

City of Baker School Board
Board Meeting Agenda
Tuesday, June 06, 2023, 6:00 P.M.
School Board Office

Joyce Burges, President – Presiding

“Once children learn how to learn, nothing is going to narrow their mind. The essence of teaching is to make learning contagious, to have one idea spark another.” — Marva Collins

A. Meeting Commencement

1. Call to Order
2. Roll Call
3. Silent Meditation
4. Pledge of Allegiance

B. Welcome of Visitors

C. Recognitions

1. Baker School Nurse program
2. CLEP Assessment
3. High School Accreditation

D. Approval of Agenda (Action)

E. Action Items-The public may comment on Action Items. Public Comment is limited to 2 minutes per individual.

1. Consideration and Approval of Minutes from the School Board Meeting of May 2, 2023 and May 26, 2023.
2. Consideration and Acceptance of Monthly Financial Report including Budget to Actual Comparisons for the Period Ending April 30, 2023
3. Consideration and Approval of changes in Salary Schedules
4. Consideration and Approval of a Credit Card for district use when POs and checks are not accepted.
5. Consideration and Approval solicit bids for lawn care.
6. Consideration and Approval of bus contract extension-Ross Bus.
7. Consideration and Approval of Juneteenth as a paid district holiday.
8. Consideration and Approval of Contract with Jensine T. Speed, MSSA, LCSW to work with PRAMS Steamsational Summer Academy
9. Consideration and Approval of an Amended Budget for 2022-2023

F. Information Items

1. Superintendent's Report on Personnel

G. Announcements

1. Date of Next Meeting - July 04, 2023 (Holiday so we may need to move the date.)

H. Superintendent's Report

1. Closing out the year
2. District Office on 4-day work during the Summer

I. Adjournment (Action)



In accordance with the Americans with Disabilities Act, if you need special assistance, please contact Debbie Dedeaux at 225.774.5795 to describe the assistance that is necessary.



Accreditation Engagement Review

October 17, 2022 - June 30, 2023

Baker High School

Institution #206857

3200 Groom Rd
Baker, Louisiana 70714-3404
United States of America

Accreditation Is Continuous Improvement

Cognia defines continuous improvement as "an embedded behavior rooted in an institution's culture that constantly focuses on conditions, processes, and practices to improve teaching and learning."

Accreditation is a continuous improvement process that helps an institution improve teaching and learning. Using Cognia's Performance Standards, the institution examines its current effectiveness as well as its capacity and capability to achieve its vision and goals for the future.

Cognia believes all institutions can improve no matter how well they are currently performing. In the same manner that educators are expected to understand the unique needs of every learner and tailor the education experience to drive student success, every institution must be empowered

to map out and embrace their unique improvement journey. Cognia expects institutions to use the results and analyses of data from diverse sources to select and implement actions that drive improvement in education quality and student performance. Cognia recognizes that each institution's improvement journey is unique, and that we can serve you best by providing key findings specific to your institution.

Around the turn of the 21st century, accreditation transformed its focus and process from a ten-year evaluation focused on the accomplishments of an institution's past decade to a forward-focused process examining what an institution is striving to accomplish in the next five years. Modern accreditation examines the current and future

capabilities and capacities of an institution in the context of its mission, purpose and direction. The Standards for Accreditation define how a good institution behaves and provides the criteria to focus improvement efforts that will lead to growing learners, teachers, and leaders.

In reality, modern accreditation is a continuous improvement process. Every five years, the institution formally engages the Standards for Accreditation to reflect and examine its progress towards its desired future as expressed through its mission, purpose and strategic direction.

Cognia's purpose driven, strategic process is the most widely used continuous improvement process in the world.

Cognia Performance Accreditation and the Engagement Review

This report contains the findings of the Engagement Review Team (the Team). The findings of the Team are organized in five sections: Cognia Performance Standards, Observations, Assurances, Insights from the Review, and a Summary of Findings that includes Noteworthy Practices and Areas for Improvement.

Accreditation is pivotal to leveraging education quality and continuous improvement. Using a set of rigorous research-based standards, the accreditation process examines the whole institution—the program, the cultural context, and the community of stakeholders—to determine how

well the parts work together to meet the needs of learners. Through the Cognia Accreditation Process, highly skilled and trained Teams gather first-hand evidence and information pertinent to evaluating an institution's performance against research-based Cognia Performance Standards. Using these Standards, Teams assess the quality of the learning environment to gain valuable insights and target improvements in teaching and learning as well as the operation of the institution.

To build a comprehensive evaluation of your institution, our experts gain a broad understanding of institution

quality through a review of documented evidence, formal and informal observations, and community feedback. Using the Standards as a framework, the Team provides valuable guidance which will help to focus your institution's improvement journey.



Assurances

Assurances are requirements that accredited institutions must meet. The Assurance statements are based on the type of institution, and the responses are confirmed by the Accreditation Engagement Review Team. Institutions are expected to meet all Assurances and are expected to correct any deficiencies in unmet Assurances.

#	ASSURANCES	YES/NO
1.	The institution has read, understands, and complies with the Cognia Accreditation and Certification Policies and Procedures.	☑ Yes
2.	The institution complies with all applicable governmental laws or regulations.	☑ Yes
3.	The institution adheres to ethical marketing and communication practices to transparently disclose current and accurate information to the public.	☑ Yes
4.	The governing authority adheres to written policies that govern its conduct, decision making, ethics, and authority; and engages in training aligned to its roles and responsibilities.	☑ Yes
5.	The institution annually submits all financial transactions for an annual audit conducted by an accounting authority external to the institution.	☑ Yes
6.	The institution annually reviews and implements written management plans for security, crisis, safety and health for onsite and virtual environments that includes expectations, communications protocols, and training for students, staff and stakeholders.	☑ Yes
7.	The institution participates in required training related to accreditation or certification by timeframes prescribed by Cognia.	☑ Yes

Evaluations of Institution Analyses

Cognia expects institutions to use a systematic process to collect data and information using quality instruments, then analyze and synthesize that information to arrive at findings. From the findings, Cognia expects institutions to develop, prioritize, and implement theories of action that will sustain high performing areas and lead to improvement in underperforming areas.

Cognia requires institutions to complete analyses on selected data sources. Each analysis is evaluated using rubrics aligned to the main activities within the analysis process.

Stakeholder Feedback Analysis

CRITERION	YOUR SCORE
The institution has made an accurate appraisal of the quality of their data sources using the Evaluative Criteria.	★★★★
The institution has analyzed and synthesized information.	★★★☆☆
The institution has identified areas of noteworthy achievement and areas in need of improvement.	★★★★☆
The institution has interpreted findings, prioritized themes, and developed theories of action.	★★★☆☆

Student Performance Analysis

CRITERION	YOUR SCORE
The institution has made an accurate appraisal of the quality of their data sources using the Evaluative Criteria.	★★★★
The institution has analyzed and synthesized information.	★★★★☆
The institution has identified areas of noteworthy achievement and areas in need of improvement.	★★★★☆
The institution has interpreted findings, prioritized themes, and developed theories of action.	★★★☆☆

Learning Environments Analysis

CRITERION	YOUR SCORE
The institution has made an accurate appraisal of the quality of their data sources using the Evaluative Criteria.	★★★★
The institution has analyzed and synthesized information.	★★★★☆
The institution has identified areas of noteworthy achievement and areas in need of improvement.	★★★☆☆
The institution has interpreted findings, prioritized themes, and developed theories of action.	★★★☆☆

Culture of Learning

CRITERION	YOUR SCORE
The narrative provides evidence for Standards related to Culture of Learning.	★★★★☆
The institution has analyzed and synthesized information and responded to the prompts for Culture of Learning.	★★★★☆
The institution has identified areas of noteworthy achievement and areas in need of improvement.	★★★★☆
The institution has interpreted findings, prioritized themes, and developed theories of action.	★★★☆☆



Leadership for Learning

CRITERION	YOUR SCORE
The narrative provides evidence for Standards related to Leadership for Learning.	★★★★
The institution has analyzed and synthesized information and responded to the prompts for Leadership for Learning.	★★★★
The institution has identified areas of noteworthy achievement and areas in need of improvement.	★★★☆☆
The institution has interpreted findings, prioritized themes, and developed theories of action.	★★★☆☆

Engagement of Learning

CRITERION	YOUR SCORE
The narrative provides evidence for Standards related to Engagement of Learning.	★★★★
The institution has analyzed and synthesized information and responded to the prompts for Engagement of Learning.	★★★☆☆
The institution has identified areas of noteworthy achievement and areas in need of improvement.	★★★☆☆
The institution has interpreted findings, prioritized themes, and developed theories of action.	★★★☆☆

Growth in Learning

CRITERION	YOUR SCORE
The narrative provides evidence for Standards related to Growth in Learning.	★★★★
The institution has analyzed and synthesized information and responded to the prompts for Growth in Learning.	★★★☆☆
The institution has identified areas of noteworthy achievement and areas in need of improvement.	★★★★
The institution has interpreted findings, prioritized themes, and developed theories of action.	★★★☆☆

Performance Standards Evaluation Results

Accreditation is based primarily on the evaluation of evidence that reflects an institution’s ability to meet the expectations as defined by the Cognia Performance Standards. The Performance Standards define the elements of quality that research indicates is present in an effective institution. Accreditation standards provide the guideposts to becoming a better institution. The Engagement Review evaluators apply a four-level rubric to determine the degree to which the institution demonstrates effective practices that reflect the expectations of the standard. The rubric scale is designed to indicate the current performance of the institution.

The rubric is scored from Level 4 to Level 1. Descriptions are provided in the table below.

RATING	LEVEL	DESCRIPTION
★★★★	4	Demonstrating noteworthy systematic and systemic practices producing clear results that positively impact learners.
★★★☆☆	3	Engaging in practices that provide evidence of expected effectiveness that is reflected in the standard.
★★☆☆☆	2	Developing or improving practices that provide evidence that effort approaches desired level of effectiveness.
★☆☆☆☆	1	Reflecting areas with insufficient evidence and/or limited activity leading toward improvement.

Cognia Performance Standards Ratings

Culture of Learning Standards

A good institution nurtures and sustains a healthy culture for learning. In a healthy culture, learners, parents, and educators feel connected to the purpose and work of the institution as well as behave in alignment with the stated values and norms. The institution also demonstrates evidence that reflects the mission, beliefs, and expectations of the institution (e.g., student work; physical appearance of the institution; participation in institution activities; parents’ attendance at institution functions). Keys to A Culture of Learning

A healthy culture is evident where:

- Stakeholders are actively engaged and supportive of the institution’s mission
- Learners’ academic and non-academic needs and interests are the focal point
- Stakeholders are included and supported

Standard 1

Leaders cultivate and sustain a culture that demonstrates respect, fairness, equity, and inclusion and is free from bias.

YOUR RATING
★★★★☆

LEVEL	DESCRIPTION
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4	4 - Leaders consistently model the attributes and implement practices that shape and sustain the desired institution culture, clearly setting expectations for all staff members. Leaders and professional staff members consistently implement ongoing practices, processes, and decision making that embody the values of respect, fairness, equity, and inclusion and are free from bias.
3	3 - Leaders regularly model the attributes and implement practices that shape and sustain the desired institution culture, clearly setting expectations for all staff members. Leaders and professional staff members routinely implement ongoing practices, processes, and decision making that embody the values of respect, fairness, equity, and inclusion and are free from bias.
2	2 - Leaders occasionally model the attributes and implement practices that shape and sustain the desired institution culture, clearly setting expectations for all staff members. Leaders and professional staff members sometimes implement ongoing practices, processes, and decision making that embody the values of respect, fairness, equity, and inclusion and are free from bias.
1	1 - Leaders rarely model the attributes and implement practices that shape and sustain the desired institution culture, clearly setting expectations for all staff members. Leaders and professional staff members seldom implement ongoing practices, processes, and decision making that embody the values of respect, fairness, equity, and inclusion and are free from bias.

Standard 2

Learners' well-being is at the heart of the institution's guiding principles such as mission, purpose, and beliefs. YOUR RATING
★★★★☆

LEVEL	DESCRIPTION
4	4 - Staff members continually demonstrate commitment to learners' academic and non-academic needs and interests. The institution's practices, processes, and decisions are documented and regularly reviewed for consistency with its stated values.
3	3 - Staff members routinely demonstrate commitment to learners' academic and non-academic needs and interests. The institution's practices, processes, and decisions are documented and are consistent with and based on its stated values.
2	2 - Staff members occasionally demonstrate commitment to learners' academic and non-academic needs and interests. The institution's practices, processes, and decisions are consistent with and based on its stated values.
1	1 - Staff members seldom demonstrate commitment to learners' academic and non-academic needs and interests. The institution's practices, processes, and decisions may not be based on its stated values.

Standard 3

Leaders actively engage stakeholders to support the institution's priorities and guiding principles that promote learners' academic growth and well-being. YOUR RATING
★★★★☆

LEVEL	DESCRIPTION
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4	4 - Leaders establish and sustain conditions that consistently result in support and active participation among stakeholders. Leaders consistently collaborate with stakeholders to advance identified priorities. Institutions implement a formal process to choose areas of focus based on analyzed data on learners' needs and consistent with guiding principles.
3	3 - Leaders establish and sustain conditions that regularly result in support and active participation among stakeholders. Leaders routinely collaborate with stakeholders to advance identified priorities. Institutions choose areas of focus based on analyzed data on learners' needs and consistent with guiding principles.
2	2 - Leaders establish conditions that occasionally result in support and participation among stakeholders. Leaders sometimes collaborate with stakeholders to advance identified priorities. Institutions choose areas of focus sometimes based on data on learners' needs and consistent with guiding principles.
1	1 - Leaders establish conditions that rarely result in support and participation among stakeholders. Leaders seldom collaborate with stakeholders. Institutions choose areas of focus rarely based on data about learners.

Standard 4

Learners benefit from a formal structure that fosters positive relationships with peers and adults. YOUR RATING
★ ★ ★ ★

LEVEL	DESCRIPTION
4	4 - A formal structure is planned and consistently implemented to promote a culture and climate in which learners receive support from adults and peers. Peer and adult interactions and behaviors consistently demonstrate respect, trust, and concern for one another's well-being.
3	3 - A formal structure is planned and regularly implemented to promote a culture and climate in which learners receive support from adults and peers. Peer and adult interactions and behaviors routinely demonstrate respect, trust, and concern for one another's well-being.
2	2 - A formal structure may be planned but is minimally implemented to promote a culture and climate in which learners receive support from adults and peers. Peer and adult interactions and behaviors sometimes demonstrate respect, trust, and concern for one another's well-being.
1	1 - A formal structure is not planned or implemented to promote a culture and climate in which learners receive support from adults and peers. Peer and adult interactions and behaviors rarely demonstrate respect, trust, and concern for one another's well-being.

Standard 5

Professional staff members embrace effective collegiality and collaboration in support of learners. YOUR RATING
★ ★ ★ ★

LEVEL	DESCRIPTION
4	4 - The institution's documented operating practices cultivate and set expectations for collegiality and collaboration and are monitored for fidelity of implementation. Professional staff members consistently interact with respect and cooperation, learn from one another, and consider one another's ideas. Professional staff members intentionally and consistently work together in self-formed or assigned groups to review information,



identify common problems, and implement solutions on behalf of learners.

3 - The institution's documented operating practices cultivate and set expectations for collegiality and collaboration. Professional staff members regularly interact with respect and cooperation, often learn from one another, and routinely consider one another's ideas. Professional staff members often work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of learners.

2 - The institution's operating practices somewhat cultivate and set expectations for collegiality and collaboration. Professional staff members generally interact with respect and cooperation, periodically learn from one another, and somewhat consider one another's ideas. Professional staff members sometimes work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of learners.

1 - The institution's operating practices rarely cultivate and set expectations for collegiality and collaboration. Professional staff members may or may not interact with respect and cooperation, learn from one another, or consider one another's ideas. Professional staff members rarely work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of learners.

Standard 6

Professional staff members receive the support they need to strengthen their professional practice.

YOUR RATING



LEVEL	DESCRIPTION
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4	4 - Professional staff members consistently receive adequate resources and assistance based on data and information unique to the individual. A formal structure ensures that professional staff members receive personalized mentoring and coaching from leaders and peers.
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3	3 - Professional staff members receive adequate resources and assistance based on data and information unique to the individual. Professional staff members receive personalized mentoring and coaching from leaders and peers.
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2	2 - Professional staff members receive some resources and assistance based on data and information unique to the individual. Professional staff members periodically receive mentoring and coaching from leaders and peers.
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1	1 - Professional staff members receive few or no resources and assistance based on data and information unique to the individual. Professional staff members rarely receive mentoring and coaching from leaders and peers.
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Leadership for Learning Standards

The ability of a leader to provide leadership for learning is a key attribute of a good institution. Leaders who engage in their own learning while tangibly supporting the learning process for learners and teachers have a significant positive impact on the success of others. Leaders must also communicate the learning expectations for all learners and teachers continuously with consistency and purpose. The expectations are embedded in the culture of the institution, reflected by learners', teachers', and leaders' behaviors and attitudes toward learning. Keys to Leadership for Learning

Leadership for learning is demonstrated when school leaders:

- Communicate expectations for learning



- Influence and impact the culture in positive ways
- Model and engage in learning while supporting others to do so

Standard 7

Leaders guide professional staff members in the continuous improvement process focused on learners' experiences and needs.

YOUR RATING



LEVEL	DESCRIPTION
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4	4 - Leaders consistently engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is based on analyzed trend and current data about learners' academic and non-academic needs and the institution's organizational effectiveness. Leaders and professional staff members consistently implement ongoing practices, processes, and decision making that improve learning and engage stakeholders.
3	3 - Leaders regularly engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is based on analyzed data about learners' academic and non-academic needs and the institution's organizational effectiveness. Leaders and professional staff members routinely implement ongoing practices, processes, and decision making that improve learning and engage stakeholders.
2	2 - Leaders occasionally engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is sometimes based on data about learners' academic and non-academic needs and the institution's organizational effectiveness. Leaders and professional staff members sometimes implement ongoing practices, processes, and decision making that improve learning and engage stakeholders.
1	1 - Leaders seldom engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is rarely based on data about learners' academic and non-academic needs and the institution's organizational effectiveness. Leaders and professional staff members rarely implement ongoing practices, processes, and decision making that improve learning and engage stakeholders.

Standard 8

The governing authority demonstrates a commitment to learners by collaborating with leaders to uphold the institution's priorities and to drive continuous improvement.

YOUR RATING



LEVEL	DESCRIPTION
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4	4 - The governing authority's policies and decisions are regularly reviewed to ensure an uncompromised commitment to learners and the institution's identified priorities. The governing authority and institution leaders use their respective roles and responsibilities to consistently and intentionally collaborate to further the institution's improvement.
3	3 - The governing authority's policies and decisions demonstrate a commitment to learners and support the institution's identified priorities. The governing authority and institution leaders use their respective roles and responsibilities to collaboratively further the institution's improvement.
2	2 - The governing authority's decisions demonstrate some commitment to learners and sometimes support the institution's identified priorities. The governing authority and institution leaders use their respective roles and



responsibilities to focus the institution's improvement.

- 1 1 - The governing authority's decisions demonstrate minimal commitment to learners and rarely support the institution's identified priorities. The governing authority and institution leaders seldom collaborate on the institution's improvement.

Standard 9

Leaders cultivate effective individual and collective leadership among stakeholders.

YOUR RATING



LEVEL	DESCRIPTION
4	4 - Leaders consistently recognize and actively encourage leadership potential among stakeholders. Leaders create conditions that ensure formal and informal leadership opportunities, and provide customized support for individuals and groups to improve their leadership skills. Stakeholders show initiative and eagerness to take on individual or shared responsibilities that support the institution's priorities.
3	3 - Leaders frequently recognize and encourage leadership potential among stakeholders. Leaders create conditions that regularly offer formal and informal leadership opportunities, and support individuals and groups to improve their leadership skills. Stakeholders demonstrate a willingness to take on individual or shared responsibilities that support the institution's priorities.
2	2 - Leaders occasionally recognize and encourage leadership potential among stakeholders. Leaders sometimes create conditions that offer leadership opportunities and support individuals and groups to improve their leadership skills. Stakeholders sometimes volunteer to take on individual or shared responsibilities that support the institution's priorities.
1	1 - Leaders seldom recognize and encourage leadership potential among stakeholders. Leaders rarely create conditions that offer leadership opportunities and support individuals and groups to improve their leadership skills. Stakeholders rarely volunteer to take on individual or shared responsibilities that support the institution's priorities.

Standard 10

Leaders demonstrate expertise in recruiting, supervising, and evaluating professional staff members to optimize learning.

YOUR RATING



procedures for supervision and evaluation that improve professional staff members' performance to optimize learning.

2 - Leaders hire qualified professional staff members who contribute to the institution's culture and priorities. Leaders sometimes use data to forecast future staffing needs. Leaders supervise and evaluate professional staff members to improve performance.

1 - Leaders hire qualified professional staff members without consideration of contribution to the institution's culture and priorities. Leaders rarely use data to forecast future staffing needs. Leaders seldom supervise and evaluate professional staff members to improve performance.

Standard 11

Leaders create and maintain institutional structures and processes that support learners and staff members in both stable and changing environments.

YOUR RATING
★★★★☆

LEVEL	DESCRIPTION
4	4 - Leaders consistently demonstrate awareness of potential influences on institution stability and engage stakeholders in planning and implementing strategies to maintain stability and respond to change. The institution's structure and processes are documented, monitored, and thoroughly communicated so that learners and staff members know what to do and expect in everyday circumstances. The institution's structure and processes include emergency and contingency plans that support agile and effective responses to both incremental and sudden change.
3	3 - Leaders regularly demonstrate awareness of potential influences on institution stability and engage stakeholders in planning and implementing strategies to maintain stability and respond to change. The institution's structure and processes are documented and communicated so that learners and staff members know what to do and expect in everyday circumstances. The institution's structure and processes include emergency and contingency plans that support responses to both incremental and sudden change.
2	2 - Leaders sometimes demonstrate awareness of potential influences on institution stability and engage stakeholders in planning and implementing strategies to maintain stability and respond to change. The institution's structure and processes are occasionally documented and communicated so that learners and staff members know what to do and expect in everyday circumstances. The institution's structure and processes include emergency and contingency plans to respond to change.
1	1 - Leaders seldom demonstrate awareness of potential influences on institution stability. The institution's structure and processes are not well documented or communicated so that learners and staff members know what to do and expect in everyday circumstances. The institution's structure and processes may not include emergency and contingency plans to respond to change.

Standard 12

Professional staff members implement curriculum and instruction that are aligned for relevancy, inclusion, and effectiveness.

YOUR RATING
★★★★☆

LEVEL	DESCRIPTION
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4	4 - Professional staff members systematically implement, review, and adjust curriculum and instruction based on recognized and evidence-based content standards. Curriculum and instructional practices are regularly assessed through a formal, systematic process to assure alignment, relevancy, inclusiveness, and effectiveness for all learners.
3	3 - Professional staff members implement, review, and adjust curriculum and instruction based on recognized and evidence-based content standards. Curriculum and instructional practices are regularly assessed to assure alignment, relevancy, inclusiveness, and effectiveness for all learners.
2	2 - Professional staff members implement curriculum and instruction based on recognized and evidence-based content standards. Curriculum and instructional practices are sometimes assessed to assure alignment, relevancy, inclusiveness, and effectiveness for all learners.
1	1 - Professional staff members implement locally adopted curriculum and instruction. Curriculum and instructional practices are rarely or not assessed to assure alignment, relevancy, inclusiveness, and effectiveness for all learners.

Standard 13

Qualified personnel instruct and assist learners and each other in support of the institution’s mission, purpose, and beliefs. YOUR RATING
★ ★ ★ ★

LEVEL	DESCRIPTION
4	4 - All staff members demonstrate commitment to enhancing their professional practice over and above the required knowledge and skills for their positions. Staff members work collaboratively to instruct and assist learners and colleagues in support of the institution’s guiding principles. Staff members’ individual and collective decisions and behaviors consistently demonstrate alignment and coherence with the institution’s mission, purpose, and beliefs.
3	3 - All staff members demonstrate the required knowledge and skills for their positions. Staff members work cooperatively to instruct and assist learners and colleagues in support of the institution’s guiding principles. Staff members’ individual and collective decisions and behaviors demonstrate alignment and coherence with the institution’s mission, purpose, and beliefs.
2	2 - Most staff members demonstrate the required knowledge and skills for their positions, and a plan is being implemented to ensure that all staff members are qualified for their positions. Staff members sometimes work cooperatively to instruct and assist learners and colleagues in support of the institution’s guiding principles. Staff members’ individual and collective decisions and behaviors sometimes demonstrate alignment and coherence with the institution’s mission, purpose, and beliefs.
1	1 - Some staff members do not demonstrate the required knowledge and skills for their positions, and a plan does not exist to ensure that all staff members are qualified for their positions. Staff members rarely work cooperatively to instruct and assist learners and colleagues in support of the institution’s guiding principles. Staff members’ individual and collective decisions and behaviors rarely demonstrate alignment and coherence with the institution’s mission, purpose, and beliefs.

Standard 14

Curriculum and instruction are augmented by reliable information resources and materials that advance learning and support learners’ personal interests. YOUR RATING
★ ★ ★ ★



LEVEL	DESCRIPTION
4	4 - Professional staff members consistently suggest and provide thoughtfully selected information resources and materials for learners that broaden and enrich the learning process and support learners' personal interests. A systematic process is used to identify and verify that information resources and materials are selected from credible sources.
3	3 - Professional staff members suggest and provide thoughtfully selected information resources and materials for learners that broaden and enrich the learning process and support learners' personal interests. These information resources and materials are selected from credible sources and based on verifiable information.
2	2 - Professional staff members sometimes suggest and provide information resources and materials for learners that broaden and enrich the learning process and/or support learners' personal interests. These information resources and materials are usually selected from credible sources and based on verifiable information.
1	1 - Professional staff members rarely suggest and provide information resources and materials for learners that broaden and enrich the learning process or support learners' personal interests. These information resources and materials are rarely selected from credible sources or may not be based on verifiable information.

Standard 15

Learners' needs drive the equitable allocation and management of human, material, digital, and fiscal resources. YOUR RATING
★ ★ ★ ★

LEVEL	DESCRIPTION
4	4 - Professional staff members engage in a systematic process to analyze learners' needs and current trend data to adjust the allocation and management of human, material, digital, and fiscal resources to ensure equity for learning. Adjustments to resource allocation are consistently based on current data at any point in time.
3	3 - Professional staff members routinely analyze learners' needs and current trend data to adjust the allocation and management of human, material, digital, and fiscal resources to ensure equity for learning. Adjustments to resource allocation are routinely based on current data and at predetermined points in time.
2	2 - Professional staff members sometimes analyze learners' needs and current trend data to adjust the allocation and management of human, material, digital, and fiscal resources to ensure equity for learning. Adjustments to resource allocation are sometimes based on current or updated data.
1	1 - Professional staff members rarely analyze learners' needs and trend data to adjust the allocation and management of human, material, digital, and fiscal resources. Resources are rarely allocated in alignment with documented learners' needs or to ensure equity for learning.

Engagement of Learning Standards

A good institution ensures that learners are engaged in the learning environment. Learners who are engaged in the learning environment participate with confidence and display agency over their own learning. A good institution adopts policies and engages in practices that support all learners being included in the learning process. Keys to Engagement of Learning

Engagement is demonstrated when all learners:



- Are included in the learning process
- Participate with confidence
- Have agency over their learning

Standard 16

Learners experience curriculum and instruction that emphasize the value of diverse cultures, backgrounds, and abilities.

YOUR RATING



LEVEL	DESCRIPTION
4	4 - Respect for the diversity of cultures, backgrounds, and abilities is embedded in every aspect of the institution's culture and learning environments. The presence and contributions of the global community are authentically integrated in the curricular content and instructional practices.
3	3 - Respect for the diversity of cultures, backgrounds, and abilities is clearly present in the institution's culture and learning environments. The presence and contributions of the global community are intentionally included in the curricular content and instructional practices.
2	2 - Respect for the diversity of cultures, backgrounds, and abilities is somewhat present in the institution's culture and learning environments. The presence and contributions of the global community are inconsistently included in the curricular content and instructional practices.
1	1 - Respect for the diversity of cultures, backgrounds, and abilities is rarely present in the institution's culture and learning environments. The presence and contributions of the global community are not included in the curricular content and instructional practices.

Standard 17

Learners have equitable opportunities to realize their learning potential.

YOUR RATING



LEVEL	DESCRIPTION
4	4 - Professional staff members develop relationships with and understand the needs and well-being of individual learners. Academic and non-academic experiences are tailored to the needs and well-being of individual learners. Learners are challenged and supported to strive towards maximal levels of achievement and self-efficacy without barriers or hindrances by schedules or access to academic and non-academic offerings.
3	3 - Professional staff members know their learners well enough to develop and provide a variety of academic and non-academic experiences. Learners have access and choice in most academic and non-academic opportunities available according to grade levels or through expected sequencing of courses. Learners rarely encounter barriers when accessing academic and non-academic experiences most suited to their individual needs and well-being. Learners are challenged and supported to strive towards individual achievement and self-efficacy.
2	2 - Professional staff members give consideration to varying learner needs and well-being when developing and providing academic and non-academic experiences. Learners have access to some variety in academic and non-academic opportunities available according to grade levels or through expected sequencing of

courses. Learners may encounter barriers when accessing some academic and non-academic experiences most suited to their individual needs and well-being. Learners are sometimes challenged and supported to strive towards individual achievement and self-efficacy.

- 1 - Professional staff members give little or no consideration to individual learner needs and well-being when developing and providing academic and non-academic experiences. Academic and non-academic opportunities are limited and standardized according to grade levels or a predetermined sequencing of courses. Learners frequently encounter a variety of barriers when accessing academic and non-academic offerings that would be well suited to their individual needs and well-being. Learners are rarely challenged to strive towards individual achievement and self-efficacy.

Standard 18

Learners are immersed in an environment that fosters lifelong skills including creativity, curiosity, risk taking, collaboration, and design thinking.

YOUR RATING



LEVEL DESCRIPTION

- 4 - Conditions across all aspects of the institution promote learners' lifelong skills. Learners engage in ongoing experiences that develop the non-academic skills important for their next steps in learning and for future success. A formal structure ensures that learning experiences collectively build skills in creativity, curiosity, risk taking, collaboration, and design thinking.
- 3 - Conditions within most aspects of the institution promote learners' lifelong skills. Learners engage in experiences that develop the non-academic skills important for their next steps in learning and for future success. Collectively, the learning experiences build skills in creativity, curiosity, risk taking, collaboration, and design thinking.
- 2 - Conditions within some aspects of the institution promote learners' lifelong skills. Learners engage in some experiences that develop non-academic skills important for their next steps in learning and for future success. Some learning experiences build skills in creativity, curiosity, risk taking, collaboration, and design thinking.
- 1 - Learners engage in environments that focus primarily on academic learning objectives only. Little or no emphasis is placed on non-academic skills important for next steps in learning and for future success. Learning experiences rarely build skills in creativity, curiosity, risk taking, collaboration, or design thinking.

Standard 19

Learners are immersed in an environment that promotes and respects student voice and responsibility for their learning.

YOUR RATING



LEVEL DESCRIPTION

- 4 - Conditions across all aspects of the institution promote learners' active discovery and expression of their needs and interests. Learners give input into the instructional and learning activities they pursue and the methods in which they learn. Learners consistently identify their learning targets and monitor their progress.
- 3 - Conditions within most aspects of the institution are learner-centered and promote learners' active discovery and expression of their needs and interests. Learners give input into most of the instructional and learning activities available to them. Learners are frequently involved in identifying their learning targets and



monitoring their progress.

2 - Conditions within some aspects of the institution are learner-centered and promote learners' active discovery and expression of their needs and interests. Learners have some opportunity for input into the instructional and learning activities available to them. Learners are sometimes involved in identifying their learning targets and monitoring their progress.

1 - Learners engage in environments that are heavily instructor-centered. Learners have little or no input into the instructional and learning activities available to them. Learners are rarely expected to monitor their learning progress.

Standard 20

Learners engage in experiences that promote and develop their self-confidence and love of learning.

YOUR RATING



LEVEL	DESCRIPTION
4	4 - Learners consistently pursue challenging opportunities that may not always result in success, knowing that they will be supported when needed. Learners readily and consistently show motivation, curiosity, and excitement about their learning.
3	3 - Most learners pursue opportunities that may not always result in success, knowing they will be supported. Most learners show motivation, curiosity, and excitement about their learning.
2	2 - Some learners pursue opportunities that may not always result in success, but only with significant, individual support. Some learners show motivation, curiosity, and excitement about their learning.
1	1 - Most learners primarily pursue opportunities they believe to be risk-free or heavily guaranteed to be successful. Most learners show little motivation, curiosity, or excitement about their learning.

Standard 21

Instruction is characterized by high expectations and learner-centered practices.

YOUR RATING



LEVEL	DESCRIPTION
4	4 - Learners engage in instructional activities, experiences, and interactions based on their individual needs and interests. Professional staff members consistently deliver instruction designed for learners to reach their potential.
3	3 - Most learners engage in instructional activities, experiences, and interactions based on their individual needs and interests. Professional staff members routinely deliver instruction designed for learners to reach their potential.
2	2 - Learners engage in instructional activities, experiences, and interactions based on needs and interests typical of most students. Professional staff members infrequently deliver instruction designed for learners to reach their potential.

- 1 1 - Instructional activities are primarily designed around curriculum objectives with little or no focus on learner needs and interests. Professional staff members rarely deliver instruction designed for learners to reach their individual potential.

Standard 22

Instruction is monitored and adjusted to advance and deepen individual learners' knowledge and understanding of the curriculum.

YOUR RATING



LEVEL	DESCRIPTION
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4	4 - Professional staff members consistently monitor and adjust instruction based on each learner's response to instruction and achievement of desired learning targets. Professional staff members use a formal, systematic process for analyzing trend and current data to deepen each learner's understanding of content at increasing levels of complexity.
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3	3 - Professional staff members regularly monitor and adjust instruction based on each learner's response to instruction and achievement of desired learning targets. Professional staff members routinely analyze trend and current data to deepen each learner's understanding of content.
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2	2 - Professional staff members sometimes monitor and adjust instruction based on each learner's achievement of desired learning targets. Professional staff members sometimes analyze data to deepen each learner's understanding of content.
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1	1 - Professional staff members rarely monitor and adjust instruction. Professional staff members rarely analyze data to deepen each learner's understanding of content.
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Standard 23

Professional staff members integrate digital resources that deepen and advance learners' engagement with instruction and stimulate their curiosity.

YOUR RATING



LEVEL	DESCRIPTION
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4	4 - Professional staff members seamlessly and deliberately integrate digital resources that add value to the learning process and encourage learners' active engagement in the learning process. Digital resources consistently support learners' pursuit of interests and deepen or extend curriculum topics to stimulate learners' curiosity.
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3	3 - Professional staff members intentionally select and integrate digital resources that add value to the learning process and encourage learners' active engagement in the learning process. Digital resources routinely support learners' pursuit of interests and deepen or extend curriculum topics to stimulate learners' curiosity.
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2	2 - Professional staff members occasionally select and integrate digital resources that add value to the learning process or encourage learners' active engagement in the learning process. Digital resources sometimes support learners' pursuit of interests and deepen or extend curriculum topics to stimulate learners' curiosity.
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1	1 - Professional staff members select and integrate few or no digital resources or select digital resources that rarely add value to the learning process or encourage learners' active engagement in the learning process.
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Digital resources rarely support learners' pursuit of interests or deepen or extend curriculum topics to stimulate learners' curiosity.

Growth in Learning Standards

A good institution positively impacts learners throughout their journey of learning. A positive impact on the learner is reflected in readiness to engage in and preparedness for the next transition in their learning. Growth in learning is also reflected in learners' ability to meet expectations in knowledge and skill acquisition. Keys to Growth in Learning

Growth is evident when

- Learners possess non-academic skills that ensure readiness to learn
- Learners' academic achievement reflects preparedness to learn
- Learners attain knowledge and skills necessary to achieve goals for learning

Standard 24

Leaders use data and input from a variety of sources to make decisions for learners' and staff members' growth and well-being.

YOUR RATING
★★★★☆

LEVEL	DESCRIPTION
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4	4 - Leaders consistently demonstrate skill and insight in considering a variety of information, choosing relevant and timely information, and interpreting data. Leaders make intentional decisions by consistently taking into account data and additional factors that have an impact on learners and staff members such as institution history, recent experiences, and future possibilities.
3	3 - Leaders regularly demonstrate skill and insight in considering a variety of information, choosing relevant and timely information, and interpreting data. Leaders make decisions by routinely taking into account data and additional factors that have an impact on learners and staff members such as institution history, recent experiences, and future possibilities.
2	2 - Leaders sometimes demonstrate skill and insight in considering and choosing information and interpreting data. Leaders make decisions that occasionally take into account data and additional factors that have an impact on learners and staff members such as institution history, recent experiences, and future possibilities.
1	1 - Leaders rarely demonstrate skill and insight in considering and choosing information and interpreting data. Leaders make decisions that rarely take into account data and additional factors that have an impact on learners and staff members such as institution history, recent experiences, and future possibilities.

Standard 25

Leaders promote action research by professional staff members to improve their practice and advance learning.

YOUR RATING
★★★★☆

LEVEL	DESCRIPTION
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4	4 - Leaders intentionally create and preserve a culture that invites inquiry, reflection, and dialogue about instructional problems and issues relevant to the institution and/or individual learning environments. Professional staff members, as a group or as individuals, consistently engage in action research using an
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inquiry-based process that includes identifying instructional areas of improvement, collecting data, and reporting results to make informed instructional changes. Leaders provide and engage in learning opportunities customized for professional staff members about action research.

3 - Leaders regularly create and preserve a culture that invites inquiry, reflection, and dialogue about instructional problems and issues relevant to the institution and/or individual learning environments. Professional staff members, as a group or as individuals, routinely engage in action research using an inquiry-based process that includes identifying instructional areas of improvement, collecting data, and reporting results to make informed instructional changes. Leaders provide and engage in learning opportunities for professional staff members to implement action research.

2 - Leaders occasionally create and preserve a culture that invites inquiry, reflection, and dialogue about instructional problems and issues relevant to the institution and/or individual learning environments. Professional staff members, as a group or as individuals, sometimes engage in action research using an inquiry-based process that includes identifying instructional areas of improvement, collecting data, and reporting results to make informed instructional changes. Leaders provide and engage in some learning opportunities for professional staff members to implement action research.

1 - Leaders rarely create a culture that invites inquiry, reflection, and dialogue about instructional problems and issues relevant to the institution or learning environments. Professional staff members seldom engage in action research to make informed instructional changes. Leaders provide and engage in few or no learning opportunities for professional staff members about action research.

Standard 26

Leaders regularly evaluate instructional programs and organizational conditions to improve instruction and advance learning.

YOUR RATING
★★★★☆

LEVEL	DESCRIPTION
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4	4 - Leaders consistently implement a documented process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. Leaders use a formal, systematic process for analyzing current and trend data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices.
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3	3 - Leaders routinely implement a documented process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. Leaders use analyzed current and trend data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices.
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2	2 - Leaders occasionally implement a process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. Leaders sometimes use data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices.
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1	1 - Leaders rarely implement a process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. Leaders seldom use data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices.
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Standard 27

Learners' diverse academic and non-academic needs are identified and effectively addressed through appropriate interventions.

YOUR RATING
★★★★☆



LEVEL	DESCRIPTION
4	4 - The institution consistently addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. Strategies and interventions for these needs are formally and systematically planned and implemented based on analyzed information, data, and instructional best practices to ensure learners' success.
3	3 - The institution routinely addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. Strategies and interventions for these needs are regularly planned and implemented based on analyzed information, data, and instructional best practices to ensure learners' success.
2	2 - The institution sometimes addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. Strategies and interventions for these needs are occasionally planned and implemented based on information, data, and instructional best practices to ensure learners' success.
1	1 - The institution rarely addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. Strategies and interventions for these needs are seldom planned and implemented based on information, data, or instructional best practices.

Standard 28

With support, learners pursue individual goals including the acquisition of academic and non-academic skills important for their educational futures and careers. YOUR RATING
★ ★ ★ ★

LEVEL	DESCRIPTION
4	4 - Professional staff members consistently engage with learners to help them recognize their talents and potential and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners consistently choose activities and monitor their own progress, demonstrating active ownership of their stated goals.
3	3 - Professional staff members regularly engage with learners to help them recognize their talents and potential and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners routinely choose activities and monitor their own progress, demonstrating active ownership of their stated goals.
2	2 - Professional staff members sometimes engage with learners to help them recognize their talents and potential and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners occasionally choose activities and monitor their own progress, demonstrating active ownership of their stated goals.
1	1 - Professional staff members rarely engage with learners to help them recognize their talents and potential and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners do not choose activities or monitor their own progress toward goals.

Standard 29

Understanding learners' needs and interests drives the design, delivery, application, and evaluation of professional learning. YOUR RATING
★ ★ ★ ★



LEVEL	DESCRIPTION
4	4 - Professional learning is learner-centered, customized around the needs of individual or groups of professional staff members, and focuses on improving pedagogical skills and knowledge to better address learners' needs and interests. A documented process to select, deliver, implement, and evaluate professional learning is being fully implemented and monitored for fidelity.
3	3 - Professional learning is learner-centered, designed around the principle that professional staff members need opportunities to focus on improving pedagogical skills and knowledge to better address learners' needs and interests. A documented process to select, deliver, implement, and evaluate professional learning is being fully implemented.
2	2 - Professional learning is occasionally learner-centered, designed around the principle that professional staff members need opportunities to focus on improving pedagogical skills and knowledge to better address learners' needs and interests. A documented process to select, deliver, implement, and evaluate professional learning exists but is not fully implemented.
1	1 - Professional learning is rarely learner-centered and may or may not focus on improving pedagogical skills and knowledge to better address learners' needs and interests. A documented process to select, deliver, implement, and evaluate professional learning does not exist.

Standard 30

Learners' progress is measured through a balanced system that includes assessment both for learning and of learning. YOUR RATING
★★★★☆

LEVEL	DESCRIPTION
4	4 - Professional staff members and learners collaborate to determine learners' progress toward and achievement of intended learning objectives based on assessment data gathered through formal and informal methods. Assessment data are systematically used for ongoing planning, decision making, and modification of curriculum and instruction.
3	3 - Professional staff members and learners regularly use assessment data gathered through formal and informal methods to determine learners' progress toward and achievement of intended learning objectives. Assessment data are routinely used for ongoing planning, decision making, and modification of curriculum and instruction.
2	2 - Professional staff members occasionally use assessment data gathered through formal and informal methods to determine learners' progress toward and achievement of intended learning objectives. Assessment data are sometimes used for ongoing planning, decision making, and modification of curriculum and instruction.
1	1 - Professional staff members seldom use assessment data to determine learners' progress toward and achievement of intended learning objectives. Assessment data are rarely or inconsistently used for ongoing planning, decision making, and modification of curriculum and instruction.



Insights from the Review

The evaluators engaged in professional discussions and deliberations about the effectiveness of the processes, programs, and practices within the institution to arrive at the findings of the report. Guided by evidence, the evaluators arrived at findings that will inform your institution's continuous improvement efforts. The findings are aligned to research-based criteria designed to improve student learning and organizational effectiveness.

The findings are organized into narratives around four Key Characteristics critical to the success of any educational institution: culture of learning, leadership for learning, engagement of learning, and growth in learning. The narratives also provide the next steps to guide your institution's improvement journey in its efforts to improve the quality of educational opportunities for all learners. The feedback provided in this Accreditation Engagement Review Report will assist your institution in reflecting on its current improvement efforts and adapting and adjusting your plans to continuously strive for improvement.

Culture of Learning

The institution has established collaborative practices amongst teachers and developed and implemented systemic practices and protocols to actively engage all stakeholders to support the school's guiding principles. The Cognia Climate and Culture survey was used to analyze feedback from teachers, parents, students, and the community. Stakeholder feedback expressed that teachers, parents, and students feel safe, supported, and respected in the school. Data indicate that the school has high expectations, and that student learning is moving in a positive direction. The team noted that leaders implement practices that embody the values of respect, fairness, and equity, and are free of bias. These practices which support values and beliefs are embedded in the institution's culture and help to develop attitudes and skills needed for student success. Although stakeholder feedback indicates a positive relationship between students and faculty, no data were presented explaining a formal program or process to establish positive peer-to-adult interactions that demonstrate respect, trust, and concern for one another's well-being. Most of the staff are novice teachers with only one to three years of experience, so leadership has developed faculty clusters that meet once a month, in addition to professional learning community (PLC) meetings, to discuss such things as unpacking standards and scoring student work. The

team recognizes that when professional staff members interact with respect and cooperation, learn from one another, and consider one another's ideas student engagement will rise. The team encourages the school to evaluate teachers' and students' perceptions using longitudinal data and develop a formal program that will allow each student to develop positive relationships with peers and adults.

Leadership for Learning

The institution's leadership has effectively empowered an Instructional Leadership Team to monitor the continuous improvement plan, recommend changes, and communicate the progress to the school and community. At the beginning of the 2022–2023 school year, the school developed two leadership teams from its faculty. The Instructional Leadership Team (ILT) and the PLC were formed based on the model published by the National Institute for Excellence in Teaching (NIET). Experienced teachers were identified and paired with administrative staff for the purpose of collecting and analyzing data, developing the Continuous Improvement Plan, classroom observations, and communicating with stakeholders. All teachers participate in weekly PLC meetings with their content department. The team recognizes that the school's continuous improvement process is based on analyzed data about learners' academic needs. Documents such as parent/student and faculty manuals help the school to maintain institutional structures that support learners and staff members. The school adheres to the LADOE curriculum, but no evidence was submitted to indicate instructional alignment for relevancy, inclusion, and effectiveness. Data were submitted indicating a high turnover of professional staff. The school faces the challenge of hiring and retaining qualified teachers and staff members. Leaders should develop data sources to identify and retain qualified professional staff members who contribute to the institution's culture and priorities. The team encourages the school to provide sources of information that are deemed honest and accurate and that advance learning and support learners' personal interests.

Engagement of Learning

Learners need to be immersed in an environment that promotes and respects student voice and responsibility for their learning. This will enable learners to develop experiences that promote and develop their self-confidence and love of learning.



Using NIET observational data and informal walk-through data, student engagement in the classroom was determined to be low. Student perception data reported that students were bored and tired, but the school is committed to meeting the students where they are and helping them improve. The school believes that several factors contribute to low engagement such as inconsistent student attendance and inexperienced teachers. The team believes that conditions within the institution should promote learners' creativity and curiosity in both academic and non-academic skills by providing learner-centered instruction coupled with an expression of their needs and interests. Other than student performance data and stakeholder perception data, the team found little analyzed longitudinal data that would reveal trends in perceptions or effectiveness of ongoing programs or processes. Stakeholder perception was measured by Cognia surveys, but some surveys were not issued every year. The team believes that if a longitudinal model is developed, there is an opportunity to identify specific developmental trends that occur. This information is also useful in the implementation of changes that may be necessary to achieve the best possible outcome. The team encourages Baker High School to provide guidance and professional development to teachers on developing instructional strategies that provide learner-centered classrooms which include student voice.

Growth in Learning

Leaders need to initiate an action research process to improve student engagement along with a school-wide professional learning program informed by learning environment observations, connected to learner performance, and monitored for validity and adjustments. Evidence indicates that while classrooms are supportive and well-managed, instruction is teacher-led and mostly traditional. In addition, teachers have not developed a process of using data to determine gaps in the curriculum or design instruction so that students are ready to move forward. Evidence shows that school leaders are aware of this and are planning professional learning to improve this process. While schools and faculty work to meet the individual needs of students entrusted in their care, leaders do not provide and engage in learning opportunities for professional staff members to implement action research. The team observed that as leaders encourage professional staff members to engage in action research using an inquiry-based process, problems and issues relevant to the institution and individual learning environments can be resolved.

There is evidence that leaders demonstrate skill and insight in considering a variety of data when making decisions about student learning. Baker High School facilitates an Instructional Leadership Team that meets weekly to analyze current data trends, create strategies to improve targeted areas, and plan professional development. Evidence was not found for walk-through data used to track instructional strategies for fidelity. It is the team's understanding that this structure of professional development may or may not result in practices that will meet the needs of all learners in the classroom. Team members suggest that the school would benefit by providing professional development to help teachers understand how to interpret and use classroom data to adjust instructional practices more effectively. This will help develop instruction that promotes a high level of learner engagement by using creativity, critical thinking, innovation, and self-reflection.

The Cognia Regional Accreditation Team congratulates Baker High School on its successful engagement review and its commitment to continuous improvement.



Summary of Findings

The review process focused on establishing evidence of effective practice and performance of the institution in relation to the accreditation standards

Noteworthy Practices

In conducting the review, the team identified Noteworthy Practices that reflect significant areas of strength in the work of the institution. Although there are numerous examples of the institution's level of quality, the recognition of Noteworthy Practices reflect the greatest strengths of the institution.

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- 1 The governing authority and institution leaders use their respective roles and responsibilities to collaborate consistently and intentionally to further the institution's improvement. The governing authority's policies and decisions demonstrate a commitment to learners and support the institution's identified priorities.**

Standard 9

Areas for Improvement

Using information collected and reviewed, the team identified the following Areas for Improvement that will help the institution improve. The Areas of Improvement will be revisited when the institution conducts Cognia's Progress Review.

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- 1 Develop, implement, and evaluate student-centered instruction that promotes respect for student voice, and responsibility for learning, and will promote self-confidence and love of learning.**

Standard 20

Standard 19

RATIONALE

When conditions within the institution are learner-centered and promote their needs and interests, then learners show motivation, curiosity, and excitement about their learning.

Accreditation Status and Index of Education Quality®

Cognia will review the results of the Accreditation Engagement Review to make a final determination concerning accreditation status for your institution based on these findings. Cognia provides the Index of Education Quality (IEQ) as a holistic measure of overall performance.

Your Institution's IEQ

269

SCORE	DESCRIPTION
Below 220	An IEQ score below 220 indicates that the institution has several Areas for Improvement and should focus their improvement efforts on those areas and the related Standards and/or Assurances. The institution will be required to present evidence of improvement to Cognia within one year through a Progress Review. Additional Progress Reports may be required if satisfactory improvement is not achieved.
220 - 300	An IEQ in the range of 220-300 suggests the institution some Areas of Improvement and may include one or more Noteworthy Practices.
Above 300	An IEQ of 300 and above indicates the institution meets Cognia for expectations for accreditation that includes one or more Areas Improvement as well as one or more Noteworthy Practices. Institutions must address the Areas for Improvement and provide evidence of actions taken and results to Cognia in a required Progress Review due two years following the review. Additional Progress Reports may be required if satisfactory improvement is not achieved.

Your Next Steps

Accreditation is a continuous improvement process. The Engagement Review provides independent, objective guidance in relation to the Performance Standards and the institution's improvement journey. Upon receiving the Accreditation Engagement Review Report, the institution is expected to implement the following steps:

- Review and share the findings in this report with stakeholders.
- Use the findings from the report to guide and strengthen your institution's improvement efforts.
- Celebrate the successes noted in the report.
- Continue the improvement journey.
- Report to Cognia on your progress toward improvement.



Evaluator Roster

The Engagement Review Team is a group of professionals with varied backgrounds and professional experiences. All Lead Evaluators and Engagement Review Team members complete Cognia training and elite certification to ensure knowledge and understanding of the Cognia tools and processes. The following professionals served on the Engagement Review Team:

TEAM MEMBER NAME	BRIEF BIOGRAPHY
Robert Picou Lead Evaluator	Robert Picou has over 38 years of experience in education. He obtained his B.A. while attending Northwestern University, then taught social studies and English at the junior and senior high school level. He attended Nicholls University where he obtained a Master of Education in administration and supervision, with a minor in applied mathematics. After five years in the classroom, he was appointed an administrator in the private sector and started two private schools, which are very successful. During this time, he was instrumental in founding the Louisiana Christian School Athletic Association and served as its executive secretary for 15 years. After 20 years in the private sector, he returned to the public sector and served as an administrator of several schools. Robert has been with Cognia since 2001 and has served on multiple Engagement Review Teams as a team member and as lead evaluator. He is a writer and a published author. Currently, he is retired from full time work but is still active in education.
Stephan Sargent	



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City of Baker School System
School Board Meeting
Tuesday, June 6, 2023

Type of Item: Action

Agenda Item: Consideration and Approval of Minutes

Background Information:

The Board needs to accept the approve the minutes from the May Board Meeting

Attached Items: May 2, 2023 Minutes
May 26, 2023 Minutes

Possible Motion: Move to approve the minutes from the School Board Meeting of May 2, 2023 and May 26, 2023.



City of Baker School Board Meeting May 2, 2023

MINUTES

The City of Baker School Board held a public meeting beginning at 6:00 p.m. on Tuesday, May 2, 2023.

President Burges called the meeting to order and explained to visitors the process for speaking on action agenda items is to request a comment card from Mrs. Debbie Dedeaux. Write your name on the card as well as the number of the agenda item you wish to speak on and return the card to Mrs. Dedeaux. She will bring the card up to the Board President at the appropriate time. Visitors will be allowed three (3) minutes to speak.

Roll call was taken by President Burges:

Perkins:	Present
Profit:	Present
Butler:	Present
Joseph:	Present
Burges:	Present

President Burges announced there was a quorum and the meeting would proceed.

Silent Meditation was led by Mrs. Profit followed by the Pledge of Allegiance led by Mrs. Joseph.

President Burges welcomed all visitors to the meeting.

Dr. Lisa Smothers, Supervisor of Accountability, Assessment, and Evaluation announced the City of Baker School System 2023 Teachers of the Year:

- Ms. Nicole Michelle Butler, Baker Heights Elementary School
- Ms. Laura Lee O'Dell, Park Ridge Academic Magnet School
- Ms. Makeba Angel Scott, Baker Middle School
- Ms. Regina Elizabeth Bornslater, Baker High School

Mr. John Arrasmith, English Language Arts Specialist announced the City of Baker School System 2023 Students of the Year:

- Mr. Luis Enrique Morales, Baker Heights Elementary School
- Miss Gabrielle Taylor, Park Ridge Academic Magnet School
- Mr. Kelly Terrell Rice, III, Baker Middle School
- Miss Cesia Calix, Baker High School

The Teachers of the Year and Students of the Year each received a plaque presented by their school principal.

The 2023 King and Queen of the Baker High School Prom were recognized, and each presented with a certificate by President Burges:

- Mr. Alec Wooders, Baker High School Prom King
- Miss Amber Harris, Baker High School Prom Queen

On motion of Mrs. Profit seconded by Ms. Butler, the Board voted to approve the agenda. Voting yes: Perkins, Profit, Butler, Joseph, and Burges. Voting no: None.

Action Items:

1. On motion of Mrs. Perkins seconded by Mrs. Profit, the Board voted to approve the minutes from the City of Baker School Board Meetings of March 14, 2023 and April 4, 2023. Voting yes: Perkins, Profit, Butler, Joseph, and Burges. Voting no: None.
2. Mr. Matthew Margaglio with Kolder, Slaven & Company, LLC presented the City of Baker School Board Annual Financial Report for the Year Ended June 30, 2022. On motion of Ms. Butler seconded by Mrs. Profit, the Board voted to approve the City of Baker School Board Financial Audit for the 2022-2023 school year. Voting yes: Profit, Butler, and Burges. Voting no: Perkins and Joseph.
3. On motion of Mrs. Profit seconded by Ms. Butler, the Board voted to approve an engagement letter with Kolder, Slaven & Company, LLC to provide audit services for the City of Baker School Board for the year ended June 30, 2023 and 2024. Voting yes: Profit, Butler, Joseph, and Burges. Voting no: Perkins.
4. On motion of Ms. Butler seconded by Mrs. Profit, the Board voted to approve a change order for the Baker High School construction project. Voting yes: Perkins, Profit, Butler, Joseph, and Burges. Voting no: None.
5. On motion of Ms. Butler seconded by Mrs. Profit, the Board voted to accept the monthly financial report including budget to actual comparisons for the period ending February 28, 2023, and the monthly financial report including budget to actual comparisons for the period ending March 31, 2023, as presented by Mrs. Sidney Stewart, Business Manager. Voting yes: Perkins, Profit, Butler, and Burges. Voting no: Joseph.
6. A motion was made by Ms. Butler for the approval of the City of Baker School System *Student Rights & Responsibilities Handbook and Discipline Policy* for 2023-2024. The motion failed for lack of a second. On motion of Mrs. Profit seconded by Mrs. Perkins, the Board voted to table the item until the next Board Meeting. Voting yes: Perkins, Profit, Butler, Joseph, and Burges. Voting no: None.

7. On motion of Ms. Butler seconded by Mrs. Perkins, the Board voted to approve a memorandum of understanding (MOU) with Southern University for Dual Credit classes. Voting yes: Perkins, Profit, Butler, Joseph, and Burges. Voting no: None.
8. On motion of Ms. Butler seconded by Mrs. Joseph, the Board voted to approve a memorandum of understanding with LSU STEM Pathways. Voting yes: Perkins, Profit, Butler, Joseph, and Burges. Voting no: None.
9. On motion of Ms. Butler seconded by Mrs. Joseph, the Board voted to approve a memorandum of understanding with Rosebud Healthcare and Training, LLC for a Certified Nursing Assistant (CNA) program. Voting yes: Perkins, Profit, Butler, Joseph, and Burges. Voting no: None.
10. On motion of Mrs. Perkins seconded by Mrs. Joseph, the Board voted to approve a field trip for Baker Heights Elementary students to visit the Aquarium in Houston, Texas on May 12, 2023. Voting yes: Perkins, Profit, Butler, Joseph, and Burges. Voting no: None.
11. On motion of Ms. Butler seconded by Mrs. Profit, the Board voted to approve the appointment of Mr. J.T. Stroder as Interim Superintendent of the City of Baker School System effective July 1, 2023, and his contract. Voting yes: Perkins, Profit, Butler, Burges. Voting no: Joseph.

Information Items:

1. Superintendent's Report on Personnel – A list of the Superintendent's personnel actions was given to the Board.
2. CLEP/Dual Enrollment – Dr. Lisa Smothers, Supervisor of Accountability, Assessment and Evaluation, provided information on CLEP (College Level Examination Program). This is a program where students can take exams in various subjects and if they pass the exam, they can earn college credit while they are still in high school. We currently have 3 students who will be taking the Spanish Level I CLEP this spring. We currently have 18 students in Dual Enrollment through Southern University.
3. Baker Final Corrective Action Plan to Louisiana Department of Education – Federal Programs under the direction of Mrs. Candace Bailey, and IDEA under the direction of Mrs. Tammy Hill were both audited recently by the Louisiana Department of Education. Both programs had minor findings, and corrective action plans have been submitted.
4. Discussion of Permanent City of Baker School System Superintendent – This was an initial discussion of how the search for a permanent superintendent should be handled. Some members felt that a search should begin immediately without the assistance of a consultant by advertising in the newspaper, while others felt a consultant should be hired to conduct a superintendent search.

5. 4-H Programming – Mr. Stroder informed the Board that he and President Burges have been talking with 4-H representatives about piloting a 4-H Science Program for City of Baker School System students as well as students in surrounding areas.

Announcements:

1. The next meeting of the City of Baker School Board is scheduled for Tuesday, June 6, 2023, beginning at 6:00 p.m. in the Board Room of the School Board Office.

Superintendent's Report:

1. Baker School Bus Transportation GPS System – We have been working with the vendor that we bought the GPS units for our buses from to get the software for the bus routes to the vendor. We had hoped to have this done by the end of this school year, but it looks as though it will be ready for the upcoming school year.

Mr. Stroder suggested the Board pick a date to have a work session to discuss the millage process. President Burges will get with members and come up with a date.

There being no further business, on motion of Mrs. Joseph seconded by Ms. Buter, the Board voted to adjourn at 8:45 p.m. Voting yes: Perkins, Profit, Butler, Joseph, and Burges. Voting no: None.

Submitted by J.T. Stroder, Acting Secretary.



**City of Baker School Board Special Meeting
May 26, 2023**

MINUTES

The City of Baker School Board held a special meeting beginning at 5:00 p.m. on Friday, May 26, 2023.

President Burges called the meeting to order and explained to visitors the process for speaking on action agenda items is to request a comment card from Mrs. Debbie Dedeaux. Write your name on the card as well as the number of the agenda item you wish to speak on and return the card to Mrs. Dedeaux. She will bring the card up to the Board President at the appropriate time. Visitors will be allowed three (3) minutes to speak.

President Burges called the meeting to order and took roll call:

Perkins:	Present
Profit:	Present
Butler:	Present
Joseph:	Present
Burges:	Present

President Burges announced there was a quorum and the meeting would proceed.

Silent Meditation was led by Mrs. Perkins, and the Pledge of Allegiance was led by Ms. Butler.

Action Items:

1. Mrs. Sidney Stewart, Business Manager, read the Resolution for adoption of the millage rates, and a roll call vote was taken:

Perkins:	No
Profit:	Yes
Butler:	Yes
Joseph:	No
Burges:	Yes

The millage rates for 2023 were adopted.

2. On motion of Ms. Butler seconded by Mrs. Profit, the Board voted to approve the City of Baker School System *Student Rights & Responsibilities Handbook and Discipline Policy* for the 2023-2024 school year. Voting yes: Perkins, Profit, Butler, Joseph, and Burges. Voting no: None.
3. On motion of Ms. Butler seconded by Mrs. Profit, the Board voted to approve the campus consolidations proposed by Acting Superintendent Stroder. Voting yes: Profit, Butler, and Burges. Voting no: Perkins, and Joseph.

4. On motion of Ms. Butler seconded by Mrs. Joseph the Board voted to approve a settlement in the matter entitled *Alice Dale Cunningham, et al v. City of Baker School Board, Baker Heights Elementary School, Candace Bailey, John Doe Langston, ABC Insurance Company and XYZ Insurance Company*, Docket No. 695,021. Voting yes: Perkins, Profit, Butler, Joseph, and Burges. Voting no: None.

Date of Next Meeting – June 6, 2023

Adjournment: There being no further business on motion of Mrs. Perkins seconded by Ms. Butler, the Board voted to adjourn at 6:11 p.m. Voting yes: Perkins, Profit, Butler, Joseph, and Burges. Voting no: None.

Submitted by J.T. Stroder, Acting Secretary.

City of Baker School System
School Board Meeting
Tuesday, June 6, 2023

Type of Item: Action

Agenda Item: Monthly Financial Report

Background Information:

Mrs. Stewart will present the Monthly Financial Report including Budget to Actual Comparisons for the Period Ending April 30, 2023.

Attached Items: April 30, 2023 Monthly Financial Report

Possible Motion: Move to approve the financial report for the period ending April 30, 2023

City of Baker School Board



Financial Report Summaries Including Budget to Actual Comparisons For Period Ending April 30, 2023

City of Baker School Board
General Fund Financial Report Summaries Including Budget to Actual Comparisons for Period Ending April 30, 2023

GENERAL FUND			
Description	2022-2023 APPROVED Revenues/ Expenditures	2022-2023 YTD Revenues/ Expenditures	Percentage Uncollected/ Unexpended
REVENUES			
Local Sources			
Ad Valorem	2,537,454	2,420,443.53	-4.6%
Sales and Use	4,535,205	3,566,597.68	-21.4%
1% Collections by Sherriff and Pension Fund	62,350	0.00	-100.0%
Interest Earnings	1,500	14,548.56	869.9%
Donations	0	7,100.00	100.0%
Dr. Carpenter Scholarship Fund	0	2,000.00	100.0%
Other Local	150,500	49,875.07	-66.9%
State Sources			
Minimum Foundation Program	7,677,499	3,905,808.00	-49.1%
Professional Improvement Program	9,360	9,968.00	6.5%
Revenue Sharing	44,500	29,355.88	-34.0%
Supplemental Choice Allocation Funds (SCA)	37,870	19,039.00	-49.7%
Career Development Funds (CDF)	31,631	33,713.25	6.6%
Federal			
ERATE	12,000	0.00	-100.0%
Indirect Costs	171,112	105,155.00	-38.5%
TOTAL REVENUES	15,270,981	10,163,603.97	-33.4%
EXPENDITURES			
Instruction:			
Regular Programs	3,614,332	2,690,538.48	-25.6%
Special Education Programs	987,559	648,771.63	-34.3%
Vocational Programs	286,628	129,689.51	-54.8%
Other Instructional Programs	471,877	338,185.55	-28.3%
Special Programs	131,346	64,630.74	-50.8%
Total Instruction	5,491,742	3,871,815.91	-29.5%
Support Services:			
Pupil Support Services	587,680	401,311.99	-31.7%
Instructional Staff Support	560,149	415,253.75	-25.9%
General Administration	955,182	703,814.30	-26.3%
School Administration	1,061,274	829,426.88	-21.8%
Business Services	304,906	284,267.88	-6.8%
Plant Services	1,487,552	1,488,268.83	0.0%
Student Transportation Services	832,424	586,103.64	-29.6%
Central Services	203,812	126,612.61	-37.9%
Total Support Services	5,992,979	4,835,059.88	0.7%
CAPITAL OUTLAY/DEBT SERVICES			
Building Improvements (Plant Services)	74,907	48,882.09	-34.7%
Architectural/Project Management Services	250,000	250,000.00	0.0%
Debt Service	527,571	525,873.88	-0.3%
TOTAL CAPITAL OUTLAY/DEBT SERVICES	852,478	824,755.97	
TOTAL EXPENDITURES	12,337,199	9,531,631.76	7.3%
EXCESS/DEFICIENCY of REVENUES OVER EXPENDITURES	2,933,782	631,972.21	
TRANSFERS OUT			
USDA SFS Match Transfer	12,114	0.00	-100.0%
Local Revenue Charter School Transfers	2,779,501	0.00	-100.0%
TOTAL OPERATING TRANSFERS OUT	2,791,615.00	0.00	
FUND BALANCES			
BEGINNING FUND BALANCE	3,530,156	2,672,322.63	
Reserve Fund Assigned to Baker High Restoration	(1,000,000)	0.00	
ENDING UNASSIGNED FUND BALANCE	2,672,323	3,304,294.84	

CITY OF BAKER SCHOOL BOARD

Baker, Louisiana

General Fund Financial Report Summaries Including Budget to Actual Comparisons for Period Ending April 30, 2023

CAPITAL PROJECTS			
Description	2022-2023 APPROVED Revenues/ Expenditures	2022-2023 YTD Revenues/ Expenditures	Percentage Uncollected/ Unexpended
Disaster Recovery Baker High School Restoration Project			
REVENUE SOURCES			
FEMA REVENUE	6,266,855.00	0.00	-100.0%
Community Development Block Grant 10% Match (CDBG)	696,317.00	0.00	-100.0%
ESSER FUNDS	1,245,000.00	0.00	-100.0%
BOND REVENUE - LOAN	8,200,000.00	4,952,404.52	-39.6%
TOTAL REVENUE FOR CONSTRUCTION	16,408,172.00	4,952,404.52	-69.8%
CONTENTS (FURNITURE AND FIXTURES)			
FEMA REVENUE - CONTENTS	1,190,584.00	0.00	-100.0%
Community Development Block Grant 10% Match (CDBG)	132,288.00	0.00	-100.0%
TOTAL REVENUE FOR CONTENTS	1,322,872.00	0.00	-100.0%
Revenues	17,731,044.00	4,952,404.52	-72.1%
Reserve Funds Transferred In From General Funds	3,901,176.00	3,901,176.00	
TOTAL REVENUES FOR PROJECT	21,632,220.00	8,853,580.52	
EXPENDITURES			
Architectural and Professional Services	165,569.00	10,477.76	-93.7%
Construction & Restoration	20,143,779.00	6,152,033.47	-69.5%
Furniture and Fixtures	1,322,872.00	0.00	-100.0%
TOTAL EXPENDITURES	21,632,220.00	6,162,511.23	-71.5%
Excess of Revenues Over Expenditures	0.00	2,691,069.29	

City of Baker School Board

Special Revenue Funds Financial Report Summaries Including Budget to Actual Comparisons for Period Ending April 30, 2023

SPECIAL REVENUE FUNDS						
FEDERAL AND STATE GRANTS	2022-2023 APPROVED BUDGET	2022-2023 YTD Revenues	2022-2023 YTD Exp	2022-2023 Excess/ Deficiency	RECEIVABLES AS OF 05/31/2023	ADJ Excess/ Deficiency
Account Title						
CARL PERKINS	30,654.00	703.00	907.40	(204.40)	190.00	(14.40)
FOOD SERVICE	834,409.00	552,599.07	580,151.40	(27,552.33)	66,559.97	39,007.64
SUMMER SCHOOL FOOD SERVICE	8,790.00	21,368.56	3,856.84	17,511.72	0.00	17,511.72
SCA/SFS SUPPLY CHAIN ASSISTANCE	26,997.16	26,997.16	24,876.82	2,120.34	0.00	2,120.34
FRESH FRUIT AND VEGETABLE GRANT	8,071.00	6,467.76	6,467.76	0.00	0.00	0.00
IDEA PART B	232,137.00	191,133.00	242,610.61	(51,477.61)	23,646.00	(27,831.61)
HIGH COST SERVICES	0.00	0.00	25,160.91	(25,160.91)	0.00	(25,160.91)
SPECIAL ED - PRE-SCHOOL	6,201.00	0.00	0.00	0.00	0.00	0.00
8g STUDENT ENHANCEMENT/PRE K	50,339.00	19,264.03	49,139.46	(29,875.43)	24,105.84	(5,769.59)
TITLE I	900,354.00	940,742.00	958,860.44	(18,118.44)	101,762.00	83,643.56
TITLE II	73,661.00	51,942.00	70,485.84	(18,543.84)	7,071.00	(11,472.84)
TITLE IV	35,338.00	49,612.00	61,046.46	(11,434.46)	11,435.00	0.54
DIRECT STUDENT SERVICES	0.00	13,185.00	27,623.00	(14,438.00)	14,438.00	0.00
SCHOOL REDESIGN	155,587.00	47,970.00	53,041.36	(5,071.36)	5,071.00	(0.36)
LA - 4 Cecil Picard	223,200.00	144,522.00	112,575.76	31,946.24	0.00	31,946.24
ED EXCELLENCE ENHANCEMENT	0.00	30,242.00	16,793.22	13,448.78	0.00	13,448.78
STRONG START 2020	0.00	201,020.00	80,780.36	120,239.64	0.00	120,239.64
ESSER II - FORMULA ACHIEVE	1,225,997.00	585,429.00	990,500.63	(405,071.63)	170,494.00	(234,577.63)
ESSER II INCENTIVE	22,779.00	0.00	0.00	0.00	0.00	0.00
ESSER III - FORMULA ACHIEVE	6,159,828.00	770,214.00	861,696.45	(91,482.45)	48,807.00	(42,675.45)
ESSER III (EB) - ACHIEVE - INTERVENTIONS	1,227,544.00	108,346.00	173,906.77	(65,560.77)	45,339.00	(20,221.77)
ESSER III INCENTIVE	140,009.00	0.00	0.00	0.00	0.00	0.00
HOMELESS ARP	37,965.00	5,798.00	5,797.53	0.47	0.00	0.47
IDEA 611 ARP ACHV	63,108.00	0.00	4,483.85	(4,483.85)	0.00	(4,483.85)
IDEA 619 ARP ACHV	5,186.00	0.00	3,313.41	(3,313.41)	0.00	(3,313.41)
IDEA 611 Set Aside	35,933.00	0.00	0.00	0.00	0.00	0.00
COMPREHENSIVE LITERACY STATE DEVELOPMENT CLSD B-5	75,500.00	55,668.00	66,063.53	(10,395.53)	42,328.00	31,932.47
COMPREHENSIVE LITERACY STATE DEVELOPMENT CLSD K-5	18,870.00	0.00		0.00	0.00	0.00
COMPREHENSIVE LITERACY STATE DEVELOPMENT CLSD 6-8	18,870.00	0.00	3,300.00	(3,300.00)	0.00	(3,300.00)
COMPREHENSIVE LITERACY STATE DEVELOPMENT CLSD 9-12	181,760.00	0.00	11,404.74	(11,404.74)	0.00	(11,404.74)
TOTAL - SPECIAL REVENUE FUNDS	11,799,087.16	3,823,222.58	4,434,844.55	(611,621.97)	561,246.81	(50,375.16)

City of Baker School System
School Board Meeting
Tuesday, June 6, 2023

Type of Item: Action

Agenda Item: Salary Schedules

Background Information:

The board needs to approve the changes to all salary schedules per board policy A-4. All of this is done while balancing the budget. I am projecting about \$300,000 less in Revenue for next year and have made the necessary cuts to sustain this increase with no increase to taxes.

Attached Items: Proposed Budget
Single Lane Schedule
Current Salary Schedule

Possible Motion: Move to approve the teacher salary schedule for the 2023-2024 school year

EXPERIENCE AND EDUCATION MULTIPLIER TABLE

INSTRUCTIONAL INDEX

	BA	Difference between Steps	MA	Difference between Steps	MA +30	Difference between Steps	EdS	Difference between Steps	Doctorate	Difference between Steps
0-1	41,303	360	42,697	407	43,420	417	43,859	452	\$45,664	511
2	41,663	365	43,104	412	43,837	424	44,311	460	\$46,175	520
3	42,028	370	43,516	419	44,261	430	44,771	467	\$46,695	529
4	42,398	206	43,935	256	44,691	267	45,238	304	\$47,224	367
5	42,604	380	44,191	431	44,958	443	45,542	482	\$47,591	548
6	42,984	386	44,622	438	45,401	450	46,024	490	\$48,139	556
7	43,370	274	45,060	669	45,851	449	46,514	627	\$48,695	532
8	43,644	565	45,729	606	46,300	618	47,141	625	\$49,227	642
9	44,209	575	46,335	619	46,918	630	47,766	631	\$49,869	655
10	44,784	188	46,954	230	47,548	242	48,397	243	\$50,524	267
11	44,972	599	47,184	644	47,790	656	48,640	656	\$50,791	680
12	45,571	611	47,828	656	48,446	668	49,296	668	\$51,471	692
13	46,182	623	48,484	669	49,114	682	49,964	681	\$52,163	706
14	46,805	636	49,153	683	49,796	695	50,645	713	\$52,869	719
15	47,441	422	49,836	458	50,491	633	51,358	399	\$53,588	476
16	47,863	608	50,294	741	51,124	780	51,757	889	\$54,064	859
17	48,471	619	51,035	756	51,904	797	52,646	911	\$54,923	878
18	49,090	630	51,791	772	52,701	814	53,557	932	\$55,801	897
19	49,720	242	52,563	389	53,515	431	54,489	556	\$56,698	517
20	49,962	411	52,952	418	53,946	567	55,045	681	\$57,215	689
21	50,373	900	53,370	200	54,513	900	55,726	900	\$57,904	900
22	51,273	1,000	53,570	1,800	55,413	1,000	56,626	1,000	\$58,804	1,000
23	52,273	1,000	55,370	1,000	56,413	1,000	57,626	1,000	\$59,804	1,000
24	53,273		56,370		57,413		58,626		\$60,804	

Single Lane Salary Schedule

0	50000		
1	52000		
2	52600	Placement	
3	53200	•Uncertified will be placed at step 0 until licensed	
4	53800		
5	54400	Education	
6	55000	Additional levels will be awarded for the based on credits earned from an	
7	55600	accredited university based on the following:	
8	56200	•Master's Degree	+ 1 levels
9	56800	•Master's +30 Degree	+ 1 levels
10	57400	•Ed Specialist	+ 1 levels
11	58000	•Doctorate Degree	+ 1 levels
12	58600	•National Board Certification	+ 1 level
13	59200		
14	59800		
15	60400	Performance	
16	61000	•70% of students at Mastery on LEAP	+ 1 level
17	61600	•100% Attendance	\$500 Bonus each semester
18	62200	•Less than two days missed in Attendance	\$250 Bonus each semester
19	62800		
20	63400		
21	64000		
22	64600		
23	65200	Sustainability	
24	65800	Average Annual Cost of our current schedule	\$35,090 58 positions * 605 Average
25	66400	Lowest possible cost of Current Schedule	\$10,904
26	67000	Highest possible cost of Current Schedule	\$104,400
27	67600		
28	68200	Sustainability of Proposed Single Lane Schedule	\$34,800 58 positions * 600 Average
29	68800		
30	69400		
31	70000		
32	70600		
33	71200		
34	71800		
35	72400		
36	73000		
37	73600		
38	74200		
39	74800		
40	75400		

Proposed Budget 23-24

Revenue	22-23	23-24 Proposed	
Local			
Ad Valorem	2,436,025	2,537,454	
Sales and Use	4,891,478	4,562,499	-328,979
1% Collections by Sherrif and Pesnsion Fund	62,350	62,350	
Interest Earnings	14,500	1,500	
Dr Dana Carpenter Scholarship Fund			
Donations	7,100		
Other local	150,500	150,500	
Total Local Revenue	7,561,953	7,314,303	
State			
Minimum Foundation Program	7,267,193	7,200,000	-67,193
Professional Improvement Program	9,360	9,360	
Revenue Sharing	44,500	44,500	
Supplemental Choice Allocation Funds	37,870	37,870	
Career Development Funds	31,631	31,631	
ERATE	12,000	12,000	
Indirect Costs	171,112	171,112	
Total State Revenue	7,573,666	7,506,473	
Total State and Local	15,135,619	14,820,776	-314,843

General Fund	Current Budget	Proposed Budget	
Instruction			
Salaries - Teachers	2,838,274	2,786,200	-52,074
Stipends	172,706	65,873	-106,833
Benefits	965,013	1,142,342	177,329
Salaries - Tchr Aides & Para-Prof	156,559	191,700	35,141
Stipends	4,750	750	-4,000
Benefits	53,230	78,597	25,367
Salaries - School Admin	970,180	798,876	-171,304
Stipends	120,458	67,028	-53,431
Benefits	329,861	327,539	-2,322
Salaries - School Support Services	192,911	279,300	86,389
Stipends	4,000	0	-4,000
Benefits	65,590	114,513	48,923
Salaries - Substitute Teachers	125,000	125,000	
TOTAL SALARIES	5,998,533	5,977,718	-20,815
Central Office			
Salaries-Administrators	782,906	512,524	-270,382
Stipends	43,417	33,100	-10,317
Benefits	274,017	210,135	-63,882
Salaries-Support Services	315,858	329,343	13,485
Stipends	46,100	0	-46,100
Benefits	107,392	135,031	27,639
Salaries-Transportation	229,070	252,300	23,230
Stipends	155,993	140,343	-15,650

Benefits	80,175	103,443	23,268
TOTAL SALARIES	2,034,927	1,716,219	-318,709
Operating Expenses			
72600-Workers Comp Premium	126,000	126,000	
73000-Purchased Services	275,000	300,000	Based on actual
73130-Pension Fund	80,000	80,000	
73140-Sales Tax Collection Fees	30,000	30,000	
73320-Legal Services	100,000	100,000	
73330-Audit/Accounting Services	75,000	75,000	
73400-TECHNICAL SERVICES	125,000	125,000	
74100-Utility Services	75,000	60,000	Based on actual
74210-Disposal Services	35,000	35,000	
74240-Lawn care	78,000	78,000	
74300-Repairs and Maintenance	175,000	200,000	Based on actual
74400-Rentals	1,000	1,000	
74420-Rental Equip and Vehicles	185,000	185,000	
75210-Liability Insurance	65,000	65000*	
75220-Property Insurance	546,000	700,000	Based on actual
75230-Fleet Insurance	80,000	80000*	
75250-Faithful Performance Bond	15,000	15,000	
75300-TELPH, INT. SUBSCR,, USPS	110,000	110,000	
75400-Advertising	5,000	8,000	
75500-Printing & Binding	6,000	6,000	
75600-Tuition Reimbursement	18,000	18,000	
75820-Travel Expense Reimbursement	30,000	30,000	
75830-Operational Allowance	7,500	7,500	
76100-Materials and Supplies	50,000	50,000	
76150-Technology Supplies	50,000	50,000	
76220-Electricity	310,000	300,000	Bakerfield Cam
76260-Gasoline	110,000	70,000	Based on actual
78100-Dues and Fees	15,000	15,000	
78310-Redemption of Principal	280,000	280,000	
78320-Interest Long-Term	250,000	255,000	
78900-MISC EXPENDITURES	6,000	6,000	
Total Capital Outlay	852,478	852,478	
Charter School Transfer	2,923,877	2,958,861	
Total Operating Expenses	7,089,855	7,126,839	36,984
Expenditures	15,123,315	14,820,776	-302,539
Revenues	15,135,619	14,820,776	-314,843
Difference	12,304	0	

Student Teacher Ratios

Current
12:1

Proposed
16:1

City of Baker School System
School Board Meeting
Tuesday, June 6, 2023

Type of Item: Action

Agenda Item: Credit Card

Background Information:

The district is unable to schedule many hotels and plane tickets for travel when booking travel arrangements. We have to make employees pay for it with their cards and reimburse them. We would like to get the card to be kept by Mrs. Dedeux and checked out with return receipts when received back.

Attached Items:

Possible Motion: Move to approve the securing of a credit card for district purchases when POs and/or checks are not accepted.

City of Baker School System
School Board Meeting
Tuesday, June 6, 2023

Type of Item: Action

Agenda Item: Lawn Care Bids

Background Information:

The district needs to renew a contract for lawn care maintenance for the 2023-2024 school year. The board needs to call for bids for this service.

Attached Items:

Possible Motion: Move to approve the a call for bids for lawn care maintenance for 2023-2024

City of Baker School System
School Board Meeting
Tuesday, June 6, 2023

Type of Item: Action

Agenda Item: Bus contract extension

Background Information:

Our Bus Contract is up on 6-31-23. However, Ross Bus will not have new buses available till January. They are proposing just extending our current contract at cost until then.

Attached Items: Ross Bus proposal
Current Contracts

Possible Motion: Move to approve the extension of the current contract with Ross Bus for one year.

James Stroder

From: Brad Deglandon <Brad@rossbus.com>
Sent: Friday, May 19, 2023 12:57 PM
To: James Stroder
Subject: RE: Quote

CAUTION: This email originated from outside the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Mr. Stroder,

Here is the current pricing for lease buses. Unfortunately it is a substantial price increase from what your lease currently is. Over the last two years there has been a 31% price increase in our cost of buses. Not to count everything else, oil, tires, labor.

71 Passenger bus with A/C lease price will now be \$27,800.00 per bus per year
Lift bus with A/C lease price will now be \$29,800.00 per bus per year

To add a REI (5) camera system to the bus would be \$1,200.00 per bus per year. That is 4 cameras inside and 1 camera looking out the front windshield

Baker does have buses that or up for renewal this year. As of right now we would swap them out later in the fall, so prices wont change until we put a new bus in place.

Please let me know if you have any questions. Thank you.

From: James Stroder <jstroder@bakerschools.org>
Sent: Friday, May 19, 2023 11:42 AM
To: Brad Deglandon <Brad@rossbus.com>
Subject: Quote

Brad:

Can you send me a quote for the renewal of our bus leases with cameras added to the buses? Also is Ross Bus on the State contract list?

Sincerely,

JT Stroder
Acting Superintendent
City of Baker School System

ROSS BUS & EQUIPMENT SALES, L.L.C.
 2913 NORTH BOLTON AVE
 ALEXANDRIA, LA 71303

LEASE AGREEMENT

THIS AGREEMENT is made and entered into as of July 1, 2022, by and between ROSS BUS AND EQUIPMENT SALES, L.L.C., Alexandria, Louisiana, hereinafter referred to as "Lessor" and CITY OF BAKER SCHOOL BOARD, hereinafter referred to as "Lessee." This lease agreement will expire on June 30, 2023.

WITNESSETH:

1. Lessor, for and in consideration of the covenants and agreements hereinafter set forth, does hereby lease and let to Lessee the following described personal property, hereinafter referred to as "the equipment", to wit:

(1) 2016 CHEV/MB 18+1 PASSENGER SCHOOL BUS
 With LIFT & A/C
 L15 1GB3GSBG2G1142311

2. Lessee acknowledges receipt of the equipment in good order and condition and acknowledges that it has examined and inspected the same. It is agreed that the equipment is of the size and type needed for Lessee's uses and purposes and, except as otherwise provided herein, that there are no representations or warranties, expressed or implied made by Lessor as an inducement to Lessee to enter into this agreement. Lessee further acknowledges that said equipment shall be garaged principally at City of Baker School Board, in the State of Louisiana, and will not be removed from the State of Louisiana without prior approval.

3. Simultaneously with the execution of this Agreement, Lessee will pay to Lessor the sum of \$16,500.00 per year for one (1) year, as lease of said equipment. Lessee is required to PICK UP and RETURN said equipment at Lessor's facility. Payment will be semi-annually for the (1) one year term of the lease. The semi-annual payments will be \$8,250.00 paid on July 1, 2022, and January 1, 2023.

4. The operation and use of the equipment during the term hereof shall be at the risk of Lessee. Lessee shall bear all risk of damage, loss, theft, or destruction of the equipment, and shall be responsible for payment of all insurance, gasoline, cut seats, broken glass and body work on the equipment, not considered normal wear, while it is in the custody and use of the Lessee. Lessee is responsible for the purchase of fuel and (DEF) Diesel Exhaust Fluid, which is a fuel related additive. Lessee is also responsible for any repairs that may result from negligence or abuse. Water and trash in fuel is not covered under any engine manufacturer's warranty. Any bills resulting from bad fuel may not be covered by the Lessor and may be the Lessee's responsibility. Lessee will be billed for any repairs resulting from bad fuel.

5. Lessee agrees to carry Comprehensive/Collision and Automobile Liability (including hired/non-owned) insurance, with a limit of not less than \$1,000,000 per occurrence, and to designate Lessor as Additional Insured and Loss Payee on such insurance and to cause delivery of a certificate evidencing such upon request. Lessee agrees to deliver prompt written notice to Lessor of (1) loss, theft, or destruction of any equipment, (2) any damage to any equipment or that the equipment is not in the

same condition as when delivered, ordinary wear and tear excepted, (3) provide a 30-day notice of cancellation of insurance policy.

- Additional Insurance Requirements:

- Additional Insured: The General Liability, Auto and Excess/Umbrella Liability insurance policies will be endorsed to add the following as an "Additional Insured": Ross Bus and Equipment Sales, L.L.C. its parent company, affiliates, and subsidiaries, their officers, agents and employees.
- Waiver of Subrogation: All insurance policies (GL, Auto, WC/EL, and Umbrella) will be endorsed to provide a Waiver of Subrogation in favor of: Ross Bus and Equipment Sales, L.L.C., its parent company, affiliates and subsidiaries, their officers, agents and employees.

6. Lessee agrees to indemnify, protect, save, and hold harmless Lessor, its parent company, affiliates, officers, directors, assigns, agents and employees from any and all lawsuits, liabilities (including, without limitation, strict liability) damages, injuries, claims, demands, and expenses (including legal expenses) of whatever kind and nature, arising on account of the manufacture, use, storage, maintenance, repair, condition (including without limitation latent and other defects, whether or not discoverable), operation and ownership of equipment, regardless of by whomsoever used, operated, maintained, or stored even if Lessor is alleged or found to be negligent (whether jointly, comparatively, or concurrently), strictly liable or otherwise at fault. Lessee agrees to bear all risks of loss, and indemnify Lessor against damage, theft, loss or destruction, partial or complete, and upon written notice by Lessor of the assertion of a claim arising directly out of Lessee's use of the equipment, Lessee shall assume full responsibility for defense thereof. This covenant of indemnity shall continue in full force and effect notwithstanding termination of this lease.

7. Lessor will be responsible for all expenses incurred for maintenance and repairs on said equipment. Warranty work will be performed by the closest pre-approved product dealer. Lessee shall make sure equipment is properly serviced and maintained and shall maintain all records required for verification of its service and maintenance. It is Lessee's responsibility to make sure the equipment is taken to the pre-designated repair facilities for proper servicing and repairs that may be required, and that daily pre-trip inspections are performed as required by state law. Lessee will provide Lessor with written proof of semi-annual state inspection, as required by state law

8. Each vehicle shall have a 15,000 mile per year mileage limit. A .50 cents per mile surcharge may be assessed on any miles that exceed this base mileage.

9. Lessee shall not enter into any sublease or assignment of this lease.

10. NON-APPROPRIATION CLAUSE: This lease is for a term of one (1) year and can only be terminated without penalty if the political subdivision fails to appropriate or make available funds to meet its obligations under the agreement during any fiscal year per Louisiana state law. *Per RS 33:4715.1 – Section providing that the beneficiary party to such agreement shall make an annual good faith effort to appropriate funds sufficient to pay all amounts due under the agreement for the current fiscal year of such beneficiary and that such agreement is only executory to the extent that funds are so appropriated. Such agreement shall further provide that in the event of an inability to appropriate sufficient funds such inability shall not constitute a default under such agreement.*

11. If Lessee should default in the payment of any sum when due hereunder, and if Lessee should not remedy such default within ten (10) days after receipt of written notice thereof by Lessor, then Lessor, its agents, servants, attorneys, or representatives, may repossess and take away said equipment and for that purpose may enter upon the premises and enter the buildings, if any, where said equipment may be.

12. This agreement imposes upon the Lessee no obligation to purchase or upon the Lessor no obligation to sell the equipment covered hereby.

13. The Lessor shall retain the right during said lease period to remove any buses, as long as replacement bus is equal to or newer than the bus or buses being removed.

14. This Agreement contains the entire understanding of the parties hereto with respect to all matters and things herein mentioned and referred to.

WHEREOF, the parties have caused this agreement to be executed as of the day and year first above written.

LESSOR: ROSS BUS AND EQUIPMENT SALES, L.L.C.

BY: Bruce Ross
BRUCE ROSS, PRESIDENT

Signed this 24th day of June, 2022, in Alexandria, Louisiana.

LESSEE: CITY OF BAKER SCHOOL BOARD

BY: De'ette Perry, Ed.D.

Signed this 16th day of June, 2022, in Baker, Louisiana.

ROSS BUS AND EQUIPMENT SALES, INC.
2913 NORTH BOLTON AVE
ALEXANDRIA, LA 71303

LEASE AGREEMENT

THIS AGREEMENT, made and entered into as of July 1, 2018, by and between ROSS BUS AND EQUIPMENT SALES, INC., Alexandria, Louisiana, hereinafter referred to as "LESSOR" and CITY OF BAKER SCHOOL BOARD, hereinafter referred to as "LESSEE." This lease agreement will expire on June 30, 2023.

WITNESSETH:

1. Lessor, for and in consideration of the covenants and agreements hereinafter set forth, does hereby lease and let to Lessee the following described personal property, hereinafter referred to as "the equipment", to wit:

(8) 2019 BB/BB – 71 PASSENGER SCHOOL BUSES
WITH A/C

BUS # L1 – VIN # 1BAKGCSA2KF348050
BUS # L2 – VIN # 1BAKGCSA4KF348048
BUS # L3 – VIN # 1BAKGCSA9KF348045
BUS # L4 – VIN # 1BAKGCSAOKF348046
BUS # L6 – VIN # 1BAKGCSAOKF348998
BUS # L9 – VIN # 1BAKGCSA2KF348999
BUS # L10 – VIN # 1BAKGCSA2KF348047
BUS # L11 – VIN # 1BAKGCSA6KF348049

(1) 2019 BB/BB – 30+3 PASSENGER SCHOOL BUS
WITH A/C & LIFT
BUS # L14 – VIN # 1BAKCCSAOKF348690

2. Lessee acknowledges receipt of the equipment in good order and condition and acknowledges that it has examined and inspected the same. It is agreed that the equipment is of the size and type needed for Lessee's uses and purposes and, except as otherwise provided herein, that there are no representations or warranties, expressed or implied made by Lessor as an inducement to Lessee to enter into this agreement. Lessee further acknowledges that said equipment shall be garaged principally at City of Baker School Board, in the State of Louisiana.

3. Simultaneously with the execution of this Agreement, Lessee will pay to Lessor the sum of \$16,500.00 per bus per year for the eight (8) 71 Passenger Route Buses and \$18,500.00 per bus per year for the one (1) 30+3 Handicap Bus, for the five (5) year term of the lease, as lease of said equipment, and Lessee is required to PICK UP and RETURN said equipment at Lessor's facility. Payment will be semi-annual for the five (5) year term of the lease with first payment due on July 1, 2018.

4. The operation and use of the equipment during the term hereof shall be at the risk of Lessee. Lessee shall bear all risk of damage, loss, theft, or destruction of the equipment, and shall be responsible for payment of all insurance, gasoline, cut seats, broken glass and body work on the equipment, not considered normal wear, while it is in the custody and use of the Lessee. Lessee is responsible for the purchase of fuel and (DEF) Diesel Exhaust Fluid, which is a fuel related additive. Lessee is also responsible for any repairs that may result from negligence or abuse. Water and trash in fuel is not covered under any engine manufacturer's warranty. Any bills resulting from bad fuel may not be covered by lessor and may be the lessee's responsibility. Lessee will be billed for any repairs resulting from bad fuel.

5. Lessee agrees to carry comprehensive/collision and Automobile liability (including hired/non-owned) insurance, with a limit of not less than \$1,000,000 per occurrence, and to designate Lessor as additional insured and loss payee on such insurance and to cause delivery of a certificate evidencing such upon request. Lessee agrees to deliver prompt written notice to Lessor of (1) loss, theft, or destruction of any equipment, (2) any damage to any equipment or that the equipment is in as good of condition as when delivered, ordinary wear and tear excepted, (3) provide a 10-day notice of cancellation of insurance policy.

- **Additional Insurance Requirements:**

- **Additional Insured:** The General Liability, Auto and excess/umbrella liability insurance policies will be endorsed to add the following as an "Additional Insured": Ross Bus and Equipment Sales, Inc., its parent company, affiliates, and subsidiaries, their officers, agents and employees.

- **Waiver of Subrogation:** All insurance policies (GL, Auto, WC/EL, and Umbrella will be endorsed to provide a Waiver of Subrogation in favor of: Ross Bus and Equipment Sales, Inc., its parent company, affiliates and subsidiaries, their officers, agents and employees.

6. Lessee agrees to indemnify, protect, save, and hold harmless Lessor, its parent company, affiliates, officers, directors, assigns, agents and employees from any and all lawsuits, liabilities (including, without limitation, strict liability) damages, injuries, claims, demands, and expenses (including legal expenses) of whatever kind and nature, arising on account of the manufacture, use, storage, maintenance, repair, condition (including without limitation latent and other defects, whether or not discoverable), operation and ownership of equipment, regardless of by whomsoever used, operated, maintained, or stored even if lessor is alleged or found to be negligent (whether jointly, comparatively, or concurrently), strictly liable or otherwise at fault. Lessee agrees to bare all risks of loss, and indemnify lessor against damage, theft, loss or destruction, partial or complete, and upon written notice by lessor of the assertion of a claim arising directly out of lessee's use of the equipment, lessee shall assume full responsibility for defense thereof. This covenant of indemnify shall continue in full force and effect notwithstanding termination of this lease.

7. Lessor will be responsible for all expenses incurred for maintenance and repairs on said equipment. Warranty work will be performed by the closest pre-approved product dealer. Lessee shall make sure equipment is properly serviced and maintained and shall maintain all records required for verification of its service and maintenance. It is Lessee's responsibility to make sure the equipment is taken to the pre-designated repair facilities for proper servicing and repairs that may be required, and that daily pre-trip inspections are performed as required by state law. Lessee will provide Lessor with written proof of annual state inspection, as required by Louisiana state law.

8. Each vehicle shall have a 15,000 mile per year mileage limit. A .50 cents per mile surcharge may be assessed on any miles that exceeds this base mileage. Mileages are to be calculated July 1st of each calendar year of the lease.

9. **NON-APPROPRIATION CLAUSE:** This lease is for a period of five (5) years and can only be terminated without penalty if the political subdivision fails to appropriate or make available funds to meet its obligations under the agreement during any fiscal year per Louisiana state law. *Per RS 33:4715.1 – Section providing that the beneficiary party to such agreement shall make an annual good faith effort to appropriate funds sufficient to pay all amounts due under the agreement for the current fiscal year of such beneficiary and that such agreement is only executory to the extent that funds are so appropriated. Such agreement shall further provide that in the event of an inability to appropriate sufficient funds such inability shall not constitute a default under such agreement.*

10. If Lessee should default in the payment of any sum when due hereunder, and if lessee should not remedy such default within ten (10) days after receipt of written notice thereof by Lessor, then Lessor, its agents, servants, attorneys, or representatives, may repossess and take away said equipment and for that purpose may enter upon the premises and enter into the buildings, if any, where said equipment may be.

11. This agreement imposes upon the Lessee no obligation to purchase or upon the Lessor no obligation to sell the equipment covered hereby.

12. The Lessor shall retain the right during said lease period to remove any buses, as long as replacement bus is equal to or newer than the bus or buses being removed.

13. This Agreement contains the entire understanding of the parties hereto with respect to all matters and things herein mentioned and referred to.

IN WITNESS WHEREOF, the parties have caused this agreement to be executed as of the day and year first above written.

LESSOR: ROSS BUS AND EQUIPMENT SALES, INC.

By: Bruce Ross
BRUCE ROSS, PRESIDENT

Signed this 7th day of August, 2018, in Alexandria, Louisiana.

LESSEE: City of Baker School Board

By: Neman AL
Superintendent

Signed this 7 day of August, 2018, in Baker, Louisiana.

Addendum to Lease Agreement

The Lessee, City of Baker School Board, agrees to **REMOVE** the following described equipment from their original Lease Agreement:

**2019 BB/BB 30+3 PASSENGER BUS
w/LIFT and A/C**

L14 1BAKCCSA0KF348690

And **ADD** the following described equipment:

**2021 BB/BB 36+5 PASSENGER BUS
w/LIFT and A/C**

L14 1BAKGCSA3MF371940


The lease amount will remain the same at \$18,500 annually, billed \$9,250 semi-annually. The remainder of the 2019-2020 school year will be pro-rated from time of bus pick-up through June 30, 2020. All terms of the original contract will remain the same. This lease expires on June 30, 2023.

LESSOR: Ross Bus & Equipment Sales, Inc.

By: 
Bruce Ross, President

Signed this 12th day of December, 2019, in Alexandria, LA.

LESSEE: City of Baker School Board

By: 

Signed this 10 day of Dec, 2019, in Baker, LA.

City of Baker School System
School Board Meeting
Tuesday, June 6, 2023

Type of Item: Action

Agenda Item:

Background Information:

Juneteenth, originally celebrated June 19, 1865, is typically celebrated on the 3rd Saturday in the month of June. For June 2023, the Gov. John Bel Edwards in his General Circular Number 2023-024 has proclaimed Friday, June 16, 2023, as a legal state holiday in the Proclamation No 78 JBE 2023. To this end with Friday, June 16th being part of the normal Four Day Summer Work Week Schedule, I am requesting that Monday, June 19th being declared a paid legal holiday for all employees in the City of Baker School System for the 2022-2023 School Calendar. This is in keeping with other Louisiana school districts, comparable to the demographics of the City of Baker School System, that are proclaiming the Juneteenth Holiday.

Moreover, for the 2023-2024 School Year, because Juneteenth falls on Saturday, June 16, 2024, I am requesting that Monday, June 17, 2024, be declared a paid legal holiday for all employees in the City of Baker School System for the 2023-2024 School Calendar. This of course is in advance of any gubernatorial circular and is in alignment with other Louisiana school districts, comparable to the demographics of the City of Baker School System, that are proclaiming the Juneteenth Holiday in their approved calendars.

Attached Items: None

Possible Motion: Move to approve June 19th as a paid holiday for CoBSS employees.

City of Baker School System
School Board Meeting
Tuesday, June 6, 2023

Type of Item: Action

Agenda Item: Contract with Jensine T. Speed

Background Information:

This contract is for Social Work Services for Summer School.

Attached Items: Contract

Possible Motion: Consideration and Approval of Contract with Jensine T. Speed, MSSA,
LCSW to work with PRAMS Steamsational Summer Academy

STATE OF LOUISIANA

CITY OF BAKER SCHOOL SYSTEM

CONTRACT FOR PROFESSIONAL SERVICES

BE IT KNOWN THAT this agreement is entered into in the above identified Parish by and between The City of Baker School System, located at 14750 Plank Road, Baker, Louisiana 70714, (hereinafter sometimes simply referred to as "COBSS"), and Jensine T. Speed, MSSA, LCSW and whose mailing address, 13113 Virgil Jackson Ave., Baton Rouge, LA 70818 (hereinafter sometimes simply referred to as "Contractor").

1.

Contractor hereby agrees to furnish the following:

Date and Time of Service(s)	Services to be Rendered (topic(s), activities, follow-up, assessment, impact on teachers and students) These activities should be directly linked to your School Improvement Plan (Public School) and Consultation Activity Chart (Nonpublic/Private School)	Location	Beneficiaries (audience - include number of administrators, teachers, students and/or parents that will benefit from PD)
June 6, 2023, through July 12, 2023	<p><u>SCOPE OF RESPONSIBILITIES:</u></p> <p>Provides direct services to local schools, such as consultation concerning intervention and prevention strategies, referrals and follow-up, assessments, and in-service. Collects and compiles data as needed for the department, district, state, and federal reports, and assists school staff in implementation of consistent and appropriate behavioral and academic modifications and crisis intervention.</p> <p><u>RESPONSIBILITIES/FUNCTIONS:</u></p> <ul style="list-style-type: none"> • Serves as a member of a multi-disciplinary team and provides appropriate social and adaptive behavior assessments for the identification of children's/student's needs and provides written reports within the required timelines • Participates in special education eligibility determinations and IEP staffing, when appropriate • Explains the assessment process, interprets results to parents, teachers, principals, and other school system personnel and assists with planning appropriate programs for individual children/students • Works directly with the child/student and family, utilizing accepted diagnostic methods • Provides preventative, related, and support services to children/students as appropriate, including individual or group therapy/counseling for those children who would benefit from such services; crisis intervention; and providing information and referral services for the child/student and family to other community resources • Establishes and maintains contact with school personnel for the purpose of 	PRAMS - Steamsationsational Summer Academy	

	<p>discussing and implementing techniques of working with children/students and their families regarding the significance of social data to the learning and/or behavioral process</p> <ul style="list-style-type: none"> • Maintains accurate case records on all children/students regarding enrollment in SBLC process including initial screening and individual evaluations, and other services provided by the School Social Worker in accordance with the requirements of local, state, and federal laws, regulations, and/or policies • Completes and maintains a required tracking system which will reflect the provision of services to children/students and personal accountability • Facilitates communication between the home and the school, seeking to involve families in the educational process of their children and providing feedback to the school on family situations and problems • Organizes and conducts in-service training with school personnel and parents on such topics as: pupil appraisal, school social work services, exceptional children, classroom management, intervention techniques, bullying, crisis prevention and intervention, and other areas of competence, when deemed necessary by the members of the school system • Confers with parents, teachers, principals, pupil appraisal staff, and other system professional staff whenever necessary on matters relative to assessment, educational, and behavioral interventions, exceptional children, learning/teaching strategies, and other areas within the expertise of the School Social Worker • Attends required staff and professional meetings and other staff development requirements • Performs other such duties and assumes such other responsibilities as assigned by the Special Education Supervisor 		
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These services are to be provided under the immediate supervision of the Special Education Supervisor.

2.

In consideration of the services described hereinabove, COBSS hereby agrees to pay Contractor at a rate of forty-five dollars (\$45.00) per hour for school social work services for five (5) weeks not to exceed a total reimbursement of \$3,105.00; the actual cost of materials/supplies as pre-approved by the City of Baker School System; travel expenditures beyond assigned office location at a rate of \$.56 (.56 cents) per mile as pre-approved by the City of Baker School System. (If travel expenses are included, please estimate costs. Reimbursement will be based on actual costs under The City of Baker School System guidelines.)

3.

The contractor will provide an invoice to Tammy Armant-Hill, Special Education Supervisor each month equal to the number of hours/days that were worked during the month (not to exceed 12 hours/week) at a daily/hourly rate of \$45.00/hour. Timesheets verifying hours/days worked must be attached to each invoice along with service/accountability logs. Invoices should be received no later than the last day of the month following the period during which the hours were accrued. The City of Baker School System will issue a check to the contractor no later than 20 days after invoice is received. If time is missed due to extenuating circumstances, making up missed time on a following week (within the contracted period) must be approved by Mrs. Tammy Armant-Hill, Special Education Supervisor.

4.

This contract for professional school social work services is with Jensine T. Speed, MSSA, LCSW and it is expected that the work will be performed personally by Jensine T. Speed, MSSA, LCSW

5.

Contractor hereby agrees that the responsibility for payment of taxes from the funds thus received under this contract shall be said Contractor's obligation and identified under a Federal tax identification number.

6.

The Legislative Auditor the State of Louisiana and/or Office of the Governor may audit all financial and suit records of Contractor which relate to this contract.

7.

This contract is in effect for the period commencing on June 6, 2023 and terminating on July 12, 2023. The termination date of this contract may be extended only if an amendment to that effect is duly executed by the contracting parties and approved by the necessary authorities prior to said termination date. Requests for extensions may be initiated by either party by the mailing of such request to the other party, via Certified Mail, return receipt requested, not less than thirty (30) days before the termination date provided for herein or any extension thereof. If either party informs the other that any extension of this contract is deemed necessary, an amendment may be prepared by the COBSS and forwarded to Contractor for appropriate action by Contractor, and said amendment is to be returned to the COBSS with appropriate information and signatures not less than fifteen (15) days prior to termination date. The amendment when received will be forwarded to the necessary authorities for their approval.

8.

The commencement of this contract is subject to and conditioned upon the availability and appropriation of the necessary funds, **and the COBSS will have no liability or obligation to pay contractor until this contract has been approved.**

Furthermore, the continuation of this contract is contingent upon the appropriation of funds by the City of Baker School Board. If the City of Baker School Board fails to appropriate sufficient monies to provide for the continuation of this contract, the contract shall terminate on the date of the beginning of the first fiscal year for which funds are not appropriated, with the sole liability of the COBSS being the amounts due and owing on the date of cancellation due to the non-appropriation of funds.

9.

Contractor shall not assign any interest in this contract and shall not transfer any interest in the same (whether by assignment or novation), without the prior written consent of the COBSS provided however, the claims for moneys due or to become due to Contractor from the COBSS under this contract may be assigned to a bank, trust company, or other financial institution without such prior written consent.

10.

Either party shall have the right to cancel this contract, with or without cause, prior to the termination date by giving the other party thirty (30) days written notice forwarded to their respective address by certified mail. The COBSS has the right to cancel this contract upon less than thirty (30) days due to budgetary reductions, a change in funding priorities by the COBSS or cause. In the event the COBSS terminates this contract for cause/breach, the COBSS will pursue all remedies available to it under law.

Notice shall be sent Certified Mail, return receipt requested, to the following addresses:

If to **CoBSS**: City of Baker School System
 Mr. James Stroder
 Superintendent
 14750 Plank Road
 Baker, LA 70714

If to **Contractor**: Jensine T. Speed, MSSA, LCSW
 Licensed Clinical Social Worker
 13113 Virgil Jackson Avenue
 Baton Rouge, LA 70818

All records, reports, documents, and other material delivered or transmitted to Contractor by the COBSS shall remain the property of the COBSS and shall be returned by Contractor to the COBSS at Contractor's expense, at termination or expiration of this contract. All records, reports, documents, or other materials related to this contract and/or obtained or prepared by Contractor in connection with the performance of the services contracted for herein shall become the property of the COBSS, and shall, upon request, be returned to the COBSS at Contractor's expense, at termination or expiration of this contract.

11.

The COBSS and Contractor acknowledge and agree that the COBSS has the right to review all records, reports, worksheets, or any other materials related to this contract. The COBSS and Contractor further agrees to furnish the COBSS, upon request, copies of any and all records, reports, worksheets, bills, statements or any other material of Contractor or the COBSS related to this contract. Consequently, Contractor agrees that all records regarding this contract shall be maintained for a period of not less than three (3) years.

12.

Any claim or controversy arising out of this contract shall be resolved according to Louisiana law.

13.

Contractor agrees to abide by the requirements of the following as applicable: Title VI and VII of the Civil Rights Act of 1964, as amended by the Equal Opportunity Act of 1972, Federal Executive Order 11246, the Federal Rehabilitation Act of 1973, as amended, the Vietnam Era Veteran's Readjustment Assistance Act of 1974, Title IX of the Education Amendments of 1972, the Age Act of 1972, and Contractor agrees to abide by the requirements of the Americans with Disabilities Act of 1990.

Contractor agrees not to discriminate in its employment practices and will render services under this contract without regard to race, religion, sex, national origin, veteran status, political affiliation, or disabilities.

Any act of discrimination committed by Contractor, or failure to comply with these statutory obligations when applicable shall be grounds for immediate termination of this contract without notice.

14.

The contractor shall maintain the confidentiality of any and all confidential student and/or employee information.

15.

For those contracts issued by the COBSS representing services to be provided using federal funding, signing this contract certifies that the contractor and the names of officers, directors, and any and all employees of the contractor's company do not appear on the EPLS. EPLS is the electronic version of the Lists of Parties Excluded from Federal Procurement and Non-procurement Programs (Lists), which identifies those parties excluded throughout the U.S. Government (unless otherwise noted) from receiving Federal contracts or certain subcontracts and from certain types of Federal financial and non-financial assistance and benefits. Contractors may view the current list at <http://epls.arnet.gov/>.

16.

Contractor receiving individual awards hereby certifies that the organization and its principals are not suspended or debarred from any Federal or State program.

Contractor: Jensine T. Speed

Mrs. Joyce Burgess, President
City of Baker School Board

Tax ID # _____

Mr. James Stroder, Superintendent
City of Baker School System

Tammy Armant-Hill
Special Education Supervisor
City of Baker School System

City of Baker School System
School Board Meeting
Tuesday, June 6, 2023

Type of Item: Action

Agenda Item: Amended Budget

Background Information:

Mrs. Stewart will present the amended budget for the current school year.

Attached Items: Amended Budget

Possible Motion: Consideration and Approval of the amended budget for 2022-2023

CITY OF BAKER SCHOOL BOARD
2022-2023 PROPOSED AMENDED Operating Budget Summary

GENERAL FUND			
Description	2022-2023 APPROVED Revenues/ Expenditures	2022-2023 AMENDED Revenues/ Expenditures	Percentage % Change
REVENUES			
Local Sources			
Ad Valorem	2,537,454	2,436,025	-4.0%
Sales and Use	4,535,205	4,891,478	7.9%
1% Collections by Sherriff and Pension Fund	62,350	62,350	0.0%
Interest Earnings	1,500	14,500	866.7%
Donations	0	7,100	100.0%
Other Local	150,500	150,500	0.0%
State Sources			
Minimum Foundation Program	7,677,499	7,267,193	-5.3%
Professional Improvement Program	9,360	9,360	0.0%
Revenue Sharing	44,500	44,500	0.0%
Supplemental Choice Allocation Funds (SCA)	37,870	37,870	0.0%
Career Development Funds (CDF)	31,631	31,631	0.0%
Federal			
ERATE	12,000	12,000	0.0%
Indirect Costs	171,112	171,112	0.0%
TOTAL REVENUES	15,270,981	15,135,619	-0.9%
EXPENDITURES			
Instruction:			
Regular Programs	3,614,332	3,614,332	0.0%
Special Education Programs	987,559	987,559	0.0%
Vocational Programs	286,628	185,586	-35.3%
Other Instructional Programs	471,877	471,877	0.0%
Special Programs	131,346	105,708	-19.5%
Total Instruction	5,491,742	5,365,062	-2.3%
Support Services:			
Pupil Support Services	587,680	587,680	0.0%
Instructional Staff Support	560,149	522,620	-6.7%
General Administration	955,182	897,085	-6.1%
School Administration	1,061,274	1,061,274	0.0%
Business Services	304,906	304,906	0.0%
Plant Services	1,487,552	1,607,726	8.1%
Student Transportation Services	832,424	832,424	0.0%
Central Services	203,812	168,425	-17.4%
Total Support Services	5,992,979	5,982,140	0.7%
TOTAL EXPENDITURES	11,484,721	11,347,202	7.3%
CAPITAL OUTLAY/DEBT SERVICES			
Building Improvements (Plant Services)	74,907	74,907	0.0%
Architectural/Project Management Services	250,000	250,000	0.0%
Debt Service	527,571	527,571	0.0%
TOTAL CAPITAL OUTLAY/DEBT SERVICES	852,478	852,478	
TRANSFERS OUT			
USDA SFS Match Transfer	12,114	10,972	-9.4%
Local Revenue Charter School Transfers	2,779,501	2,912,905	4.8%
TOTAL OPERATING TRANSFERS OUT	2,791,615.00	2,923,877.00	
CHANGE IN FUND BALANCE	142,167	12,062	

CITY OF BAKER SCHOOL BOARD
Baker, Louisiana

2022-2023 PROPOSED AMENDED SPECIAL REVENUE FUNDS/CAPITAL PROJECTS BUDGET SUMMARIES

SPECIAL REVENUE FUNDS						
FEDERAL AND STATE GRANTS	2022-2023 BUDGET ALLOCATIONS	2022-2023 AMENDED ALLOCATIONS	2022-2023 AMENDED Revenues	2022-2023 AMENDED Expenditures	2022-2023 Excess/ Deficiency	22-23 % CHANGE
Account Title						
CARL PERKINS	30,654.00	19,428.00	19,428.00	19,428.00	0.00	-36.6%
FOOD SERVICE	834,409.00	834,409.00	834,409.00	834,409.00	0.00	0.0%
SUMMER SCHOOL FOOD SERVICE	8,790.00	8,790.00	8,790.00	8,790.00	0.00	0.0%
SCA/SFS SUPPLY CHAIN ASSISTANCE	26,997.16	26,997.16	26,997.16	26,997.16	0.00	0.0%
FRESH FRUIT AND VEGETABLE GRANT	8,071.00	8,071.00	8,071.00	8,071.00	0.00	0.0%
IDEA PART B	232,137.00	277,824.00	277,824.00	277,824.00	0.00	19.7%
HIGH COST SERVICES	0.00	0.00	0.00	0.00	0.00	0.0%
SPECIAL ED - PRE-SCHOOL	6,201.00	15,782.00	15,782.00	15,782.00	0.00	154.5%
SPED CAMERAS	0.00	19,039.00	19,039.00	19,039.00	0.00	100.0%
8g STUDENT ENHANCEMENT/PRE K	50,339.00	50,339.00	50,339.00	50,339.00	0.00	0.0%
TITLE I	900,354.00	1,589,586.00	1,589,586.00	1,589,586.00	0.00	76.6%
TITLE II	73,661.00	98,303.00	98,303.00	98,303.00	0.00	33.5%
TITLE IV	35,338.00	228,606.00	228,606.00	228,606.00	0.00	546.9%
DIRECT STUDENT SERVICES	0.00	57,563.00	57,563.00	57,563.00	0.00	100.0%
SCHOOL REDESIGN	155,587.00	155,587.00	155,587.00	155,587.00	0.00	0.0%
LA - 4 Cecil Picard	223,200.00	223,200.00	223,200.00	223,200.00	0.00	0.0%
ED EXCELLENCE ENHANCEMENT	0.00	17,522.00	17,522.00	17,522.00	0.00	100.0%
STRONG START 2020	0.00	201,020.00	201,020.00	201,020.00	0.00	100.0%
ESSER II - FORMULA ACHIEVE	1,225,997.00	1,225,997.00	1,225,997.00	1,225,997.00	0.00	0.0%
ESSER II INCENTIVE	22,779.00	22,779.00	22,779.00	22,779.00	0.00	0.0%
ESSER III - FORMULA ACHIEVE	6,159,828.00	6,159,828.00	6,159,828.00	6,159,828.00	0.00	0.0%
ESSER III (EB) - ACHIEVE - INTERVENTIONS	1,227,544.00	1,227,544.00	1,227,544.00	1,227,544.00	0.00	0.0%
ESSER III INCENTIVE	140,009.00	140,009.00	140,009.00	140,009.00	0.00	0.0%
HOMELESS ARP	37,965.00	37,965.00	37,965.00	37,965.00	0.00	0.0%
IDEA 611 ARP ACHV	63,108.00	63,108.00	63,108.00	63,108.00	0.00	0.0%
IDEA 619 ARP ACHV	5,186.00	5,186.00	5,186.00	5,186.00	0.00	0.0%
IDEA 611 Set Aside	35,933.00	35,933.00	35,933.00	35,933.00	0.00	0.0%
COMPREHENSIVE LITERACY STATE DEVELOPMENT CLSD B-5	75,500.00	75,500.00	75,500.00	75,500.00	0.00	0.0%
COMPREHENSIVE LITERACY STATE DEVELOPMENT CLSD K-5	18,870.00	18,870.00	18,870.00	18,870.00	0.00	0.0%
COMPREHENSIVE LITERACY STATE DEVELOPMENT CLSD 6-8	18,870.00	18,870.00	18,870.00	18,870.00	0.00	0.0%
COMPREHENSIVE LITERACY STATE DEVELOPMENT CLSD 9-12	181,760.00	181,760.00	181,760.00	181,760.00	0.00	0.0%
BAKER HIGH SCHOOL RESTORATION	21,632,220.00	21,632,220.00	21,632,220.00	21,632,220.00	0.00	0.0%
TOTAL - SPECIAL REVENUE FUNDS& CAPITAL PROJECTS	33,431,307.16	34,677,635.16	34,677,635.16	34,677,635.16	0.00	3.7%

SUPERINTENDENT'S REPORT
ADMINISTRATIVE, INSTRUCTIONAL, AND SUPPORT STAFF POSITIONS
TUESDAY, JUNE 6, 2023, 6:00 P.M.

CERTIFICATED AND OTHER PROFESSIONAL PERSONNEL

LEAVE:

1. Tanner-Lee, Vereta, Supervisor of Student Support Services, effective 2/17/2023 to 7/31/2023; hired 8/24/2011

RESIGNATION:

1. Dean-Walker, Gloria-09 month Baker Middle School Exceptional Student Services Teacher, effective 5/25/2023; hired 11/18/2003

NON-CERTIFICATED AND OTHER SUPPORT PERSONNEL

APPOINTMENT:

1. Mitchell, Dashea, Long-Term Substitute Front General Fund Desk Receptionist, effective 5/30/2023; has Bachelor of Science in Kinesiology @ Grambling State 5-12-22;

RESIGNATION:

1. Boyd, Jacqueline, Long-Term Substitute Front Desk Receptionist, effective 5/19/2023; hired 8/17/2022

SUMMER STEAMSATIONAL APPOINTMENTS

SUMMER STEAMSATIONAL PRE-K ACADEMY 6-19-23 to 6-29-23, M-TH

Pre-K Coordinator

- Glaser, Leigh Ann-Certified Pre-K through Third Grade

Pre-K Teachers

- Harvey, Edna
- Garner-Jones, Marissa-Certified Level One, PK-3
- Walker, Tina Louise-Ancillary Early Childhood

Pre-K Paraprofessionals

- Bell, McAuthor
- Eisley, Shantell

SUMMER STEAMSATIONAL K-12th ACADEMY, 6-6-23 to 7-13-23, 8:30 AM-3:30 PM

Coordinators

- Robinson, Wanda, Certified Out-of-State Louisiana license, 4th-8th ELA, Elem 1-6, General Science 6-12, and Social Studies 6-12
- Shaw, Connie, Certified Lifetime A, Principal, Counselor, Reading Specialist, Grades 1-8

Kindergarten Teachers

- Dawson, Pamela
- Gage-Hamilton, Shavon

First Grade Teachers

- Ambeau, Breelyn, Certified Level One Elem 1-5
- Comeaux-Beauchamp, Shelia, Certified Lifetime B, Severe/Profound 1-12 and Elem 1-8

Second Grade Teachers

- Anderson, Ke'Aira
- Domino-Turner, Martina, Certified Level Two Elem 1-5
- Landry-Workman, Ledee Certified Level Two 4-8 Science and Elem 1-8

Third Grade Teachers

- Hopkins, Monisha
- Odell, Laura, Certified Lifetime B Elem 1-8
- Walls, Gertrude, Certified Lifetime A Reading Specialist 1-12, Elem 1-8, and Business Ed 6-12

Fourth Grade Teachers

- Collins, Kenyetta (Pending fingerprinting results)
- Washington, Fraundla, Certified Level Two Elem 1-5

Fifth Grade Teachers

- Anthony-Grimes, Sandra, Certified Lifetime B Computer Literacy and Business Ed 6-12
- Laphand, Barbara, Certified Lifetime A Elem 1-8, Severe & Profound 1-12, Mild Moderate 1-12, and Reading Specialist 1-12

Regular Academic Interventionist Paraprofessionals

- Williams, Precious
- Young, Tia

SUMMER STEAMSATIONAL K-12th ACADEMY

Sixth-Eighth Grade Teachers

- Harris, Mashannon, Certified Level Three English 6-12
- Heard, Kinya, Certified Level Three Elem 1-8
- Lewis-Hollins, Brittani, Certified Level Two 4-8 Math

Health and Physical Education Teachers

- Ceasor, Kenya
- Ezebunwa, Norbert “Christopher”

Music Teacher

- Ennis, Coleen, Certified Level One Music K-12

Step Enrichment Teacher

- Colar, Taevion

Limited Language Program/English Limited Language Interventionist Teacher

- Powers, Floyd, Bachelor’s Degree in Spanish 5-2015 University of New Orleans and Master of Arts in Educational Leadership American College of Education 7-2020

Ninth-Twelfth Grade

Coordinator

- Wilson-Nelson, Nakia, Certified CTTIE-Level One Retail Specialist and Business Administration and Management

9th-12th Grade Teachers

- Barnslater, Regina “Beth” Ancillary Teacher (11:30 a.m.-3:30 p.m.)
- Hughes Jennifer, Certified Level Two Health & P.E., Ancillary Teacher (11:30 a.m.-3:30 p.m.)
- Richardson, Gloria, Mathematics Teacher
- Stewart, Roland, English Language Arts Teacher PM

9th-12th Grade Paraprofessionals

- Jones, Rickey Lee PM
- Noel-Taylor, Jill

ERLA Coordinator

- Ealy, Francis, Certified Level Three English 6-12 and Mild Moderate 1-12

ERLA Teacher

- Ridgley, Malachi

ERLA Paraprofessionals

- Clark, Iris
- Mack, Ronald
- McDowell, Sadie

EXTENDED SCHOOL YEAR

ESY Teacher

- Dawson, Carol, Certified Lifetime A Supervisor of Instruction 1-12, Reading Specialist 1-12, Principal, Ed Diagnostician, Child Search Coordinator, Mild Moderate 1-12, and Elem 1-8
- Harvey, Edna (AM)

ESY Speech Language Pathologist/Therapist

- Nichols-Robins, Gail, Certified Lifetime B Speech, Language, Hearing Specialist Level One

ESY Paraprofessionals

- Jones, Ricky Lee (AM)
- Lewis, Carolyn
- Weatherspoon, Latosha

BAKER HIGH SCHOOL LEAP 2025 SUMMER ACADEMY, 6-5-23 TO 6-29-23, 7:30 AM-11:30 AM

LEAP 2025 TEACHERS

- Armer, Bright, Social Studies Teacher
- Banks, Latricia, Certified 4th-8th Level Two 4th-8th Grade Mathematics Teacher (Pending Fingerprinting and Drug + Alcohol)
- Stewart, Roland English Language Arts

BAKER HIGH SCHOOL CREDIT RECOVERY 6-5-23 TO 6-29-23, 7:30 AM-11:30 AM

CREDIT RECOVERY TEACHERS

- Bailey, Dorian, J.D. Certified Teacher Lifetime A 6th-12th Chemistry and 6th-12th Biology
- Haynes, Kelly (effective 6-12-23) Certified Teacher Level 6th-12th Gen Science and Biology

NOTE: Upward Bound Program will be 6-5-23 to 7-10-23 for at least 12 students.

BUS OPERATOR AND MANAGER

Johnson, Terri

BUS OPERATORS

Blake, Genesis (Pending fingerprinting results)

Blake, John (Pending fingerprinting results)

Emery, Shaderick

Franklin, Latonia

Hamilton, Cindy

James, Tashiana (Pending fingerprinting and insurance approval)

Miller, Wanda

Robinson, Larry

Scott, Christine

Warren, Wanda

Woods, Kristy

BUS ATTENDANT

Moses, Helen

SCHOOL FOOD SERVICE

SCHOOL FOOD SERVICE MANAGER

Gibson, Juanita

SCHOOL FOOD SERVICE TECHNICIANS

Dixon, Jacqueline

Neff, Ernest

Parker, Linda

Parker, Melissa

Whitfield, Gladys

Williams, Laura