LIST FOR APPROVAL ON JUNE 16, 2025						
LAST NAME	**FIRST NAME**	**MI**	**POSITION**	**LOCATION**	**CONTRACT STATUS**	**EFFECTIVE**
Adams	Brandie		Paraprofessional, ESE Ages 3-5 (187 Days)	Baker County Pre-K / Kindergarten Center	Annual Contract (Pending Availability of Funding)	2025-2026
Ambrose	Mary		Executive Director of Finance / Support Services (261 Days)	District Office	Annual Contract (Pending Availability of Funding)	2025-2026
Anderson	Naomi		Principal (261 Days)	Legacy Elementary School	Annual Contract (Pending Availability of Funding)	2025-2026
Bennett	Terrie		Bus Driver (186 Days)	Transportation	Annual Contract (Pending Availability of Funding)	2025-2026
Bingham	Lucie		Teacher, Varying Exceptionalities (197 Days)	Baker County Pre-K / Kindergarten Center	Annual Contract (Pending Availability of Funding)	2025-2026
Boshell	Jean		Paraprofessional, ESE Ages 6-21 (187 Days)	Macclenny Elementary School	Year to Year Continuous Employee	2025-2026
Bowers	Rhonda		Bus Driver (186 Days, 5.5 Hours)	Transportation	Year to Year Continuous Employee	2025-2026
Bradley	Tina		Specialist / Manager Health Services (240 Days)	Family Service Center	Annual Contract (Pending Availability of Funding)	2025-2026
Brannen	Melissa		Nutrition Services Assistant (186 Days, 3 Hours)	Macclenny Elementary School	Annual Contract (Pending Availability of Funding)	2025-2026
Brown	Mallory		Paraprofessional, ESE Ages 6-21 (187 Days)	Macclenny Elementary School	Year to Year Continuous Employee	2025-2026

REAPPOINTMENT LIST FOR APPROVAL ON JUNE 16, 2025						
LAST NAME	**FIRST NAME**	**MI**	**POSITION**	**LOCATION**	**CONTRACT STATUS**	**EFFECTIVE**
Buettgen	Betsy		Nutrition Services Manager (193 Days)	Baker County High School	Annual Contract (Pending Availability of Funding)	2025-2026
Combs	Samantha		Nutrition Services Assistant (191 Days, 7 Hours)	Baker County High School	Annual Contract (Pending Availability of Funding)	2025-2026
Combs	Tiffany		Teacher, Mathematics (197 Days)	Baker County High School	Annual Contract (Pending Availability of Funding)	2025-2026
Coverdale	Amanda		Teacher Self Contained KG (197 Days)	Baker County Pre-K / Kindergarten Center	Annual Contract (Pending Availability of Funding)	2025-2026
Crews	Katherine		Receptionist (186 Days, 5 Hours)	Transportation	Annual Contract (Pending Availability of Funding)	2025-2026
Crews	Terry		Shop Manager (261 Days)	Transportation	Annual Contract (Pending Availability of Funding)	2025-2026
Davis	Brandy		Secretary II, Career and Adult Education (261 Days)	Career and Adult Education	Annual Contract (Pending Availability of Funding)	2025-2026
Davis	Michaelle		Nutrition Services Manager (193 Days)	Legacy Elementary School	Annual Contract (Pending Availability of Funding)	2025-2026
Denmark	Rene		Paraprofessional, ESE Ages 6-21 (187 Days)	Macclenny Elementary School	Year to Year Continuous Employee	2025-2026

REAPPOINTMENT LIST FOR APPROVAL ON JUNE 16, 2025						
LAST NAME	**FIRST NAME**	**MI**	**POSITION**	**LOCATION**	**CONTRACT STATUS**	**EFFECTIVE**
Dopson	Carrie		Executive Director of Teaching and Learning (261 Days)	Superintendent's Office	Annual Contract (Pending Availability of Funding)	2025-2026
Dugger	Nicole		Bus Driver (186 Days, 5.5 Hours)	Transportation	Year to Year Continuous Employee	2025-2026
Eiserman	Ella		Nutrition Services Assistant (191 Days, 7 Hours)	Macclenny Elementary School	Annual Contract (Pending Availability of Funding)	2025-2026
Fish	Anthony		Bus Mechanic (261 Days)	Transportation	Annual Contract (Pending Availability of Funding)	2025-2026
Francis	Alicia		Bus Driver (186 Days, 5.5 Hours)	Transportation	Year to Year Continuous Employee	2025-2026
Gadsby	Savannah		Nutrition Services Assistant (191 Days, 7 Hours)	Baker County Middle School	Annual Contract (Pending Availability of Funding)	2025-2026
Giddens	Anthony		Principal (261 Days)	Baker County High School	Annual Contract (Pending Availability of Funding)	2025-2026
Godwin	Eugenia		Nutrition Services Assistant (191 Days, 7 Hours)	Westside Elementary School	Year to Year Continuous Employee	2025-2026
Gray	Holly		Social / Student Services Worker (187 Days)	Student Services	Annual Contract (Pending Availability of Funding)	2025-2026
Green	Lynn		Principal (261 Days)	Westside Elementary School	Annual Contract (Pending Availability of Funding)	2025-2026

REAPPOINTMENT LIST FOR APPROVAL ON JUNE 16, 2025						
LAST NAME	**FIRST NAME**	**MI**	**POSITION**	**LOCATION**	**CONTRACT STATUS**	**EFFECTIVE**
Griffis	Keith		Director of Transportation (261 Days)	Transportation	Annual Contract (Pending Availability of Funding)	2025-2026
Guthrie	Karla		Bus Driver (186 Days, 5.5 Hours)	Transportation	Year to Year Continuous Employee	2025-2026
Hagan	Shelby		Paraprofessional Prekindergarten (187 Days)	Baker County Pre-K / Kindergarten Center	Year to Year Continuous Employee	2025-2026
Harris	Leslie		School Secretary (216 Days)	Baker County Pre-K / Kindergarten Center	Year to Year Continuous Employee	2025-2026
Harris	Norma		Nutrition Services Manager (193 Days)	Baker County Pre-K / Kindergarten Center	Annual Contract (Pending Availability of Funding)	2025-2026
Harvey	Beki		Bus Driver (186 Days, 5.5 Hours)	Transportation	Year to Year Continuous Employee	2025-2026
Harvey	Chellsie		Bus Driver (186 Days)	Transportation	Annual Contract (Pending Availability of Funding)	2025-2026
Higginbotham	Jenna		Paraprofessional Prekindergarten (187 Days)	Baker County Pre-K / Kindergarten Center	Annual Contract (Pending Availability of Funding)	2025-2026
Hill	Thomas		Associate Superintendent of Human Resources (261 Days)	Superintendent's Office	Annual Contract (Pending Availability of Funding)	2025-2026
Hodges	Felecia		Paraprofessional, Elementary / Social Studies Lab (187 Days)	Macclenny Elementary School	Year to Year Continuous Employee	2025-2026
Hodges	Lena		Bus Driver (186 Days, 5.5 Hours)	Transportation	Year to Year Continuous Employee	2025-2026

REAPPOINTMENT LIST FOR APPROVAL ON JUNE 16, 2025						
LAST NAME	**FIRST NAME**	**MI**	**POSITION**	**LOCATION**	**CONTRACT STATUS**	**EFFECTIVE**
Holmes	Betty		Nutrition Services Assistant (191 Days, 7 Hours)	Baker County Pre-K / Kindergarten Center	Year to Year Continuous Employee	2025-2026
Horne	Kelly		Principal (261 Days)	Macclenny Elementary School	Annual Contract (Pending Availability of Funding)	2025-2026
Horne	Ridge		Teacher, Physical Education (197 Days)	Macclenny Elementary School	Annual Contract (Pending Availability of Funding)	2025-2026
Howell	Noah		Nutrition Services Warehouse Delivery Clerk (240 Days)	District Office	Annual Contract (Pending Availability of Funding)	2025-2026
Hunt	Emma		Social / Student Services Worker (187 Days)	Student Services	Annual Contract (Pending Availability of Funding)	2025-2026
Jackson	Angela		Nutrition Services Manager (193 Days)	Macclenny Elementary School	Annual Contract (Pending Availability of Funding)	2025-2026
Jacobs	Johnnie		Principal (261 Days)	Baker County Middle School	Annual Contract (Pending Availability of Funding)	2025-2026
Jefferson	Adrium		Bus Aide (186 Days, 5.5 Hours)	Transportation	Year to Year Continuous Employee	2025-2026
Johnson	Makayla		Social / Student Services Worker (187 Days)	Student Services	Annual Contract (Pending Availability of Funding)	2025-2026
Jones	Bonnie		Principal (261 Days)	Baker County Pre-K / Kindergarten Center	Annual Contract (Pending Availability of Funding)	2025-2026

REAPPOINTMENT LIST FOR APPROVAL ON JUNE 16, 2025						
LAST NAME	**FIRST NAME**	**MI**	**POSITION**	**LOCATION**	**CONTRACT STATUS**	**EFFECTIVE**
Keith	Rita		Nutrition Services Assistant (191 Days, 7 Hours)	Baker County Middle School	Annual Contract (Pending Availability of Funding)	2025-2026
Kilpatrick	Robbyn		Paraprofessional Prekindergarten (187 Days)	Baker County Pre-K / Kindergarten Center	Year to Year Continuous Employee	2025-2026
King	William		Bus Driver (186 Days, 5.5 Hours)	Transportation	Annual Contract (Pending Availability of Funding)	2025-2026
Lambing	Caile		Bus Driver (186 Days, 5.5 Hours)	Transportation	Annual Contract (Pending Availability of Funding)	2025-2026
Lancaster	Nikkie		Secretary (261 Days)	Transportation	Annual Contract (Pending Availability of Funding)	2025-2026
Lee	Toree		Teacher, Fifth Grade (197 Days)	Macclenny Elementary School	Annual Contract (Pending Availability of Funding)	2025-2026
Lewis	Jane		Bus Driver (186 Days, 5.5 Hours)	Transportation	Annual Contract (Pending Availability of Funding)	2025-2026
Linville	Lori		Teacher, Fourth Grade (197 Days)	Macclenny Elementary School	Annual Contract (Pending Availability of Funding)	2025-2026
Long	Shirley		Nutrition Services Manager (193 Days)	Westside Elementary School	Annual Contract (Pending Availability of Funding)	2025-2026

REAPPOINTMENT LIST FOR APPROVAL ON JUNE 16, 2025						
LAST NAME	**FIRST NAME**	**MI**	**POSITION**	**LOCATION**	**CONTRACT STATUS**	**EFFECTIVE**
Matthews	Karen		Bus Aide (186 Days, 5.5 Hours)	Transportation	Annual Contract (Pending Availability of Funding)	2025-2026
Maurer	Tina		Library / Media Aide (197 Days)	Macclenny Elementary	Year to Year Continuous Employee	2025-2026
Mobley	Debbie		Paraprofessional Prekindergarten (187 Days)	Baker County Pre-K / Kindergarten Center	Year to Year Continuous Employee	2025-2026
Mobley	Tina		Paraprofessional, ESE Ages 6-21 (187 Days)	Macclenny Elementary School	Year to Year Continuous Employee	2025-2026
Rafuse	Shelby		Teacher, Fifth Grade (197 Days)	Legacy Elementary School	Annual Contract (Pending Availability of Funding)	2025-2026
Raulerson	Caitlin		Paraprofessional, ESE Ages 3-5 (187 Days)	Baker County Pre-K / Kindergarten Center	Year to Year Continuous Employee	2025-2026
Raulerson	Felicia		Executive Secretary to the Superintendent of Schools and School Board Members (261 Days)	Superintendent's Office	Annual Contract (Pending Availability of Funding)	2025-2026
Raulerson	Hampton DuShayne		Transportation Parts / Inventory Clerk (261 Days)	Transportation	Annual Contract (Pending Availability of Funding)	2025-2026
Rhoden	Angela		Vice Principal (261 Days)	Baker County Middle School	Annual Contract (Pending Availability of Funding)	2025-2026
Rhoden	Sierra		Teacher, Third Grade (197 Days)	Legacy Elementary School	Annual Contract (Pending Availability of Funding)	2025-2026
Roberts	Amanda		Bus Driver (186 Days, 5.5 Hours)	Transportation	Year to Year Continuous Employee	2025-2026

REAPPOINTMENT LIST FOR APPROVAL ON JUNE 16, 2025						
LAST NAME	**FIRST NAME**	**MI**	**POSITION**	**LOCATION**	**CONTRACT STATUS**	**EFFECTIVE**
Roth	Betty		Nutrition Services Assistant (191 Days, 7 Hours)	Legacy Elementary School	Annual Contract (Pending Availability of Funding)	2025-2026
Roth	Jessica		Nutrition Services Assistant (191 Days, 7 Hours)	Baker County Middle School	Annual Contract (Pending Availability of Funding)	2025-2026
Scarborough	Chadd		Director of Facilities and Maintenance (261 Days)	Maintenance	Annual Contract (Pending Availability of Funding)	2025-2026
Schmitges	Alice		Director of Exceptional Student Education (261 Days)	Student Services	Annual Contract (Pending Availability of Funding)	2025-2026
Scott	Cynthia		Nutrition Services Area Coordinator (240 Days)	District Office	Annual Contract (Pending Availability of Funding)	2025-2026
Shook	Kristie		Secretary / Finance Aide, Nutrition Services (261 Days)	District Office	Annual Contract (Pending Availability of Funding)	2025-2026
Sirk	Joy		Executive Secretary to the Executive Director of Teaching and Learning (261 Days)	Superintendent's Office	Annual Contract (Pending Availability of Funding)	2025-2026
Sotomayor Portillo	Silvio		Paraprofessional, ESE Ages 6-21 (187 Days)	Westside Elementary School	Year to Year Continuous Employee	2025-2026
Spurlock	Paige		Paraprofessional, Pre-K (187 Days)	Baker County Pre-K / Kindergarten Center	Year to Year Continuous Employee	2025-2026
Starling	Janis		Nutrition Services Manager (193 Days)	Baker County Middle School	Annual Contract (Pending Availability of Funding)	2025-2026

REAPPOINTMENT LIST FOR APPROVAL ON JUNE 16, 2025						
LAST NAME	**FIRST NAME**	**MI**	**POSITION**	**LOCATION**	**CONTRACT STATUS**	**EFFECTIVE**
Taylor	Debra		School Secretary (216 Days)	Macclenny Elementary School	Annual Contract (Pending Availability of Funding)	2025-2026
Underwood	Kay		Bus Driver (186 Days, 5.5 Hours)	Transportation	Year to Year Continuous Employee	2025-2026
Walton	Casey		Nutrition Services Assistant (191 Days, 7 Hours)	Westside Elementary School	Annual Contract (Pending Availability of Funding)	2025-2026
Wheeler	Traci		Director of Accountability and Special Programs (261 Days)	District Title I Office	Annual Contract (Pending Availability of Funding)	2025-2026
White	Autumn		School Bookkeeper (216 Days)	Baker County Pre-K / Kindergarten Center	Year to Year Continuous Employee	2025-2026
Wilkerson	Anna		Teacher Self Contained KG (197 Days)	Baker County Pre-K / Kindergarten Center	Annual Contract (Pending Availability of Funding)	2025-2026
Williams	Mckenzie		Nutrition Services Assistant (186 Days, 3 Hours)	Baker County Middle School	Year to Year Continuous Employee	2025-2026

EXTRA DUTY FOR APPROVAL ON JUNE 16, 2025						
LAST NAME	**FIRST NAME**	**MI**	**SPECIAL NOTE**	**DESCRIPTION**	**AMOUNT**	**EFFECTIVE DATES**
Akins	Kristina			Summer Professional Development (BSIS Summer Professional Learning)	$183.98 Per Day / Maximum 3 Days / Funding Source: Federal	July 15, 2025 - July 17, 2025
Bennett	Andrea			Standards Alignment Training and Curriculum Development	$31.54 Per Hour / Maximum 30 Hours / Funding Source: Federal	June 2, 2025 - June 30, 2025

EXTRA DUTY FOR APPROVAL ON JUNE 16, 2025						
LAST NAME	**FIRST NAME**	**MI**	**SPECIAL NOTE**	**DESCRIPTION**	**AMOUNT**	**EFFECTIVE DATES**
Bennett	Andrea			Teach Algebra I Summer Boot Camp and Administer Algebra I EOC	Regular Hourly Rate / Maximum 20 Hours / Funding Source: General	July 14, 2025 - July 17, 2025
Bennett	Terrie			Summer Field Trip Driver	$17.60 Per Hour / As Needed / Funding Source: General	June 2, 2025 - August 8, 2025
Bowers	Rhonda			Summer Hours for ESE Extended School Year	Regular Hourly Rate / As Needed / Funding Source: Federal	June 16, 2025 - July 10, 2025
Bowers	Rhonda			Summer Field Trip Driver	$17.60 Per Hour / As Needed / Funding Source: General	June 2, 2025 - August 8, 2025
Brantley	Kaley			Standards Alignment Training and Curriculum Development	$31.54 Per Hour / Maximum 35 Hours / Funding Source: Federal	June 9, 2025 - June 13, 2025
Buettgen	Sara			Summer Professional Development (Para Prof 101)	$15.00 Per Hour / Maximum 2 Hours / Funding Source: Federal	May 29, 2025
Collingwood	Tabitha			VPK Summer Bridge	Regular Hourly Rate / Maximum 140.25 Hours / Funding Source: General	June 9, 2025 - July 22, 2025
Couture	Autumn			Standards Alignment Training and Curriculum Development	$31.54 Per Hour / Maximum 19 Hours / Funding Source: Federal	June 2, 2025 - June 30, 2025
Craven	Morgan			Standards Alignment Training and Curriculum Development	$31.54 Per Hour / Maximum 30 Hours / Funding Source: Federal	June 2, 2025 - June 30, 2025
Crews	Debra			Grade 3 Reading Camp "Pending Adequate Enrollment"	Regular Hourly Rate / Maximum 75 Hours / Funding Source: General	June 2, 2025 - July 10, 2025

EXTRA DUTY FOR APPROVAL ON JUNE 16, 2025						
LAST NAME	**FIRST NAME**	**MI**	**SPECIAL NOTE**	**DESCRIPTION**	**AMOUNT**	**EFFECTIVE DATES**
Crockett	Katherine			Summer Professional Development (BSIS Summer Professional Learning)	$183.98 Per Day / Maximum 3 Days / Funding Source: Federal	July 15, 2025 - July 17, 2025
Davis	Amy			Summer Professional Development (Para Prof 101)	$15.00 Per Hour / Maximum 2 Hours / Funding Source: Federal	May 29, 2025
Davis	Beth			Prepare for Summer and Fall Test Administrations	Regular Hourly Rate / Maximum 25 Hours / Funding Source: General	July 2, 2025 - July 30, 2025
Davis	Brandy			GED Examiner	$27.58 Per Hour / As Needed / Funding Source: General	July 1, 2025 - June 30, 2026
Dugger	Nicole			Summer Hours for ESE Extended School Year	Regular Hourly Rate / As Needed / Funding Source: Federal	June 16, 2025 - July 10, 2025
Dugger	Nicole			CDL Trainers Training	Regular Hourly Rate / Maximum 55 Hours / Funding Source: General	May 29, 2025 - July 25, 2025
Dunbar	Savannah			Standards Alignment Training and Curriculum Development	$31.54 Per Hour / Maximum 30 Hours / Funding Source: Federal	June 2, 2025 - June 30, 2025
Ellis	Yolonda			Summer Professional Development (Para Prof 101)	$15.00 Per Hour / Maximum 2 Hours / Funding Source: Federal	May 29, 2025
Faulkner	Kimber			Standards Alignment Training and Curriculum Development	$31.54 Per Hour / Maximum 30 Hours / Funding Source: Federal	June 2, 2025 - June 30, 2025
Finley	Blane			Standards Alignment Training and Curriculum Development	$31.54 Per Hour / Maximum 30 Hours / Funding Source: Federal	June 2, 2025 - June 30, 2025
Fletcher	Kasey			Standards Alignment Training and Curriculum Development	$31.54 Per Hour / Maximum 30 Hours / Funding Source: Federal	June 2, 2025 - June 30, 2025

EXTRA DUTY FOR APPROVAL ON JUNE 16, 2025						
LAST NAME	FIRST NAME	MI	SPECIAL NOTE	DESCRIPTION	AMOUNT	EFFECTIVE DATES
Foster	Tina			Summer Hours for ESE Extended School Year	Regular Hourly Rate / As Needed / Funding Source: Federal	June 16, 2025 - July 10, 2025
Gibson	Latrelle			Grade 3 Reading Camp "Pending Adequate Enrollment"	Regular Hourly Rate / As Needed / Funding Source: General	June 16, 2025 - July 10, 2025
Givens	Kelton			Curriculum Mapping for CTE Program	$31.54 Per Hour / Maximum 16 Hours / Funding Source: Federal	June 1, 2025 - June 30, 2025
Green	Chariot			VPK Summer Bridge Program Substitute	Regular Hourly Rate / As Needed / Funding Source: General	June 9, 2025 - July 22, 2025
Grimes	Brenda			Summer Field Trip Driver	$17.60 Per Hour / As Needed / Funding Source: General	June 2, 2025 - August 8, 2025
Hand	Daphne			Standards Alignment Training and Curriculum Development	$31.54 Per Hour / Maximum 30 Hours / Funding Source: Federal	June 2, 2025 - June 30, 2025
Harrell	Sandra			Summer Professional Development (Para Prof 101)	$15.00 Per Hour / Maximum 2 Hours / Funding Source: Federal	May 29, 2025
Hurst	Venus			Standards Alignment Training and Curriculum Development	$31.54 Per Hour / Maximum 19 Hours / Funding Source: Federal	June 2, 2025 - June 30, 2025
Hyatt	Shayna			Summer Field Trip Driver	$17.60 Per Hour / As Needed / Funding Source: General	June 2, 2025 - August 8, 2025
King	Jennifer			VPK Summer Bridge	Regular Hourly Rate / Maximum 140.25 Hours / Funding Source: General	June 9, 2025 - July 22, 2025

EXTRA DUTY FOR APPROVAL ON JUNE 16, 2025						
LAST NAME	FIRST NAME	MI	SPECIAL NOTE	DESCRIPTION	AMOUNT	EFFECTIVE DATES
Kosakowski	Tara			Standards Alignment Training and Curriculum Development	$31.54 Per Hour / Maximum 30 Hours / Funding Source: Federal	June 2, 2025 - June 30, 2025
Lambing	Caile			Summer Field Trip Driver	$17.60 Per Hour / As Needed / Funding Source: General	June 2, 2025 - August 8, 2025
Leino	Tammy			VPK Summer Bridge Program Substitute	Regular Hourly Rate / As Needed / Funding Source: General	June 9, 2025 - July 22, 2025
Lewis	Jane			Summer Field Trip Driver	$17.60 Per Hour / As Needed / Funding Source: General	June 2, 2025 - August 8, 2025
Linn	Janet			Standards Alignment Training and Curriculum Development	$31.54 Per Hour / Maximum 25 Hours / Funding Source: Federal	June 2, 2025 - June 30, 2025
Lovett	Jennifer			Summer Professional Development (Para Prof 101)	$15.00 Per Hour / Maximum 2 Hours / Funding Source: Federal	May 29, 2025
Mallard	Karen			Standards Alignment Training and Curriculum Development	$31.54 Per Hour / Maximum 19 Hours / Funding Source: Federal	June 2, 2025 - June 30, 2025
McDonald	Emily			Standards Alignment Training and Curriculum Development	$31.54 Per Hour / Maximum 30 Hours / Funding Source: Federal	June 2, 2025 - June 30, 2025
McGee	Ryan			Standards Alignment Training and Curriculum Development	$31.54 Per Hour / Maximum 25 Hours / Funding Source: Federal	June 2, 2025 - June 30, 2025
Miller	Suzanne			Grade 3 Reading Camp "Pending Adequate Enrollment"	Regular Hourly Rate / Maximum 75 Hours / Funding Source: General	June 2, 2025 - July 10, 2025
Mitchell	Jennifer			Sub for Grade 3 Reading Camp	Regular Hourly Rate / As Needed / Funding Source: General	June 16, 2025 - July 10, 2025

EXTRA DUTY FOR APPROVAL ON JUNE 16, 2025						
LAST NAME	**FIRST NAME**	**MI**	**SPECIAL NOTE**	**DESCRIPTION**	**AMOUNT**	**EFFECTIVE DATES**
Nelson	Mekenzi			Standards Alignment Training and Curriculum Development	$31.54 Per Hour / Maximum 30 Hours / Funding Source: Federal	June 2, 2025 - June 30, 2025
Nettles	Lisa			VPK Summer (Additional Hour Per Day)	Regular Hourly Rate / Maximum 10 Hours / Funding Source: General	May 14, 2025 - May 27, 2025
Nettles	Lisa			Standards Alignment Training and Curriculum Development	$31.54 Per Hour / Maximum 30 Hours / Funding Source: Federal	June 2, 2025 - June 30, 2025
Ondish	Amber			Sub for Grade 3 Reading Camp	Regular Hourly Rate / As Needed / Funding Source: General	June 16, 2025 - July 10, 2025
Payne	Camryn			Standards Alignment Training and Curriculum Development	$31.54 Per Hour / Maximum 6 Hours / Funding Source: Federal	June 2, 2025 - June 30, 2025
Payne	Jennifer			Prepare for Summer and Fall Test Administrations	Regular Hourly Rate / Maximum 25 Hours / Funding Source: General	July 2, 2025 - July 30, 2025
Payne	Jennifer			Attend Annual FATA Meeting and FDOE Assessment Meeting	$24.53 Per Hour / Maximum 13.5 Hours / Funding Source: General	July 29, 2025 - July 30, 2025
Pipkins	Chrystal			Summer Field Trip Driver	$17.60 Per Hour / As Needed / Funding Source: General	June 2, 2025 - August 8, 2025
Rhoden	Katie			Standards Alignment Training and Curriculum Development	$31.54 Per Hour / Maximum 25 Hours / Funding Source: Federal	June 2, 2025 - June 30, 2025
Rowan	Tanyia			Standards Alignment Training and Curriculum Development	$31.54 Per Hour / Maximum 30 Hours / Funding Source: Federal	June 2, 2025 - June 30, 2025
Sapp	Suzanne			Standards Alignment Training and Curriculum Development	$31.54 Per Hour / Maximum 25 Hours / Funding Source: Federal	June 2, 2025 - June 30, 2025

EXTRA DUTY FOR APPROVAL ON JUNE 16, 2025						
LAST NAME	FIRST NAME	MI	SPECIAL NOTE	DESCRIPTION	AMOUNT	EFFECTIVE DATES
Shomin	Shawna			Summer Hours for ESE Extended School Year (Substitute)	Regular Hourly Rate / Maximum 91 Hours / Funding Source: Federal	June 12, 2025 - July 11, 2025
Smith	Bethany			VPK Summer Bridge	Regular Hourly Rate / Maximum 140.25 Hours / Funding Source: General	June 9, 2025 - July 22, 2025
Smith	Lacy			Standards Alignment Training and Curriculum Development	$31.54 Per Hour / Maximum 25 Hours / Funding Source: Federal	June 2, 2025 - June 30, 2025
Smith	Wendy		Amend Previously Approved Hours on June 2, 2025, from Maximum 50 Hours	Standards Alignment Training and Curriculum Development	$31.54 Per Hour / Maximum 100 Hours / Funding Source: Federal	June 2, 2025 - June 30, 2025
South	Susie			Standards Alignment Training and Curriculum Development	$31.54 Per Hour / Maximum 19 Hours / Funding Source: Federal	June 2, 2025 - June 30, 2025
Starling	Brandy			Summer Hours for ESE Extended School Year	Regular Hourly Rate / As Needed / Funding Source: Federal	June 16, 2025 - July 10, 2025
Stokes	Jaime			Career Specialist Summer Hours	Regular Hourly Rate / Maximum 48.5 Hours / Funding Source: Federal	June 1, 2025 - June 30, 2025
Swindell	Tommie			Summer Hours for ESE Extended School Year	Regular Hourly Rate / As Needed / Funding Source: Federal	June 16, 2025 - July 10, 2025
Swindell	Tommie			CDL Trainers Training	Regular Hourly Rate / Maximum 55 Hours / Funding Source: General	May 29, 2025 - July 25, 2025

EXTRA DUTY FOR APPROVAL ON JUNE 16, 2025						
LAST NAME	FIRST NAME	MI	SPECIAL NOTE	DESCRIPTION	AMOUNT	EFFECTIVE DATES
Taylor	Bridget		Amend Previously Approved Hours on June 2, 2025, from Maximum 25 Hours	Standards Alignment Training and Curriculum Development	$31.54 Per Hour / Maximum 75 Hours / Funding Source: Federal	June 2, 2025 - June 30, 2025
Taylor	Kelsey			VPK Summer Bridge Program Substitute	Regular Hourly Rate / As Needed / Funding Source: General	June 9, 2025 - July 22, 2025
Thornton	Nancy			Grade 3 Reading Camp "Pending Adequate Enrollment"	Regular Hourly Rate / Maximum 75 Hours / Funding Source: General	June 2, 2025 - July 10, 2025
Tracer	Ana			Summer Professional Development (Para Prof 101)	$15.00 Per Hour / Maximum 2 Hours / Funding Source: Federal	May 29, 2025
Wheeler	Stephanie		Amend Previously Approved Hours on May 19, 2025, from Maximum 46 Hours	Career Specialist Summer Hours	Regular Hourly Rate / Maximum 49 Hours / Funding Source: Federal	June 1, 2025 - June 30, 2025

SUPPLEMENTAL PAY FOR JUNE 16, 2025						
LAST NAME	FIRST NAME	SPECIAL NOTE	LOCATION	DESCRIPTION	AMOUNT	EFFECTIVE DATES
Bradley	Tina		Family Service Center	District Health Services FSC	Board Approved Rate	2025 - 2026
Bradley	Tina		Family Service Center	Health Services Specialist	Board Approved Rate	2025 - 2026
Ellis	Yolanda		Morning Duty	Baker County Middle School	Board Approved Rate	2024 – 2025 (Effective November 4, 2024)

STIPEND LIST FOR APPROVAL ON JUNE 16, 2025					
LAST NAME	FIRST NAME	MI	ASSIGNMENT	AMOUNT	EFFECTIVE
Allen	Allison		NEFEC Rural Connect	$125.00 Flat Rate Per	July 8, 2025 -

STIPEND LIST FOR APPROVAL ON JUNE 16, 2025					
LAST NAME	**FIRST NAME**	**MI**	**ASSIGNMENT**	**AMOUNT**	**EFFECTIVE**
			Leadership Conference	Day / Maximum 3 Days / Funding Source: General	July 10, 2025
Anderson	Jacob		Addition of Out of Field Subject Area to Certificate (Computer Science K-12)	$225.00 Flat Rate / Funding Source: Federal	March 13, 2025
Burnsed	Amanda		NEFEC Rural Connect Leadership Conference	$125.00 Flat Rate Per Day / Maximum 3 Days / Funding Source: General	July 8, 2025 - July 10, 2025
Christopher	Heather		NEFEC Rural Connect Leadership Conference	$125.00 Flat Rate Per Day / Maximum 3 Days / Funding Source: General	July 8, 2025 - July 10, 2025
Combs	Tiffany		Addition of Out of Field Subject Area to Certificate (Mathematics 6-12)	$225.00 Flat Rate / Funding Source: Federal	May 15, 2025
Craven	Morgan		NEFEC Rural Connect Leadership Conference	$125.00 Flat Rate Per Day / Maximum 3 Days / Funding Source: General	July 8, 2025 - July 10, 2025
Dugger	Tabitha		NEFEC Rural Connect Leadership Conference	$125.00 Flat Rate Per Day / Maximum 3 Days / Funding Source: General	July 8, 2025 - July 10, 2025
Eiserman	Melissa		Rural Connect Showcase	Regular Daily Rate / Maximum 1 Day / Funding Source: General	April 2, 2025
Griffin	Andrea		Rural Connect Showcase	Regular Daily Rate / Maximum 1 Day / Funding Source: General	April 2, 2025
Kosakowski	Tara		NEFEC Rural Connect Leadership Conference	$125.00 Flat Rate Per Day / Maximum 3 Days / Funding Source: General	July 8, 2025 - July 10, 2025
McDonald	Emily		NEFEC Rural Connect Leadership Conference	$125.00 Flat Rate Per Day / Maximum 3 Days / Funding Source: General	July 8, 2025 - July 10, 2025
Minshew	Lesley		NEFEC Rural Connect Leadership Conference	$125.00 Flat Rate Per Day / Maximum 3 Days / Funding Source: General	July 8, 2025 - July 10, 2025
Nettles	Lisa		NEFEC Rural Connect Leadership Conference	$125.00 Flat Rate Per Day / Maximum 3 Days / Funding Source: General	July 8, 2025 - July 10, 2025
Rowan	Tanyia		NEFEC Rural Connect Leadership Conference	$125.00 Flat Rate Per Day / Maximum 3 Days / Funding Source: General	July 8, 2025 - July 10, 2025
Scott	Cayla		NEFEC Rural Connect Leadership Conference	$125.00 Flat Rate Per Day / Maximum 3 Days / Funding Source: General	July 8, 2025 - July 10, 2025
South	Susie		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 JUNE 16, 2025					
LAST NAME	**FIRST NAME**	**MI**	**ASSIGNMENT**	**AMOUNT**	**EFFECTIVE**
Taylor	Angela		Rural Connect Showcase	Regular Daily Rate / Maximum 1 Day / Funding Source: General	April 2, 2025
Taylor	Bridget		NEFEC Rural Connect Leadership Conference	$125.00 Flat Rate Per Day / Maximum 3 Days / Funding Source: General	July 8, 2025 - July 10, 2025
Thornton	Nancy		Rural Connect Showcase	Regular Daily Rate / Maximum 1 Day / Funding Source: General	April 2, 2025

OCCASIONAL PERSONNEL STAFFING FOR JUNE 16, 2025				
LAST NAME	**FIRST NAME**	**DESCRIPTION**	**AMOUNT**	**EFFECTIVE DATES**
McDuffie	Matthew	Football Defensive Coordinator - Spring	$1,050.00 Flat Rate / Funding Source: General	Rescind May 1, 2025 - June 30, 2025 / Previously Approved on October 21, 2024

LEAVE LIST FOR APPROVAL ON JUNE 16, 2025					
LAST NAME	**FIRST NAME**	**MI**	**# OF DAYS**	**TYPE OF LEAVE**	**EFFECTIVE DATES**
Cassidy	Faith		.4	Illness in the Line of Duty	May 27, 2025
Cassidy	Faith		.4	Illness in the Line of Duty	May 23, 2025
Cassidy	Faith		.4	Illness in the Line of Duty	May 19, 2025
Cassidy	Faith		.266	Illness in the Line of Duty	May 16, 2025
Cochran	Magen		.38	Illness in the Line of Duty	May 23, 2025
Cochran	Magen		.6428	Illness in the Line of Duty	May 16, 2025
Eiserman	Ella		15	Personal Leave Without Pay - Personal / Extended	May 12, 2025 - May 30, 2025
Martin	Jennifer		10	Personal Leave Without Pay - Personal / Extended	May 17, 2025 - May 28, 2025

AGENDA ITEM NO. 6.3

Item Cover Page

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

DATE:	June 16, 2025
SUBMITTED BY:	Wyatt Milton - (259-0401)
ITEM TYPE:	Agenda Revision/Addition
AGENDA SECTION:	**APPROVAL TO CORRECT AND / OR ADD ITEMS TO THE FINAL AGENDA**
SUBJECT:	9.7.: Addition of the Approval to Incorporate Form 8B for Board Member Clayton Lyons Regarding the Memorandum of Understanding with Willow Tree Therapy Services, LLC., Effective July 1, 2025 - June 30, 2026, into the Minutes of the June 16, 2025, School Board Meeting.

ATTACHMENTS:
06.16.2025 Approval of Form 8B for Clayton Lyons_W.Milton.pdf

FORM 8B MEMORANDUM OF VOTING CONFLICT FOR COUNTY, MUNICIPAL, AND OTHER LOCAL PUBLIC OFFICERS

LAST NAME—FIRST NAME—MIDDLE NAME	NAME OF BOARD, COUNCIL, COMMISSION, AUTHORITY, OR COMMITTEE
Lyons, Jr., Emil Clayton	Baker County School Board
MAILING ADDRESS 270 South Blvd E, Macclenny, FL 32063	THE BOARD, COUNCIL, COMMISSION, AUTHORITY OR COMMITTEE ON WHICH I SERVE IS A UNIT OF: ☐ CITY ☐ COUNTY ☑ OTHER LOCAL AGENCY
CITY: Macclenny — COUNTY: Baker	NAME OF POLITICAL SUBDIVISION: Baker County School Board
DATE ON WHICH VOTE OCCURRED June 16, 2025	MY POSITION IS: ☐ ELECTIVE ☑ APPOINTIVE

WHO MUST FILE FORM 8B

This form is for use by any person serving at the county, city, or other local level of government on an appointed or elected board, council, commission, authority, or committee. It applies to members of advisory and non-advisory bodies who are presented with a voting conflict of interest under Section 112.3143, Florida Statutes.

Your responsibilities under the law when faced with voting on a measure in which you have a conflict of interest will vary greatly depending on whether you hold an elective or appointive position. For this reason, please pay close attention to the instructions on this form before completing and filing the form.

INSTRUCTIONS FOR COMPLIANCE WITH SECTION 112.3143, FLORIDA STATUTES

A person holding elective or appointive county, municipal, or other local public office MUST ABSTAIN from voting on a measure which would inure to his or her special private gain or loss. Each elected or appointed local officer also MUST ABSTAIN from knowingly voting on a measure which would inure to the special gain or loss of a principal (other than a government agency) by whom he or she is retained (including the parent, subsidiary, or sibling organization of a principal by which he or she is retained); to the special private gain or loss of a relative; or to the special private gain or loss of a business associate. Commissioners of community redevelopment agencies (CRAs) under Sec. 163.356 or 163.357, F.S., and officers of independent special tax districts elected on a one-acre, one-vote basis are not prohibited from voting in that capacity.

For purposes of this law, a "relative" includes only the officer's father, mother, son, daughter, husband, wife, brother, sister, father-in-law, mother-in-law, son-in-law, and daughter-in-law. A "business associate" means any person or entity engaged in or carrying on a business enterprise with the officer as a partner, joint venturer, coowner of property, or corporate shareholder (where the shares of the corporation are not listed on any national or regional stock exchange).

* * * * * * * * * * * * * * * *

ELECTED OFFICERS:

In addition to abstaining from voting in the situations described above, you must disclose the conflict:

PRIOR TO THE VOTE BEING TAKEN by publicly stating to the assembly the nature of your interest in the measure on which you are abstaining from voting; *and*

WITHIN 15 DAYS AFTER THE VOTE OCCURS by completing and filing this form with the person responsible for recording the minutes of the meeting, who should incorporate the form in the minutes.

* * * * * * * * * * * * * * * *

APPOINTED OFFICERS:

Although you must abstain from voting in the situations described above, you are not prohibited by Section 112.3143 from otherwise participating in these matters. However, you must disclose the nature of the conflict before making any attempt to influence the decision, whether orally or in writing and whether made by you or at your direction.

IF YOU INTEND TO MAKE ANY ATTEMPT TO INFLUENCE THE DECISION PRIOR TO THE MEETING AT WHICH THE VOTE WILL BE TAKEN:

- You must complete and file this form (before making any attempt to influence the decision) with the person responsible for recording the minutes of the meeting, who will incorporate the form in the minutes. (Continued on page 2)

APPOINTED OFFICERS (continued)

- A copy of the form must be provided immediately to the other members of the agency.
- The form must be read publicly at the next meeting after the form is filed.

IF YOU MAKE NO ATTEMPT TO INFLUENCE THE DECISION EXCEPT BY DISCUSSION AT THE MEETING:

- You must disclose orally the nature of your conflict in the measure before participating.
- You must complete the form and file it within 15 days after the vote occurs with the person responsible for recording the minutes of the meeting, who must incorporate the form in the minutes. A copy of the form must be provided immediately to the other members of the agency, and the form must be read publicly at the next meeting after the form is filed.

DISCLOSURE OF LOCAL OFFICER'S INTEREST

I, Emil Clayton Lyons, Jr., hereby disclose that on June 16, 20 25 :

(a) A measure came or will come before my agency which (check one or more)

___ inured to my special private gain or loss;

___ inured to the special gain or loss of my business associate, _____ ;

___ inured to the special gain or loss of my relative, _____ ;

___ inured to the special gain or loss of _____, by whom I am retained; or

X inured to the special gain or loss of Lyons & Lyons CPA, which is the parent subsidiary, or sibling organization or subsidiary of a principal which has retained me.

(b) The measure before my agency and the nature of my conflicting interest in the measure is as follows:

On June 10, 2025, it came to my attention that on the agenda for the June 16, 2025 publicly-noticed meeting of the Baker County School Board--of which I am a gubernatorially-appointed member--there is Item 9.5, Approval of the Memorandum of Understanding with Willow Tree Therapy Services, LLC. Effective July 1, 2025 - June 30, 2026. Willow Tree Therapy Services, LLC, is a client of the accounting firm at which I am employed, Lyons & Lyons CPA.

When I became aware of this prospective voting conflict, I consulted our legal counsel and was advised this did constitute a voting conflict and that I must abstain from voting on Item 9.5. I thereafter prepared this required form and filed it with Felicia Raulerson, who is responsible for recording the minutes of the Board's meetings. I also immediately provided this form to the other members of the Board, and I shall publicly read this form at the next meeting held subsequent to the filing of this written memorandum.

If disclosure of specific information would violate confidentiality or privilege pursuant to law or rules governing attorneys, a public officer, who is also an attorney, may comply with the disclosure requirements of this section by disclosing the nature of the interest in such a way as to provide the public with notice of the conflict.

6/16/25
Date Filed

Emil Clayton Lyons, Jr.
Signature

NOTICE: UNDER PROVISIONS OF FLORIDA STATUTES §112.317, A FAILURE TO MAKE ANY REQUIRED DISCLOSURE CONSTITUTES GROUNDS FOR AND MAY BE PUNISHED BY ONE OR MORE OF THE FOLLOWING: IMPEACHMENT, REMOVAL OR SUSPENSION FROM OFFICE OR EMPLOYMENT, DEMOTION, REDUCTION IN SALARY, REPRIMAND, OR A CIVIL PENALTY NOT TO EXCEED $10,000.

AGENDA ITEM NO. 8.1

Item Cover Page

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

DATE: June 16, 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 June 16, 2025.

ATTACHMENTS:
06.16.2025 Approval of the Personnel Items List_W.Milton_REV 06.12.2025 Final.pdf

PERSONNEL ITEMS LIST FOR APPROVAL ON JUNE 16, 2025

RESIGNATIONS FOR APPROVAL ON JUNE 16, 2025						
LAST NAME	**FIRST NAME**	**MI**	**SPECIAL NOTE**	**POSITION**	**LOCATION**	**EFFECTIVE DATES**
Beasley	Jane			Teacher, Varying Exceptionalities (197 Days)	Legacy Elementary School	May 30, 2025
Britt	Lauren			Teacher, Mathematics (197 Days)	Baker County High School	May 22, 2025
Brown	Leigh			Teacher, Self Contained Kindergarten (197 Days)	Baker County Pre-K / Kindergarten Center	May 30, 2025
Dietz	Emma			Paraprofessional Elementary (187 Days)	Westside Elementary School	May 28, 2025
Goble	John			Custodian (261 Days, 8 Hours)	Macclenny Elementary School	June 2, 2025
Griffis	Rachel			Extended Day Enrichment Supervisor (182 Days)	Westside Elementary School	May 29, 2025
Hunt	Kathryn		Retirement	Teacher, Varying Exceptionalities (197 Days)	Macclenny Elementary School	May 30, 2025
Mays	Erica			Teacher, Science SH (197 Days)	Baker County High School	May 30, 2025
Mays	Kevin			Teacher, Physical Ed SH (261 Days)	Baker County High School	June 30, 2025
Ray	Priscilla		Retirement	Bus Driver / 186 Days	Transportation	May 28, 2025
Richard	George			Teacher, Physical Ed SH (197 Days)	Baker County High School	May 30, 2025
Sharpe	Robert			Teacher, Varying Exceptionalities (197 Days)	Macclenny Elementary School	May 30, 2025

EMPLOYMENT FOR APPROVAL ON JUNE 16, 2025						
LAST NAME	**FIRST NAME**	**MI**	**SPECIAL NOTE**	**POSITION**	**LOCATION**	**EFFECTIVE DATES**
Bradley	Tina		Transfer / Promotion Within Same Site from Specialist/Manager Health Services (197 Days) / Replacing Herself, Unit Reassigned	Specialist/Manager Health Services (240 Days)	Family Service Center	July 1, 2025
Canaday	Brock		Transfer / Promotion from Teacher Dropout Prevention SH (197 Days) at Alternative School / Replacing Kevin Mays, Unit Reassigned	Teacher, Physical Ed SH (240 Days)	Baker County High School	July 1, 2025

EMPLOYMENT FOR APPROVAL ON JUNE 16, 2025						
LAST NAME	**FIRST NAME**	**MI**	**SPECIAL NOTE**	**POSITION**	**LOCATION**	**EFFECTIVE DATES**
Coleman	Karen		Transfer Within Same Site from Teacher, Sixth Grade (197 Days) / Replacing Carolyn McCullough	Teacher, Intellectual Disabilities (197 Days)	Baker County Middle School	July 31, 2025
Colvin	Tim		Transfer Within Same Site from Teacher Public Service Ed (197 Days) / Replacing Himself, Unit Reassigned	Teacher, Industrial Ed (197 Days)	Baker County High School	July 31, 2025
Crews	Brandon		Transfer Within Same Site from Teacher, Sixth Grade (197 Days) / Replacing Sarah Bullard	Teacher, Language Arts M/J (197 Days)	Baker County Middle School	July 31, 2025
Finley	Blane		Transfer Within Same Site from Teacher, Social Studies (197 Days) / Replacing Lauren Britt	Teacher, Mathematics (197 Days)	Baker County High School	July 31, 2025
Fletcher	Kasey		Transfer Within Same Site from Teacher, Mathematics (197 Days) / Replacing Corey Cantrell	Teacher, Science (197 Days)	Baker County High School	July 31, 2025
Harris	Pamela		Transfer from Assistant Principal M/J (261 Days) / Replacing Heather Hickox	Assistant Principal (240 Days)	Westside Elementary School	July 1, 2025
Hawkins	Cynthia		Transfer Within Same Site from Teacher Social Studies M/J (197 Days) / Replacing Pamela Harris, Unit Reassigned	Teacher on Special Assignment (197 Days)	Baker County Middle School	July 31, 2025
Horne	Adam		Transfer Within Same Site from Teacher Dropout Prevention SH (197 Days) / Replacing Harold Pape, Unit Reassigned	Teacher, Public Service Ed (197 Days)	Baker County High School	July 31, 2025
Jackson	Sherri		Transfer Within Same Site from Teacher, Third Grade (197 Days) / Replacing Amber Sharp	Teacher, Second Grade (197 Days)	Macclenny Elementary School	July 31, 2025
Kick	Leanna		Transfer Within Same Site from Teacher, Fourth Grade (197 Days) / Replacing Marina Mixon / No Vacancy, Swap	Teacher, First Grade (197 Days)	Macclenny Elementary School	July 31, 2025

EMPLOYMENT FOR APPROVAL ON JUNE 16, 2025						
LAST NAME	**FIRST NAME**	**MI**	**SPECIAL NOTE**	**POSITION**	**LOCATION**	**EFFECTIVE DATES**
Lyons	Lalia		Transfer Within Same Site from Teacher, Fourth Grade (197 Days) / Replacing Kimberly Crews	Teacher, Second Grade (197 Days)	Macclenny Elementary School	July 31, 2025
Mixon	Marina		Transfer Within Same Site from Teacher, First Grade (197 Days) / Replacing Leanna Kick / No Vacancy, Swap	Teacher, Fourth Grade (197 Days)	Macclenny Elementary School	July 31, 2025
Moore	Richard		Transfer Within Same Site from Teacher, Fourth Grade (197 Days) / Replacing Catharine Reddish / No Vacancy, Swap	Teacher, Third Grade (197 Days)	Legacy Elementary School	July 31, 2025
Reddish	Catharine		Transfer Within Same Site from Teacher, Third Grade (197 Days) / Replacing Richard Moore / No Vacancy, Swap	Teacher, Fourth Grade (197 Days)	Legacy Elementary School	July 31, 2025
Rodgers	Jarrell		Transfer Within Same Site from Teacher, Health SH (197 Days) / Replacing Adam Horne	Teacher, Dropout Prevention SH (197 Days)	Baker County High School	July 31, 2025
Smith	Andrea		Transfer from Teacher, Reading/Reading Coach SH (197 Days) / Replacing Eryn Davey	Teacher, Varying Exceptionalities (197 Days)	PreK-Kindergarten Center	July 31, 2025
Smith	Wendy		Transfer / Promotion Within Same Site from Teacher on Special Assignment (197 Days) / Replacing Herself, Unit Reassigned	Assistant Principal (240 Days)	Legacy Elementary School	July 1, 2025
Stafford	Matthew		Transfer / Promotion Within Same Site from Teacher on Special Assignment (197 Days) / Replacing Himself, Unit Reassigned	Assistant Principal (240 Days)	Baker County High School	July 1, 2025

REAPPOINTMENT LIST FOR APPROVAL ON JUNE 16, 2025						
LAST NAME	**FIRST NAME**	**MI**	**POSITION**	**LOCATION**	**CONTRACT STATUS**	**EFFECTIVE**
Adams	Brandie		Paraprofessional, ESE Ages 3-5 (187 Days)	Baker County Pre-K / Kindergarten Center	Annual Contract (Pending Availability of Funding)	2025-2026
Ambrose	Mary		Executive Director of Finance / Support Services (261 Days)	District Office	Annual Contract (Pending Availability of Funding)	2025-2026
Anderson	Naomi		Principal (261 Days)	Legacy Elementary School	Annual Contract (Pending Availability of Funding)	2025-2026
Bennett	Terrie		Bus Driver (186 Days)	Transportation	Annual Contract (Pending Availability of Funding)	2025-2026
Bingham	Lucie		Teacher, Varying Exceptionalities (197 Days)	Baker County Pre-K / Kindergarten Center	Annual Contract (Pending Availability of Funding)	2025-2026
Boshell	Jean		Paraprofessional, ESE Ages 6-21 (187 Days)	Macclenny Elementary School	Year to Year Continuous Employee	2025-2026
Bowers	Rhonda		Bus Driver (186 Days, 5.5 Hours)	Transportation	Year to Year Continuous Employee	2025-2026
Bradley	Tina		Specialist / Manager Health Services (240 Days)	Family Service Center	Annual Contract (Pending Availability of Funding)	2025-2026
Brannen	Melissa		Nutrition Services Assistant (186 Days, 3 Hours)	Macclenny Elementary School	Annual Contract (Pending Availability of Funding)	2025-2026
Brown	Mallory		Paraprofessional, ESE Ages 6-21 (187 Days)	Macclenny Elementary School	Year to Year Continuous Employee	2025-2026

REAPPOINTMENT LIST FOR APPROVAL ON JUNE 16, 2025						
LAST NAME	**FIRST NAME**	**MI**	**POSITION**	**LOCATION**	**CONTRACT STATUS**	**EFFECTIVE**
Buettgen	Betsy		Nutrition Services Manager (193 Days)	Baker County High School	Annual Contract (Pending Availability of Funding)	2025-2026
Combs	Samantha		Nutrition Services Assistant (191 Days, 7 Hours)	Baker County High School	Annual Contract (Pending Availability of Funding)	2025-2026
Combs	Tiffany		Teacher, Mathematics (197 Days)	Baker County High School	Annual Contract (Pending Availability of Funding)	2025-2026
Coverdale	Amanda		Teacher Self Contained KG (197 Days)	Baker County Pre-K / Kindergarten Center	Annual Contract (Pending Availability of Funding)	2025-2026
Crews	Katherine		Receptionist (186 Days, 5 Hours)	Transportation	Annual Contract (Pending Availability of Funding)	2025-2026
Crews	Terry		Shop Manager (261 Days)	Transportation	Annual Contract (Pending Availability of Funding)	2025-2026
Davis	Brandy		Secretary II, Career and Adult Education (261 Days)	Career and Adult Education	Annual Contract (Pending Availability of Funding)	2025-2026
Davis	Michaelle		Nutrition Services Manager (193 Days)	Legacy Elementary School	Annual Contract (Pending Availability of Funding)	2025-2026
Denmark	Rene		Paraprofessional, ESE Ages 6-21 (187 Days)	Macclenny Elementary School	Year to Year Continuous Employee	2025-2026

REAPPOINTMENT LIST FOR APPROVAL ON JUNE 16, 2025						
LAST NAME	**FIRST NAME**	**MI**	**POSITION**	**LOCATION**	**CONTRACT STATUS**	**EFFECTIVE**
Dopson	Carrie		Executive Director of Teaching and Learning (261 Days)	Superintendent's Office	Annual Contract (Pending Availability of Funding)	2025-2026
Dugger	Nicole		Bus Driver (186 Days, 5.5 Hours)	Transportation	Year to Year Continuous Employee	2025-2026
Eiserman	Ella		Nutrition Services Assistant (191 Days, 7 Hours)	Macclenny Elementary School	Annual Contract (Pending Availability of Funding)	2025-2026
Fish	Anthony		Bus Mechanic (261 Days)	Transportation	Annual Contract (Pending Availability of Funding)	2025-2026
Francis	Alicia		Bus Driver (186 Days, 5.5 Hours)	Transportation	Year to Year Continuous Employee	2025-2026
Gadsby	Savannah		Nutrition Services Assistant (191 Days, 7 Hours)	Baker County Middle School	Annual Contract (Pending Availability of Funding)	2025-2026
Giddens	Anthony		Principal (261 Days)	Baker County High School	Annual Contract (Pending Availability of Funding)	2025-2026
Godwin	Eugenia		Nutrition Services Assistant (191 Days, 7 Hours)	Westside Elementary School	Year to Year Continuous Employee	2025-2026
Gray	Holly		Social / Student Services Worker (187 Days)	Student Services	Annual Contract (Pending Availability of Funding)	2025-2026
Green	Lynn		Principal (261 Days)	Westside Elementary School	Annual Contract (Pending Availability of Funding)	2025-2026

REAPPOINTMENT LIST FOR APPROVAL ON JUNE 16, 2025						
LAST NAME	**FIRST NAME**	**MI**	**POSITION**	**LOCATION**	**CONTRACT STATUS**	**EFFECTIVE**
Griffis	Keith		Director of Transportation (261 Days)	Transportation	Annual Contract (Pending Availability of Funding)	2025-2026
Guthrie	Karla		Bus Driver (186 Days, 5.5 Hours)	Transportation	Year to Year Continuous Employee	2025-2026
Hagan	Shelby		Paraprofessional Prekindergarten (187 Days)	Baker County Pre-K / Kindergarten Center	Year to Year Continuous Employee	2025-2026
Harris	Leslie		School Secretary (216 Days)	Baker County Pre-K / Kindergarten Center	Year to Year Continuous Employee	2025-2026
Harris	Norma		Nutrition Services Manager (193 Days)	Baker County Pre-K / Kindergarten Center	Annual Contract (Pending Availability of Funding)	2025-2026
Harvey	Beki		Bus Driver (186 Days, 5.5 Hours)	Transportation	Year to Year Continuous Employee	2025-2026
Harvey	Chellsie		Bus Driver (186 Days)	Transportation	Annual Contract (Pending Availability of Funding)	2025-2026
Higginbotham	Jenna		Paraprofessional Prekindergarten (187 Days)	Baker County Pre-K / Kindergarten Center	Annual Contract (Pending Availability of Funding)	2025-2026
Hill	Thomas		Associate Superintendent of Human Resources (261 Days)	Superintendent's Office	Annual Contract (Pending Availability of Funding)	2025-2026
Hodges	Felecia		Paraprofessional, Elementary / Social Studies Lab (187 Days)	Macclenny Elementary School	Year to Year Continuous Employee	2025-2026
Hodges	Lena		Bus Driver (186 Days, 5.5 Hours)	Transportation	Year to Year Continuous Employee	2025-2026

REAPPOINTMENT LIST FOR APPROVAL ON JUNE 16, 2025						
LAST NAME	**FIRST NAME**	**MI**	**POSITION**	**LOCATION**	**CONTRACT STATUS**	**EFFECTIVE**
Holmes	Betty		Nutrition Services Assistant (191 Days, 7 Hours)	Baker County Pre-K / Kindergarten Center	Year to Year Continuous Employee	2025-2026
Horne	Kelly		Principal (261 Days)	Macclenny Elementary School	Annual Contract (Pending Availability of Funding)	2025-2026
Horne	Ridge		Teacher, Physical Education (197 Days)	Macclenny Elementary School	Annual Contract (Pending Availability of Funding)	2025-2026
Howell	Noah		Nutrition Services Warehouse Delivery Clerk (240 Days)	District Office	Annual Contract (Pending Availability of Funding)	2025-2026
Hunt	Emma		Social / Student Services Worker (187 Days)	Student Services	Annual Contract (Pending Availability of Funding)	2025-2026
Jackson	Angela		Nutrition Services Manager (193 Days)	Macclenny Elementary School	Annual Contract (Pending Availability of Funding)	2025-2026
Jacobs	Johnnie		Principal (261 Days)	Baker County Middle School	Annual Contract (Pending Availability of Funding)	2025-2026
Jefferson	Adrium		Bus Aide (186 Days, 5.5 Hours)	Transportation	Year to Year Continuous Employee	2025-2026
Johnson	Makayla		Social / Student Services Worker (187 Days)	Student Services	Annual Contract (Pending Availability of Funding)	2025-2026
Jones	Bonnie		Principal (261 Days)	Baker County Pre-K / Kindergarten Center	Annual Contract (Pending Availability of Funding)	2025-2026

REAPPOINTMENT LIST FOR APPROVAL ON JUNE 16, 2025						
LAST NAME	**FIRST NAME**	**MI**	**POSITION**	**LOCATION**	**CONTRACT STATUS**	**EFFECTIVE**
Keith	Rita		Nutrition Services Assistant (191 Days, 7 Hours)	Baker County Middle School	Annual Contract (Pending Availability of Funding)	2025-2026
Kilpatrick	Robbyn		Paraprofessional Prekindergarten (187 Days)	Baker County Pre-K / Kindergarten Center	Year to Year Continuous Employee	2025-2026
King	William		Bus Driver (186 Days, 5.5 Hours)	Transportation	Annual Contract (Pending Availability of Funding)	2025-2026
Lambing	Caile		Bus Driver (186 Days, 5.5 Hours)	Transportation	Annual Contract (Pending Availability of Funding)	2025-2026
Lancaster	Nikkie		Secretary (261 Days)	Transportation	Annual Contract (Pending Availability of Funding)	2025-2026
Lee	Toree		Teacher, Fifth Grade (197 Days)	Macclenny Elementary School	Annual Contract (Pending Availability of Funding)	2025-2026
Lewis	Jane		Bus Driver (186 Days, 5.5 Hours)	Transportation	Annual Contract (Pending Availability of Funding)	2025-2026
Linville	Lori		Teacher, Fourth Grade (197 Days)	Macclenny Elementary School	Annual Contract (Pending Availability of Funding)	2025-2026
Long	Shirley		Nutrition Services Manager (193 Days)	Westside Elementary School	Annual Contract (Pending Availability of Funding)	2025-2026

REAPPOINTMENT LIST FOR APPROVAL ON JUNE 16, 2025						
LAST NAME	**FIRST NAME**	**MI**	**POSITION**	**LOCATION**	**CONTRACT STATUS**	**EFFECTIVE**
Matthews	Karen		Bus Aide (186 Days, 5.5 Hours)	Transportation	Annual Contract (Pending Availability of Funding)	2025-2026
Maurer	Tina		Library / Media Aide (197 Days)	Macclenny Elementary	Year to Year Continuous Employee	2025-2026
Mobley	Debbie		Paraprofessional Prekindergarten (187 Days)	Baker County Pre-K / Kindergarten Center	Year to Year Continuous Employee	2025-2026
Mobley	Tina		Paraprofessional, ESE Ages 6-21 (187 Days)	Macclenny Elementary School	Year to Year Continuous Employee	2025-2026
Rafuse	Shelby		Teacher, Fifth Grade (197 Days)	Legacy Elementary School	Annual Contract (Pending Availability of Funding)	2025-2026
Raulerson	Caitlin		Paraprofessional, ESE Ages 3-5 (187 Days)	Baker County Pre-K / Kindergarten Center	Year to Year Continuous Employee	2025-2026
Raulerson	Felicia		Executive Secretary to the Superintendent of Schools and School Board Members (261 Days)	Superintendent's Office	Annual Contract (Pending Availability of Funding)	2025-2026
Raulerson	Hampton DuShayne		Transportation Parts / Inventory Clerk (261 Days)	Transportation	Annual Contract (Pending Availability of Funding)	2025-2026
Rhoden	Angela		Vice Principal (261 Days)	Baker County Middle School	Annual Contract (Pending Availability of Funding)	2025-2026
Rhoden	Sierra		Teacher, Third Grade (197 Days)	Legacy Elementary School	Annual Contract (Pending Availability of Funding)	2025-2026
Roberts	Amanda		Bus Driver (186 Days, 5.5 Hours)	Transportation	Year to Year Continuous Employee	2025-2026

REAPPOINTMENT LIST FOR APPROVAL ON JUNE 16, 2025						
LAST NAME	**FIRST NAME**	**MI**	**POSITION**	**LOCATION**	**CONTRACT STATUS**	**EFFECTIVE**
Roth	Betty		Nutrition Services Assistant (191 Days, 7 Hours)	Legacy Elementary School	Annual Contract (Pending Availability of Funding)	2025-2026
Roth	Jessica		Nutrition Services Assistant (191 Days, 7 Hours)	Baker County Middle School	Annual Contract (Pending Availability of Funding)	2025-2026
Scarborough	Chadd		Director of Facilities and Maintenance (261 Days)	Maintenance	Annual Contract (Pending Availability of Funding)	2025-2026
Schmitges	Alice		Director of Exceptional Student Education (261 Days)	Student Services	Annual Contract (Pending Availability of Funding)	2025-2026
Scott	Cynthia		Nutrition Services Area Coordinator (240 Days)	District Office	Annual Contract (Pending Availability of Funding)	2025-2026
Shook	Kristie		Secretary / Finance Aide, Nutrition Services (261 Days)	District Office	Annual Contract (Pending Availability of Funding)	2025-2026
Sirk	Joy		Executive Secretary to the Executive Director of Teaching and Learning (261 Days)	Superintendent's Office	Annual Contract (Pending Availability of Funding)	2025-2026
Sotomayor Portillo	Silvio		Paraprofessional, ESE Ages 6-21 (187 Days)	Westside Elementary School	Year to Year Continuous Employee	2025-2026
Spurlock	Paige		Paraprofessional, Pre-K (187 Days)	Baker County Pre-K / Kindergarten Center	Year to Year Continuous Employee	2025-2026
Starling	Janis		Nutrition Services Manager (193 Days)	Baker County Middle School	Annual Contract (Pending Availability of Funding)	2025-2026

REAPPOINTMENT LIST FOR APPROVAL ON JUNE 16, 2025						
LAST NAME	**FIRST NAME**	**MI**	**POSITION**	**LOCATION**	**CONTRACT STATUS**	**EFFECTIVE**
Taylor	Debra		School Secretary (216 Days)	Macclenny Elementary School	Annual Contract (Pending Availability of Funding)	2025-2026
Underwood	Kay		Bus Driver (186 Days, 5.5 Hours)	Transportation	Year to Year Continuous Employee	2025-2026
Walton	Casey		Nutrition Services Assistant (191 Days, 7 Hours)	Westside Elementary School	Annual Contract (Pending Availability of Funding)	2025-2026
Wheeler	Traci		Director of Accountability and Special Programs (261 Days)	District Title I Office	Annual Contract (Pending Availability of Funding)	2025-2026
White	Autumn		School Bookkeeper (216 Days)	Baker County Pre-K / Kindergarten Center	Year to Year Continuous Employee	2025-2026
Wilkerson	Anna		Teacher Self Contained KG (197 Days)	Baker County Pre-K / Kindergarten Center	Annual Contract (Pending Availability of Funding)	2025-2026
Williams	Mckenzie		Nutrition Services Assistant (186 Days, 3 Hours)	Baker County Middle School	Year to Year Continuous Employee	2025-2026

EXTRA DUTY FOR APPROVAL ON JUNE 16, 2025						
LAST NAME	**FIRST NAME**	**MI**	**SPECIAL NOTE**	**DESCRIPTION**	**AMOUNT**	**EFFECTIVE DATES**
Akins	Kristina			Summer Professional Development (BSIS Summer Professional Learning)	$183.98 Per Day / Maximum 3 Days / Funding Source: Federal	July 15, 2025 - July 17, 2025
Bennett	Andrea			Standards Alignment Training and Curriculum Development	$31.54 Per Hour / Maximum 30 Hours / Funding Source: Federal	June 2, 2025 - June 30, 2025

EXTRA DUTY FOR APPROVAL ON JUNE 16, 2025						
LAST NAME	**FIRST NAME**	**MI**	**SPECIAL NOTE**	**DESCRIPTION**	**AMOUNT**	**EFFECTIVE DATES**
Bennett	Andrea			Teach Algebra I Summer Boot Camp and Administer Algebra I EOC	Regular Hourly Rate / Maximum 20 Hours / Funding Source: General	July 14, 2025 - July 17, 2025
Bennett	Terrie			Summer Field Trip Driver	$17.60 Per Hour / As Needed / Funding Source: General	June 2, 2025 - August 8, 2025
Bowers	Rhonda			Summer Hours for ESE Extended School Year	Regular Hourly Rate / As Needed / Funding Source: Federal	June 16, 2025 - July 10, 2025
Bowers	Rhonda			Summer Field Trip Driver	$17.60 Per Hour / As Needed / Funding Source: General	June 2, 2025 - August 8, 2025
Brantley	Kaley			Standards Alignment Training and Curriculum Development	$31.54 Per Hour / Maximum 35 Hours / Funding Source: Federal	June 9, 2025 - June 13, 2025
Buettgen	Sara			Summer Professional Development (Para Prof 101)	$15.00 Per Hour / Maximum 2 Hours / Funding Source: Federal	May 29, 2025
Collingwood	Tabitha			VPK Summer Bridge	Regular Hourly Rate / Maximum 140.25 Hours / Funding Source: General	June 9, 2025 - July 22, 2025
Couture	Autumn			Standards Alignment Training and Curriculum Development	$31.54 Per Hour / Maximum 19 Hours / Funding Source: Federal	June 2, 2025 - June 30, 2025
Craven	Morgan			Standards Alignment Training and Curriculum Development	$31.54 Per Hour / Maximum 30 Hours / Funding Source: Federal	June 2, 2025 - June 30, 2025
Crews	Debra			Grade 3 Reading Camp "Pending Adequate Enrollment"	Regular Hourly Rate / Maximum 75 Hours / Funding Source: General	June 2, 2025 - July 10, 2025

EXTRA DUTY FOR APPROVAL ON JUNE 16, 2025						
LAST NAME	**FIRST NAME**	**MI**	**SPECIAL NOTE**	**DESCRIPTION**	**AMOUNT**	**EFFECTIVE DATES**
Crockett	Katherine			Summer Professional Development (BSIS Summer Professional Learning)	$183.98 Per Day / Maximum 3 Days / Funding Source: Federal	July 15, 2025 - July 17, 2025
Davis	Amy			Summer Professional Development (Para Prof 101)	$15.00 Per Hour / Maximum 2 Hours / Funding Source: Federal	May 29, 2025
Davis	Beth			Prepare for Summer and Fall Test Administrations	Regular Hourly Rate / Maximum 25 Hours / Funding Source: General	July 2, 2025 - July 30, 2025
Davis	Brandy			GED Examiner	$27.58 Per Hour / As Needed / Funding Source: General	July 1, 2025 - June 30, 2026
Dugger	Nicole			Summer Hours for ESE Extended School Year	Regular Hourly Rate / As Needed / Funding Source: Federal	June 16, 2025 - July 10, 2025
Dugger	Nicole			CDL Trainers Training	Regular Hourly Rate / Maximum 55 Hours / Funding Source: General	May 29, 2025 - July 25, 2025
Dunbar	Savannah			Standards Alignment Training and Curriculum Development	$31.54 Per Hour / Maximum 30 Hours / Funding Source: Federal	June 2, 2025 - June 30, 2025
Ellis	Yolonda			Summer Professional Development (Para Prof 101)	$15.00 Per Hour / Maximum 2 Hours / Funding Source: Federal	May 29, 2025
Faulkner	Kimber			Standards Alignment Training and Curriculum Development	$31.54 Per Hour / Maximum 30 Hours / Funding Source: Federal	June 2, 2025 - June 30, 2025
Finley	Blane			Standards Alignment Training and Curriculum Development	$31.54 Per Hour / Maximum 30 Hours / Funding Source: Federal	June 2, 2025 - June 30, 2025
Fletcher	Kasey			Standards Alignment Training and Curriculum Development	$31.54 Per Hour / Maximum 30 Hours / Funding Source: Federal	June 2, 2025 - June 30, 2025

EXTRA DUTY FOR APPROVAL ON JUNE 16, 2025						
LAST NAME	**FIRST NAME**	**MI**	**SPECIAL NOTE**	**DESCRIPTION**	**AMOUNT**	**EFFECTIVE DATES**
Foster	Tina			Summer Hours for ESE Extended School Year	Regular Hourly Rate / As Needed / Funding Source: Federal	June 16, 2025 - July 10, 2025
Gibson	Latrelle			Grade 3 Reading Camp "Pending Adequate Enrollment"	Regular Hourly Rate / As Needed / Funding Source: General	June 16, 2025 - July 10, 2025
Givens	Kelton			Curriculum Mapping for CTE Program	$31.54 Per Hour / Maximum 16 Hours / Funding Source: Federal	June 1, 2025 - June 30, 2025
Green	Chariot			VPK Summer Bridge Program Substitute	Regular Hourly Rate / As Needed / Funding Source: General	June 9, 2025 - July 22, 2025
Grimes	Brenda			Summer Field Trip Driver	$17.60 Per Hour / As Needed / Funding Source: General	June 2, 2025 - August 8, 2025
Hand	Daphne			Standards Alignment Training and Curriculum Development	$31.54 Per Hour / Maximum 30 Hours / Funding Source: Federal	June 2, 2025 - June 30, 2025
Harrell	Sandra			Summer Professional Development (Para Prof 101)	$15.00 Per Hour / Maximum 2 Hours / Funding Source: Federal	May 29, 2025
Hurst	Venus			Standards Alignment Training and Curriculum Development	$31.54 Per Hour / Maximum 19 Hours / Funding Source: Federal	June 2, 2025 - June 30, 2025
Hyatt	Shayna			Summer Field Trip Driver	$17.60 Per Hour / As Needed / Funding Source: General	June 2, 2025 - August 8, 2025
King	Jennifer			VPK Summer Bridge	Regular Hourly Rate / Maximum 140.25 Hours / Funding Source: General	June 9, 2025 - July 22, 2025

EXTRA DUTY FOR APPROVAL ON JUNE 16, 2025						
LAST NAME	**FIRST NAME**	**MI**	**SPECIAL NOTE**	**DESCRIPTION**	**AMOUNT**	**EFFECTIVE DATES**
Kosakowski	Tara			Standards Alignment Training and Curriculum Development	$31.54 Per Hour / Maximum 30 Hours / Funding Source: Federal	June 2, 2025 - June 30, 2025
Lambing	Caile			Summer Field Trip Driver	$17.60 Per Hour / As Needed / Funding Source: General	June 2, 2025 - August 8, 2025
Leino	Tammy			VPK Summer Bridge Program Substitute	Regular Hourly Rate / As Needed / Funding Source: General	June 9, 2025 - July 22, 2025
Lewis	Jane			Summer Field Trip Driver	$17.60 Per Hour / As Needed / Funding Source: General	June 2, 2025 - August 8, 2025
Linn	Janet			Standards Alignment Training and Curriculum Development	$31.54 Per Hour / Maximum 25 Hours / Funding Source: Federal	June 2, 2025 - June 30, 2025
Lovett	Jennifer			Summer Professional Development (Para Prof 101)	$15.00 Per Hour / Maximum 2 Hours / Funding Source: Federal	May 29, 2025
Mallard	Karen			Standards Alignment Training and Curriculum Development	$31.54 Per Hour / Maximum 19 Hours / Funding Source: Federal	June 2, 2025 - June 30, 2025
McDonald	Emily			Standards Alignment Training and Curriculum Development	$31.54 Per Hour / Maximum 30 Hours / Funding Source: Federal	June 2, 2025 - June 30, 2025
McGee	Ryan			Standards Alignment Training and Curriculum Development	$31.54 Per Hour / Maximum 25 Hours / Funding Source: Federal	June 2, 2025 - June 30, 2025
Miller	Suzanne			Grade 3 Reading Camp "Pending Adequate Enrollment"	Regular Hourly Rate / Maximum 75 Hours / Funding Source: General	June 2, 2025 - July 10, 2025
Mitchell	Jennifer			Sub for Grade 3 Reading Camp	Regular Hourly Rate / As Needed / Funding Source: General	June 16, 2025 - July 10, 2025

EXTRA DUTY FOR APPROVAL ON JUNE 16, 2025						
LAST NAME	**FIRST NAME**	**MI**	**SPECIAL NOTE**	**DESCRIPTION**	**AMOUNT**	**EFFECTIVE DATES**
Nelson	Mekenzi			Standards Alignment Training and Curriculum Development	$31.54 Per Hour / Maximum 30 Hours / Funding Source: Federal	June 2, 2025 - June 30, 2025
Nettles	Lisa			VPK Summer (Additional Hour Per Day)	Regular Hourly Rate / Maximum 10 Hours / Funding Source: General	May 14, 2025 - May 27, 2025
Nettles	Lisa			Standards Alignment Training and Curriculum Development	$31.54 Per Hour / Maximum 30 Hours / Funding Source: Federal	June 2, 2025 - June 30, 2025
Ondish	Amber			Sub for Grade 3 Reading Camp	Regular Hourly Rate / As Needed / Funding Source: General	June 16, 2025 - July 10, 2025
Payne	Camryn			Standards Alignment Training and Curriculum Development	$31.54 Per Hour / Maximum 6 Hours / Funding Source: Federal	June 2, 2025 - June 30, 2025
Payne	Jennifer			Prepare for Summer and Fall Test Administrations	Regular Hourly Rate / Maximum 25 Hours / Funding Source: General	July 2, 2025 - July 30, 2025
Payne	Jennifer			Attend Annual FATA Meeting and FDOE Assessment Meeting	$24.53 Per Hour / Maximum 13.5 Hours / Funding Source: General	July 29, 2025 - July 30, 2025
Pipkins	Chrystal			Summer Field Trip Driver	$17.60 Per Hour / As Needed / Funding Source: General	June 2, 2025 - August 8, 2025
Rhoden	Katie			Standards Alignment Training and Curriculum Development	$31.54 Per Hour / Maximum 25 Hours / Funding Source: Federal	June 2, 2025 - June 30, 2025
Rowan	Tanyia			Standards Alignment Training and Curriculum Development	$31.54 Per Hour / Maximum 30 Hours / Funding Source: Federal	June 2, 2025 - June 30, 2025
Sapp	Suzanne			Standards Alignment Training and Curriculum Development	$31.54 Per Hour / Maximum 25 Hours / Funding Source: Federal	June 2, 2025 - June 30, 2025

EXTRA DUTY FOR APPROVAL ON JUNE 16, 2025						
LAST NAME	**FIRST NAME**	**MI**	**SPECIAL NOTE**	**DESCRIPTION**	**AMOUNT**	**EFFECTIVE DATES**
Shomin	Shawna			Summer Hours for ESE Extended School Year (Substitute)	Regular Hourly Rate / Maximum 91 Hours / Funding Source: Federal	June 12, 2025 - July 11, 2025
Smith	Bethany			VPK Summer Bridge	Regular Hourly Rate / Maximum 140.25 Hours / Funding Source: General	June 9, 2025 - July 22, 2025
Smith	Lacy			Standards Alignment Training and Curriculum Development	$31.54 Per Hour / Maximum 25 Hours / Funding Source: Federal	June 2, 2025 - June 30, 2025
Smith	Wendy		Amend Previously Approved Hours on June 2, 2025, from Maximum 50 Hours	Standards Alignment Training and Curriculum Development	$31.54 Per Hour / Maximum 100 Hours / Funding Source: Federal	June 2, 2025 - June 30, 2025
South	Susie			Standards Alignment Training and Curriculum Development	$31.54 Per Hour / Maximum 19 Hours / Funding Source: Federal	June 2, 2025 - June 30, 2025
Starling	Brandy			Summer Hours for ESE Extended School Year	Regular Hourly Rate / As Needed / Funding Source: Federal	June 16, 2025 - July 10, 2025
Stokes	Jaime			Career Specialist Summer Hours	Regular Hourly Rate / Maximum 48.5 Hours / Funding Source: Federal	June 1, 2025 - June 30, 2025
Swindell	Tommie			Summer Hours for ESE Extended School Year	Regular Hourly Rate / As Needed / Funding Source: Federal	June 16, 2025 - July 10, 2025
Swindell	Tommie			CDL Trainers Training	Regular Hourly Rate / Maximum 55 Hours / Funding Source: General	May 29, 2025 - July 25, 2025

EXTRA DUTY FOR APPROVAL ON JUNE 16, 2025						
LAST NAME	FIRST NAME	MI	SPECIAL NOTE	DESCRIPTION	AMOUNT	EFFECTIVE DATES
Taylor	Bridget		Amend Previously Approved Hours on June 2, 2025, from Maximum 25 Hours	Standards Alignment Training and Curriculum Development	$31.54 Per Hour / Maximum 75 Hours / Funding Source: Federal	June 2, 2025 - June 30, 2025
Taylor	Kelsey			VPK Summer Bridge Program Substitute	Regular Hourly Rate / As Needed / Funding Source: General	June 9, 2025 - July 22, 2025
Thornton	Nancy			Grade 3 Reading Camp "Pending Adequate Enrollment"	Regular Hourly Rate / Maximum 75 Hours / Funding Source: General	June 2, 2025 - July 10, 2025
Tracer	Ana			Summer Professional Development (Para Prof 101)	$15.00 Per Hour / Maximum 2 Hours / Funding Source: Federal	May 29, 2025
Wheeler	Stephanie		Amend Previously Approved Hours on May 19, 2025, from Maximum 46 Hours	Career Specialist Summer Hours	Regular Hourly Rate / Maximum 49 Hours / Funding Source: Federal	June 1, 2025 - June 30, 2025

SUPPLEMENTAL PAY FOR JUNE 16, 2025						
LAST NAME	FIRST NAME	SPECIAL NOTE	LOCATION	DESCRIPTION	AMOUNT	EFFECTIVE DATES
Bradley	Tina		Family Service Center	District Health Services FSC	Board Approved Rate	2025 - 2026
Bradley	Tina		Family Service Center	Health Services Specialist	Board Approved Rate	2025 - 2026
Ellis	Yolanda		Morning Duty	Baker County Middle School	Board Approved Rate	2024 – 2025 (Effective November 4, 2024)

STIPEND LIST FOR APPROVAL ON JUNE 16, 2025					
LAST NAME	FIRST NAME	MI	ASSIGNMENT	AMOUNT	EFFECTIVE
Allen	Allison		NEFEC Rural Connect	$125.00 Flat Rate Per	July 8, 2025 -

STIPEND LIST FOR APPROVAL ON JUNE 16, 2025					
LAST NAME	**FIRST NAME**	**MI**	**ASSIGNMENT**	**AMOUNT**	**EFFECTIVE**
			Leadership Conference	Day / Maximum 3 Days / Funding Source: General	July 10, 2025
Anderson	Jacob		Addition of Out of Field Subject Area to Certificate (Computer Science K-12)	$225.00 Flat Rate / Funding Source: Federal	March 13, 2025
Burnsed	Amanda		NEFEC Rural Connect Leadership Conference	$125.00 Flat Rate Per Day / Maximum 3 Days / Funding Source: General	July 8, 2025 - July 10, 2025
Christopher	Heather		NEFEC Rural Connect Leadership Conference	$125.00 Flat Rate Per Day / Maximum 3 Days / Funding Source: General	July 8, 2025 - July 10, 2025
Combs	Tiffany		Addition of Out of Field Subject Area to Certificate (Mathematics 6-12)	$225.00 Flat Rate / Funding Source: Federal	May 15, 2025
Craven	Morgan		NEFEC Rural Connect Leadership Conference	$125.00 Flat Rate Per Day / Maximum 3 Days / Funding Source: General	July 8, 2025 - July 10, 2025
Dugger	Tabitha		NEFEC Rural Connect Leadership Conference	$125.00 Flat Rate Per Day / Maximum 3 Days / Funding Source: General	July 8, 2025 - July 10, 2025
Eiserman	Melissa		Rural Connect Showcase	Regular Daily Rate / Maximum 1 Day / Funding Source: General	April 2, 2025
Griffin	Andrea		Rural Connect Showcase	Regular Daily Rate / Maximum 1 Day / Funding Source: General	April 2, 2025
Kosakowski	Tara		NEFEC Rural Connect Leadership Conference	$125.00 Flat Rate Per Day / Maximum 3 Days / Funding Source: General	July 8, 2025 - July 10, 2025
McDonald	Emily		NEFEC Rural Connect Leadership Conference	$125.00 Flat Rate Per Day / Maximum 3 Days / Funding Source: General	July 8, 2025 - July 10, 2025
Minshew	Lesley		NEFEC Rural Connect Leadership Conference	$125.00 Flat Rate Per Day / Maximum 3 Days / Funding Source: General	July 8, 2025 - July 10, 2025
Nettles	Lisa		NEFEC Rural Connect Leadership Conference	$125.00 Flat Rate Per Day / Maximum 3 Days / Funding Source: General	July 8, 2025 - July 10, 2025
Rowan	Tanyia		NEFEC Rural Connect Leadership Conference	$125.00 Flat Rate Per Day / Maximum 3 Days / Funding Source: General	July 8, 2025 - July 10, 2025
Scott	Cayla		NEFEC Rural Connect Leadership Conference	$125.00 Flat Rate Per Day / Maximum 3 Days / Funding Source: General	July 8, 2025 - July 10, 2025
South	Susie		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 JUNE 16, 2025					
LAST NAME	**FIRST NAME**	**MI**	**ASSIGNMENT**	**AMOUNT**	**EFFECTIVE**
Taylor	Angela		Rural Connect Showcase	Regular Daily Rate / Maximum 1 Day / Funding Source: General	April 2, 2025
Taylor	Bridget		NEFEC Rural Connect Leadership Conference	$125.00 Flat Rate Per Day / Maximum 3 Days / Funding Source: General	July 8, 2025 - July 10, 2025
Thornton	Nancy		Rural Connect Showcase	Regular Daily Rate / Maximum 1 Day / Funding Source: General	April 2, 2025

OCCASIONAL PERSONNEL STAFFING FOR JUNE 16, 2025				
LAST NAME	**FIRST NAME**	**DESCRIPTION**	**AMOUNT**	**EFFECTIVE DATES**
McDuffie	Matthew	Football Defensive Coordinator - Spring	$1,050.00 Flat Rate / Funding Source: General	Rescind May 1, 2025 - June 30, 2025 / Previously Approved on October 21, 2024

LEAVE LIST FOR APPROVAL ON JUNE 16, 2025					
LAST NAME	**FIRST NAME**	**MI**	**# OF DAYS**	**TYPE OF LEAVE**	**EFFECTIVE DATES**
Cassidy	Faith		.4	Illness in the Line of Duty	May 27, 2025
Cassidy	Faith		.4	Illness in the Line of Duty	May 23, 2025
Cassidy	Faith		.4	Illness in the Line of Duty	May 19, 2025
Cassidy	Faith		.266	Illness in the Line of Duty	May 16, 2025
Cochran	Magen		.38	Illness in the Line of Duty	May 23, 2025
Cochran	Magen		.6428	Illness in the Line of Duty	May 16, 2025
Eiserman	Ella		15	Personal Leave Without Pay - Personal / Extended	May 12, 2025 - May 30, 2025
Martin	Jennifer		10	Personal Leave Without Pay - Personal / Extended	May 17, 2025 - May 28, 2025

AGENDA ITEM NO. 8.2

Item Cover Page

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

DATE:	June 16, 2025
SUBMITTED BY:	Wyatt Milton - (259-0401)
ITEM TYPE:	Minutes
AGENDA SECTION:	**APPROVAL OF ROUTINE ITEMS**
SUBJECT:	Approval of the Minutes of the June 2, 2025, School Board Expulsion Hearing.

ATTACHMENTS:
06.16.2025 Approval of 06.02.2025 Expulsion Hearing 830 A.M. Minutes_W.Milton.pdf

BAKER COUNTY SCHOOL DISTRICT
Committed to Excellence

MINUTES
EXPULSION HEARING (CLOSED TO THE PUBLIC)
Monday, June 2, 2025 - 8:30 AM
District Board Room (270 South Boulevard East, Macclenny, Florida 32063)
Minute Book #40 / Supplemental Book #53 / Page #20

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

Expulsion Hearing - Closed to the Public:

DATE	TIME	TYPE	CASE #	SCHOOL
June 2, 2025	8:30 a.m.	Expulsion Hearing	060220258300566	Baker County Middle School

Case #: 060220258300566 / Baker County Middle School

The Baker County School Board met on Monday, June 2, 2025, at 8:30 a.m. in the District School Board Room located at 270 South Boulevard East, Macclenny, Florida. The purpose of this meeting was to hold a closed expulsion hearing on Baker County Middle School student case #060220258300566. The following Board Members were present to wit: Chairperson Tiffany McInarnay, Vice-Chairperson Jack Baker Jr., Clayton Lyons, Amanda Hodges, and Mandi Canaday. Superintendent Wyatt Milton and School Board Attorney Jeffrey Grosholz were both present at the closed hearing. Principal Johnnie Jacobs and Associate Superintendent of Human Resources Thomas Hill were present at the closed hearing. The student, student's mother, and father were present for the closed hearing.

Chairperson McInarnay called the closed expulsion hearing to order on Baker County Middle School student case #060220258300566 and then turned the proceedings over to Superintendent Milton. After hearing the evidence and testimonies presented, Superintendent Milton made the recommendation to expel Baker County Middle School student case #060220258300566 from the Baker County Public Schools for the remainder of the 2024-2025 school year and the first semester of the 2025-2026 school year, which also includes the Adult Education Program, as well as, all school sponsored activities. Upon returning to the Baker County Public Schools, Baker County Middle School student case #060220258300566 must re-enter through the Baker County CATS Academy alternative school setting for a minimum of forty-five (45) days. As recommended by Superintendent Milton, Jack Baker Jr. made a motion to approve, seconded by Clayton Lyons. The motion carried 5-0.

_____ Superintendent

_____ Board Chairperson

AGENDA ITEM NO. 8.3

Item Cover Page

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

DATE:	June 16, 2025
SUBMITTED BY:	Wyatt Milton - (259-0401)
ITEM TYPE:	Minutes
AGENDA SECTION:	**APPROVAL OF ROUTINE ITEMS**
SUBJECT:	Approval of the Minutes of the June 2, 2025, School Board Expulsion Hearing.

ATTACHMENTS:
06.16.2025 Approval of 06.02.2025 Expulsion Hearing 930 A.M. Minutes_W.Milton.pdf

BAKER COUNTY SCHOOL DISTRICT
Committed to Excellence

MINUTES
EXPULSION HEARING (CLOSED TO THE PUBLIC)
Monday, June 2, 2025 - 8:45 AM
District Board Room (270 South Boulevard East, Macclenny, Florida 32063)
Minute Book #40 / Supplemental Book #53 / Page #20

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

Expulsion Hearing - Closed to the Public:

DATE	TIME	TYPE	CASE #	SCHOOL
June 2, 2025	8:45 a.m.	Expulsion Hearing	060220258450480	Baker County Middle School

Case #: 060220258450480 / Baker County Middle School

The Baker County School Board met on Monday, June 2, 2025, adjusted to 9:30 a.m. to accommodate the parent in the District School Board Room located at 270 South Boulevard East, Macclenny, Florida. The purpose of this meeting was to hold a closed expulsion hearing on Baker County Middle School student case #060220258450480. The following Board Members were present to wit: Chairperson Tiffany McInarnay, Vice-Chairperson Jack Baker Jr., Clayton Lyons, Amanda Hodges, and Mandi Canaday. Superintendent Wyatt Milton and School Board Attorney Jeffrey Grosholz were both present at the closed hearing. Principal Johnnie Jacobs, Director of School Safety and Auxiliary Services Steve Cannon, and Associate Superintendent of Human Resources Thomas Hill were present at the closed hearing. The student's mother, grandmother, and aunt were present for the closed hearing.

Chairperson McInarnay called the closed expulsion hearing to order on Baker County Middle School student case #060220258450480 and then turned the proceedings over to Superintendent Milton. After hearing the evidence and testimonies presented, Superintendent Milton made the recommendation to expel Baker County Middle School student case #060220258450480 from the Baker County Public Schools for the remainder of the 2024-2025 school year and the first semester of the 2025-2026 school year, which also includes the Adult Education Program, as well as, all school sponsored activities. Upon returning to the Baker County Public Schools, Baker County Middle School student case #060220258450480 must re-enter through the Baker County CATS Academy alternative school setting for a minimum of forty-five (45) days. As recommended by Superintendent Milton, Amanda Hodges made a motion to approve, seconded by Clayton Lyons. The motion carried 5-0.

_____ Superintendent

_____ Board Chairperson

AGENDA ITEM NO. 8.4

Item Cover Page

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

DATE: June 16, 2025

SUBMITTED BY: Wyatt Milton - (259-0401)

ITEM TYPE: Minutes

AGENDA SECTION: **APPROVAL OF ROUTINE ITEMS**

SUBJECT: Approval of the Minutes of the June 2, 2025, School Board Meeting.

ATTACHMENTS:
06.16.2025 Approval of 06.02.2025 Board Minutes_W.Milton.pdf

BAKER COUNTY SCHOOL DISTRICT
Committed to Excellence

MINUTES
SCHOOL BOARD MEETING (OPEN TO THE PUBLIC)
Monday, June 2, 2025 - 9:00 AM
District Board Room (270 South Boulevard East, Macclenny, Florida 32063)
(Revised Agenda) Minute Book #40 / Supplemental Book #53 / Page #20

"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

The Baker County School Board met on Monday, June 2, 2025, at 9:00 a.m. in the District School Board Room located at 270 South Boulevard East, Macclenny, Florida 32063. The purpose of this meeting was to hold the regularly scheduled board meeting. Chairperson Tiffany McInarnay announced Johnnie Jacobs was going to give the invocation followed by the Pledge of Allegiance led by Alice Schmitges.

2. CALL TO ORDER

Chairperson McInarnay called the meeting of the Baker County School Board to order and asked for a roll call of members.

3. ROLL CALL OF MEMBERS

The following Board Members were present to wit: Chairperson Tiffany McInarnay, Vice-Chairperson Jack Baker Jr., Clayton Lyons, Amanda Hodges, and Mandi Canaday. Superintendent Wyatt Milton and School Board Attorney Jeffrey Grosholz were both present for the meeting.

4. PUBLIC HEARINGS

There were no public hearings at this meeting.

5. RECOGNITIONS / PRESENTATIONS

There were no recognitions/presentations at this meeting.

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

6.1 8.1.: Personnel Items, Reappointment List: Approval to Remove Reappointment Forms for Tiffany Combs, Tiffany Hatcher, and James Ward. Approval to Correct Reappointment Contract Status for Melissa Ploucher and Megan Waltman from Annual Contract to Year to Year Continuous Employee. Approval to Correct the Reappointment Position for Hannah Raulerson from Second Grade to Fifth Grade.

Chairperson McInarnay read the corrected items to the agenda and entertained a motion from the Board. As recommended:
Clayton Lyons made a motion to approve, seconded by Mandi Canaday. The motion carried 5-0.

7. REMOVAL OF ROUTINE ITEMS

Chairperson McInarnay asked if any Board member wished to remove a routine item for separate consideration. Vice-Chairperson Jack Baker Jr. requested to be recused from voting on item 8.1. Approval of the Personnel Items List for June 2, 2025. As recommended:
Clayton Lyons made a motion to approve, seconded by Amanda Hodges. The motion carried 5-0.

8. APPROVAL OF ROUTINE ITEMS

Chairperson McInarnay entertained a motion from the Board to approve the routine items 8.2 through 8.8. As recommended:
Jack Baker Jr. made a motion to approve the routine items, seconded by Mandi Canaday. The motion carried 5-0.

8.1 Approval of the Personnel Items List for Approval on June 2, 2025.

8.2 Approval of the Minutes of the May 19, 2025, Work Session.

8.3 Approval of the Minutes of the May 19, 2025, School Board Meeting.

8.4 Approval of the 2025-2026 Extended Day Enrichment Program Policy and Procedures Manual.

8.5 Approval of the 2025-2026 Extended Day Enrichment Program Fees and Payment Schedule.

8.6 Approval of the Financial Reports for the Month Ending April 30, 2025.

8.7 Approval to Renew Family Service Center Interagency Agreement with Hubbard House, Inc., Effective July 1, 2025 - June 30, 2026. (Rate Change from Previous Year.)

8.8 Approval of the Data Sharing Agreement with Tiggbee.

9. APPROVAL OF ITEMS FOR ACTION

9.1 Approval of Removed Routine Items.
Chairperson McInarnay entertained a motion from the Board to approve removed routine item 8.1. Personnel Items List for approval on June 2, 2025. As recommended:
Amanda Hodges made a motion to approve, seconded by Mandi Canaday. The motion carried 4-0.

9.2 Approval to De-authorize and Dispose of Itemized Property on Baker County Student Services' Property List. (Obsolete / Broken Beyond Repair Items Will be Disposed of When Possible.)
Chairperson McInarnay entertained a motion from the Board to approve this agenda item. As recommended:
Mandi Canaday made a motion to approve, seconded by Clayton Lyons. The motion carried 5-0.

9.3 Approval to De-authorize and Dispose of Itemized Property on Baker County High School's Property List. (Obsolete / Broken Beyond Repair Items Will be Disposed of When Possible.)
Chairperson McInarnay entertained a motion from the Board to approve this agenda item. As recommended:
Amanda Hodges made a motion to approve, seconded by Jack Baker Jr.. The motion carried 5-0.

9.4 Approval to Adopt 2025-2026 English Language Arts & Personal Finance Instructional Materials / Textbooks. (Itemized List Included.)
Chairperson McInarnay entertained a motion from the Board to approve this agenda item. As recommended:
Jack Baker Jr. made a motion to approve, seconded by Clayton Lyons. The motion carried 5-0.

9.5 Approval of the Memorandum of Understanding with Jacksonville Plumbers & Pipefitters J.A.T.T.
Chairperson McInarnay entertained a motion from the Board to approve this agenda item. As recommended:
Mandi Canaday made a motion to approve, seconded by Clayton Lyons. The motion carried 5-0.

9.6 Approval to Award Bid for Baker County High School Paving Project to Besch & Smith in the Amount of $336,867.78.
Chairperson McInarnay entertained a motion from the Board to approve this agenda item. As recommended:

Amanda Hodges made a motion to approve, seconded by Mandi Canaday. The motion carried 5-0.

9.7 Approval to Amend the Previously Approved 2025-2026 Payroll Schedules.
Chairperson McInarnay entertained a motion from the Board to approve this agenda item. As recommended:
Mandi Canaday made a motion to approve, seconded by Jack Baker Jr.. The motion carried 5-0.

9.8 Approval to Amend the Previously Approved Beginning and Ending Work Dates for Fiscal Year 2025-2026 Employees Working 186, 187, 191, & 193 Days.
Chairperson McInarnay entertained a motion from the Board to approve this agenda item. As recommended:
Clayton Lyons made a motion to approve, seconded by Amanda Hodges. The motion carried 5-0.

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

11. INFORMATION AND ANNOUNCEMENTS

Congratulations – The district is pleased with the recent testing data results. There was a decrease in the number of students scoring Level 1, and overall proficiency increased compared to last year's results.

12. ADJOURNMENT

Since there was no further business to come before the Board:
Mandi Canaday made a motion to adjourn, seconded by Clayton Lyons. The motion carried via general consensus 0-0.

_____ _____

Superintendent Board Chairperson

AGENDA ITEM NO. 8.5

Item Cover Page

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

DATE:	June 16, 2025
SUBMITTED BY:	Wyatt Milton - (259-0401)
ITEM TYPE:	Minutes
AGENDA SECTION:	**APPROVAL OF ROUTINE ITEMS**
SUBJECT:	Approval to Incorporate Form 8B into the June 2, 2025, School Board Meeting Minutes.

ATTACHMENTS:
06.16.2025 Approval of Form 8B for Jack Baker_W.Milton.pdf

FORM 8B MEMORANDUM OF VOTING CONFLICT FOR COUNTY, MUNICIPAL, AND OTHER LOCAL PUBLIC OFFICERS

LAST NAME—FIRST NAME—MIDDLE NAME	NAME OF BOARD, COUNCIL, COMMISSION, AUTHORITY, OR COMMITTEE
Baker, Jr., Jack	Baker County School Board
MAILING ADDRESS 270 South Blvd E, Macclenny, FL 32063	THE BOARD, COUNCIL, COMMISSION, AUTHORITY OR COMMITTEE ON WHICH I SERVE IS A UNIT OF: ☐ CITY ☐ COUNTY ☑ OTHER LOCAL AGENCY
CITY: Macclenny — COUNTY: Baker	NAME OF POLITICAL SUBDIVISION: Baker County School Board
DATE ON WHICH VOTE OCCURRED June 2, 2025	MY POSITION IS: ☑ ELECTIVE ☐ APPOINTIVE

WHO MUST FILE FORM 8B

This form is for use by any person serving at the county, city, or other local level of government on an appointed or elected board, council, commission, authority, or committee. It applies to members of advisory and non-advisory bodies who are presented with a voting conflict of interest under Section 112.3143, Florida Statutes.

Your responsibilities under the law when faced with voting on a measure in which you have a conflict of interest will vary greatly depending on whether you hold an elective or appointive position. For this reason, please pay close attention to the instructions on this form before completing and filing the form.

INSTRUCTIONS FOR COMPLIANCE WITH SECTION 112.3143, FLORIDA STATUTES

A person holding elective or appointive county, municipal, or other local public office MUST ABSTAIN from voting on a measure which would inure to his or her special private gain or loss. Each elected or appointed local officer also MUST ABSTAIN from knowingly voting on a measure which would inure to the special gain or loss of a principal (other than a government agency) by whom he or she is retained (including the parent, subsidiary, or sibling organization of a principal by which he or she is retained); to the special private gain or loss of a relative; or to the special private gain or loss of a business associate. Commissioners of community redevelopment agencies (CRAs) under Sec. 163.356 or 163.357, F.S., and officers of independent special tax districts elected on a one-acre, one-vote basis are not prohibited from voting in that capacity.

For purposes of this law, a "relative" includes only the officer's father, mother, son, daughter, husband, wife, brother, sister, father-in-law, mother-in-law, son-in-law, and daughter-in-law. A "business associate" means any person or entity engaged in or carrying on a business enterprise with the officer as a partner, joint venturer, coowner of property, or corporate shareholder (where the shares of the corporation are not listed on any national or regional stock exchange).

* * * * * * * * * * * * * * * * *

ELECTED OFFICERS:

In addition to abstaining from voting in the situations described above, you must disclose the conflict:

PRIOR TO THE VOTE BEING TAKEN by publicly stating to the assembly the nature of your interest in the measure on which you are abstaining from voting; *and*

WITHIN 15 DAYS AFTER THE VOTE OCCURS by completing and filing this form with the person responsible for recording the minutes of the meeting, who should incorporate the form in the minutes.

* * * * * * * * * * * * * * * * *

APPOINTED OFFICERS:

Although you must abstain from voting in the situations described above, you are not prohibited by Section 112.3143 from otherwise participating in these matters. However, you must disclose the nature of the conflict before making any attempt to influence the decision, whether orally or in writing and whether made by you or at your direction.

IF YOU INTEND TO MAKE ANY ATTEMPT TO INFLUENCE THE DECISION PRIOR TO THE MEETING AT WHICH THE VOTE WILL BE TAKEN:

- You must complete and file this form (before making any attempt to influence the decision) with the person responsible for recording the minutes of the meeting, who will incorporate the form in the minutes. (Continued on page 2)

APPOINTED OFFICERS (continued)

- A copy of the form must be provided immediately to the other members of the agency.
- The form must be read publicly at the next meeting after the form is filed.

IF YOU MAKE NO ATTEMPT TO INFLUENCE THE DECISION EXCEPT BY DISCUSSION AT THE MEETING:

- You must disclose orally the nature of your conflict in the measure before participating.
- You must complete the form and file it within 15 days after the vote occurs with the person responsible for recording the minutes of the meeting, who must incorporate the form in the minutes. A copy of the form must be provided immediately to the other members of the agency, and the form must be read publicly at the next meeting after the form is filed.

DISCLOSURE OF LOCAL OFFICER'S INTEREST

I, Jack Baker, Jr., hereby disclose that on June 2, 20 25 :

(a) A measure came or will come before my agency which (check one or more)

___ inured to my special private gain or loss;

___ inured to the special gain or loss of my business associate, _____ ;

X inured to the special gain or loss of my relative, my daughter-in-law Jana Baker ;

___ inured to the special gain or loss of _____, by whom I am retained; or

___ inured to the special gain or loss of _____, which is the parent subsidiary, or sibling organization or subsidiary of a principal which has retained me.

(b) The measure before my agency and the nature of my conflicting interest in the measure is as follows:

On June 2, 2025, during the publicly-noticed meeting of the Baker County School Board--of which I am an elected member--it came to my attention that within Item 8, Approval of Routine Items, of the agenda, there was contained within Item 8.1, Approval of the Personnel Items List for Approval on June 2, 2025. Amongst the list of personnel decisions to be approved as part of Item 8.1 was my daughter-in-law Jana Baker. When I became aware of this prospective voting conflict, before the Board voted on Item 8 I announced the nature of my conflict and consulted our legal counsel. I was advised this did constitute a voting conflict and that I would need to recuse myself from voting on Item 8.1. The Board thereafter moved and agreed to remove Item 8.1 from Item 8, Approval of Routine Items, and instead move it to Item 9, Approval of Items for Action, specifically Item 9.1, Approval of Removed Routine Items. When Item 9.1 came before the Board for a vote, I recused myself and did not vote on this item. I was thereafter informed by our legal counsel that I would need to file this form within 15 days after the vote occurred.

If disclosure of specific information would violate confidentiality or privilege pursuant to law or rules governing attorneys, a public officer, who is also an attorney, may comply with the disclosure requirements of this section by disclosing the nature of the interest in such a way as to provide the public with notice of the conflict.

June 2, 2025
Date Filed

Signature

NOTICE: UNDER PROVISIONS OF FLORIDA STATUTES §112.317, A FAILURE TO MAKE ANY REQUIRED DISCLOSURE CONSTITUTES GROUNDS FOR AND MAY BE PUNISHED BY ONE OR MORE OF THE FOLLOWING: IMPEACHMENT, REMOVAL OR SUSPENSION FROM OFFICE OR EMPLOYMENT, DEMOTION, REDUCTION IN SALARY, REPRIMAND, OR A CIVIL PENALTY NOT TO EXCEED $10,000.

AGENDA ITEM NO. 8.6

Item Cover Page

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

DATE: June 16, 2025

SUBMITTED BY: Wyatt Milton - (259-0401)

ITEM TYPE: Minutes

AGENDA SECTION: **APPROVAL OF ROUTINE ITEMS**

SUBJECT: Approval of the Minutes of the June 2, 2025, Work Session.

ATTACHMENTS:
06.16.2025 Approval of 06.02.2025 Work Session Minutes_W.Milton.pdf

BAKER COUNTY SCHOOL DISTRICT
Committed to Excellence

MINUTES
WORK SESSION (OPEN TO THE PUBLIC)
Monday, June 2, 2025 - 9:15 AM
District Board Room (270 South Boulevard East, Macclenny, Florida 32063)
Minute Book #40 / Supplemental Book #53 / Page #20

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

SCHOOL BOARD WORK SESSION

9:15 a.m. - Work Session on FSBA Membership Renewal for Board Members

The Baker County School Board met on Monday, June 2, 2025, at 9:15 a.m. in the District School Board Room located at 270 South Boulevard East, Macclenny, Florida. The purpose of this meeting was to hold an open work session on the "FSBA Membership Renewal for Board Members". The following Board Members were present: Chairperson Tiffany McInarnay, Vice-Chairperson Jack Baker Jr., Clayton Lyons, Amanda Hodges, and Mandi Canaday. Superintendent Wyatt Milton and School Board Attorney Jeffrey Grosholz were present at the work session. There was no facilitator for the work session. Board members discussed the benefits of renewing the FSBA Membership. The Board took no official action during the work session.

_____ Superintendent

_____ Board Chairperson

AGENDA ITEM NO. 8.7

Item Cover Page

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

DATE:	June 16, 2025
SUBMITTED BY:	Alice Schmitges - (259-0444)
ITEM TYPE:	Agreement
AGENDA SECTION:	**APPROVAL OF ROUTINE ITEMS**
SUBJECT:	Approval to Renew Agreement with Quality Therapy Solutions, Effective August 1, 2025 - July 31, 2026.

ATTACHMENTS:
06.16.2025 Approval of the 25-26 Agreement with Quality Therapy Solutions_A.Schmitges.pdf

BAKER COUNTY SCHOOL DISTRICT
Committed to Excellence

Exceptional Student Education
and Student Services
420 South 8th Street
Macclenny, FL 3206
(904) 259-7825
www.bakerk12.org
Wyatt Milton, Superintendent

.

June 4, 2025

Wyatt Milton, Superintendent
Baker County School District
392 South Boulevard East
Macclenny, FL 32063

Dear Superintendent Milton,

I would like to request School Board approval to renew the agreement between the Baker County School Board and Quality Therapy Solutions from August 1, 2025 through July 31, 2026. This agreement provides Speech Language Therapy services and Occupational Therapy services to qualifying students in the Baker County School System. The funding source will remain General.

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

Sincerely,

Alice Schmitges
Director, Exceptional Student Education & Student Services
Baker County School District

AS:cm

CONTRACT FOR CONSULTANT AND CONTRACTED SERVICES

AGREEMENT:

This agreement between **BAKER COUNTY SCHOOL BOARD** of 290 Jonathan St. E., Macclenny, Florida 32063 and Catherine Dopson, MS, CCC-SLP, a licensed Speech/Language Pathologist in the state of Florida, dba, **Quality Therapy Solutions (QTS),** PO Box 5, Glen St. Mary, Florida 32040, shall be effective August 1, 2025– July 31, 2026.

BAKER COUNTY SCHOOL BOARD hereby contracts with **Quality Therapy Solutions (QTS)** to provide Speech/Language Therapy services and Occupational Therapy services for students and/or prospective students of **BAKER COUNTY SCHOOLS** under terms of contract.

QTS shall provide Speech, Language, and Occupational Services to students of Baker County School District, up to 5 days per week, except holidays, during the regular school year. The services will be rendered within the scope of limitations set forth by **BAKER COUNTY SCHOOL BOARD**.

PROVISIONS:

Catherine Dopson, MS, CCC-SLP, dba, Quality Therapy Solutions agrees:

1. To provide Speech and/or Language, and Occupational therapy services to students in **BAKER COUNTY SCHOOL DISTRICT**, including but not limited to:
   *Screening of students referred to the Speech, Language, and Occupational services programs.
   *Providing evaluation of students for the purpose of determining need for Speech, Language, and Occupational services.
   *Providing regular Speech, Language, and Occupational re-evaluations to determine the need for continued services for those students enrolled in the programs.
   *Consulting with educational staff, parents, and other professionals regarding prospective students and students staffed into the Speech, Language, and Occupational therapy programs.
   *Participating in conferences as requested/invited (IEP and MTSS) either by tele-conference or personal attendance.
   *Implementing Speech and/or Language Therapy & Occupational treatment in accordance with the student's IEP goals and objectives.
   *Providing consultation services for students enrolled in the Speech, Language, and Occupational programs, as necessary.
2. To maintain all student records according to **BAKER COUNTY SCHOOL DISTRICT** procedures and submitting reports in a timely manner.

3. All therapists will be licensed in the State of Florida at all times.
4. To provide services on a mutually agreeable schedule, Monday through Friday, except holidays, for up to 7.5 hours per day for contracted certified Speech and Language Pathology and Occupational Therapy.
5. To submit all billing paperwork to **BAKER COUNTY SCHOOL DISTRICT** as indicated and substantiated.
6. The therapists or teacher will furnish a professional liability insurance policy. This policy must be effective on or before the first day of work.
7. To comply with policies, rules, and regulations of **BAKER COUNTY SCHOOL BOARD**, including confidentiality.
8. Will provide records for Medicaid Service billing information as requested by the Exceptional Student Education office.

BAKER COUNTY SCHOOL DISTRICT agrees:

1. To provide ready access to the students during the school day.
2. To make clinical and/or academic records of students referred for Speech, Language, and Occupational services, available to the therapist as necessary.
3. To provide treatment/work space for the Speech-Language Therapy, and Occupational Therapy programs.
4. To provide equipment/supplies as needed to carry out Speech-Language Therapy, and Occupational Therapy services, including testing materials and protocols, as well as treatment materials.
5. To provide all support, facilities, in-county training, direction and means to complete all duties assigned.
6. To reimburse **Quality Therapy Solutions**, for said Speech/Language Therapy services at a rate of $56.50 per hour for services provided by Catherine Dopson M.S., CCC-SLP, and $51.00 per hour for services provided by speech therapist Alyssa Mitchell M.S., CCC-SLP, and $45.50 per hour, for services provided by speech therapist assistant, Mariah Grendzinski SLPA, for services rendered during the 2025-2026 school year based on **Baker County School Board** approved **Accounts Payable Voucher Schedule**.
7. To reimburse **Quality Therapy Solutions**, for said Occupational Therapy Services at a rate of $59.50 per hour for services rendered during the 2025-2026 school year based on **Baker County School Board** approved **Accounts Payable Voucher Schedule.**
8. To compensate **Quality Therapy Solutions** for travel time between facilities at the school board approved rate.

This agreement shall continue and be binding upon both parties for the period of one (1) year, unless terminated as herein provided. This agreement shall commence on August 1, 2025. This agreement may not be amended at any time without written consent of both parties. All amendments shall be attached to this agreement and made a part thereof. Notices on the **BAKER COUNTY SCHOOL BOARD** will be served by Certified Mail with a return receipt, to 290 Jonathan Street E., Macclenny, FL 32063. Notices on

Quality Therapy Solutions will be served by Certified Mail with a return receipt to PO Box 5, Glen St. Mary, FL 32040.

IT IS FURTHER UNDERSTOOD AND AGREED

BAKER COUNTY SCHOOL BOARD shall retain responsibility for, control and supervision of, said services.

Either party may terminate this agreement with thirty (30) days written notice to the other party. Notices on the **BAKER COUNTY SCHOOL BOARD** will be served by Certified Mail with a return receipt, to 290 Jonathan Street E., Macclenny, FL 32063. Notices on **Quality Therapy Solutions,** will be served by Certified Mail with a return receipt to PO Box 5, Glen St. Mary, FL 32040.

This agreement supersedes all previous agreements between the parties.

This agreement does not constitute a hiring by either party. It is the intention of the parties that so far as shall be in conformity with law, Catherine Dopson, MS, CCC-SLP, dba, **Quality Therapy Solutions**, is an independent provider and not an employee of **BAKER COUNTY SCHOOL DISTRICT**.

_____	_____
Catherine Dopson, MS, CCC-SLP Quality Therapy Solutions	Date
_____	_____
Alice Schmitges, Director ESE	Date
_____	_____
Chairman - Baker County School Board	Date
_____	_____
Superintendent – Baker County School Board	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

State of Florida

Affidavit Regarding the Use of Coercion for Labor and Services

Nongovernmental Entity's Name:_____

Nongovernmental Entity's FEIN: _____

Authorized Representative Name and Title:_____

Address:_____

City:_____State:_____ZIP:_____

Phone Number: _____

Email Address: _____

Section 787.06(13), Florida Statutes, requires all nongovernmental entities executing, renewing, or extending a contract with a governmental entity to provide an affidavit signed by an officer or representative of the nongovernmental entity under penalty of perjury that the nongovernmental entity does not use coercion for labor or services as defined in that statute. The Baker County School Board is a governmental entity for purposes of this statute.

As the person authorized to sign on behalf of the company above, I certify that the company identified does not:

- Use or threaten to use physical force against any person;
- Restrain, isolate, or confine or threaten to restrain, isolate, or confine any person without lawful authority and against her or his will;
- Use lending or other credit methods to establish a debt by any person when labor or services are pledged as a security for the debt, if the value of the labor or services as reasonably assessed is not applied toward the liquidation of the debt, the length and nature of the labor or services are not respectively limited and defined;
- Destroy, conceal, remove, confiscate, withhold, or possess any actual or purported passport, visa, or other immigration document, or any other actual or purported government identification document, of any person;
- Cause or threaten to cause financial harm to any person;
- Entice or lure any person by fraud or deceit; or
- Provide a controlled substance as outlined in Schedule I or Schedule II of s. 893.03 to any person for the purpose of exploitation of that person.

UNDER PENALTIES OF PERJURY, I DECLARE THAT I HAVE READ THE FOREGOING DOCUMENT AND THAT THE FACTS STATED IN IT ARE TRUE.

By: _____

AUTHORIZED SIGNATURE

Print Name and Title:_____

Date:_____

AGENDA ITEM NO. 8.8

Item Cover Page

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

DATE:	June 16, 2025
SUBMITTED BY:	Alice Schmitges - (259-0444)
ITEM TYPE:	Agreement
AGENDA SECTION:	**APPROVAL OF ROUTINE ITEMS**
SUBJECT:	Approval to Renew Agreement with Richard Healey, Physical Therapist, Effective August 1, 2025 - July 31, 2026. (No Changes from Previous Year.)

ATTACHMENTS:
06.16.2025 Approval of the 25-26 Agreement with Richard Healey_A.Schmitges.pdf

BAKER COUNTY SCHOOL DISTRICT
Committed to Excellence

Exceptional Student Education
and Student Services
420 South 8th Street
Macclenny, FL 3206
(904) 259-7825
www.bakerk12.org
Wyatt Milton, Superintendent

June 4, 2025

Wyatt Milton, Superintendent
Baker County School District
392 South Boulevard East
Macclenny, FL 32063

Dear Superintendent Milton,

I would like to request School Board approval to renew the agreement between the Baker County School Board and Richard Healey, Physical Therapist. This agreement provides Physical Therapy services to qualifying students in the Baker County School system from August 1, 2025 through July 31, 2026. There are no changes from the prior year agreement and the funding source will remain General.

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

Warm regards,

Alice Schmitges
Director, Exceptional Student Education & Student Services
Baker County School District

AS:cm

AGREEMENT BETWEEN
BAKER COUNTY SCHOOL BOARD
AND
RICHARD HEALEY, PHYSICAL THERAPIST

THIS AGREEMENT is made between **Baker County School Board, 290 Jonathan Street East, Macclenny, Florida 32063 (referred to as Agency) and Richard Healey, Physical Therapist, 5001 N. W. 65th Lane, Gainesville, Florida 32653-3386.**

THIS AGREEMENT contains the following:

A. Agency is an agency serving individuals with special needs;

B. Both parties wish to enter into an AGREEMENT in which Richard Healey, Physical Therapist, and staff, which may include Physical Therapist Assistants, will provide physical therapy services to individuals of the Agency.

THE PARTIES agree to the following:

Services

a) Both parties agree that the scope of **Richard Healey, Physical Therapist,** responsibility as set forth in the AGREEMENT, is to provide on an "as needed" hours of physical therapy service and on an "as needed" hours of physical therapist assistant service for the clients of the Agency.

Duties of Therapist(s):

a) The services provided by the therapy practitioners under this AGREEMENT will be consistent with the available facilities, the therapy practitioners professional judgment and the standards established in the Agency's community;

b) The therapy practitioners shall maintain adequate and current records, in the manner required by the Agency, for individuals who are provided with service;

c) The therapy practitioners will furnish a professional liability insurance policy to cover all therapy practitioners who provide services to the Agency. This policy must be effective on or before the therapy practitioners first day of work;

d) The Agency understands and agrees that the therapy practitioners are acting and performing as independent contractors at all times. The administrative duties of all therapy practitioners will be directed by the Agency. The Agency and the therapy practitioners must fully comply with all applicable provisions of law and other rules and regulations of any and all governmental authorities relating to licensure and the regulation of the therapy practitioners and the Agency;

e) The therapy practitioners under their contract, must comply with policies, rules, and regulations of the Agency;

f) The therapy practitioners, will attend staff meetings (i.e., IEP meetings, parent meetings, Child Study team meetings and LATS meetings.) regarding physical

therapy services (staffing should be mutually agreed upon regarding date and time);

g) Richard Healey, PT will provide records for Medicaid Service billing information as requested by the Exceptional Student Education Service office;

h) Richard Healey, PT, will provide the Agency with an invoice for services rendered during the preceding calendar month. Therapy practitioners will document services to the quarter hour and billing invoice will document the date, the location where the service was provided (including school sites and office administrative services) and the times at that location. In addition to this monthly billing invoice, Richard Healey, PT will provide supporting documentation that includes all necessary documentation required by the Agency (i.e. Students' initials with therapy services that gives an account of administrative hours for the required documentation of therapy services, administrative hours for IEP meetings, parent meetings and documentation records requested by ESE services office to bill Medicaid Services).

i) To perform services a maximum of 84 hours per month. The Director of ESE & Student Services must provide written approval of any Physical therapist service hours in excess of 84 hours per month.

Term:

a) This AGREEMENT shall be in effect from August 1, 2025 and extending until July 31, 2026. Either party can terminate this agreement by giving of a thirty (30) days written notice.

Fees:

a) Richard Healey, PT shall be compensated for documented services rendered;

b) Richard Healey, PT will receive from the Agency a guaranteed income of seventy-two ($72.00) dollars per hour for every hour of documented contracted physical therapist services approved by the Agency and sixty-two ($62.00) dollars per hour for every documented hour of the physical therapist assistant services approved by the Agency. Richard Healey, PT will be paid by the Baker County School Board per the Vendor schedule for the current school year for the previous month.

Duties of the Agency:

a) The Agency will provide the therapy practitioners with adequate work areas and equipment, as deemed necessary by the Agency, for the Therapy Practitioners to perform her/his job;

b) Provide support services as needed;

c) Make available records and information relevant to the child for purposes of service being provided;

d) Provide a calendar year schedule for activities which might possibly interfere with sessions scheduled by the therapy practitioners and to notify the therapy practitioners of any change in school plans for activities that might interfere with the therapy schedule. If the therapy practitioners arrive at school for treatment and all students are unavailable, the therapy practitioners will be paid for the first therapy session;

e) Provide Accounts Payable Voucher schedule for the current school year.

Service of Notices:

a) Notices served on the Agency will be served Certified Mail with a return receipt, to the Baker County School Board, 290 Jonathan Street East, Macclenny, Florida 32063. Notices served on Richard Healey, Physical Therapist, will be served by Certified Mail with a return receipt, to 5001 N. W. 65th Lane, Gainesville, Florida 32653-3386.

Confidential Information:

a) Both parties agree they will not at any time during or after termination of this AGREEMENT use or disclose any confidential information or methods to any person or entity for any purpose whatsoever without the prior written consent of the Agency and Richard Healey, Physical Therapist and staff.

Termination:

a) This AGREEMENT may be terminated immediately upon written notice of breach of any party by the other party, or by either party upon thirty (30) days prior written notice. Notice will be delivered to the other party by Certified Mail with a return receipt.

THE PARTIES execute this AGREEMENT on the _____day of _____, 2025.

Baker County School Board

By: _____ Date:_____

Title:_____

By: _____ Date: _____
Superintendent of Schools

Richard Healey, Physical Therapist

By: _____ Date: _____
Owner

State of Florida

Affidavit Regarding the Use of Coercion for Labor and Services

Nongovernmental Entity's Name:_____

Nongovernmental Entity's FEIN: _____

Authorized Representative Name and Title:_____

Address:_____

City:_____State:_____ZIP:_____

Phone Number: _____

Email Address: _____

Section 787.06(13), Florida Statutes, requires all nongovernmental entities executing, renewing, or extending a contract with a governmental entity to provide an affidavit signed by an officer or representative of the nongovernmental entity under penalty of perjury that the nongovernmental entity does not use coercion for labor or services as defined in that statute. The Baker County School Board is a governmental entity for purposes of this statute.

As the person authorized to sign on behalf of the company above, I certify that the company identified does not:

- Use or threaten to use physical force against any person;
- Restrain, isolate, or confine or threaten to restrain, isolate, or confine any person without lawful authority and against her or his will;
- Use lending or other credit methods to establish a debt by any person when labor or services are pledged as a security for the debt, if the value of the labor or services as reasonably assessed is not applied toward the liquidation of the debt, the length and nature of the labor or services are not respectively limited and defined;
- Destroy, conceal, remove, confiscate, withhold, or possess any actual or purported passport, visa, or other immigration document, or any other actual or purported government identification document, of any person;
- Cause or threaten to cause financial harm to any person;
- Entice or lure any person by fraud or deceit; or
- Provide a controlled substance as outlined in Schedule I or Schedule II of s. 893.03 to any person for the purpose of exploitation of that person.

UNDER PENALTIES OF PERJURY, I DECLARE THAT I HAVE READ THE FOREGOING DOCUMENT AND THAT THE FACTS STATED IN IT ARE TRUE.

By: _____

AUTHORIZED SIGNATURE

Print Name and Title:_____

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. 8.9

Item Cover Page

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

DATE:	June 16, 2025
SUBMITTED BY:	Traci Wheeler - (259-6776)
ITEM TYPE:	Grant
AGENDA SECTION:	**APPROVAL OF ROUTINE ITEMS**
SUBJECT:	Approval of Budget to Grant Proposal for "2024-2027 Title IX, Part A Education of Homeless Children and Youth" in the Amount of $44,550.00. Continuation / Federal / No Matching

ATTACHMENTS:
06.16.2025 Approval of the 24-27 Title IX Part A, Education of Homeless Children & Youth_T.Wheeler.pdf

GRANT PROPOSAL SUMMARY
REQUEST FOR BOARD APPROVAL

Board Approval Status

(MUST BE TYPED)

NAME OF GRANT PROPOSAL	*2024-2027 Title IX, Part A - Education of Homeless Children and Youth*

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

CONTACT PERSON:	*Traci Wheeler*

CONTACT PHONE NUMBER:	*904-259-6776*

AMOUNT REQUESTED:	*$44,550.00*

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

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

LIST SPECIFIC IN-KIND CONTRIBUTIONS

PROJECT DESCRIPTION *(If additional space is needed, attachments may be used)*
The Title IX, Part A program is used to facilitate the enrollment, attendance, and success in school of homeless children and youth. The program ensures that homeless children and youth have access to the same free, appropriate public education as provided to other children and youth.

HOW WILL FUNDS BE USED *(If additional space is needed, attachments may be used)*
These funds will be used for an educational support paraprofessional, travel expenses, supplies, summer book packs, clothing and shoes, dues and fees, laundromat vouchers, professional learning, hygiene and personal care items, and indirect costs.

SUBMITTED BY: ***Traci Wheeler*** **DATE:** ***May 30, 2025***

FLORIDA DEPARTMENT OF EDUCATION
PROJECT APPLICATION

Please return to:	**A) Program 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	Title IX, Part A (TIXPA) – Education of Homeless Children and Youth (EHCY) Project **TAPS NUMBER: 26A006**	Date Received
B) Name and Address of Eligible Applicant: **Baker County School District** **270 South Boulevard East** **Macclenny, FL 32063**		**Project Number (DOE Assigned)** **020-1276B-6CH01**

C) Total Funds Requested:	**D) Applicant Contact & Business Information**	
$44,550.00	Contact Name: Traci Wheeler Fiscal Contact Name: Teri Ambrose	Telephone Numbers: 904-259-6776 904-259-0418
DOE USE ONLY **Total Approved Project:** $	Mailing Address: 392 South Boulevard East Macclenny, FL 32063	E-mail Addresses: Traci.wheeler@bakerk12.org Teri.ambrose@bakerk12.org
	Physical/Facility Address: 392 South Boulevard East Macclenny, FL 32063	UEI number: MJG4ULGMPKE7 FEIN number: 596000509

CERTIFICATION

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

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

E) J. Wyatt Milton — Signature of Agency Head

Baker County School District Superintendent — Title

5/30/2025 — Date

FLORIDA DEPARTMENT OF EDUCATION
BUDGET NARRATIVE FORM 101S

A) Name of Eligible Recipient/Fiscal Agent:	**Baker County School District**
B) DOE Assigned Project Number:	**020-1276B-6CH01**
C) TAPS Number:	**26A006**

	(1)	(2)	(3)	(4)	(5)	(6)	(7)
LINE ITEM	ASSOCIATED ACTIVITY NUMBER(S)	FUNCTION	OBJECT	Account Title and Narrative	FTE POSITION	AMOUNT	% Allocated to This Project
1	1	6110	150	Student Support Services. Educational Support Paraprofessional Salary for one part-time paraprofessional to provide administrative support, community referrals, outreach to families, case management (attendance, behavior, and academic performance, and assistance to McKinney-Vento students.	0.50	$17,250.00	100%
2	1	6110	210	Retirement. Retirement for Educational Support Paraprofessional. 21% retirement rate due to employee's DROP status.		$3,630.00	100%
3	1	6110	220	FICA. FICA for Educational Support Paraprofessional.		$1,319.00	100%
4	1	6110	230	Insurance. Insurance for Educational Support Paraprofessional.		$5,000.00	100%
5	1	6110	330	Travel. Mileage reimbursement of district's approved rate for Educational Support Paraprofessional for in-county travel to work with students, parents, school staff, school-based homeless liaisons, and community partners. Approximately 112 miles per month for 10 months at $0.445 per mile = $500.00.		$500.00	100%
6	1	6110	510	Supplies. Office supplies for use by Educational Support Paraprofessional to include such items as paper, ink cartridges, pens, pencils, stapler, envelopes, and refill cards for UHY card printer.		$251.00	100%
7	2	5100	510	Supplies. Summer packs with drawstring backpack, fiction and non-fiction books, flash cards, and bridge activities (from current grade level to next grade level) for elementary McKinney-Vento students. Approximately $30.00 per pack for 106 students.		$3,200.00	100%
8	3	5100	590	Other Materials and Supplies. Clothing and shoes for HCY to enable them to attend school and participate fully in school activities. This includes clothing that meets the district's dress code requirements, appropriate shoes, clothes needed for gym and PE classes, clothing needed for specific activities or groups, and/or caps and gowns for graduation. 50 students at $50.00 each.		$2,500.00	100%
9	4	5100	730	Dues and Fees. Dues and fees related to the enrollment and full participation of HCY to include extracurricular activities, clubs, class activitites, and athletics for PreK-Grade 12 students, including fees for Career and Technical Education (CTE) programs for middle school and high school students. 20 students at $25.00 each.		$500.00	100%
10	5	6100	700	Student Support Other Fees. Laundromat vouchers to a local laundromat for HCY. 200 vouchers at $5.00 each. Each voucher is for washing and drying one load of clothes.		$1,000.00	100%

11	6	6130	590	Health Services Supplies. Hygiene and personal care items to include full-size soap, shampoo, deoderant, toothpaste, toothbrush, laundry detergent, feminine products, and additional items in a drawstring bag. 75 students at approximately $10.00 each.		$750.00	100%
12	7	6400	730	Dues and Fees. Annual subscription to McKinney-Vento.org for the 2025-2026 school year which includes liaison training, essential staff training, and the resource bundle. Approximately 300 staff members will participate in the online, web-based training. Online training will be completed by the program end date of August 31, 2026.		$5,000.00	100%
13	8	6400	150	Paraprofessional Training. Extra duty hours for Educational Support Paraprofessional to particiate in the National Assocation for the Education of Homeless Children and Youth (NAEHCY) virtual conference outside of contractual hours. Conference dates include Saturday, November 1 and Sunday, November 2, 2025. 14 hours at approximately $26.00 per hour.		$364.00	
14	8	6400	210	Retirement. Retirement for Educational Support Paraprofessional.		$50.00	
15	8	6400	220	FICA. FICA for Educational Support Paraprofessional.		$28.00	
16	8	6400	130	Other Certified Personnel Training. Extra duty hours for school counselor/school-based McKinney-Vento liaison to participate in the National Association for the Education of Homeless Children and Youth (NAEHCY) virtual conference outside of contractual hours. Conference dates include Saturday, November 1 and Sunday, November 2, 2025. 15 hours at approximately $26.00 per hour.		$364.00	
17	8	6400	210	Retirement. Retirement for school counselor/school-based McKinney-Vento liaison.		$50.00	
18	8	6400	220	FICA. FICA for school counselor/school-based McKinney-Vento liaison.		$28.00	
19	9	7200	792	Indirect costs. Indirect costs at district rate of 6.21%.		$2,766.00	
					D) TOTAL	$44,550.00	

DOE ATTESTATION (Program and Grants Management)

The cost for each line item budget category has been evaluated and determined to be allowable, reasonable and necessary as required by Section 216.3475, Florida Statutes. Documentation is on file evidencing the methodology used and the conclusions reached.

FLORIDA DEPARTMENT OF EDUCATION
fldoe.org

April 2022 **DOE 101S**

Budget Narrative Form Instructions

A) Enter Name of Eligible Recipient/Fiscal Agent
B) Enter DOE Assigned Project Number
C) Enter TAPS Number
D) Enter the Total Amount for column (5)

(1) Function Code – *For School Districts Only* – Enter the Function Code, as required in the *Financial and Program Cost Accounting and Reporting for Florida Schools Manual,* which best classifies the overall purpose or objective of the goods or services budgeted.

(2) Object Code – Enter the Object Code which best classifies the goods or services budgeted. *School Districts* - Use the three-digit Object Code as required in the *Financial and Program Cost Accounting and Reporting for Florida Schools Manual* ; *Colleges and Universities* - Use the first three digits of the Object Codes listed in the *Florida Accounting Information Resource Manual* ; *Non-public entities* – Use the Object Codes that are used in the respective entity's/agency's chart of accounts.

(3) Account Title and Narrative – Provide the account title that applies to the Object Code listed in (2) and a detailed narrative that includes a description of each good or service budgeted and its purpose or use. For example:

Salaries – Describe the type(s) of position(s) requested and the major responsibilities/duties of each position(s). Use a separate line to describe each type of position.

Other Personal Services – Describe the type of service(s), its purpose or use, and an estimated number of hours for each type of position. OPS is defined as compensation paid to persons, including substitute teachers not under contract, who are employed to provide temporary services to the program.

Professional/Technical Services – Describe the services rendered by personnel, other than agency personnel employees, who provide specialized skills and knowledge.

Contractual Services and/or Inter-agency agreements – Describe the services to be rendered and the type of entity or agency (name, if available).

Travel – Describe each type of travel to be supported with project funds, such as conference(s), local travel, in- or out-of-district, and out-of-state. Do not list
individual names. List individual position(s) when travel funds are being requested to perform necessary activities.

Materials and Supplies - Describe the type of item to be purchased and its purpose or use.

Capital Outlay - Describe the type of item/equipment to be purchased and its purpose or use.

Indirect Cost - Refer to the DOE *Project Application and Amendment Procedures for Federal and State Programs* (*Green Book*) for additional guidance
regarding indirect cost.
- *School Districts Only* - Provide the percentage rate from the district's Approved Indirect Cost Plan.

(4) FTE - (Only a*pplicable for items classified as Salaries and Other Personal Services (Refer to (2) Object Code.)* Enter the total number of positions (as FTEs*) that will be supported with these funds. *Full-Time Equivalent (FTE based on the standard workweek for the type of position) is the number of positions to be funded. Determine FTE by dividing the standard number of weekly hours (e.g., 35 hours) for the type of position (e.g., teacher aide) into the actual work hours to be funded by the project.

(5) Amount - Enter the total amount budgeted for each line item.

(6) Percent Allocated – For each line item, enter the appropriate percentage that is allocated or applicable to this project (see pages 3-4 for examples).

(6) PERCENT ALLOCATED If the cost entered in (5) for each service/commodity listed in (3) is not the total cost of this service/commodity, enter the appropriate percentage in (6) that is applicable to this project. If the cost entered in (5) for each service/commodity listed in (3) is the total cost for this service/commodity and is applicable to this project, enter 100% in (6).

Example A

(1)	(2)	(3)	(4)	(5)	(6)	EXPLANATION
FUNCTION	**OBJECT**	**ACCOUNT TITLE & NARRATIVE**	**FTE POSITION**	**AMOUNT**	**% ALLOCATED to this PROJECT**	
6200	110	**Salaries** - Provides for supervision of all project activities; specific areas for supervision/ coordination are listed by position below. **Supervisor**/Grant Administration/National Instructional Materials Accessibility Standards **Coordinator**/Professional Development and Training	2	$120,000	100%	The total cost for the two positions listed in (5), a **Supervisor** and a **Coordinator** (2.0 FTE), are charged to this project. Therefore, the percent of the cost for **Salaries and Benefits** allocated to this project is 100%.
6200	210	Retirement (9.85%)		$11,820	100%	
6200	220	FICA (6.20%)		$7,440	100%	
6200	223	Medicare (1.45%)		$1,740	100%	
6200	231 / 232	Health / Life (11.90%)		$14,280	100%	
6200	240	Worker's Comp. (1.26%)		$1,512	100%	
			TOTAL	$156,792		

Example B

(1)	(2)	(3)	(4)	(5)	(6)	EXPLANATION
FUNCTION	**OBJECT**	**ACCOUNT TITLE & NARRATIVE**	**FTE POSITION**	**AMOUNT**	**% ALLOCATED to this PROJECT**	
7900	430	**Utilities** - Electricity, water and sewage charges for the facility where this project is housed.		$10,000	50%	The total cost for utilities for the facility where this project is housed is $20,000 annually. However, this project only occupies 50% of the facility. Therefore, the percent of the cost for **Utilities** allocated to this project is 50%.
			TOTAL	$10,000		

(6) PERCENT ALLOCATED (continued)

Example C

(1)	(2)	(3)	(4)	(5)	(6)	EXPLANATION
FUNCTION	**OBJECT**	**ACCOUNT TITLE & NARRATIVE**	**FTE POSITION**	**AMOUNT**	**% ALLOCATED to this PROJECT**	
6300	331	**In County Travel** - Travel cost for staff to and from agency headquarters to designated program sites for the purpose of performing activities related to the administration and supervision of project.		$1,980	100%	The mileage estimated for travel for district staff to and from the county office to the program sites was estimated to be 4,500 miles annually @ $0.44/mile. Therefore, the percent of the cost for **In County Travel** allocated to this project is 100%.
			TOTAL	$1,980		

Example D

(1)	(2)	(3)	(4)	(5)	(6)	EXPLANATION
FUNCTION	**OBJECT**	**ACCOUNT TITLE & NARRATIVE**	**FTE POSITION**	**AMOUNT**	**% ALLOCATED to this PROJECT**	
NA for Private Entities	350	**Purchased Services** - Contract with ABC Company for the repair/ maintenance of the office equipment; one laser printer and copier.		$1,250	25%	The total cost for the maintenance contract for this equipment is $5,000. It has been determined that this project only uses this equipment 25% of the time. Therefore, the percent of the cost for **Purchased Services** allocated to this project is 25%.
			TOTAL	$1,250		

2025-2026 Title IX, Part A (TIXPA) - Education for Homeless Children and Youth (EHCY) Project Year 2 Application

Local Educational Agency Name:	**Baker County School District**
Project Contact Name:	**Traci Wheeler**
Project Contact Title:	**Director of Accountability and Special Programs**
Project Contact Telephone:	**904-259-6776**
Project Contact E-mail:	**traci.wheeler@bakerk12.org**
Homeless Education Liaison Name:	**Traci Wheeler**

For more information, please contact:

Florida McKinney-Vento Program
Phone: (850) 245-0479
Email: flmvp@fldoe.org

Bureau of Federal Educational Programs
Florida McKinney-Vento Program

2025-26 TIXPA–EHCY Project – Year 2
Program Specific Assurances

The Local Educational Agency (LEA) must assure that:

- The LEA will comply with all reporting requirements by the requested time and contain such information as required, including but not limited to the requirements under the McKinney-Vento Homeless Assistance Act (MVA).
- All costs are reasonable and necessary and that these uses of funds align with the purpose of, and other requirements in, the MVA.
- The LEA will meet the requirements of section 442 of the General Education Provisions Act (GEPA), 20 U.S.C. 1232e, *Single local educational agency application*.

☒ By checking this box, I hereby certify that the LEA agrees to all the assurances of the TIXPA-EHCY Program, and will abide by all federal, state and local laws.

Part 1: SUMMARY

A. Outcomes

☒ By checking this box, I hereby certify that the intended outcomes for Year 2 have not changed from the TIXPA-EHCY Project Application-Year 1.

If the intended outcomes for Year 2 have changed, please describe the changes below.

Part 2: GOALS AND PROGRESS MONITORING

A. Areas of Focus

☒ By checking this box, I hereby certify that the **Areas of Focus** (AOFs) of Identification and Enrollment, Regular School Attendance and Full Participation and Support for Academic Achievement for Year 2 have not changed from the TIXPA-EHCY Project Application-Year 1.

If the Areas of Focus for Year 2 have changed, please describe the changes below.

B. Goals

☒ By checking this box, I hereby certify that the **Goals** for the AOFs for Year 2 have not changed from the TIXPA-EHCY Project Application-Year 1.

If the Goals for Year 2 have changed, please describe the changes below.

C. Progress Monitoring Indicator

☒ By checking this box, I hereby certify that the Progress Monitoring Indicators for Year 2 have not changed from the TIXPA-EHCY Project Application-Year 1.

If the Progress Monitoring **Indicators** for Year 2 has changed, please describe the changes below.

Part 3: IMPLEMENTATION PLAN

A. Use of Other Resources

1. What other federal funds is the LEA/consortium using to support the identification, enrollment, retention, and educational success of children and youth experiencing homelessness specifically? Select all that apply.

   ☒ Title I, Part A Homeless Set-aside funds reserved for children and youth experiencing homelessness
   ☐ Other funds and services available to children, youth, and families experiencing homelessness. Please specify below:

B. Use of Local Resources

☒ By checking this box, I hereby certify that the activities correlated to Area(s) of Focus with the use of local funds for Year 2 have not changed from the TIXPA-EHCY Project Application-Year 1.

If the activities have changed, please describe the changes below.

C. Use of Title I, Part A Reservation for Homeless Education

1. Provide the amount of the Title I, Part A Homeless (TIPA) Reservation for the 2024-25 and 2025-26 subgrants. Verify this amount with TIPA staff, especially for the 2025-26 school year.

2024-25 TIPA Homeless Reservation	2025-26 TIPA Homeless Reservation*
$3,400.00	$10,000.00

**The 2025-26 amount above must match the Homeless Set-Aside amount in the 2025-26 Title I, Part A application in order to be approved.*

2. Indicate how the amount of the 2025-26 Title I, Part A Reservation was determined. Include in your response, a brief explanation as to why the amount has remained the same, increased or decreased from the previous year (2024-25).

The Title I, Part A Homeless Reservation was determined based on comprehensive needs assessments completed annually by each school, the number of homeless children in the district, and other federal funds (Title IX, Part A) available to support students experiencing homelessness.

The amount has increased from the previous year (2024-2025) due to an increase in the number of students identified and due to the needs of the students.

3. List by number (e.g., 1, 2, 3) the activities supported with the use of the 2025-26 Title I, Part A reservation.

1. Printed materials
2. School supplies
3. Birth certificates
4. Medical and dental expenses
5. Fees and dues for conferences/professional learning
6. Travel expenses

D. Proposed Use of TIXPA-EHCY Subgrant Funds for McKinney-Vento Activities

☐ By checking this box, I hereby certify that the Activities for Year 2 have not changed from the TIXPA-EHCY Project Application-Year 1. If no change, delete the blank Activity Table template.

If the activities for Year 2 have changed, please describe the changes below and complete an Activity Table for each new activity.

Year 1, Activity 2. Chromebooks purchased to loan to HCY. No additional Chromebooks needed in Year 2.

Year 1, Activity 8. Printed materials purchased in Year 1. No additional materials needed in Year 2.

Year 2, Activity 8. Extra duty hours for paraprofessional and school-based liaison to participate in training outside of contractual hours.

☐ By checking this box, I hereby certify that no amendments were submitted for Year 1.

If an amendment was or amendments were submitted for Year 1, briefly summarize the changes below for each one.

Amendment #1 – Increased funds for clothing and shoes and Chromebooks. Added a new activity for an annual subscription to McKinney-Vento.org for online liaison training, essential staff training, and the resource bundle. Decreased funds for paraprofessional salary, benefits, and travel expenses.

A. Primary Activity	B. Secondary Activities (Optional)	C. Area(s) of Focus	D. Cycle Year	Target Group and Number Served	
				E. Target Group	F. Number Served
1. Professional Development: MV Liaison and MVP Staff (e.g., conferences, statewide meetings)	☐ Choose an item. ☐ Choose an item. ☐ Choose an item.	☒ Identification and Enrollment ☒ Regular School Attendance and Full Participation ☒ Support for Academic Achievement	☒ Year 2 ☐ Year 3	PreK-Grade 12 homeless students	Approximately 200 students
				PreK-Grade 12 homeless students	Approximately 200 students
				PreK-Grade 12 homeless students	Approximately 200 students

a. Please provide a description of this activity and how it will be implemented:

1. What is the activity? The Educational Support Paraprofessional (ESP) and a school counselor/school-based homeless liaison will participate in the virtual option of the National Association for the Education of Homeless Children and Youth (NAEHCY) conference. The cost of the conference will be funded by Title I, Part A set-aside funds. The conference is scheduled for Saturday, November 1 through Tuesday, November 4, 2025. This activity is to pay the district's agreed-upon hourly rate for attending workshops outside of contractual hours for the ESP and school counselor to virtually participate in the conference on Saturday and Sunday.

2. Why is the activity needed? This professional development opportunity will assist the ESP and school counselor by providing technical assistance in addressing the identification and enrollment, regular school attendance and full participation, and support for academic achievement of homeless children and youth. However, the conference takes place on a Saturday and Sunday, which is outside of the employees' contractual hours.

3. Who will implement it? The district homeless liaison, the ESP, and the school counselor will implement the activity.

4. When will it be implemented? The activity will be implemented in November 2025.

5. Where will it be implemented? This activity will be implemented at the district and school level.

b. Budget Line Item(s) on the DOE 101S Form associated with this activity: Lines 13-18 (6400 130, 6400 150, 6400 210, and 6400 220).

LEA Program Operations Activities

A. Project Management

1. Homeless Education Liaison

☒ By checking this box, I hereby certify that the Homeless Education Liaison has not changed from the TIXPA-EHCY Project Application-Year 1. The name of the current liaison and other information is below.

First and Last Name	Traci Wheeler
Position Title	Director of Accountability and Special Programs
% Time Devoted to the MVP	10%
% MVP Funding of Position	0%
% TIPA Funding of Position	50%
% Other Funding of Position (Specify)	50% General Fund

☐ By checking this box, I hereby certify that the Homeless Education Liaison has changed from the TIXPA-EHCY Project Application-Year 1. Below is information on the new liaison.

First and Last Name	N/A
Position Title	N/A
Email Address	N/A
Telephone Number	N/A
Qualifications	N/A
% Time Devoted to the MVP	N/A
% MVP Funding of Position	N/A
% TIPA Funding of Position	N/A
% Other Funding of Position (Specify)	N/A

2. Project Manager

☒ By checking this box, I hereby certify that the Project Manager has not changed from the TIXPA-EHCY Project Application-Year 1.

☐ By checking this box, I hereby certify that the Project Manager has changed from the TIXPA-EHCY Project Application-Year 1. Below is information on the new Project Manager.

First and Last Name	N/A
Position Title	N/A
% Time Devoted to the MVP	N/A
% MVP Funding of Position	N/A
% TIPA Funding of Position	N/A
% Other Funding of Position (Specify)	N/A

3. Additional MV staff

☐ By checking this box, I hereby certify that the additional MV staff devoted to the MVP have not changed from the TIXPA-EHCY Project Application-Year 1.

☒ By checking this box, I hereby certify that the additional MV staff devoted to the MVP have changed from the TIXPA-EHCY Project Application-Year 1. Below is information on the new MV staff.

Name (First, Last)	Title/Duties	Actual Position FTE (e.g., 1.0)	% MVP Duties of Position	% MVP Funding	% TIPA Funding	% Other Funding
Dianna Hinson	Educational Support Paraprofessional (funded by TIXPA-EHCY Year 1 grant); Duties: assist the district homeless liaison and school-based liaisons; provide community referrals and outreach to families; oversee case management of student attendance, behavior, and academics; coordinate delivery of services; work directly with students, staff, and parents.	0.5	50%	50%	0%	50%
Keith Franklin Griffis (changed from Wyatt Milton)	Director of Transportation	1.0	5%	0%	0%	100%

Part 4: EVALUATION PLAN

A. Evaluation

☒ By checking this box, I hereby certify that the Evaluation Plan has not changed from the TIXPA-EHCY Project Application-Year 1.

If the Evaluation Plan has changed, please describe the changes below.

Part 5: STRATEGIC IMPERATIVES, EXECUTIVE ORDER, GEPA

A. Support for Strategic Imperatives

☒ By checking this box, I hereby certify that the Strategic Imperatives have not changed from the TIXPA-EHCY Project Application-Year 1.

If the Strategic Imperatives have changed, please describe the changes below.

B. Executive Order

Instructions: Read the statement on Executive Order 11-116 and then select the checkbox to continue.

☒ The employment of unauthorized aliens by any contractor is considered a violation of Section 274A (e) of the Immigration and Nationality Act. If the contractor knowingly employs unauthorized aliens, such violation shall be cause for unilateral cancellation of the contract. In addition, pursuant to Executive Order 11-116, for all contracts providing goods or services to the state in excess of nominal value; (a) the Contractor will utilize the E-Verify system established by the U.S. Department of Homeland Security to verify the employment eligibility of all new employees hired by the contractor during the Contract term, (b) require that Contractors include in such subcontracts the requirement that subcontractors performing work or providing services pursuant to the state contract utilize the E-Verify system to verify the employment eligibility of all new employees hired by the subcontractor during the contract term.

C. General Education Provisions Act (GEPA)

☒ By checking this box, I hereby certify that the GEPA statement has not changed from the TIXPA-EHCY Project Application-Year 1.

AGENDA ITEM NO. 8.10

Item Cover Page

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

DATE:	June 16, 2025
SUBMITTED BY:	Alice Schmitges - (259-0444)
ITEM TYPE:	Grant
AGENDA SECTION:	**APPROVAL OF ROUTINE ITEMS**
SUBJECT:	Approval of Amendment #2 to Grant Proposal "IDEA Part B, K-12 Entitlement" to Include 2024-2025 Roll Forward Funds in the Amount of $103,621.07 for a New Total Budget of $1,416,917.07. Federal / No Matching

ATTACHMENTS:
06.16.2025 Approval of the IDEA Grant Part B K-12 Entitlement_A.Schmitges.pdf

GRANT PROPOSAL SUMMARY
REQUEST FOR BOARD APPROVAL

Board Approval Status

(MUST BE TYPED)

NAME OF GRANT PROPOSAL	*IDEA Part B, K-12 Entitlement*

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

CONTACT PERSON:	*Alice Schmitges*

CONTACT PHONE NUMBER:	*904-259-7825*

AMOUNT REQUESTED:	*$103,621.07with a new budget of $1,416,917.07*

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. *Increase in funds from the Approved Roll Forward bringing the new total to $1,416,917.07.*

HOW WILL FUNDS BE USED *(If additional space is needed, attachments may be used)*
1. *These funds are to cover Extended School Year for Students with Disabilities (SWDs). The funds will allow us to provide additional training for all ESE personnel. The transportation that we are requesting will enable us to provide additional outreach to families of our SWDs in a rural community and to enhance our most significant cognitive students with disabilities and opportunity to experience community-based instruction while meeting their annual goals in their IEPs.*

SUBMITTED BY: *Alice Schmitges* DATE: *5/19/25*

Florida Department of Education
Project Award Notification

1 PROJECT RECIPIENT
Baker County School District

2 PROJECT NUMBER
020-2635B-5CB01

3 PROJECT/PROGRAM TITLE
IDEA Part B, K-12 Entitlement

TAPS 25C001

4 AUTHORITY
84.027A IDEA -Part B, Disc PL 108-446
USDE or Appropriate Agency

FAIN#: H027A240024

5 AMENDMENT INFORMATION
Amendment Number: 2
Type of Amendment: Certification of Roll Forward
Effective Date: 03/28/2025

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:	$1,163,296.00
Amendment Amount:	
Estimated Roll Forward:	
Certified Roll Amount:	$253,624.07
Total Project Amount:	$1,416,920.07

8 REIMBURSEMENT OPTION
Federal Cash Advance

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: 04/30/2025
- Refund date of unexpended funds; mail to DOE Comptroller, 325 W. Gaines Street, 944 Turlington Building, Tallahassee, Florida 32399-0400:
- Date(s) for program reports:
- Federal Award Date : 07/01/2024

10 DOE CONTACTS
Program: Casey Grove
Phone: (850) 245-9322
Email: Casey.Grove@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.
- For federal cash advance projects, expenditures must be recorded in the Florida Grants System (FLAGS) as close as is administratively feasible to when actual disbursements are made for this project. Cash transaction requests must be limited to amounts needed and be timed with the actual, immediate cash requirements to carry out the purpose of the approved project.
- 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.
- Other:

12 APPROVED:

Patricia Bodiford
Authorized Official on behalf of the Commissioner of Education

05/09/2025
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 **03/28/2025**
B) Program Name: IDEA K-12 Entitlement 2024-2025 **TAPS Number:** 25C001		**Project Number (DOE Assigned)** **020-2635B-5CB01**

C) Amendment Type	D) Amendment Request Contact Information	
☐ Program ☒ Budget **Amendment Number:** 2	Contact Name: Alice Schmitges	Telephone Numbers: **904-259-7825**
	Mailing Address: **420 S 8th Street Macclenny, FL 32063**	E-mail Addresses: alice.schmitges@bakerk12.org

E) Required Signature and Certification

I, Alice Schmitges, *(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.

Signature of Agency Head	Title	Date
J. Wyatt Mitton	Baker County School District, Superintendent	3/28/25

F) Narrative

Amendment 2 is to cover Extended School Year for Students with Disabilities (SWDs). These funds will allow us to provide additional training for all ESE personnel. The transportation that we are requesting will enable us to provide additional outreach to families of our SWDs in a rural community and to enhance our most significant cognitive students with disabilities an opportunity to experience community-based instruction while meeting their annual goals in their IEPs.

FLORIDA DEPARTMENT OF EDUCATION
BUDGET AMENDMENT NARRATIVE FORM

A) Baker County School District
District/Agency Name

B) 020-2635B-5CB01 / 25C001
Project Number/TAPS Number

C) 2
Amendment Number

D) Total Project Amount Currently Approved

$ 1,313,296.00

E) Total Project Amount resulting from this Budget Amendment

$ 1,416,917.07

F) Line Item Description

Function	Object	Account Title and Narrative	FTE	Amount Increase	Amount Decrease
5200	120	**Salaries** - Two (2) Speech and Language Pathologists to identify, diagnose, and provide services during Extended School Year (ESY) for Students with Disabilities (SWDs) not to exceed 150 hours @ the hourly rate of $46.15.	2.00	$13,845.00	
5200	210	**Retirement Benefits** - Two (2) Speech and Language Pathologists to identify, diagnose, and provide services during Extended School Year (ESY) for Students with Disabilities (SWDs).		$1,887.07	
5200	220	**Social Security** - Two (2) Speech and Language Pathologists for ESY.		$1,059.14	
5200	120	**Salaries** - Two (2) ESE teachers to provide special education during ESY for SWDs 182 Hours @ $35/Hour.	2.00	$12,740.00	
5200	150	**Salaries** - Four (4) paraprofessionals to provide instructional support, under the direction of the ESE teacher during ESY for SWDs 364 Hours @ $22/Hour.	4.00	$8,008.00	
5200	210	**Retirement Benefits** - Two (2) ESE teachers and four (4) paraprofessionals for ESY.		$2,827.95	
5200	220	**Social Security** - Two (2) ESE teachers and four (4) paraprofessionals for ESY.		$1,587.22	
5200	390	**Other Purchased Services** - Increase community out reach for SWDs and public notices in the local newspaper. **2 ads for 2weeks**		$300.00	
5200	510	**Supplies -** Materials and supplies to support ESY students, manipulatives number and letter playset timers, and sensory items blocks, fidgets, floor mats. All items will be bought to fill 5 classrooms, 3 cooldown rooms, 3 sensory rooms. Price range $5-$1000.		$5,000.00	
5200	641	**Furniture, Fixtures and Equipment Capitalized Furniture-** to Assist SWD as Needed EYECLICK Interactive Projector with active recess package. This device will be used with SWD's to assist students.			$2,500.00
5200	643	**Capitalized Hardware and Technology Related Infrastructure Computer Hardware Non Capitalized**			$7,500.00
5200	750	**Other Personnel Services - Substitute Teachers -** Funds will be used to pay for substitutes for ESE teachers and General Education Teachers to attend IEP meetings. $15/hr for 2 hours and cover 250 teachers		$7,500.00	
6100	160	**Other Support Personnel -** Remove supplement of Special Olympics Coordinator due to retirement.			$1,415.00
6100	210	**Retirement Benefits** - Remove retirement benefits of Special Olympics Coordinator due to retirement.			$380.00

6100	220	**Social Security Benefit** - Remove retirement benefits of Special Olympics Coordinator due to retirement.			$380.00
6130	160	**Salaries** - One (1) registered nurse for ESY 91 Hours @ 100% @ $47.27/Hour.		$4,301.57	
6130	210	**Retirement Benefits** - Retirement benefits for (1) Registered nurse for ESY.		$586.30	
6130	220	**Social Security Benefits** - Social Security Benefits for (1) Registered nurse for ESY @ 100%.		$329.07	
I-1 6140	130	**Salaries** - (1) Case Manager for ESY 29 Hours		$1,519.95	
6140	130	**Salaries-** (1) Case Manager for ESY 152 Hours		$8,008.00	
6140	210	**Retirement Benefits** - (1) Case Manager for ESY.		$1,298.66	
6140	220	**Social Security Benefits** - Social Security Benefits for (1) Case Manager for ESY.		$728.89	
I-2 6300	130	Other Certified Instructional Personnel: PRIVATE SCHOOLS ARE PROVIDED RELATED SERVICES FOR SWD STUDENTS WHO ARE STAFFED SPEECH AND/OR LANGUAGE AND REQUIRE THERAPY AND/OR CONSULTATION SERVICES Required Prop Share increase.		$117.89	
6300	130	**Salaries** - Extra Duty Hours for (1) Staffing Specialist 75 Hours @ 100% @ $50.00		$3,940.36	
6300	210	**Retirement Benefits** - Retirement Benefits for (1) Staffing Specialist @ 100%.		$575.00	
6300	220	**Social Security Benefits** - Social Security Benefits for (1) Staffing Specialist @ 100%.		$325.00	
6400	120	**Summer Trainings** - Funds will be spent to provide ESE and Regular Education teachers with the opportunity to increase their knowledge through inservice traings for Best Practices in ESE Programs to support SWD's. For 16 teacher $180-$185		$3,000.00	
6400	210	**Retirement** - for ESE Teachers and other staff for Summer Training		$405.00	
6400	220	**Social Security** - For ESE Teachers and other staff for Summer Training		$190.00	
6400	150	**Summer Trainings** - Funds will be spent to provide ESE and Regular Education staff (paraprofessionals, bus aides) with the opportunity to increase their knowledge through inservice traings for Best Practices in ESE Programs to support SWD's. 10 Aides $100-$105		$1,000.00	
6400	750	**Trainings** - Substitute pay for teachers to attend trainings. 10 substitues daily rate $100-$105		$1,000.00	
7200	790	**Indirect Cost** - 6.21% for indirect costs		$6,058.00	
7800	160	**Salaries** - (1) bus driver and (1) bus aide to provide special transportation for SWDs to attend ESY.		$5,240.00	
7800	210	**Retirement Benefits** - Retirement Benefits for (1) bus driver and (1) bus aide for ESY.		$714.21	
7800	220	**Social Security Benefits** - Social Security Benefits for (1) bus driver and (1) bus aide for ESY.		$400.86	

7800	460	**Diesel** reimbursement to the district for up to 3,000 miles @ $3.00/mile for special transportation for ESY.		$15,000.00	
7900	510	**Consumable Custodial Supplies** paper towels, toilet tissue, Purell sanitizer, disinfectant for self contained classrooms due to medically fragile SWDs. Price Range $1-$100		$6,302.92	
			Total	**$115,796.07**	**$12,175.00**
			CCEIS I-1 Total:	**$1,519.95**	
			Prop Share I-2 Total:	**$117.89**	

DOE 151
Revised July 2022



State Board of Education

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FLORIDA DEPARTMENT OF EDUCATION
fldoe.org

Manny Diaz, Jr.
Commissioner of Education

MEMORANDUM

TO: Teri Ambrose
Baker County School Board

FROM: Matt Kirkland Revised

DATE: January 28, 2025

SUBJECT: Individuals with Disabilities Education Act, Fiscal Year 2024 Roll Forward

FOR YOUR INFORMATION, below are the 2024 roll forward and 2025 project funds for the Individuals with Disabilities Education Act, Part B.

2022-23 Roll Forward	226,716.60		
2023-24 Allocation		1,188,546.00	
2023-24 Total Funds Available		1,415,262.60	
2023-24 Expenditures (DOE399)		-1,167,126.53	
Estimated Roll Forward			150,000.00
2023-24 Approved Roll Forward			**248,136.07**
2024-25 Allocation			1,163,296.00
Allocation Adjustment			5,485.00
Total Funds Available for 2024-25			1,416,917.07
Current Year Project 2024-25 **020-2635B-5CB01**			

If the total Fiscal Year 2025 funds available (above) is equal to or less than the project amount in the 2025 project award notification, then by receipt of this letter the authority to encumber and/or expend up to the total Fiscal Year 2025 funds available is now effective. (The project amount cannot exceed the total Fiscal Year 2025 funds available.)

If the total Fiscal Year 2025 funds available are greater than the project amount in the 2025 project award notification and you wish to utilize those additional funds, a budget amendment must be requested to increase the project to the total Fiscal Year 2025 funds available. Budget amendments are requested using form DOE-150. The amount of the total Fiscal Year 2025 funds available that exceeds the project amount in the 2025 project award notification may not be encumbered or expended prior to the approval of a budget amendment and receipt of a revised 2025 project award notification.

If there are any questions regarding this roll forward, please contact Dwayne Gordon at 850-245-0851.

Suzanne Pridgeon
Deputy Commissioner, Finance and Operations

AGENDA ITEM NO. 8.11

Item Cover Page

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

DATE:	June 16, 2025
SUBMITTED BY:	Alice Schmitges - (259-0444)
ITEM TYPE:	Grant
AGENDA SECTION:	**APPROVAL OF ROUTINE ITEMS**
SUBJECT:	Approval of Amendment #1 to Grant Proposal "IDEA Part B, Preschool Entitlement" to Include 2024-2025 Roll Forward Funds in the Amount of $1,704.54 for a New Total Budget of $74,385.54. Federal / No Matching

ATTACHMENTS:
06.16.2025 Approval of the IDEA Grant Part B Preschool Entitlement_A.Schmitges.pdf

GRANT PROPOSAL SUMMARY
REQUEST FOR BOARD APPROVAL

Board Approval Status

(MUST BE TYPED)

NAME OF GRANT PROPOSAL	*IDEA Part B, Preschool Entitlement*

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

CONTACT PERSON:	*Alice Schmitges*

CONTACT PHONE NUMBER:	*904-259-7825*

AMOUNT REQUESTED:	*$1704.54 with a new budget of $74,385.54*

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. *Increase in funds is from the Approved Roll Forward in the amount bringing the new total to $74,385.54.*

HOW WILL FUNDS BE USED *(If additional space is needed, attachments may be used)*
1. *These funds will allow us to cover salary and retirement increases due to longevity of employees.*

SUBMITTED BY: *Alice Schmitges* DATE: *5/19/25*

Florida Department of Education
Project Award Notification

1 PROJECT RECIPIENT
Baker County School District

2 PROJECT NUMBER
020-2675B-5CP01

3 PROJECT/PROGRAM TITLE
IDEA Part B, Preschool Entitlement

TAPS 25C002

4 AUTHORITY
84.173A IDEA, Part B PL 108-446 Section 611
USDE or Appropriate Agency

FAIN#: H173A240027

5 AMENDMENT INFORMATION
Amendment Number: 1
Type of Amendment: Certification of Roll Forward
Effective Date: 04/30/2025

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:	$47,681.00
Amendment Amount:	
Estimated Roll Forward:	
Certified Roll Amount:	$26,704.54
Total Project Amount:	$74,385.54

8 REIMBURSEMENT OPTION
Federal Cash Advance

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: 04/30/2025
- Refund date of unexpended funds; mail to DOE Comptroller, 325 W. Gaines Street, 944 Turlington Building, Tallahassee, Florida 32399-0400:
- Date(s) for program reports:
- Federal Award Date : 07/01/2024

10 DOE CONTACTS
Program: Casey Grove
Phone: (850) 245-9322
Email: Casey.Grove@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.
- For federal cash advance projects, expenditures must be recorded in the Florida Grants System (FLAGS) as close as is administratively feasible to when actual disbursements are made for this project. Cash transaction requests must be limited to amounts needed and be timed with the actual, immediate cash requirements to carry out the purpose of the approved project.
- 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.
- Other:

12 APPROVED:

Patricia Bodiford
Authorized Official on behalf of the Commissioner of Education

05/09/2025
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		Date Received 4/30/2025 TW
B) Program Name: IDEA PART B PK ENTITLEMENT 2024-2025 **TAPS Number: 25C002**		**Project Number (DOE Assigned)** **020-2675B-5CP01**

C) Amendment Type

☐ Program ☒ Budget

Amendment Number: 1

D) Amendment Request Contact Information

Contact Name: Alice Schmitges Fiscal Contact Name: Teri Ambrose	Telephone Numbers: **904-259-7825** **904-259-0449**
Mailing Address: 420 S 8th St. Macclenny, Fl. 32063	E-mail Addresses: Alice.schmitges@bakerk12.org

E) Required Signature and Certification

I, Alice Schmitges, *(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 — Signature of Agency Head

Baker County School District, Superintendent — Title

4/30/25 — Date

Signature of Charter Head | Title | Date

F) Narrative

These funds will allow us to cover salary and retirement increases due to longevity of employees.

FLORIDA DEPARTMENT OF EDUCATION
BUDGET AMENDMENT NARRATIVE FORM

A) Baker County School District
District/Agency Name

B) 020-2675B-5CP01/25C002
Project Number/TAPS Number

C) 1
Amendment Number

D) Total Project Amount Currently Approved
$72,681.00

E) Total Project Amount resulting from this Budget Amendment
$ 74,385.54

F) Line Item Description

Function	Object	Account Title and Narrative	FTE	Amount Increase	Amount Decrease
5200	150	**Aides** Pay salaries of 7 Paraprofessionals at 15% Each to provide services to Pre-K SWD's. (increase due to longetivity)	1.05	$ 1,000.00	
5200	210	**Retirement** Retirement Benefits for Paraprofessionals (increase due to longetivity)		$ 704.54	
		Total		$ 1,704.54	$ -

DOE 151
Revised July 2022

FLORIDA DEPARTMENT OF EDUCATION
fldoe.org

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MaryLynn Magar

FLORIDA DEPARTMENT OF EDUCATION
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Manny Diaz, Jr.
Commissioner of Education

MEMORANDUM

TO: Teri Ambrose
Baker CountySB

FROM: Matt Kirkland

DATE: December 26, 2024

SUBJECT: Individuals with Disabilities Education Act, Fiscal Year 2025 Roll Forward Funds (Preschool)

FOR YOUR INFORMATION, below are the 2024 roll forward and 2025 project funds for IDEA.

2021-22 Supplement	2,193.00		
2022-23 Roll Forward	26,371.76		
2023-24 Allocation	48,104.00		
2023-24 Total Funds Available		76,668.76	
2023-24 Expenditures (DOE399)		-54,422.22	
Estimated Roll Forward		0.00	
2023-24 Approved Roll Forward			**22,246.54**
2024-25 Allocation		47,681.00	
Allocation Adjustment		4,458.00	
Total Funds Available for 2024-25			74,385.54
Current Year Project 2024-25: 020-2675B-5CP01			

If the total Fiscal Year 2025 funds available (above) is equal to or less than the project amount in the 2025 project award notification, then by receipt of this letter the authority to encumber and/or expend up to the total Fiscal Year 2025 funds available is now effective. (The project amount cannot exceed the total Fiscal Year 2025 funds available.)

If the total Fiscal Year 2025 funds available are greater than the project amount in the 2025 project award notification and you wish to utilize those additional funds, a budget amendment must be requested to increase the project to the total Fiscal Year 2025 funds available. Budget amendments are requested using form DOE-150. The amount of the total Fiscal Year 2025 funds available that exceeds the project amount in the 2025 project award notification may not be encumbered or expended prior to the approval of a budget amendment and receipt of a revised 2025 project award notification.

If there are any questions regarding this roll forward, please contact Dwayne Gordon at (850) 245-0851.

Suzanne Pridgeon
Deputy Commissioner, Finance and Operations

AGENDA ITEM NO. 8.12

Item Cover Page

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

DATE: June 16, 2025

SUBMITTED BY: Thomas Hill - (259-0429)

ITEM TYPE: Agreement

AGENDA SECTION: **APPROVAL OF ROUTINE ITEMS**

SUBJECT: Approval of the Data Sharing Agreement with Khan Academy, Incorporated.

ATTACHMENTS:
06.16.2025 Approval of the DSA with Khan Academy, Inc._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

May 27, 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 Khan Academy, Incorporated.

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

Sincerely,

Thomas Hill
Associate Superintendent of Human Resources
(904) 259-0427

STANDARD STUDENT DATA PRIVACY AGREEMENT

(NDPA Standard Version 1.0)

Suwannee County School District

and

Khan Academy, Inc.

Provider Name

Version: 1r7

© 2021 Access 4 Learning (A4L) Community. All Rights Reserved.

This document may only be used by A4L Community members and may not be altered in any substantive manner.

This Student Data Privacy Agreement ("**DPA**") is entered into on the date of full execution (the "**Effective Date**") and is entered into by and between:

Suwannee County School District , located at 1740 Ohio Ave. S., Live Oak, FL 32064
(the "**Local Education Agency**" or "**LEA**")

And Khan Academy, Inc. located at PO Box 1630 Mountain View, CA 94042 (the "**Provider**").
Provider Name Street, City, State

WHEREAS, the Provider is providing educational or digital services to LEA.

WHEREAS, the Provider and LEA recognize the need to protect personally identifiable student information and other regulated data exchanged between them as required by applicable laws and regulations, such as the Family Educational Rights and Privacy Act ("**FERPA**") at 20 U.S.C. § 1232g (34 CFR Part 99); the Children's Online Privacy Protection Act ("COPPA") at 15 U.S.C. § 6501-6506 (16 CFR Part 312), applicable state privacy laws and regulations and

WHEREAS, the Provider and LEA desire to enter into this DPA for the purpose of establishing their respective obligations and duties in order to comply with applicable laws and regulations.

NOW THEREFORE, for good and valuable consideration, LEA and Provider agree as follows:

1. A description of the Services to be provided, the categories of Student Data that may be provided by LEA to Provider, and other information specific to this DPA are contained in the Standard Clauses hereto.

2. **Special Provisions.** ***Check Box if Required***
   ☑ If checked, the Supplemental State Terms and attached hereto as **Exhibit "G"** are hereby incorporated by reference into this DPA in their entirety.
   ☐ If checked, LEA and Provider agree to the additional terms or modifications set forth in **Exhibit "H"**. (Optional)
   ☑ If Checked, the Provider, has signed **Exhibit "E"** to the Standard Clauses, otherwise known as General Offer of Privacy Terms

3. In the event of a conflict between the SDPC Standard Clauses, the State or Special Provisions will control. In the event there is conflict between the terms of the DPA and any other writing, including, but not limited to the Service Agreement and Provider Terms of Service or Privacy Policy the terms of this DPA shall control.

4. This DPA shall stay in effect for three (3) years. **Exhibit "E"** will expire three (3) years from the date the original DPA was signed.

5. The services to be provided by Provider to LEA pursuant to this DPA are detailed in **Exhibit "A"** (the "**Services**").

6. **Notices**. All notices or other communication required or permitted to be given hereunder may be given via e-mail transmission, or first-class mail, sent to the designated representatives below.

The designated representative for the LEA for this DPA is:

Name: Jennifer Barrs Title: Assistant Superintendent of Instruction

Address: 1740 Ohio Ave. S., Live Oak, FL 32064

Phone: 386-647-4635 Email: jennifer.barrs@suwannee.k12.fl.us

The designated representative for the Provider for this DPA is:

Name: Jason Hovey Title: Director of District Partnerships

Address: 1200 Villa St, Mountain View 94041

Phone: 415-309-6851 Email: jasonhovey@khanacademy.org

IN WITNESS WHEREOF, LEA and Provider execute this DPA as of the Effective Date.

LEA, Suwannee County School District

District By: Jennifer Barrs Date: 5-13-25

Printed Name: Jennifer Barrs Title/Position: Assistant Superintendent of Instruction

Khan Academy, Inc.

Name of Provider

By: Jason Hovey Date: 4-2-25

Printed Name: Jason Hovey Title/Position: Director, District Partnerships

STANDARD CLAUSES

Version 1.0

ARTICLE I: PURPOSE AND SCOPE

1. **Purpose of DPA**. The purpose of this DPA is to describe the duties and responsibilities to protect Student Data including compliance with all applicable federal, state, and local privacy laws, rules, and regulations, all as may be amended from time to time. In performing the Services, the Provider shall be considered a School Official with a legitimate educational interest, and performing services otherwise provided by the LEA. Provider shall be under the direct control and supervision of the LEA, with respect to its use of Student Data
2. **Student Data to Be Provided**. In order to perform the Services described above, LEA shall provide Student Data as identified in the Schedule of Data, attached hereto as **Exhibit "B"**.
3. **DPA Definitions**. The definition of terms used in this DPA is found in **Exhibit "C"**. In the event of a conflict, definitions used in this DPA shall prevail over terms used in any other writing, including, but not limited to the Service Agreement, Terms of Service, Privacy Policies etc.

ARTICLE II: DATA OWNERSHIP AND AUTHORIZED ACCESS

1. **Student Data Property of LEA**. All Student Data transmitted to the Provider pursuant to the Service Agreement is and will continue to be the property of and under the control of the LEA. The Provider further acknowledges and agrees that all copies of such Student Data transmitted to the Provider, including any modifications or additions or any portion thereof from any source, are subject to the provisions of this DPA in the same manner as the original Student Data. The Parties agree that as between them, all rights, including all intellectual property rights in and to Student Data contemplated per the Service Agreement, shall remain the exclusive property of the LEA. For the purposes of FERPA, the Provider shall be considered a School Official, under the control and direction of the LEA as it pertains to the use of Student Data, notwithstanding the above.
2. **Parent Access**. To the extent required by law the LEA shall establish reasonable procedures by which a parent, legal guardian, or eligible student may review Education Records and/or Student Data correct erroneous information, and procedures for the transfer of student-generated content to a personal account, consistent with the functionality of services. Provider shall respond in a reasonably timely manner (and no later than forty-five (45) days from the date of the request or pursuant to the time frame required under state law for an LEA to respond to a parent or student, whichever is sooner) to the LEA's request for Student Data in a student's records held by the Provider to view or correct as necessary. In the event that a parent of a student or other individual contacts the Provider to review any of the Student Data accessed pursuant to the Services, the Provider shall refer the parent or individual to the LEA, who will follow the necessary and proper procedures regarding the requested information.

3. **Separate Account**. If Student-Generated Content is stored or maintained by the Provider, Provider shall, at the request of the LEA, transfer, or provide a mechanism for the LEA to transfer, said Student-Generated Content to a separate account created by the student.
4. **Law Enforcement Requests**. Should law enforcement or other government entities ("Requesting Party(ies)") contact Provider with a request for Student Data held by the Provider pursuant to the Services, the Provider shall notify the LEA in advance of a compelled disclosure to the Requesting Party, unless lawfully directed by the Requesting Party not to inform the LEA of the request.
5. **Subprocessors**. Provider shall enter into written agreements with all Subprocessors performing functions for the Provider in order for the Provider to provide the Services pursuant to the Service Agreement, whereby the Subprocessors agree to protect Student Data in a manner no less stringent than the terms of this DPA.

ARTICLE III: DUTIES OF LEA

1. **Provide Data in Compliance with Applicable Laws**. LEA shall provide Student Data for the purposes of obtaining the Services in compliance with all applicable federal, state, and local privacy laws, rules, and regulations, all as may be amended from time to time.
2. **Annual Notification of Rights**. If the LEA has a policy of disclosing Education Records and/or Student Data under FERPA (34 CFR § 99.31(a)(1)), LEA shall include a specification of criteria for determining who constitutes a school official and what constitutes a legitimate educational interest in its annual notification of rights.
3. **Reasonable Precautions**. LEA shall take reasonable precautions to secure usernames, passwords, and any other means of gaining access to the services and hosted Student Data.
4. **Unauthorized Access Notification**. LEA shall notify Provider promptly of any known unauthorized access. LEA will assist Provider in any efforts by Provider to investigate and respond to any unauthorized access.

ARTICLE IV: DUTIES OF PROVIDER

1. **Privacy Compliance**. The Provider shall comply with all applicable federal, state, and local laws, rules, and regulations pertaining to Student Data privacy and security, all as may be amended from time to time.
2. **Authorized Use**. The Student Data shared pursuant to the Service Agreement, including persistent unique identifiers, shall be used for no purpose other than the Services outlined in **Exhibit "A"** or stated in the Service Agreement and/or otherwise authorized under the statutes referred to herein this DPA.
3. **Provider Employee Obligation**. Provider shall require all of Provider's employees and agents who have access to Student Data to comply with all applicable provisions of this DPA with respect

to the Student Data shared under the Service Agreement. Provider agrees to require and maintain an appropriate confidentiality agreement from each employee or agent with access to Student Data pursuant to the Service Agreement.

4. **No Disclosure**. Provider acknowledges and agrees that it shall not make any re-disclosure of any Student Data or any portion thereof, including without limitation, user content or other non- public information and/or personally identifiable information contained in the Student Data other than as directed or permitted by the LEA or this DPA. This prohibition against disclosure shall not apply to aggregate summaries of De-Identified information, Student Data disclosed pursuant to a lawfully issued subpoena or other legal process, or to Subprocessors performing services on behalf of the Provider pursuant to this DPA. Provider will not Sell Student Data to any third party.

5. **De-Identified Data**: Provider agrees not to attempt to re-identify De-Identified Student Data. De-Identified Data may be used by the Provider for those purposes allowed under FERPA and the following purposes: (1) assisting the LEA or other governmental agencies in conducting research and other studies; and (2) research and development of the Provider's educational sites, services, or applications, and to demonstrate the effectiveness of the Services; and (3) for adaptive learning purpose and for customized student learning. Provider's use of De-Identified Data shall survive termination of this DPA or any request by LEA to return or destroy Student Data. Except for Subprocessors, Provider agrees not to transfer de-identified Student Data to any party unless (a) that party agrees in writing not to attempt re-identification, and (b) prior written notice has been given to the LEA who has provided prior written consent for such transfer. Prior to publishing any document that names the LEA explicitly or indirectly, the Provider shall obtain the LEA's written approval of the manner in which De-Identified Data is presented.

6. **Disposition of Data**. Upon written request from the LEA, Provider shall dispose of or provide a mechanism for the LEA to transfer Student Data obtained under the Service Agreement, within sixty (60) days of the date of said request and according to a schedule and procedure as the Parties may reasonably agree. Upon termination of this DPA, if no written request from the LEA is received, Provider shall dispose of all Student Data after providing the LEA with reasonable prior notice. The duty to dispose of Student Data shall not extend to Student Data that had been De-Identified or placed in a separate student account pursuant to section II 3. The LEA may employ a **"Directive for Disposition of Data"** form, a copy of which is attached hereto as **Exhibit "D"**. If the LEA and Provider employ **Exhibit "D"**, no further written request or notice is required on the part of either party prior to the disposition of Student Data described in **Exhibit "D"**.

7. **Advertising Limitations.** Provider is prohibited from using, disclosing, or selling Student Data to (a) inform, influence, or enable Targeted Advertising; or (b) develop a profile of a student, family member/guardian or group, for any purpose other than providing the Service to LEA. This section does not prohibit Provider from using Student Data (i) for adaptive learning or customized student learning (including generating personalized learning recommendations); or (ii) to make product recommendations to teachers or LEA employees; or (iii) to notify account holders about new education product updates, features, or services or from otherwise using Student Data as permitted in this DPA and its accompanying exhibits

ARTICLE V: DATA PROVISIONS

1. **Data Storage**. Where required by applicable law, Student Data shall be stored within the United States. Upon request of the LEA, Provider will provide a list of the locations where Student Data is stored.

2. **Audits**. No more than once a year, or following unauthorized access, upon receipt of a written request from the LEA with at least ten (10) business days' notice and upon the execution of an appropriate confidentiality agreement, the Provider will allow the LEA to audit the security and privacy measures that are in place to ensure protection of Student Data or any portion thereof as it pertains to the delivery of services to the LEA . The Provider will cooperate reasonably with the LEA and any local, state, or federal agency with oversight authority or jurisdiction in connection with any audit or investigation of the Provider and/or delivery of Services to students and/or LEA, and shall provide reasonable access to the Provider's facilities, staff, agents and LEA's Student Data and all records pertaining to the Provider, LEA and delivery of Services to the LEA. Failure to reasonably cooperate shall be deemed a material breach of the DPA.

3. **Data Security**. The Provider agrees to utilize administrative, physical, and technical safeguards designed to protect Student Data from unauthorized access, disclosure, acquisition, destruction, use, or modification. The Provider shall adhere to any applicable law relating to data security. The provider shall implement an adequate Cybersecurity Framework based on one of the nationally recognized standards set forth in **Exhibit "F"**. Exclusions, variations, or exemptions to the identified Cybersecurity Framework must be detailed in an attachment to **Exhibit "H"**. Additionally, Provider may choose to further detail its security programs and measures that augment or are in addition to the Cybersecurity Framework in **Exhibit "F"**. Provider shall provide, in the Standard Schedule to the DPA, contact information of an employee who LEA may contact if there are any data security concerns or questions.

4. **Data Breach**. In the event of an unauthorized release, disclosure or acquisition of Student Data that compromises the security, confidentiality or integrity of the Student Data maintained by the Provider the Provider shall provide notification to LEA within seventy-two (72) hours of confirmation of the incident, unless notification within this time limit would disrupt investigation of the incident by law enforcement. In such an event, notification shall be made within a reasonable time after the incident. Provider shall follow the following process:

    (1) The security breach notification described above shall include, at a minimum, the following information to the extent known by the Provider and as it becomes available:
        i. The name and contact information of the reporting LEA subject to this section.
        ii. A list of the types of personal information that were or are reasonably believed to have been the subject of a breach.
        iii. If the information is possible to determine at the time the notice is provided, then either (1) the date of the breach, (2) the estimated date of the breach, or (3) the date range within which the breach occurred. The notification shall also include the date of the notice.

iv. Whether the notification was delayed as a result of a law enforcement investigation, if that information is possible to determine at the time the notice is provided; and

v. A general description of the breach incident, if that information is possible to determine at the time the notice is provided.

(2) Provider agrees to adhere to all federal and state requirements with respect to a data breach related to the Student Data, including, when appropriate or required, the required responsibilities and procedures for notification and mitigation of any such data breach.

(3) Provider further acknowledges and agrees to have a written incident response plan that reflects best practices and is consistent with industry standards and federal and state law for responding to a data breach, breach of security, privacy incident or unauthorized acquisition or use of Student Data or any portion thereof, including personally identifiable information and agrees to provide LEA, upon request, with a summary of said written incident response plan.

(4) LEA shall provide notice and facts surrounding the breach to the affected students, parents or guardians.

(5) In the event of a breach originating from LEA's use of the Service, Provider shall cooperate with LEA to the extent necessary to expeditiously secure Student Data.

ARTICLE VI: GENERAL OFFER OF TERMS

Provider may, by signing the attached form of "General Offer of Privacy Terms" (General Offer, attached hereto as **Exhibit "E"**), be bound by the terms of **Exhibit "E"** to any other LEA who signs the acceptance on said Exhibit. The form is limited by the terms and conditions described therein.

ARTICLE VII: MISCELLANEOUS

1. **Termination**. In the event that either Party seeks to terminate this DPA, they may do so by mutual written consent so long as the Service Agreement has lapsed or has been terminated. Either party may terminate this DPA and any service agreement or contract if the other party breaches any terms of this DPA.

2. **Effect of Termination Survival**. If the Service Agreement is terminated, the Provider shall destroy all of LEA's Student Data pursuant to Article IV, section 6.

3. **Priority of Agreements**. This DPA shall govern the treatment of Student Data in order to comply with the privacy protections, including those found in FERPA and all applicable privacy statutes identified in this DPA. In the event there is conflict between the terms of the DPA and the Service Agreement, Terms of Service, Privacy Policies, or with any other bid/RFP, license agreement, or writing, the terms of this DPA shall apply and take precedence. In the event of a conflict between

Exhibit "H", the SDPC Standard Clauses, and/or the Supplemental State Terms, **Exhibit "H"** will control, followed by the Supplemental State Terms. Except as described in this paragraph herein, all other provisions of the Service Agreement shall remain in effect.

4. **Entire Agreement**. This DPA and the Service Agreement constitute the entire agreement of the Parties relating to the subject matter hereof and supersedes all prior communications, representations, or agreements, oral or written, by the Parties relating thereto. This DPA may be amended and the observance of any provision of this DPA may be waived (either generally or in any particular instance and either retroactively or prospectively) only with the signed written consent of both Parties. Neither failure nor delay on the part of any Party in exercising any right, power, or privilege hereunder shall operate as a waiver of such right, nor shall any single or partial exercise of any such right, power, or privilege preclude any further exercise thereof or the exercise of any other right, power, or privilege.

5. **Severability**. Any provision of this DPA that is prohibited or unenforceable in any jurisdiction shall, as to such jurisdiction, be ineffective to the extent of such prohibition or unenforceability without invalidating the remaining provisions of this DPA, and any such prohibition or unenforceability in any jurisdiction shall not invalidate or render unenforceable such provision in any other jurisdiction. Notwithstanding the foregoing, if such provision could be more narrowly drawn so as not to be prohibited or unenforceable in such jurisdiction while, at the same time, maintaining the intent of the Parties, it shall, as to such jurisdiction, be so narrowly drawn without invalidating the remaining provisions of this DPA or affecting the validity or enforceability of such provision in any other jurisdiction.

6. **Governing Law; Venue and Jurisdiction**. THIS DPA WILL BE GOVERNED BY AND CONSTRUED IN ACCORDANCE WITH THE LAWS OF THE STATE OF THE LEA, WITHOUT REGARD TO CONFLICTS OF LAW PRINCIPLES. EACH PARTY CONSENTS AND SUBMITS TO THE SOLE AND EXCLUSIVE JURISDICTION TO THE STATE AND FEDERAL COURTS FOR THE COUNTY OF THE LEA FOR ANY DISPUTE ARISING OUT OF OR RELATING TO THIS DPA OR THE TRANSACTIONS CONTEMPLATED HEREBY.

7. **Successors Bound**: This DPA is and shall be binding upon the respective successors in interest to Provider in the event of a merger, acquisition, consolidation or other business reorganization or sale of all or substantially all of the assets of such business In the event that the Provider sells, merges, or otherwise disposes of its business to a successor during the term of this DPA, the Provider shall provide written notice to the LEA no later than sixty (60) days after the closing date of sale, merger, or disposal. Such notice shall include a written, signed assurance that the successor will assume the obligations of the DPA and any obligations with respect to Student Data within the Service Agreement. The LEA has the authority to terminate the DPA if it disapproves of the successor to whom the Provider is selling, merging, or otherwise disposing of its business.

8. **Authority.** Each party represents that it is authorized to bind to the terms of this DPA, including confidentiality and destruction of Student Data and any portion thereof contained therein, all related or associated institutions, individuals, employees or contractors who may have access to the Student Data and/or any portion thereof.

9. **Waiver**. No delay or omission by either party to exercise any right hereunder shall be construed as a waiver of any such right and both parties reserve the right to exercise any such right from time to time, as often as may be deemed expedient.

EXHIBIT "A"

DESCRIPTION OF SERVICES

Vendors/Providers - please list all applications you support that are in use at the District, describe what your application does and what grade levels and/or staff groups will access your software (as applicable).

EXHIBIT "B"

SCHEDULE OF DATA

Category of Data	Elements	Check if Used by Your System
Application Technology Meta Data	IP Addresses of users, Use of cookies, etc.	☑
	Other application technology meta data-Please specify:	☐
Application Use Statistics	Meta data on user interaction with application	☑
Assessment	Standardized test scores	☐
	Observation data	☐
	Other assessment data-Please specify:	☐
Attendance	Student school (daily) attendance data	☐
	Student class attendance data	☐
Communications	Online communications captured (emails, blog entries)	☑
Conduct	Conduct or behavioral data	☐
Demographics	Date of Birth	☑
	Place of Birth	☐
	Gender	☐
	Ethnicity or race	☐
	Language information (native, or primary language spoken by student)	☐

Category of Data	Elements	Check if Used by Your System
	Other demographic information-Please specify:	☐
Enrollment	Student school enrollment	☑
	Student grade level	☑
	Homeroom	☐
	Guidance counselor	☐
	Specific curriculum programs	☐
	Year of graduation	☐
	Other enrollment information-Please specify:	☐
Parent/Guardian Contact Information	Address	☐
	Email	☐
	Phone	☐
Parent/Guardian ID	Parent ID number (created to link parents to students)	☐
Parent/Guardian Name	First and/or Last	☐
Schedule	Student scheduled courses	☐
	Teacher names	☑
Special Indicator	English language learner information	☐
	Low income status	☐
	Medical alerts/ health data	☐

Category of Data	Elements	Check if Used by Your System
	Student disability information	☐
	Specialized education services (IEP or 504)	☐
	Living situations (homeless/foster care)	☐
	Other indicator information-Please specify:	☐
Student Contact Information	Address	☐
	Email	☐
	Phone	☐
Student Identifiers	Local (School district) ID number	☑
	State ID number	☐
	Provider/App assigned student ID number	☑
	Student app username	☑
	Student app passwords	☐
Student Name	First and/or Last	☑
Student In App Performance	Program/application performance (typing program-student types 60 wpm, reading program-student reads below grade level)	☐
Student Program Membership	Academic or extracurricular activities a student may belong to or participate in	☐
Student Survey Responses	Student responses to surveys or questionnaires	☐
Student work	Student generated content; writing, pictures, etc.	☐

Category of Data	Elements	Check if Used by Your System
	Other student work data -Please specify: Info about use of the Website and activities on the Website, including and engagement w/ Khanmigo.	☑
Transcript	Student course grades	☐
	Student course data	☐
	Student course grades/ performance scores	☐
	Other transcript data - Please specify:	☐
Transportation	Student bus assignment	☐
	Student pick up and/or drop off location	☐
	Student bus card ID number	☐
	Other transportation data – Please specify:	☐
Other	Please list each additional data element used, stored, or collected by your application: Please see description in Exhibit H.	☑
None	No Student Data collected at this time. Provider will immediately notify LEA if this designation is no longer applicable.	☐

EXHIBIT "C"

DEFINITIONS

De-Identified Data and De-Identification: Records and information are considered to be De-Identified when all personally identifiable information has been removed or obscured, such that the remaining information does not reasonably identify a specific individual, including, but not limited to, any information that, alone or in combination is linkable to a specific student and provided that the educational agency, or other party, has made a reasonable determination that a student's identity is not personally identifiable, taking into account reasonable available information.

Educational Records: Educational Records are records, files, documents, and other materials directly related to a student and maintained by the school or local education agency, or by a person acting for such school or local education agency, including but not limited to, records encompassing all the material kept in the student's cumulative folder, such as general identifying data, records of attendance and of academic work completed, records of achievement, and results of evaluative tests, health data, disciplinary status, test protocols and individualized education programs.

Metadata: means information that provides meaning and context to other data being collected; including, but not limited to: date and time records and purpose of creation Metadata that have been stripped of all direct and indirect identifiers are not considered Personally Identifiable Information.

Operator: means the operator of an internet website, online service, online application, or mobile application with actual knowledge that the site, service, or application is used for K–12 school purposes. Any entity that operates an internet website, online service, online application, or mobile application that has entered into a signed, written agreement with an LEA to provide a service to that LEA shall be considered an "operator" for the purposes of this section.

Originating LEA: An LEA who originally executes the DPA in its entirety with the Provider.

Provider: For purposes of the DPA, the term "Provider" means provider of digital educational software or services, including cloud-based services, for the digital storage, management, and retrieval of Student Data. Within the DPA the term "Provider" includes the term "Third Party" and the term "Operator" as used in applicable state statutes.

Student Generated Content: The term "Student-Generated Content" means materials or content created by a student in the services including, but not limited to, essays, research reports, portfolios, creative writing, music or other audio files, photographs, videos, and account information that enables ongoing ownership of student content.

School Official: For the purposes of this DPA and pursuant to 34 CFR § 99.31(b), a School Official is a contractor that: (1) Performs an institutional service or function for which the agency or institution would otherwise use employees; (2) Is under the direct control of the agency or institution with respect to the use and maintenance of Student Data including Education Records; and (3) Is subject to 34 CFR § 99.33(a) governing the use and re-disclosure of Personally Identifiable Information from Education Records.

Service Agreement: Refers to the Contract, Purchase Order or Terms of Service or Terms of Use.

Student Data: Student Data includes any data, whether gathered by Provider or provided by LEA or its users, students, or students' parents/guardians, that is descriptive of the student including, but not limited to, information in the student's educational record or email, first and last name, birthdate, home or other physical address, telephone number, email address, or other information allowing physical or online contact, discipline records, videos, test results, special education data, juvenile dependency records, grades, evaluations, criminal records, medical records, health records, social security numbers, biometric information, disabilities, socioeconomic information, individual purchasing behavior or preferences, food purchases, political affiliations, religious information, text messages, documents, student identifiers, search activity, photos, voice recordings, geolocation information, parents' names, or any other information or identification number that would provide information about a specific student. Student Data includes Meta Data. Student Data further includes "Personally Identifiable Information (PII)," as defined in 34 C.F.R. § 99.3 and as defined under any applicable state law. Student Data shall constitute Education Records for the purposes of this DPA, and for the purposes of federal, state, and local laws and regulations. Student Data as specified in **Exhibit "B"** is confirmed to be collected or processed by the Provider pursuant to the Services. Student Data shall not constitute that information that has been anonymized or De-Identified, or anonymous usage data regarding a student's use of Provider's services.

Subprocessor: For the purposes of this DPA, the term "Subprocessor" (sometimes referred to as the "Subcontractor") means a party other than LEA or Provider, who Provider uses for data collection, analytics, storage, or other service to operate and/or improve its service, and who has access to Student Data.

Subscribing LEA: An LEA that was not party to the original Service Agreement and who accepts the Provider's General Offer of Privacy Terms.

Targeted Advertising: means presenting an advertisement to a student where the selection of the advertisement is based on Student Data or inferred over time from the usage of the operator's Internet web site, online service or mobile application by such student or the retention of such student's online activities or requests over time for the purpose of targeting subsequent advertisements. "Targeted Advertising" does not include any advertising to a student on an Internet web site based on the content of the web page or in response to a student's response or request for information or feedback.

Third Party: The term "Third Party" means a provider of digital educational software or services, including cloud-based services, for the digital storage, management, and retrieval of Education Records and/or Student Data, as that term is used in some state statutes. However, for the purpose of this DPA, the term "Third Party" when used to indicate the provider of digital educational software or services is replaced by the term "Provider."

EXHIBIT "D"

DIRECTIVE FOR DISPOSITION OF DATA

Suwannee County School District Provider to dispose of data obtained by Provider pursuant to the terms of the Service Agreement between LEA and Provider. The terms of the Disposition are set forth below:

1. Extent of Disposition

Disposition is partial. The categories of data to be disposed of are set forth below or are found in an attachment to this Directive:

Categories of data

Disposition is Complete. Disposition extends to all categories of data.

2. Nature of Disposition

Disposition shall be by destruction or deletion of data.

Disposition shall be by a transfer of data. The data shall be transferred to the following site as follows:

Describe here or attach special instructions

3. Schedule of Disposition

Data shall be disposed of by the following date:

As soon as commercially practicable.

By Date:

4. Signature

_____ _____

Authorized Representative of LEA Date

5. Verification of Disposition of Data

_____ _____

Authorized Representative of Provider Date

EXHIBIT "E"

GENERAL OFFER OF PRIVACY TERMS

1. Offer of Terms

Provider offers the same privacy protections found in this DPA between it and Suwannee County School District ("Originating LEA") which is dated 4-2-25 to any other LEA ("Subscribing LEA") who accepts this General Offer of Privacy Terms ("General Offer") through its signature below. This General Offer shall extend only to privacy protections, and Provider's signature shall not necessarily bind Provider to other terms, such as price, term, or schedule of services, or to any other provision not addressed in this DPA. The Provider and the Subscribing LEA may also agree to change the data provided by Subscribing LEA to the Provider to suit the unique needs of the Subscribing LEA. The Provider may withdraw the General Offer in the event of: (1) a material change in the applicable privacy statues; (2) a material change in the services and products listed in the originating Service Agreement; or three (3) years after the date of Provider's signature to this Form. Subscribing LEAs should send the signed **Exhibit "E"** to Provider at the following email address:

privacy@khanacademy.org

Khan Academy, Inc.

Name of Provider

BY: Jason Hovey Date: 4-2-25

Printed Name: Jason Hovey Title/Position: Director, District Partnerships

2. Subscribing LEA

A Subscribing LEA, by signing a separate Service Agreement with Provider, and by its signature below, accepts the General Offer of Privacy Terms. The Subscribing LEA and the Provider shall therefore be bound by the same terms of this DPA for the term of the DPA between (Originating LEA) and the Provider. **PRIOR TO ITS EFFECTIVENESS, SUBSCRIBING LEA MUST DELIVER NOTICE OF ACCEPTANCE TO PROVIDER PURSUANT TO ARTICLE VII, SECTION 5. **

BY: Date: 05/27/2025

Printed Name: Tyler S. Brim Title/Position: Systems Support Specialist

SCHOOL DISTRICT NAME: Baker County School District

DESIGNATED REPRESENTATIVE OF LEA:

Name: Tyler S. Brim Title: Systems Support Specialist

Address: 392 South Blvd East, Macclenny Florida, 32063

Telephone Number: 904-397-9019 Email: privacy@bakerk12.org

EXHIBIT "F"

DATA SECURITY REQUIREMENTS

Adequate Cybersecurity Frameworks

2/24/2020

The Education Security and Privacy Exchange ("Edspex") works in partnership with the Student Data Privacy Consortium and industry leaders to maintain a list of known and credible cybersecurity frameworks which can protect digital learning ecosystems chosen based on a set of guiding cybersecurity principles* ("Cybersecurity Frameworks") that may be utilized by Provider.

Cybersecurity Frameworks

Check those that apply	MAINTAINING ORGANIZATION/GROUP	FRAMEWORK(S)
☑	National Institute of Standards and Technology (NIST)	NIST Cybersecurity Framework Version 1.1
☐	National Institute of Standards and Technology (NIST)	NIST SP 800-53, Cybersecurity Framework for Improving Critical Infrastructure Cybersecurity (CSF), Special Publication 800-171
☐	International Standards Organization (ISO)	Information technology — Security techniques — Information security management systems (ISO 27000 series)
☐	Secure Controls Framework Council, LLC	Security Controls Framework (SCF)
☐	Center for Internet Security (CIS)	CIS Critical Security Controls (CSC, CIS Top 20)
☐	Office of the Under Secretary of Defense for Acquisition and Sustainment (OUSD(A&S))	Cybersecurity Maturity Model Certification (CMMC, ~FAR/DFAR)

Please visit http://www.edspex.org for further details about the noted frameworks.

*Cybersecurity Principles used to choose the Cybersecurity Frameworks are located here

EXHIBIT "G"

Supplemental SDPC State Terms for [State]

Version 1

Providers/Operators are to comply with the Florida Student Online Personal Information Protection Act, Florida Statute 1006.1494. This Act (effective 7/1/2023 and initiated from SB 662 in 2023) establishes new and different terms than those outlined in the National Student Data Privacy Agreement contained herein. Providers/Operators are subject to all of the Act's privacy terms, including, but not limited to the following:

1) An operator may not knowingly do any of the following:
a) Engage in targeted advertising on the operator's site, service, or application, or targeted advertising on any other site, service, or application if the targeting of the advertising is based on any information, including covered information and persistent unique identifiers, which the operator has acquired because of the use of that operator's site, service or application for K-12 school purposes.
b) Use covered information, including persistent unique identifiers, created, or gathered by the operator's site service, or application to amass a profile of a student, except in furtherance of k-12 school purposes. ....
c) Share, sell, or rent a student's information, including covered information ....

2) An operator shall do all the following:
a) Collect no more covered information that is reasonably necessary to operate an Internet website, online service, online application, or mobile application....
b) Implement and maintain reasonable security procedures and practices appropriate to the nature of the covered information which are designed to protect it from unauthorized access destruction, use, modification, or disclosure.
c) Unless a parent or guardian expressly consents to the operator retaining a student's covered information, delete the covered information at the conclusion of the course, or corresponding program and no later than 90 days after a student is no longer enrolled in a school within the district, upon notice by the school district.

EXHIBIT "H"

Additional Terms or Modifications

Version March 15, 2024

LEA and Provider agree to the following additional terms and modifications:
(This is a free text field that the parties can use to add or modify terms in or to the DPA. If there are no additional or modified terms, this field should read "None." 618-1/4715859.1)

Section 3, Page 2. The first sentence is hereby deleted and the following inserted in lieu thereof:
"In the event of a conflict between the SDPA Standard Clauses and the Special Provisions, the Special Provisions will control.

Article II, Section 1. The following sentences are hereby deleted:
"All Student Data transmitted to Provider pursuant to the Service Agreement is and will continue to be the property of and under the control of LEA."
"The Parties agree that as between them, all rights, including all intellectual property rights in and to Student Data contemplated per the Service Agreement, shall remain the exclusive property of LEA."

Article II, Section 2. The following sentences are hereby added:
"Notwithstanding the foregoing, Provider may provide direct assistance to the parent relating to parent accounts, and parents may view (but not modify or delete) information in the student's account."

Article II, Section 3. The following sentences are added:

"Prior to disposition of the student account in connection with the disposition of data under Article IV, Section 6, Provider may enable students or their parents to transfer Student Generated Content to a personal account on the Website or create a Personal Login to enable ongoing access. The transfer process may be accomplished as provided in this paragraph or as otherwise agreed between the Provider and the LEA. Provider may also inform the student or the student's parent of the planned disposition of the account and options for retaining the Student Generated Content in a personal account. The student (if an eligible student) or their parent will be asked to confirm that they wish to maintain the account for personal use by providing their consent or instruction to maintain the account. In each case, requirements relating to transfer of data will be satisfied by transfer to a personal Khan Academy account or establishing a Personal Login credential to allow the student to maintain their account, and the mechanism for transfer may be accomplished by adding a Personal Login rather than creating a separate account."

Article IV, Section 1. The following is added to the end of the sentence:

", applicable to Provider in providing the Services to LEA. For the purposes of this DPA, state and local laws, rules, and regulations are those identified in this DPA."

"Program Communications" means in-app or emailed communications relating to the educational Services, including prompts, messages and content relating to the use of the Services, for example; onboarding and orientation communications, recommendations for use of the Services, prompts for students to complete, or teachers to assign exercises or provide feedback as part of the learning exercise, periodic activity reports, suggestions for additional learning activities in the Services, service updates, and information about special or additional programs offered through the Services or offered to complement the programs offered through the Services."

Article IV. The following is hereby inserted as a new Section 8:

"8. Notwithstanding anything in this DPA to the contrary, if a Student elects (either on a paper or electronic assessment or through the Student's account on the Provider's website) to have their Student Data provided to third parties, including colleges or universities, Provider's provision of such Student's Student Data to third parties for the purpose of connecting Students with colleges and universities shall not constitute a breach of this Agreement. "

Article V, Section 2. The Section is hereby deleted and the following inserted in lieu thereof:

"The Provider will cooperate reasonably with the LEA in responding to any state, or federal agency with oversight authority or jurisdiction over the LEA in connection with any audit or investigation of the LEA related to the LEA and/or delivery of Provider's Services to students and/or the LEA, and in connection with such audit shall provide reasonable access to the Provider's staff, agents and LEA's Student Data and records pertaining to the Provider and delivery of Services to the LEA. At least annually, Provider will obtain a Service Organization Controls (SOC) 2 Type II audit, or other commercially reasonable security audit, which attests to Provider's security policies, procedures, and controls, and which is performed by an independent third party based on recognized industry standards. Provider will make results of such controls review or audit available to LEA upon request and will address noted exceptions."

Article V, Section 5. The first sentence is hereby deleted and the following inserted in lieu thereof: "In the event of an unauthorized release, disclosure or acquisition of Student Data that compromises the security, confidentiality or integrity of the Student Data maintained by the Provider the Provider shall provide notification to LEA within seven (7) days of confirmation of the incident, unless notification within this time limit would disrupt investigation of the incident by law enforcement. For clarity, this Section (Art. V, Sec. 5) shall not restrict Provider's ability to provide separate breach notification to its users with personal accounts."

Article VII, Section 1. The second sentence hereby deleted and the following inserted in lieu thereof:

"Either party may terminate this DPA and any Service Agreement if the other party breaches any terms of this DPA."

Article VII, Section 2. This Section is hereby deleted in its entirety.

"Program Communications" means in-app or emailed communications relating to the educational Services, including prompts, messages and content relating to the use of the Services, for example; onboarding and orientation communications, recommendations for use of the Services, prompts for students to complete, or teachers to assign exercises or provide feedback as part of the learning exercise, periodic activity reports, suggestions for additional learning activities in the Services, service updates, and information about special or additional programs offered through the Services or offered to complement the programs offered through the Services."

Article IV. The following is hereby inserted as a new Section 8:

"8. Notwithstanding anything in this DPA to the contrary, if a Student elects (either on a paper or electronic assessment or through the Student's account on the Provider's website) to have their Student Data provided to third parties, including colleges or universities, Provider's provision of such Student's Student Data to third parties for the purpose of connecting Students with colleges and universities shall not constitute a breach of this Agreement. "

Article V, Section 2. The Section is hereby deleted and the following inserted in lieu thereof:

"The Provider will cooperate reasonably with the LEA in responding to any state, or federal agency with oversight authority or jurisdiction over the LEA in connection with any audit or investigation of the LEA related to the LEA and/or delivery of Provider's Services to students and/or the LEA, and in connection with such audit shall provide reasonable access to the Provider's staff, agents and LEA's Student Data and records pertaining to the Provider and delivery of Services to the LEA. At least annually, Provider will obtain a Service Organization Controls (SOC) 2 Type II audit, or other commercially reasonable security audit, which attests to Provider's security policies, procedures, and controls, and which is performed by an independent third party based on recognized industry standards. Provider will make results of such controls review or audit available to LEA upon request and will address noted exceptions."

Article V, Section 5. The first sentence is hereby deleted and the following inserted in lieu thereof: "In the event of an unauthorized release, disclosure or acquisition of Student Data that compromises the security, confidentiality or integrity of the Student Data maintained by the Provider the Provider shall provide notification to LEA within seven (7) days of confirmation of the incident, unless notification within this time limit would disrupt investigation of the incident by law enforcement. For clarity, this Section (Art. V, Sec. 5) shall not restrict Provider's ability to provide separate breach notification to its users with personal accounts."

Article VII, Section 1. The second sentence hereby deleted and the following inserted in lieu thereof:

"Either party may terminate this DPA and any Service Agreement if the other party breaches any terms of this DPA."

Article VII, Section 2. This Section is hereby deleted in its entirety.

Exhibit B, page 19, Other, the following is inserted:

The data provided by the LEA varies depending on LEA's practices and use of the Website, including use of rostering or single sign on services. Certain data elements identified above are provided by the account holder (user) based on the individual user's interactions with the Website.

Items marked with a "check" are either required for provision of the Service or are customarily provided in the course of providing the Service. The data provided by the LEA typically includes data to identify the user account (username and school email address), the user's date of birth and class assignment data (teacher and assignments on the Service).

Items marked with an "O" are optional. The LEA may provide supplemental data (for example, demographic information, test scores) or other types of data for purposes of conducting efficacy analyses, pedagogical research or similar analyses. Collection of student email depends on the rostering method. If the LEA rosters through Clever or ClassLink, then the Clever ID (or ClassLink ID, as may be applicable) is sent for rostering.

Individual users may provide additional data as part of their interaction with the Services. For example, user communications may include customer support requests or optional comments posted on the Website, if provided by a user. Users may complete optional surveys and survey questions may be used in connection with optional programs offered on the Website (Learnstorm).

Khanmigo uses the ChatGPT technology provided by a subprocessor, OpenAI. This educational AI-powered learning tool offers both interactive activities and chat functionality resulting in user generated content prompted by user inputs. Learners are instructed not to include personal data in inputs.

LEA acknowledges that for the provision of the Services, Provider does not need (and LEA shall not send to Provider) sensitive information including social security number, driver's license number, identification card number, tribal identification number, financial account information (PCI or otherwise), or medical or health insurance information.

Exhibit C Definitions, is amended to read as follows with the changes shown in underlined text:

Student Data: Student Data includes any data, whether gathered by Provider or provided by LEA or its users, students, or students' parents/guardians, for a school purpose in connection with the Services, that is descriptive of the student including, but not limited to, information in the student's educational record or email, first and last name, birthdate, home or other physical address, telephone number, email address, or other information allowing physical or online contact, discipline records, videos, test results, special education data, juvenile dependency records, grades, evaluations, criminal records, medical records, health records, social security numbers, biometric information, disabilities, socioeconomic information, individual purchasing behavior or preferences, food purchases, political affiliations, religious information, text messages, documents, student identifiers, search activity, photos, voice recordings, geolocation information, parents' names, or any other information or identification number that would provide information about a specific student. Student Data includes Learning activity. 'Learning activity' means information relating to an identified student's use of the Website generated by the user through use of the Website. ~~Student Data includes Meta Data.~~ Student Data further includes "personally identifiable information (PII)," as defined in 34 C.F.R. § 99.3 and as defined under any applicable state law. Student Data shall constitute Education Records for the purposes of this DPA, and for the purposes of federal, state, and local laws and regulations. Student Data as specified in Exhibit "B" is confirmed to be collected or processed by the Provider pursuant to the Services. Student Data shall not include De-Identified Data or ~~constitute that~~ information that has been anonymized ~~or de-identified~~, or anonymous usage data regarding a student's use of Provider's services.

Exhibit G. Exhibit G is hereby deleted in its entirety.

AGENDA ITEM NO. 8.13

Item Cover Page

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

DATE: June 16, 2025

SUBMITTED BY: Denny Wells - (259-5420)

ITEM TYPE: Property

AGENDA SECTION: **APPROVAL OF ROUTINE ITEMS**

SUBJECT: Approval of the May 2025 District Property Inventory.

ATTACHMENTS:
06.16.2025 Approval of District Property Inventory for May_D.Wells.pdf

BAKER COUNTY SCHOOL DISTRICT
Committed to Excellence

Facilities and Maintenance
270 East Jonathan Street
Macclenny, FL 32063
(904) 259-5420
www.bakerk12.org

Wyatt Milton, Superintendent

May 21, 2025

Mr. Wyatt Milton
Superintendent of Schools
Baker County School District
370 South Blvd. East
Macclenny, Florida

Dear Mr. Milton:

I would like to request School Board review and approval of the District Property Inventory for **May, 2025.**

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

Sincerely yours,

F.D. Wells,
Director of Facilities and Maintenance

MAY 2025		ACQUISTIONS							ENDING
		ACQUISITIONS	TRANS IN	TRADE INS	TOTALS	TRANS OUT	STOLEN	TOTALS	
	B C H S - 0012 $836,225.28	$ -	$ -		$ -	$ -		$ -	$836,225.28
	M E S - 0013 $147,781.76	$ -	$ -		$ -	$ 1,124.74		$ 1,124.74	$146,657.02
	L E S - 0021 $331,499.96	$ -	$ -		$ -	$ 948.50		$ 948.50	$330,551.46
	PREK-KDG CTR - 0022 $135,597.25	$ 814.00	$ -		$ 814.00	$ -		$ -	$136,411.25
	K I S - 0031 $99,563.36	$ -	$ -		$ -	$ -		$ -	$99,563.36
	B C M S - 0032 $780,743.17	$ -	$ -		$ -	$ -		$ -	$780,743.17
	W E S - 0091 $300,588.40	$ -	$ 1,124.74		$ 1,124.74	$ -		$ -	$301,713.14
	SURPLUS - 0099 $16,425.35	$ -	$ -		$ -	$ -		$ -	$16,425.35
	IN ACTIVE - 1111 $0.00	$ -	$ -		$ -	$ -		$ -	$0.00
	READ CLINIC - 2013 $33,647.51	$ 1,479.00	$ -		$ 1,479.00	$ -		$ -	$35,126.51
	BUS SHOP/VECH 2222 $8,660,747.00	$ -	$ -		$ -	$ -		$ -	$8,660,747.00
	MAINT/VECH 3333 $199,468.93	$ -	$ -		$ -	$ -		$ -	$199,468.93
	CHAP 1 - M E S - 4013 $20,382.00	$ -	$ -		$ -	$ -		$ -	$20,382.00
	CHAP 1 - KIS - 4031 $1,811.70	$ -	$ -		$ -	$ -		$ -	$1,811.70
	CHAP I - BCMS - 4032 $0.00	$ -	$ -		$ -	$ -		$ -	$0.00
	CHAP 1 - WES - 4091 $32,728.34	$ -	$ -		$ -	$ -		$ -	$32,728.34
	CUST-LAND/VECH 4444 $200,549.19	$ -	$ -		$ -	$ 102,269.19		$ 102,269.19	$98,280.00
	VO. / ADULT ED - 5012 $257,720.36	$ -	$ -		$ -	$ -		$ -	$257,720.36
	VO. / ADULT ED - 5032 $13,183.05	$ -	$ -		$ -	$ -		$ -	$13,183.05
	TECHNOLOGY - 5555 $717,179.88	$ -	$ -		$ -	$ 251,646.88		$ 251,646.88	$465,533.00
	TECH/VECH 6666 $78,248.00	$ -	$ -		$ -	$ -		$ -	$78,248.00
	CURRENT MISSING - 7777 $9,079.59		$ -		$ -	$ -		$ -	$9,079.59
	PRIOR MISSING 05 - 8888 $322,158.10		$ -		$ -	$ -		$ -	$322,158.10
	SUB TOTAL- PAGE ONE $ 13,195,328.18	$ 2,293.00	$ 1,124.74	$ -	$3,417.74	$355,989.31	$ -	$355,989.31	$12,842,756.61
	CO OFF - 9001 $327,714.21	$ -	$ -		$ -	$ -		$ -	$327,714.21
	BUS SHOP - 9002 $84,943.88	$ -	$ -		$ -	$ -		$ -	$84,943.88
	MAINT. - 9003 $210,723.76	$ -	$ -		$ -	$ -		$ -	$210,723.76
	W-HSE - 9004 $26,764.10	$ -	$ -		$ -	$ -		$ -	$26,764.10
	FAMILY SER - 9005 $96,801.23	$ -	$ -		$ -	$ -		$ -	$96,801.23
	STUDENT SER - 9006 $149,839.62	$ -	$ -		$ -	$ 6,055.00		$ 6,055.00	$143,784.62
	ALT SCH - 9007 $53,866.70	$ -	$ -		$ -	$ -		$ -	$53,866.70
	VO. / ADULT ED - 9008 $85,183.32	$ -	$ -		$ -	$ -		$ -	$85,183.32
	LAND / CUST 9009 $432,218.46	$ -	$ -		$ -	$ 73,090.98		$ 73,090.98	$359,127.48
	SUPT. OFFICE - 9010 $50,642.30	$ -	$ -		$ -	$ -		$ -	$50,642.30
	SOUTHSIDE - 9021 $0.00	$ -	$ -		$ -	$ -		$ -	$0.00
	TOTAL $14,714,025.76	$ 2,293.00	$ 1,124.74	$ -	$3,417.74	$435,135.29	$ -	$ 435,135.29	$14,282,308.21
						Final Property Total			**$14,282,308.21**

AGENDA ITEM NO. 9.1

Item Cover Page

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

DATE:	June 16, 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:	June 16, 2025
SUBMITTED BY:	Carrie Dopson - (259-0408)
ITEM TYPE:	Agreement
AGENDA SECTION:	**APPROVAL OF ITEMS FOR ACTION**
SUBJECT:	Approval of the Dual Enrollment Articulation Agreement with Florida State College of Jacksonville for the 2025-2027 Academic Year.

ATTACHMENTS:
06.16.2025 Approval of the 25-27 Dual Enrollment Agreement with Florida State College_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

May 28, 2025

Superintendent Milton
270 South Blvd East
Macclenny, FL. 32063

Superintendent Milton:

Respectfully, please seek board approval for the following 2025-2027 Dual Enrollment Agreement between Baker County School District and Florida State College at Jacksonville. The agreement is a modification of all existing FSCJ dual enrollment articulation agreements.

Sincerely,

Carrie Dopson
Executive Director of Teaching and Learning

2025-2027 Dual Enrollment Articulation Agreement
Between Baker county Schools and
Florida State College at Jacksonville

THIS AGREEMENT, hereinafter referred to as ("the Agreement"), is entered into by and between The School Board of Baker County, Florida, a body politic and corporate, hereinafter referred to as ("SBBC") and The District Board of Trustees of Florida State College at Jacksonville, a public body corporate of the State of Florida, hereinafter referred to as ("the College or FSCJ"); and

WHEREAS, the Commissioner of Education has encouraged enhanced articulation agreements among public schools, community colleges, and universities and has provided comprehensive guidelines for such agreements; and

WHEREAS, the College and SBBC have a long history of cooperation;

WHEREAS, Section 1007.271, Florida Statutes, specifies that articulation agreements pertaining to acceleration programs (dual enrollment) shall be executed between Florida College System institution presidents and District school superintendents in their respective school districts and Florida College System Institutions and defines specific eligibility requirements for participating students, defines the types of courses which can be taken by dual enrollment students, defines curriculum standards for dual enrollment courses taught on the high school campus, defines credentialing standards for secondary school faculty teaching dual enrollment courses on the secondary school campus, defines criteria for the participation of home and private school students in dual enrollment, defines the mandatory components of dual enrollment articulation agreements to include funding provisions for partners in dual enrollment articulation agreements, and provisions to provide support for students with disabilities who wish to participate in dual enrollment;

WHEREAS the State Board of Education must establish by rule the minimum test scores a student must achieve to demonstrate readiness; and

WHEREAS, Florida Statute 1007.23 (4) requires each student who is seeking an associate in arts degree to indicate a baccalaureate degree program offered by an institution of interest by the time the student earns 30 semester hours and that the institution in which the student is enrolled shall inform the student of the prerequisites for the baccalaureate degree program offered by an institution of interest; and

WHEREAS, the 2014 Legislature enacted HB 5101 amending 1007.271 F.S. requiring school districts to pay public postsecondary institutions tuition for courses offered on the college campus (including virtual campus) in the fall and spring terms, requiring school districts to pay only the costs of salary and benefits when instruction on the high school site is offered by a postsecondary instructor, but not requiring school districts to reimburse costs to the postsecondary institution for instruction on the high school sites delivered by high school instructors; and

WHEREAS, the 2014 Legislature enacted SB 850 creating 1007.273 F.S. requiring a Florida College System institution to work with each district school board in it designated service area to establish collegiate high school programs; providing options for participation in a collegiate high school program; requiring a local Florida College System institution to execute a contract with a district school board to establish the program; requiring the contract to be executed by a specified date for the purpose of implementation and components of the contract; requiring student performance contracts and specifications for participating students; requiring the State Board of Education to enforce compliance; and

WHEREAS, the 2012 Legislature enacted HB 7135 amending 1007.25 FS, mandating that all students entering state colleges and universities in the Fall semester of 2015 must have 15 credits identified as “core” general education as part of their Associate of Arts or Bachelor degree to be universally accepted by said institutions; and

WHEREAS, the 2016 Legislature enacted CS/HB 837 mandating that all postsecondary institutions participating in dual enrollment shall include in its dual enrollment articulation agreement, services and resources that are available to students with disabilities who register in a dual enrollment course at an eligible institution and provide information regarding such services and resources to the Florida Center for Students with Unique Abilities and that the Center will disseminate that information to students with disabilities and their parents or guardians; and

WHEREAS, the College and SBBC desire to continue to enjoy a harmonious working relationship and voluntarily continue to enhance articulation between the two entities to improve college and career readiness and facilitate educational opportunities for students who are served by the two entities; and

WHEREAS, the College and SBBC acknowledge the changes in federal and state law that demand secondary to postsecondary career training pathways linked to requirements in postsecondary Workforce Development.

NOW, THEREFORE, BE IT RESOLVED that SBBC and the College agree to the following:

A. The Agreement is a modification of all existing articulation agreements.

B. The Agreement may be further amended or modified only on written consent of SBBC or FSCJ consistent with all State and Federal statutes, rules and regulations.

C. The College and SBBC agree to continue to be committed to the activities established by this Agreement, to recommend enhancements and other changes, and to generally promote collaboration between the public schools and the college in furtherance of this Agreement.

D. Assignment of Responsibilities for Acceleration Programs: The College and SBBC agree to provide acceleration opportunities for Baker County students through the Dual Enrollment (Traditional Dual Enrollment, Career Dual Enrollment, Early Admission), Advanced Placement, and International Baccalaureate and articulation of industry certifications or other jointly approved curricula. The College and SBBC agree to abide by the terms and assignments of responsibilities as detailed in Exhibit A. The College and SBBC shall create systems and policies that align with the terms and assignments of responsibilities. These systems and policies may be adjusted when agreed to by both parties. Information about available programs, advising, and counseling services will be provided to students and their parents in order for them to take advantage of acceleration opportunities for which they are qualified.

E. Career Academies: Where applicable, SBBC and the College agree to cooperate in the advancement of Career Academies to promote better preparation of all Baker County students for postsecondary education. Agreements of this type will be developed under separate cover but are to be considered ratified under this Agreement.

F. Charter Schools and Home Schools: The College and SBBC agree that students of Charter Schools in Baker County and Baker County private schools registered with SBBC are not covered by the provisions of this Agreement, and must seek individual articulation with the college. Baker County home education program students who are officially registered with SBBC Superintendent of Schools and the State of Florida, per Florida Statute 1002.41, may participate in dual enrollment under and according to the terms of separate individual articulation agreements and after formal release from Baker River State College Dual Enrollment Office.

G. Technical Program Articulation: SBBC and the College agree to develop program by program agreements that provide opportunities to receive college credit or advanced standing for appropriate work completed in courses and programs completed at the high schools and technical education centers. These agreements will be developed under separate cover but are to be considered ratified under this Agreement.

H. Faculty Certification: The College will authorize qualified instructors who are employed by SBBC to teach the College's approved curriculum to dual enrollment students pursuant to the guidelines set forth in Exhibit A and which are agreed to by the parties.

I. Independent Contractor: 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 name of the other party. All persons employed by a party in connection with this Agreement 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.

J. Insurance of College: SBBC acknowledges that the College is self-insured for worker's compensation, general liability, and other coverage, with said protection being applicable to officers, employees, servants, and agents while acting within the scope of their employment by the College. Its self-insured fund and various policies are authorized pursuant to Florida Statutes and the District Board of Trustees. 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 College to be sued; or (iii) a waiver of sovereign immunity of the College beyond the waiver provided in Section 768.28, Florida Statutes. Subject to the limits of Section 768.28, Florida Statutes, the College agrees to indemnify, hold harmless and defend SBBC from and against any and all claims, suits, actions, damages, or causes of action arising out of the negligent acts of College and/or sub-contractors arising out of or in connection with the provisions of this Agreement.

Insurance of SBBC: The College acknowledges that SBBC is self-insured for worker's compensation, general liability, and other coverage, with said protection being applicable to officers, employees, servants, and agents while acting within the scope of their employment by SBBC. Its self-insured fund is authorized pursuant to Florida Statutes and the School Board of Baker County, Florida. 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 SBBC to be sued; or (iii) a waiver of sovereign immunity of SBBC beyond the waiver provided in Section 768.28, Florida Statutes. SBBC maintains the responsibility to ensure that its employees comply with all state and federal laws, including but not limited to mandatory reporting requirements set forth in Chapter 39 of Florida Statutes pertaining to child abuse, abandonment, or neglect. Subject to the limits of Section 768.28, Florida Statutes, SBBC agrees to indemnify, hold harmless and defend the College from and against any and all claims, suits, actions, damages, or causes of action arising out of the negligent acts of SBBC and/or sub-contractors arising out of or in connection with the provisions of this Agreement. Under no circumstances does SBBC agree to pay attorney's fees.

K. Joint Use Agreements: Any joint use agreements for facilities used by both entities and those agreements are not included in or affected by this Agreement.

L. Strategies for Ensuring College Readiness of Dual Enrollment Students: The College and SBBC will initiate the following strategies to assist in ensuring dual enrollment students are prepared for college-level coursework, thereby promoting postsecondary enrollment:

1. Faculty Collaboration: The College offers on-going professional development for SBBC teachers involved in the Dual Enrollment program and other purposes by mutual agreement. This professional development includes:

a. access to the courses and programs offered by the College's Academy for Professional Development (AFPD) at no charge to SBBC,
b. training in pedagogy associated with the Canvas course shell,
c. ongoing faculty mentoring,
d. inclusion of dual enrollment faculty in professional development activities of academic departments.

2. School Counseling Collaboration: The College offers annual workshops for School Counselors for updates on College policies and procedures.

M. Delineation of Programs and Courses Not Part of Agreement: The College and SBBC agree that either institution may offer new programs authorized under current legislation or administrative rule. However, both parties agree to notify the other prior to implementation of any new programs. Grants and any program that references/uses dual enrollment as a mechanism must be reviewed and approved by SBBC and the College's Office of Articulation.

N. General Collaboration Efforts: The College and SBBC agree to work toward initiatives that will reduce duplication, share resources, and otherwise enhance the activities and opportunities for each entity in areas such as Staff and Professional Development, Faculty to Faculty Articulation, Student Assessment, Counselor to Counselor Articulation, Research and Management Information, and Testing.

O. Student Records: The College and SBBC agree to share student data consistent with the restrictions imposed by state and federal laws and statutes. The purpose of this sharing will be to inform students of educational opportunities, monitor academic achievement and college readiness, measure program effectiveness and facilitate on-going research. Each organization agrees to treat such shared student information as confidential, and agrees not to release personally identifiable information to third parties, except as permitted by law. Technical details of data sharing will be determined by mutual agreement of the data processing departments of both the College and SBBC. The parties may provide personally identifiable student records to each other in the performance of this Agreement, including, but not limited to, academic transcripts and disciplinary records. Such records are provided pursuant to Section 1002.221 and 1002.225 Florida Statutes, Family Education Rights Act, FERPA, 20 U.S.C.A.1232g, and all other applicable laws and regulations governing student privacy as it relates to the services provided pursuant to this Agreement. Each party further agrees to comply with Section 1002.221 and 1002.225 Florida Statutes, Family Education Rights Act, FERPA, 20 U.S.C.A.1232g, and all other applicable laws and regulations governing student privacy as it relates to the services provided pursuant to this Agreement including but not limited to provisions related to confidentiality, access, consent, length of retention and security of student records. A Committee, composed of representatives of both organizations will monitor, control and review all data sharing. All related enrollment projections, FTE reports, cost analyses and other elements required for the

allocation of funds shall be the sole responsibility of the assigned party unless indicated otherwise herein.

P. Faculty Records: For initial screening and review of high school instructors who apply to teach college dual enrollment courses, SBBC agrees to allow the College access, copying, and review of faculty transcripts already on file with SBBC. It is understood that after initial screening, faculty who meet Southern Association of Colleges and Schools, Commission on Colleges (SACSCOC) credentialing standards must provide FSCJ with an official copy of their undergraduate and graduate transcripts prior to encoding of their dual enrollment classes.

Q. Non-exclusivity: The provision contained in this agreement shall not prevent whichever party is assigned responsibility for one or more of these programs from developing joint programs or contracting for specific instructional services with another entity or agency.

R. Amendments and Modifications: This agreement may be amended at any time through a Memorandum of Understanding signed, dated, and consented to by both parties and consistent with state and federal statutes, rules, and regulations. Amendments to any Exhibit included in this Agreement may be executed at any time with the signed consent of both parties and shall reflect the date of the amendment.

S. Term: The Agreement shall commence on the effective date and shall continue in full force until it is terminated, modified, or renewed by the parties. Pursuant to Section 1007.235(2), Florida Statutes, this dual enrollment articulation Agreement shall be reviewed each year for required modifications prior to high school registration for the fall term of the following year. The parties shall cooperate to renew this Agreement annually. The renewal of this Agreement shall be executed before the fall term of the following school year. If any part(s) of the Agreement is in conflict with any law, statute, or rule of a higher governing body, then such part(s) shall be deemed inoperative to the extent it conflicts therewith and shall be modified to conform to such law, statute, or rule.

T. Compliance: The Parties agree to comply with all State and Federal laws applicable to this Agreement, including those set forth by the U.S. Department of Education, Program Integrity Rules. Further, SBBC will comply with the College's requirements to ensure its continued Accreditation by the Southern Association of Colleges and Schools, Commission on Colleges (SACSCOC). The College agrees to establish specific training and minimum standards to ensure compliance in these areas, as outlined in Exhibit A, and to monitor ongoing compliance. SBBC agrees to comply with all compliance mandates set forth in Exhibit A and to require compliance of all SBBC staff and employees.

U. Notice: All notices under this Agreement shall be shall be in writing and sent via hand delivery or overnight delivery (with a receipt) or United States mail, certified return receipt requested, directed to the other party at its address provided below or such

other address as either party may designate by notice from time to time in accordance herewith:

If to College:

Dr. Heather Kenney
Florida State College at Jacksonville
501 West State Street
Jacksonville, FL 32202

With copy to:

Office of General Counsel
Florida State College at Jacksonville
501 West State Street, Suite 403
Jacksonville, FL 32202

If to District:
Baker County Public Schools
270 South Blvd. East
Macclenny, FL 32063
Attn: Mr. Wyatt Milton, Superintendent

V. Background Screening: College and SBBC agree that all of their respective employees providing instructional services on the high school sites under this Agreement will meet the Level 2 background screening requirements described in Florida Statute §1012.32. If it is found that a person who is providing instructional services under this Agreement does not meet the Level 2 requirements, that person shall be immediately suspended from working in that capacity and shall remain suspended until final resolution of any appeals.

W. Facsimile and Counterpart Signatures: The parties agree that this Agreement may be executed via counterpart and facsimile signature, the counterparts and facsimiles of which, when taken together, shall be deemed to constitute an entire and original Agreement.

[Signature Page Immediately Follows]

[Signature Page to 2025-2027 Dual Enrollment Articulation Agreement
Between The School Board of Baker County, Florida and
Florida State College at Jacksonville]

IN WITNESS THEREOF, the Parties hereto have adopted this Agreement, together with the incorporated Exhibit A (Dual Enrollment Acceleration Programs: Overview and Requirements) effective _____2025.

Florida State College at Jacksonville	The School Board of Baker County, Florida
By _____	By_____
Dr. John Avendano, President	Mr. Wyatt Milton, Superintendent

Exhibit A. Dual Enrollment Acceleration Programs: Overview and Requirements

I. Dual Enrollment: Traditional, Career, Early Admission, Early College, Collegiate Career High School

A. Program Definitions

The dual enrollment program is the enrollment of an eligible secondary student or home education student pursuant to s.1007.271(2) in a postsecondary course creditable toward high school completion and a career certificate or an associate or baccalaureate degree. A student who is enrolled in postsecondary instruction that is not creditable toward a high school diploma may not be classified as a dual enrollment student. (s.1007.271 F.S.)

Traditional dual enrollment refers to coursework offered for dual enrollment that meets both high school graduation requirements and requirements for the Associate of Arts taken by eligible students enrolled on a part-time basis.

Career dual enrollment refers to coursework in college credit career programs and non-credit workforce certificates based upon state-approved frameworks that lead to industry certifications.

Early Admission is a form of dual enrollment in which eligible senior level high school students are permitted to enroll on the college campus on a full-time basis in fall and spring terms of the senior year, earning both college and high school graduation credit.

B. Process for Informing Students and Parents about Opportunities for Student Participation in Dual Enrollment

SBBC will inform students and parents about opportunities for participation in Traditional Dual Enrollment, Career Dual Enrollment, and Early Admission through presentations at middle and high school sites, on SBBC website, and SBBC-wide events for high school choice and acceleration mechanisms.

FSCJ will inform students about opportunities for participation in Traditional Dual Enrollment, Career Dual Enrollment, and Early Admission through presentations at high school sites, on the FSCJ Dual Enrollment website, and College Open House events.

C. Location and Scheduling

With the approval of the College and SBBC, eligible dual enrollment students may take the courses described herein during regular class periods at SBBC school sites in fall or spring terms, in approved times in fall or spring terms outside of the regular class periods at SBBC school sites, or during any scheduled fall or spring term on the College campus.

Research by the College has demonstrated that students are most successful in full term face-to-face classes. Consequently, student will be preferentially scheduled in those classes rather than a short term or hybrid classes when at all possible.

SBBC may not require students to register for only those dual enrollment classes offered at SBBC school sites, but may limit students from taking a course at an FSCJ campus if that same course is also offered at their home SBBC school.

If the College is physically closed or limiting on-campus class sizes through unexpected circumstances, courses which were originally scheduled as face-to-face or hybrid may be converted to online. In such circumstances, students and faculty members affected will be given all possible support to ensure students have the greatest chance of success.

D. Course Selection

College courses selected for this program shall meet and satisfy the requirements of s.1007.271 F.S. for awarding both high school credit and college credit. SBBC shall advise interested students and their parents or guardians of the application of the college credits earned to the credit required for a high school diploma, the ramifications, and responsibilities of initiating a permanent college transcript.

In accordance with s.1007.271 F.S., students may not earn dual enrollment credit for pre-collegiate instruction (including career/technical-preparatory instruction and college-preparatory courses), recreation or leisure, or physical education courses focusing on the physical execution of a skill.

Dual enrollment students may only enroll in those courses approved by SBBC and FSCJ. Courses offered at SBBC sites will be those exclusively available through FSCJ and will not duplicate courses offered through SBBC and their dual enrollment agreement with Gateway College.

Students entering dual enrollment must complete the State-mandated 15 credit hours of "Core" General Education courses prior to earning 24 total hours of college credit. "Core" General Education courses are indicated in the advising guide listed in Exhibit B.

In accordance with HB1735 amending 1007.25 FL students entering a Florida College system institution or state university must demonstrate competency in civic literacy by achieving a passing score on an assessment and by successfully completing a civic literacy course.

The guide for courses to be offered through Dual Enrollment is the Dual Enrollment Course-High School Subject Area Equivalency List approved by the State Articulation Coordinating Committee which can be found on the State Articulation website at https://www.fldoe.org/core/fileparse.php/5421/urlt/AcademicList.pdf

The request for new courses and programs to be offered for dual enrollment will be made by SBBC, to the Executive Director of Articulations, FSCJ. Faculty certification, sufficient student enrollments, instructional materials, and appropriate classroom facilities must be available for the courses to be offered.

Dual enrollment courses offered at the high school site may not be stacked with any non-dual enrollment high school course. SBBC may not assign any non-dual enrollment students to class periods designated for dual enrollment students.

E. Course Equivalency

In general, three (3) college credit hours are equivalent to a 0.5 high school credit, with six (6) college credit hours equating to one (1) full high school credit. There are exceptions, however:

1. Florida Department of Education's articulation committee maintains a list of dual enrollment courses identified to meet high school graduation requirements. This list contains certain semester-length postsecondary courses deemed of sufficient rigor to earn a full high school credit. The current list can be found on the Florida Department of education website at https://www.fldoe.org/core/fileparse.php/5421/urlt/AcademicList.pdf

2. High school credits shall be awarded per the status of the list at the time of student enrollment.

3. One (1) credit hour college music courses are equivalent to 0.5 high school credit.

4. Most two (2) hour college credit courses are equivalent to 0.5 high school credit.

5. College certificate program workforce credit courses are equivalent to a 0.5 high school career education credit.

F. Eligibility for Traditional Dual Enrollment

1. Dual Enrollment programs are designed for secondary students who demonstrate the ability to conduct themselves as mature, responsible students in a collegiate environment, and who understand the consequences of establishing a permanent college transcript. Students taking individual Traditional Dual Enrollment courses who are not part of an Early Admission program must establish a qualifying cumulative unweighted GPA of 3.0 calculated based upon at least four (4) full high school credits.

2. For enrollment in Dual Enrollment courses, students who enroll in Traditional Dual Enrollment courses must demonstrate readiness for college-level work with scores on a

common placement test adopted by the State Board of Education under s.1007.27(5) F.S. such as the ACT, SAT, Classical Learning Test (CLT) or Postsecondary Education Readiness Test (PERT),that exempts them from remedial work in reading and writing. If the PERT is used for this purpose, students must present for review scores in all three areas of reading, writing, and mathematics. This includes students wishing to take dual enrollment courses in Humanities or the Social and Behavioral Sciences. Students wishing to take dual enrollment courses in mathematics or science must also present test scores that exempt them from remedial work in mathematics. Qualifying PERT test scores in the areas of Writing and Math must be dated within two (2) calendar years prior to the first day of the dual enrollment class. Students may also use Alternative Assessment options as outlined in Assessment Services on pg. 21.

3. Exception: Placement for SLS1103or an acceptable SLS alternative course only may be achieved through the following:
    a. senior and junior level students who have no posted college-ready reading scores may qualify with a cumulative unweighted 3.0 high school GPA calculated based upon at least four (4) full high school credits.

4. Students must meet all prerequisite requirements for any dual enrollment course prior to registration. Students using courses from another accredited postsecondary institution or test scores (such as AICE, AP, IB, or CLEP scores) must submit official documentation to FSCJ at least three (3) weeks prior to registration for courses on the college campus on at least three (3) weeks prior to the first day of class for courses offered on the high school campus.

5. Schools may schedule high school Level 3 world language classes as dual enrollment for qualified secondary students (including minimum GPA requirements based upon at least four full high school credits and college ready test scores) who have previously completed the competencies of the Level I and II classes in the same language, with a grade of “C” or better. The courses in which these students enroll must consist of only dual enrollment students.

6. Dual enrollment students may only enroll in 12 credit hours before achieving assessment scores that place them into college level courses in all three areas of reading, writing, and mathematics. This requirement pertains to all established assessment placement instruments: PERT, ACT, SAT, CLT, and any subsequent functional equivalents. A special exception to the 12 credit hour rule may be available to students who have met placement requirements in reading and writing, and are enrolled in an academic course in mathematics at their high school or have completed a college level math course at another accredited postsecondary institution. Exceptions must be approved by SBBC and FSCJ’s Office of Articulations and are valid for one semester only, after which appropriate test scores must be presented.

7. General Education Requirement: Students must complete the State-mandated 15 credit hours of “Core” General Education courses prior to earning 24 total hours of college credit. Students must complete the 36 hours of General Education for the

Associate of Arts degree prior to earning 50 total hours of college credit. General Education courses including those designated as “State Core” are indicated in the advising guide listed in Exhibit B.

8. Maximum course enrollments will be as follows:
   Fall and spring terms: Traditional Dual Enrollment students (those who are not participating in an Early Admission program) may enroll in no more than three (3) courses (11 credit hours) per 15-week semester.

9. Students must maintain a minimum 2.0 grade point average on their FSCJ transcript of college courses as well as a cumulative unweighted 3.0 high school GPA.

10. A grade of W, D, or F in a single term, regardless of cumulative unweighted high school or college GPA, will remove student eligibility to participate in dual enrollment.

11. Students who have lost eligibility by earning a single grade of W, D, F may apply for probationary status. Application for probationary status does not guarantee acceptance. Probationary status limits the number and location of courses the student is eligible to take. Successful completion of courses while on probation will return the student to full status as a traditional dual enrollment student. Students who do not successfully complete their probation courses will not be able to take any further coursework while a high school student but may apply to FSCJ after high school graduation.

12. Students who did not participate in probation may re-apply to take dual enrollment courses after the completion of two (2) consecutive semesters (including fall or spring) taking only high school coursework, if meeting all other eligibility requirements.

13. If a student posts a grade of W, D, or F in the same course on two attempts, the student will not be permitted to attempt the course a third time while a dual enrollment student.

14. Students and their parent or guardian must sign a contract delineating an understanding of both academic and behavioral expectations of the Dual Enrollment Program and adhere to the College Expectations for Student Conduct and SBBC Student Code of Conduct. Students who disrupt the educational process or in other ways violate the Expectations for Student Conduct and SBBC Code (including issues of Academic Dishonesty) shall be referred to the appropriate Administrator for discipline in accordance with the Code and the College’s policies and procedures. Discipline may include, but is not limited to, ineligibility for further dual enrollment participation as determined by a disciplinary committee including SBBC and FSCJ personnel. A copy of the Student/Parent Dual Enrollment Contract is included as Exhibit C.

15. Senior level students may not register under dual enrollment for courses on the College campus that conclude after their high school graduation.

16. Dual enrollment students may not perform any online change of registration status—dropping, adding, and withdrawal from courses. As stated in the Student/Parent Dual Enrollment Contract, performance of such activities will result in the student not being permitted to take dual enrollment classes. Students are expected to attend all classes in which they are registered. Students who are dropped for nonattendance will be subject to the requirement to apply for probationary status described in # 13.

G. Eligibility for Career Dual Enrollment—College Credit Courses

1. Dual Enrollment programs are designed for secondary students who demonstrate the ability to conduct themselves as mature, responsible students in a collegiate environment and who understand the consequences of establishing a permanent college transcript. Students taking individual Career Dual Enrollment courses who are not part of an Early College or Collegiate Career High School program must establish a qualifying cumulative unweighted GPA of 3.0 calculated based upon at least four (4) full high school credits.

2. Students who enroll in Career Dual Enrollment courses must demonstrate readiness for college-level work with scores on a common placement test adopted by the State Board of Education under s.1007.27(5) F.S. such as the ACT, SAT, CLT, or Postsecondary Education Readiness Test (PERT) that exempts them from remedial work in reading and writing. If the PERT is used for this purpose, students must present for review scores in all three areas of reading, writing, and mathematics. This includes students wishing to take dual enrollment courses in Humanities or the Social and Behavioral Sciences. Students wishing to take dual enrollment courses in mathematics or science must also present test scores that exempt them from remedial work in mathematics. Qualifying PERT test scores in the areas of Writing and Math must be dated within two (2) calendar years prior to the first day of the dual enrollment class. Students may also use Alternative Assessment options as outlined in Assessment Services on pg. 21.

3. Exception: Placement for SLS1103 or an acceptable SLS alternative course only may be achieved through the following:
   senior and junior level students who have no posted college-ready reading scores may qualify with a cumulative unweighted 3.0 high school GPA calculated based upon at least four (4) full high school credits.

4. Students must meet all prerequisite requirements for any Career Dual Enrollment courses prior to registration.

5. Career Academy students who meet eligibility requirements based upon a qualifying cumulative unweighted GPA calculated on the successful completion of 1-3 full high

school credits may enroll in dual enrollment courses identified as part of their career academy pathway approved by District and FSCJ.

6. Dual enrollment students may only enroll in 12 credit hours before achieving assessment scores that place them into college level courses in all three areas of reading, writing, and mathematics. This requirement pertains to all established assessment placement instruments: PERT, ACT, SAT, CLT, and any subsequent functional equivalents. A special exception to the 12-credit hour rule may be available to students who have met placement requirements in reading and writing, and are enrolled in an academic course in mathematics at their high school. Exceptions must be approved by the Office of High School Acceleration and FSCJ's Office of Articulations three (3) weeks prior to May 1 for fall registration and three (3) weeks prior to December 1 for spring registration.

7. General Education Requirement: Students entering dual enrollment must complete the State-mandated 15 credit hours of "Core" General Education courses prior to earning 24 total hours of college credit. Students must complete the 36 hours of General Education for the Associate of Arts degree prior to earning 50 total hours of college credit. General Education courses including those designated as "State Core" are indicated in the advising guide listed in Exhibit B.

8. Maximum course enrollments will be as follows:
    a. Fall and spring terms: Traditional Dual Enrollment students (those who are not participating in an Early Admission program) may enroll in no more than three courses (11 credit hours) per 15-week semester.

9. Students must maintain a minimum 2.0 grade point average on their FSCJ transcript of college courses as well as a cumulative unweighted 3.0 high school GPA.

10. A grade of W, D, or F or assignment of NA in a single term, regardless of cumulative unweighted high school or college GPA, will remove student eligibility to participate in dual enrollment.

11. Students who have lost eligibility by earning a single grade of W, D, F or having been assigned NA, may apply for probationary status. Application for probationary status does not guarantee acceptance. Probationary status limits the number and location of courses the student is eligible to take. Successful completion of courses while on probation will return the student to full status as a traditional dual enrollment student. Students who do not successfully complete their probation courses will not be able to take any further coursework while a high school student but may apply to FSCJ after high school graduation.

12. Students who did not participate in probation may re-apply to take dual enrollment courses after the completion of two (2) consecutive semesters (including fall or spring) taking only high school coursework, if meeting all other eligibility requirements.

13. If a student posts a grade of W, D, or F in the same course on two attempts, the student will not be permitted to attempt the course a third time while a dual enrollment student.

14. Students and their parent or guardian must sign a contract delineating an understanding of both academic and behavioral expectations of the Dual Enrollment Program and adhere to the College Expectations for Student Conduct and SBBC Student Code of Conduct. Students who disrupt the educational process or in other ways violate the Expectations for Student Conduct and SBBC Code (including issues of Academic Dishonesty) shall be referred to the appropriate Administrator for discipline in accordance with the Code and the College's policies and procedures. Discipline may include, but is not limited to, ineligibility for further dual enrollment participation as determined by a disciplinary committee including SBBC and FSCJ personnel. A copy of the Student/Parent Dual Enrollment Contract is included as Exhibit C.

15. Senior level students may not register under dual enrollment for courses on the College campus that conclude after their high school graduation.

16. Dual enrollment students may not perform any online change of registration status—dropping, adding, and withdrawal from courses. As stated in the Student/Parent Dual Enrollment Contract, performance of such activities will result in the student not being permitted to take dual enrollment classes. Students are expected to attend all classes in which they are registered. Students who are dropped for nonattendance will be subject to the requirement to apply for probationary status described in #12.

H. Eligibility for Career Dual Enrollment: Non-Credit Certificate Programs

1. Dual Enrollment programs are designed for secondary students who demonstrate the ability to conduct themselves as mature, responsible students in a collegiate environment and who understand the consequences of establishing a permanent college transcript. Students taking individual Non-Credit Career Dual Enrollment courses must establish a qualifying cumulative unweighted GPA of 2.0 calculated based upon at least 4 full high school credits. The deadline to apply is May 1 for fall and December 1 for spring.

2. Students enrolling in non-credit career/technical courses must take the Test of Adult Basic Education (TABE) within the first six (6) weeks of the first term of enrollment. Students must also meet other requirements established by the career program in which they wish to enroll.

3. Students must meet all prerequisite requirements for any non-credit Career Dual Enrollment courses prior to registration.

4. Career Academy students taking non-credit Career Dual Enrollment courses who meet eligibility requirements based upon a qualifying cumulative unweighted GPA calculated on the successful completion of 1-3 full high school credits may enroll in dual enrollment courses identified as part of their career academy pathway approved by District and FSCJ.

5. Non-Career Academy students eligible to take non-credit Career Dual Enrollment courses who meet eligibility requirements based upon a qualifying cumulative unweighted GPA calculated on the successful completion of 1-3 full high school credits may enroll in one (1) or two (2) dual enrollment courses at the college but may not participate in non-credit Career Dual Enrollment programs that require students to complete a certain number of contact (clock) hours.

6. Maximum course enrollments will be as follows:
    a. College campus locations courses: Students enrolled in non-credit certificate programs are limited to no more than two dual enrollment courses offered on the College campus per semester.
    a. Combination of college and high school site enrollments:
        i. Fall and spring terms: Traditional Dual Enrollment students taking non-credit certificate program courses may enroll in no more than the clock equivalent of 11 credit hours per 15-week semester. This maximum includes all courses taken as dual enrollment for any postsecondary institution, including the college site or at a District school location.

7. Students must maintain a minimum 2.0 grade point average on their FSCJ transcript of college courses as well as a cumulative unweighted 2.0 high school GPA.

8. A grade of W, D, or F in a single term, regardless of cumulative unweighted high school or college GPA, will remove student eligibility to participate in dual enrollment.

9. Students who have lost eligibility by earning a single grade of W, D, F, may apply for probationary status. Application for probationary status does not guarantee acceptance. Probationary status limits the number and location of courses the student is eligible to take. Successful completion of courses while on probation will return the student to full status as a traditional dual enrollment student. Students who do not successfully complete their probation courses will not be able to take any further coursework while a high school student but may apply to FSCJ after high school graduation.

10. Students who did not participate in probation may re-apply to take dual enrollment courses after the completion of two (2) consecutive semesters (including fall or spring) taking only high school coursework, if meeting all other eligibility requirements.

11. If a student posts a grade of W, D, or F in the same course on two attempts, the student will not be permitted to attempt the course a third time while a dual enrollment student.

12. Students and their parent or guardian must sign a contract delineating an understanding of both academic and behavioral expectations of the Dual Enrollment Program and adhere to the College Expectations for Student Conduct and SBBC Student Code of Conduct. Students who disrupt the educational process or in other ways violate the Expectations for Student Conduct and SBBC Code (including issues of Academic Dishonesty) shall be referred to the appropriate Administrator for discipline in accordance with the Code and the College's policies and procedures. Discipline may include, but is not limited to, ineligibility for further dual enrollment participation as determined by a disciplinary committee including SBBC and FSCJ personnel. A copy of the Student/Parent Dual Enrollment Contract is included as Exhibit C.

13. Senior level students may not register under dual enrollment for courses on the College campus that conclude after their high school graduation.

14. Dual enrollment students may not perform any online change of registration status—dropping, adding, and withdrawal from courses. As stated in the Student/Parent Dual Enrollment Contract, performance of such activities will result in the student not being permitted to take dual enrollment classes. Students are expected to attend all classes in which they are registered. Students who are dropped for nonattendance will be subject to the requirement to apply for probationary status described in #9.

I. Eligibility for Early Admission

1. Early Admission is a senior year program, allowing full time enrollment in fall and spring terms of a student's senior year. Students will be considered eligible to participate in Early Admission with a 3.5 unweighted cumulative high school grade point average at time of registration and scores on a common placement test adopted by the State Board of Education under s.1007.271 such as the ACT, SAT, or Postsecondary Education Readiness Test (PERT) that exempts them from remedial work in reading, writing, and mathematics. Students may also use Alternative Assessment options as outlined in Assessment Services on pg. 21.

2. Student eligibility must be approved by both the high school counselor and college campus dual enrollment coordinator during the spring semester of their junior year for full-time dual enrollment registration during their senior year. Students must be enrolled and maintain continuous enrollment in SBBC by November 1 of the junior year. The deadline to apply for Early Admission status is May 1 of the student's junior year.

3. Students whose cumulative unweighted high school grade point average falls below the required cumulative unweighted 3.5 GPA between application and start of Early Admission in the fall semester will not be permitted to participate in the program.

4. Students in Early Admission must take four courses per term (fall and spring) enrolling in a minimum of 12 credit hours and a maximum of 14 credit hours per 15-week semester. Any courses required for high school graduation must be taken in the fall semester.

5. Students must be advised in writing by SBBC that failure in or withdrawal from dual enrollment courses may jeopardize their high school graduation and their acceptance to a selective admission postsecondary institution.

6. Students must meet all prerequisite requirements for dual enrollment courses prior to registration.

   General Education Requirement: Students entering dual enrollment must complete the State-mandated 15 credit hours of "Core" General Education courses prior to earning 24 total hours of college credit. Students must complete the 36 hours of General Education for the Associate of Arts degree prior to earning 50 total hours of college credit. General Education courses including those designated as "State Core" are indicated in the advising guide listed in Exhibit B.

7. Students must successfully complete all college courses attempted (as defined by a final course grade of A, B, or C) and maintain an FSCJ transcript reflecting a minimum 2.0 GPA and a cumulative unweighted high school GPA of 3.0 for continuing eligibility for the second semester of the senior year. If a student posts any grades of W, D, F or has an assignment of NA in a single term, regardless of cumulative high school or college GPA, that student will not be permitted to continue as an early admission student, but may apply for probationary status to continue as a traditional dual enrollment student.

8. Students and their parent or guardian must sign a contract delineating an understanding of both academic and behavioral expectations of the Dual Enrollment Program and adhere to the College Expectations for Student Conduct and SBBC Student Code of Conduct. Students who disrupt the educational process or in other ways violate the Expectations for Student Conduct and SBBC Code (including issues of Academic Dishonesty) shall be referred to the appropriate Administrator for discipline in accordance with the Code and the College's policies and procedures. Discipline may include, but is not limited to, ineligibility for further dual enrollment participation as determined by a disciplinary committee including SBBC and FSCJ personnel. A copy of the Student/Parent Dual Enrollment Contract is included as Exhibit C.

9. Senior level students may not register under dual enrollment for courses on the College campus that conclude after their high school graduation.

10. Dual enrollment students may not perform any online change of registration status—dropping, adding, and withdrawal from courses. As stated in the Student/Parent Dual Enrollment Contract, performance of such activities will result in the student not being permitted to take dual enrollment classes. Students are expected to attend all classes

in which they are registered. Students who are dropped for nonattendance will be subject to the requirement to apply for probationary status.

II. RESPONSIBILITIES OF EACH INSTITUTION

A. Marketing of Dual Enrollment Acceleration Mechanisms and Expectations:
Students of SBBC and their parents or guardians will be informed about opportunities for Dual Enrollment including credit Dual Enrollment courses leading to an Associate of Arts degree, Career Credit and Non-credit Dual Enrollment courses leading to degrees and certificates, as well as the option of Early Admission. Included will be information on academic rigor of Dual Enrollment programs, benefits of acceleration mechanisms, academic and behavioral expectations of Dual Enrollment students, and application processes and deadlines. In addition, students of SBBC and their parents or guardians who have documented disabilities will be sent information on services available for those students who choose to participate in Dual Enrollment.

SBBC Shall:
1. Inform students and parents about opportunities for participation in Traditional Dual Enrollment, Career Dual Enrollment, and Early Admission and services available for students with disabilities through presentations at middle and high school sites, on SBBC website, and District-wide events for high school choice and acceleration mechanisms.

The College Shall:
1. Inform students about opportunities for participation in Traditional Dual Enrollment, Career Dual Enrollment, and Early Admission and services available for students with disabilities through presentations at middle and high school sites, on the FSCJ Dual Enrollment website, College Open House events, and through other collaborative mechanisms with SBBC.

B. Assessment Services

In all assessment activities, SBBC and Florida State College at Jacksonville agree to adhere to the State policy regarding PERT administration.

Alternative methods to common placement tests. Pursuant to Section 1008.30, F.S., Florida College System institutions may use alternative methods in lieu of the common placement tests to assess student readiness for college-level work in communication and computation. Institutions shall recognize scores and grades on alternative methods specified and are valid for placement purposes for a minimum of two years. Alternative Assessments that can be used include: PSAT/NMSQT (PSAT10), PreACT, General Educational Development (GED) Test, Test Assessing Secondary Completion (TASC), High School Equivalency Test (HiSET), End of Course Assessment Algebra 1 and Geometry, Aleks PPL Mathematics.

SBBC and the College Shall

1. Collaborate to ensure all appropriate prospective dual enrollment and Early Admission students including registered home school students have access to PERT testing either through their home high school sites or through a referral to one of the College's Assessment and Certification Centers.

C. Program Planning

SBBC Shall:

1. Present the Office of Dual Enrollment, FSCJ, with the list of proposed dual enrollment courses and instructors for the entire academic year by May 1 of the previous academic year to ensure appropriate credentialing and training of faculty before the beginning of the academic term. The list must specify courses offered for the first time at any high school site, since it is necessary to ensure college compliance with the notification/permission policies of its accrediting body.

2. Submit credentialing paperwork that includes official college transcripts for all dual enrollment teachers and syllabi for proposed dual enrollment courses no later than two (2) months prior to the start of each academic term to the Dual Enrollment Program Coordinator/Executive Director, Articulations.

3. Restrict high school instructors from teaching more than 50% of their course load (four courses) in dual enrollment courses.

4. Ensure that dual enrollment courses offered at the high school site are not combined with any non-college credit high school course.

5. Ensure that all scheduled dual enrollment courses adhere to a minimum number of 10 students and a maximum number that coincides with that on the College's Master Outline for each course, housed in Curriculum Services.

6. Support the College's efforts to ensure compliance with the Southern Association of Colleges and Schools Commission on Colleges ("SACSCOC"), standards regarding the quality of courses offered by SBBC teachers

7. Collaborate with the College on the development of new Dual Enrollment sites and programs, to include the development of any Collegiate Career High School programs.

The College Shall:

1. Send preliminary determination of the proposed course list back to SBBC within three (3) weeks of receipt in the office of Dual Enrollment. Courses offered for the first time at any high school site may require notifications or permissions from the college's

accrediting body, and therefore may not receive approval from the college for the immediate term requested.

2. Review faculty credentials and course syllabi in a timely manner to facilitate final approval of proposed course list.

3. Send notification of final approval of courses to SBBC within two (2) weeks of credential verification of faculty. The newly credentialed teacher will be provided information on when he/she will be provided access to myFSCJ, when Canvas training is available, textbook information, a list of contact for curriculum support, provided a sample syllabus, and advised to submit his/her course syllabus for review and approval.

4. Encode only those courses which appeared on the proposed course list and received final approval of faculty.

5. Offer appropriate training and mentoring for dual enrollment faculty to be completed prior to the beginning of the academic term.

6. Collaborate with SBBC on the development of new Dual Enrollment sites and programs.

7. Prepare and submit prospectus documents for high school sites that wish to expand on-site Dual Enrollment offerings, pending verification of appropriately credentialed faculty.

D. Student Registration

SBBC Shall:

1. Provide dual enrollment and early admission applications to students which will include the annual contract of understanding of expectations and requirements.

2. Provide guidance and approval for specific course requests, documented on the application forms in collaboration with the college.

3. Check applications for completion, including signatures from parents or guardians and high school counselors, as well as ensuring eligibility criteria are met each term.

4. Provide original applications to the FSCJ designated campus by the established deadline and the designated method each term. Student registration deadlines will be strictly enforced.

5. Inform students of the relevant requirements and conditions for enrollment outlined in Exhibit A-C, including but not limited to their adherence to the FSCJ “Expectations for

Student Conduct," SBBC "Code," and provide information to students about access to the online Student Handbook.

The College Shall:

1. Provide a list aligning each college campus with specified area high schools for the purposes of coordination of all dual enrollment processes.

2. Provide the eligibility criteria for SBBC use to ensure students meet eligibility requirements. This information shall be updated to align with changes as needed.

3. Designate campus dual enrollment coordinators to handle all dual enrollment and early admission applications. These coordinators will provide advisement, review applications, and eligibility criteria prior to registering students in classes each term, with SBBC and high school being notified of any ineligible students within two (2) weeks.

4. Provide verification of student registration for all courses taken at the high school sites with student ID numbers and College course numbers to SBBC, the high school instructor, and the high school dual enrollment coordinator.

5. Develop processes to ensure dual enrollment students will not be permitted to independently perform any registration activity with college enrollment services offices or on-line.

6. Ensure that once the dual enrollment application has been submitted, any changes in enrollment including dropping and adding classes, must be done at the approval of the high school counselor through the campus dual enrollment coordinator.

7. Provide copies of student schedules with any schedule changes to SBBC and high school dual enrollment coordinator at the time of registration.

8. Give students information on their full collegiate web access, including FSCJ e-mail accounts on completion of registration.

E. Faculty

SBBC Shall:

1. Submit dual enrollment certification applications to the College for only those high school faculty members who meet the following SACSCOC accreditation standards.
    a. Faculty members selected to teach general education core courses or courses in a transferable Associate degree program must have, at a minimum, a Master's degree from a regionally accredited institution in addition to 18 graduate semester hours in the discipline they propose to teach.
    b. Faculty teaching SLS1103 or an alternative must have a Master's degree from a regionally accredited institution; however, it may be in any discipline and they

must complete all three (3) components of the SLS Professional development training provided by the College.

c. The minimum academic degree required for faculty teaching in professional, occupational, and technical areas (non-transfer) will correspond to the standard set for each instructional program offered by the College. While the standard for associate degree level is a Master's degree, in areas for which this degree is not offered, certification may include work experience, professional certification or licensure, and education in a discipline-specific field.

2. Submit official transcripts for each proposed instructor.

3. Provide SBBC principals and prospective SBBC faculty with the requirements which must be satisfied in order for high school instructors to teach dual enrollment courses, including but not limited to:
    a. participation in yearly orientation sessions and course specific training provided by FSCJ.
    b. submission of credentialing documentation including official transcripts.
    c. use of the standard electronic syllabus template for all proposed dual enrollment courses offered on the high school sites to be submitted electronically to the appropriate Campus Academic Dean and the Office of Dual Enrollment prior to the start of classes each term, typically August 1 for fall term classes and December 1 for spring term classes.
    d. verification of class rosters to the College dual enrollment coordinators:
        i. prior to the date of drop without penalty,
        ii. prior to the date of Withdrawal from the course, and
        iii. prior to the date of submission of final grades.
    e. submission of required assignments and assessments (including final exams) pertinent to the course being taught to FSCJ.
    f. submission of all course grades including assignments and tests in the gradebook component of the Canvas course shell for each section being taught.
    g. participation in the electronic submission of grades through the myFSCJ portal according to the schedule set for the academic term. Instructors who fail to submit their grades to FSCJ during the established online grading window will receive a written warning for the first offense. For any subsequent offenses, they will not be permitted to teach dual enrollment.
    h. submission to periodic classroom observation by College representatives who will provide feedback to instructors for self-improvement.
    i. familiarity and compliance with all policies and procedures set forth in the College's Adjunct Faculty Handbook, and all Faculty related College Policies and Procedures including FERPA.

4. Provide SBBC dual enrollment faculty with access to training provided by FSCJ in the appropriate technology to perform expected classroom management activities including:
    a. myFSCJ system to check classroom rosters for accuracy;
    b. electronic submission of grades; and

c. FSCJ e-mail for updates, information, and communication.

5. Provide SBBC dual enrollment faculty with appropriate instructional materials to teach each dual enrollment course offered at the high school site in collaboration with the College.

6. Provide a high school dual enrollment code only to those courses whose faculty have met all appropriate credentialing requirements.

7. Provide the College with the name and credentials of any instructor who will be substituting for an approved dual enrollment faculty member who takes a planned leave of absence during the term with an understanding that the course will not be encoded as a dual enrollment course if the substitute fails to meet credentialing standards.

8. Inform the College within a week if a faculty member teaching dual enrollment courses on the high school site has an extended absence (more than one week) requiring another instructor to teach the course.

9. Remove the high school dual enrollment code from classes whose credentialed faculty member is unable to complete instruction if another appropriately credentialed faculty member is not approved by the College.

The College Shall:

1. Review the educational credentials of each proposed first-time dual enrollment instructor and inform SBBC within two (2) weeks of document submission if the proposed candidate meets credential standards.

2. Provide a yearly orientation for all dual enrollment faculty, high school dual enrollment contacts, appropriate high school counseling and advising staff, appropriate SBBC administrators, campus dual enrollment and appropriate College administrators including College academic deans.

3. Provide faculty, particularly newly credentialed faculty or those teaching a course for the first time with sample syllabi and additional support.

4. Provide appropriate course specific training for dual enrollment faculty to include requirements for assessments.

5. Conduct evaluations of performance for dual enrollment faculty and provide feedback of observations within 3-4 weeks.

6. Encode for dual enrollment college credit only those courses whose faculty have met all appropriate credentialing, course documentation, and orientation requirements.

7. Provide discipline-specific contacts to serve as resources and mentors for each SBBC dual enrollment faculty member.

8. Provide access to the online current College faculty handbook and student handbook to each SBBC dual enrollment faculty member.

9. Perform an immediate credential review of any SBBC faculty member proposed to teach a high school dual enrollment course as a substitute for a teacher on extended absence.

10. Assist SBBC in finding an appropriately credentialed instructor in the event of an extended absence of a high school dual enrollment faculty member.

11. Remove the dual enrollment college credit status for any course whose initial credentialed instructor has an extended absence and for which another appropriately credentialed instructor cannot be found.

12. Provide appropriate training to faculty in myFSCJ and Canvas to facilitate instruction.

F. Curriculum

SBBC Shall:

1. Ensure the use of only College established and approved curriculum by all dual enrollment faculty.

2. Ensure that in accordance with State Board Rule 6A-14.064, dual enrollment courses taught on the high school campus meet all postsecondary standards.

3. Ensure that all syllabi for dual enrollment courses meet all competencies and student learning outcomes specified in the Course Master Outlines in the College's Curriculum services website.

4. Ensure that textbooks and instructional materials used in dual enrollment courses on the high school site have been selected from the list of materials on the College's Course Master Outline unless approved by an appropriate college dean through review.

5. Submit for review any proposed instructional materials not on the College's Course Master outline to the College at least one (1) month prior to the beginning of the academic term.

6. Ensure that faculty teaching General Education dual enrollment classes taught at the high school site participate fully in any College-wide assessment activities including assignments that will generate student artifacts. Student and faculty identifiers will be redacted from these artifacts prior to assessment and results will be reported at a programmatic level. Instructors who fail to submit their artifacts to FSCJ by the established deadline will receive a written warning for the first offense. If there is any

additional offense, they will not be permitted to teach dual enrollment in the subsequent term.

7. Ensure that faculty teaching dual enrollment courses administer the standard final exams or other mutually agreed upon assessments or activities and use them toward the calculation of the final course grade in accordance with current standards of end of course examinations.

8. Return completed final exams or end of course assessments to the executive director to be held for a period of one year. Instructors who fail to submit their final exams or end of course assessments to FSCJ during the established window will receive a written warning for the first offense. Any subsequent offenses, they will not be permitted to teach dual enrollment

The College Shall:

1. Provide access to the Course Master Outlines on the College's Curriculum Services website to all SBBC dual enrollment faculty.

2. Provide all SBBC dual enrollment faculty with the College's list of required elements for all syllabi including expected student learning outcomes through an electronic syllabus template.

3. Review submitted syllabi and report approval status back to SBBC within two (2) weeks of submission.

4. Provide assistance to SBBC faculty teaching dual enrollment courses in syllabus revision if initial submission does not meet current standards.

5. Review, within two (2) weeks of submission by SBBC, any proposed textbooks or instructional materials not on the College's Course Master Outline submitted by SBBC for equivalency to current standards.

6. Facilitate the development and implementation of common final exams for each dual enrollment college course taught on high school sites. For any exams for which a standard does not yet exist, high school teachers will have the opportunity to collaborate on the development of the exams with FSCJ faculty.

7. Provide the exams and answer keys to the instructors prior to the start of the semester, as well as contact information for the faculty leader of the test development team.

8. Review and approve any alternate final assignments for those courses in which a cumulative final exam is not administered.

G. Supervision

SBBC Shall:

1. Ensure all SBBC faculty teaching dual enrollment courses adhere to required standards designated in State Board Rule 6A-14.064, including, but not exclusive to, syllabus submission, submission of final exams and other required assignments, and adherence to College grading policies.

2. Offer access to the high school site for appropriate College personnel, including, but not exclusive to, campus dual enrollment coordinators, Executive Director of Articulations, College-wide and academic deans conducting classroom visitations.

3. Ensure dual enrollment students on the high school campus have instructions for, and access to technology to enable them to submit online instructional evaluations.

4. Conduct formal performance appraisal of the dual enrollment instructor according to the current District contract and Florida state law.

5. Coordinate with the College for formal program assessment and evaluation to include a yearly evaluative report describing student performance, student progression, and operational benchmarks of process.

The College Shall:

1. Monitor adherence to dual enrollment faculty submission of required syllabi, final exams, and other required assignments.

2. Evaluate submitted documents and provide feedback/approval within two (2) weeks for syllabus submissions and four (4) weeks for other submitted documents.

3. Perform classroom visitations and conduct dual enrollment evaluations which conform to standards for adjunct faculty on the College campus. Newly credentialed dual enrollment faculty will be observed in the fall.

4. Provide feedback to the instructor on classroom visitations/evaluations within four (4) weeks following the date of visitation.

5. Provide information on classroom visitation to the Office of Dual Enrollment for purposes of program level evaluation and improvement.

6. Provide mentoring to dual enrollment faculty.

7. Provide SBBC with information on the process for student submission of online instructional evaluation.

H. Student Performance, Grades, and Appeals

SBBC Shall:

1. Ensure that student performance is monitored and evaluated in accordance with FSCJ college credit and non-credit grading and academic standards:
    a. for classes offered at the high school site, the grading may include a mid-term grade consistent with the Baker County Schools nine (9) weeks reporting schedule for the participating high schools and
    b. there is to be no grade recovery strategy for any dual enrollment course offered on the high school or College site.

2. Ensure grading in courses is consistent with the grading system approved on the course syllabus.

3. Ensure any changes to grading standards for dual enrollment courses are submitted to the appropriate College academic dean for approval before institution.

4. Ensure dual enrollment faculty electronically post course gradebook items in the Canvas course shell provided for each course section and post final course grades in the College's student information management system by the designated dates for each academic term. Instructors who fail to post course gradebook items or submit final course grades to FSCJ during the established online grading window will receive a written warning for the first offense. Should there be a subsequent offense, they will not be permitted to continue to teach in the dual enrollment program.

5. Ensure the grades entered into the FSCJ and SBBC permanent record systems are the same. If a grading discrepancy is noted, it will be corrected within a period of two (2) weeks.

6. Ensure that students who have earned a grade of D, F, or W in a dual enrollment course, and their parents, are provided with full information regarding the consequences of withdrawals, multiple retakes, including the possibility of paying out-of-state tuition rate, GPA implications for transcripts and potential impacts on financial aid eligibility, and acceptance to selective admission postsecondary institutions.

7. Ensure that students who have earned a grade of D, F, or W in dual enrollment courses in a single semester and their parents are provided with full information regarding the student's ineligibility to take further dual enrollment courses.

8. Provide the College with information on any student who must be withdrawn from a dual enrollment course for reasons beyond their control (transfer to another school, move out of the area) within one (1) week of the withdrawal.

9. Ensure no students submit an application to retake a dual enrollment course more than once. Students who wish to retake MAT1033, MGF1130, MGF1131, and MAC1105 must retake the PERT to ensure proper advising and placement.

10. Provide students on the high school site with information on how to appeal a grade through a written request to SBBC, who will then review the appeal with the FSCJ Executive Director of Articulations for joint determination of further action. Students may need to submit an appeal in accordance with the college's student appeal process as outlined in the catalog.

The College Shall:

1. Evaluate grading processes to ensure compliance with College procedures and stated guidelines on course syllabi.

2. Review submitted gradebooks in the Canvas course shells from SBBC faculty to ensure alignment with submitted grades.

3. Ensure the Campus Dual Enrollment Coordinators securely deliver grades for courses taken on the College Campus to SBBC.

4. Develop a secure electronic file transfer protocol to send grades from the College system to SBBC.

5. Provide students enrolled in dual enrollment courses information on the student appeals procedure outlined in the college catalog if they wish to appeal a grade.

6. Process dual enrollment student grade appeals in a timeframe pursuant to College policy and procedure.

I. Student Advising

SBBC Shall:

1. Inform all secondary students and their parents of dual enrollment as an educational option and mechanism for acceleration. Students and their parents shall be informed of:
    a. student eligibility requirements criteria;
    b. the option for taking dual enrollment courses beyond the regular school year;
    c. the minimum academic credits required for graduation;
    d. the fact that dual enrollment grades are posted to a permanent college transcript;
    e. the consequences of grades of D, F, and W on a college transcript regarding future eligibility for selective access programs at colleges and universities, financial aid, and continuation in dual enrollment courses; and
    f. the availability of services for students with disabilities who wish to participate in Dual Enrollment.

2. Provide academic advising to dual enrollment students regarding program and course selection:

a. encourage each dual enrollment student to identify a postsecondary educational objective that includes course selection leading to a technical certificate, associate degree or baccalaureate degree, rather than a random selection of courses.
b. assist students and parents who wish to select courses which meet degree requirements for a specific course of study at another postsecondary institution, which may have different numbers of elective credit.
c. advise students who are undecided about their postsecondary major to take courses which meet General Education requirements.
d. advise students taking college credit courses including those in Early Admission programs of the requirement to complete the 15-hour State mandated General Education “Core” courses prior to earning 24 total college credit hours and the 36 hours of AA General Education prior to the completion of 50 total college credit hours

The College Shall:

1. Provide all dual enrollment students with access to the College Catalog and Student Handbook.

2. Provide academic advising to dual enrollment students regarding program and course selection:
    a. assist students in identifying and declaring a postsecondary educational objective that includes course selection leading to a technical certificate, associate degree, or baccalaureate degree.
    b. assist students pursuing an Associate of Arts degree in declaring their intended transfer degree program and institution prior to attaining 30 credit hours toward the AA degree.
    c. advise students who are undecided about their postsecondary major to take courses which meet General Education requirements.
    d. advise students taking college credit courses including those in Early Admission and Early College programs of the requirement to complete the 15-hour State mandated General Education “Core” courses prior to earning 24 total college credit hours and the 36 hours of AA General Education prior to the completion of 50 total college credit hours.

3. Provide access to advisement throughout the year with campus dual enrollment coordinators and Student Success advisement staff.

4. Provide information to students regarding the requirement for self-identification of disabilities to the College’s Disabilities Office in order to obtain services and accommodations.

J. Student Costs and Fees

Consistent with provisions of Florida Statute s.1007.271 F.S., properly enrolled high school students receiving dual enrollment or early admission instruction under the provisions of

this plan shall not be charged registration, tuition, technology, or laboratory fees for the college courses in which they enroll.

Students will be responsible for payment of other special course or program fees, including, but not exclusive to:

1. art supplies;
2. aviation flight fees;
3. automotive tools;
4. culinary equipment;
5. health care uniforms;
6. fees for dissection or other science consumables required for science courses; and
7. other consumables which will be identified by the college in collaboration with District prior to student enrollment.

Students will be responsible for paying the transcript request fee standard for all students of the College (charged per transcript) if they wish to have a copy of their College transcript or wish to have a transcript sent from the College to other postsecondary institutions.

K. Instructional Materials

In accordance with s.1007.271 F.S., instructional materials, including digital integrated course materials, for dual enrollment courses shall be made available to public high school students free of charge. Payment for course textbooks shall be made in accordance with the following guidelines set forth below. Tangible instructional materials shall be the property of the governing board of the purchaser.

To reduce cost of instructional materials, use of open resource materials will be encouraged, followed by textbook rental options where available.

SBBC Shall:

1. Pay for textbooks and other instructional materials required for dual enrollment students. All tangible textbooks purchased by SBBC are the property of SBBC.

2. Encourage courses taught on the high school sites to use open resource course shells when available.

3. Ensure student access to the technology required to fully use open resource course shells provided by the College.

4. Charter schools: SBBC is not responsible for costs for textbooks or other instructional materials for Charter schools.

5. Home school students will be provided textbooks and other instructional materials through a College process.

The College Shall:

1. Make available to SBBC any open resource course shells developed by FSCJ free of cost provided students are guaranteed access to the appropriate technology required to fully use them.

2. Provide course shell orientation to any SBBC faculty using FSCJ open resource shells to maximize effectiveness of resources.

L. Transportation

Unless specifically provided for a designated program by SBBC, students attending dual enrollment classes at a location other than their public high school shall provide their own transportation.

M. Cost Sharing

In accordance with HB 5101 amending 1007.271 F.S. school districts are required to pay public postsecondary institutions tuition for courses offered on the college campus (including virtual campus) for the fall and spring terms, to pay only the costs of salary and benefits when instruction at the high school site is offered by a postsecondary instructor, but are not required to reimburse costs to the postsecondary institution for instruction on the high school sites delivered by high school instructors.

SBBC Shall:

1. Compensate SBBC personnel acting as dual enrollment adjunct faculty for FSCJ as part of their regular teaching load at the high school campus.

2. Compensate FSCJ per the current cost of adjunct faculty instruction, for the costs of College instructional personnel, who teach at the high school campus at SBBC request.

3. Compensate FSCJ at the current rate of instruction, for any college campus class specifically requested by SBBC for targeted groups of dual enrollment students.

4. Remit payment for college campus tuition.

The College Shall:

1. Compensate FSCJ faculty teaching a combination of regular FSCJ students and dual enrollment students on a college campus course if there are more than 16 SBBC dual enrollment students and the course was not specifically requested by SBBC.

2. Provide SBBC with rates of instruction on an annual basis.

3. Invoice SBBC for any class taught on the high school site by an FSCJ faculty member (full-time or adjunct) at the request of SBBC.

4. Submit to SBBC an invoice for tuition at the rate of $71.98 per credit hour for all college credit courses Dual Enrollment and Early Admission students take through an FSCJ Campus/Center during the fall or spring term.

5. Submit to SBBC an invoice for tuition at the rate of $2.33 per contact hour for all non-credit courses in programs leading to a career certificate or an applied technology diploma (Career Certificate) taken by Dual Enrollment students on the college campus during the fall or spring semesters.

N. Teacher Preparation and In-Service Training

FSCJ and SBBC will partner to provide teacher preparation and in-service training to District teachers and counselors to assist them in increasing the success of students in postsecondary education.

SBBC Shall:

1. Designate a day during the fall term professional development period for a comprehensive dual enrollment orientation/training for all prospective dual enrollment teachers.

2. Support SBBC teachers participating in required professional development training offered by FSCJ.

3. Support school counselors and other dual enrollment support personnel attendance at professional development activities offered by the College.

The College Shall:

1. Offer collaborative workshops between college and high school faculty to develop curriculum and instructional methodologies and cumulative final exams.

2. Offer SBBC teachers and guidance staff access to workshops on the use of technology in instruction as well as other courses offered by the Academy for Professional Development.

3. Offer recertification courses for SBBC teachers.

4. Offer in-service for SBBC school counselors that delineates the diverse career education options available to students and the basic skill levels necessary for success.

O. Data Sharing and Program Evaluation

The FSCJ Executive Director of Articulations and SBBC shall provide overall leadership for the implementation of this articulation agreement and shall be responsible for sharing data for the purpose of state reporting and program improvement. Each party agrees to protect the rights of students with respects to records created, maintained and used by each Party in accordance with state and federal law.

Shared data will be used to produce an annual evaluation report on implementation. The report shall include:

1. number and percentage of high school student participants by school, program type, and course;
2. agreed-upon demographic data;
3. student course performance; and
4. program improvement actions.

In alignment with the 2007 Council of Presidents' Statement of Standards, the following assessment and accountability measures will be established:

1. FSCJ will share statewide and specific research on dual enrollment student progression and
2. FSCJ will conduct follow-up research on dual enrollment courses to ensure grading standards and outcomes are comparable to non-dual enrollment sections. Results are to be shared with the principals, local district, and the division.

FSCJ
Florida State College at Jacksonville

Dual Enrollment Academic Advising Associate in Arts Degree (Spring 2023 and later)

Name: _____ EMPL ID: _____ High School: _____

High School Graduation Date: _____ High School GPA: _____ College GPA: _____

Credits: _____ as of _____ World Language Requirement met: FCLE Score: _____

Anticipated Major: _____

Potential Transfer Colleges/Universities: _____

Note: **1**. Students must earn qualifying scores in Reading and Writing on a College Readiness Assessment to participate in the DE program. Students must earn qualifying scores in Math on a College Readiness Assessment to take Math courses and to continue beyond 12 credit hours in the DE program.

2. Students in an AA program must complete the General Education requirements and any prerequisite course(s) needed to transfer into their intended bachelor's degree program before taking elective courses. One course from each of the five discipline areas must be successfully completed in the student's first 24 credit hours.

3. At least one course from each of the five discipline areas must come from the **State Core** (**bold type** and denoted with *).

4. A grade of C or better is required in all General Education courses. Courses where a C or better has been earned, **may not** be retaken. Students who earn a D, F, W, or NA in a course in a single semester, but still meet the GPA requirement for both high school and college, may apply for probation to continue in the program. Students who earn more than one D, F, W, or NA in a course in a single semester or a combination of semesters, are ineligible to continue in the DE program.

5. AA degree-seeking students must demonstrate competency in a foreign language. Competency is demonstrated by the completion of a minimum of eight semester hours at the college level **OR** by the completion of two high school credits in the same foreign language.

6. Students are required to demonstrate competency in civic literacy by completing AMH 2020 **OR** POS 2041
AND by achievement of a passing score on the FLCE Assessment.

7. Students must take **SLS1103** in the first semester of their DE program.

8. Students must complete 60 credits (36 General Education + 24 Elective) to earn an AA Degree.

9. Students may **not** register themselves or make any changes to their schedules. All scheduling actions must go through the student's Dual Enrollment Coordinator.

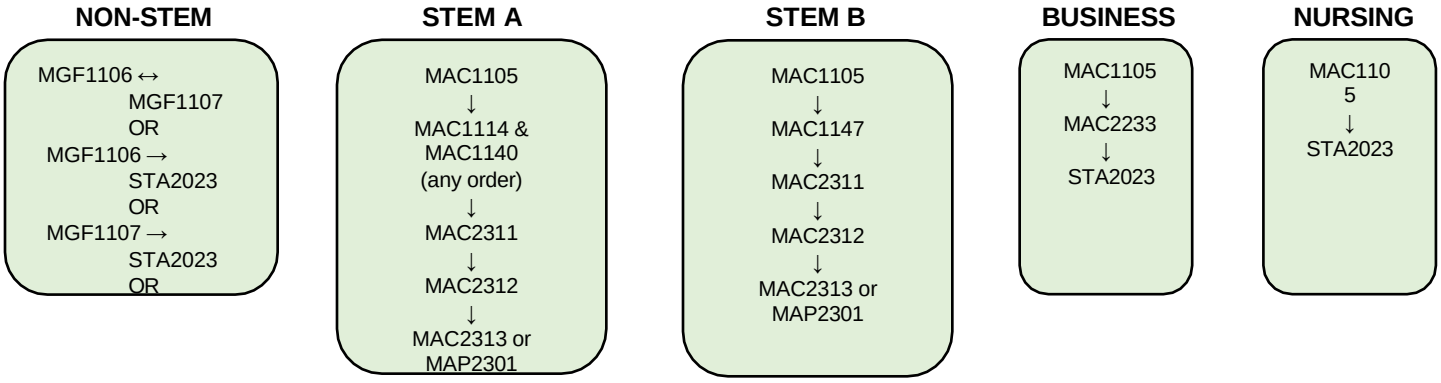
10. Students must adhere to all deadlines, rules, and policies of FSCJ as well as those outlined in the articulation agreement with the student's school.

Term	Year	Grade	I. COMMUNICATIONS (9 credit hours - 3 credit hours from each category)		Credits	Prerequisites
Category A						
			***ENC 1101**	**English Composition I**	3	
			ENC 1101C*	**English Composition I Enhanced**	4	D or F in ENC1101
Category B						
			ENC 1102	Writing About Texts	3	ENC 1101
Category C						
			SPC 2017	Introduction to Speech Communications	3	ENC 1101
			SPC 2065	Speech Communication for Business	3	ENC 1101
			SPC 2608	Fundamentals of Public Speaking	3	ENC 1101
**This course includes one credit hour of supplemental lab instruction that will count toward the 24 hours of AA electives.						

Term	Year	Grade	II. HUMANITIES (6 credit hours – 3 credit hours from Category A AND 3 credit hours from Category A OR B) At least one course must have an HUM prefix		Credits	Prerequisites
Category A						
			***HUM 2020**	**Topics in the Humanities**	3	
			***ARH 2000**	**Arts in the Humanities**	3	
			***PHI 2010**	**Philosophy in the Humanities**	3	
			***MUL 2010**	**Music in the Humanities**	3	
			***LIT 2000**	**Literature in the Humanities**	3	ENC 1101
			***THE 2000**	**Theatre in the Humanities**	3	
Category B						
			HUM 2210	Humanities: Prehistory to the 15th Century	3	
			HUM 2230	Humanities: Mainstream of Cultures, 15th to 20th Century	3	
			HUM 2250	Humanities: 20th and 21st Century Cultural Perspectives	3	
			HUM 2410	Humanities of Asia	3	
			HUM 2450	Humanities in the Americas	3	
			DAN 2100	Dance in the Humanities	3	
			AML 2010	American Literature: Colonial Times to 1900	3	ENC 1101
			AML 2020	American Literature: 1865 to Present	3	ENC 1101
			ARH 2050	Art History from Prehistory to 15th Century	3	
			ARH 2051	Art History from 15th to 21st Century	3	
			ENG 2100	Film Studies	3	
			ENL 2012	English Literature to 1750	3	ENC 1101
			ENL 2022	English Literature since 1750	3	ENC 1101
			LIT 2100	Great Ideas in World Literature	3	
			PHI 2603	Introduction to Applied Ethics	3	
			PHI 2600	Moral and Political Philosophy	3	
			REL 2000	Religion in the Humanities	3	
			REL 2300	World Religions	3	

Term	Year	Grade	III. MATHEMATICS (6 credit hours - choose any two from the following courses) (see Math Pathways for guidance)		Credits	Prerequisites
			***MAC 1105**	**College Algebra**	3	MAT 1033 or Eligible Scores
			***MAC 1105C**	**College Algebra Enhanced**	5	D in MAT 1033 or D or F in MAC 1105
			MAC 1114	College Trigonometry	3	MAC 1105
			MAC 1140	Precalculus Algebra	4	MAC 1105
			MAC 1147	Precalculus Algebra and Trigonometry	5	B in MAC 1105
			MAC 2233	Calculus for Business and Social Studies	3	MAC 1105
			***MAC 2311**	**Calculus with Analytic Geometry I**	4	MAC 1114 & MAC 1140 or MAC 1147
			MAC 2312	Calculus with Analytic Geometry II	4	MAC 2311
			MAC 2313	Calculus with Analytic Geometry III	4	MAC 2312
			MAP 2302	Differential Equations	3	MAC 2312
			***MGF 1106**	**Topics in College Mathematics**	3	Eligible Scores
			***MGF 1107**	**Explorations in Mathematics**	3	Eligible Scores
			***STA 2023**	**Elementary Statistics**	3	MAC 1105 or MAC 1105C or MGF 1106 or MGF 1107

MATH PATHWAYS



Term	Year	Grade	IV. NATURAL SCIENCES (6 - 8 credit hours - choose one course from Category A AND one course from Category B OR one pair of courses from Category C) Students must take at least 1 lab course (designated with a C or L) (see Science Pathways for guidance)		Credits	Prerequisites
Category A (Biological Sciences)						
			BOT 1010C	Botany	4	
			***BSC 1005**	**Life in its Biological Environment**	3	
			BSC 1005L	Biology Laboratory	1	
			***BSC 2010C**	**Principles of Biology I**	4	
			BSC 2011C	Principles of Biology II	4	BSC 2010C
			BSC 2020C	Human Biology	4	
			BSC 2050	Biology of Environmental Systems	3	
			***BSC 2085C**	**Human Anatomy and Physiology I**	4	
			BSC 2086C	Human Anatomy and Physiology II	4	BSC 2085C
			**ISC 1075	Principles of Science and Investigation	3	
			MCB 2010C	Microbiology	4	CHM 1020 or CHM 1025C or CHM 1032 or CHM 2045C
			OCB 2000C	Fundamentals of Marine Biology	4	

			ZOO 1010C	General Zoology	4	

Category B (Physical Sciences)						
			***AST 1002**	**Introduction to Astronomy**	3	
			AST 1002L	Astronomy Laboratory	1	
			***CHM 1020**	**Chemistry for Liberal Arts**	3	
			CHM 1025C	Introduction to General Chemistry	4	CO: MAC 1105 or MAP 2302
			CHM 1032C	Principles of General Chemistry	4	CO: MAT 1033 or higher
			***CHM 2045C**	**General Chemistry and Qualitative Analysis I**	4	MAC 1105 and CHM 1025C
			CHM 2046C	General Chemistry and Qualitative Analysis II	4	CHM 2045C
			***ESC 1000**	**Earth and Space Science**	3	
			ESC 1000L	Earth and Space Science Laboratory	1	
			***EVR 1001**	**Introduction to Environmental Science**	3	
			GLY 1010C	Physical Geology and Laboratory	4	
			**ISC 1075	Principles of Science and Investigation	3	
			OCE 2001	Survey of Oceanography	3	
			OCE 2001L	Oceanography Laboratory	1	
			***PHY 1020C**	**Physics for Liberal Arts with Laboratory**	3	PRE or CO: MAT 1033
			***PHY 2048C**	**Physics I with Calculus**	4	MAC 2311 CO: MAC 2312
			PHY 2049C	Physics II with Calculus	4	PHY 2048C CO: MAC 2313
			***PHY 2053C**	**General Physics I**	4	MAC 1140 and MAC 1114 or MAC 1147 or MAC 2311
			PHY 2054C	General Physics II	4	PHY 2053C
			PSC 1341	Physical Science	3	
Category C (Biological Sciences and Physical Sciences PAIRS)						
			***BSC 2085C**	**Human Anatomy and Physiology I**	4	
			BSC 2086C	Human Anatomy and Physiology II	4	BSC 2085C
			***BSC 2010C**	**Principles of Biology I**	4	
			BSC 2011C	Principles of Biology II	4	BSC 2010C
			***BSC 2010C**	**Principles of Biology I**	4	
			BSC 2020C	Human Biology	4	
			***CHM 2045C**	**General Chemistry and Qualitative Analysis I**	4	MAC 1105 and CHM 1025C
			CHM 2046C	General Chemistry and Qualitative Analysis II	4	CHM 2045C
			***PHY 2048C**	**Physics I with Calculus**	4	MAC 2311 CO: MAC 2312
			PHY 2049C	Physics II with Calculus	4	PHY 2048C CO: MAC 2313
			***PHY 2053C**	**General Physics I**	4	MAC 1140 and MAC 1114 or MAC 1147 or MAC 2311
			PHY 2054C	General Physics II	4	PHY 2053C
This course may fulfill the requirement for Biological Sciences **OR Physical Sciences, but not both.						

SCIENCE PATHWAYS

NON-STEM

BSC1005 &
BSC1005L
↓
AST1002 &
AST1002L OR
ESC1000 &
ESC1000L OR
EVR100
1 OR
PSC134
1 OR
ISC107
5

STEM – ENGINEERING

CHM1025C
↓
CHM2045C
↓
CHM2046C
↓
PHY2048C
↓
PHY2049C

STEM – BIOLOGY

BSC2010C
↓
BSC2011C
↓
CHM1025C
↓
CHM2045C
↓
CHM2046C

NURSING

BSC2085C
↓
BSC2086C
↓
CHM1020 or
CHM1025C
↓
MCB2010C

Term	Year	Grade	V. SOCIAL AND BEHAVIORAL SCIENCES (9 credit hours - complete 3 credit hours from Category A AND 6 credit hours from the other categories: see course notes) Students must take either AMH 2020 or POS 2041 and earn the standard score on the FCLE to demonstrate competency in civic literacy.		Credits	Notes/Prerequisites
Category A						
			***AMH 2020**	**US History from 1877 to the Present**	3	
				Students who choose this course must take a course from Category C and Category D		
			***ANT 2000**	**General Anthropology**	3	
				Students who choose this course must take a course from Category B and Category D		
			***ECO 2013**	**Principles of Economics I**	3	
				Students who choose this course must take a course from Category B and Category D		
			***POS2041**	**American Federal Government**	3	
				Students who choose this course must take a course from Category C and Category D		
			***PSY 1012**	**General Psychology**	3	
				Students who choose this course must take a course from Category B and Category C		
			***SYG 2000**	**Introductory Sociology**	3	
				Students who choose this course must take a course from Category B and Category C		
Category B						
			AMH 2010	US History to 1877	3	
			***AMH 2020**	**US History from 1877 to the Present**	3	
			***POS 2041**	**American Federal Government**	3	
			WHO 1012	World History to 1500	3	
			WHO 1022	World History since 1500	3	
Category C						
			AMH 2070	History of Florida	3	
			AMH 2092	African American History and Culture to 1877	3	
			AMH 2093	African American History and Culture from 1877	3	
			***ANT 2000**	**General Anthropology**	3	
			ANT 2410	Cultural Anthropology	3	
			ANT 2511	Physical Anthropology	3	
			***ECO 2013**	**Principles of Economics I**	3	
			INR 2002	International Relations	3	
			LAH 2000	History of Latin America	3	
			POS 2112	State and Local Government	3	
			WST 2010	Introduction to Women's Studies	3	ENC 1101
Category D						
			DEP 2004	Human Growth and Development	3	
			INP 1390	Human Relations in Business and Industry	3	
			***PSY 1012**	**General Psychology**	3	
			***SYG 2000**	**Introductory Sociology**	3	
			SYG 2010	Social Problems	3	
			SYG 2430	Marriage and Family	3	

Term	Year	Grade	Electives 24 credit hours		Credits	Notes
			SLS 1103	Strategies for Learning Success	3	

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

State of Florida

Affidavit Regarding the Use of Coercion for Labor and Services

Nongovernmental Entity's Name:_____

Nongovernmental Entity's FEIN: _____

Authorized Representative Name and Title:_____

Address:_____

City:_____State:_____ZIP:_____

Phone Number: _____

Email Address: _____

Section 787.06(13), Florida Statutes, requires all nongovernmental entities executing, renewing, or extending a contract with a governmental entity to provide an affidavit signed by an officer or representative of the nongovernmental entity under penalty of perjury that the nongovernmental entity does not use coercion for labor or services as defined in that statute. The Baker County School Board is a governmental entity for purposes of this statute.

As the person authorized to sign on behalf of the company above, I certify that the company identified does not:

- Use or threaten to use physical force against any person;
- Restrain, isolate, or confine or threaten to restrain, isolate, or confine any person without lawful authority and against her or his will;
- Use lending or other credit methods to establish a debt by any person when labor or services are pledged as a security for the debt, if the value of the labor or services as reasonably assessed is not applied toward the liquidation of the debt, the length and nature of the labor or services are not respectively limited and defined;
- Destroy, conceal, remove, confiscate, withhold, or possess any actual or purported passport, visa, or other immigration document, or any other actual or purported government identification document, of any person;
- Cause or threaten to cause financial harm to any person;
- Entice or lure any person by fraud or deceit; or
- Provide a controlled substance as outlined in Schedule I or Schedule II of s. 893.03 to any person for the purpose of exploitation of that person.

UNDER PENALTIES OF PERJURY, I DECLARE THAT I HAVE READ THE FOREGOING DOCUMENT AND THAT THE FACTS STATED IN IT ARE TRUE.

By: _____

AUTHORIZED SIGNATURE

Print Name and Title:_____

Date:_____

AGENDA ITEM NO. 9.3

Item Cover Page

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

DATE:	June 16, 2025
SUBMITTED BY:	Carrie Dopson - (259-0408)
ITEM TYPE:	Agreement
AGENDA SECTION:	**APPROVAL OF ITEMS FOR ACTION**
SUBJECT:	Approval to Piggyback off the Charlotte County School District Memorandum of Understanding with Space Florida.

ATTACHMENTS:
06.16.2025 Approval of the MOU with Space 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

May 29, 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 Couty School District and Space Florida. This MOU is an extension, (Piggyback) of the agreement between Space Florida and Charlotte County School District.

This MOU is intended to set forth a basic understanding of terms and conditions, to enable the parties to enter into a formal relationship for the purpose of developing, deploying, and supporting innovative educational programs that stimulate youth and adult interest in careers, and develop the required skills to support the workforce needs of, the rapidly developing aerospace industry in the State of Florida.

Sincerely,

Carrie Dopson
Executive Director of Teaching and Learning

Memorandum of Understanding between Space Florida and Charlotte County extended to Baker County, Florida School District

This Memorandum of Understanding ("MOU") is entered into by and between Space Florida, an independent special district of the State of Florida created pursuant to Section 331.302, Florida Statutes ("Space Florida") and the School Board of Baker County, Florida ("School District") on the 1st day of July, 2025 (the "Effective Date"). Space Florida and School District are each referred to herein as a "party" and jointly as the "parties."

WHEREAS:

A. This MOU is intended to set forth a basic understanding of terms and conditions, to enable the parties to enter into a formal relationship for the purpose of developing, deploying, and supporting innovative educational programs that stimulate youth and adult interest in careers in, and develop the required skills to support the workforce needs of, the rapidly developing aerospace industry in the State of Florida.

B. Space Florida brings its reputation with aerospace employers, along with research identifying the specific skills, credentials, and certifications in-demand with aerospace and related industries, such as advanced manufacturing, construction, cybersecurity/IT, logistics, and semiconductors.

C. Florida's School District brings its reputation as a leader in education and training programs in career and adult education, stimulating student interest and developing industry-relevant skills.

D. Florida's aerospace community needs a significant increase in qualified talent to meet its needs as the result of exponential growth.

E. To support the needs of Florida's aerospace industry, incumbent workers and new workers will require a wide range of modern technical skills and business performance skills that align with a workplace where sophisticated technology and

automation are deployed.

F. Florida's secondary schools require programming updates to reflect the needs of aerospace and related industries within the State of Florida in order to increase the number of youths who will successfully pursue careers in aerospace and related industries to meet current and future needs.

NOW THEREFORE, the parties agree to the following activities:

1. **Space Florida Space Academy Program Implementation-**The parties will work together to promote immediate implementation of Space Academy Programs in high schools throughout the State of Florida. A Space Florida Space Academy Program will offer the current Career and Technical Education ("CTE") programs identified and agreed upon by both parties, generating the qualified priority credentials as outlined by Space Florida on the Florida Master Credentials List as published by the Florida Department of Education.

2. **Professional Development for School Counsellors- In coordination with Baker County School District,** Space Florida will explore the creation of professional development opportunities for Florida's school counsellors to educate them regarding career options available to students within the industry of aerospace and related industries.

3. **Space Florida School District Designation-** Space Florida will bestow the designation of Florida Space Academy School District to Baker County School District upon the execution of this Memorandum of Understanding, provided that such execution is ratified by the applicable District School Board within 60 days of the Effective Date.

4. **Program Development-** New program frameworks may be implemented in current and subsequent school years, with a joint review of such programming to be conducted at least once every two years during the term of this MOU.

5. **Program Support-** Space Florida shall offer support to Baker County School District, as a designated Florida Space Academy School District, through the following offerings:

    5.1 Meetings: Participation in Space Florida meetings with Florida's aerospace employers and related industry leaders.
    5.2 Brand Tool Kit: Space Florida will develop a Space Academy Program brand tool kit to be used for promotion within the Baker County school district and surrounding communities.

5.3 Letters of Support: If requested by Baker County School District, Space Florida will consider and approve, in its sole discretion, draft letters of support for projects approved by Space Florida.

5.4: Career Events: Space Florida will facilitate career exploration, career events, and/or participation in career days with current aerospace employers operating in Florida.

5.5 Credential Catalogue: Space Florida may, but is not obligated to, develop a Space Academy Program credential catalogue available for use digitally.

6. **Marketing-** The parties commit to celebrating career academies making marketing an essential and prioritized task in the promotion of the Space Florida Space Academy Program throughout the Baker County School District. This commitment includes, but is not limited to, incorporating the Space Academy Program into presentations at conferences, maximizing visibility on the Space Florida website, implementing targeted email campaigns, distributing high-quality printed materials, and capturing and promoting compelling testimonials to reach and engage the audiences. Additionally, marketing efforts will actively connect Baker County School District with industry and employers, leveraging access to the Space Florida talent heat map to align promotional activities with industry needs and opportunities.

7. **Intellectual Property-** The parties may produce documents, reports, studies, photographs, and maps, as well as product-specific documents (collectively "Works"). The parties understand that unless otherwise agreed in writing, the copyright and other intellectual property rights in any such Work will remain with the party that produces the Work. If the parties jointly produce a Work, Space Florida will own the copyright.

   Neither party will publish or otherwise distribute the Work of the other party without both the previous written consent of the other party and crediting the other party in such Work.

   The names and logos of the parties are trademarks; as such, neither party may use them for any purpose without the prior express written permission of their owners.

8. **Term-**This Memorandum of Understanding may be terminated at any time by either party by giving written notice thereof, provided, however, Paragraph 7 hereof shall survive termination.

9. **9.Limits of Memorandum-** The parties agree that they are not entering into a legal partnership, joint venture or other such business arrangement, nor is the purpose of the parties to enter into a commercial undertaking for monetary gain. Neither party will refer to or treat the arrangements under this Memorandum as a legal partnership or take any action inconsistent with such intention. The parties do not intend to create any legally binding obligations. The parties intend to use this MOU to facilitate discussions regarding general areas of cooperation.

This Memorandum accurately represents the understanding and intentions of the parties.

SIGNATURE PAGE FOLLOWS

I**N WITNESS WHEREOF, this MOU** is executed as of the Effective Date set forth above.

Space Florida:

Space Florida, an independent special district of the State of Florida

By: _____
(Signature)

_____ _____
(Printed Name) (Title)

School District:

ATTEST: School Board of Baker County, Florida

By: _____ By: _____

AGENDA ITEM NO. 9.4

Item Cover Page

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

DATE:	June 16, 2025
SUBMITTED BY:	Carrie Dopson - (259-0408)
ITEM TYPE:	Plan
AGENDA SECTION:	**APPROVAL OF ITEMS FOR ACTION**
SUBJECT:	Approval of the 2025-2030 NEFEC Autism Spectrum Disorders Add-On Endorsement Program.

ATTACHMENTS:
06.16.2025 Approval of 2025-2030 NEFEC Autism Spectrum Disorders Add-On Endorsement Program_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

May 29, 2025

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

Dear Superintendent Milton:

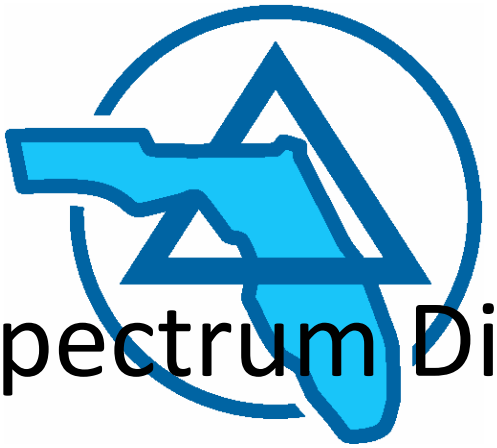
I am requesting School Board approval of the attached 2025-2030 NEFEC Autism Spectrum Disorders Add-On Endorsement Program. The Autism Spectrum Disorder Endorsement Program is designed to increase the level of knowledge, expertise, and understanding of educators working with K-12 students diagnosed with Autism Spectrum Disorder.

Please call me if you have any questions.

Thank you for your consideration of this matter.

Sincerely,

Carrie Dopson
Executive Director of Teaching and Learning



Autism Spectrum Disorders

Add-On Endorsement Program K-12

2025-2030

A Cooperative Effort to Provide Professional
Learning Options to Participating NEFEC Districts:

Baker, Bradford, Columbia, Dixie, Flagler, Florida School for the Deaf and the Blind, FSU-Lab School, Gilchrist, Hamilton, Hernando, Lafayette, Levy, Madison, Monroe, P.K. Yonge Developmental Research School, Putnam, Suwannee, and Union

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B. INSERVICE CODES
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Nature and Needs, Assessment, and Diagnosis of Autism Spectrum Disorders with Field Experience

Applied Behavior Analysis and Positive Behavior Supports for Students with Autism Spectrum Disorders with Field Experience

Augmentative/Alternative Communication Systems and Assistive/Instructional Technology for Students with Autism Spectrum Disorders with Field Experience

D. AUTISM SPECTRUM DISABILITY ALIGNMENT MATRIX

Module 1: Nature and Needs, Assessment, and Diagnosis of Students with ASD with Field Experience

Module 2: Applied Behavior Analysis and Positive Behavior Supports for Students with ASD with Field Experience

Module 3: Assistive/ Instructional Technology and Natural/ Augmentative Communication Systems for Students with ASD with Field Experience

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B. ADVISEMENT
C. ATTENDANCE REQUIREMENT FOR INSERVICE POINTS
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SCHOOL BOARD APPROVAL

APPENDIX A

AUTISM SPECTRUM DISORDER ADD-ON ENDORSEMENT PROGRAM K-12

PROGRAM RATIONALE AND PURPOSE

The Autism Spectrum Disorder Endorsement Program is designed to increase the level of knowledge, expertise, and understanding of educators working with K-12 students diagnosed with Autism Spectrum Disorder. The endorsement is intended to raise the awareness of the unique characteristics, emotional regulation and social communication needs, and other challenges and issues related to students with Autism Spectrum Disorder and its range of pervasive developmental disorders that adversely affect functioning and result in the need for specially designed instruction and related services. It is designed to foster an understanding of policies and guidelines to ensure implementation of appropriate curriculum, differentiation, strategies, educational intervention, and support for this varied population.

The purpose of the Autism Spectrum Disorder Endorsement Program is to provide an alternative training program to reduce the number of out-of-field teachers in the area of K-12 students with Autism Spectrum Disorder and to develop a pool of qualified and fully endorsed teachers with this specialized focus. The option of completing the Autism Spectrum Disorder Endorsement Program is available for teachers in lieu of taking online courses made available through limited university options.

Additional information about Autism Spectrum Disorder can be found at the Florida Department of Education website: http://www.fldoe.org/academics/exceptional-student-edu/ese-eligibility/autism-spectrum-disorder-asd.stml

Due to the

- increase in the prevalence of children with ASD by the National Institute of Health (1:59 births, 2018),
- the subsequent increase in school populations of students with ASD and demand for services within schools,
- the identification by both the State of Florida and individual localities of ASD being a Critical Shortage Area, and
- an insufficient number of highly qualified teachers needed to staff ASD classrooms,

The add-on endorsement is designed for teachers who currently hold a bachelor's or higher degree with certification in any exceptional student education area.

A. NEED FOR PROGRAM

FDLRS has developed online courses for the 2025-2030 ASD Endorsement Program that will improve accessibility for NEFEC teachers, thus enabling this endorsement to be attractive for participants living in rural districts.

PROGRAM CONTENT/CURRICULUM COMPETENCIES

Competencies to be addressed in the program are

- aligned with the general parameters delineated by Florida Statute,
- consistent with the course descriptions and objectives of the Add-On Endorsement Programs for Autism Spectrum Disorder offered by state universities and existing programs

within Florida school districts,

- aligned with the Council for Exceptional Children (CEC) Autism Standards, and are
- written with an emphasis on evidence-based practices as identified by the National Professional Development Center on Autism Spectrum Disorder.

Participants must demonstrate a theoretical and functional knowledge to complete all course objectives and all summative assignments to receive credit for the component. Field experiences will be an element of application within each inservice component. Successful completion of the field experiences will be demonstrated through the submission of application exercises to an experienced course facilitator who will provide corrective and elaborative feedback to enhance the participant's learning process.

A. SPECIALIZATION/PROFESSIONAL STUDIES

6A-4.01796 Specialization Requirements for Endorsement in Autism Spectrum Disorders – Academic Class.

(1) A bachelor's or higher degree with certification in any exceptional student education area; and,

(2) Twelve semester hours to include:

(a) Nature of autism spectrum disorders (to include student characteristics, appropriate learning goals, teaching approaches, environmental arrangements, etc.);

(b) Use of assistive and instructional technology and natural, alternative and augmentative communication systems for students with autism spectrum disorders;

(c) Behavior management and positive behavior supports for students with autism spectrum disorders;

(d) Assessment and diagnosis of autism spectrum disorders; and,

(e) Field-based experience with students with autism spectrum disorders.

Rulemaking Authority 1001.02, 1012.55, 1012.56 FS. Law Implemented 1001.02, 1012.54, 1012.55, 1012.56 FS. History–New 7-1-02.

Participants will develop classroom behavior analysis techniques and positive behavior supports. They will increase their instructional strategy repertoire, learning goal development, and environmental management skills for working with students across the spectrum with an autism diagnosis. Additionally, participants will enhance their knowledge and skills of language and communication needs within the ASD population and available alternative and augmentative technology to address those needs. Finally, participants will further develop their assessment and diagnostic skills in working with students with autism.

The inservice courses will model the instructional strategies to be used to teach students with ASD in the K-12 program and include a variety of teaching modes, materials, media, and technologies, appropriate to the subject area(s) of the individual teachers participating. In addition, the inservice courses will incorporate scientifically based research on teaching students with ASD in K-12 programs. Finally, the courses will include strategies for developing cooperative working relationships with other teachers, agencies, and parents.

B. NATIONALLY RECOGNIZED GUIDELINES

Each of the three inservice courses focuses on research-based classroom practices with an emphasis on school-age evidence-based practices as identified through a meta-analysis by the *National Professional Development Center on Autism Spectrum Disorder,* 2017.

Validation of inservice content is important to ensure that teachers of students with autism have the skills needed to most effectively serve those students with the highest needs in the classroom. For this reason, course content has been keyed to The *Council for Exceptional Children (CEC) Standards for Autism Spectrum Disorder* and can be found in Appendix A.

The Add-on Endorsement Program will address both the Evidence-Based Practices and the CEC Standards for Autism Spectrum Disorder. In order to create and maintain the content, the Florida Diagnostic Learning Resources System (FDLRS) has contracted with and will continue to consult with professionals in the field to create course content and to facilitate inservice courses. Course content is reviewed on an on-going basis to ensure that new research and updated web resources are included.

St. John's County, Volusia County, Duval County Schools, Northeast Florida Educational Consortium (NEFEC) and Panhandle Area Educational Consortium (PAEC) existing plans as well as course descriptions for state universities were all consulted in the development of the autism endorsement plan.

INSTRUCTIONAL DESIGN AND DELIVERY

There are three modules in the Autism Spectrum Disorder Endorsement which cover assessment, diagnosis, behavior analysis, positive behavior supports, assistive technology, communication systems, and field experience (embedded in each course). Participants must complete all three modules.

There are three modules:

1. Nature and Needs, Assessment, and Diagnosis of Autism Spectrum Disorders with Field Experience
2. Augmentative/Alternative Communication Systems and Assistive/Instructional Technology for Students with Autism Spectrum Disorders with Field Experience
3. Applied Behavior Analysis and Positive Behavior Supports for Students with Autism Spectrum Disorders with Field Experience

Tasks within the inservice components may include reading content, completing formative reflection and vocabulary assignments, responding to scenarios, reviewing web-based resources, and completing objective and field experience-based summative exercises.

Given the overall scope and intensity of the program, courses will be scheduled over a twelve-week period (per course). It is imperative that participants are given ample opportunity to acquire the necessary knowledge and skills needed for implementation. Practical application through field experience exercises will take time and guidance, as well. Providing time and support for both through experienced facilitators is paramount to participant success. Participants will document their field experiences and submit resulting artifacts to their facilitator.

A. INSTRUCTIONAL STRANDS

Nature and Needs, Assessment, and	Applied Behavior Analysis and Positive	Augmentative/Alternative

Diagnosis of Autism Spectrum Disorders with Field Experience	Behavior Supports for Students with Autism Spectrum Disorders with Field Experience	Communication Systems and Assistive/Instructional Technology for Students with Autism Spectrum Disorders with Field Experience
The Basics of Autism History and Assessment Evidence Based Practices Parental Involvement Sensory Differences Visual Schedules Social Narratives and Social Skills Structured Work Systems Quality Individualized Education Program (IEP)	1. Challenging Behavior in Autism 2. Applied Behavioral Analysis (ABA) 3. Decreasing Challenging Behavior 4. The Power of Reinforcement 5. Social Skills 6. Beginning the Functional Behavioral Assessment (FBA) 7. Self-Monitoring 8. Data Collection 9. Completing the Functional Behavioral Assessment (FBA) and Positive Behavior Intervention Plan (PBIP)	1. The Basics-Communication in Autism Spectrum Disorders 2. Augmentative/Alternative Communication Systems (AAC) 3. AAC in the School Setting 4. Functional Communication Training 5. Assistive Technology 6. Technology Aided Instruction and Intervention (TAII) 7. Communication and Collaboration in the School 8. Transition and Community Based Instruction 9. Transition

B. **INSERVICE CODES**

PRIMARY PURPOSE	**IMPLEMENTATION METHODS**
A. Add-on Endorsement B. Alternative Certification C. Florida Educators Certificate Renewal D. Other Professional Certificate/License Renewal E. Professional Skills Building – Non-Instructional F. W. Cecil Golden Professional Learning Program for School Leaders G. Approved District Leadership Learning Program H. No Certification, Job Acquisition, or Retention Purposes	M. Structured Coaching/Mentoring N. Independent Learning/Action Research O. Collaborative Planning P. Participant Product Q. Lesson Study R. Electronic, Interactive S. Electronic, Non-Interactive T. Evaluation of Practice
LEARNING (DELIVERY) METHODS	**EVALUATION (STAFF/PARTICIPANT)**
A. Knowledge Acquisition B. Electronic, Interactive C. Electronic, Non-Interactive D. Learning Community/Lesson Study Group F. Independent Inquiry G. Structured Coaching/Mentoring H. Implementation of “High Effect” Practice(s) I. Job Embedded J. Deliberate Practice	A. Changes in Instructional or Learning Environment Practices B. Changes in Instructional Leadership or Faculty Learning Practices C. Changes in Student Services/Support Practices D. Other Changes in Practices E. Fidelity of Implementation of the Professional Learning Process F. Changes in Observed Educator Proficiency in Implementing Targeted State Standards or

	Initiatives G. Changes in Observed Educator Proficiency in Practices that Occur Generally without Students Present
FLORIDA EDUCATOR ACCOMPLISHED PRACTICES (FEAP)	**EVALUATION (STUDENTS)**
A. Quality of Instruction A1. Instructional Design and Lesson Planning A2. The Learning Environment A3. Instructional Delivery and Facilitation A4. Assessment B. Continuous Improvement, Responsibility and Ethics B1. Continuous Professional Improvement B2. Professional Responsibility and Ethical Conduct	A. Results of State or District-Developed/Standardized Student Growth Measure(s) B. Results of School/Teacher-Constructed Student Growth Measure(s) That Track Student Progress C. Portfolios of Student Work D. Observation of Student Performance F. Other Performance Assessment(s) G. Did Not Evaluate Student Outcomes (evaluated with staff evaluation) Z. Did Not Evaluate Student Outcomes

C. TRAINING COMPONENTS

Nature and Needs, Assessment, and Diagnosis of Autism Spectrum Disorders with Field Experience

COMPONENT NUMBER: **1-100-006**

Function: 1 – Subject Content/Academic Standards
Focus Area: 100 – Instructional Strategies
Local Sequence Number: 006

POINTS TO BE EARNED: **MINIMUM 80 / MAXIMUM 80**

DESCRIPTION:

Participants will be able to identify characteristics associated with Autism Spectrum Disorders(ASD), demonstrate an understanding of current trends and research-based methodologies used to create appropriate instructional programs for these students, and become familiar with formal and informal assessments used for diagnosis and instructional planning.

LINKS TO PRIORITY INITIATIVES

- ☒Academic content standards for student achievement
- ☒Assessment and tracking student progress
- ☒Collegial learning practices
- ☒Continuous Improvement practices
- ☒Digital Learning/Technology Infusion
- ☒Instructional design and lesson planning
- ☒Learning environment (as per FEAPS standards)
- ☒Needs Assessments/Problem Solving supporting improvement planning (SIP, IPLP, DP)
- ☒Professional and ethical behavior
- ☒Regulatory or compliance requirements

FLORIDA PL PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	☒ 1.1.1	☐	☒ 3.1.3, 3.1.4, 3.1.5
Learning	☒ 1.2.2, 1.2.3, 1.2.4, 1.2.5	☐	☒ 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.5, 3.2.8
Implementing		☐	
Evaluating	☒ 1.3.1, 1.3.3	☐	☒ 3.3.1, 3.3.2, 3.3.3
	☒ 1.4.2, 1.4.3, 1.4.4		☒ 3.4.3, 3.4.7

IMPACT AREA(S):

Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted

Repetitive practice leading to changes in proficiency of educator or leader on the job

Tracking improvements in student learning growth supported by the professional learning

SPECIFIC LEARNER OUTCOMES:

Educators will:

1. Demonstrate knowledge of the major characteristics of autism and the range of functioning level across all domains including communication, sensory responses and needs,

stereotypical behaviors, socialization and social skill development.

2. Demonstrate understanding of the historical perspective of etiological theories and treatment approaches of individuals with autism.
3. Demonstrate knowledge of current research trends, medical and educational issues, comorbidity and programs in the field of autism.
4. Understand the effects of neurological differences and its impact on learning and behavior.
5. Identify eligibility criteria for ASD as defined by the most recent version of the Diagnostic and Statistical Manual, and the definition/description used by The Florida Department of Education.
6. Demonstrate understanding of the instruments used and process utilized for a comprehensive evaluation, including:
    a. criteria for determining eligibility (medical and educational)
    b. autism-specific instruments
    c. instruments used to determine IQ
7. Describe the impact of autism on the family.
8. Demonstrate the ability to work effectively with parents.
9. Understand factors considered when determining placement and services for students with ASD.
10. Match levels of support to the changing needs of a student with ASD.
11. Reflect knowledge of growth and development in curricular planning and expectations.
12. Describe the development of appropriate educational objectives across the range of functioning levels and across the age span (from preschool through adult services).
13. Demonstrate the ability to write appropriate educational and behavioral goals and objectives.
14. Demonstrate an understanding of strategies for structuring the environment to promote:
    a. opportunities to enhance communicative initiations and interactions;
    b. opportunities for appropriate play and leisure activities;
    c. self-regulation and self-control;
    d. sensory-motor concerns; and
    e. direct instruction.
15. Describe the importance that sensory issues play in maladaptive behaviors exhibited by many students with ASD and how to accommodate for sensory issues in the school environment.
16. Describe strategies to promote social interactions and learning in varying environments, including general education and community.
17. Describe various physical and visual strategies that can be used to accommodate a student with ASD in both a self-contained and a general education classroom, (i.e., environmental structuring, schedules, social situation stories and scripts), in order to communicate social information and expectations.

18. Plan and implement activities for independent functional life skills for a student with autism.
19. Categorize the different types of visual schedules used to promote independence based on a student's educational and cognitive abilities.
20. Implement evidence-based and promising practices strategies, such as incidental teaching, discrete trial, group instruction, task analysis, use of prompts and prompt fading, shaping, effective use of reinforcement in teaching skills, shadowing, modeling and scaffolding.
21. Describe strategies for conducting ongoing classroom-based assessments and databased decision making for program development.
22. Demonstrate transfer, lifting and positioning techniques.

LEARNING PROCEDURES (METHODS):

Participants will be engaged in one or more of the following types of professional learning activities.

Learning Methods Code: B-Electronic Interactive

WHAT WILL OCCUR DURING THIS PROFESSIONAL LEARNING COMPONENT DELIVERY?

Participants will engage in:

- Guided inquiry
- Discussion
- Observation of best practices
- Practices of Strategies
- Cycles of Feedback
- Data Analysis
- Lesson Planning
- Facilitated Group Discussions
- Case Studies
- Reading Professional Texts
- Action Planning
- Presentations
- Action Research

HOW WILL THE EXPERIENCES BE PROVIDED TO PARTICIPANTS DURING THE DELIVERY?

Tasks within the inservice components may include reading content, completing formative reflection and vocabulary assignments, responding to scenarios, reviewing web-based resources, and completing objective and field experience-based summative exercises.

KEY ISSUES TO BE INCLUDED IN PARTICIPANT IMPLEMENTATION AGREEMENTS:

Participants must demonstrate a theoretical and functional knowledge to complete all course objectives and all summative assignments to receive credit for the component. Field experiences will be an element of application within each inservice component. Successful completion of the

field experiences will be demonstrated through the submission of application exercises to an experienced course facilitator who will provide corrective and elaborative feedback to enhance the participant's learning process.

IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Code: R-Electronic (interactive)

Implementation Support and Monitoring Procedures: The facilitator will provide coaching, guidance and feedback to each participant on their skill development and/or products, to determine the participants successful completion of 100% of the course objectives.

IMPACT EVALUATION PROCEDURES:

What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?

1. Participant understanding of these practices will be assessed through oral/written reflection, participant products, quizzes, discussion groups and case study participation.
2. Evidence of changes in instructional practice will be collected through evidence of implementation and participants work products throughout the course.
3. Changes in student performance will be evaluated based on student work products and student growth analysis from assignments and assessments.

Who will use the evaluation impact data gathered?

The impact data will be reviewed, as appropriate, by course facilitators, district staff and/or departmental leaders to evaluate the effectiveness of the professional learning on changing participant behaviors and student outcomes.

Florida Diagnostic and Learning Resources System (FDLRS), Professional Learning and Development, and the Florida Department of Education will review the impact of the evaluation data gathered in the course's required participant satisfaction survey.

PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:

What other forms of evaluation data will be gathered?

a. What evaluation data address the value of the PL design?
Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Learning evaluation form at the conclusion of the course.

b. What evaluation data address the quality of implementation of the PL?
Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Learning evaluation form at the conclusion of the course.

c. Who will use these aspects of PL evaluation data?
The professional learning department and the facilitator of the professional learning experience will use the Professional Learning evaluation data to reflect on practices and plan future sessions.

Developed by FDLRS Administration Project Date 2019-2020

Applied Behavior Analysis and Positive Behavior Supports for Students with Autism Spectrum Disorders with Field Experience

COMPONENT NUMBER: 1-101-002

Function: 1 – Subject Content/Academic Standards
Focus Area: 101 – Classroom Management
Local Sequence Number: 002

POINTS TO BE EARNED: MINIMUM 80 / MAXIMUM 80

DESCRIPTION:

This course provides participants with an understanding of how applied behavior analysis principles pertain to individuals with ASD, including implementation associated with teaching various skills and supporting behavior in educational settings. The functional assessment of problem behavior as well as proactive and preventative methods for addressing problem behavior will be addressed. In addition, evidence-based instructional strategies to develop communication, social, self-help, and academic skills will be emphasized and linked to behavioral needs,

LINKS TO PRIORITY INITIATIVES

- ☒Academic content standards for student achievement
- ☒Assessment and tracking student progress
- ☒Collegial learning practices
- ☒Continuous Improvement practices
- ☒Digital Learning/Technology Infusion
- ☒Instructional design and lesson planning
- ☒Learning environment (as per FEAPS standards)
- ☒Needs Assessments/Problem Solving supporting improvement planning (SIP, IPLP, DP)
- ☒Professional and ethical behavior
- ☒Regulatory or compliance requirements

FLORIDA PL PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	☒ 1.1.1	☐	☒ 3.1.3, 3.1.4, 3.1.5
Learning	☒ 1.2.2, 1.2.3, 1.2.4, 1.2.5	☐	☒ 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.5, 3.2.8
Implementing		☐	
Evaluating	☒ 1.3.1, 1.3.3	☐	☒ 3.3.1, 3.3.2, 3.3.3
	☒ 1.4.2, 1.4.3, 1.4.4		☒ 3.4.3, 3.4.7

IMPACT AREA(S):

Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted
Repetitive practice leading to changes in proficiency of educator or leader on the job
Tracking improvements in student learning growth supported by the professional learning

SPECIFIC LEARNER OUTCOMES:

Educators will:

1. Identify social and behavioral issues associated with ASD and how those behaviors impact the functioning and quality of life of these individuals.
2. Demonstrate an understanding of the effect of theory of mind and executive functioning on

learning and behavior.

3. Define applied behavioral analysis.
4. Describe possible reasons for self-stimulatory, repetitive behaviors.
5. Understand basic behavioral principles, including basic operant reinforcement, differential reinforcement, extinction, punishment, discrimination training, generalization, etc.
6. Understand and use reinforcement, shaping, behavioral momentum, chaining, modeling, prompting, fading, imitation, discrimination training, and presentation/instructions to promote adaptive behaviors and skills.
7. Describe methods for identifying reinforcers including parent input.
8. Develop a classroom token economy system that incorporates different schedules of reinforcement.
9. Plan instruction for social skills.
10. Identify evidence-based strategies to increase self-awareness and the ability to self-regulate including self-monitoring systems.
11. Describe methods used to decrease behaviors: overcorrection, time out, response cost and extinction.
12. Explain the importance of choosing ethical interventions (e.g., least restrictive and non-aversive interventions).
13. Identify proactive and preventative methods for addressing problem behaviors.
14. Describe visual strategies that may prevent inappropriate behavior.
15. Identify, define, and prioritize target behaviors.
16. Demonstrate the ability to use and collect data using a variety of assessment tools including the antecedent-behavior-consequence (ABC) model.
17. Develop a hypothesis of the function of behavior, considering setting events, antecedents/triggers, and consequence events.
18. Demonstrate the ability to design intervention strategies that match the function of a competing behavior (functional equivalency)
19. Understand the importance of data collection throughout all phases of intervention (e.g., baseline, treatment, generalization, maintenance).
20. Develop a Functional Behavioral Assessment and Positive Behavior Intervention Plan (PBIP) that takes into consideration function and the context of the problem behavior.

LEARNING PROCEDURES (METHODS):

Participants will be engaged in one or more of the following types of professional learning activities.

Learning Methods Code: B-Electronic Interactive

WHAT WILL OCCUR DURING THIS PROFESSIONAL LEARNING COMPONENT DELIVERY?

Participants will engage in:

- Guided inquiry

- Discussion
- Observation of best practices
- Practices of Strategies
- Cycles of Feedback
- Data Analysis
- Lesson Planning
- Facilitated Group Discussions
- Case Studies
- Reading Professional Texts
- Action Planning
- Presentations
- Action Research

HOW WILL THE EXPERIENCES BE PROVIDED TO PARTICIPANTS DURING THE DELIVERY?

Tasks within the inservice components may include reading content, completing formative reflection and vocabulary assignments, responding to scenarios, reviewing web-based resources, and completing objective and field experience-based summative exercises.

KEY ISSUES TO BE INCLUDED IN PARTICIPANT IMPLEMENTATION AGREEMENTS:

Participants must demonstrate a theoretical and functional knowledge to complete all course objectives and all summative assignments to receive credit for the component. Field experiences will be an element of application within each inservice component. Successful completion of the field experiences will be demonstrated through the submission of application exercises to an experienced course facilitator who will provide corrective and elaborative feedback to enhance the participant's learning process.

IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Code: R-Electronic (interactive)

Implementation Support and Monitoring Procedures: The facilitator will provide coaching, guidance and feedback to each participant on their skill development and/or products, to determine the participants successful completion of 100% of the course objectives.

IMPACT EVALUATION PROCEDURES:

What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?

1. Participant understanding of these practices will be assessed through oral/written reflection, participant products, quizzes, discussion groups and case study participation.
2. Evidence of changes in instructional practice will be collected through evidence of implementation and participants work products throughout the course.
3. Changes in student performance will be evaluated based on student work products and student growth analysis from assignments and assessments.

Who will use the evaluation impact data gathered?

The impact data will be reviewed, as appropriate, by course facilitators, district staff and/or departmental leaders to evaluate the effectiveness of the professional learning on changing participant behaviors and student outcomes.

Florida Diagnostic and Learning Resources System (FDLRS), Professional Learning and Development, and the Florida Department of Education will review the impact of the evaluation data gathered in the course's required participant satisfaction survey.

PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:

What other forms of evaluation data will be gathered?

a. What evaluation data address the value of the PL design?

Participants will provide feedback on the professional learning experience regarding its relevance and usefulness in their current role by completing the Professional Learning evaluation form at the conclusion of the course.

b. What evaluation data address the quality of implementation of the PL?

Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Learning evaluation form at the conclusion of the course.

c. Who will use these aspects of PL evaluation data?

The professional learning department and the facilitator of the professional learning experience will use the Professional Learning evaluation data to reflect on practices and plan future sessions.

Developed by FDLRS Administration Project Date 2019-2020

Augmentative/Alternative Communication Systems and Assistive/Instructional Technology for Students with Autism Spectrum Disorders with Field Experience

COMPONENT NUMBER: 3-100-007

Function: 3 – Computer Science / Technology Education
Focus Area: 100 – Instructional Strategies
Local Sequence Number: 007

POINTS TO BE EARNED: MINIMUM 80 / MAXIMUM 80

DESCRIPTION:

Participants will be able to describe and analyze communication needs, design strategies to facilitate intervention, and demonstrate an understanding of various communication interventions for students with Autism Spectrum Disorders; including AAC/AT. Participants will understand the importance of transition planning for students with ASD.

LINKS TO PRIORITY INITIATIVES

- ☒Academic content standards for student achievement
- ☒Assessment and tracking student progress
- ☒Collegial learning practices
- ☒Continuous Improvement practices
- ☒Digital Learning/Technology Infusion
- ☒Instructional design and lesson planning
- ☒Learning environment (as per FEAPS standards)
- ☒Needs Assessments/Problem Solving supporting improvement planning (SIP, IPLP, DP)
- ☒Professional and ethical behavior
- ☒Regulatory or compliance requirements

FLORIDA PL PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT

	Educator	School	District
Planning	☒ 1.1.1	☐	☒ 3.1.3, 3.1.4, 3.1.5
Learning	☒ 1.2.2, 1.2.3, 1.2.4,	☐	☒ 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.5,
Implementing	1.2.5	☐	3.2.8
Evaluating	☒ 1.3.1, 1.3.3	☐	☒ 3.3.1, 3.3.2, 3.3.3
	☒ 1.4.2, 1.4.3, 1.4.4		☒ 3.4.3, 3.4.7

IMPACT AREA(S):

Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted
Repetitive practice leading to changes in proficiency of educator or leader on the job
Tracking improvements in student learning growth supported by the professional learning

SPECIFIC LEARNER OUTCOMES:

Educators will:

1. Identify and describe communication characteristics of students with ASD including: limited communication, limited joint attention, and unconventional forms of communication.
2. Examine different alternative/augmentative communication (AAC) systems used with students with Autism Spectrum Disorders:
    a. Single message
    b. Picture communication systems
    c. Manual communication boards
    d. Voice output communication devices
    e. Dynamic display devices
3. Consider different options for symbols as communication tools: objects, photos, symbols, etc.
4. Identify the differences between communication systems and choice systems.
5. Develop a classroom plan that integrates the use of alternative/augmentative communication and assistive/instructional technology(ies) into the curriculum, for example: environmental structure, picture symbols, visual schedules, electronic devices.
6. Describe how to individualize a communication system for an individual student.
    a. Identify vocabulary the student would need in specific environments.
    b. Identify opportunities where the student would need to communicate.
7. Describe how to manipulate the classroom/school environment to promote communication, including the use of “sabotage”.
8. Examine why student behavior improved across settings and with a variety of people when the communication tools provide consistency.
9. Demonstrate the ability to work effectively with paraprofessionals, service providers, general education teachers.
10. Describe the process of obtaining an assistive technology evaluation in your district.
11. Identify appropriate assistive/instructional technology(ies) that can be used to assist students with ASD of differing abilities.
12. Describe an example of low, mid and high-tech technology supports across all areas of learning, including:
    a. communication
    b. social interactions
    c. academics
    d. daily living
    e. executive functioning
13. Describe the benefits of community-based instruction.
14. Describe services that support transition, career and vocational development, community participation, and independent living in your community.

15. Identify transition assessments and how the information gained is used to develop transition IEP goals, including goals for self-determination and self-advocacy.
16. Describe how individuals with autism are included in transition planning in your district.

LEARNING PROCEDURES (METHODS):

Participants will be engaged in one or more of the following types of professional learning activities.

Learning Methods Code: B-Electronic Interactive

WHAT WILL OCCUR DURING THIS PROFESSIONAL LEARNING COMPONENT DELIVERY?

Participants will engage in:

- Guided inquiry
- Discussion
- Observation of best practices
- Practices of Strategies
- Cycles of Feedback
- Data Analysis
- Lesson Planning
- Facilitated Group Discussions
- Case Studies
- Reading Professional Texts
- Action Planning
- Presentations
- Action Research

HOW WILL THE EXPERIENCES BE PROVIDED TO PARTICIPANTS DURING THE DELIVERY?

Tasks within the inservice components may include reading content, completing formative reflection and vocabulary assignments, responding to scenarios, reviewing web-based resources, and completing objective and field experience-based summative exercises.

KEY ISSUES TO BE INCLUDED IN PARTICIPANT IMPLEMENTATION AGREEMENTS:

Participants must demonstrate a theoretical and functional knowledge to complete all course objectives and all summative assignments to receive credit for the component. Field experiences will be an element of application within each inservice component. Successful completion of the field experiences will be demonstrated through the submission of application exercises to an experienced course facilitator who will provide corrective and elaborative feedback to enhance the participant's learning process.

IMPLEMENTATION/MONITORING PROCEDURES:

Implementation/Monitoring Code: R-Electronic (interactive)

Implementation Support and Monitoring Procedures: The facilitator will provide coaching, guidance and feedback to each participant on their skill development and/or products, to determine the participants successful completion of 100% of the course objectives.

IMPACT EVALUATION PROCEDURES:

What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?

1. Participant understanding of these practices will be assessed through oral/written reflection, participant products, quizzes, discussion groups and case study participation.
2. Evidence of changes in instructional practice will be collected through evidence of implementation and participants work products throughout the course.
3. Changes in student performance will be evaluated based on student work products and student growth analysis from assignments and assessments.

Who will use the evaluation impact data gathered?

The impact data will be reviewed, as appropriate, by course facilitators, district staff and/or departmental leaders to evaluate the effectiveness of the professional learning on changing participant behaviors and student outcomes.

Florida Diagnostic and Learning Resources System (FDLRS), Professional Learning and Development, and the Florida Department of Education will review the impact of the evaluation data gathered in the course's required participant satisfaction survey.

PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:

What other forms of evaluation data will be gathered?

a. What evaluation data address the value of the PL design?

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b. What evaluation data address the quality of implementation of the PL?

Participants will provide feedback on the professional learning experience regarding how well it was planned and facilitated by completing the Professional Learning evaluation form at the conclusion of the course.

c. Who will use these aspects of PL evaluation data?

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Developed by FDLRS Administration Project Date 2019-2020

C. AUTISM SPECTRUM DISABILITY ALIGNMENT MATRIX

Competency Number *	Specific Component Objective Number(s)	CEC Initial and Advanced Specialty Standards*	Method of Competency Demonstration
Module 1: Nature and Needs, Assessment, and Diagnosis of Students with ASD with Field Experience **Component Number: 1-100-006**			
2a	1. Demonstrate knowledge of the major characteristics of autism and the range of functioning level across all domains including communication, sensory responses and needs, stereotypical behaviors, socialization, and social skill development. 3. Demonstrate knowledge of current research trends, medical and educational issues, comorbidity, and programs in the field of autism.	*SEDAS.1.K5, SEDAS.5.K1 SEDAS.1.S1, SEDAS.1.S2, SEDAS.1.S3, SEDAS.4.S1, SEDAS.4.S2,*	1. Research major characteristics of ASD 2. Describe autism and comorbid conditions 3. Application exercise that include a dialogue between facilitator and educators 4. Self-reflection 5. Quiz
2a, 2d, 2e	2. Demonstrate understanding of the historical perspective of etiological theories and treatment approaches of individuals with autism. 4. Understand the effects of neurological differences and its impact on learning and behavior. 5. Identify eligibility criteria for ASD as defined by the most recent version of the Diagnostic and Statistical Manual, and the definition/description used by The Florida Department of Education. 6. Demonstrate understanding of the instruments used and process utilized for a comprehensive evaluation, including: a. criteria for determining eligibility (medical and educational) b. autism-specific instruments c. instruments used to determine IQ	*SEDAS.1.K1, SEDAS.1.K2, SEDAS.1.K3, SEDAS.4.K1, SEDAS.5.K1 SEDAS.4.S2,*	1. Research project that addresses history as well as medical diagnosis and educational eligibility 2. Describe autism specific instruments and process used for comprehensive evaluation 3. Application exercised that include a dialogue between facilitator and educators 4. Self-reflection 5. Field experience application of course concepts 6. Quiz
2a	7. Describe the impact of autism on the family.	*SEDAS.5.K1, SEDAS.6.K1, SEDAS.6.K2*	1. Research data regarding parental involvement in schools and how

	8. Demonstrate the ability to work effectively with parents.	*SEDAS.1.S10, SEDAS.4.S2, SEDAS.7.S4*	this can be improved in their own school 2. Application exercise that include a dialogue between facilitator and educators 3. Self-reflection 4. Quiz
2a, 2d, 2e	9. Understand factors considered when determining placement and services for students with ASD. 10. Match levels of support to the changing needs of a student with ASD. 11. Reflect knowledge of growth and development in curricular planning and expectations. 12. Describe the development of appropriate educational objectives across the range of functioning levels and across the age span (from preschool through adult services). 13. Demonstrate the ability to write appropriate educational and behavioral goals and objectives. 21. Describe strategies for conducting ongoing classroom-based assessments and databased decision making for program development.	*SEDAS.1.K4, SEDAS.2.K2 SEDAS.1.S4, SEDAS.1.S5, SEDAS.1.S6, SEDAS.3.S1, SEDAS.3.S12, SEDAS.3.S14*	1. Analysis of assessment results 2. Development of IEP SMART goals 3. Make decisions regarding accommodations and instructional strategies 4. Field experience application of course concepts 5. Quiz
2a, 2e	14. Demonstrate an understanding of strategies for structuring the environment to promote: a. opportunities to enhance communicative initiations and interactions; b. opportunities for appropriate play and leisure activities; c. self-regulation and self-control; d. sensory-motor concerns; and e. direct instruction. 20. Implement evidence-based and promising practices strategies, such as incidental teaching, discrete trial, group instruction, task analysis, use of prompts	*SEDAS.5.K1 SEDAS.1.S3, SEDAS.3.S5, SEDAS.3.S8, SEDAS.3.S11, SEDAS.3.S14, SEDAS.4.S2*	1. Research Evidence-based Practices (EBP) 2. Application exercise that include a dialogue between facilitator and educators 3. Self-reflection 4. Field experience application of course concepts 5. Quiz

	and prompt fading, shaping, effective use of reinforcement in teaching skills, shadowing, modeling and scaffolding. 22. Demonstrate transfer, lifting and positioning techniques.		
2a	15. Describe the importance that sensory issues play in maladaptive behaviors exhibited by many students with ASD and how to accommodate for sensory issues in the school environment.	*SEDAS.3.K1, SEDAS.3.K2*	1. Sensory graphic organizer 2. Application exercise that include a dialogue between facilitator and educators 3. Self-reflection 4. Quizvario
2a, 2c, 2e	16. Describe strategies to promote social interactions and learning in various environments, including general education and community. 17. Describe various physical and visual strategies that can be used to accommodate a student with ASD in both a self-contained and a general education classroom, (i.e., environmental structuring, schedules, social situation stories and scripts), in order to communicate social information and expectations.	*SEDAS.3.K1, SEDAS.3.K2*	1. Development and implementation of a social narrative 2. Application exercise that include a dialogue between facilitator and educators 3. Self-reflection 4. Field experience application of course concepts 5. Quiz
2a,2e	17. Describe various physical and visual strategies that can be used to accommodate a student with ASD in both a self-contained and a general education classroom, (i.e., environmental structuring, schedules, social situation stories and scripts), in order to communicate social information and expectations. 18. Plan and implement activities for independent functional life skills for a student with autism.	*SEDAS.3.K2, SEDAS.3.K4, SEDAS.6.S5*	1. Development and implementation of structured work system; including progress monitoring tool 2. Develop and implement a visual to support the use of the structured work system 3. Application exercise that include a dialogue between facilitator and educators 4. Self-reflection 5. Field experience application of course concepts 6. Quiz
2a, 2e	19. Categorize the different types of visual schedules used to promote independence based on a student's educational and cognitive abilities.	*SEDAS.3.S9*	1. Development and implementation of visual schedules 2. Application exercise that include a dialogue between facilitator and educators

			3. Self-reflection 4. Field experience application of course concepts 5. Quiz
Module 2: Applied Behavior Analysis and Positive Behavior Supports for Students with ASD with Field Experience **Component Number: 1-101-002**			
2a, 2c, 2e	1. Identify social and behavioral issues associated with ASD and how those behaviors impact the functioning and quality of life of these individuals. 2. Demonstrate an understanding of the effect of theory of mind and executive functioning on learning and behavior. 4. Describe possible reasons for self-stimulatory, repetitive behaviors.	*SEDAS.1.K1, SEDAS.3.K2, SEDAS.5.K1* *SEDAS.1.S1, SEDAS.1.S2, SEDAS.4.S2*	1. Research project 2. Development of IEP SMART goals for social/emotional/behavior 3. Field experience application of course concepts 4. Quiz
2c, 2e	3. Define applied behavioral analysis. 5. Understand basic behavioral principles, including basic operant reinforcement, differential reinforcement, extinction, punishment, discrimination training, generalization, etc. 6. Understand and use reinforcement, shaping, behavioral momentum, chaining, modeling, prompting, fading, imitation, discrimination training, and presentation/instructions to promote adaptive behaviors and skills.	*SEDAS.3.K2, SEDAS.4.K1, SEDAS.5.K1, SEDAS.6.K2* *SEDAS.3.S10, SEDAS.3.S11, SEDAS.3.S12, SEDAS.3.S5, SEDAS.3.S7, SEDAS.4.S2, SEDAS.6.S2, SEDAS.6.S4*	1. Research basic principles of ABA 2. Choose an Evidenced Based Practice in the area of behavior to research 3. Application exercise that include a dialogue between facilitator and educators 4. Self-reflection 5. Field experience application of course concepts 6. Quiz
2a, 2c, 2e	7. Describe methods for identifying reinforcers including parent input. 8. Develop a classroom token economy system that incorporates different schedules of reinforcement. 13. Identify proactive and preventative methods for addressing problem behaviors. 14. Describe visual strategies that may prevent inappropriate behavior. 15. Identify, define, and prioritize target behaviors.	*SEDAS.3.K1, SEDAS.3.K2, SEDAS.4.K1,* *SEDAS.1.S4, SEDAS.1.S5, SEDAS.1.S6, SEDAS.1.S8, SEDAS.3.S1, SEDAS.3.S5, SEDAS.3.S7, SEDAS.3.S10, SEDAS.3.S11, SEDAS.3.S12, SEDAS.3.S14*	1. Develop token economy system 2. Identify target/replacement behavior 3. Analyze reinforcer assessment 4. Application exercise that include a dialogue between facilitator and educators 5. Self-reflection 6. Field experience application of course concepts 7. Quiz
2c, 2d,	9. Plan instruction for social skills.	*SEDAS.3.S5, SEDAS.3.S7,*	1. Administer Functional Social Skills

2e		*SEDAS.3.S14, SEDAS.6.S2, SEDAS.6.S4, SEDAS.6.S5*	Assessment (FSSA) 2. Complete the Visual Social Skills Profile based on results of FSSA 3. Create and implement a social skills lesson that addresses the deficits from the above 4. Application exercise that include a dialogue between facilitator and educators 5. Self-reflection 6. Field experience application of course concepts 7. Quiz
2c	10. Identify evidence-based strategies to increase self-awareness and the ability to self-regulate including self-monitoring systems.	*SEDAS.3.S11, SEDAS.3.S12*	1. Develop and implement a self-monitoring system 2. Application exercise that include a dialogue between facilitator and educators 3. Self-reflection 4. Quiz
2c, 2e	11. Describe methods used to decrease behaviors: overcorrection, time out, response cost and extinction. 12. Explain the importance of choosing ethical interventions (e.g., least restrictive and non-aversive interventions). 16. Demonstrate the ability to use and collect data using a variety of assessment tools including the antecedent-behavior-consequence (ABC) model.	*SEDAS.1.K2, SEDAS.4.K1, SEDAS.6.K2, SEDAS.1.S4, SEDAS.1.S6, SEDAS.1.S8 SEDAS.3.S11*	1. Collect behavioral data (ABC) 2. Application exercise that include a dialogue between facilitator and educators 3. Self-reflection 4. Field experience application of course concepts 5. Quiz
2c, 2d, 2e	17. Develop a hypothesis of the function of behavior, considering setting events, antecedents/triggers, and consequence events. 18. Demonstrate the ability to design intervention strategies that match the function of a competing behavior (functional equivalency)	*SEDAS.1.S4, SEDAS.1.S6, SEDAS.1.S8*	1. Use ABC data to develop a hypothesis for the function of behavior 2. Research and design an intervention strategy that matches the function of the competing behavior 3. Implement intervention and collect data 4. Application exercise that include a dialogue between facilitator and educators

			5. Self-reflection 6. Field experience application of course concepts 7. Quiz
2c, 2e	19. Understand the importance of data collection throughout all phases of intervention (e.g., baseline, treatment, generalization, maintenance).	*SEDAS.1.S4, SEDAS.1.S6, SEDAS.1.S8*	1. Develop a graph that shows baseline and intervention data 2. Make instructional decisions based on data results 3. Application exercise that include a dialogue between facilitator and educators 4. Self-reflection 5. Field experience application of course concepts 6. Quiz
2c, 2e	20. Develop a Functional Behavioral Assessment and Positive Behavior Intervention Plan (PBIP) that takes into consideration function and the context of the problem behavior.	*SEDAS.1.S4, SEDAS.1.S6, SEDAS.1.S8*	1. Develop an FBA and PBIP based on data results 2. Application exercise that include a dialogue between facilitator and educators 3. Self-reflection 4. Field experience application of course concepts 5. Quiz
Module 3: Assistive/ Instructional Technology and Natural/ Augmentative Communication Systems for Students with ASD with Field Experience **Component Number: 3-100-007**			
2a	1. Identify and describe communication characteristics of students with ASD including: limited communication, limited joint attention, and unconventional forms of communication.	*SEDAS.1.K1, SEDAS.5.K1SEDAS.1.S1, SEDAS.1.S2, SEDAS.4.S2*	1. Research project 2. Application exercised that include a dialogue between facilitator and educators 3. Self-reflection 4. Quiz
2b, 2e	2. Examine different alternative/augmentative communication (AAC) systems used with students with Autism Spectrum Disorders: a. Single message b. Picture communication systems c. Manual communication boards d. Voice output communication devices	*SEDAS.2.K1, SEDAS.3.K3, SEDAS.5.K1 SEDAS.1.S5, SEDAS.1.S6, SEDAS.3.S6, SEDAS.3.S7, SEDAS.4.S2, SEDAS.6.S3*	1. Research AAC devices; including PECS 2. Individualize AAC for a student 3. Application exercised that include a dialogue between facilitator and educators 4. Self-reflection 5. Field experience application of

	e. Dynamic display devices 3. Consider different options for symbols as communication tools: objects, photos, symbols, etc. 4. Identify the differences between communication systems and choice systems. 6. Describe how to individualize a communication system for an individual student. a. Identify vocabulary the student would need in specific environments. b. Identify opportunities where the student would need to communicate.		course concepts 6. Quiz
2a, 2b	5. Develop a classroom plan that integrates the use of alternative/augmentative communication and assistive/instructional technology(ies) into the curriculum, for example: environmental structure, picture symbols, visual schedules, electronic devices. 7. Describe how to manipulate the classroom/school environment to promote communication, including the use of "sabotage".	*SEDAS.2.K1, SEDAS.3.K1, SEDAS.3.K3, SEDAS.3.S5, SEDAS.3.S7, SEDAS.3.S10, SEDAS.4.S2, SEDAS.6.S3*	1. Research AAC devices 2. Integration of AAC into classroom environment/curriculum 3. Application exercised that include a dialogue between facilitator and educators 4. Self-reflection 5. Quiz
2a, 2b, 2c, 2e	8. Examine why student behavior improved across settings and with a variety of people when the communication tools provide consistency.	*SEDAS.3.K2, SEDAS.3.K3, SEDAS.3.S5*	1. Identify interfering behavior 2. Implement the Functional Communication Training (FTC) strategy 3. Application exercised that include a dialogue between facilitator and educators 4. Self-reflection 5. Field experience application of course concepts 6. Quiz
2a	9. Demonstrate the ability to work effectively with paraprofessionals, service providers, general education teachers.	*SEDAS.3.K1, SEDAS.5.K1 SEDAS.1.S6, SEDAS.1.S7, SEDAS.3.S1, SEDAS.3.S14, SEDAS.5.S1, SEDAS.5.S2, SEDAS.5.S3, SEDAS.5.S4, SEDAS.5.S5, SEDAS.6.S1,*	1. Describe collaboration and communication with stakeholders; including paras and service providers 2. Describe collaboration and communication among and

		SEDAS.6.S2, SEDAS.6.S4, SEDAS.6.S5, SEDAS.6.S6, SEDAS.7.S3, SEDAS.7.S4	between special education and general education teachers 3. Application exercised that include a dialogue between facilitator and educators 4. Self-reflection 5. Quiz
2a, 2b	10. Describe the process of obtaining an assistive technology evaluation in your district. 11. Identify appropriate assistive/instructional technology(ies) that can be used to assist students with ASD of differing abilities. 12. Describe an example of low, mid and high-tech technology supports across all areas of development, including: a. communication b. social interactions c. academics d. daily living e. executive functioning	*SEDAS.2.K1, SEDAS.3.K1, SEDAS.3.K2, SEDAS.3.K3, SEDAS.3.K4, , SEDAS.5.K1, SEDAS.1.S5, SEDAS.1.S7, SEDAS.3.S1, SEDAS.3.S5, SEDAS.3.S6, SEDAS.3.S7, SEDAS.3.S9, SEDAS.3.S14, SEDAS.4.S2, SEDAS.6.S3*	1. Research technology supports 2. Provide examples of low, mid, and high tech supports 3. Review district AT evaluation process 4. Application exercised that include a dialogue between facilitator and educators 5. Self-reflection 6. Quiz
2b, 2e	11. Identify appropriate assistive/instructional technology(ies) that can be used to assist students with ASD of differing abilities. 12. Describe an example of low, mid and high-tech technology supports across all areas of development, including: a. communication b. social interactions c. academics d. daily living e. executive functioning	*SEDAS.2.K1, SEDAS.3.K1, SEDAS.3.K2, SEDAS.3.K3, SEDAS.3.K4, SEDAS.5.K1 SEDAS.3.S1, SEDAS.3.S5, SEDAS.3.S6, SEDAS.3.S7, SEDAS.3.S9, SEDAS.3.S14, SEDAS.4.S2, SEDAS.6.S3*	1. Research Technology Aided Instruction and Intervention (TAII) resources 2. Describe the use of resources in the areas of communication, social interactions, academics, daily living, and executive functioning 3. Application exercised that include a dialogue between facilitator and educators 4. Self-reflection 5. Field experience application of course concepts 6. Quiz
2a	13. Describe the benefits of community-based instruction. 14. Describe services that support transition, career and vocational development, community participation, and independent living in your	*SEDAS.1.K6, SEDAS.3.K4, SEDAS.5.K1, SEDAS.1.S9, SEDAS.3.S3, SEDAS.3.S4, SEDAS.3.S8, SEDAS.3.S12, SEDAS.3.S13, SEDAS.4.S2, SEDAS.5.S1, SEDAS.6.S1,*	1. Research transition services statewide and in their community/district 2. Describe the benefits of community-based instruction 3. Application exercised that include

	community.	*SEDAS.6.S5, SEDAS.6.S6, SEDAS.7.S1, SEDAS.7.S3, SEDAS.7.S4, SEDAS.7.S5*	a dialogue between facilitator and educators 4. Self-reflection 5. Quiz
2a, 2b, 2d, 2e	15. Identify transition assessments and how the information gained is used to develop transition IEP goals, including goals for self-determination and self-advocacy. 16. Describe how individuals with autism are included in transition planning in your district.	*SEDAS.1.K6* *SEDAS.1.S9, SEDAS.3.S2, SEDAS.3.S3, SEDAS.3.S4, SEDAS.3.S5, SEDAS.3.S12, SEDAS.3.S13, SEDAS.3.S14, SEDAS.4.S2, SEDAS.7.S1, SEDAS.7.S2, SEDAS.7.S3, SEDAS.7.S5*	1. Research transition assessments 2. Use assessment data to develop post-secondary transition IEP goals 3. Identify challenges facing families of transition aged students and how high-quality transition planning alleviates these challenges 4. Application exercised that include a dialogue between facilitator and educators 5. Self-reflection 6. Field experience application of course concepts 7. Quiz

* Competency Number based upon Rule 6A-4.01796

(a) Nature of autism spectrum disorders (to include student characteristics, appropriate learning goals, teaching approaches, environmental arrangements, etc.);

(b) Use of assistive and instructional technology and natural, alternative and augmentative communication systems for students with autism spectrum disorders;

(c) Behavior management and positive behavior supports for students with autism spectrum disorders;

(d) Assessment and diagnosis of autism spectrum disorders; and,

(e) Field-based experience with students with autism spectrum disorders.

* CEC Initial and Advanced Specialty Standards (see Appendix A)

Initial Specialty Set: Developmental Disabilities and Autism Spectrum Disorder

Advanced Specialty Set: Special Education Developmental Disabilities and Autism Spectrum Disorder Specialist

Initial Preparation / DDA

Standard 1: Learner Development and Individual Learning Differences

Advanced Preparation / SEDAS

Standard 1: Assessment

Standard 2: Curricular Content Knowledge

Standard 2: Learning Environments

Standard 3: Curricular Content Knowledge

Standard 4: Assessment

Standard 5: Instructional Planning and Strategies

Standard 6: Professional Learning and Ethical Practice

Standard 7: Collaboration

Standard 3: Programs, Services, and Outcomes

Standard 4: Research and Inquiry

Standard 5: Leadership and Policy

Standard 6: Professional and Ethical Practice

Standard 7: Collaboration

D. INSTRUCTORS

Selection of instructors for the NEFEC Alternative Program for Add-On Certification: Autism Spectrum Disorder will be based on the following minimum selection criteria:

- Current Florida teaching certificate in Education and Exceptional Student Education
- Background of successful staff learning and/or adult training expertise
- Master's degree in Education or Special Education
- Three years of qualified experience in working with students diagnosed with Autism Spectrum Disorder
- Certified and experienced in the areas of content to be taught
- Commitment to carry out the number of hours of instruction, individual participant consultation, and follow-up specified in each training module
- Commitment to use and maintain the integrity of the training components
- Commitment to the Autism Spectrum Disorder Endorsement Program and to the delivery of training at times and places convenient to the participants

COMPETENCY COMPLETION REQUIREMENTS

The option of completing the three components is available for teachers in lieu of taking college courses to earn the Autism Spectrum Disorder Endorsement. In order to satisfy specialization requirements in Rule 6A-4.01796, Florida Administrative Code, participants must have a bachelor's or higher degree with certification in any exceptional student education area and complete 12 semester hours or 240 inservice hours including the following: Nature and Needs, Assessment, and Diagnosis of Students with ASD with Field Experience, Applied Behavior Analysis and Positive Behavior Supports for Students with ASD with Field Experience, and Assistive/Instructional Technology and Natural/Augmentative Communication Systems for Students with ASD with Field Experience.

A. PROGRAM COMPLETION

Satisfactory completion of all required training activities in each module/component and demonstration of mastery of all competencies within are required for program completion. Satisfactory completion of individual components may be demonstrated through:

- Instructor's verification of successful demonstration of all applicable competencies and products within the component of the approved add-on program
- Verification of successful demonstration of all applicable competencies within a component of another district's Autism Spectrum Disorder Program conducted by personnel from the district's staff learning office and applied when reasonable equivalency between the components is established through a review of the approved program

In order to satisfy specialization requirements in Rule 6A-4.01796, Florida Administrative Code, participants must complete all requirements listed above.

Methods for determining a participant has obtained all the competencies required for the specialization area are addressed within the coursework requirements and reflected in the Matrix. The

successful completion of each required course will document that the participant has attained the competencies and skills addressed in and specific to the course.

Proof of successful course completion and the awarding of inservice points will be maintained by the district professional learning office. At the conclusion of each course, each participant successfully mastering the competencies therein will be awarded inservice credit per the Professional Learning Catalog. Upon successful completion of all three required courses, the professional learning office will provide the participant with a Certificate of Completion noting that the participant has successfully completed the Add-on Endorsement Program: Autism Spectrum Disorder. The teacher certification office will then assist the participant in completing Form CG-10 and collecting the appropriate processing fees associated with petitioning The Florida Department of Education to add the Autism Spectrum Disorder Endorsement to the educator's teaching certificate.

B. COMPETENCY DEMONSTRATION

All those pursuing the addition of the Autism Spectrum Disorder Endorsement to their Florida Educators' Certificates must earn a minimum of 240 inservice points by successfully completing the prescribed set of inservice components including the demonstration of all competencies required for the endorsement or through documented evaluation means. In general, competency demonstration will be done through products, tests, classroom demonstrations, and/or portfolios; however, procedures for evaluation of competency achievement within components will vary depending on the nature of the competency. Inservice training credits for those completing the add-on program will be awarded on the basis of a candidate's successful completion of the components, direct instruction, and follow-up activities.

C. COMPETENCY VERIFICATION

College and/or university coursework may be substituted for portions of the Autism Spectrum Disorder Add-on Endorsement requirement. Consideration will be given to students who have successful completion with a grade of B or better of a college/university course with verification from the district instructor that there is reasonable equivalence between the college/university courses and the district add-on courses. Decisions will be made at the local level, in collaboration with the district teacher certification office and the professional learning office. Certificates will be issued to successful completers as a record of competency completion.

PROGRAM EVALUATION

A. EVALUATION PLAN

The overall effectiveness of the Autism Spectrum Disorder Endorsement Program will be determined by participant assessment, training component assessment, and program assessment techniques using the strategies described below:

1. Individual participants will be evaluated based on competency acquisition as verified by the instructor in accordance with approved competency demonstration methods and criteria. (In accordance with district inservice requirements, any participant who wishes to receive inservice points must demonstrate competency on at least 80% of the specific objectives using pre- and post-tests or other valid measures.)

2. Each training component will be evaluated by utilizing district staff learning program procedures.
3. The program will be assessed by participants; instructors; staff learning personnel; and district exceptional student education administrative and supervisory staff to determine program effectiveness, program efficiency in terms of management, operation, delivery and cost effectiveness.

DESCRIPTIVE DATA

Formal program evaluation will provide the following data:

1. Number of teachers who are out-of-field in autism spectrum disorders
2. Number and percentage of the above that have enrolled in the add-on program
3. Number of enrollees dropped for nonperformance
4. Number and percentage of program completers
5. Number and percentage of program completers teaching in the district

CLIENT SATISFACTION DATA

Attitudes of participants will be surveyed to determine the extent to which:

1. The program is meeting candidate needs
2. The quality of instruction is consistent with professional learning standards
3. The curriculum is pertinent to their classroom and professional learning needs
4. The pace, quantity, and quality of assignments are compatible with their primary teaching responsibilities

SUPERVISORY EVALUATION DATA

Principals, administrators and supervisors may be asked to perform site-based evaluations to determine the extent to which:

1. School and program needs are being met through the training provided by the add-on endorsement program
2. Skills acquired in add-on training are practiced in the candidate's classroom and shared with others
3. Evidence exists of tangible benefit to students accruing from add-on training

LOGISTICAL SUPPORT

Annual program costs will be calculated from records of training, material purchases, copying, consultant fees, district or project expenditures, and salary portions of key personnel in program operations. Additional evaluation procedures may be developed and implemented as needed by the district. Any program revisions resulting from these evaluation procedures will be reported to the Florida Department of Education.

Participants, instructors, and district staff will evaluate the program in the following areas:

- Scope and sequence of courses
- Instructional materials
- Relevance to effective teaching and learning
- Adequacy of preparation for teaching assignment/study

In addition, in order to assess overall effectiveness of the program, participants completing the program will be asked to complete an online exit survey which will provide feedback regarding the management and operation of program activities.

The budget for Autism Spectrum Disorder Endorsement will mostly be borne by the participating districts. Districts may be able to participate in Florida Diagnostic and Learning Resources System-sponsored courses that are offered free of charge. In some cases, districts may offer stipends to participants for successful completion time. Staff learning personnel will monitor administrator time and effort to ascertain intangible program costs.

B. ANNUAL REVIEW

Methods by which the component coordinator will determine the impact of the component on the individual's job performance and/or classroom, school, work setting are described as part of each component evaluation.

An annual review of the efficacy of the program will be conducted by Exceptional Student Education administration in the school district via continuous programmatic review of data collection previously noted above in *Program Evaluation, Evaluation Plan*. The carry-over effects of the training will be measured by direct observation, status of highly qualified personnel, and the provision of quality educational services. The data obtained in this continuous review cycle will be used to revise the program as necessary as well as to inform the next areas of professional learning offered outside of the endorsement program.

PROGRAM MANAGEMENT

NEFEC Organization of Educational Leaders (NOEL) Key District Contacts and District Professional Learning Coordinators along with the NEFEC Professional Learning Catalog/Endorsement Coordinator and Florida Diagnostic & Learning Resources System (FDLRS) will be responsible for the overall management of the ASD Endorsement Program including dissemination of information, maintaining participant and program files, certifying the completion of program requirements and processing applications, coordinating program activities, collecting evaluation data, and providing information regarding the Program when required by the school district and/or Florida Department of Education staff.

Participant files will include a copy of the Plan of Study, schedule of courses, and a timeline with a projected date for completion.

Inservice training for the ASD courses is offered through the regional FDLRS Centers. FDLRS will be responsible for updating the program as necessary and, when appropriate, advertising the availability of the courses to districts.

A. CANDIDATE APPLICATION AND ADMISSION

The individuals designated above will share the process for application, admission, and verification of the Autism Spectrum Disorder Endorsement Program. Eligibility to participate in the program is predicated on a candidate holding a bachelor's or higher degree with certification in any exceptional student education area. The candidate must hold a valid Florida Educator's Certificate (Temporary or Professional).

A candidate who enters the program based on a Temporary Certificate must show proof of eligibility for a Professional Certificate prior to the district's verification of completion of the program. Permanent substitutes with valid full-time Florida Temporary or Professional Education Certificates are eligible to enroll in the program.

Enrollment preference will be given to educators who are currently classified as in need of Autism Spectrum Disorder Endorsement to meet employment requirements. Other participants will be admitted to the Program as part of their Individual Professional Learning Plan or to earn inservice credit for recertification purposes. If space allows, paraprofessionals directly involved with service to students with ASD can be enrolled to further their knowledge to assist with classroom instruction.

B. ADVISEMENT

Individualized advisement will be provided by the appropriate district personnel in collaboration with the course instructor on matters related to the endorsement offerings, training requirements, and progress toward completion of the Autism Spectrum Disorder Endorsement Program. The district will ensure that staff members are available to assist candidates with the initial program orientation, inservice training requirements, and progress toward successful program completion.

C. ATTENDANCE REQUIREMENT FOR INSERVICE POINTS

Attendance is mandatory unless because of a serious illness or extreme emergency the instructor excuses the absence. Excused absence class hours must be satisfied through a schedule approved by the instructor. Participants receive one inservice point for each clock hour of component participation, up to 80 hours per component, a total of 240 inservice hours for the Autism Spectrum Disorder Endorsement Program.

D. TRANSFER AND UTILIZATION OF CREDIT

Equivalent or higher content level college credit obtained from a regionally accredited institution of higher education with an approved Autism Endorsement Program may be used to satisfy component requirements. College course(s) are converted to inservice points with each semester credit hour equivalent to twenty (20) inservice points. An official college transcript must be requested by the participant and forwarded to the Professional Learning Director's Office. Inservice credit earned in other school districts may be applied to the Autism Endorsement program provided that (1) the component is of equivalent or higher content level, and (2) the component was earned as part of an approved Add-On Endorsement Program for Autism. Participants must request an official Inservice Transfer Record be sent from the previous employer to the district staff learning director.

E. CERTIFICATION OF COMPLETION

It is the participant's responsibility to complete each component within the timelines established by the School Board Rule 6A-1.0503, Definition of Qualified Instructional Personnel. When participants have completed all program completion requirements; thereby, demonstrating mastery of competencies and objectives, program completion is verified by the district staff learning director. Since records are kept during each step of the Autism Spectrum Disorder Endorsement Program by district staff learning personnel, the professional learning tracking system, or other inservice tracking systems, documentation is easily accessed by district staff to verify successful completion of all components. After verification, district documentation on behalf of the participant will then be

submitted to the Florida Department of Education using Form CG-10, along with the appropriate processing fee.

SCHOOL BOARD APPROVAL

In order for the Autism Spectrum Disorder Endorsement Program to receive state approval, a statement signed by each District Superintendent and Chairman of the School Board stating that it has been approved locally for submission is included with this document.

APPENDIX A

CEC ADVANCED SPECIALTY STANDARDS

Advanced Preparation Standard 1: Assessment	
Knowledge	
SEDAS.1.K1	Criteria used to diagnose or identify the continuum of developmental disabilities and autism spectrum disorder as defined by the most current version of the *Diagnostic and Statistical Manual of Mental Disorders*
SEDAS.1.K2	Ethical implications and obligations related to diagnosis and identification of individuals with developmental disabilities and autism spectrum disorder
SEDAS.1.K3	Comprehensive assessment, including specialized terminology and assessment tools
SEDAS.1.K4	Importance of ongoing evaluation of strengths and needs in varied contexts
SEDAS.1.K5	Conditions for individuals who are dually diagnosed with developmental disabilities and autism spectrum disorder and/or mental health disorders
SEDAS.1.K6	Comprehensive transition assessment, including identification of external agency assessment sharing
Skills	
SEDAS.1.S1	Describe the core and associated characteristics of individuals with developmental disabilities and autism spectrum disorder
SEDAS.1.S2	Describe the distinguishing features of disorders on the autism spectrum
SEDAS.1.S3	Identify conditions that co-exist between developmental disabilities and autism spectrum disorder
SEDAS.1.S4	Conduct unbiased assessment
SEDAS.1.S5	Use information from assessments and educational records to design instruction
SEDAS.1.S6	Collect, interpret, and use data to document outcomes for individuals with developmental disabilities and autism spectrum disorder, and change programming as indicated with family and team
SEDAS.1.S7	Share a thorough profile of individuals with developmental disabilities and autism spectrum disorders with families and with current and future educational teams
SEDAS.1.S8	Conduct functional behavioral assessments to determine what initiates and maintains a challenging or interfering behavior
SEDAS.1.S9	Uses assessment information from a variety of school and external agency resources to make transition recommendations
SEDAS.1.S10	Articulate awareness of and the effect of mental health disorders on individuals with developmental disabilities and autism spectrum disorder in collaborating with family and colleagues
Advanced Preparation Standard 2: Curricular Content Knowledge	
Knowledge	
SEDAS.2.K1	Benefits of low- through high-technology supports across all areas of development
SEDAS.2.K2	Criteria for evaluating effectiveness of interventions and strategies with individuals with developmental disabilities and autism spectrum disorder
Skills	
None specified	

Advanced Preparation Standard 3: Programs, Services, and Outcomes	
Knowledge	
SEDAS.3.K1	General education curriculum and supports to facilitate the success of individuals with developmental disabilities and autism spectrum disorder
SEDAS.3.K2	Range of environmental supports that maximize learning for individuals with developmental and disabilities and autism spectrum disorder
SEDAS.3.K3	Ways to modify verbal and nonverbal communication and instructional behavior to meet the needs of individuals with developmental disabilities and autism spectrum disorder
SEDAS.3.K4	Activities and techniques for developing independent living skills
Skills	
SEDAS.3.S1	Apply various principles in the education of individuals with developmental disabilities and autism spectrum disorder
SEDAS.3.S2	Develop and implement transition plans for individuals with developmental disabilities and autism spectrum disorder between settings and across the life span
SEDAS.3.S3	Identify match between job requirements and individual skills, preferences, and characteristics
SEDAS.3.S4	Provide individuals with multiple job experiences
SEDAS.3.S5	Implement instructional strategies that promote the generalization of skills across domains and settings
SEDAS.3.S6	Arrange program environments to facilitate spontaneous communication
SEDAS.3.S7	Design and implement instruction that promotes effective communication and social skills for individuals with developmental disabilities and autism spectrum disorder
SEDAS.3.S8	Provide varied instruction and opportunity to learn play and leisure skills
SEDAS.3.S9	Create opportunities and provide supports for individuals to organize and maintain personal materials across environments
SEDAS.3.S10	Organize the curriculum to integrate individuals' special interests and materials, activities, and routines across curriculum
SEDAS.3.S11	Identify evidence-based strategies to increase self-awareness and ability to self-regulate
SEDAS.3.S12	Identify evidence-based strategies to increase an individual's self-determination of activities, services, and preferences
SEDAS.3.S13	Design and implement program activities and techniques for developing independent living skills
SEDAS.3.S14	Plan and implement individualized and intensive programming that matches individual needs
Advanced Preparation Standard 4: Research and Inquiry	
Knowledge	
SEDAS.4.K1	Current etiology and practice-based research specific to developmental disabilities and autism spectrum disorder
Skills	
SEDAS.4.S1	Interpret and relay research field in layperson terms or jargon-free language
SEDAS.4.S2	Remain informed of current research, legislation, and debate concerning developmental disabilities and autism spectrum disorder

Advanced Preparation Standard 5: Leadership and Policy	
Knowledge	
SEDAS.5.K1	Electronic, print, and organizational resources on developmental disabilities and autism spectrum disorder
Skills	
SEDAS.5.S1	Prepare personnel and community members for interaction with individuals with developmental disabilities and autism spectrum disorder
SEDAS.5.S2	Promote high expectations for self, staff, and individuals with exceptional learning needs
SEDAS.5.S3	Provide structure, ongoing training, and support to families, professionals, and paraprofessionals
SEDAS.5.S4	Oversee and monitor routines, schedules, and sequences of events and activities
SEDAS.5.S5	Act as a positive role model for the acceptance, treatment, and interaction with individuals with developmental disabilities and autism spectrum disorder and their families
Advanced Preparation Standard 6: Professional and Ethical Practice	
Knowledge	
SEDAS.6.K1	Effect of core and associated characteristics of developmental disabilities and autism spectrum disorder on family dynamics and functioning
SEDAS.6.K2	Social and ethical issues that affect the education of individuals with developmental disabilities and autism spectrum disorder, families, and professionals
Skills	
SEDAS.6.S1	Teach others to actively engage individuals with developmental disabilities and autism spectrum disorder in individualized education and life planning
SEDAS 6.S2	Teach others to use individual strengths to reinforce and maintain skills
SEDAS.6.S3	Model use and implementation of assistive technology and augmentative or alternative communication to aid in comprehension and level of engagement of individuals with developmental disabilities and autism spectrum disorder
SEDAS.6.S4	Mentor others to teach unstated rules and customs that govern social behavior
SEDAS.6.S5	Provide professional service through leadership in the field of developmental disabilities and autism spectrum disorder
SEDAS.6.S6	Provide service to the profession through leadership activities in professional organizations
Advanced Preparation Standard 7: Collaboration	
Knowledge	
None in addition to the ACSI	
Skills	
SEDAS.7.S1	Coordinate processes that encourage collaboration needed for transition between settings
SEDAS.7.S2	Provide leadership in collaborating with individuals and families around issues of sexuality
SEDAS.7.S3	Collaborate with families and other team members in nonjudgmental ways to make informed decisions about interventions and life planning
SEDAS.7.S4	Promote collaborative practices that respect individual family dynamics and values and the effect the diagnosis may have on the family
SEDAS.7.S5	Connect families and professionals to educational and community resources

AGENDA ITEM NO. 9.5

Item Cover Page

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

DATE:	June 16, 2025
SUBMITTED BY:	Alice Schmitges - (259-0444)
ITEM TYPE:	Agreement
AGENDA SECTION:	**APPROVAL OF ITEMS FOR ACTION**
SUBJECT:	Approval of the Memorandum of Understanding with Willow Tree Therapy Services, LLC. Effective July 1, 2025 - June 30, 2026.

ATTACHMENTS:
06.16.2025 Approval of the 25-26 MOU with Willow Tree Therapy Services, LLC._A.Schmitges.pdf

BAKER COUNTY SCHOOL DISTRICT
Committed to Excellence

Exceptional Student Education
and Student Services
420 South 8th Street
Macclenny, FL 3206
(904) 259-7825
www.bakerk12.org
Wyatt Milton, Superintendent

June 4, 2025

Wyatt, Milton, Superintendent
Baker County School District
392 South Boulevard East
Macclenny, FL 32063

Dear Superintendent Milton,

I would like to request School Board approval for a MOU between the Baker County School District and Willow Tree Therapy Services, LLC. For the period of July 1, 2025 through June 30, 2026. With approval, this agreement will provide group therapy services to K-12 students in the school district. These services will be provided at no charge to the District or the students/families.

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

Warm regards,

Alice Schmitges
Director Exceptional Student Education & Student Services

AS:cm

Amanda N. Bailey, LMHC, Registered Play Therapist
Willow Tree Therapy Services, LLC
6924 E Mount Vernon St Suite 107 Glen St Mary, FL 32040
Phone: 904-349-5299 Fax: 866-404-2732
amanda@willowtreetherapyservices.org
www.willowtreetherapyservices.org

Memorandum of Understanding Between
Willow Tree Therapy Services, LLC and Baker County School District

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Purpose

This Memorandum of Understanding (MOU) outlines the terms and conditions for the partnership between Willow Tree Therapy Services, LLC ("Provider") and the Baker County School District ("District") to provide group therapy services to K-12 students in the school district. These services will be provided at no charge to the District or students as a means to establish rapport, provide student interns with internship hours, and provide therapeutic support to students.

Scope of Services

1. **Group Therapy Services**
    - Willow Tree Therapy Services, LLC will provide group therapy for K-12 students.
    - Groups will be determined in collaboration with each school within the District.
    - The therapy groups will be conducted on Fridays unless otherwise specified or scheduled.
    - Ongoing groups will be assessed and determined anew at the beginning of each school year.
    - No individual therapy sessions will be provided as part of this agreement.
    - Group therapy sessions will be provided by pre-Master's level student interns who are currently enrolled in a graduate program for Clinical Mental Health Counseling at Jacksonville University and/or the University of North Florida. These student interns are in the process of completing their educational and clinical training requirements and have not yet obtained provisional or registered licensure. As such, they cannot represent themselves as licensed therapists and must clearly identify themselves as student interns in a Master's program. Their work is closely supervised, and they receive weekly oversight from Amanda Bailey, their site supervisor and a Qualified Supervisor recognized by the state of Florida. The student interns are contracted with Willow Tree Therapy Services from August through the end of July of the following year.

2. **Consent and Confidentiality**
    - Prior to participation in therapy groups, parents/guardians of students must complete a **Consent for Therapeutic Services** form. This form will be sent to the parent/guardian's email address for completion.
    - Students participating in group therapy will become "clients" of Willow Tree Therapy Services, LLC.
    - Therapy records will be securely stored on Willow Tree Therapy Services' electronic health record system in compliance with state laws, including HIPAA.
    - If the school requests any records, a signed **Release of Information** between Willow Tree Therapy Services and the District will be required.
3. **Emergency Protocol**
    - In the event of an emergency involving a student, the Willow Tree Therapy Services student intern facilitating the group will immediately contact:
        - Amanda Bailey at 904-349-5299, or
        - Brynne Volner at 904-408-0045.
    - The intern will also contact the school administrator immediately to ensure the safety and well-being of the student.
4. **Communication and Updates**
    - Willow Tree Therapy Services will provide updates to the school as requested, provided that a valid release of information is on file for the student.
    - Updates may include group progress, general observations, or any other pertinent information permitted under the release agreement.
5. **Collaboration with the District**
    - The specific makeup of therapy groups, including size and focus, will be determined collaboratively between the District and Willow Tree Therapy Services.
    - Therapy sessions will be scheduled in consultation with each school to minimize disruption to the educational environment.

Responsibilities of Willow Tree Therapy Services, LLC

1. Provide group therapy services at no charge to the students in the Baker County School District.
2. Ensure that all therapy services are conducted by licensed professionals or student interns under the direct supervision of licensed therapists.

3. Maintain all therapy records securely and in accordance with all applicable laws and regulations. (See Appendix B)
4. Obtain necessary consent from parents/guardians prior to initiating therapy services.
5. Notify the appropriate parties immediately in the event of an emergency involving a student.
6. Facilitate communication and coordination with the school based mental health therapist and Director of ESE services, as needed, to ensure the success of the program.

Responsibilities of Baker County School District

1. Provide appropriate space within schools for group therapy sessions to take place.
2. Collaborate with Willow Tree Therapy Services to determine group composition and scheduling.
3. Assist in identifying students who may benefit from therapy groups and provide support in notifying parents/guardians.
4. Support the distribution of consent forms to parents/guardians as necessary.
5. Work with Willow Tree Therapy Services to ensure student safety and address any emergencies promptly.

Terms and Conditions

1. This MOU shall remain in effect for the duration of the school year in which it is signed. It may be renewed at the beginning of each school year upon mutual agreement by both parties.
2. Either party may terminate this agreement with 30 days written notice to the other party.
3. This agreement may be amended in writing with the consent of both parties.

Signatures

This Memorandum of Understanding is agreed upon and signed by the authorized representatives of both parties:

Willow Tree Therapy Services, LLC

Signature: Amanda Bailey, LMHC, #LH17759 Registered Play Therapist

Name: Amanda Bailey, LMHC

Title: Licensed Mental Health Counselor, Owner

Date: 3/6/2025

Baker County School District

Signature: _____

Name: _____

Title: _____

Date: _____

Appendix A - Fla. Stat. § 491.003 (2024).

Florida Statutes as it relates to definitions of Licensed Mental Health Therapist

491.003 Definitions.—As used in this chapter:

(1) "Board" means the Board of Clinical Social Work, Marriage and Family Therapy, and Mental Health Counseling.

(6) "Mental health counselor" means a person licensed under this chapter to practice mental health counseling.

(d) The definition of "mental health counseling" contained in this subsection includes all services offered directly to the general public or through organizations, whether public or private, and applies whether payment is requested or received for services rendered.

(10) "Provisional clinical social worker licensee" means a person provisionally licensed under this chapter to provide clinical social work services under supervision.

(12) "Provisional mental health counselor licensee" means a person provisionally licensed under this chapter to provide mental health counseling services under supervision.

(13) "Psychotherapist" means a clinical social worker, marriage and family therapist, or mental health counselor licensed pursuant to this chapter.

(14) "Registered clinical social worker intern" means a person registered under this chapter who is

(16) "Registered mental health counselor intern" means a person registered under this chapter who is completing the post-master's clinical experience requirement specified in s. 491.005(4)(c).

History.—ss. 15, 19, ch. 87-252; s. 10, ch. 89-70; ss. 5, 19, 20, ch. 90-263; s. 4, ch. 91-429; s. 192, ch. 94-218; s. 9, ch. 97-198; s. 201, ch. 97-264; s. 2, ch. 2008-154.

Appendix B - Florida Statute § 394.4615

Florida Statutes as it relates to clinical records and confidentiality

491.0148 Records.—Each psychotherapist who provides services as defined in this chapter shall maintain records. The board may adopt rules defining the minimum requirements for records and reports, including content, length of time records shall be maintained, and transfer of either the records or a report of such records to a subsequent treating practitioner or other individual with written consent of the client or clients.

394.4615 Clinical records; confidentiality.—

(1) A clinical record shall be maintained for each patient. The record shall include data pertaining to admission and such other information as may be required under rules of the department. A clinical record is confidential and exempt from the provisions of s. 119.07(1). Unless waived by express and informed consent, by the patient or the patient's guardian or guardian advocate or, if the patient is deceased, by the patient's personal representative or the family member who stands next in line of intestate succession, the confidential status of the clinical record shall not be lost by either authorized or unauthorized disclosure to any person, organization, or agency.

(2) The clinical record shall be released when:

(a) The patient or the patient's guardian or legal custodian authorizes the release. The guardian, guardian advocate, or legal custodian shall be provided access to the appropriate clinical records of the patient. The patient or the patient's guardian, guardian advocate, or legal custodian may authorize the release of information and clinical records to appropriate persons to ensure the continuity of the patient's health care or mental health care. A receiving facility must document that, within 24 hours of admission, individuals admitted on a voluntary basis have been provided with the option to authorize the release of information from their clinical record to the individual's health care surrogate or proxy, attorney, representative, or other known emergency contact.

(b) The patient is represented by counsel and the records are needed by the patient's counsel for adequate representation.

(c) The court orders such release. In determining whether there is good cause for disclosure, the court shall weigh the need for the information to be disclosed against the possible harm of disclosure to the person to whom such information pertains.

(d) The patient is committed to, or is to be returned to, the Department of Corrections from the Department of Children and Families, and the Department of Corrections requests such records. These records shall be furnished without charge to the Department of Corrections.

(3) Information from the clinical record may be released in the following circumstances:

(a) When a patient has communicated to a service provider a specific threat to cause serious bodily injury or death to an identified or a readily available person, if the service provider reasonably believes, or should reasonably believe according to the standards of his or her profession, that the patient has the apparent intent and ability to imminently or immediately carry out such threat. When such communication has been made, the administrator may authorize the release of sufficient information to provide adequate warning to the person threatened with harm by the patient.

(b) When the administrator of the facility or secretary of the department deems release to a qualified researcher as defined in administrative rule, an aftercare treatment provider, or an employee or agent of the department is necessary for treatment of the patient, maintenance of adequate records, compilation of treatment data, aftercare planning, or evaluation of programs.

For the purpose of determining whether a person meets the criteria for involuntary services or for preparing the proposed services plan pursuant to s. 394.4655 or s. 394.467, the clinical record may be released to the state attorney, the public defender or the patient's private legal counsel, the court, and to the appropriate mental health professionals, including the service provider under s. 394.4655 or s. 394.467, in accordance with state and federal law.

(4) Information from the clinical record must be released when a patient has communicated to a service provider a specific threat to cause serious bodily injury or death to an identified or a readily available person, if the service provider reasonably believes, or should reasonably believe according to the standards of his or her profession, that the patient has the apparent intent and ability to imminently or immediately carry out such threat. When such communication has been made, the administrator must authorize the release of sufficient information to communicate the threat to law enforcement. A law enforcement agency that receives notification of a specific threat under this subsection must take appropriate action to prevent the risk of harm, including, but not limited to, notifying the intended victim of such threat or initiating a risk protection order. A service provider's authorization to release information from a clinical record when communicating a threat pursuant to this section may not be the basis of any legal action or criminal or civil liability against the service provider.

(5) Information from clinical records may be used for statistical and research purposes if the information is abstracted in such a way as to protect the identity of individuals.

(6) Information from clinical records may be used by the Agency for Health Care Administration, the department, and the Florida advocacy councils for the purpose of monitoring facility activity and complaints concerning facilities.

(7) Clinical records relating to a Medicaid recipient shall be furnished to the Medicaid Fraud Control Unit in the Department of Legal Affairs, upon request.

(8) Any person, agency, or entity receiving information pursuant to this section shall maintain such information as confidential and exempt from the provisions of s. 119.07(1).

(9) Any facility or private mental health practitioner who acts in good faith in releasing information pursuant to this section is not subject to civil or criminal liability for such release.

(10) Nothing in this section is intended to prohibit the parent or next of kin of a person who is held in or treated under a mental health facility or program from requesting and receiving information limited to a summary of that person's treatment plan and current physical and mental condition. Release of such information shall be in accordance with the code of ethics of the profession involved.

(11) Patients must have reasonable access to their clinical records, unless such access is determined by the patient's physician or the patient's psychiatric nurse to be harmful to the patient. If the patient's right to inspect his or her clinical record is restricted by the facility, written notice of such restriction must be given to the patient and the patient's guardian, guardian advocate, attorney, and representative. In addition, the restriction must be recorded in the clinical record, together with the reasons for it. The restriction of a patient's right to inspect his or her clinical record expires after 7 days but may be renewed, after review, for subsequent 7-day periods.

(12) Any person who fraudulently alters, defaces, or falsifies the clinical record of any person receiving mental health services in a facility subject to this part, or causes or procures any of these offenses to be committed, commits a misdemeanor of the second degree, punishable as provided in s. 775.082 or s. 775.083.

State of Florida

Affidavit Regarding the Use of Coercion for Labor and Services

Nongovernmental Entity's Name:_____

Nongovernmental Entity's FEIN: _____

Authorized Representative Name and Title:_____

Address:_____

City:_____State:_____ZIP:_____

Phone Number: _____

Email Address: _____

Section 787.06(13), Florida Statutes, requires all nongovernmental entities executing, renewing, or extending a contract with a governmental entity to provide an affidavit signed by an officer or representative of the nongovernmental entity under penalty of perjury that the nongovernmental entity does not use coercion for labor or services as defined in that statute. The Baker County School Board is a governmental entity for purposes of this statute.

As the person authorized to sign on behalf of the company above, I certify that the company identified does not:

- Use or threaten to use physical force against any person;
- Restrain, isolate, or confine or threaten to restrain, isolate, or confine any person without lawful authority and against her or his will;
- Use lending or other credit methods to establish a debt by any person when labor or services are pledged as a security for the debt, if the value of the labor or services as reasonably assessed is not applied toward the liquidation of the debt, the length and nature of the labor or services are not respectively limited and defined;
- Destroy, conceal, remove, confiscate, withhold, or possess any actual or purported passport, visa, or other immigration document, or any other actual or purported government identification document, of any person;
- Cause or threaten to cause financial harm to any person;
- Entice or lure any person by fraud or deceit; or
- Provide a controlled substance as outlined in Schedule I or Schedule II of s. 893.03 to any person for the purpose of exploitation of that person.

UNDER PENALTIES OF PERJURY, I DECLARE THAT I HAVE READ THE FOREGOING DOCUMENT AND THAT THE FACTS STATED IN IT ARE TRUE.

By: _____

AUTHORIZED SIGNATURE

Print Name and Title:_____

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. 9.6

Item Cover Page

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

DATE: June 16, 2025

SUBMITTED BY: Jennifer Payne - (259-6286)

ITEM TYPE: Out of State Travel

AGENDA SECTION: **APPROVAL OF ITEMS FOR ACTION**

SUBJECT: Approval of the Out of State Travel for Baker County High School Football Team and Staff to Moultrie, GA on July 13, 2025 through July 15, 2025, by Charter Bus.

ATTACHMENTS:
06.16.2025 Approval of BCHS Football Team Out-Of-State Travel to Moultrie, GA._J.Payne.pdf

Baker County High School
1 Wildcat Drive
Glen St. Mary, FL 32040
(904) 259-6286
www.bakerk12.org

Wyatt Milton, Superintendent

Jennifer Payne, Principal
Baker County High School
Jennifer.payne@bakerk12.org

Date: June 9, 2025

To: Superintendent Milton and Members of the Baker County School Board

Subject: Request for Out-of-State Travel for Brock Canaday and the Football Team

Dear Superintendent Milton and School Board Members,

The purpose of the letter is to request permission for the Baker County High School football team to travel to Moultrie, Georgia, to participate in the Colquitt High School Organized Team Activity (OTA) camp on July 13-15, 2025. The team will depart Baker County High School on July 13th around 7:00 PM for Moultrie, Georgia. Once the OTA is finished on July 15th, the team will leave Moultrie and head back to Baker County High School. Staff traveling with 50 players of the football team will be as follows: Head Coach, Brock Canaday, and Assistant Coaches, Freddie Smith, Rickie Crews, and Cameron Porch. Charter buses will be used as a means of transportation for the team. Thank you for your consideration in this matter.

Sincerely,

Jennifer Payne, Principal
Baker County High School

DISTRICT SCHOOL BOARD MEMBERS

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

AN EQUAL ACCESS/EQUAL OPPORTUNITY INSTITUTION

AGENDA ITEM NO. 9.7

Item Cover Page

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

DATE:	June 16, 2025
SUBMITTED BY:	Wyatt Milton - (259-0401)
ITEM TYPE:	Minutes
AGENDA SECTION:	**APPROVAL OF ITEMS FOR ACTION**
SUBJECT:	Approval to Incorporate Form 8B for Board Member Clayton Lyons Regarding the Memorandum of Understanding with Willow Tree Therapy Services, LLC., Effective July 1, 2025 - June 30, 2026, into the Minutes of the June 16, 2025, School Board Meeting.

ATTACHMENTS:
06.16.2025 Approval of Form 8B for Clayton Lyons_W.Milton.pdf

FORM 8B MEMORANDUM OF VOTING CONFLICT FOR COUNTY, MUNICIPAL, AND OTHER LOCAL PUBLIC OFFICERS

LAST NAME—FIRST NAME—MIDDLE NAME	NAME OF BOARD, COUNCIL, COMMISSION, AUTHORITY, OR COMMITTEE
Lyons, Jr., Emil Clayton	Baker County School Board
MAILING ADDRESS 270 South Blvd E, Macclenny, FL 32063	THE BOARD, COUNCIL, COMMISSION, AUTHORITY OR COMMITTEE ON WHICH I SERVE IS A UNIT OF: ☐ CITY ☐ COUNTY ☑ OTHER LOCAL AGENCY
CITY: Macclenny — COUNTY: Baker	NAME OF POLITICAL SUBDIVISION: Baker County School Board
DATE ON WHICH VOTE OCCURRED June 16, 2025	MY POSITION IS: ☐ ELECTIVE ☑ APPOINTIVE

WHO MUST FILE FORM 8B

This form is for use by any person serving at the county, city, or other local level of government on an appointed or elected board, council, commission, authority, or committee. It applies to members of advisory and non-advisory bodies who are presented with a voting conflict of interest under Section 112.3143, Florida Statutes.

Your responsibilities under the law when faced with voting on a measure in which you have a conflict of interest will vary greatly depending on whether you hold an elective or appointive position. For this reason, please pay close attention to the instructions on this form before completing and filing the form.

INSTRUCTIONS FOR COMPLIANCE WITH SECTION 112.3143, FLORIDA STATUTES

A person holding elective or appointive county, municipal, or other local public office MUST ABSTAIN from voting on a measure which would inure to his or her special private gain or loss. Each elected or appointed local officer also MUST ABSTAIN from knowingly voting on a measure which would inure to the special gain or loss of a principal (other than a government agency) by whom he or she is retained (including the parent, subsidiary, or sibling organization of a principal by which he or she is retained); to the special private gain or loss of a relative; or to the special private gain or loss of a business associate. Commissioners of community redevelopment agencies (CRAs) under Sec. 163.356 or 163.357, F.S., and officers of independent special tax districts elected on a one-acre, one-vote basis are not prohibited from voting in that capacity.

For purposes of this law, a "relative" includes only the officer's father, mother, son, daughter, husband, wife, brother, sister, father-in-law, mother-in-law, son-in-law, and daughter-in-law. A "business associate" means any person or entity engaged in or carrying on a business enterprise with the officer as a partner, joint venturer, coowner of property, or corporate shareholder (where the shares of the corporation are not listed on any national or regional stock exchange).

* * * * * * * * * * * * * * * * *

ELECTED OFFICERS:

In addition to abstaining from voting in the situations described above, you must disclose the conflict:

PRIOR TO THE VOTE BEING TAKEN by publicly stating to the assembly the nature of your interest in the measure on which you are abstaining from voting; *and*

WITHIN 15 DAYS AFTER THE VOTE OCCURS by completing and filing this form with the person responsible for recording the minutes of the meeting, who should incorporate the form in the minutes.

* * * * * * * * * * * * * * * * *

APPOINTED OFFICERS:

Although you must abstain from voting in the situations described above, you are not prohibited by Section 112.3143 from otherwise participating in these matters. However, you must disclose the nature of the conflict before making any attempt to influence the decision, whether orally or in writing and whether made by you or at your direction.

IF YOU INTEND TO MAKE ANY ATTEMPT TO INFLUENCE THE DECISION PRIOR TO THE MEETING AT WHICH THE VOTE WILL BE TAKEN:

- You must complete and file this form (before making any attempt to influence the decision) with the person responsible for recording the minutes of the meeting, who will incorporate the form in the minutes. (Continued on page 2)

APPOINTED OFFICERS (continued)

- A copy of the form must be provided immediately to the other members of the agency.
- The form must be read publicly at the next meeting after the form is filed.

IF YOU MAKE NO ATTEMPT TO INFLUENCE THE DECISION EXCEPT BY DISCUSSION AT THE MEETING:

- You must disclose orally the nature of your conflict in the measure before participating.
- You must complete the form and file it within 15 days after the vote occurs with the person responsible for recording the minutes of the meeting, who must incorporate the form in the minutes. A copy of the form must be provided immediately to the other members of the agency, and the form must be read publicly at the next meeting after the form is filed.

DISCLOSURE OF LOCAL OFFICER'S INTEREST

I, Emil Clayton Lyons, Jr., hereby disclose that on June 16, 20 25 :

(a) A measure came or will come before my agency which (check one or more)

___ inured to my special private gain or loss;

___ inured to the special gain or loss of my business associate, _____ ;

___ inured to the special gain or loss of my relative, _____ ;

___ inured to the special gain or loss of _____, by whom I am retained; or

X inured to the special gain or loss of Lyons & Lyons CPA, which is the parent subsidiary, or sibling organization or subsidiary of a principal which has retained me.

(b) The measure before my agency and the nature of my conflicting interest in the measure is as follows:

On June 10, 2025, it came to my attention that on the agenda for the June 16, 2025 publicly-noticed meeting of the Baker County School Board--of which I am a gubernatorially-appointed member--there is Item 9.5, Approval of the Memorandum of Understanding with Willow Tree Therapy Services, LLC. Effective July 1, 2025 - June 30, 2026. Willow Tree Therapy Services, LLC, is a client of the accounting firm at which I am employed, Lyons & Lyons CPA.

When I became aware of this prospective voting conflict, I consulted our legal counsel and was advised this did constitute a voting conflict and that I must abstain from voting on Item 9.5. I thereafter prepared this required form and filed it with Felicia Raulerson, who is responsible for recording the minutes of the Board's meetings. I also immediately provided this form to the other members of the Board, and I shall publicly read this form at the next meeting held subsequent to the filing of this written memorandum.

If disclosure of specific information would violate confidentiality or privilege pursuant to law or rules governing attorneys, a public officer, who is also an attorney, may comply with the disclosure requirements of this section by disclosing the nature of the interest in such a way as to provide the public with notice of the conflict.

6/16/25
Date Filed

Emil Clayton Lyons, Jr.
Signature

NOTICE: UNDER PROVISIONS OF FLORIDA STATUTES §112.317, A FAILURE TO MAKE ANY REQUIRED DISCLOSURE CONSTITUTES GROUNDS FOR AND MAY BE PUNISHED BY ONE OR MORE OF THE FOLLOWING: IMPEACHMENT, REMOVAL OR SUSPENSION FROM OFFICE OR EMPLOYMENT, DEMOTION, REDUCTION IN SALARY, REPRIMAND, OR A CIVIL PENALTY NOT TO EXCEED $10,000.