



## **Board of Directors' Meeting**

**Tuesday, June 16, 2020**  
**2:00 PM**



# Four Corners Charter School, Inc.

Tuesday, June 16, 2020 | 2:00pm

Virtual Meeting by Executive Order of Governor DeSantis  
Number 20-69 Dated March 20, 2020



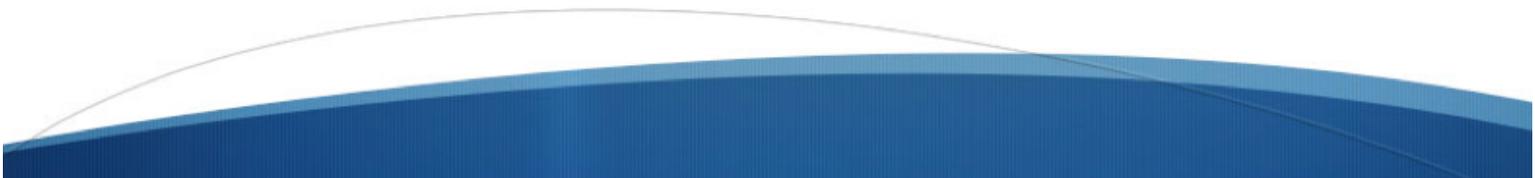
## Board Meeting Agenda

**Call to Order**

**Roll Call**

- I. Administrative**
  - Approval of Board Meeting Minutes May 5, 2020
  
- II. CSUSA Strategic Priorities Reports**
  - Summer Bridge
  - Fall Re-Opening
  
- III. Financials**
  - Capital Funding
  
- IV. Old Business**
- V. New Business**
  - Mental Health Plan
  - Parent Student Handbook
  - Security Assessment Policy
  
- VI. Public Comments**
- VII. Adjournment**

◀ **Next Meeting: August 18, 2020 at 2pm** ▶



## **BOARD MEETING MINUTES**

**Name of Foundation:** Four Corners Charter School, Inc.  
**Board Meeting:** Tuesday, May 5, 2020  
**School(s):** Four Corners Charter School

*The minutes of Sunshine Law meetings need not be verbatim transcripts of the meeting. These minutes are a brief summary of the events of the meeting.*

<b>Date:</b>	<b>Start</b>	<b>End</b>	<b>Next Meeting:</b>	<b>Next time:</b>	<b>Prepared by:</b>
May 5, 2020	2:17pm	3:48pm	June 16, 2020	2:00 PM	R.Weaver
<b>Meeting Location:</b>					
Telephonic Meeting due to Governor DeSantis' executive order 20-69 dated March 20, 2020.					

<b>Attended by:</b>	
<b>Board Members:</b> Kelvin Soto, Chair Jim Miller, Director Tim Weisheyer, Director  <b>Absent:</b> Teresa Castillo, Director	<b>Other Attendees:</b> Frank Kruppenbacher – Board Attorney Angela Barner, Sr. Accountant – Osceola County School District Denise Thompson, Principal – Four Corners Charter School Rita Weaver, Sr. Board Governance Manager Lisanne Morton, North Region Finance Director – CSUSA Chris Kober,, Regional Facility Manager – CSUSA Joe Childers, Assistant Principal Evelyn Cordero, Parent Facilitator Dr. Shawna Rawfalski, Osceola Charter Office Director

### **CALL TO ORDER**

Pursuant to public notice, the meeting commenced at 2:17 p.m. with a Call to Order by Chairman Kelvin Soto. Roll call was taken, and quorum established.

#### **I. ADMINISTRATIVE**

##### Approval of Board Meeting Minutes

- The Board reviewed the minutes of the February 4, 2020 meeting.

**MOTION: Motion was made by Jim Miller and seconded by Tim Weisheyer to approve the minutes of the February 5, 2020 for Four Corners Charter School, Inc. Board Meeting. Motion was approved unanimously. (3-0, 1 absent)**

#### **II. CSUSA Strategic Priorities Reports**

##### COVID and Online Learning Update

- Principal Thompson updated the board on the school's COVID response and online learning update which included updates on technology deployment and student and teacher engagement. The Board discussed the FL Virtual schools and the differences that Four Corners has been able to have due to smaller class size for their online learning model.

#### **III. FINANCIALS**

##### Facilities Assistance

- Principal Thompson reviewed the summary of facility invoices that the school needed assistance with due to unforeseen facility costs throughout the year and how this impacts her operating budget. The board discussed funding facility money at the beginning of the year and allowing the school and finance team to submit invoices as costs occur. Currently, the school and Principal Thompson waits until a meeting occurs and that creates a financial issue and potential deficit for cash flow. Board Attorney Kruppenbacher advised how to structure it while meeting oversight responsibilities.

**MOTION: Motion was made by Jim Miller and seconded by Tim Weisheyer to create a reserve fund of \$150,000 for Four Corner Charter Elementary School facility repairs for each school year beginning with the FY20 school year, with Ms. Barner and Mr. Soto approving ongoing expenditures and invoices and reporting back to the board at each board meeting, with said fund to replenished as needed throughout the year and refreshed annually. Motion was approved unanimously.**

CSUSA FY20 Budget and Financial Review

- Lianne Morton reviewed with the board the P&L Financials for Four Corners Charter School for the period ending March 31, 2020 which included highlighting the Forecast and the Fund Balance. The board reviewed the financials and all questions were answered by Ms. Morton.

CSUSA FY21 Budget Review

- Lianne Morton reviewed with the board the draft of the FY21 Budget and variance comparison with the FY20 Financials Statements. The budget drafted is conservative due to uncertainty with funding due to revenue losses from the lockdown due to COVID. The board discussed enrollment targets as well as the potential impact the COVID virus may have upon enrollment.

**MOTION: Motion was made by Tim Weisheyer and seconded by Jim Miller to approve and accept the FY20 Financial Review and the FY21 Budget Draft for Four Corners Charter Elementary School, as presented. Motion was approved unanimously.**

FCCS, Inc. Q3 Financial Review

Capital Projects Summary Report

FCCS, Inc. FY20/21 Preliminary Budget Review

FCCS, Inc. & FCCS Elementary Fund Balance Comparison

- The Board reviewed the FCCS, Inc. Quarter Three Financials of the Corporation. The board also reviewed the Capital Projects Summary Report. Ms. Barner advised the board that the agenda item listed at FCCS, Inc. FY10-20 Budget Amendment was previously reported out to the board and should have read FCCS, Inc. FY2021 Preliminary Budget Review. The board noted the facility dollars that they previously discussed as well as other items of the FY20/21 Preliminary Budget. All questions were answered by Ms. Barner.
- Ms. Barner also reviewed the FCCS, Inc. & FCCS Elementary Fund Balance Comparison as previously requested in a prior meeting.

**MOTION: Motion was made by Tim Weisheyer and seconded by Jim Miller to approve the FCCS, Inc. Q3 Financial Review as presented. Motion was approved unanimously.**

**MOTION: Motion was made by Tim Weisheyer and seconded by Jim Miller to approve the FCCS, Inc. FY20/21 Preliminary Budget, as presented. Motion was approved unanimously.**

**IV. OLD BUSINESS**

- There was no Old Business.

**V. NEW BUSINESS**

Out of Field Waivers

- The board reviewed the out of field waivers, as presented. Ms. Thompson answered all questions.

**MOTION: Motion was made by Jim Miller and seconded by Tim Weisheyer to approve the Out of Field Waivers for Four Corners Charter Elementary School, as presented. Motion was approved unanimously.**

20/21 School Year Calendar

- The board reviewed the 20/21 School Year calendar for Four Corners Elementary, which aligned with the Osceola District 20/21 School Year Calendar. The board noted that it may be necessary to review and amend this calendar should the district and Four Corners Elementary School continue the online learning that it is currently engaged in.

**MOTION: Motion was made by Tim Weisheyer and seconded by Jim Miller to approve the 20/21 School Year Calendar for Four Corners Charter Elementary, as presented. Motion was approved unanimously.**

20/21 Board Meeting Calendar

- The board discussed the 20/21 Board meeting calendar of the following proposed dates, at 2p to be held at the Osceola School Board Building:
  - August 18, 2020
  - October 16, 2020
  - January 5, 2021
  - May 4, 2021
  - June 8, 2021

**MOTION: Motion was made by Jim Miller and seconded by Tim Weisheyer to approve the 20/21 Board Meeting Calendar for FCCS, Inc., as presented. Motion was approved unanimously.**

**VI. PUBLIC COMMENTS**

- Mr. Soto requested that the June 16, 2020 FCCS, Inc. be conducted via zoom. Ms. Weaver of CSUSA will make the arrangements.

**VII. ADJOURNMENT**

**Chair, Kelvin Soto adjourned the May 5, 2020 Four Corners Charter School, Inc. Board Meeting at 3:58 p.m.**

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Kelvin Soto, Chairman

Date: \_\_\_\_\_

Draft

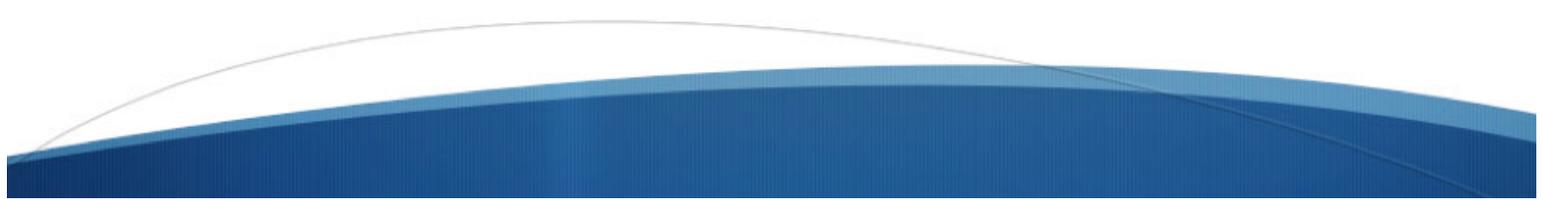
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## III. Financials

- Informational
- For Discussion
- For Action

Notes:



**OSCEOLA COUNTY COMPONENT UNIT  
Four Corners Charter School, Inc.**

Fiscal Year 2019-2020 Budget Amendment #2 - Feb FTEs

	OF1	General Fund			
		Budget Amounts			
		2019-20 Amendment #1	2019-20 Amendment #2	Difference	%
Function	UFTE	936.71	946.83	10.12	%
<b>REVENUES</b>					
Federal Direct	3100			0.00	
Federal Through State & Local	3200	0.00	0.00	0.00	
State Sources	3300	6,716,438.76	6,916,916.66	200,477.90	2.98%
Local Sources	3400	7,000.00	6,000.00	(1,000.00)	-14.29%
<b>Total Revenues</b>		6,723,438.76	6,922,916.66	199,477.90	2.97%
<b>EXPENDITURES</b>					
Current:					
Instruction	5000	4,801,143.95	4,978,922.16	177,778.21	3.70%
Student & Instructional Support Services	6000		0.00	0.00	
Board	7100	5,561.25	5,561.25	0.00	0.00%
Administration Fees:					
District Holdback Fee	7201	88,351.00	90,054.00	1,703.00	1.93%
Charter Holder	7202			0.00	
Management Company	7203	993,113.06	1,023,184.75	30,071.69	3.03%
Other	7204			0.00	
School Administration	7300			0.00	
Facilities Acquisition and Construction	7400	1,054,576.75	1,054,576.75	0.00	0.00%
Fiscal Services	7500	20,000.00	20,000.00	0.00	0.00%
Food Services	7600			0.00	
Central Services	7700			0.00	
Pupil Transportation Services	7800	0.00	0.00	0.00	
Operation of Plant	7900			0.00	
Maintenance of Plant	8100	0.00	0.00	0.00	
Administrative Technology Services	8200			0.00	
Community Services	9100			0.00	
Debt Service: (Function 9200)					
Retirement of Principal	710			0.00	
Interest	720			0.00	
Dues, Fees and Issuance Costs	730			0.00	
Miscellaneous Expenditures	790			0.00	
Capital Outlay:					
Facilities Acquisition and Construction	7420			0.00	
Other Capital Outlay	9300			0.00	
<b>Total Expenditures</b>		6,962,746.01	7,172,298.91	209,552.90	8.66%
Excess (Deficiency) of Revenues Over (Under) Expenditures		(239,307.25)	(249,382.25)	(10,075.00)	11.63%
<b>OTHER FINANCING SOURCES (USES)</b>					
Loans Incurred	3720			0.00	
Proceeds from the Sale of Capital Assets	3730			0.00	
Loss Recoveries	3740			0.00	
Proceeds of Forward Supply Contract	3760			0.00	
Special Facilities Construction Advances	3770			0.00	
Transfers In	3600	468,491.00	477,566.00	9,075.00	1.94%
Transfers Out	9700	0.00	0.00	0.00	
<b>Total Other Financing Sources (Uses)</b>		468,491.00	477,566.00	9,075.00	1.94%
<b>SPECIAL ITEMS</b>					
				0.00	
<b>EXTRAORDINARY ITEMS</b>					
Net Change in Fund Balances		229,183.75	228,183.75	(1,000.00)	-0.44%
Fund Balance - Beginning of Year	2800	3,785,843.96	3,785,843.96	0.00	0.00%
Adjustment to Fund Balance	2891			0.00	
Fund Balance - End of Year	2700	4,015,027.71	4,014,027.71	(1,000.00)	-0.02%

**Fund Balance:**

Debt Service	1,054,576.75
Maintenance Reserve	150,000.00
Unassigned	2,809,450.96
<b>Total Fund Balance</b>	<b>4,014,027.71</b>

**Notes:**

Unreserved fund balance as a percentage of revenues:

37.96%

**OSCEOLA COUNTY COMPONENT UNIT  
Four Corners Charter School, Inc.**

**Fiscal Year 2019-2020 Budget Amendment #2 - Feb FTEs**

	OF3 Function UFTE	Capital Projects			
		Budget Amounts			
		2019-20 Amendment #1	2019-20 Amendment #2	Difference	
		936.71	946.83	10.12	%
<b>REVENUES</b>					
Federal Direct	3100			0.00	
Federal Through State & Local	3200			0.00	
State Sources	3300	468,491.00	477,566.00	9,075.00	1.94%
Local Sources	3400			0.00	
<b>Total Revenues</b>		468,491.00	477,566.00	9,075.00	1.94%
<b>EXPENDITURES</b>					
Current:					
Instruction	5000			0.00	
Student & Instructional Support Services	6000			0.00	
Board	7100			0.00	
Administration Fees:					
District Holdback Fee	7201			0.00	
Charter Holder	7202			0.00	
Management Company	7203			0.00	
Other	7204			0.00	
School Administration	7300			0.00	
Facilities Acquisition and Construction	7400	213,467.63	213,467.63	0.00	0.00%
Fiscal Services	7500			0.00	
Food Services	7600			0.00	
Central Services	7700			0.00	
Pupil Transportation Services	7800			0.00	
Operation of Plant	7900			0.00	
Maintenance of Plant	8100	70,784.82	70,784.82	0.00	0.00%
Administrative Technology Services	8200			0.00	
Community Services	9100			0.00	
Debt Service: (Function 9200)					
Retirement of Principal	710			0.00	
Interest	720			0.00	
Dues, Fees and Issuance Costs	730			0.00	
Miscellaneous Expenditures	790			0.00	
Capital Outlay:					
Facilities Acquisition and Construction	7420			0.00	
Other Capital Outlay	9300			0.00	
<b>Total Expenditures</b>		284,252.45	284,252.45	0.00	0.00
Excess (Deficiency) of Revenues Over (Under) Expenditures		184,238.55	193,313.55	9,075.00	4.93%
<b>OTHER FINANCING SOURCES (USES)</b>					
Loans Incurred	3720			0.00	
Proceeds from the Sale of Capital Assets	3730			0.00	
Loss Recoveries	3740			0.00	
Proceeds of Forward Supply Contract	3760			0.00	
Special Facilities Construction Advances	3770			0.00	
Transfers In	3600			0.00	
Transfers Out	9700	(468,491.00)	(477,566.00)	9,075.00	-1.94%
<b>Total Other Financing Sources (Uses)</b>		(468,491.00)	(477,566.00)	9,075.00	-1.94%
<b>SPECIAL ITEMS</b>					
<b>EXTRAORDINARY ITEMS</b>					
Net Change in Fund Balances		(284,252.45)	(284,252.45)	0.00	0.00%
Fund Balance - Beginning of Year	2800	284,252.45	284,252.45	0.00	0.00%
Adjustment to Fund Balance	2891				
Fund Balance - End of Year	2700	0.00	0.00	0.00	

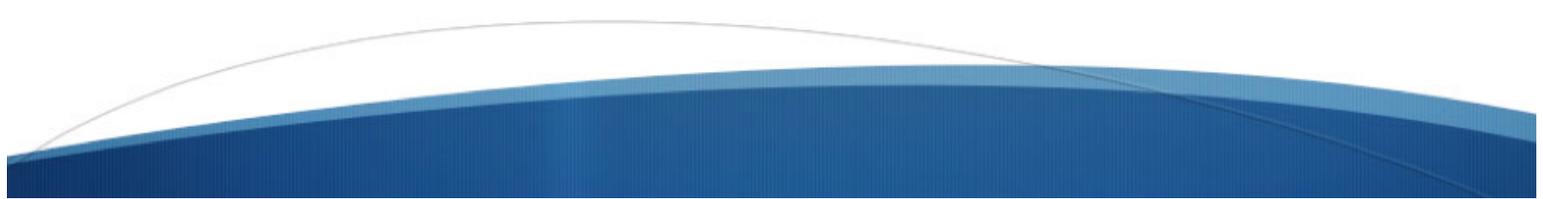
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## V. New Business

- Informational
- For Discussion
- For Action

Notes:



School District of Osceola County

2020-2021 Mental Health Assistance Allocation Plan Intention

It is the intention of Four Corners Charter School, MSID Number 49-0863, to submit our own Mental Health Assistance Allocation Plan and opt out of the School District of Osceola County Plan.

Charter School Administrator

Governing Board Approval

Denise Thompson

Print Name

Date

Denise Thompson 5/22/2020

Signature

Date

Kevin Soto

Print Name

Date

Signature

Date

OR

It is the intention of \_\_\_\_\_,  
MSID Number \_\_\_\_\_, to be included in the  
\_\_\_\_\_ Mental Health Assistance Allocation Plan.

Charter School Administrator

Governing Board Approval

Denise Thompson 5/22/2020

Print Name

Date

Denise Thompson 5/22/2020

Signature

Date

Print Name

Date

Signature

Date

**MENTAL HEALTH ASSISTANCE ALLOCATION PLAN CHECKLIST**  
**Due August 1, 2020**

Mental Health Assistance Allocation Plan (s. 1011.62(16)(a) and (b), F.S.)	
<input checked="" type="checkbox"/>	Delivers evidence-based, mental health assessment, diagnosis, intervention, treatment and recovery, through a multi-tiered system of supports.
<input checked="" type="checkbox"/>	Focuses on evidence-based mental health services for students with one or more co-occurring mental health or substance abuse diagnoses and students at high risk of such diagnoses.
<input checked="" type="checkbox"/>	Includes direct employment of school-based mental health services providers (i.e., school psychologists, school social workers, school counselors and other licensed mental health professionals) to reduce staff-to-student ratios and meet student mental health assistance needs.
<input checked="" type="checkbox"/>	Identifies strategies to increase the amount of time student services personnel spend providing direct mental health services (e.g., review and revision of staffing allocations based on school or student mental health assistance needs).
<input checked="" type="checkbox"/>	Includes contracts or interagency agreements with local behavioral health providers or Community Action Team services to provide behavioral health services on or off the school campus (plan must specify the type of services that are provided in the agreement).
<input checked="" type="checkbox"/>	States how the plan will establish school board policies and procedures that ensure for all schools, including charter schools, to ensure:
<input checked="" type="checkbox"/>	1. Students referred for a mental health screening are assessed within 15 days of referral;
<input checked="" type="checkbox"/>	2. School-based mental health services are initiated within 15 days of identification and assessment; and
<input checked="" type="checkbox"/>	3. Community-based mental health services for students are initiated within 30 days of referral.
<input checked="" type="checkbox"/>	Describes process for coordinating mental health services with a student's primary mental health care provider and other mental health providers involved in the student's care.
<input checked="" type="checkbox"/>	Identifies strategies or programs to reduce the likelihood of at-risk students developing social, emotional or behavioral problems; depression; anxiety disorders; suicidal tendencies; or substance abuse disorders.
<input checked="" type="checkbox"/>	Describes the process for coordinating mental health services for students at charter schools that are part of the school district's plan.
<input checked="" type="checkbox"/>	Identifies strategies to:
<input checked="" type="checkbox"/>	1. Improve the early identification of social, emotional or behavioral problems or substance abuse disorders;
<input checked="" type="checkbox"/>	2. Improve the provision of early intervention services; and
<input checked="" type="checkbox"/>	3. Assist students dealing with trauma and violence.
Expenditures (s. 1011.62(16), F.S.)	
<input checked="" type="checkbox"/>	Number of school-based mental health providers funded by the allocation and licensure/certification for each.
<input checked="" type="checkbox"/>	Number of community-based mental health providers funded by the allocation and licensure for each.
<input checked="" type="checkbox"/>	School district expenditures for services provided by contract-based collaborative efforts or partnerships with community mental health program agencies or providers.
<input checked="" type="checkbox"/>	Other expenditures (specify type and amount).
Expenditure Assurances (s. 1011.62(16), F.S.)	
<input checked="" type="checkbox"/>	One hundred percent of state funds are used to expand school-based mental health care; train educators and other school staff in detecting and responding to mental health issues; and connect children, youth and families with appropriate behavioral health services.
<input checked="" type="checkbox"/>	Mental health assistance allocation funds do not supplant other funding sources OR increase salaries or provide staff bonuses.
<input checked="" type="checkbox"/>	Describes how district will maximize use of other sources of funding to provide school-based mental health services (e.g., Medicaid reimbursement, third-party payments and grants).
Program Implementation and Outcomes (s. 1011.62(16)(d), F.S.)	
<input checked="" type="checkbox"/>	Identifies the number and ratios of FDOE-certified or licensed, school-based mental health services providers employed by the district (i.e., school psychologists, school social workers, school counselors and other mental health services providers by licensure type).
<input checked="" type="checkbox"/>	Includes system for tracking the number of students at high risk for mental health or co-occurring substance abuse disorders who received mental health screenings or assessments; number of students referred to school-based mental health services providers; number of students referred to community-based mental health services providers; number of students who received school-based interventions, services or assistance; and number of students who received community-based interventions, services or assistance.
Plan Approval and Submission (s. 1011.62(16)(c), F.S.)	
<input type="checkbox"/>	Local school board approved the district plan. <span style="float: right;">Date of Approval:</span>
<input type="checkbox"/>	Approved plan was submitted to the Commissioner of Education by August 1, 2020 (attached).

Principal Signature: Denise Thompson Date: 5/22/2020

Board Chair Signature: \_\_\_\_\_ Date: \_\_\_\_\_ Submit Form

**Four Corners Charter School**  
**MSID#49-0863**  
**Mental Health Assistance Plan**  
*Updated March 2020*

*Four Corners Charter School recognizes the connections between mental health and student academic performance. Our teachers help to support mental health in the classroom by being culturally sensitive, creating awareness and supporting students based on their individual needs.*

*Four Corners Charter School is committed to increasing access to mental health supports for its students. Four Corners Charter School's mental health team guides and monitors this plan's implementation. Regularly scheduled meetings of the team provide a forum for professional collaboration and allow for monitoring of screenings, referrals, interventions, and student progress.*

***DELIVERING EVIDENCE-BASED MENTAL HEALTH SERVICES THROUGH A MULTI-TIERED SYSTEM OF SUPPORTS***

**Tier 1: Promotion and Prevention**

For students: Four Corners Charter School's curriculum will infuse social emotional learning and character education, which may include such topics as self-management, self-awareness, responsible decision-making, relationship skills, and social awareness, as examples.

For staff: Four Corners Charter School's employees will receive professional development to encourage positive attitudes and competency in mental health and substance abuse awareness.

**Tier 2: Promotion and Prevention Using Small Groups, Embedded Strategies and Targeted Support for Identified Students**

Four Corners Charter School will support students through the use of small groups to teach self-regulation, improve social skills and provide an opportunity for peer mentoring, as some examples. Four Corners Charter School will enter into collaborative partnerships with community mental health providers and agencies. When students are identified as needing additional support through appropriate referral and screening processes, Four Corners Charter School will refer students and families to those local providers and agencies for targeted mental health interventions.

**Tier 3: Promotion, Prevention and Intervention to Decrease Symptoms**

Four Corners Charter School will secure licensed mental health providers who will work on site to provide evidence-based mental health interventions and services to students requiring individualized, intensive counseling and support. Cognitive Behavioral Therapy (CBT) and Trauma Focused CBT, with a brief solution-based focus, will address affective/emotional, cognitive/thinking-based, and behavioral problems. For students with substance abuse issues, interventions may include a focus on developing and employing coping skills and psychoeducation through the use of *Seeking Safety* to address substance abuse. Students receiving tier 3 interventions will have individual treatment plans, which will be reviewed regularly and adjusted based on progress monitoring data.

***EVIDENCE-BASED MENTAL HEALTH SERVICES FOR STUDENTS WITH ONE OR MORE CO-OCCURRING MENTAL HEALTH OR SUBSTANCE ABUSE DIAGNOSES AND STUDENTS AT RISK OF SUCH DIAGNOSES***

As referenced above, Four Corners Charter School will secure licensed mental health providers, which may include a Board-Certified Behavior Analyst, Licensed Clinical Social Worker and/or Licensed Mental Health Counselor/Substance Abuse Counselor. These professionals will provide evidence-based mental health and substance abuse interventions. At-risk students will be identified using screening and assessment procedures described below.

***STAFFING OF SCHOOL-BASED MENTAL HEALTH SERVICES PROVIDERS TO REDUCE STAFF-TO-STUDENT RATIOS AND MEET STUDENT MENTAL HEALTH ASSISTANCE NEEDS***

Four Corners Charter School will secure licensed mental health providers who will work on site for a total number of hours commensurate to a minimum of 90% of the school's mental health assistance allocation to meet the mental health assistance needs of our students. Four Corners Charter School will maximize third-party billing opportunities, through Medicaid and commercial insurance, when applicable, to allow for increased financial resources to allow for expanded provider service schedules and a reduction in staff-to-student ratios.

***STRATEGIES TO INCREASE THE AMOUNT OF TIME STUDENT SERVICES PERSONNEL SPEND PROVIDING DIRECT MENTAL HEALTH SERVICES***

Four Corners Charter School's screening process will allow the school to be able to identify students who are at the greatest need of intervention. Using a multi-tiered system of supports, Four Corners Charter School is able to allocate resources based on student needs. Students who are identified as needing Tier 3 interventions will have the greatest number of touchpoints by student services personnel, followed by those identified as needing Tier 2 supports. Students at the Tier 1 level will benefit from school-wide social-emotional programming and monitoring by their teachers who will receive training on mental health awareness and how to recognize student warning signs. As members of Four Corners Charter School's mental health team,

student services personnel will also participate in discussions regarding student screening, referrals, intervention, and progress which will further guide how student services personnel will allocate their time. As stated above, Four Corners Charter School will also maximize third-party billing opportunities, to provide additional funding to allow for expanded provider service schedules which will then increase the amount of time student services personnel spend providing direct mental health services to our students.

### ***CONTRACTS/INTERAGENCY AGREEMENTS WITH LOCAL BEHAVIORAL HEALTH PROVIDERS TO PROVIDE BEHAVIORAL HEALTH SERVICES ON OR OFF THE SCHOOL CAMPUS***

Four Corners Charter School has established an agreement with a local behavioral health provider to support the behavioral health needs of our students. The agreement affords our students the opportunity for screening, evaluation, treatment planning, small group and/or individual services, and progress monitoring. The agreement also provides for classroom functional behavior assessments. Additionally, Four Corners Charter School will continue to expand upon its relationships with other behavioral health providers in the community.

### ***PROCEDURES TO ENSURE TIMELY ASSESSMENT AND TREATMENT***

Four Corners Charter School's licensed mental health provider records all referrals for school-based assessments in a secure, cloud-based system. The system will populate the 15 day requirement for assessment and the follow up 15 day requirement to initiate school-based services. This system will send notifications to appropriate personnel at benchmarked dates to ensure that these deadlines are adhered to. A report will be run monthly to ensure that no students are out of compliance with these requirements. If a student or the family is not-responsive after multiple attempts to make contact to initiate consent for assessment and/or service initiation, this will be noted as a means to document any compliance concerns with the timelines. For community-based providers, the collaborative partnership agreement will reflect an understanding that services are to be initiated within 30 days of referral and that Four Corners Charter School's mental health liaison will be contacted when the provider makes initial contact with the family. Assuming that the family signs a mutual consent to allow for information to be shared between the provider and the school, the referral provider will be required to share assessment date and initiation of services date with the mental health liaison as well. The mental health liaison will maintain this information and review it on a monthly basis.

### ***COORDINATION OF MENTAL HEALTH SERVICES WITH PRIMARY MENTAL HEALTH CARE PROVIDER OR OTHER MENTAL HEALTH PROVIDERS***

During the enrollment process, Four Corners Charter School will collect data from the parent/guardian of the student regarding any mental health services the student receives outside of the school. In addition, parents/guardians will be asked to share contact information for the student's primary mental health care provider. Parents will be asked to sign a mutual release

form to allow our mental health team to discuss applicable information with those providers. The Four Corners Charter School team will initiate contact with the external providers to coordinate supports for students.

***STRATEGIES OR PROGRAMS TO: REDUCE THE LIKELIHOOD OF AT-RISK STUDENTS DEVELOPING SOCIAL, EMOTIONAL OR BEHAVIORAL PROBLEMS; DEPRESSIONS; ANXIETY DISORDERS; SUICIDAL TENDENCIES; SUBSTANCE ABUSE DISORDERS; IMPROVE THE EARLY IDENTIFICATION OF SOCIAL, EMOTIONAL OR BEHAVIORAL PROBLEMS OR SUBSTANCE ABUSE DISORDERS; IMPROVE THE PROVISION OF EARLY INTERVENTION SERVICES; AND ASSIST STUDENTS DEALING WITH TRAUMA AND VIOLENCE***

### **Screening/Assessment**

During the first year of plan implementation, Four Corners Charter School will utilize a universal screening process for all students that will identify indicators for students with or at-risk of having or developing mental health or substance abuse issues. In subsequent years, new students and students in designated grade levels will participate in screening. This screening process will allow Four Corners Charter School to identify students in need of Tier 2 and/or Tier 3 interventions. For students in need of these targeted/intensive interventions, additional screening and/or assessment may occur. Examples of instruments may include the CDC's Adverse Childhood Experiences (ACEs) Survey, Beck Youth Inventory, Family Inventory Assessment or others at the discretion of the mental health team.

### **Coordinated System of Care**

As part of the assessment process, Four Corners Charter School will collect data from the parent/guardian of the student regarding community mental health services the student receives. Parents will be asked to sign a mutual release form to allow our mental health team to discuss applicable information with the agency. This team will initiate contact with the external provider to coordinate supports for students.

Four Corners Charter School's mental health providers will be required to establish a collaborative partnership with community-based mental health/substance abuse treatment agencies. Should a student require additional or more specialized treatment (psychiatric care, medication management, Baker Act, etc.), Four Corners Charter School will refer to these community-based agencies following their procedures.

All school staff will receive training on mental health awareness and how to identify warning signs of mental health concerns, substance abuse and childhood trauma. Four Corners Charter School has also partnered with a third-party agency which has developed suicide/self-harm protocols for the school to follow, in addition to district required procedures. Training components for

staff includes Four Corners Charter School’s referral process to allow students of concern to be brought to the attention of the school’s mental health team.

Four Corners Charter School's mental health team will meet regularly. At these meetings, the team will discuss screening results, students in need of referral, status updates of students currently receiving interventions, concerns/challenges/successes noted by members of the team, as well as additional actions requiring further follow up.

The school will utilize a multi-tiered system of supports as previously described to meet the needs of our students. Based on the results of the screening process conducted by Four Corners Charter School, students in need of tier 2 or tier 3 intervention will be identified and referred to the school's mental health/substance abuse providers and/or community partners.

Four Corners Charter School will also establish a collaborative partnership with community-based mental health/substance abuse treatment agencies. Should a student require additional or more specialized treatment (psychiatric care, medication management, Baker Act, etc.), Four Corners Charter School will refer to these community-based agencies following their procedures.

**EXPENDITURES & EXPENDITURE ASSURANCES**

Number of school-based mental health providers funded by the allocation and licensure/certification for each	Board Certified Behavior Analyst: 1 Licensed Clinical Social Worker/Licensed Mental Health Counselor/Licensed Marriage & Family Therapist: 1
Number of community-based mental health providers funded by the allocation and licensure for each	0

Four Corners Charter School estimates that its 2020-2021 Mental Health Assistance Allocation will be \$23,929.63 (based on 941 students at \$25.43 per student). The following expenditures will be adjusted based on the proportionate share of the 2020-2021 allocation passed through by the School District of Osceola County. Four Corners Charter School’s estimated breakdown of expenditures is as follows:

Estimated Student Screening Costs	\$313.67
Estimated Costs for Board Certified Behavior Analyst	\$2,153.67
Estimated Costs for Licensed Clinical Social Worker/Licensed Mental Health Counselor/Licensed Marriage & Family Therapist	\$19,069.33
Estimated Indirect/Administrative Costs	\$2,392.96

Estimated Total Expenditures	\$23,929.63
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Four Corners Charter School provides assurance that 100% of the Mental Health Assistance Allocation funds will be used to expand school-based mental health care; train educators and other school staff in detecting and responding to mental health issues; and connect children, youth and families with appropriate behavioral health services. Four Corners Charter School provides assurance that Mental Health Assistance Allocation funds do not supplant other funding sources or increase staff salaries or provide staff bonuses.

Four Corners Charter School’s mental health providers will maximize use of other sources of funding to provide school-based mental health services. Four Corners Charter School will seek Medicaid and commercial insurance reimbursement when applicable for allowable expenditures with appropriate parental consent. Four Corners Charter School may also research additional opportunities for funding, such as grants.

**PROGRAM IMPLEMENTATION AND OUTCOMES**

Number and ratio of FDOE-certified or licensed, school-based mental health services providers secured by Four Corners Charter School	2 licensed, school-based mental health service providers 0.32 FTE
--	--

Four Corners Charter School's mental health team will utilize a recording system to maintain and track data for the following indicators:

- Number of students at high risk for mental health or co-occurring substance abuse disorders who received mental health screenings or assessments
- Number of students referred to school-based mental health services providers
- Number of students referred to community-based mental health services providers
- Number of students who received school-based interventions, services or assistance
- Number of students who received community-based interventions, services or assistance

This data will be reported to the state annually by September 30<sup>th</sup> of each year.

  
 Denise Thompson, Principal  
 Four Corners Charter School

\_\_\_\_\_  
 Kevin Soto, Board Chairperson  
 Four Corners Charter School, Inc.

5/22/2020  
 \_\_\_\_\_  
 Date

\_\_\_\_\_  
 Date

(School Logo)

# Parent Handbook

Insert School Name



From the very first day of school until they don their caps and gowns, students go through the most enriching growth period of their lives. The Charter Schools USA family of schools is proud to offer you and your family the opportunity to choose a great educational experience. As an alternative to public schools without the typical added cost of tuition, our schools offer a rigorous academic curriculum, a safe learning environment, a community atmosphere and so much more.

Educational success for all students cannot be achieved without parent partnerships. You are the most essential part of your child’s education and it is important that we build a strong relationship in order to best serve your child’s educational needs.

Please use this handbook as a guide. If you cannot find the information you need, please contact school staff members as indicated on the following pages. We look forward to a successful year and are committed to providing our students with quality learning opportunities that will help them become productive citizens in the 21<sup>st</sup> century.

**Charter Schools USA’s Mission**

CSUSA provides world-class educational solutions with:

- An unwavering dedication to student success
- An unyielding commitment to ethical and sound business practices

Providing a choice for our stakeholders that fosters and promotes educational excellence.

**Charter Schools USA’s Vision**

CSUSA will have a dramatic impact on the world’s next generation – changing lives and leaving a legacy. Our brand will be the standard by which quality is measured in education.

**CSUSA Values**

- Purpose
- Passion
- Integrity
- Grit



- Aventura City of Excellence
- Bonita Springs Charter School
- Cape Coral Charter School
- Clay Charter Academy
- Collier Charter Academy
- Coral Springs Charter School
- Creekside Charter Academy
- Don Soffer Aventura High School
- Downtown Miami Charter School
- Duval Charter High School at Baymeadows
- Duval Charter School at Baymeadows
- Duval Charter Scholars Academy
- Duval Charter School at Coastal
- Duval Charter School at Flagler Center
- Duval Charter at Mandarin
- Duval Charter at Southside
- Duval Charter School at Westside
- Four Corners Charter School
- Four Corners Charter Upper School
- Gateway Charter High School
- Gateway Charter School
- Gateway Intermediate Charter School
- Governors Charter Academy
- G-Star School of the Arts
- Henderson Hammock Charter School
- Hollywood Academy of Arts and Science
- Innovative Preparatory Academy
- Keys Gate Charter High School
- Keys Gate Charter School
- Manatee Charter School
- North Broward Academy of Excellence
- Palms West Charter School
- PM Wells Charter Academy
- Renaissance Charter School at Boggy Creek
- Renaissance Charter School at Central Florida
- Renaissance Charter School at Central Palm
- Renaissance Charter School at Chickasaw Trail
- Renaissance Charter School at Cooper City
- Renaissance Charter School at Coral Springs
- Renaissance Charter School at Crown Point
- Renaissance Charter School at Cypress
- Renaissance Charter School at Goldenrod
- Renaissance Charter School at Hunter’s Creek
- Renaissance Charter Schools at Pines
- Renaissance Charter School at Plantation
- Renaissance Charter School at Poinciana
- Renaissance Charter School of St. Lucie
- Renaissance Charter School at Summit
- Renaissance Charter School at Tapestry
- Renaissance Charter School at Tradition
- Renaissance Charter School at University
- Renaissance Charter School at Wellington
- Renaissance Charter School at West Palm Beach
- Renaissance Elementary Charter School
- Renaissance Middle Charter School
- Six Mile Charter School
- SouthShore Charter Academy
- Union Park Charter Academy
- Waterset Charter School
- Winthrop Charter School
- Winthrop College Preparatory Academy
- Woodmont Charter School

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**\*COVID-19 DISCLAIMER**

**Sections of this handbook are subject to change based on health and safety conditions. Those sections are notated with an asterisk (\*).**

(School Logo will be added by Marketing prior to uploading to website)

## Principal Letter

(Insert letter from the principal specific to the school)

## School Calendar

(Insert board CSUSA approved school calendar (**List View**) here)

## COVID-19 DISCLAIMER

Sections of this handbook are subject to change based on health and safety conditions. Those sections are notated with an asterisk (\*).

## Agenda Planner/Digital Planner

Each student will be required to purchase an agenda planner, which includes specific items for the school, during open house at the beginning of the school year or from the school's office. The agenda planner will be used by teachers for communication to parents and by students to log home learning assignments. The agenda planner must be signed each night by a parent to ensure that all communication has been reviewed. If a student misplaces an agenda planner, he/she will be required to purchase another one from the school office. No other planners will be accepted.

## After-School Care and Before-School Care\*

The After-School Care (ASC) program is a service we provide for parents at a reasonable fee. Students are provided a snack and a drink and participate in recess, games, and a variety of structured activities. During an hour of ASC time, students also work on home learning and daily reading assignments. Please see our web site for payment procedures and policies.

### ASC Hours:

- The ASC program begins immediately after school until **6:00 p.m.**
- Students may not be picked up from ASC during dismissal time **2:45 – 3:30 p.m.**
- Students will not be dismissed until after **3:30 p.m.**

Before-School Care (BSC) is a service the school provides for all parents for an additional monthly fee. Students who attend BSC are expected to report directly to the Multipurpose Room upon arrival, and parents must sign in their child on a daily basis. Students in BSC will have time to review the previous day's home learning assignments. Please see our web site for payment procedures and policies.

### BSC Hours:

- The BSC program begins at **7:00 a.m.**
- No students will be permitted to enter the building prior to **6:45 a.m.**
- Breakfast is available beginning at **7:30 a.m. – 7:50 a.m.** for an additional fee

## Arrival\*

Students need to learn the importance of regular and prompt school attendance. All students must be dropped off in the school driveway. The school's drop-off time is from **7:15 a.m. – 7:55 a.m.** to ensure students are sitting in class by **8:00 a.m.** There is no supervision before **7:15 a.m.** for students who are not enrolled in the BSC program. If students are dropped off prior to **7:15 a.m.**, they will be placed in BSC and the parent will be assessed a \$25.00 registration fee and the daily rate of \$5.00.

## STUDENT DROP-OFF

Traffic will loop around the parking lot and students may only be dropped off in the designated areas.

Students are not permitted to walk through the parking lot. Please do not leave your car unattended in the car loop lane during drop-off and refrain from conferences with your child's teacher during drop-off. Parents must not use their cell phones while driving in the parking lot and music must be turned off.

The safety of our children is our first priority. Please follow drop-off procedures very carefully to keep all of our children safe.

## Attendance Policy

### ABSENCES

1. Your children must be in school every day as mandated by state law.
2. Parents will call the office to notify the school if the student is going to be absent. Parents have two days to excuse the absence. Failure to do so will result in an unexcused absence.
3. When absences become a concern (3 or more unexcused absences in a calendar month/10 or more unexcused absences in a 90-day period), the attendance clerk will first confirm medical excuse notifications received and recorded for absences.
4. The attendance clerk will contact the parent regarding excessive absences (5 or more unexcused absences in a calendar month/15 or more unexcused absences in a 90-day period) or early dismissals via phone conference, email, teacher/parent conference or letter.
5. If absences continue, a formal referral letter for attendance will be made to administration with supporting documentation of parent contact and non-medical absences stapled to the referral and proper district and school procedures will follow.
6. A student must be present for a minimum of 4 hours of instructional time to be considered present.
7. Students with excused absences will have 10 days to complete make up work.
8. If a student is picked up early, they will be marked absent for any classes they miss.

When a student returns to school after an absence, a note **MUST** be brought from home.

### EXCUSED ABSENCES

Students must be in school unless the absence has been permitted or excused for one of the following reasons. Please note that vacations are considered unexcused absences.

1. Illness of student
2. Illness of immediate family member
3. Death in the family
4. Religious holidays of the student's own faith

5. Required court appearance or subpoena by a law enforcement agency
6. Special event (public functions, competitions, exceptional cases of family need)
7. Scheduled medical appointments, dental appointments, and absences for treatment of medical diagnosis such as Attention Deficit Hyperactivity Disorder and Autism Spectrum Disorder, etc.
8. Students who have, or are suspected of having a communicable disease

#### EARLY PICK-UP

Students in grades K – 5 who are picked up from school prior to the end of the day will be marked as tardy. The tardy will be excused if the parent provides written documentation that the need to leave school early was for the same reason(s) that an absence from school would be excused. The parent's notation in the school's early pick-up log may be sufficient for meeting the written documentation requirement. Every third unexcused tardy for students in grades K - 5 will convert to an unexcused absence and can be used to meet the criteria to file a truancy petition in circuit court.

For all students in grades K – 8, once the student has accumulated 3 excused tardies or absences due to leaving school early for medical/dental reasons within a semester, the parent must provide documentation from a physician that the student had a medical/dental appointment for subsequent class absences or tardies to be excused.

The school principal or designee may approve an early pick-up or release beyond these limits after taking into consideration the reason, as well as the student's attendance history, both daily and by period, and the number of early releases.

#### PLANNED EXTENDED ABSENCES

Parents are urged to plan family trips during school vacations so as not to interfere with the learning process. Missing school for a family vacation is strongly discouraged. However, if an extended student absence is unavoidable, the school must be notified in writing at least one week before the first day a student is out. Make-up work will be given to students either before or after the absence based on what the teacher deems as most beneficial for the student. Please note that vacations are considered unexcused absences.

#### TARDIES

A child is tardy when he/she is not in their classroom by **8:00 a.m.** All late students must enter the front office and be issued a tardy pass. A student is considered tardy if they are absent at the time attendance is taken provided the student is in attendance before the close of the day. If tardy for half a period or more, a student is considered absent for that period.

#### Excused Tardies:

A student will be considered as excused only if a parent/guardian personally escorts their child to the front desk and has a viable reason. The reasons for excused tardies are as follows:

1. Doctor appointments with notes from the doctor/orthodontist or
2. Extreme emergencies approved by administration

Excused tardies will not count toward the student's tardy record.

### Unexcused Tardies:

A tardy will be considered as unexcused due to alarm clock failures, "parent's fault", car trouble, and inclement weather conditions. Unexcused tardies will count toward the student's record. Your children must be in school and ON TIME by state law.

**3 unexcused tardies will constitute 1 absence**

The procedures for abiding by state law are as follows:

1. At three tardies, the attendance clerk will double check for medical excuses or extreme emergencies approved by the administration for tardies turned in and recorded.
2. At three tardies, the attendance clerk will contact the parent regarding excessive tardies or early dismissals via phone conference, email, teacher/parent conference or letter.
3. If tardies continue, a referral letter will be given to administration with supporting documentation of parent contact and non-medical or emergency tardies stapled to the referral. Appropriate consequences will follow, such as detention or Saturday School.

### Birthday Celebrations\*

Students are welcome to celebrate their birthday at school in grades K-5. Individual, store bought snacks (cupcakes, cookies, etc.) and a drink may be brought to school to share with your child's homeroom. Arrangements must be made in advance with the classroom teacher. **No party bags, balloons, decorations, etc. are permitted. Siblings may not attend this celebration as it would be disruptive to other classes.**

### Book Bags/Folders/Personal Items

Book bags, backpacks, folders, or any other personal items must not display patches, entertainment insignias, drawings, obscene words, gang related paraphernalia, or any other item that would be deemed inappropriate, offensive, or reflect negatively on CSUSA. Failure to comply will constitute a uniform violation and be subject to detention and parental notification.

### Bus Transportation\*

(School Name) does not provide/provides bus transportation. (Include information on bus transportation if applicable.)

Parents are encouraged to car pool and make sure that students are dropped-off and picked-up according to posted school hours.

## Cafeteria\*

(Meal Supplier) provides all breakfast and lunches for (School Name). A standard menu will be used, and the monthly menu can be picked up or viewed online. Breakfast and lunch will be served in the cafeteria/multi-purpose room. Students who bring lunch from home are able to purchase milk. Students can charge meals up to \$10, once that threshold is reached, students will no longer be able to charge to their accounts until the balance is paid and/or a deposit is made to the students' meal account. Students are not allowed to bring sodas to school. Since we are trying to promote healthy eating habits, we request that fast food not be brought to school when a child forgets his/her lunch. In addition, we discourage sugary foods, candy, cookies, gum, and foods heavy in red dye.

### **Payment:**

The fees for school breakfast and lunch are as follows:

Elementary and Middle School Breakfast	\$1.75	Full Price
	\$0.30	Reduced Price
Elementary and Middle School Lunch	\$3.00	Full Price
	\$0.40	Reduced Price

Milk can be purchased ala carte for \$ \_\_\_\_ cents.

We encourage parents to use our online payment system, My School Bucks, to make deposits into the students' meal accounts. Cash/check payments can be sent into school with your child, please include a note with your child's name and grade or write this information on the memo line of the check. Please note that there is a \$ \_\_\_\_ fee for returned checks and you may be required to pay in cash or money order for the remainder of the school year. Positive balances remaining on the meal account at the end of the year will carry over to the next school year unless a refund is requested in writing/email. If your child will be graduating or not returning to our school, then the refund should be requested prior to July 1.

**Free/Reduced Price Lunches:** Free and reduced lunch applications are available in the office. Students qualifying for free or reduced meals will receive free milk at breakfast and lunch and at milk break. Parents must apply for this benefit yearly. Applications should be completed and returned by (date) for students starting school at the beginning of the school year. Students who enroll after the school year has begun must return their free/reduced lunch applications with their registration packets. A random selection of applicants will be asked for additional information regarding verification of income. Notification pertaining to qualification for free/reduced lunch will be sent promptly. Parents are responsible for providing lunch for their children until the application is approved; however, prior year lunch status is valid for the first two weeks of school.

## CAFETERIA BEHAVIOR

Each student is required to show good manners, courtesy and consideration of other students and adults in the cafeteria. Students will enter and exit the cafeteria in an

orderly fashion. Students will stand in a single file line while waiting for food, keep communication noise levels low, and stay seated unless they have been given permission to leave their seat. Students are required to dispose of trash on and around their table before the lunch period is over (or immediately upon the request of the monitors) in the trash receptacles. No student is allowed to leave the cafeteria to another area of the school during the lunch period without a written pass. A student is not allowed to leave the school grounds during the lunch period. NO FOOD OR BEVERAGE IS TO BE TAKEN OUT OF THE DESIGNATED DINING AREA AT ANYTIME. The cafeteria rules are posted and all students are expected to follow them at all times. Food or other objects are not allowed to be thrown at any time while in the cafeteria as this poses a safety concern; such acts may result in disciplinary action.

### Care of School Property

Students are expected to respect the school buildings and property. Receptacles are provided throughout the buildings and grounds for proper disposal of waste. Marking or defacing school property is a serious offense and will result in disciplinary action. Any student who damages/vandalizes school property will be required to make full restitution for damages. Chewing gum in the school building is forbidden. All food must be consumed in the cafeteria or area designated by Administration. Students are not permitted to play in bathrooms. Any student who disregards rules pertaining to care of school property may be subject to disciplinary action.

### Cell Phone Policy

**(Insert the school's cell phone policy or use the paragraph below.)**

The use of a cell phone by a student while school is in session is not allowed. Students who use cell phones at school will have the cell phone confiscated and the phone will only be returned to the parent/guardian. If a cell phone is brought to school and is lost or stolen, the school is not responsible for the loss.

Unauthorized electronic devices, such as handheld games and headphones, should not be brought to school. Students who bring unauthorized electronic devices to school will have them confiscated. If these items are brought to school and are lost or stolen, the school is not responsible for the loss. Authorization for having these devices on campus can only be given by Administration.

Consequences are as follows:

First Offense: The electronic device will be returned to the parent/guardian of the student.

Second Offense: The electronic device will be returned to the parent/guardian of the student and the student will receive **(list consequence)**.

Third Offense: Parent must sign paperwork acknowledging the electronic device will be returned at the end of the academic year.

Failure to surrender items will result in a disciplinary consequence.

## Character/Citizenship

(Insert the school's Character/Citizenship policy or use the paragraph below.)

Students are expected to demonstrate superior character and citizenship. Character education provides a focus on developing the whole child. We encourage students to always do the right thing and seek the assistance of staff members when a troublesome situation arises. Follow the golden rule: Do unto others, as you would have them do unto you. Lend a helping hand whenever possible, always make good choices and act responsibly.

### STUDENT OF THE MONTH

Each month students have the opportunity to become a Student of the Month.

Students must demonstrate the following qualities:

- Make good choices when reacting to or handling a problem
- Exhibit self-control at all times, including special area classes, lunch, recess, school events, and before/after school care
- Demonstrate concern for other people, for their own personal property, and for school property
- Accept negative and positive consequences, and act responsibly
- Arrive to school on time (no more than 2 unexcused tardies per quarter and/or early dismissals per quarter)
- Turn in home learning assignments in a timely manner
- Receive no detentions or suspensions

Student of the Month is a component of the school's overall school-wide behavior plan. Students may be nominated by their classroom teachers, who will take into account regular behavior in special classes, lunch, recess, and Before/After Care Programs.

(Include information on school-wide behavior program and revise paragraph above if applicable.)

## Child Abuse

State law requires that teachers, administrators and other school personnel report suspected cases of abuse, abandonment, or neglect to the DCF Hotline at 1 800 96-ABUSE.

## Communication Between Home and School

Communication is absolutely essential for success in any human endeavor. The administration and staff recognize this and will strive to facilitate open and frequent communication with parents at all times. Teachers will communicate with parents on behavior and academics daily through the agenda and/or (Schoology and SchoolMessenger, Remind, Synched, PowerSchool) the school's closed, private learning network that allows students and parents to interact with the classroom teacher and school in a manner that blends social networking tools with traditional school communications tools. Make sure that you check your child's backpack/folder daily for informal notes from the teacher or from our staff.

Report cards, progress reports (sent home once during the middle of each grading period) allow parents opportunities to review student work and progress. Additionally, student work will be sent home **weekly (revise as needed)**. Parents/guardians are asked to review all student work and communications sent home. Parents may also view their child's current academic status through the Parent/Student Information System. Usernames and passwords will be sent home at the beginning of the school year or you can call the front office to receive login instructions.

Please feel free to consult with the office regarding any problems or questions that concern your child. It is the desire of the administrators and the faculty to be of service to both parents and student, and every teacher welcomes a conference with any parent. However, we do request that such visits be arranged beforehand with the teacher at a convenient time either before or after-school. Parents are asked not to meet with a teacher unless a conference has been scheduled. Impromptu conferences with teachers at the classroom door and during arrival and dismissal before or after school are not permitted as this may distract the teacher from supervision of students during a crucial time of movement.

Parent satisfaction surveys are conducted twice annually, shortly after the start of the school year and toward the end of the school year. Your participation is crucial so that the school can determine areas that are working well and areas that need improvement.

### Deliveries to Students/Staff\*

In order to maintain an optimal learning environment, school staff must ensure each classroom is minimally interrupted during the day. Therefore, office staff will not make any deliveries to students or staff. We request parent cooperation in preparing students for school and in making certain that students have all the materials and assignments necessary for the day. Office Staff will not accept delivery of supplies, lunches, home learning assignments, projects, etc., for students or staff. Also, please be advised that the Main Office will not accept any field trip forms or monies on behalf of teachers, the Before/After-School Care Programs, or the cafeteria. We appreciate your cooperation and understanding regarding this matter.

### Discipline Procedures\*

Discipline is the process of changing a student's behavior from inappropriate to exemplary. We are never satisfied with merely stopping poor behaviors; we desire to teach the student to do what is right. We do not discipline a student out of anger or for the sake of convenience. Though few students desire discipline, they often need structure and clear expectations to reach their full potential.

Each teacher will establish appropriate procedures for discipline in his/her classroom based on these guidelines. **The following list is not all-inclusive:**

1. Students are expected to respect the authority of school personnel which includes but is not limited to: administration, teachers, staff and substitutes.

2. Malicious destruction of school property will result in the replacement, repair or payment for damages by either the student or his/her parents. The placement of stickers on school property is forbidden.
3. Students shall help keep the school clean at all times. There is to be no gum chewing in the school building or on school grounds.
4. Items such as water pistols, matches, iPods, skateboards, hand held game devices, toys, weapons of any sort, etc. are not permitted on school grounds.
5. No items will be permitted that carry pictures or slogans referring to drug culture or alcohol. No profane, abusive or slang language is to be used.
6. All students will follow the established school cell phone policy. Cell phones or other personal electronic devices should not be brought to school and use is prohibited during school hours. School phones are available in case of emergency. Possession of a cell phone or other personal electronic devices during the school day will result in the equipment being collected and returned directly to the parent.
7. There is zero tolerance for aggression, drugs and alcohol on campus. Students that push, hit, bite, kick, harass, bully, threaten School Safety or use the internet in a negative way will be assigned an appropriate consequence, up to and including suspension or dismissal from the school.

The (School District) passed a Code of Student Conduct that lists violations and disciplinary actions that must be taken in order to deal with misconduct. All students and their parents must read The District School Board Code of Student Conduct, which can be viewed online at (link to District Code of Conduct- insert hyperlink)

**Detention Policy:**

Kindergarten – 2nd Grade:	30 minutes (2:45 – 3:15)
3 <sup>rd</sup> Grade – Grade 8:	1 hour (3:30 – 4:30)
3 <sup>rd</sup> Grade – 8 <sup>th</sup> Grade:	Saturday School (9:00-11:00 a.m.)

LEVELS OF DISCIPLINARY ACTION

There are three (3) levels of disciplinary action and the levels are determined by the seriousness of the act and the district Code of Conduct (review district code of conduct).

**Level I Actions-** In order to resolve Level I discipline problems, the following options are available:

- Conference with teacher
- Parent Contact
- Conference with teacher and parent(s)
- Conference with Principal or designee
- Conference with counselor
- Behavioral Contract
- Detention (lunch)

**Level II Actions-** In order to resolve a Level II offense, more formal disciplinary actions shall be used. Formal actions include, but are not limited to:

- Detention (after school administrative)
- Detention (after school teacher)
- Time Out
- Conference with Principal or designee
- Saturday School
- Out of school suspension if repeated offense
- Alternative to External Suspension

**Level III Actions-** In order to resolve Level III offenses, the options available are:

- Out of school suspension
- Dismissal from school
- Administrative review and reassignment

#### AFTER-SCHOOL DETENTION

An administrator or teacher will complete the After-School Detention form which includes the date/time/location of the detention, description of why the detention was given, and the attempts made to contact parent/guardian. If a student misbehaves during After-School Detention or is late, they may be issued another behavioral consequence such as Saturday Detention.

#### SATURDAY DETENTION

Saturday Detention may be assigned to those students whose behavior is consistently inappropriate. Saturday Detention is scheduled from **9:00 am-11:00 am**; students are required to wear their school uniform and must complete homework/seatwork while serving the detention. There is zero tolerance for misbehavior. A student may be suspended for one day if they miss Saturday Detention, unless due to a family emergency or illness verified by a doctor's note.

#### SUSPENSION

Suspension is a disciplinary action that temporarily removes a student from a class or all classes for a prescribed period of time not to exceed ten (10) school days. The Principal or the Principal's designee shall make every effort to employ parental assistance with alternative consequences for misconduct prior to suspending a student except in emergencies, disruptive conditions or incidents involving serious misconduct.

Middle school students who are suspended for alcohol, tobacco, or other drug (ATOD) offenses have an opportunity to save days out of school by participating in a specified, district approved ATS program identified by the school.

#### PERMANENT DISMISSAL

The Principal may recommend dismissal of a student to the Board of Directors for any of the following:

1. Possession, use of or transmission of a weapon including, but not limited to, a gun, knife, razor, explosive, ice pick or club.

2. Possession, use of or transmission of a substance capable of modifying mood or behavior.
3. Using any article as a weapon or in a manner calculated to threaten any person.
4. Committing a serious breach of conduct including, but not limited to, an assault on school personnel or on another pupil, making a threat or false report, lewd or lascivious act, arson, vandalism or any other such act, which disrupts or tends to disrupt the orderly conduct of any school activity.
5. Engaging in less serious but continuing misconduct including, but not limited to, the use of profane, obscene or abusive language, or other acts that are detrimental to the educational function of the school and that have clearly transpired.

Suspendible offenses include, but are not limited to, the following:

1. Fighting or other dangerous and/or disruptive behavior.
2. Smoking/Vaping on school grounds.
3. Being under the influence or having alcoholic beverages and/or drugs on school grounds.
4. Possession and/or use of a weapon or any object that can be used as a weapon including but not limited to: knives, brass knuckles, Chinese stars, chains, mace, etc.
5. Defacing or vandalizing school property.
6. Igniting any flammable substance.

### Dismissal\*

Please avoid calling the front office during dismissal (2:45 p.m. – 3:30 p.m.) Students must leave school grounds immediately after dismissal, unless enrolled in ASC or Enrichment Programs. Parents must wait for their children outside the school. ASC Students will not be dismissed during regular dismissal and may be picked up after 3:30 p.m.

Only individuals listed on the *EMERGENCY CONTACT CARD* will be allowed to pick-up students from school. Please update information whenever changes occur. Valid photo identification will be required of all individuals' picking-up students. If someone arrives at the school to seek the release of a student and the person's name is not on the emergency contact card or the person does not have valid photo identification, the student will **not** be released.

To avoid having the school become involved in personal family conflicts, parents or guardians should submit to school authorities a copy of any legal documents that indicate who has legal access to the child and his/her records during school hours. In the absence of legal documentation, school officials will provide access only to those individuals whose names appear on the student's data card. Failure to provide the school legal documentation outlining visitation rights will result in any parent listed on the birth certificate being permitted to pick up a child. Friends and strangers will be denied access to a student in the absence of verified parental consent.

Students not picked up on time will be placed in ASC and be charged according to the Late Fee Schedule below:

### **Late Fee Schedule**

K - 6

3:31 p.m. - 3:45 p.m.	\$15.00
3:46 p.m. - 4:00 p.m.	\$20.00
4:01 p.m. - 4:15 p.m.	\$25.00
4:16 p.m. - 6:00 p.m.	\$30.00

\*Any child picked up after 6:00 p.m. will be charged the late fee and an additional \$2.00 per minute.

If making changes in your child's dismissal plan, please fax/email the information with a copy of your Florida Driver's License and signature to the school before 2:00 p.m. No phone calls will be accepted.

Examples of changes to child's dismissal plan:

- An ASC student going home in "parent-pick-up" instead of going to the ASC Program.
- Requesting that a student be placed in ASC for the day instead of going to "parent-pick-up".

No early dismissals will be permitted after 2:00 p.m. If you must sign your child out early for an appointment, please do so by the 2:00 p.m. cut-off.

### STUDENT PICK UP PROCEDURES

Pick up: All vehicles are expected to comply with the pattern set up by school personnel.

### PICK UP CAR TAGS

(Include the following text or replace with school specific procedure.)

The pick-up car tag must be displayed in your front window at dismissal. A staff member will collect the pick-up car tag upon your arrival in the traffic loop. Staff members will use the cards to ensure your child is escorted to the pick-up area.

After entering the traffic loop and giving your pick-up car tag to the staff member, proceed around the parking lot traffic pattern. Your child will be picked up by you at the designated door and your car tag will be returned to you.

Students are not permitted to walk through the parking lot. Do not leave your car unattended in the car loop lane during pick up. Please refrain from conferences with your child's teacher during these times. Parents must not use their cell phones while driving in the parking lot and music must be turned off.

Please follow our procedures for dismissal to ensure the safety of students and to demonstrate positive citizenship in our school's neighborhood.

### Early Dismissal

Any student leaving school prior to dismissal will have an early dismissal logged to his/her record.

Excused early dismissals are given for doctor's appointments with notes from the doctor. To receive an excused early dismissal, a doctor's note must be brought to school the next day. No doctor's notes will be accepted late.

If you need to take your child out of school before the end of the school day, come to the school office and sign him/her out and a school employee will send for your child.

Students will not be dismissed from the classroom to a parent. Parents need to sign their child out on the sign-out log and wait for their child to come to the main office.

No early dismissals will be permitted after **2:00 p.m.**

A parent conference will be required if a student exceeds a combination of 10 unexcused absences, tardies or early dismissals to ensure improvement in student attendance. **3 unexcused tardies or early dismissals will constitute 1 absence**

### Dress Code/School Attire Policy

A higher standard of dress encourages greater respect for individuals, students and others, and results in a higher standard of behavior. Our dress code guidelines indicate appropriate school dress during normal school days for every student. **(School Name)** reserves the right to interpret these guidelines and/or make changes during the school year. Students are expected to follow these guidelines. If a student comes to school without the proper uniform, they will be kept/sent to the front office and remain there until a parent/guardian brings a proper uniform for the student.

#### UNIFORM VIOLATIONS<sup>1</sup>

Level I – Verbal warning.

Level II – School sends home a uniform violation note/stamp or student will call parent from office to obtain correct uniform.

Level III – School sends home a uniform violation note/stamp or student will call parent from office to obtain correct uniform. Student will call parent from office to obtain correct uniform. Student will wait in the office for parent to bring correct uniform.

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<sup>1</sup> Sample violations listed. The school will provide specific consequences.

*Reasonable accommodations will be provided based on a student's religion, disability, or medical condition.*

### SHIRTS

All shirts must be tucked in and purchased from the (designated uniform company) with the school's logo. Elementary students' color is red. Elementary students are required to wear polo shirts with short or long sleeves bearing the school logo.

Middle school students' colors are navy blue or white with short or long sleeves. T-shirts are not allowed as normal school day wear. Only one solid white, gray, or black t-shirt may be worn underneath the polo shirts. T-shirts may not be visible below the shirt hem or cuff. The polo shirt must be worn every day to school.

Students participating in PE or an after-school sporting function may wear the approved Heather Gray PE shirt provided by (Uniform Company).

### HAIR and MAKE UP

Hair must be neat and clean with no "unnatural" colors i.e. fluorescent, bright green, mohawks, spikes, head symbol shavings, etc. Hair that is distracting to the educational setting will not be allowed. The decision about whether hair or make up is appropriate will be at the administration's discretion. No hats, hoodies, headbands, scarves, or bandanas may be worn. No make-up will be worn in school. If a student wears make-up to school, they will be asked to remove it in the front office. The parent may be contacted for inappropriate hair or make up, as necessary.

### SHOES

Students must wear shoes with closed toe and back, at all times. No heavy military type boots or shoes with metal tips may be worn. No stacked or pumped shoes may be worn. We recommend sneakers or flat dress shoes. No wheeled sneakers, bedroom/other slippers, or pointed/cowboy boots. Students should not wear black sole shoes as they scuff the floor.

### SOCKS

Socks must be worn daily and must be white or dark colored. Fishnet stockings or other inappropriate leg wear is not acceptable. Socks should be worn no higher than lower calf height.

### BOTTOMS

Students in grades K-6 must wear Khaki or Navy bottoms (shorts, slacks, skorts). CSUSA logoed bottoms are encouraged but not required.

Absolutely no jeans will be allowed on any day (no matter the temperature), except on designated Jeans Days when the student may wear appropriate jeans if the student chooses to participate as a fundraiser.

## OUTERWEAR

Navy blue school authorized jackets and school authorized zippered sweatshirts without hoodies are the only outerwear permitted (School Name). Parents may purchase the school's navy blue jacket or sweatshirt from (Uniform Company) that provides the rest of the school uniform.

## BELTS

A belt must be worn at all times with any article of clothing as belt loops are part of the school uniform pant. It should be fitted around the waist so that excess length can be tucked in loops and NOT hanging. Belts must be plain khaki, brown, black or navy (not white or bright-colored). Belts cannot have dangling items, large buckles, or logo/written items.

## JEWELRY

Boys and girls may not wear body piercing other than earrings in the ear lobe. One earring per ear may be worn. For safety reasons, only a stud or a tiny hoop earring can be worn. (Tiny hoops can be no larger than an adult pinky finger.) Limited jewelry can be worn such as a watch, small bracelet, and thin necklace/chain. For safety reasons, necklaces/chains should be worn inside of school uniform, NOT on top of the uniform shirt. Bracelets need to be limited to one per wrist to eliminate unnecessary noise and distractions.

## GENERAL

At no time are students to wear anything offensive, immodest or deemed inappropriate by the faculty. ALL CLOTHING SHOULD BE LABELED WITH THE STUDENTS NAME. Parents of students in Kindergarten are encouraged to leave a Ziploc bag labeled with the child's name with a spare change of clothes in the classroom throughout the year for emergencies.

## Emergencies\*

Illness: The importance of regular attendance cannot be over-emphasized, but students should not be sent to school when they are ill. Students will be sent home if they have a temperature of 99 degrees or above. In order for a child to return to school, he/she must be fever-free, diarrhea, vomit-free for a minimum of 24 hours. If a student becomes ill during the school day and it appears that they would be best cared for at home, the parent will be contacted. There are very limited facilities in the school, making it impossible to keep sick students for long periods of time. School personnel must be notified of any student's chronic illness (i.e. asthma, diabetes, heart conditions or seizures). This heightens awareness in case of an emergency. Please update Emergency Contact Information whenever changes occur.

Students will not be permitted to take calls from parents to see how they are feeling. The school will contact you if your child is not feeling well.

## Enrichment Programs

The enrichment program functions independently from the ASC program; therefore, it is not a requisite to be enrolled in the ASC program to participate in enrichment activities. Students have several opportunities to participate in extracurricular activities for an additional fee.

An enrichment guide will be posted on our website which will include the activities offered, the days, time and cost. Fees are due monthly at the front office or in an envelope with student's name, enrichment registration form and homeroom teacher's name. If paying by check, please print the student's name and the name of the enrichment program on the check memo section.

## Family Rights and Privacy Act

The revised Family Rights and Privacy Act became a Federal law in November, 1974. The intent of this law is to protect the accuracy and privacy of student educational records. Without your prior consent, only you and authorized individuals having legitimate educational interests will have access to your child's educational records. In special instances, you may waive this right of access to allow other agencies working with your child to have access to those records.

## Field Trips\*

As a learning experience, teachers may plan field trips. Parents may be asked to assist the teacher as chaperones. Parents serving in this capacity may not have other children accompany them. Parents who are officially selected to be chaperones may count their hours on the field trip as volunteer hours\*\***Even these parents need level 1 clearance\*\***. Parents accompanying students on overnight field trips must be fingerprinted and background checked per the Jessica Lunsford Act, in effect since September 2005.

Participation in field trips is a privilege. Students serve as representatives of the school; therefore, they may be excluded from participation in any trip for reasons relating to behavior or conduct. Students must follow all instructions given by staff or any other adult in charge while on the trip, including while on the bus and while at the field trip site. Students who fail to follow instructions will be given an appropriate consequence upon return to school. If a student is suspended during the first semester, they may be excluded from participating in any field trips or dances during the first semester. If a student is suspended during the second semester, they may be excluded from participating in any field trips or dances during the second semester. Also, those students with poor behavior that may endanger/disrupt other on a field trip their participation will be left up to the discretion of the school administration.

Parent permission must be given for students to participate in field trips. The teacher will send permission slips and information about each field trip 2-4 weeks prior to each field trip. Money and permission slips must be turned in according to the teacher's instructions, prior to the field trip or the student will not be permitted to

take part in the field trip. Students are to wear their uniform on field trips for security reasons (unless otherwise authorized by administration). All open balances owed to the school must be remitted prior to the student attending the field trip i.e., before/after care, lost books, volunteer hours.

It is very important that parents adhere to the field trip collection deadlines. Teachers will not be able to collect any money or field trip forms past the specified deadline date. Please do not ask the office staff to place money, forms or any other items in a teacher's mailbox as we don't accept any type of deliveries for students or staff. Students must hand deliver required documents to his/her teacher by the due date. All students must be in attendance on the day of the field trip in order to be allowed to attend.

- Early dismissal from a field trip site is not permitted.
- All field trips should be paid online using My School Bucks
- If paying with cash or check, then all fieldtrip money will be collected by the classroom teacher.
- Money will not be accepted at the front office.
- If you are a chaperone, no babies/siblings are allowed on the Field Trip.

### Grading Policy\*

Academic grades are a reflection of student mastery of the standards being taught. Students' academic work is not graded based on behavior. For example, students will not be academically penalized for turning in a late assignment. However, they will receive a behavioral consequence for not following the teacher's directions. The same principle will apply for cheating. Students will receive a behavioral consequence if caught cheating, and will be required to take a new, different assessment to measure mastery.

Grading a student's work solely on the standards taught allows teachers to have a true indicator of the proficiency level of the student since grades are not skewed by non-academically related aspects. Students are given ample opportunity to practice what is taught in order to demonstrate what they have learned both in class and through home learning assignments, which are reflective of student practice grades. Students are afforded re-teaching and reassessment opportunities. **(Insert school reassessment policy.)** Parents will have real-time access to grades in the electronic grade book, and teachers will frequently communicate with families before a report card with final grades is issued to address any concerns about students who are failing their assignments.

### Grading Scale

The grading scale is as follows:

<b>Grades K-1</b>	<b>Grades 2-12</b>
<b>E*</b> – Excellent Progress	<b>90-100% A</b> – Exceeds Mastery of the Standards
<b>S*</b> – Satisfactory Progress	<b>80-89% B</b> – Mastery of Standards
<b>N</b> – Needs Improvement	<b>70-79% C</b> – Approaching Grade Level Standards

<b>U</b> – Unsatisfactory Progress	<b>60-69%</b> <b>D</b> – Below Grade Level Standards
	<b>0-59%</b> <b>F</b> – Failure
	<b>S**</b> – Satisfactory Progress
	<b>N**</b> – Needs Improvement

\*E, S, N, and U are used on the Kindergarten and Grade 1 report cards for Reading and Math. S and N are used for all other subject areas.

\*\*For Grades 2-5 Art, Music, PE, and Grade 2 Social Studies, Science, and Health.

### Grievance Procedure

If a student or his/her parents feel they have a grievance or complaint, they should do the following:

1. Carefully analyze the problem and be sure you have ALL the FACTS.
2. Ascertain that you have a rational attitude about the problem.
3. Seek to resolve the problem with the teacher, if applicable, through appointment.
4. If you believe the problem is not resolved, meet with school administration.
5. If left unresolved, you should contact School Support, CSUSA at 954-202-3500.
6. If still unresolved, you should contact the Board of Directors. Please call the school for contact information.

### Hallway Behavior\*

Students should travel through hallways quietly to avoid interrupting ongoing classes. Students should always arrive to class on time. Students are NOT allowed to show "Public Displays of Affection." For safety reasons, students should walk on the right side of the hallway and keep their hands, feet and other objects off the corridor walls.

### Home Learning Policy\*

The purpose of home learning is to develop study habits in children early on in their academic lives. It is also used to reinforce concepts that have been taught or to work on projects that have been assigned. Home learning assignments will reflect a practice grade in the electronic grade book. If a child does not understand his/her assignment after trying to do it at home, please communicate the problem to the teacher.

Teachers use the following time schedule as a guide when assigning home learning:

<b>Home learning</b>		<b>Reading Log &amp; Instructional Software</b>
Grade K	10 minutes	10 minutes
Grade 1	20 minutes	10 minutes
Grade 2	20 minutes	20 minutes
Grade 3	30 minutes	30 minutes
Grade 4	45 minutes	30 minutes
Grade 5	45 minutes	30 minutes
Grade 6-8	60 minutes	30 minutes

These times are a guide and are based on the average child's ability and on concentrated, undistracted time for doing home learning. Some home learning assignments may take less time or may take slightly more time on any given day. A child who does not complete class work during school hours may have to complete this work in addition to the home learning assignment. Reading Log requirements will be sent home by the teacher.

Assignments must be completed on time and properly written. The only acceptable excuse for not completing home learning is the student's illness or a written note stating an emergency, which prevented home learning from being completed. If a student fails to bring in home learning, he/she should complete it for the following day. If a child consistently fails to complete home learning, there may be behavioral consequences in the classroom. It is important to note that home learning is the student's responsibility.

All students will be required to write their home learning assignments in their school agenda or review their teacher's posted home learning assignments on Edmodo. Parents are required to sign the agenda each night to ensure effective communication. Parents not signing the agenda may result in the student receiving a disciplinary warning or corrective action.

The parent's responsibility is to provide a quiet environment and assistance when needed. In addition, parents may help in the following ways:

- Show an interest in your child's work.
- Provide a place and time for quiet study.
- Assist in skill building
- Encourage home reading and listen to your child read.
- Review the assignments for neatness and completeness.
- Refrain from doing the work for your child.
- Discuss problems related to home learning with your child's teacher.

Students will not be permitted to return to a classroom after dismissal to get home learning assignments and projects. This also includes the students participating in ASC. Assignments will not be accepted at the office from parents.

Honor Roll Requirement/Show what you know (or insert your award policy)\*

#### QUARTERLY AWARDS

High Honor Roll - All As or equivalent in academic subjects

Honor Roll - All As and Bs or equivalent in academic subjects

#### END OF YEAR AWARDS

A variety of awards will be given covering numerous academic and nonacademic areas at the end of the school year.

## Injury

An accident report will be completed and filed for everyday accidents.

The procedures listed below will be followed for an injured student:

- Teachers will send the student to the office if the injury is minor.
- Teachers will notify the office if the student is unable to be moved.
- School personnel will administer basic first aid.
- The parent(s) will be called and the injury described. For minor injury, the parent will make the decision about retrieving the student from the school. Emergency contact persons will be called if parent cannot be reached.
- The Emergency Services will be called for critical injuries that require the type of care that school personnel cannot offer, and the parent or emergency contact will be notified.

## Instructional Books, Equipment, Materials, and Supplies\*

All textbooks needed by students for school and home learning assignments are furnished by the school.

Student care of books and materials is mandatory as these items are costly and replacement is limited. **Students are required to cover all books that are issued to them.** A brown grocery bag makes an excellent book cover, in addition to books covers that may be offered for free by some businesses. Students should print their names and room number on the front of each book cover. Books must not be written in or on. Charges will be made for damaged or lost books and/or materials. Students must learn to be responsible for the care of personal and school materials.

Students must turn in the textbooks on the day of each individual Final Exam.  
(Remove if non-applicable.)

(If you have 1:1 policy, please include expectation and policy for tech care.)

Students will be expected to provide all basic supplies such as paper, pencils, crayons, rulers, scissors, markers, glue, etc. Any additional supply needs will be requested in writing by the classroom teacher. Please help your child come prepared for school by packing his/her homework and supplies in the evening to avoid the last-minute morning rush. Ultimately, it is the student's responsibility to check and be sure that everything needed for the next day has been packed.

## Labels

Please have your child's name on all personal property such as: lunch boxes, sweaters, raincoats, etc.

## Lost and Found

Throughout the school year, items which have been lost are turned in. Many of our problems would be solved if clothing and personal belongings were labeled with the student's name. Anytime a student loses an item, he/she may go to the "Lost and

Found" to claim it. There are many items lost and never claimed each year. These items are donated monthly to various charitable institutions. Therefore, please label your child's personal belongings.

Sweaters, jackets, and uniforms not labeled and in good condition will be washed and resold for \$5.00 each after 30 days.

### Medication

The administering or dispensing of any medicines (including non-prescription medication) to students by employees of the school without specific written authorization by the physician & parents of the student is forbidden. If it is absolutely necessary that the child take any medication while he/she is in school, and a physician's form is not signed, the parent may come to the school to administer medication personally. A Physician's Form may be obtained from the school office. The medication will be kept in the office and will be administered by office personnel. Students are not allowed to have any medication (not even over the counter medication) in their possession. Parents must pick up and drop-off medicine in the office. Students are responsible to come to the office at the appropriate time to ask for their medication. It is not the responsibility of the office staff to remind the student. Please inform your child's teacher of any medication procedures.

### Parent Teacher Cooperatives (PTCs)

(School Name) truly believes that the involvement of parents in the education of a child is essential. Not only is academic communication important, the volunteer involvement of parents is important to benefit the programs of the school. The PTC is structured in a manner that respects the importance of time with family, engagement in the school community, and the opportunity to enrich the programs of the school for students.

(School Name) PTC will create monthly opportunities for parent involvement on a large scale that will allow parents to assist and volunteer.

A major component of the (School Name) PTC will be the team structure for events, fundraisers and identified needs of the school. A parent can focus their talents and areas of personal enjoyment with the events and opportunities of the school. Volunteer organizations have always known that putting the right volunteers in the right places always increases retention of volunteers and the success of the organizational efforts. (School Name) intends to put these lessons into practice and harness the immense abilities within our school.

The primary mode of volunteering will always be with your child's classroom and grade level. Each grade level will facilitate major events for their students. This will require close cooperation between the parents and teachers. Teachers will share the major events they are planning and coordinate with parents to form teams to make the event a success. Most grade levels will host one major and one minor event each

year. Teachers will coordinate with parents to organize small groups and teams to host a successful event. These events will also facilitate a parent's ability to completely fulfill their volunteer hour obligation. Parents with multiple children in the school will always be able to find opportunities to work with multiple grade level events and fulfill their hours.

Your teacher will be in touch consistently to recruit for parent-teacher teams for events, causes, fundraisers, and school tasks. They can include, but are not limited to lunch monitor duties, fundraising, field trips, class presentations, etc. (School Name) intends to reach out and tap in to your talents and gifts to bring learning to life in our school.

### Parent Volunteer Hours\*

To further the School's mission and purpose, which includes developing well-rounded, engaged students, active parental participation will be required at the School. Parents are required to participate in their child's education. We have determined that active parental participation is essential to the delivery of our educational goals and is the key to the success of the overall program.

Parents are encouraged to volunteer a **minimum of 20 hours per school year**. When two or more children from the same family are enrolled, parents will be asked to volunteer a total of 30 hours per school year. The School Principal or other school designee verifies the completion of the hours and credit is applied to the family's account. At the time of recommitment (usually January) for the following school year, parents are sent a letter notifying them of their progress toward completion of their volunteer hours. Parents are provided with numerous volunteer opportunities which can be completed at the school or at their home, thereby alleviating any possible hardship that may be created for parents that may not be able to complete volunteer hours at the School. Many opportunities are provided to families that have a limited schedule and school personnel work closely with each family, individually, to design their volunteer opportunities to meet the needs of their family. Please plan in advance therefore, school personnel is aware and they have volunteer opportunities available. Parents are not allowed to volunteer in classrooms (only for special events with consent from administration) Please note no babies/siblings are allowed while volunteering at school during school hours.

### Pediculosis (HEAD LICE) and Eye Infections

Students will be checked periodically for head lice. Students will be sent home immediately if school personnel suspect lice in his/her hair.

The students MAY NOT return to school until treatment has been administered and all nits have been removed from the hair. Upon returning to school, the student will be checked to determine if any nits are still present before admission to class. To prevent an outbreak of head lice, parents are asked to examine the hair of their children weekly, and shampoo frequently.

Any eye conditions that do appear to be infectious must be cleared by a doctor in order for the student to return to school. This is for the protection of the student and their classmates.

\*Please add communicable and other contagious diseases section from your school district/hyperlink.

### Positive School Culture

It is the policy of the **School Name** that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind. Our school will not tolerate bullying and harassment. Bullying and harassment, as defined below are prohibited.

Definitions: Bullying includes cyberbullying, and means systematically and chronically inflicting physical hurt or psychological distress on one or more students or school employees. It is further defined as a pattern of unwanted and repeated written, verbal, or physical behavior, including any threatening, insulting, dehumanizing gesture by an adult or student, that is severe or pervasive enough to create an intimidating, hostile, or offensive educational environment; cause discomfort or public or private humiliation; or unreasonably interfere with the individual's school performance or participation that includes a noted power differential.

### Pupil Progression Plan

**(School Name)** will follow the **(Progression Plan Name: CSUSA or District based on the school contract.)** requirements and procedures for **K – 8** students. For further information, please reference to the school website.

### Report Card Distribution\*

Report cards will be sent home with the student for Quarters 1, 2, and 3 (see the school calendar for report card issue dates). Report cards for Quarter 4 will be mailed home in mid-June. **(insert school report card procedure- customize pick up or refer to your school website)**

### Returned Checks

Returned checks to the school are charged a \$35.00 returned check fee. Although banks notify their checking customers first, a courtesy letter may be sent home as a reminder from the school. Payment for the returned check must be made in cash or money order. The returned check and \$35.00 fee must be made within 7 days of notification from the school. After two returned checks to the school, a family may not pay by check for anything else at school. Students whose families do not submit payment for returned checks will lose privileges of field trips, special events and may lose automatic enrollment status for the following school year.

## School Hours\*

School Hours	8:00 a.m. until 2:45 p.m. (K-1) or 3:00 p.m. (grades 2-8).
Before School Care	6:45 – 8:00 a.m.
Student Arrival	7:15 – 7:55 a.m.
Student Dismissal	K-1 2:45 p.m. 2-6 3:00 p.m.
After School Care	All grades 3:00 - 6:00 p.m.

## School Safety and Security

Safety and security is of paramount importance to Charter Schools USA and **School Name**. As part of **School Name** commitment to being a premier educational community, it is our priority to provide a safe and secure learning environment. We all play an important role in helping to maintain this positive atmosphere. As a student you can make a difference. Make a personal commitment not to participate in violence in any way. Do not bully, tease, or spread negative gossip about others. Respect others and value differences. Try to broaden your social circle to include others who are different from you.

### SAFETY DRILLS

We will continue to ensure students and staff are prepared to quickly make their way to safety in the event of an emergency situation by conducting required numerous "safety drills" during the school year. Fire Drills, Lock-down drills, Active Shooter Drill, Evacuation Drills, etc.

### EMERGENCY EVACUATION

Your child's safety is a top priority. We need to be prepared for the unexpected. We conduct required monthly safety drills and practice extreme weather procedures to prepare us for the possibility of an emergency. Under extreme circumstances should we need to evacuate the building, the local police will assist in determining the location the students would be held. Under no circumstances will parents be allowed to pick up their child at school during an evacuation period. For information during such an emergency you may contact CSUSA at 954-202-3500. Please wait patiently for a phone call from our office staff telling you the location and procedure for picking up your child. The local news stations may also be helpful is always helpful with disseminating information regarding evacuations and procedures as well. **\*Please contact school for reunification plan or school can add location of reunification.**

Students will only be released to the people identified on the emergency contact form. Please bring proper identification (a picture ID) when picking up your child. Keeping this in mind, please notify the office immediately when there is a change in home/cell phone numbers.

## Screenings\*

In accordance with Florida Statute 381.0056 (4), students participate in the following required health screenings:

(1) Vision screening shall be provided, at a minimum, to students in grades

kindergarten, 1, 3 and 6 and students entering Florida schools for the first time in grades kindergarten through 5.

(2) Hearing screening shall be provided, at a minimum, to students in grades kindergarten, 1 and 6; to students entering Florida schools for the first time in grades kindergarten through 5; and optionally to students in grade 3.

(3) Growth and development screening shall be provided, at a minimum, to students in grades 1, 3 and 6 and optionally to students in grade 9.

(4) Scoliosis screening shall be provided, at a minimum, to students in grade 6.

In addition, annual screening for at-risk indicators of social emotional concerns is conducted for newly enrolled students and students in grades 1, 4, 7, and 10.

Any parents who desire to opt out of the screenings, indicated above, for their child shall notify the school in writing.

### Student Information System

All parents will have access to the web based PowerSchool, a tool to assist in your daily interaction with your child's school life. This tool can be accessed from any computer with Internet access. All that is required is that you have the correct web site address and a valid username and password. User names and passwords are available through the front office.

Parents can get up to date grades, attendance, and tardy records while also having access to email teachers, view school calendar, and see how your student is faring with the State Standards in each class and benchmark test. It is very important that you keep phone numbers, addresses, and contact information updated.

### Students' Rights

Students have the right to feel safe from threats and bodily harm. Disruptive behaviors are never acceptable, and when they occur, they will result in exclusion from participation in class activities, detention, suspension or expulsion or other disciplinary action.

Parents who have a conflict with a student other than their own child and/or parent are requested to speak to the Administration. At no time may parents approach the student or their parent directly.

All students and employees will be treated with respect. Slurs, innuendoes, hostile treatment, violence or other verbal or physical conduct against a student or employee will NOT be tolerated. Police will be called when necessary.

### Suspension and/or Expulsion

The Principal may recommend to the Governing Board and the Superintendent of Schools to expel a student for any of the following in accordance with the (School District) Code of Conduct:

Prior to suspension or expulsion, the student has the right to a fair hearing as outlined by the Code of Conduct. Offenses include but are not limited to the following:

1. Fighting or other dangerous and/or disruptive behavior (hitting, kicking, harassing, safety threats, pushing or biting).
2. Possession or use of drugs and tobacco.
3. Being under the influence or having alcoholic beverages on school grounds.
4. Defacing or vandalism of school property.
5. Igniting any flammable substance.
6. Continual disruption of class.
7. Emotional outburst.
8. Profanity.
9. Insubordination.
10. Disrespect.
11. Peer Conflict.

### Teacher Conferences\*

All parents and students will meet with their child's teacher at least once during the school year. Parents can request a conference by contacting their student's homeroom teacher(s). We encourage you to have conferences more often, as effective communication is one of the cornerstones of education.

### Telephone

The school has a business telephone to help transact the business of the school and the lines must be kept open. Students may not use the telephone without permission and only for emergencies. It is difficult to deliver a personal message to an individual student without interrupting the instructional program. Only emergency messages will be delivered to the student in the classroom.

### Severe Weather Information

In the event of school closing due to severe weather conditions, parents will be notified through the automated communication system and email. This system informs parents of weather or other emergency events and school functions.

### Visitors\*

Visitors, INCLUDING PARENTS, are *NOT* permitted to go to their child's classroom unannounced during school hours because this disrupts normal routine and instruction. For the safety and protection of all students, visitors (including parents) must present a valid Florida Driver's License which will be processed through the *Raptor Screening System*. Parents must also sign in and out, state whom they are visiting, state the purpose of the visit, and obtain a pass before proceeding to a classroom. Cooperation will enable the school to provide a safe and orderly learning environment for all students.

(School Logo will be added by Marketing prior to uploading to website)

## PARENT OBLIGATION 2020-2021

I (We) the parent(s)/guardian(s) of \_\_\_\_\_ have read and agree to abide by the Code of Conduct and the Dress Code of (School Name) I (We) understand that my (our) child is a (School District) student.

**WHEREAS**, in order to provide my (our) child with a unique educational opportunity;

**WHEREAS**, by choosing to enroll my (our) child at (School Name) is a decision of my (our) personal choice and not a privilege;

**WHEREAS**, my (our) desire to enroll my (our) child at (School Name) is premised upon my (our) desire to become an active partner in the education of my (our) child;

**NOW, THEREFORE**, in consideration of the foregoing:

1. As a parent of a student at (School Name), my (our) commitment is to abide by the following resolutions:
  - A. To recognize and embrace my role as the primary educator of my child.
  - B. To participate in the parenting workshops as provided by the school.
  - C. To attend all conferences scheduled with any member of the (School Name) staff.
  - D. To participate in the Parent Volunteer Program for 20 hours for the first child and 10 hours for all other additional children. Recording of volunteer hours will be done on PowerSchool by the parent for credit. ½ of the hours must be completed before Winter Break and the second ½ by May 1<sup>st</sup>.
  - E. To provide transportation to and from school for my child. I understand that if I am late picking up my child, (School Name) is not responsible for my child's safety. If my child is continually tardy, I understand that for the benefit of my child's education, he/she may be required to transfer to a school that is more accessible for my child.
  - F. To purchase uniforms for my child from the (School Name) approved supplier and ensure that my child is wearing the approved uniform daily.
  - G. To supply a lunch, either brown bagged or purchased from the (School Name) approved vendor, each school day for my child.
  - H. To be responsible for timely payment of any fees accrued to my account at the school.
  - I. To participate in at least one of the many parent groups i.e. PTC, School's Improvement Committee, Fundraising Committee, etc.
  - J. To purchase an Agenda Book and Weekly Folder from the approved supplier and sign book nightly.
2. To do the following things to enhance my (our) child's academic growth, I (we) agree to do the following:
  - A. To read and use the information sent home by the school to keep parents informed of the academic topics to be introduced and studied in the classroom.
  - B. To provide a suitable time and place within the home for homework.
  - C. To assist my child in obtaining and regularly using a library card at the Public Library and allow for at least 60 minutes of homework daily.
  - D. To limit television and video games and phone usage during the week and allow more time for reading, studying and family time.
  - E. To check my child's homework nightly.

As a proud member of the Charter Schools USA family, we believe all parents should have a choice in their child's education, and that all children deserve access to a quality education. We look forward to sharing information with you regarding changes in legislation, or other factors that could impact the educational environment or a parent's right to choose. We may also call upon you to help us communicate the importance of putting students first. Thank you in advance for your support.

I (we) understand that participation in the school, as defined above, fulfills the mission of the school by enhancing my child's education and the school community as a whole. I (we) understand that such participation is a contractual obligation to the school and to my (our) child, and that failure or refusal to fulfill this obligation is incompatible with the school's mission. Therefore, a breach of this obligation by you may impact your child's status with the school.

**Signature of Parent/Guardian** \_\_\_\_\_

**Date** \_\_\_\_\_

Acknowledged by: \_\_\_\_\_  
School Official

Date \_\_\_\_\_

(School Logo will be added by Marketing prior to uploading to website)

## Handbook Acknowledgement

Dear Parent,

Please complete the bottom portion of this page and return it to your child's homeroom teacher by (date).

Thank you,

(Principal Name)  
Principal

---

Student Name \_\_\_\_\_

Teacher \_\_\_\_\_

I acknowledge that I have read the parent handbook. I agree to comply with the policies set forth in this handbook.

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

## Acceptable Internet Use Policy

\_\_\_\_\_  
Student's Last Name

\_\_\_\_\_  
Student's First Name

\_\_\_\_\_  
Grade

\_\_\_\_\_  
Home Phone Number

## Introduction

The Internet links thousands of computer networks around the world, giving (School Name) students access to a wide variety of computer and information resources.

(School Name) does not have control of the information on the internet. Some sites accessible via the Internet may contain material that is inappropriate for educational use in a K-8 setting. (School Name) and the system administrators do not condone the use of such materials and do not permit usage of such materials in the school environment. There are security systems and filters in place to prevent students from getting to unauthorized sites. If a student does access an unauthorized site, it is a conscious selection and act and may result in the loss of Internet privileges.

(School Name) specifically denies any responsibility for the accuracy or quality of information obtained through its Internet accounts.

Your child will learn Internet communication skills including the following; email safety, downloading, files, www, keyword searches, etc.

## Student Guidelines

Students are expected to follow all guidelines stated below as well as those given orally by the staff and to demonstrate ethical behavior in using the network. Care of (School Name) facilities go hand in hand with using computer hardware, software and the Internet in a responsible manner. Any actions that might harm the computer equipment or software, or impair its effective use, or showing disregard for the proper procedures set up for network access will not be tolerated.

1. Before use, all students will receive an overview of the aspects of security and ethics involved in using the (School Name) network.
2. Students may not allow others to use their account name and or their password. To do so is a violation of the Acceptable Use Policy.
3. Any action by a student that is determined by his classroom teacher or a system administrator to constitute an inappropriate use Internet at (School Name) or to improperly restrict or inhibit others from using and enjoying the Internet is a violation of the Acceptable Use Policy.
4. Transmission of material, information or software in violation of any school district policy, or local, state or federal law is prohibited and is a breach of the Acceptable Use Policy.
5. Any use of the Internet proxy services to circumvent the network filters will result in suspension and loss of Internet privileges.

## Violating the Acceptance Use Policy may result in:

- Restricted network access
- Loss of Network access
- Disciplinary or legal action including, but not limited to, criminal prosecution under appropriate state and federal laws.

In order to ensure smooth system operations, the Systems Administrator has the authority to monitor all accounts. Every effort will be made to maintain privacy and security in this process.

Student Access Contract

I understand that when I am using the Internet or any other telecommunications environment, I must adhere to all rules of courtesy, etiquette and laws regarding access and copying of information as prescribed by either Federal, State or Local law, (School Name), the (School District) and Charter Schools USA.

My signature below, and that of my parents, means that I agree to follow the guidelines of the Acceptable Use Policy for the Internet at (School Name).

\_\_\_\_\_  
Student Name

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

## Acceptable Internet Use Policy: Parent Agreement

A parent must also read and sign this agreement.

We ask you to review this policy with your child and to sign the consent form. Your child's teacher has already discussed this policy with your son/daughter.

If you would like more information about (School Name) Internet accounts, please phone\_\_\_\_\_.

As the parent of this student I have read the Acceptable Use Policy for the Internet for (School Name), I hereby give my permission for my child to use the Internet through classroom curriculum projects.

\_\_\_\_\_  
Parent Name

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent Work Phone Number

# (SCHOOL NAME) POLICY AND PROCEDURES PROHIBITING DISCRIMINATION, INCLUDING SEXUAL AND OTHER FORMS OF HARASSMENT

## I. Policy Against Discrimination

- A. No person shall, on the basis of race, color, religion, gender, age, marital status, disability, political or religious beliefs, national or ethnic origin, or sexual orientation be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity, or in any employment conditions or practices conducted by this School, except as provided by law.
- B. The School shall comply with all state and federal laws, which prohibit discrimination and are designed to protect the civil rights of applicants, employees, and/or students, or other persons protected by applicable law.
- C. The School shall admit students to programs and classes without regard to race, color, religion, gender, age, national or ethnic origin, marital status, disability or handicap or sexual orientation.

## II. Policy Against Sexual Harassment or Other Forms of Harassment Prohibited by Law

- A. The School desires to maintain an academic and work environment in which all employees, volunteers, and students are treated with respect and dignity. A vital element of this atmosphere is the School's commitment to equal opportunities and the prohibition of discriminatory practices. The School's prohibition against discriminatory practices includes prohibitions against sexual harassment, or any other form of harassment based upon a person's membership in a protected class and specifically prohibited by applicable state or federal law. The School forbids sexual harassment, or any other form of illegal harassment, of any employee, student, volunteer or visitor. The School will not tolerate sexual harassment, or any other form of illegal harassment by any of its employees, students, volunteers or agents.
- B. The prohibition against discrimination including sexual and other forms of illegal harassment shall also apply to non-employee volunteers who work subject to the control of school authorities, and to all vendors or service providers who have access to School facilities.

## III. Definition of Sexual Harassment

- A. Prohibited sexual harassment includes, but is not limited to, requests for sexual favors, and other verbal, visual or physical conduct of a sexual nature when:
  - 1. Submission to the conduct is explicitly or implicitly made a term or condition of an individual's employment, academic status, or progress.
  - 2. Submission to or rejection of the conduct by an individual is used as the basis for employment or academic decisions affecting the individual.
  - 3. The conduct has the purpose or effect of having a negative impact on the individual's academic performance or employment, unreasonably interfering with the individual's education or employment, or creating an intimidating, hostile, or offensive educational or employment environment.

4. Submission to or rejection of the conduct by the individual is used as the basis for any decision affecting the individual regarding any term or condition of employment, employment or academic benefits, or services, honors, programs, or activities available at or through the school.
- B. Types of conduct which are prohibited in the School and which may constitute sexual harassment include, but are not limited to:
1. Graphic verbal comments about an individual's body or appearance.
  2. Sexual jokes, notes, stories, drawings, pictures or gestures.
  3. Sexual slurs, leering, threats, abusive words, derogatory comments or sexually degrading descriptions.
  4. Unwelcome sexual flirtations or propositions for sexual activity or unwelcome demands for sexual favors, including but not limited to repeated unwelcome requests for dates.
  5. Spreading sexual rumors.
  6. Touching an individual's body or clothes (including one's own) in a sexual way, including, but not limited to, grabbing, brushing against, patting, pinching, bumping, rubbing, kissing, and fondling.
  7. Cornering or blocking normal movements.
  8. Displaying sexually suggestive drawings, pictures, written materials, and objects in the educational environment.

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

- A. Illegal harassment on the basis of any other characteristic protected by state or federal law is strictly prohibited. This includes verbal or physical conduct that denigrates or shows hostility or aversion toward an individual because of his/her race, color, religion, gender, national origin, age, disability, marital status, citizenship or sexual orientation or any other characteristic protected by law and that:
1. Has the purpose or affect of creating an intimidating, hostile or offensive work or academic environment;
  2. Has the purpose or effect of interfering with an individual's work or academic performance; or
  3. Otherwise, adversely affects an individual's employment or academic performance.
- B. Examples of prohibited actions, which may constitute harassment include, but are not limited to, the following:
1. Epithets, slurs or negative stereotyping;
  2. Threatening, intimidating or hostile acts, such as stalking; or
  3. Written or graphic material that denigrates or shows hostility or aversion toward an individual or group and that is placed on walls or elsewhere on the school premises or circulated in the workplace or academic environment.

V. Retaliation Prohibited

- A. Any act of retaliation against an individual who files a complaint alleging a violation of the School's anti-discrimination policy and/or sexual or illegal harassment policy or who participates in the investigation of a discrimination complaint is prohibited.
- B. Retaliation may include, but is not limited to, any form of intimidation, reprisal or harassment based upon participation in the investigation if, or filing a complaint of, discrimination.

VI. Procedures for Filing Complaint of Discrimination, Sexual Harassment, or Other Form of Illegal Harassment

A. Procedures for Filing Complaints

1. Any person who believes that he or she has been discriminated against, or placed in a hostile environment based on gender, marital status, sexual orientation, race, national origin, religion, age or disability by an employee, volunteer, agent or student of the school should within sixty (60) days of alleged occurrence file a written or oral complaint. The complaint should set forth a description of the alleged discriminatory actions/harassment, the time frame in which the alleged discrimination occurred, the person or persons involved in the alleged discriminatory actions, and any witnesses or other evidence relevant to the allegations in the complaint.
2. The complaint should be filed with the school Principal. Complaints filed with the Principal must be forwarded to CSUSA Employee Services within five (5) days of the filing of the complaint. If the complaint is against the principal, the complaint may be filed directly with CSUSA Employee Services.
3. If the complaint is against CSUSA Employee Services, the Chief of Schools, or other member of the School's Board, the complaint may be filed with the School Attorney.

B. Procedures for Processing Complaints

1. Complaints filed against persons other than the Chief of Schools or member of the School's Board:
  - a. Upon receipt of the written complaint by CSUSA Employee Services, CSUSA Employee Services shall investigate or appoint an investigator to conduct an investigation of the allegations in the complaint. The investigator shall interview the complainant and the accused; interview any witnesses identified by the complainant, accused, or by other sources; take statements from all witnesses; and review any relevant documents or other evidence. Upon completing a review of all evidence relevant to the complaint, the investigator shall prepare a written summary of the investigation, and make a recommendation to CSUSA Employee Services as to whether there is reasonable cause to believe a violation of the School's anti-discrimination policy has occurred. Copies of documents, evidence and witness statements which were considered in the investigation must be sent to CSUSA Employee Services along with the summary and recommendation.
  - b. If the complaint is against CSUSA Employee Services, the School Attorney shall appoint an investigator, who shall conduct an investigation in the manner set forth in section VI.B.1.a. (above).

- c. The investigation, summary, relevant documents, witnesses' statements and recommendation should be completed and forwarded to CSUSA Employee Services within thirty (30) days, or to the School Attorney within thirty (30) days, if the complaint is against CSUSA Employee Services. CSUSA Employee Services, or School Attorney, respectively, shall review the investigation summary, evidence and recommendation, and determine within ten (10) days whether there is reasonable cause to believe a discriminatory practice occurred.
- d. If CSUSA Employee Services or School Attorney determines there is reasonable cause to believe a violation of the nondiscriminatory policy occurred, he or she shall within ten (10) days provide notice of the reasonable cause finding to the complainant and the accused. CSUSA Employee Services or School Attorney shall then review the investigatory file, reasonable cause determination, and all related documents and evidence, to the Chief of Schools.
- e. If CSUSA Employee Services or School Attorney determines, after a review of the investigation, summary, recommendation and other evidence, that there is no reasonable cause to believe a discriminatory practice occurred, he or she shall provide within ten (10) days notice of the finding of no reasonable cause to the complainant and accused.
- f. The complainant may request a no reasonable cause finding by CSUSA Employee Services or School Attorney be reviewed by the Chief of Schools within ten (10) days of receipt of this notice. The complainant shall provide a written statement detailing facts in support of his or her disagreement with the determination. The complainant will also be given an opportunity to meet with the Chief of Schools and CSUSA Employee Services/School Attorney to present his or her position. The Chief of Schools and CSUSA Employee Services/School Attorney shall prepare a written memorandum summarizing the content of the conference to be included in the complaint file. The Chief of Schools shall within ten (10) days of receipt of the notice make a final determination as to whether there is reasonable cause to believe a discriminatory practice occurred.
- g. If review by the Chief of Schools is not timely requested, CSUSA Employee Services or School Attorney's determination of no reasonable cause shall be final.
- h. The accused may request, within ten (10) days of receipt of a notice of a finding of reasonable cause, that the determination be reviewed by the Chief of Schools. The request must include a written statement expressing the accused's position on the complaint and findings, and address any facts, statements or evidence which he or she submits are inaccurate. The accused will be given an opportunity to meet with the Chief of Schools and CSUSA Employee Services/School Attorney to present his or her position. The Chief of Schools and CSUSA Employee Services/School Attorney must within ten (10) days of receipt of the notice prepare a memorandum summarizing the content of the meeting to be included in the complaint file.
- i. After providing the opportunity for an informal hearing as referenced in section VI.B.1.h. (above), the Chief of Schools shall evaluate all the evidence, the investigation summary, recommendations and findings, along with any input by the accused and complainant, and make a final determination as to whether there is reasonable cause to support the complainant's allegations. He or she shall then determine any necessary disciplinary, remedial, or other action. Notice of the final disposition of the complaint and any disciplinary and/or remedial action shall within twenty (20) days of the informal hearing be forwarded to the accused and the complainant and the Chairman of the School's Board, and a copy of will be filed

with and maintained in the office of Charter Schools USA Senior Director of Human Resources.

2. Complaints against School Board Members.
  - a. Complaints against the School's Board Members shall be filed with the School Attorney. The School Attorney will within twenty (20) days appoint an outside, independent investigator to conduct an investigation and make a recommendation as to whether a discriminatory practice has occurred. It is recommended, but not mandatory, that the investigator be an attorney familiar with federal and state law prohibiting discrimination on the basis of a protected status.
  - b. The complainant and accused shall be interviewed by the outside investigator. Both shall provide written lists of witnesses to be interviewed, and documents or other evidence to be reviewed as relevant to the complaint. The investigator shall interview all witnesses identified by the complainant or accused, in addition to witnesses with relevant knowledge which the investigator may discover from other sources. The investigator shall also review relevant documents and other evidence. The investigator shall within twenty (20) days of receiving the complaint prepare a written summary of his or her investigation, and a recommendation to the School Attorney as to whether there is reasonable cause to believe that a discriminatory practice may have occurred.
  - c. If reasonable cause is recommended by the investigator against a School's Board Member, the recommendation shall within twenty (20) days be forwarded to the Chairman of the (School Board) to determine if there is evidence that a misfeasance or malfeasance of office occurred. The (School Board) will be responsible for taking any necessary action in accordance with applicable law with reference to an elected official.
  - d. A finding of no reasonable cause by the outside investigator, which is reviewed and confirmed by the School Attorney, shall be final and a copy will be forwarded to the Chairman of the (School Board). In compliance with Florida Statute, the investigation file shall become public record and the School's Board Member shall answer to their constituency.
3. Penalties for confirmed Discrimination or Harassment
  - a. Student - A substantiated allegation of discrimination or harassment against a student shall subject that student to disciplinary action consistent with the Code of Student Conduct.
  - b. Employee or Volunteer - A substantiated allegation of discrimination or harassment against an employee may result in disciplinary actions including termination and referral to appropriate law enforcement authorities. A volunteer shall be removed from service and a referral may be made to appropriate law enforcement authorities.
4. Limited Exemption from Public Records Act and Notification of Parents of Minors
  - a. To the extent possible, complaints will be treated as confidential and in accordance with Florida Statutes and the Family Educational Rights and Privacy Act (FERPA). Limited disclosure may be necessary to complete a thorough investigation as described above. The School's obligation to investigation and take corrective action may supersede an individual's right to privacy.

- b. The parents of a person under the age of 18 who has filed a complaint of discrimination and/or harassment shall be notified within three (3) days of receipt of a complaint.

(School Name) shall conspicuously post its Notice of Non-Discrimination and Non-Harassment and the name and telephone number of the employee responsible for compliance with such policies at its facilities subject to its discretion regarding placement.

CSUSA Employee Services  
Charter Schools USA  
800 Corporate Drive, Suite 700  
Ft. Lauderdale, FL 33334  
(954) 202-3500

(School Logo)

**(School Name)**

Serving Grades K-8

*(School Address)*

Phone: ( xxx)- xxx-xxxx

Fax Number: ( xxx)- xxx-xxxx

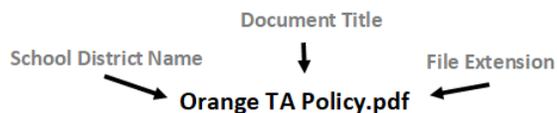
(School Website)

# THREAT ASSESSMENT PROCEDURE REVIEW

***This document is to be completed by either the District School Safety Specialist or designated staff, charter school governing board representative, or OSS staff.***

The document will be used to assist OSS staff in the compliance review process for each school district's or charter school governing board's behavioral threat assessment procedure (BTAP).

- Upload required documents as listed below (for specific uploading instructions, reach out to your OSS regional contact in chart below).
  - Policy or Procedures – School district's or charter school governing board's approved policy or procedures for conducting behavioral threat assessments.
  - Threat Assessment Procedure Review (this document) – This checklist outlines all requirements for the policy or procedures and provides a means to identify where each is located within the documents provided.
  - Forms (Blank) – Official documents or templates used by threat assessment teams in the process of conducting and completing behavioral threat assessment (please do not send any completed forms).
  - **\*\*Optional** – Any best practices or information sharing practices in place which would not be included in the policy, procedures, or forms.
- As requested in each section below, provide the specific location within your uploaded document(s), including the name of document, page number and paragraph number for where each requirement is addressed.
- If needed, provide additional comments where appropriate.
- All files must begin with school district name (this includes charter school governing boards).
  - Charter school governing boards must include their name after the school district name.



Upload all documents including this document to DOE ShareFile: <https://fldoe.sharefile.com/r-rbe95d7356bf4e7da>

**For questions regarding completion of the document or uploading items requested, please reach out to your OSS regional contact who will be ready to assist as needed.**

Region 1 (West)	Region 1 (East)	Region 2	Region 3
Debbie Cutchen	Trent Wolf	Tracy Sampson	Jenilyn Wilson
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850-245-9437	850-245-0566	850-245-9507	850-245-0685
Escambia, Santa Rosa, Okaloosa, Walton, Holmes, Washington, Bay, Jackson, Calhoun, Gulf, Gadsden, Liberty	Franklin, Leon, Wakulla, Jefferson, Madison, Taylor, Hamilton, Suwannee, Lafayette, Dixie, Columbia, Gilchrist, Levy	Baker, Union, Bradford, Alachua, Nassau, Duval, Clay, Putnam, St. Johns, Flagler, Marion, Citrus, Sumter, Lake, Volusia, Seminole	Hernando, Pasco, Pinellas, Hillsborough, Manatee, Hardee, Sarasota, DeSoto, Charlotte
Region 4	Region 5	Region 6	OSS
Humberto "Bert" Valdes	Morgan Nykiel	Andrew Mazyck	Office of Safe Schools
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850-245-5179	850-245-9120	850-245-5030	850-245-5173
Orange, Polk, Osceola, Brevard, Indian River, Highlands, Okeechobee, St. Lucie, Glades, Martin	Lee, Hendry, Palm Beach, Collier, Broward	Miami-Dade, Monroe	

# Threat Assessment Procedure Review

**School District:** Osceola **Date:** June 10, 2020

**Charter School Governing Board:** Four Corners Charter School

Charter School Governing

Board Address: 6278 N. Federal Highway, Ste 384, Ft. Lauderdale, FL 33308

Charter Corporation: Four Corners Charter School, Inc.

**Point of Contact -** Name: Kelvin Soto

Email: Kelvin.soto@osceolaschools.net

Phone: 407-870-4009

For Charter School Governing Boards, list all schools by name and MSID number for which this policy or procedural document applies:

Four Corners Charter School MSID 49-0863

**Documents Submitted:** Threat Assessment Procedure Review, Threat Assessment Policy, Behavior Threat Assessment Procedures, Template Threat Report Sample Form

## BEHAVIORAL THREAT ASSESSMENT PROCEDURES

**1.** Requirement for policies for the establishment of threat assessment teams at each school and procedures for behavioral threat assessments using the instrument adopted by the Office of Safe Schools. [s. 1006.07\(7\), F.S.](#) (OSS adopted the Comprehensive School Threat Assessment Guidelines (CSTAG) as the statewide model for conducting threat assessments in schools. Specific information related to the CSTAG, Behavioral Threat Assessments and Threat Assessment Teams is located on the FDOE website at <http://www.fldoe.org/safe-schools/threat-assessment.stml>.)

<b>Name of document where requirement is found, page number &amp; paragraph number:</b>	Threat Assessment Procedures, Section II Practices (A); (A)(i) page 3.	<b>OSS Staff Verification:</b>	
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**Comments:** The policy and procedures will be formally approved by Four Corners Charter School, Inc. Governing Board prior to August 1, 2020 FSSAT compliance date.

**2.** Requirement outlining that each threat assessment team must include persons with expertise in counseling (such as, a school psychologist, social worker or counselor), instruction (teacher or administrator with instructional experience), school administration (principal or other senior administrator), and law enforcement (ideally, a School Resource Officer (SRO) or school-based law enforcement officer). [s. 1006.07\(7\)\(a\), F.S.](#)

<b>Name of document where requirement is found, page number &amp; paragraph number:</b>	Threat Assessment Procedures, Section III Roles and Responsibilities (B) page 4.	<b>OSS Staff Verification:</b>	
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**Comments:** The policy and procedures will be formally approved by Four Corners Charter School, Inc. prior to August 1, 2020 FSSAT compliance date.

**3.** Requirement, pursuant to [s. 1001.212\(12\), F.S.](#), that threat assessment procedures include components and forms that are consistent with the CSTAG and address the following elements:

**3.1** An assessment of the threat, which includes an assessment of the student, family, and school and social dynamics;

<b>Name of document where requirement is found, page number &amp; paragraph number:</b>	Threat Assessment Procedures Section IV Overview (B)(vi)(q), page 9 and; (B)(viii)(a); (B)(viii)(b), page 11 and; (B)(ix)(a) page 13	<b>OSS Staff Verification:</b>	
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**Comments:** The policy and procedures will be formally approved by Four Corners Charter School, Inc. prior to August 1, 2020 FSSAT compliance date.

**3.2.** An evaluation to determine if the threat is transient or substantive;

<b>Name of document where requirement is found, page number &amp; paragraph number:</b>	Threat Assessment Procedures Section III Roles and Responsibilities (E)(i), page 4 and; Section IV Overview (B)(ii), page 7 and; Section IV Overview (B)(x), page 19 and; Section IV Overview (C)(ii) and (C)(iii), pages 22-23	<b>OSS Staff Verification:</b>	
<b>Comments:</b> The policy and procedures will be formally approved by Four Corners Charter School, Inc. prior to August 1, 2020 FSSAT compliance date.			
<b>3.3.</b> The response to a substantive threat, which includes the school response and the role of law enforcement referrals;			
<b>Name of document where requirement is found, page number &amp; paragraph number:</b>	Threat Assessment Procedures Section IV Overview (C)(iii), page 22, (C)(iv), page 23	<b>OSS Staff Verification:</b>	
<b>Comments:</b> The policy and procedures will be formally approved by Four Corners Charter School, Inc. prior to August 1, 2020 FSSAT compliance date.			
<b>3.4.</b> The response to a serious substantive threat, which includes mental health and law enforcement referrals;			
<b>Name of document where requirement is found, page number &amp; paragraph number:</b>	Threat Assessment Procedures Section IV Overview, (C)(v), pages 23-24	<b>OSS Staff Verification:</b>	
<b>Comments:</b> The policy and procedures will be formally approved by Four Corners Charter School, Inc. prior to August 1, 2020 FSSAT compliance date.			
<b>3.5.</b> Ongoing monitoring to assess implementation of safety strategies;			
<b>Name of document where requirement is found, page number &amp; paragraph number:</b>	Threat Assessment Procedures Section III Roles and Responsibilities, (F)(iv), page 5 and; Section IV Overview, (C)(xvi), page 25	<b>OSS Staff Verification:</b>	
<b>Comments:</b> The policy and procedures will be formally approved by Four Corners Charter School, Inc. prior to August 1, 2020 FSSAT compliance date.			
<b>3.6.</b> Training for members of threat assessment teams and school administrators regarding the use of the CSTAG instrument adopted by OSS.			
<b>Name of document where requirement is found, page number &amp; paragraph number:</b>	Threat Assessment Team Training pages 41-61	<b>OSS Staff Verification:</b>	
<b>Comments:</b> The policy and procedures will be formally approved by Four Corners Charter School, Inc. prior to August 1, 2020 FSSAT compliance date.			
<b>4.</b> Requirement that threat assessment policies include the identification of mental health services available in the district, as required by <a href="#">s. 1012.584(4), F.S.</a> , and the procedure for referrals to those mental health services. <a href="#">s. 1006.07(7), F.S.</a>			
<b>Name of document where requirement is found, page number &amp; paragraph number:</b>	Threat Assessment Procedures Section II Practices, (A)(ii), page 3	<b>OSS Staff Verification:</b>	
<b>Comments:</b> The policy and procedures will be formally approved by Four Corners Charter School, Inc. prior to August 1, 2020 FSSAT compliance date.			
<b>5.</b> Requirement that policies include the identification of members of the school community to whom threatening behavior should be reported and address the provision of guidance to students, faculty, and staff regarding recognition of threatening or aberrant behavior that may represent a threat to the community, school, or self. <a href="#">s. 1006.07(7)(b), F.S.</a>			
<b>Name of document where requirement is found, page number &amp; paragraph number:</b>	Threat Assessment Procedures Section II Practices, (C)(ii), page 3 and; RENAISSANCE Threat Assessment Procedures Section III Roles and Responsibilities, (C)(i), page 4 and; Threat Assessment Procedures Section III Roles and Responsibilities, (T), page 7	<b>OSS Staff Verification:</b>	

<b>Comments:</b> The policy and procedures will be formally approved by Four Corners Charter School, Inc. prior to August 1, 2020 FSSAT compliance date.			
6. Requirement that where there is a preliminary determination that a student poses a threat of violence or physical harm to himself or herself or others, a threat assessment team will immediately report its determination to the superintendent or his or her designee. <a href="#">s. 1006.07(7)(a), F.S.</a>			
<b>Name of document where requirement is found, page number &amp; paragraph number:</b>	Threat Assessment Procedures Section III Roles and Responsibilities, (H) and (H)(ii), page 6	<b>OSS Staff Verification:</b>	
<b>Comments:</b> The policy and procedures will be formally approved by Four Corners Charter School, Inc. prior to August 1, 2020 FSSAT compliance date.			
6.1. Requirement that policies include that upon such notification, the superintendent or his or her designee must immediately attempt to notify the student's parent or legal guardian. <a href="#">s. 1006.07(7)(b), F.S.</a>			
<b>Name of document where requirement is found, page number &amp; paragraph number:</b>	Threat Assessment Procedures Section III Roles and Responsibilities, (H), page 5 and; Section IV Overview (B)(ix), page 13	<b>OSS Staff Verification:</b>	
<b>Comments:</b> The policy and procedures will be formally approved by Four Corners Charter School, Inc. prior to August 1, 2020 FSSAT compliance date.			
7. Requirement that, if upon a preliminary determination by the threat assessment team that a student poses a threat of violence to himself or others, or exhibits significantly disruptive behavior or need for assistance, authorized team members may obtain criminal history record information (CHRI), policies include that the persons authorized to access such information must not disclose CHRI or otherwise use any record of an individual beyond the purpose for which such disclosure was made to the team. <a href="#">s. 1006.07(7)(c), F.S.</a> , and s. 985.04(1), F.S. If your district or charter school does not have agreements authorizing CHRI access by the threat assessment team, please note that in the comments section.			
<b>Name of document where element is found, page number &amp; paragraph number:</b>	Threat Assessment Procedures Section III Roles and Responsibilities, (M), (M)(i), (M)(ii), page 6	<b>OSS Staff Verification:</b>	
<b>Comments:</b> The policy and procedures will be formally approved by Four Corners Charter School, Inc. prior to August 1, 2020 FSSAT compliance date.			
8. Requirement that policies acknowledge that all state and local agencies and programs that provide services to students experiencing or at risk of an emotional disturbance or mental illness must work together to serve such students. <a href="#">s. 1006.07(7)(d), F.S.</a> . All state and local agencies and programs that provide services to such students may share with each other records or information that are confidential or exempt from disclosure under chapter 119 if the records or information are reasonably necessary to ensure access to appropriate services for the student or to ensure the safety of the student or others.			
<b>Name of document where requirement is found, page number &amp; paragraph number:</b>	Threat Assessment Procedures Section II Practices, (E), page 3 and; Threat Assessment Procedures Section III Roles and Responsibilities (G)(i), page 5 and; Threat Assessment Procedures Section III Roles and Responsibilities (I), pages 5-6	<b>OSS Staff Verification:</b>	
<b>Comments:</b> The policy and procedures will be formally approved by Four Corners Charter School, Inc. prior to August 1, 2020 FSSAT compliance date.			
9. Requirement that threat assessment policies include established procedures for engaging local behavioral health crisis resources in cases where an immediate mental health or substance abuse crisis is suspected. <a href="#">s. 1006.07(7)(e), F.S.</a>			
<b>Name of document where requirement is found, page number &amp; paragraph number:</b>	Threat Assessment Procedures Section II Practices, (E), page 3 and; Threat Assessment Procedures Section III Roles and Responsibilities (G)(i), page 5	<b>OSS Staff Verification:</b>	
<b>Comments:</b> The policy and procedures will be formally approved by Four Corners Charter School, Inc. prior to August 1, 2020 FSSAT compliance date.			
9.1. Requirement that policies include that onsite school personnel must report all mental health or substance abuse crisis situations and actions taken to the threat assessment team, which must contact the other agencies involved with the students and any known service providers to share information and coordinate any necessary follow-up actions. <a href="#">s. 1006.07(7)(e), F.S.</a>			
<b>Name of document where requirement is found, page number &amp; paragraph number:</b>	Threat Assessment Procedures Section II Practices, (E)(ii), page 3	<b>OSS Staff Verification:</b>	

<b>Comments:</b> The policy and procedures will be formally approved by Four Corners Charter School, Inc. prior to August 1, 2020 FSSAT compliance date.			
9.2. Requirement that policies include that, upon the student's transfer to a different school, the threat assessment team must verify that any intervention services provided to the student remain in place until the threat assessment team of the receiving school independently determines the need for intervention services. <a href="#">s. 1006.07(7)(e), F.S.</a>			
<b>Name of document where requirement is found, page number &amp; paragraph number:</b>	Threat Assessment Procedures Section III Roles and Responsibilities (I), pages 5-6	<b>OSS Staff Verification:</b>	
<b>Comments:</b> The policy and procedures will be formally approved by Four Corners Charter School, Inc. prior to August 1, 2020 FSSAT compliance date.			

## 1001.212 Office of Safe Schools.—

1001.212 Office of Safe Schools.—There is created in the Department of Education the Office of Safe Schools. The office is fully accountable to the Commissioner of Education. The office shall serve as a central repository for best practices, training standards, and compliance oversight in all matters regarding school safety and security, including prevention efforts, intervention efforts, and emergency preparedness planning. The office shall:

- (1) Establish and update as necessary a school security risk assessment tool for use by school districts pursuant to s. 1006.07(6). The office shall make the security risk assessment tool available for use by charter schools. The office shall provide annual training to appropriate school district and charter school personnel on the proper assessment of physical site security and completion of the school security risk assessment tool.
- (2) Provide ongoing professional development opportunities to school district personnel.
- (3) Provide a coordinated and interdisciplinary approach to providing technical assistance and guidance to school districts on safety and security and recommendations to address findings identified pursuant to s. 1006.07(6).
- (4) Develop and implement a School Safety Specialist Training Program for school safety specialists appointed pursuant to s. 1006.07(6). The office shall develop the training program which shall be based on national and state best practices on school safety and security and must include active shooter training. The office shall develop training modules in traditional or online formats. A school safety specialist certificate of completion shall be awarded to a school safety specialist who satisfactorily completes the training required by rules of the office.
- (5) Review and provide recommendations on the security risk assessments. The department may contract with security personnel, consulting engineers, architects, or other safety and security experts the department deems necessary for safety and security consultant services.
- (6) Coordinate with the Department of Law Enforcement to provide a centralized integrated data repository and data analytics resources to improve access to timely, complete, and accurate information integrating data from, at a minimum, but not limited to, the following data sources by August 1, 2019:
  - (a) Social media Internet posts;
  - (b) Department of Children and Families;
  - (c) Department of Law Enforcement;
  - (d) Department of Juvenile Justice;
  - (e) Mobile suspicious activity reporting tool known as FortifyFL;
  - (f) School environmental safety incident reports collected under subsection (8); and
  - (g) Local law enforcement.

Data that is exempt or confidential and exempt from public records requirements retains its exempt or confidential and exempt status when incorporated into the centralized integrated data repository. To maintain the confidentiality requirements attached to the information provided to the centralized integrated data repository by the various state and local agencies, data governance and security shall ensure compliance with all applicable state and federal data privacy requirements through the use of user authorization and role-based security, data anonymization and aggregation and auditing capabilities. To maintain the confidentiality requirements attached to the information provided to the centralized integrated data repository by the various state and local agencies, each source agency providing data to the repository shall be the sole custodian of the data for the purpose of any request for inspection or copies thereof under chapter 119. The department shall only allow access to data from the source agencies in accordance with rules

adopted by the respective source agencies and the requirements of the Federal Bureau of Investigation Criminal Justice Information Services security policy, where applicable.

(7) Provide data to support the evaluation of mental health services pursuant to s. 1004.44.

(8) Provide technical assistance to school districts and charter school governing boards for school environmental safety incident reporting as required under s. 1006.07(9). The office shall collect data through school environmental safety incident reports on incidents involving any person which occur on school premises, on school transportation, and at off-campus, school-sponsored events. The office shall review and evaluate school district reports to ensure compliance with reporting requirements. Upon notification by the department that a superintendent has failed to comply with the requirements of s. 1006.07(9), the district school board shall withhold further payment of his or her salary as authorized under s. 1001.42(13)(b) and impose other appropriate sanctions that the commissioner or state board by law may impose.

(9) Award grants to schools to improve the safety and security of school buildings based upon recommendations of the security risk assessment developed pursuant to subsection (1).

(10) Disseminate, in consultation with the Department of Law Enforcement, to participating schools awareness and education materials on the School Safety Awareness Program developed pursuant to s. 943.082.

(11)(a) Convene a School Hardening and Harm Mitigation Workgroup composed of individuals with subject matter expertise on school campus hardening best practices. The workgroup shall meet as necessary to review school hardening and harm mitigation policies, including, but not limited to, the target hardening practices implemented in other states; the school safety guidelines developed by organizations such as the Partner Alliance for Safer Schools; the tiered approach to target campus hardening strategies identified in the initial report submitted by the Marjory Stoneman Douglas High School Public Safety Commission pursuant to s. 943.687(9); and the Florida Building Code for educational facilities construction to determine whether the building code may need to be modified to strengthen school safety and security. Based on this review of school safety best practices, by August 1, 2020, the workgroup shall submit a report to the executive director of the office which includes, at a minimum, a prioritized list for the implementation of school campus hardening and harm mitigation strategies and the estimated costs of and timeframes for implementation of the strategies by school districts and charter schools. The estimated costs must include regional and statewide projections of the implementation costs.

(b) Submit to the commissioner:

1. The workgroup's report pursuant to paragraph (a); and
2. Recommendations regarding procedures for the office to use to monitor and enforce compliance by the school districts and charter schools in the implementation of the workgroup's recommended campus hardening and harm mitigation strategies.

This subsection is repealed June 30, 2023.

(12) By August 1, 2019, develop a standardized, statewide behavioral threat assessment instrument for use by all public schools, including charter schools, which addresses early identification, evaluation, early intervention, and student support.

(a) The standardized, statewide behavioral threat assessment instrument must include, but need not be limited to, components and forms that address:

1. An assessment of the threat, which includes an assessment of the student, family, and school and social dynamics.

2. An evaluation to determine if the threat is transient or substantive.
3. The response to a substantive threat, which includes the school response and the role of law enforcement agencies.
4. The response to a serious substantive threat, including mental health and law enforcement referrals.
5. Ongoing monitoring to assess implementation of safety strategies.
6. Training for members of threat assessment teams established under s. 1006.07(7) and school administrators regarding the use of the instrument.

(b) The office shall:

1. By August 1, 2020, evaluate each school district's and charter school governing board's behavioral threat assessment procedures for compliance with this subsection.
2. Notify the district school superintendent or charter school governing board, as applicable, if the behavioral threat assessment is not in compliance with this subsection.
3. Report any issues of ongoing noncompliance with this subsection to the commissioner and the district school superintendent or the charter school governing board, as applicable.

(13) Establish the Statewide Threat Assessment Database Workgroup, composed of members appointed by the department, to complement the work of the department and the Department of Law Enforcement associated with the centralized integrated data repository and data analytics resources initiative and make recommendations regarding the development of a statewide threat assessment database. The database must allow authorized public school personnel to enter information related to any threat assessment conducted at their respective schools using the instrument developed by the office pursuant to subsection (12), and must provide such information to authorized personnel in each school district and public school and to appropriate stakeholders. By December 31, 2019, the workgroup shall provide a report to the office with recommendations that include, but need not be limited to:

- (a) Threat assessment data that should be required to be entered into the database.
- (b) School district and public school personnel who should be allowed to input student records to the database and view such records.
- (c) Database design and functionality, to include data security.
- (d) Restrictions and authorities on information sharing, including:
  1. Section 1002.22 and other applicable state laws.
  2. The Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. s. 1232g, 42 C.F.R. part 2; the Health Insurance Portability and Accountability Act (HIPAA), 42 U.S.C. s. 1320d6, 45 C.F.R. part 164, subpart E; and other applicable federal laws.
  3. The appropriateness of interagency agreements that will allow law enforcement to view database records.
- (e) The cost to develop and maintain a statewide online database.
- (f) An implementation plan and timeline for the workgroup recommendations.

(14) Monitor compliance with requirements relating to school safety by school districts and public schools, including charter schools. The office shall report incidents of noncompliance to the commissioner pursuant to s. 1001.11(9) and the state board pursuant to s. 1008.32 and other requirements of law, as appropriate.

(15) Annually publish a list detailing the total number of safe-school officers in this state, the total number of safe-school officers disciplined or relieved of their duties because of misconduct in the previous year, the total number of

disciplinary incidents involving safe-school officers, and the number of incidents in which a safe-school officer discharged his or her firearm outside of a training situation or in the exercise of his or her duties as a safe-school officer.

History.—s. 21, ch. 2018-3; s. 7, ch. 2019-22.

## 1006.07

1006.07 District school board duties relating to student discipline and school safety.—The district school board shall provide for the proper accounting for all students, for the attendance and control of students at school, and for proper attention to health, safety, and other matters relating to the welfare of students, including:

### (1) CONTROL OF STUDENTS.—

(a) Adopt rules for the control, discipline, in-school suspension, suspension, and expulsion of students and decide all cases recommended for expulsion. Suspension hearings are exempted from the provisions of chapter 120. Expulsion hearings shall be governed by ss. 120.569 and 120.57(2) and are exempt from s. 286.011. However, the student's parent must be given notice of the provisions of s. 286.011 and may elect to have the hearing held in compliance with that section. The district school board may prohibit the use of corporal punishment, if the district school board adopts or has adopted a written program of alternative control or discipline.

(b) Require each student at the time of initial registration for school in the school district to note previous school expulsions, arrests resulting in a charge, juvenile justice actions, and any corresponding referral to mental health services by the school district, and have the authority as the district school board of a receiving school district to honor the final order of expulsion or dismissal of a student by any in-state or out-of-state public district school board or private school, or lab school, for an act which would have been grounds for expulsion according to the receiving district school board's code of student conduct, in accordance with the following procedures:

1. A final order of expulsion shall be recorded in the records of the receiving school district.
2. The expelled student applying for admission to the receiving school district shall be advised of the final order of expulsion.
3. The district school superintendent of the receiving school district may recommend to the district school board that the final order of expulsion be waived and the student be admitted to the school district, or that the final order of expulsion be honored and the student not be admitted to the school district. If the student is admitted by the district school board, with or without the recommendation of the district school superintendent, the student may be placed in an appropriate educational program and referred to mental health services identified by the school district pursuant to s. 1012.584(4), when appropriate, at the direction of the district school board.

(2) CODE OF STUDENT CONDUCT.—Adopt a code of student conduct for elementary schools and a code of student conduct for middle and high schools and distribute the appropriate code to all teachers, school personnel, students, and parents, at the beginning of every school year. Each code shall be organized and written in language that is understandable to students and parents and shall be discussed at the beginning of every school year in student classes, school advisory council meetings, and parent and teacher association or organization meetings. Each code shall be based on the rules governing student conduct and discipline adopted by the district school board and shall be made available in the student handbook or similar publication. Each code shall include, but is not limited to:

(a) Consistent policies and specific grounds for disciplinary action, including in-school suspension, out-of-school suspension, expulsion, and any disciplinary action that may be imposed for the possession or use of alcohol on school property or while attending a school function or for the illegal use, sale, or possession of controlled substances as defined in chapter 893.

(b) Procedures to be followed for acts requiring discipline, including corporal punishment.

(c) An explanation of the responsibilities and rights of students with regard to attendance, respect for persons and property, knowledge and observation of rules of conduct, the right to learn, free speech and student publications, assembly, privacy, and participation in school programs and activities.

(d)1. An explanation of the responsibilities of each student with regard to appropriate dress, respect for self and others, and the role that appropriate dress and respect for self and others has on an orderly learning environment. Each district school board shall adopt a dress code policy that prohibits a student, while on the grounds of a public school during the regular school day, from wearing clothing that exposes underwear or body parts in an indecent or vulgar manner or that disrupts the orderly learning environment.

2. Any student who violates the dress policy described in subparagraph 1. is subject to the following disciplinary actions:

a. For a first offense, a student shall be given a verbal warning and the school principal shall call the student's parent or guardian.

b. For a second offense, the student is ineligible to participate in any extracurricular activity for a period of time not to exceed 5 days and the school principal shall meet with the student's parent or guardian.

c. For a third or subsequent offense, a student shall receive an in-school suspension pursuant to s. 1003.01(5) for a period not to exceed 3 days, the student is ineligible to participate in any extracurricular activity for a period not to exceed 30 days, and the school principal shall call the student's parent or guardian and send the parent or guardian a written letter regarding the student's in-school suspension and ineligibility to participate in extracurricular activities.

(e) Notice that illegal use, possession, or sale of controlled substances, as defined in chapter 893, by any student while the student is upon school property or in attendance at a school function is grounds for disciplinary action by the school and may also result in criminal penalties being imposed.

(f) Notice that use of a wireless communications device includes the possibility of the imposition of disciplinary action by the school or criminal penalties if the device is used in a criminal act. A student may possess a wireless communications device while the student is on school property or in attendance at a school function. Each district school board shall adopt rules governing the use of a wireless communications device by a student while the student is on school property or in attendance at a school function.

(g) Notice that the possession of a firearm or weapon as defined in chapter 790 by any student while the student is on school property or in attendance at a school function is grounds for disciplinary action and may also result in criminal prosecution. Simulating a firearm or weapon while playing or wearing clothing or accessories that depict a firearm or weapon or express an opinion regarding a right guaranteed by the Second Amendment to the United States Constitution is not grounds for disciplinary action or referral to the criminal justice or juvenile justice system under this section or s. 1006.13. Simulating a firearm or weapon while playing includes, but is not limited to:

1. Brandishing a partially consumed pastry or other food item to simulate a firearm or weapon.
2. Possessing a toy firearm or weapon that is 2 inches or less in overall length.
3. Possessing a toy firearm or weapon made of plastic snap-together building blocks.
4. Using a finger or hand to simulate a firearm or weapon.
5. Vocalizing an imaginary firearm or weapon.
6. Drawing a picture, or possessing an image, of a firearm or weapon.
7. Using a pencil, pen, or other writing or drawing utensil to simulate a firearm or weapon.

However, a student may be subject to disciplinary action if simulating a firearm or weapon while playing substantially disrupts student learning, causes bodily harm to another person, or places another person in reasonable fear of bodily harm. The severity of consequences imposed upon a student, including referral to the criminal justice or juvenile justice system, must be proportionate to the severity of the infraction and consistent with district school board policies for similar infractions. If a student is disciplined for such conduct, the school principal or his or her designee must call the student's parent. Disciplinary action resulting from a student's clothing or accessories shall be determined pursuant to paragraph (d) unless the wearing of the clothing or accessory causes a substantial disruption to student learning, in which case the infraction may be addressed in a manner that is consistent with district school board policies for similar infractions. This paragraph does not prohibit a public school from adopting a school uniform policy.

(h) Notice that violence against any district school board personnel by a student is grounds for in-school suspension, out-of-school suspension, expulsion, or imposition of other disciplinary action by the school and may also result in criminal penalties being imposed.

(i) Notice that violation of district school board transportation policies, including disruptive behavior on a school bus or at a school bus stop, by a student is grounds for suspension of the student's privilege of riding on a school bus and may be grounds for disciplinary action by the school and may also result in criminal penalties being imposed.

(j) Notice that violation of the district school board's sexual harassment policy by a student is grounds for in-school suspension, out-of-school suspension, expulsion, or imposition of other disciplinary action by the school and may also result in criminal penalties being imposed.

(k) Policies to be followed for the assignment of violent or disruptive students to an alternative educational program or referral of such students to mental health services identified by the school district pursuant to s. 1012.584(4).

(l) Notice that any student who is determined to have brought a firearm or weapon, as defined in chapter 790, to school, to any school function, or onto any school-sponsored transportation, or to have possessed a firearm at school, will be expelled, with or without continuing educational services, from the student's regular school for a period of not less than 1 full year and referred to mental health services identified by the school district pursuant to s. 1012.584(4) and the criminal justice or juvenile justice system. District school boards may assign the student to a disciplinary program or second chance school for the purpose of continuing educational services during the period of expulsion. District school superintendents may consider the 1-year expulsion requirement on a case-by-case basis and request the district school board to modify the requirement by assigning the student to a disciplinary program or second chance school if the request for modification is in writing and it is determined to be in the best interest of the student and the school system.

(m) Notice that any student who is determined to have made a threat or false report, as defined by ss. 790.162 and 790.163, respectively, involving school or school personnel's property, school transportation, or a school-sponsored activity will be expelled, with or without continuing educational services, from the student's regular school for a period of not less than 1 full year and referred for criminal prosecution and mental health services identified by the school district pursuant to s. 1012.584(4) for evaluation or treatment, when appropriate. District school boards may assign the student to a disciplinary program or second chance school for the purpose of continuing educational services during the period of expulsion. District school superintendents may consider the 1-year expulsion requirement on a case-by-case basis and request the district school board to modify the requirement by assigning the student to a disciplinary program or second chance school if it is determined to be in the best interest of the student and the school system.

(3) **STUDENT CRIME WATCH PROGRAM.**—By resolution of the district school board, implement a student crime watch program to promote responsibility among students and improve school safety. The student crime watch program shall allow students and the community to anonymously relay information concerning unsafe and potentially harmful, dangerous, violent, or criminal activities, or the threat of these activities, to appropriate public safety agencies and school officials.

(4) EMERGENCY DRILLS; EMERGENCY PROCEDURES.—

(a) Formulate and prescribe policies and procedures, in consultation with the appropriate public safety agencies, for emergency drills and for actual emergencies, including, but not limited to, fires, natural disasters, active shooter and hostage situations, and bomb threats, for all students and faculty at all public schools of the district comprised of grades K-12. Drills for active shooter and hostage situations shall be conducted in accordance with developmentally appropriate and age-appropriate procedures at least as often as other emergency drills. District school board policies shall include commonly used alarm system responses for specific types of emergencies and verification by each school that drills have been provided as required by law and fire protection codes. The emergency response policy shall identify the individuals responsible for contacting the primary emergency response agency and the emergency response agency that is responsible for notifying the school district for each type of emergency.

(b) Establish model emergency management and emergency preparedness procedures, including emergency notification procedures pursuant to paragraph (a), for the following life-threatening emergencies:

1. Weapon-use, hostage, and active shooter situations. The active shooter situation training for each school must engage the participation of the district school safety specialist, threat assessment team members, faculty, staff, and students and must be conducted by the law enforcement agency or agencies that are designated as first responders to the school's campus.
2. Hazardous materials or toxic chemical spills.
3. Weather emergencies, including hurricanes, tornadoes, and severe storms.
4. Exposure as a result of a manmade emergency.

(c) Establish a schedule to test the functionality and coverage capacity of all emergency communication systems and determine if adequate signal strength is available in all areas of the school's campus.

(5) EDUCATIONAL SERVICES IN DETENTION FACILITIES.—Offer educational services to minors who have not graduated from high school and eligible students with disabilities under the age of 22 who have not graduated with a standard diploma or its equivalent who are detained in a county or municipal detention facility as defined in s. 951.23. These educational services shall be based upon the estimated length of time the student will be in the facility and the student's current level of functioning. District school superintendents or their designees shall be notified by the county sheriff or chief correctional officer, or his or her designee, upon the assignment of a student under the age of 21 to the facility. A cooperative agreement with the district school board and applicable law enforcement units shall be developed to address the notification requirement and the provision of educational services to these students.

(6) SAFETY AND SECURITY BEST PRACTICES.—Each district school superintendent shall establish policies and procedures for the prevention of violence on school grounds, including the assessment of and intervention with individuals whose behavior poses a threat to the safety of the school community.

(a) Each district school superintendent shall designate a school safety specialist for the district. The school safety specialist must be a school administrator employed by the school district or a law enforcement officer employed by the sheriff's office located in the school district. Any school safety specialist designated from the sheriff's office must first be authorized and approved by the sheriff employing the law enforcement officer. Any school safety specialist designated from the sheriff's office remains the employee of the office for purposes of compensation, insurance, workers' compensation, and other benefits authorized by law for a law enforcement officer employed by the sheriff's office. The sheriff and the school superintendent may determine by agreement the reimbursement for such costs, or may share the costs, associated with employment of the law enforcement officer as a school safety specialist. The school safety specialist must earn a certificate of completion of the school safety specialist training provided by the Office of Safe Schools within 1 year after appointment and is responsible for the supervision and oversight for all school safety and security personnel, policies, and procedures in the school district. The school safety specialist shall:

1. Review school district policies and procedures for compliance with state law and rules, including the district's timely and accurate submission of school environmental safety incident reports to the department pursuant to s. 1001.212(8).
2. Provide the necessary training and resources to students and school district staff in matters relating to youth mental health awareness and assistance; emergency procedures, including active shooter training; and school safety and security.
3. Serve as the school district liaison with local public safety agencies and national, state, and community agencies and organizations in matters of school safety and security.
4. In collaboration with the appropriate public safety agencies, as that term is defined in s. 365.171, by October 1 of each year, conduct a school security risk assessment at each public school using the Florida Safe Schools Assessment Tool developed by the Office of Safe Schools pursuant to s. 1006.1493. Based on the assessment findings, the district's school safety specialist shall provide recommendations to the district school superintendent and the district school board which identify strategies and activities that the district school board should implement in order to address the findings and improve school safety and security. Each district school board must receive such findings and the school safety specialist's recommendations at a publicly noticed district school board meeting to provide the public an opportunity to hear the district school board members discuss and take action on the findings and recommendations. Each school safety specialist shall report such findings and school board action to the Office of Safe Schools within 30 days after the district school board meeting.

(b) Each school safety specialist shall coordinate with the appropriate public safety agencies, as defined in s. 365.171, that are designated as first responders to a school's campus to conduct a tour of such campus once every 3 years and provide recommendations related to school safety. The recommendations by the public safety agencies must be considered as part of the recommendations by the school safety specialist pursuant to paragraph (a).

(c) Each district school board and charter school governing board must adopt an active assailant response plan. By October 1, 2019, and annually thereafter, each district school superintendent and charter school principal shall certify that all school personnel have received annual training on the procedures contained in the active assailant response plan for the applicable school district or charter school.

(7) **THREAT ASSESSMENT TEAMS.**—Each district school board shall adopt policies for the establishment of threat assessment teams at each school whose duties include the coordination of resources and assessment and intervention with individuals whose behavior may pose a threat to the safety of school staff or students consistent with the model policies developed by the Office of Safe Schools. Such policies must include procedures for referrals to mental health services identified by the school district pursuant to s. 1012.584(4), when appropriate, and procedures for behavioral threat assessments in compliance with the instrument developed pursuant to s. 1001.212(12).

(a) A threat assessment team shall include persons with expertise in counseling, instruction, school administration, and law enforcement. The threat assessment teams shall identify members of the school community to whom threatening behavior should be reported and provide guidance to students, faculty, and staff regarding recognition of threatening or aberrant behavior that may represent a threat to the community, school, or self. Upon the availability of the behavioral threat assessment instrument developed pursuant to s. 1001.212(12), the threat assessment team shall use that instrument.

(b) Upon a preliminary determination that a student poses a threat of violence or physical harm to himself or herself or others, a threat assessment team shall immediately report its determination to the superintendent or his or her designee. The superintendent or his or her designee shall immediately attempt to notify the student's parent or legal guardian. Nothing in this subsection shall preclude school district personnel from acting immediately to address an imminent threat.

(c) Upon a preliminary determination by the threat assessment team that a student poses a threat of violence to himself or herself or others or exhibits significantly disruptive behavior or need for assistance, authorized members of

the threat assessment team may obtain criminal history record information pursuant to s. 985.04(1). A member of a threat assessment team may not disclose any criminal history record information obtained pursuant to this section or otherwise use any record of an individual beyond the purpose for which such disclosure was made to the threat assessment team.

(d) Notwithstanding any other provision of law, all state and local agencies and programs that provide services to students experiencing or at risk of an emotional disturbance or a mental illness, including the school districts, school personnel, state and local law enforcement agencies, the Department of Juvenile Justice, the Department of Children and Families, the Department of Health, the Agency for Health Care Administration, the Agency for Persons with Disabilities, the Department of Education, the Statewide Guardian Ad Litem Office, and any service or support provider contracting with such agencies, may share with each other records or information that are confidential or exempt from disclosure under chapter 119 if the records or information are reasonably necessary to ensure access to appropriate services for the student or to ensure the safety of the student or others. All such state and local agencies and programs shall communicate, collaborate, and coordinate efforts to serve such students.

(e) If an immediate mental health or substance abuse crisis is suspected, school personnel shall follow policies established by the threat assessment team to engage behavioral health crisis resources. Behavioral health crisis resources, including, but not limited to, mobile crisis teams and school resource officers trained in crisis intervention, shall provide emergency intervention and assessment, make recommendations, and refer the student for appropriate services. Onsite school personnel shall report all such situations and actions taken to the threat assessment team, which shall contact the other agencies involved with the student and any known service providers to share information and coordinate any necessary followup actions. Upon the student's transfer to a different school, the threat assessment team shall verify that any intervention services provided to the student remain in place until the threat assessment team of the receiving school independently determines the need for intervention services.

(f) Each threat assessment team established pursuant to this subsection shall report quantitative data on its activities to the Office of Safe Schools in accordance with guidance from the office and shall utilize the threat assessment database developed pursuant to s. 1001.212(13) upon the availability of the database.

(8) SAFETY IN CONSTRUCTION PLANNING.—A district school board must allow the law enforcement agency or agencies that are designated as first responders to the district's campus and school's campuses to tour such campuses once every 3 years. Any changes related to school safety and emergency issues recommended by a law enforcement agency based on a campus tour must be documented by the district school board.

(9) SCHOOL ENVIRONMENTAL SAFETY INCIDENT REPORTING.—Each district school board shall adopt policies to ensure the accurate and timely reporting of incidents related to school safety and discipline. The district school superintendent is responsible for school environmental safety incident reporting. A district school superintendent who fails to comply with this subsection is subject to the penalties specified in law, including, but not limited to, s. 1001.42(13)(b) or s. 1001.51(12)(b), as applicable. The State Board of Education shall adopt rules establishing the requirements for the school environmental safety incident report.

History.—s. 277, ch. 2002-387; s. 1, ch. 2004-272; s. 2, ch. 2010-204; s. 11, ch. 2011-51; s. 1, ch. 2011-103; s. 1, ch. 2013-63; s. 1, ch. 2014-219; s. 5, ch. 2016-156; s. 24, ch. 2018-3; s. 10, ch. 2019-22.

## 1012.584 Continuing education and inservice training for youth mental health awareness and assistance.—

1012.584 Continuing education and inservice training for youth mental health awareness and assistance.—

- (1) Beginning with the 2018-2019 school year, the Department of Education shall establish an evidence-based youth mental health awareness and assistance training program to help school personnel identify and understand the signs of emotional disturbance, mental illness, and substance use disorders and provide such personnel with the skills to help a person who is developing or experiencing an emotional disturbance, mental health, or substance use problem.
- (2) The Department of Education shall select a national authority on youth mental health awareness and assistance to facilitate providing youth mental health awareness and assistance training, using a trainer certification model, to all school personnel in elementary, middle, and high schools. Each school safety specialist shall earn, or designate one or more individuals to earn, certification as a youth mental health awareness and assistance trainer. The school safety specialist shall ensure that all school personnel within his or her school district receive youth mental health awareness and assistance training.
- (3) The training program shall include, but is not limited to:
  - (a) An overview of mental illnesses and substance use disorders and the need to reduce the stigma of mental illness.
  - (b) Information on the potential risk factors and warning signs of emotional disturbance, mental illness, or substance use disorders, including, but not limited to, depression, anxiety, psychosis, eating disorders, and self-injury, as well as common treatments for those conditions and how to assess those risks.
  - (c) Information on how to engage at-risk students with the skills, resources, and knowledge required to assess the situation, and how to identify and encourage the student to use appropriate professional help and other support strategies, including, but not limited to, peer, social, or self-help care.
- (4) Each school district shall notify all school personnel who have received training pursuant to this section of mental health services that are available in the school district, and the individual to contact if a student needs services. The term “mental health services” includes, but is not limited to, community mental health services, health care providers, and services provided under ss. 1006.04 and 1011.62(16).

History.—s. 30, ch. 2018-3; s. 133, ch. 2019-3.

# Four Corners Charter School, Inc.

## THREAT ASSESSMENT POLICY

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### Section I: INTRODUCTION

In accordance with Marjory Stoneman Douglas High School Public Safety Act, the following is the Four Corners Charter School, Inc. ("Board") Threat Assessment Policy for its school.

The Board, in partnership with CLPS Consultancy Group, shall annually review these policies and recommend any changes for the upcoming school year. The School Safety Officer (or designee) shall distribute this to school administrators by August 1<sup>st</sup> of each year.

The threat assessment policy shall be interpreted and applied consistently with all applicable state and federal laws. The policy was developed in accordance with the legislation enacted by the State of Florida (Marjory Stoneman Douglas High School Public Safety Act, SB 7026), established research, and recognized standards of practice regarding threat assessment and management in school settings.

### Section II: DEFINITIONS

- A. **Threat:** A threat is a communication of intent to harm someone that may be spoken, written, gestured or expressed in some other form, such as via text messaging, email or other digital means. An expression of intent to harm someone is considered a threat regardless of whether it is communicated to the intended target(s) or whether the intended target is aware of the threat. Threats may be implied by behavior that an observer would reasonably regard as threatening, planning or preparing to commit a violent act. Not all types of misbehavior that may warrant discipline or even criminal consequences are threats. It is limited to instances where there is a threat to harm someone else. If there is doubt, the communication or behavior should be treated as a threat and a threat assessment should be conducted.
- B. **Threat Assessment:** The threat assessment is a systematic process that is designed to identify situations/persons of concern, investigate and gather information, and assess and manage the situation in order to mitigate risk. It is a fact-based process that emphasizes identification, evaluation, intervention and follow-up in order to prevent serious threats of harm or actual acts of violence from occurring.
- C. **Threat Assessment Team:** The threat assessment team shall include, pursuant to Florida statute (s. 1006.07(7), F.S.) persons with expertise in counseling, instruction, school administration, principal, when available, and law enforcement. Persons with expertise in counseling include school counselors, school psychologists, school social workers, and family counselors. Additional personnel with knowledge of the child or circumstances may also serve as members of the team.

- D. **Aberrant behavior**<sup>1</sup>: Behavior which is atypical for the person or situation and causes concern for the safety or well-being of those involved. Aberrant behavior for an individual involves actions, statements, communications or responses that are unusual for the person or situation; actions that could lead to violence toward self or others; or are reasonably perceived as threatening or causing concern for the well-being of the person. These can include, but are not limited to:
- i. Unusual social distancing or isolation from peers and family members;
  - ii. Sullen or depressed behavior from an otherwise friendly and positive person;
  - iii. Out-of-context outbursts of verbal or physical aggression;
  - iv. Increased levels of agitation, frustration and anger;
  - v. Confrontational, accusatory or blaming behavior;
  - vi. An unusual interest in or fascination with weapons; and
  - vii. Fixation on violence as means of addressing a grievance.
- E. **Imminent Threat**: An imminent threat exists when the person’s behavior/situation poses a clear and immediate threat of serious violence toward self or others that requires containment action to protect identified or identifiable target(s); and may also exhibit behavior that requires intervention.
- F. **Transient threats**: Threats where there is not a sustained intent to harm. The critical question is whether the person intends to carry out the threat, or whether the threat was made in the heat of the moment as an expression of anger, frustration or humor without intent to harm. Transient threats can be resolved with an apology, retraction or explanation by the person who made the threat.
- G. **Substantive threats**: Threats where the intent to harm is present, or not clear, and require protective action. The question is whether there is an express intent to physically injure someone beyond the immediate situation and there is at least some risk that the person will carry out the threat. If there is doubt or if the threat cannot clearly be categorized as transient, threats should be treated as substantive.
- i. Serious substantive threats are threats to hit, fight or beat up another person.
  - ii. Very serious substantive threats are threats to kill, rape or cause serious injury with a weapon.
- H. **Baker Act**: Florida’s Mental Health Act, known as the Baker Act (ss. 394.451-394.47892, F.S.), provides for voluntary and involuntary admission for mental health examinations and also provides procedures for civil commitment. Generally, when a person says someone “was Baker Acted,” it means that the person was held up to 72 hours for an involuntary examination based on a threat of harm to themselves or others. Involuntary examination can be initiated by a law enforcement officer; by a physician, clinical psychologist, psychiatric nurse, or clinical social worker; or by the court through an ex parte order based on testimony from the person’s friends or family. During that 72 hours, the treating physician at a Baker Act facility will determine whether the person can be released or whether the person meets the criteria for commitment or additional inpatient care.

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<sup>1</sup> Definition adopted from “Threat Assessment in Virginia Public Schools: Model Policies, Procedures, and Guidelines” (Second Edition, August 2016, Reprinted May 2019), located at <https://www.dcjs.virginia.gov/sites/dcjs.virginia.gov/files/publications/law-enforcement/threat-assessmentmodel-policies-procedures-and-guidelinespdf.pdf>

### **Section III: PRACTICES**

- A. Each school principal shall identify a school-based threat assessment team with the mandatory team members and alternate team members before students report to school each year.
  - i. The coordination of resources and assessment of and intervention with individuals whose behavior may pose a threat to the safety of staff or students, pursuant to s. 1006.07(7), F.S. must be addressed.
  - ii. The identification of mental health services available in the district/county, as required by s. 1012.584(4), F.S., and the procedure for referrals to those mental health services.
  - iii. The procedures for behavioral threat assessments using the instrument, CSTAG, adopted by the Office of Safe Schools. s. 1006.07(7)(a), F.S.
- B. All school-based administrators and threat assessment team members must attend and complete mandatory threat assessment trainings annually.
- C. All threats of violence or physical harm to self or others shall be taken seriously, since the primary goal of threat assessment is the safety of all persons involved.
  - i. Policies must require the threat assessment team to consult with law enforcement when a student exhibits a pattern of behavior, based on previous acts or the severity of the act, which would pose a threat to school safety. s. 1006.13(2)(f), F.S. Policy of zero tolerance for crime and victimization.
  - ii. Policies must require reporting threats to law enforcement and define criteria for reporting to a law enforcement agency any act that poses a threat to school safety that occurs whenever or wherever students are within the jurisdiction of the school. s. 1006.13(2)(a), F.S. Policy of zero tolerance for crime and victimization.
- D. School-based threat assessment teams shall adhere to the rules and responsibilities within this policy with fidelity.
- E. Policies must require engaging local behavioral crisis resources: If an immediate mental health or substance abuse crisis is suspected, school personnel must follow policies established by the threat assessment team to engage behavioral health crisis resources. As provided by s. 1006.07(7)(e), F.S., Board policies should address the following requirements:
  - i. Behavioral health crisis resources, including, but not limited to, mobile crisis teams and school resource officers trained in crisis intervention, must provide emergency intervention and assessment, make recommendations and refer the student for appropriate services.
  - ii. Onsite school personnel must report all such situations and actions taken to the threat assessment team, which must contact other agencies involved with the student and any known service providers to share information and coordinate any necessary follow-up actions.
  - iii. Upon the student's transfer to a different school, the threat assessment team must verify that any intervention services provided to the student remain in place until the threat assessment team of the receiving school independently determines the need for intervention services.

### **Section IV: ROLES & RESPONSIBILITIES**

- A. The Director of School Safety and Security shall ensure compliance with this policy.
- B. Each school principal shall identify members of a threat assessment team that includes persons with expertise in counseling, instruction, school administration, and law enforcement in accordance with s. 1006.07(7)(a), F.S. Members will be trained on the roles and responsibilities of each team member.
  - i. Guardians, private security guards with guardian training, or other campus security staff may not serve in place of sworn law enforcement on threat assessment teams.
  - ii. If there is not an SRO or other sworn law enforcement officer assigned to the school, the Board should work with local law enforcement entities in order to ensure the required law enforcement presence on the team. Having an active, sworn law enforcement officer on the threat assessment team is essential because an officer has unique access to law enforcement databases and resources that inform the threat assessment process.
- C. All school-based administrators and threat assessment team members must attend and complete mandatory threat assessment trainings annually as well as such training mandated by CLPS. Each mandatory team member shall report their completion of this requirement to their principal or designee.
  - i. The team must provide annual training and guidance to students, staff, and parents on recognizing behaviors of concern, their roles and responsibilities in reporting the behavior, and the various options for submitting a report, including anonymous reporting.
- D. Each school principal must assign school-based staff members who can proactively monitor and respond to all incoming reports where safety is of concern.
- E. Each threat assessment team must respond, within 24 hours when school is in session, to any report of a threat or any patterns of behavior that may pose a threat to self or others. If school is not in session, the school principal must immediately refer the matter to law enforcement for evaluation, and the threat assessment team must meet no later than the end of the first day school is back in session to consider the matter and ensure it is resolved. The team shall gather information regarding the specifics of the threat and/or behaviors that may pose a threat, including but not limited to: details of the incident or threat, witness statements, and relevant artifacts.
  - i. Every threat may not require a meeting of the entire threat assessment team. It is recommended that at least two team members be involved in the threat assessment process for transient threats. Substantive threats should engage several team members and may require more in-depth review and assessment.
  - ii. All members of the threat assessment team should be involved with the assessment and intervention of individuals whose behavior poses a serious substantive threat.
- F. When assessing a potential threat or concerning behavior, the threat assessment team must determine not only whether a threat has been made or communicated, but also if a person poses a danger to self or others or if they are potentially on a pathway to violence.
  - i. For students deemed a threat to self, the threat assessment team must ensure the student's immediate safety, then refer the student to the school-based suicide designee. The individual still may require intervention and assistance,

- but it is a different process than a threat assessment. Threat assessment is focused on threats of harm to others.<sup>2</sup>
- ii. If the threat assessment team determines that a student poses a threat to others, the team is responsible for assessing the level of threat by conducting student/parent interviews, reviewing all pertinent records, and following the Board's threat assessment procedures.
  - iii. The threat assessment team must coordinate resources to provide intervention to individuals whose behavior may pose a threat to the safety of school staff or students consistent with the model policies developed by the Office of Safe Schools.
  - iv. The threat assessment team must plan for the implementation and monitoring of appropriate interventions in order to manage or mitigate the student's risk for engaging in violence and increasing the likelihood of positive outcomes.
  - v. Interventions should remain in place until the team assesses that the student is no longer in need of supports and does not pose a threat to self or others.
- G. Threat assessment teams shall follow established procedures for referrals to school-based, community, and/or health care providers for mental health services, evaluation, or treatment.
- i. If an immediate mental health or substance abuse crisis is suspected, school personnel must follow policies established by the threat assessment team to engage behavioral health crisis resources. As provided by s. 1006.07(7)(e), F.S.
- H. All threat assessment outcomes and recommendations must be reported to the school principal. The school principal will review the documentation for all threat assessments to ensure completeness and fidelity. The school principal will sign/acknowledge that the threat assessment documentation is complete and will forward the signed/acknowledged assessment to their supervisor. In addition, upon a preliminary determination that a student poses a threat of violence or physical harm to self or others, the threat assessment team must immediately report its determination to school principal or his/her administrative designee. The principal or his/her administrative designee shall immediately attempt to notify the student's parent or legal guardian.
- i. Nothing in this policy shall preclude school personnel from acting immediately to address an imminent threat. Where an immediate threat to life or physical safety exists, reports must result in an immediate notification to law enforcement.
  - ii. Nothing in this policy shall preclude the threat assessment team from notifying the school principal, his/her administrative designee, or the Chief of any individual (other than a student) who poses a threat of violence or physical harm to self or others.
- I. If an immediate mental health or substance abuse crisis is suspected, school personnel shall follow policies to engage behavioral health crisis resources, including, but not limited to, mobile crisis teams and school resource officers, who have been trained in crisis intervention. These individuals shall provide emergency intervention and

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<sup>2</sup> Suicide prevention resources for school districts, including Florida's approved youth suicide risk assessment instruments (The Columbia and SAFE-T) and youth suicide awareness and prevention training resources are available on the FLDOE's Office of Safe School's website: <http://www.fldoe.org/safe-schools/suicide-prevent.stml>

assessment, make recommendations, and refer the student for appropriate services. Threat assessment teams shall contact other agencies involved with the student and any known service providers to share information and coordinate necessary follow up. Any information from education records disclosed during this process shall be done in accordance with The Family Educational Rights and Privacy Act (FERPA) (34 CFR 99.31(10), 99.36).

- J. The threat assessment team shall identify members of the school community to whom threatening behavior should be reported and provide guidance to students, faculty, and staff regarding recognition of threatening or aberrant behavior that may represent a threat to the community, school, or self.
- K. School Based employees, volunteers, and contractors are required to report to school administration any expressed threat(s) or behavior(s) that may represent a threat to the community, school, or self.
- L. Regardless of threat assessment activities, disciplinary action and referral to law enforcement are to occur as required by law and Board policies.
- M. Upon a preliminary determination by the threat assessment team that an individual poses a threat, members of the threat assessment team may request and obtain criminal history record information.
  - i. No member of a threat assessment team shall disclose any criminal history record information or health information obtained or use any record of an individual beyond the purpose for which such disclosure was made to the threat assessment team.
  - ii. The threat assessment team may not maintain the criminal history record or place it in the student's educational file.
- N. The threat assessment team must consult with law enforcement when a student exhibits a pattern of behavior, based upon previous acts, or the severity of an act, that would pose a threat to school safety.
- O. If a student commits more than one misdemeanor, that is known to the school, the threat assessment team must consult with law enforcement to determine if further action is warranted.
- P. If a student is facing possible expulsion or suspension as a consequence of certain actions, the school should consider ways in which these can be safely enacted and identify resources that may assist the student during this time. In addition, a threat assessment team may use alternatives to expulsion or referral to law enforcement agencies unless the use of such alternatives will pose a threat to school safety.
- Q. Threat assessment records are considered education records and shall be maintained and released in accordance with FERPA and state statute. The threat assessment, its determination, along with any interventions provided, will be recorded in the appropriate electronic data systems by the threat assessment team.
- R. Threat assessment teams should meet regularly to discuss new and ongoing cases. All meetings should be documented within the CLPS Emergency Management Plan-Drills and Safety Meetings section.
- S. Threat assessment teams should identify all means of reporting threats, including FortifyFL (the statewide mobile suspicious activity reporting tool) and any similar reporting tools required by state law. Local hotlines, websites or other community-based resources should also be identified.
- T. Threat assessment records are required to be transferred when a student transfers school. Verified reports of serious or recurrent behavior patterns, including threat

assessment evaluations and intervention services, must be transferred within three school days when a student transfers from school to school, pursuant to s. 1003.25, F.S. and Rule 6A-1.0955, Florida Administrative Code (F.A.C.). Records shall be transferred when a student progresses from elementary school to middle school, or from middle school to high school.

- U. Every section of the CSTAG form is not required to be completed. Threat assessment teams should use their judgment as to what is appropriate to be completed for each assessment and intervention in accordance with district policies and the corresponding level of the threat.

History:

Adopted: *(insert date)*

# Four Corners Charter School, Inc.

## **BEHAVIORAL THREAT ASSESSMENT PROCEDURES**

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### **INTRODUCTION**

Following the tragic event that took place at Marjory Stoneman Douglas High School in Parkland, Florida, Governor DeSantis signed Executive Order 19-45, entitled “Ensuring the Safety of Our Children in Our Schools.” Following the tragedy at Parkland, new state legislation and policy regarding school safety and threat assessment were developed and enacted. Florida Senate Bill 7026 Marjory Stoneman Douglas High School Public Safety Act (SB 7026) took effect on March 9, 2018 and was amended on May 9, 2019 (SB 7030). Although it is true that school safety has improved significantly over the years, there are still several questions and concerns from parents, staff, and the community regarding school safety. Targeted violent attacks at schools still occur from time to time and schools are continuously taking assertive steps to prevent attacks.

Four Corners Charter School, Inc. (“Board”) has established the Behavioral Threat Assessment procedures provided herein were prepared consistent with Florida law and in accordance with 1006.07, F.S. for the goal of preventing violence or harm while promoting a safe environment, positive mental health and a supporting learning environment for the students, school and community.

### **Section I: DEFINITIONS**

- A. **Threat:** A threat is a communication of intent to harm someone that may be spoken, written, gestured or expressed in some other form, such as via text messaging, email or other digital means. An expression of intent to harm someone is considered a threat regardless of whether it is communicated to the intended target(s) or whether the intended target is aware of the threat. Threats may be implied by behavior that an observer would reasonably regard as threatening, planning or preparing to commit a violent act. Not all types of misbehavior that may warrant discipline or even criminal consequences are threats. It is limited to instances where there is a threat to harm someone else. If there is doubt, the communication or behavior should be treated as a threat and a threat assessment should be conducted.
- B. **Threat Assessment:** The threat assessment is a systematic process that is designed to identify situations/persons of concern, investigate and gather information, and assess and manage the situation in order to mitigate risk. It is a fact-based process that emphasizes identification, evaluation, intervention and follow-up in order to prevent serious threats of harm or actual acts of violence from occurring.
- C. **Threat Assessment Team:** A threat assessment team shall include persons with expertise in counseling, instruction, school administration, and law enforcement. The threat assessment teams shall identify members of the school community to whom threatening behavior should be reported and provide guidance to students, faculty, and staff regarding recognition of threatening or aberrant behavior that may represent a

threat to the community, school, or self. Upon the availability of the behavioral threat assessment instrument developed pursuant to §1001.212(12), F.S., the threat assessment team shall use that instrument.

- D. **Aberrant behavior:** Behavior which is atypical for the person or situation and causes concern for the safety or well-being of those involved. Aberrant behavior for an individual involves actions, statements, communications or responses that are unusual for the person or situation; actions that could lead to violence toward self or others; or are reasonably perceived as threatening or causing concern for the well-being of the person.
- E. **Imminent Threat:** An imminent threat exists when the person's behavior/situation poses a clear and immediate threat of serious violence toward self or others that requires containment and action to protect identified or identifiable target(s); and may also exhibit behavior that requires intervention.
- F. **Transient threats:** Threats where there is not a sustained intent to harm. The critical question is whether the person intends to carry out the threat, or whether the threat was made in the heat of the moment as an expression of anger, frustration or humor without intent to harm. Transient threats can be resolved with an apology, retraction or explanation by the person who made the threat.
- G. **Substantive threats:** Threats where the intent to harm is present, or not clear, and require protective action. The question is whether there is an express intent to physically injure someone beyond the immediate situation and there is at least some risk that the person will carry out the threat. If there is doubt or if the threat cannot clearly be categorized as transient, threats should be treated as substantive.
  - i. Serious substantive threats are threats to hit, fight or beat up another person.
  - ii. Very serious substantive threats are threats to kill, rape or cause serious injury with a weapon.
- H. **Baker Act:** Florida's Mental Health Act, known as the Baker Act (ss. 394.451-394.47892, F.S.), provides for voluntary and involuntary admission for mental health examinations and also provides procedures for civil commitment. Generally, when a person says someone "was Baker Acted," it means that the person was held up to 72 hours for an involuntary examination based on a threat of harm to themselves or others. Involuntary examination can be initiated by a law enforcement officer; by a physician, clinical psychologist, psychiatric nurse, or clinical social worker; or by the court through an ex parte order based on testimony from the person's friends or family. During that 72 hours, the treating physician at a Baker Act facility will determine whether the person can be released or whether the person meets the criteria for commitment or additional inpatient care.
- I. **Education Records:** Each principal shall maintain a permanent cumulative record for each student enrolled in a public K-12 school. Such record shall be maintained in the form, and contain all data, including threat assessment records/reports prescribed by rule by the State Board of Education and State laws in with The Family Education Rights and Privacy Act (FERPA), § 1003.25, F.S., chapter 1002 and Rule 6A-1.0955, FAR.

## **Section II: PRACTICES**

- A. Each school principal shall identify a school-based threat assessment team with the mandatory team members and alternate team members before students report to school each year.
  - i. The coordination of resources and assessment of and intervention with individuals whose behavior may pose a threat to the safety of staff or students, pursuant to § 1006.07(7), F.S. must be addressed.
  - ii. The identification of mental health services available in the district/county, as required by § 0(4), F.S., and the procedure for referrals to those mental health services.
  - iii. The procedures for behavioral threat assessments using the instrument, CSTAG, adopted by the Office of Safe Schools. § 1006.07(7)(a), F.S.
- B. All school-based administrators and threat assessment team members must attend and complete mandatory threat assessment trainings annually.
- C. All threats of violence or physical harm to self or others shall be taken seriously, since the primary goal of threat assessment is the safety of all persons involved.
  - i. Policies must require the threat assessment team to consult with law enforcement when a student exhibits a pattern of behavior, based on previous acts or the severity of the act, which would pose a threat to school safety. § 1006.13(2)(f), F.S. Policy of zero tolerance for crime and victimization
  - ii. Policies must require reporting threats to law enforcement and define criteria for reporting to a law enforcement agency any act that poses a threat to school safety that occurs whenever or wherever students are within the jurisdiction of the school. §. 1006.13(2)(a), F.S. Policy of zero tolerance for crime and victimization
- D. School-based threat assessment teams shall adhere to the rules and responsibilities within this policy with fidelity.
- E. Policies must require engaging local behavioral crisis resources: If an immediate mental health or substance abuse crisis is suspected, school personnel must follow policies established by the threat assessment team to engage behavioral health crisis resources. As provided by § 1006.07(7)(e), F.S., policies should address the following requirements:
  - i. Behavioral health crisis resources, including, but not limited to, mobile crisis teams and school resource officers trained in crisis intervention, must provide emergency intervention and assessment, make recommendations and refer the student for appropriate services.
  - ii. Onsite school personnel must report all such situations and actions taken to the threat assessment team, which must contact other agencies involved with the student and any known service providers to share information and coordinate any necessary follow-up actions.
  - iii. Upon the student's transfer to a different school, the threat assessment team must verify that any intervention services provided to the student remain in place until the threat assessment team of the receiving school independently determines the need for intervention services.

### **Section III: ROLES & RESPONSIBILITIES**

- A. The Director of School Safety and Security shall ensure compliance with this policy.
- B. Each school principal shall identify members of a threat assessment team that includes persons with expertise in counseling, instruction, school administration, and law enforcement in accordance with § 1006.07(7)(a), F.S. Members will be trained on the roles and responsibilities of each team member.
  - i. Guardians, private security guards with guardian training, or other campus security staff may not serve in place of sworn law enforcement on threat assessment teams.
  - ii. If there is not an SRO or other sworn law enforcement officer assigned to the school, the Board should work with local law enforcement entities in order to ensure the required law enforcement presence on the team. Having an active, sworn law enforcement officer on the threat assessment team is essential because an officer has unique access to law enforcement databases and resources that inform the threat assessment process.
  - iii. Other school staff or community partners may also be invited to serve on the team or may be consulted during the threat assessment process, as needed. Those that may be able to contribute to the threat assessment process include, but are not limited to, school nurses, guidance counselors, teachers, coaches, transportation or bus drivers, and representatives from the IEP team, where appropriate. Human resources professionals should also be involved if the threat assessment concerns a threat by faculty or staff.
- C. All school-based administrators and threat assessment team members must attend and complete mandatory threat assessment trainings annually as well as such training mandated by CLPS. Each mandatory team member shall report their completion of this requirement to their principal or designee.
  - i. The team must provide annual training and guidance to students, staff, and parents on recognizing behaviors of concern, their roles and responsibilities in reporting the behavior, and the various options for submitting a report, including anonymous reporting.
- D. Each school principal must assign school-based staff members who can proactively monitor and respond to all incoming reports where safety is of concern.
- E. Each threat assessment team must respond, within 24 hours when school is in session, to any report of a threat or any patterns of behavior that may pose a threat to self or others. If school is not in session, the school principal must immediately refer the matter to law enforcement for evaluation, and the threat assessment team must meet no later than the end of the first day school is back in session to consider the matter and ensure it is resolved. The team shall gather information regarding the specifics of the threat and/or behaviors that may pose a threat, including but not limited to: details of the incident or threat, witness statements, and relevant artifacts.
  - i. Every threat may not require a meeting of the entire threat assessment team. It is recommended that at least two team members be involved in the threat assessment process for transient threats. Substantive threats should engage several team members and may require more in-depth review and assessment.
  - ii. All members of the threat assessment team should be involved with the assessment and intervention of individuals whose behavior poses a serious substantive threat.

- F. When assessing a potential threat or concerning behavior, the threat assessment team must determine not only whether a threat has been made or communicated, but also if a person poses a danger to self or others or if they are potentially on a pathway to violence.
  - i. For students deemed a threat to self, the threat assessment team must ensure the student's immediate safety, then refer the student to the school-based suicide designee. The individual still may require intervention and assistance, but it is a different process than a threat assessment. Threat assessment is focused on threats of harm to others.
  - ii. If the threat assessment team determines that a student poses a threat to others, the team is responsible for assessing the level of threat by conducting student/parent interviews, reviewing all pertinent records, and following the Board's threat assessment procedures.
  - iii. The threat assessment team must coordinate resources to provide intervention to individuals whose behavior may pose a threat to the safety of school staff or students consistent with the model policies developed by the Office of Safe Schools.
  - iv. The threat assessment team must plan for the implementation and monitoring of appropriate interventions in order to manage or mitigate the student's risk for engaging in violence and increasing the likelihood of positive outcomes.
  - v. Interventions should remain in place until the team assesses that the student is no longer in need of supports and does not pose a threat to self or others.
- G. Threat assessment teams shall follow established procedures for referrals to school-based, community, and/or health care providers for mental health services, evaluation, or treatment.
  - i. If an immediate mental health or substance abuse crisis is suspected, school personnel must follow policies established by the threat assessment team to engage behavioral health crisis resources. As provided by s. 1006.07(7)(e), F.S.
- H. All threat assessment outcomes and recommendations must be reported to the school principal. The school principal will review the documentation for all threat assessments to ensure completeness and fidelity. The school principal will sign/acknowledge that the threat assessment documentation is complete and will forward the signed/acknowledged assessment to their supervisor. In addition, upon a preliminary determination that a student poses a threat of violence or physical harm to self or others, the threat assessment team must immediately report its determination to school principal or his/her administrative designee. The principal or his/her administrative designee shall immediately attempt to notify the student's parent or legal guardian.
  - i. Nothing in this policy shall preclude school personnel from acting immediately to address an imminent threat. Where an immediate threat to life or physical safety exists, reports must result in an immediate notification to law enforcement.
  - ii. Nothing in this policy shall preclude the threat assessment team from notifying the school principal, his/her administrative designee, or the Chief of any individual (other than a student) who poses a threat of violence or physical harm to self or others.
- I. If an immediate mental health or substance abuse crisis is suspected, school personnel shall follow policies to engage behavioral health crisis resources, including, but not

limited to, mobile crisis teams and school resource officers, who have been trained in crisis intervention. These individuals shall provide emergency intervention and assessment, make recommendations, and refer the student for appropriate services. Threat assessment teams shall contact other agencies involved with the student and any known service providers to share information and coordinate necessary follow up. Any information from education records disclosed during this process shall be done in accordance with The Family Educational Rights and Privacy Act (FERPA) (34 CFR 99.31(10), 99.36).

- J. The threat assessment team shall identify members of the school community to whom threatening behavior should be reported and provide guidance to students, faculty, and staff regarding recognition of threatening or aberrant behavior that may represent a threat to the community, school, or self.
- K. School based employees, volunteers, and contractors are required to report to school administration any expressed threat(s) or behavior(s) that may represent a threat to the community, school, or self.
- L. Regardless of threat assessment activities, disciplinary action and referral to law enforcement are to occur as required by law and Board policies.
- M. Upon a preliminary determination by the threat assessment team that an individual poses a threat, members of the threat assessment team may request and obtain criminal history record information.
  - i. No member of a threat assessment team shall disclose any criminal history record information or health information obtained or use any record of an individual beyond the purpose for which such disclosure was made to the threat assessment team.
  - ii. The threat assessment team may not maintain the criminal history record or place it in the student's educational file.
- N. The threat assessment team must consult with law enforcement when a student exhibits a pattern of behavior, based upon previous acts, or the severity of an act, that would pose a threat to school safety.
- O. If a student commits more than one misdemeanor, that is known to the school, the threat assessment team must consult with law enforcement to determine if further action is warranted.
- P. If a student is facing possible expulsion or suspension as a consequence of certain actions, the school should consider ways in which these can be safely enacted and identify resources that may assist the student during this time. In addition, a threat assessment team may use alternatives to expulsion or referral to law enforcement agencies unless the use of such alternatives will pose a threat to school safety.
- Q. Threat assessment records are considered education records and shall be maintained and released in accordance with FERPA and state statute. The threat assessment, its determination, along with any interventions provided, will be recorded in the appropriate electronic data systems by the threat assessment team.
- R. Threat assessment teams should meet regularly to discuss new and ongoing cases. All meetings should be documented within the CLPS Emergency Management Plan-Drills and Safety Meetings section.
- S. Threat assessment teams should identify all means of reporting threats, including FortifyFL (the statewide mobile suspicious activity reporting tool) and any similar reporting tools required by state law. Local hotlines, websites or other community-based resources should also be identified.

- T. Threat assessment records are required to be transferred when a student transfers school. Verified reports of serious or recurrent behavior patterns, including threat assessment evaluations and intervention services, must be transferred within three school days when a student transfers from school to school, pursuant to § 1003.25, F.S. and Rule 6A-1.0955, Florida Administrative Code (F.A.C.). Records shall be transferred when a student progresses from elementary school to middle school, or from middle school to high school.
- U. Every section of the CSTAG form is not required to be completed. Threat assessment teams should use their judgment as to what is appropriate to be completed for each assessment and intervention in accordance with Board policies and the corresponding level of the threat.

#### **Section IV: OVERVIEW**

- A. **School Threat Assessment Teams (TAT) will utilize these procedures to evaluate the presence of factors that indicate whether violence or harm might be a possibility and develop risk management strategies to reduce risk and promote safety.**
  - i. Identify individuals who have the idea or intent of carrying out an attack or harm to themselves and gathering information about the incident.
  - ii. Assess whether the individual(s) poses any risk, after gathering sufficient information from multiple sources through various data collection entered in to CLPS' portal which is a working tool of the evidence based threat assessment model adopted by the Office of Safe Schools referred to as Comprehensive School Threat Assessment Guidelines (CSTAG); and
  - iii. Manage any immediate threats, determine the risk level, and create a support plan, if needed.
- B. **Steps of the Threat Assessment process:** There are different circumstances that could result in a threat being brought to official attention. This means that a school employee (school official) is made aware of a threat. This could have been a student-initiated communication, second- or third-person communication, anonymous communication, or direct witness.
  - i. **Step 1, Threat is brought to official attention:** The school official is then required to report this information to the proper school authority. When an individual makes a threat, engages in concerning communications or exhibits behavior that suggests the likelihood of a threatening situation, the Board procedures for threat assessment must be followed. All school employees, volunteers and contractors should be required to report any expressed threats or behaviors that may represent a threat to the school, community or self. Reports can also come from students, parents, community members or others.
  - ii. **Step 2, Determine the level of the threat:** **Transient** threats are threats that can be easily resolved and do not reflect a real intent to harm others. In a school setting, many transient threats are expressions of humor, anger, frustration or fear that can be disruptive but do not represent a serious concern. The person may retract the threat or offer an explanation and/or apology that indicates no future intent to harm. **Substantive threats**, according to the CSTAG model, in contrast, reflect a serious intent to harm others. These typically include warning behaviors such as planning and preparation, recruitment of accomplices, and

acquisition of a weapon.<sup>1</sup> **Serious substantive threats** are threats to hit, fight or beat up another person. **Very serious substantive threats** are threats to kill, rape or cause serious injury with a weapon. When conducting the initial inquiry, the threat assessment team should consider if the individual/student has demonstrated any behavior, aberrant or other that would represent concern. Some characteristics of aberrant behavior include but are not limited to the following:

- (a) Unusual social distancing or isolation from peers and family members;
  - (b) Sullen or depressed behavior from an otherwise friendly and positive person;
  - (c) Out-of-context outbursts of verbal or physical aggression;
  - (d) Increased levels of agitation, frustration and anger;
  - (e) Confrontational, accusatory or blaming behavior;
  - (f) An unusual interest in or fascination with weapons; and
  - (g) Fixation on violence as means of addressing a grievance.
- iii. **Step 3, Team leader assembles the threat assessment team:** Typically, the Building Principal is the Team Leader and would direct the threat assessment team to meet for an initial discussion. If it is determined that more information is needed, the team leader would initiate the investigative process. Prior to the team members making their inquiries, and specific date/time for a follow up meeting would be announced by the team leader. Team Leader conducts interviews with directly involved persons (threat makers, witnesses, etc.)
- (a) Many threat assessment teams employ a triage process, where the school administrator or threat assessment team leader works with at least one other member of the team to complete this initial evaluation.
  - (b) If there is an indication that violence is imminent, a crisis response is required by calling 911 and following local crisis or emergency response plans.
  - (c) If there is not an imminent threat present, or once the imminent threat is contained, the threat assessment team leader should ensure the threat is evaluated and processed using the CSTAG model and in accordance with Florida law.
- iv. **Step 4, Data Collection:** During this phase of the process, team members would begin making appropriate inquiries with their assigned data sources. Information would be collected via telephone, face-to-face meetings, and through other available means. Team members would be required to use standardized inquiry sheets to help them objectively gather information from their multiple sources.
- v. **Step 5, Creating a Threat Assessment Report:** The principal and/or threat assessment team leader should, once the initial assessment determines that a threat assessment should be conducted, begin to create a threat assessment report within the CLPS portal.

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<sup>1</sup> Cornell, D. (2019). Overview of the Comprehensive School Threat Assessment Guidelines [PDF file]. Retrieved from, <https://curry.virginia.edu/sites/default/files/images/YVP/Comprehensive%20School%20Threat%20Assessment%20Guidelines%20overview%20paper%205-10-19.pdf>

- (a) Within the CLPS portal the team leader/principal will access the system requesting access.
  - (b) The school administrator will receive an encrypted link to access the CLPS threat assessment software.
  - (c) Once in the portal, the administrator should link to the “Assessment Tool”.
  - (d) This will bring you to a new screen where you would select “new case”. Select the case type (i.e. threat assessment, bullying, suicide).
- vi. **Step 6, Information about the incident:** The CLPS Assessment-New Case follows the Comprehensive School Threat Assessment Guidelines per SB 7030. The new case threat assessment is the beginning of the process and will always lead to either a behavioral threat assessment (BTA) and/or suicide risk assessment (SRA). This is to be completed by a school-based administrator using information from the individual(s) making the report.
- (a) Incident or Behavior of Concern
  - (b) First/Last Name of Subject of Concern
  - (c) Date of Birth (DOB)
  - (d) Date/Time threat reported
  - (e) Classification: low, medium, serious/substantive
  - (f) ID: student ID number (optional)
  - (g) School/Building
  - (h) Identification: male or female, neutral
  - (i) Grade
  - (j) Age
  - (k) School Program
  - (l) Reported by: Affiliation of person reporting threat (student, faculty, staff, other)
  - (m) Emergency Contact
  - (n) Home address
  - (o) Location threat occurred
  - (p) Summary of the incident: Write a narrative detailing the incident, threat to self, threat to others, and/or concerning behavior reported. Determine if there are other individuals who witnessed the student engaging in threatening, aberrant, or concerning behavior. Where threats were communicated, quote where possible, and use quotation marks to indicate direct quote.
  - (q) Once the biographical/background data is entered, the administrator can delegate the required interviews: Family, School, Collateral, Target, Witness. The Subject of Concern interview will automatically populate and requires it be filled out.
  - (r) Once the information is entered hit the “Create Case” button on the CLPS portal. A new case is generated. Additional fields will populate that allows for additional data entry.
- vii. **Step 7, Assessment Findings:** Transient cases are documented with only a few pages (Threat Report, Interview(s), Key Observations, Threat Response), whereas only very serious substantive threats are likely to use all of the forms. In large samples, approximately 75% of cases are transient and fewer than 10%

are very serious substantive threats. Where a determination is made that more detail is required, fill out the Assessment Findings section of the threat assessment. Note that not all sources are needed in most cases. (Options: Not Applicable, Not Available, Reviewed, Will be reviewed)

- (a) Prior threats- prior threat assessments are stored locally in the CLPS portal and are easily searchable by the threat assessment team.
  - (b) Prior discipline incidents- These should be in the student's cumulative file and may also be in various electronic databases in use at the district level. While School Environmental Safety Incident Reporting (SESIR) incidents are searchable in the Florida Schools Safety Portal (FSSP), a review of the student's cumulative file is required to obtain the details of any incident. There may also be disciplinary records related to incidents that did not rise to the level of a SESIR incident.
  - (c) Academic records- Includes grades, attendance and class assignments. It may be useful to review or discuss these records with the student's teacher(s) in order to understand how the student has been performing in class.
  - (d) Special education records- Where appropriate, a student's IEP should be reviewed. Special education teachers and others involved with providing educational services to the student (classroom aides, therapists, etc.) should be involved in the threat assessment process.
  - (e) Other records- Other records accessible by the threat assessment team that may be applicable to the team.
  - (f) Records from other schools- If the student has recently moved from another state, district or school, the threat assessment team may need to contact the student's prior school in order to obtain relevant education records and to understand more about the student in question.
  - (g) Records from outside agencies- In some cases, threat assessment teams may know of other agencies or local providers that are involved with a particular student's mental health care. The mental health professional on the team may be able to access this additional information with consent, a court order or where another exception to the Health Insurance Portability and Accountability Act (HIPAA) is present.
  - (h) Law enforcement records- Records created and maintained by a law enforcement unit for a law enforcement purpose are excluded from the definition of education records under the Family Educational Rights and Privacy Act (FERPA). Districts should have policies to address access to law enforcement unit records.
  - (i) Employment records- If the subject of the threat assessment is not a student, but is a member of the faculty or staff, the school administrator should review the individual's employment and personnel records.
- viii. **Step 8, Interviews of all relevant individuals:** All cases, even threats that are determined to be transient, should include an interview of the person who made the threat. Other interviews may also be determined to be useful to the

team's evaluation, such as with the target(s) of the threat, witnesses, parents and teachers or other staff involved.

(a) Subject of Concern Interview- The CLPS software allows for the entry of the subject information to include name, name of interviewer, date/time/location of interview and the subject's emergency contact name and contact number. The preliminary subject of concern interview centers around six questions based on the CSTAG form.

1. Q1: Do you have any idea why I need to talk to you right now?
2. Q2: Can you tell me exactly what you did or said that caused others to be concerned?
3. Q3: Can you explain to me what you meant when you said or did what cause others concern?
4. Q4: How do you think your actions or statements make people feel?
5. Q5: Can you explain to me why you said or did what you did?
6. Q6: Do you have any plans to harm others at school or harm yourself?

(b) Family Interview- A family/guardian member should be informed of the incident and the threat assessment team should attempt to interview the family/guardian member. The CLPS software allows for the entry of the subject information to include name, name of interviewer, date/time/location of interview.

1. Q1: Has the student made a threat (directly or indirectly) to attack, harm, injure or kill someone at school?
2. Q2: Has the student expressed any grievances against other students, school employees, or other people?
3. Q3: Has the student had other people (adults or peers) express concern about them in the past?
4. Q4: Has the student expressed that they do not have a trusting relationship with an adult that cares about them?
5. Q5: Has the student expressed that they view violence as an acceptable or desirable way to solve problems?
6. Q6: Has the student shown inappropriate interest in violent attacks?
7. Q7: Has the student been recently experiencing a sense of hopelessness, desperation or despair?
8. Q8: Has the student engaged in attack-related planning behaviors?
9. Q9: Has the student expressed difficulty dealing with a significant loss or personal failure?
10. Q10: Has the student ever spoke about, considered, or attempted suicide? If any member of the threat assessment team gets an affirmative "yes" for this question, the threat level will automatically be classified as high-level. A Suicide Screening must be performed on the student of concern.
11. Q11: Has the student shown an interest in firearms/weapons and do they have access to firearms/weapons?

12. Q12: Has the student been bullied, harassed, or ridiculed by other students?
  13. Q13: Has the student taken any actions that is consistent with their threat?
- (c) School/Faculty Interview- Any individuals who may have observed the incident should be interviewed. The CLPS software allows for the entry of the subject information to include name, name of interviewer, date/time/location of interview.
1. Q1: Has the student made a threat (directly or indirectly) to attack, harm, injure or kill someone at school?
  2. Q2: Has the student expressed any grievances against other students, school employees, or other people?
  3. Q3: Has the student had other people (adults or peers) express concern about them in the past?
  4. Q4: Has the student expressed that they do not have a trusting relationship with an adult that cares about them?
  5. Q5: Has the student expressed that they view violence as an acceptable or desirable way to solve problems?
  6. Q6: Has the student shown inappropriate interest in violent attacks?
  7. Q7: Has the student been recently experiencing a sense of hopelessness, desperation or despair?
  8. Q8: Has the student engaged in attack-related planning behaviors?
  9. Q9: Has the student expressed difficulty dealing with a significant loss or personal failure?
  10. Q10: Has the student ever spoke about, considered, or attempted suicide? If any member of the threat assessment team gets an affirmative “yes” for this question, the threat level will automatically be classified as high-level. A Suicide Screening must be performed on the student of concern.
  11. Q11: Has the student shown an interest in firearms/weapons and do they have access to firearms/weapons?
  12. Q12: Has the student been bullied, harassed, or ridiculed by other students?
  13. Q13: Has the student taken any actions that is consistent with their threat?
- (d) Target Interview- If a threat to others has been made, has the intended target been identified? If so, this person should be interviewed and their data entered into the CLPS threat assessment. The CLPS software allows for the entry of the subject information to include name, name of interviewer, date/time/location of interview.
1. Q1: Do you have any idea why I need to talk to you right now?
  2. Q2: What can you tell me about this situation? What exactly happened?
  3. Q3: Can you tell me what you think (Student of Concern) meant when they did what they did?
  4. Q4: How do you feel about what (Student of Concern) did?

5. Q5: Why do you think (Student of Concern) did this? Are you having some sort of conflict with (Subject/Student of Concern)?
  6. Q6: Do you plan to do anything in response to this situation?
  7. Q7: Are there others who witnessed the incident?
- (e) Witness Interview- Any individuals who may have observed the incident should be interviewed. The CLPS software allows for the entry of the subject information to include name, name of interviewer, date/time/location of interview.
1. Q1: Do you have any idea why I need to talk to you right now?
  2. Q2: What can you tell me about this situation? What exactly happened?
  3. Q3: Can you tell what you think (Student of Concern) meant when he/she did what he/she did?
  4. Q4: How do you feel about what (Student of Concern) did?
  5. Q5: Why do you think (Student of Concern) did this? Does he/she have some sort of conflict with someone or a grievance of some kind?
  6. Q6: Are there others who witnessed or are aware of the incident?
- ix. **Step 9, Analyze the Data and assess the threat:** Based on the number of positive responses, the CLPS software will generate a threat category (low, medium, substantive-serious). Threats of violence or physical harm to self or others must be reported to the superintendent or his or her designee. The threat assessment team must immediately report its determination that a student poses a threat of violence or physical harm to self or others. §1006.07(7)(b), F.S. The principal or designee must immediately attempt to notify the student’s parent or legal guardian. §1006.07(7)(b), F.S. If the threat is high, substantive-serious, the CLPS site will require that additional supplemental interviews in conjunction with the CSTAG format must be conducted. These include: **Subject of Concern (Supplemental Interview), Parent/Guardian (Supplemental Interview) and Teacher/Staff (Supplemental Interview)**. The administrator will assign these within the CLPS Assessment portal. The Threat Assessment Team Leader will assign appropriate personnel to conduct these supplemental interviews.
- (a) **Subject of Concern (Supplemental Interview)**
1. Q1: How long have you known this person/these people?
  2. Q2: What has happened in the past between you and this person/them?
  3. Q3: What do you think this person/they deserve?
  4. Q4: Do you see any way that things could be improved between you and this person/them?
  5. Q5: Whom do you live with? Are there family members you don’t live with? Have there been any changes in the past year?
  6. Q6: Whom in your home are you close to?
  7. Q7: How well do your parents/guardians know you?
  8. Q8: Where do you go after school? Where are your parents/guardians at this time? How much do they keep track of where you are or what you are doing?

9. Q9: How strict are your parents/guardians? What do they do if you do something they don't want you to do? When was the last time you got in trouble with them? What was the worst trouble you got into?
10. Q10: How will your parents/guardians react (or how did they react) when they found out about this situation?
11. Q11: What kinds of things have been going on with you lately? What sorts of things have you worried about?
12. Q12: How has your school work been going lately? Are there things you have been worried about with your school work? Other things at school?
13. Q13: What is the worst thing that has happened to you lately? Have any other bad things happened? Is there something you regret or wish you could change?
14. Q14: Have there been any changes in your family? Has anyone been sick, moved away, or had anything bad happen to them?
15. Q15: Do you have any family members in jail or prison?
16. Q16: Do you take any medication?
17. Q17: Have you been involved in any counseling?
18. Q18: What has your mood been like the past few weeks? Have you felt down or depressed at times? How bad has it been?
19. Q19: Have you felt nervous or anxious? Irritable or short-tempered? How bad has it been?
20. Q20: Have you ever felt like life wasn't worth living? Like maybe you would kill yourself?
21. Q21: Have you ever done something to hurt yourself on purpose? Ever cut yourself on purpose?
22. Q22: Have you had any problems with your sleep? Appetite? Energy level? Concentration?
23. Q23: Have you been taking any medication to help with your mood or for any other reason?
24. Q24: Have you had any unusual experiences lately, such as hearing things that others cannot hear or seeing things that others cannot see?
25. Q25: Have you felt like someone was out to get you or wanted to harm you? Have you had any other fears that seem strange or out of the ordinary?
26. Q26: Do you have any abilities or powers that others do not have, such as ESP or reading minds?
27. Q27: Have you felt numb or disconnected from the world, or like you were somehow outside your body?
28. Q28: Do you have a weapon/gun?
29. Q29: Are there weapons/guns in your home? Have you ever used a gun for hunting or target shooting?
30. Q30: If you wanted a gun, how would you get one?
31. Q31: What do you think you might do if you had a gun?
32. Q32: Have you ever had to use a weapon/gun on someone? Have you ever thought about using a weapon/gun on someone?

33. Q33: Do people treat you fairly? Who has been unfair with you lately? When people treat you unfairly, what do you do about it?
34. Q34: When you get angry, what do you do? Has your temper ever gotten you into trouble?
35. Q35: Do you get into fights? When was the last time? What happened?
36. Q36: Have you ever threatened to harm anyone before?
37. Q37: Have you thought about what it would be like to hurt someone really bad? Have you written any stories or made any drawings that are violent?
38. Q38: Have you ever set fire to things?
39. Q39: Have you damaged your own property or someone else's property?
40. Q40: Have you ever intentionally hurt an animal?
41. Q41: When was the last time you got into trouble in school? What happened?
42. Q42: Have you ever been suspended or expelled?
43. Q43: Have your parents ever been called to school because of your behavior?
44. Q44: Do you ever cut school or certain classes?
45. Q45: Do you feel that the rules at this school are fair? What has been unfair?
46. Q46: Have you been in trouble with the law or with police before? What happened?
47. Q47: Have you ever gone to juvenile court? What was it about?
48. Q48: Have you done things that could have gotten you arrested or in trouble with the law? What was the worst thing? What else?
49. Q49: Do you drink beer, wine, or other alcohol? Have you ever? How often do you drink? When was the last time? Tell me about it.
50. Q50: Do you smoke marijuana? Have you ever? How often? When was the last time?
51. Q51: Have you used any other drugs? How often? When was the last time? Tell me about it.
52. Q52: Do you see or hear of violence in your neighborhood?
53. Q53: Do you know anyone who was shot, stabbed, or beat up real bad?
54. Q54: Do people argue much at home? Does anyone get physically aggressive?
55. Q55: What kind of movies do like? What kind of video games do you enjoy playing? What are your favorite Internet sites?
56. Q56: What are your thoughts about past school attacks that were in the news?
57. Q57: Is there anyone who has threatened you recently? Is there anyone who makes you feel afraid?

58. Q58: Is there anyone who has teased you or picked on you recently? Is there anyone who has beat you up or pushed you around? How about at home?
59. Q59: What are your friends like? Have you had any trouble with your friends lately? Who is your best friend?
60. Q60: How would your friends describe you?
61. Q61: Do you have a boyfriend/girlfriend? (Keep in mind that the student might not be heterosexual, and there may be concerns in this area.) How are things going with him/her? Did you have one before? What happened in that relationship?
62. Q62: Do you have friends who get in trouble?
63. Q63: Have you ever joined a gang? Been part of a group like a crew, clique, posse, or mob?
64. Q64: Do any of your friends know about this situation? What did they say about it? Anyone who feels the same way you do?
65. Q65: How do you like to spend your free time?
66. Q66: What kinds of things do you do well?
67. Q67: What are your hobbies and interests? What do you enjoy doing?
68. Q68: Can you think of a problem you faced in the past that worked out okay? Can you think of a problem that you solved? Can you think of a time when you went to someone about a problem and that person was able to solve it?
69. Q69: What are your plans for the future? What would you like to do when you finish school?
70. Q70: What could we do that would help with?

**(b) Parent/Guardian (Supplemental Interview)**

1. Q1: What do you know about the threat?
2. Q2: Have you heard your child talk about things like this before?
3. Q3: Are you familiar with (the intended victim/target)? Has your child had a previous relationship or interactions with the victim/target?
4. Q4: Do you believe your child has the means to carry out the threat, such as access to firearms?
5. Q5: What are you planning to do about the threat? Are you willing to work with the school to develop a plan to assure the threat will not be carried out and that the student's needs are addressed?
6. Q6: Has your child ever been suspended or expelled from school?
7. Q7: Have you ever met with the school (teacher, counselor, principal) about concerns in the past? What happened, what was going on, what was the outcome?
8. Q8: Has your child ever needed special help in school? Ever been retained?
9. Q9: Has your child ever been tested in school?

10. Q10: How does your child like school?
11. Q11: How often does your child do homework?
12. Q12: What are your child's teachers like?
13. Q13: Who lives in the home?
14. Q14: Are there any important events that have affected your family/child? Any recent or pending changes, such as a move, divorce/separation, financial loss, employment change, others in home involved with court or the law?
15. Q15: Who does your child share concerns with? Who is he/she close to?
16. Q16: How well does he/she get along with parents? Siblings? Type of conflicts, over what, how resolved?
17. Q17: How does your child show anger toward you and other family members?
18. Q18: What does your child do after school? Who supervises? What time is your child supposed to be home at night?
19. Q19: What responsibilities does your child have at home?
20. Q20: Does your child follow rules? What are the consequences for not following the rules?
21. Q21: Has your child reported being teased, intimidated, rejected, or bullied in some other way?
22. Q22: Who are your child's friends? Are you pleased or displeased with your child's choice of friends?
23. Q23: How much is the child influenced by peers? Are there any examples of your child doing something to please peers that got him or her into trouble?
24. Q24: Has your child been in trouble with the law or with police before? What happened?
25. Q25: Has your child ever gone to juvenile court? What was it about?
26. Q26: Has your child done things that could have gotten him or her arrested or in trouble with the law? What was the worst thing?
27. Q27: Does your child drink beer, wine, or other alcohol?
28. Q28: Does your child smoke marijuana?
29. Q29: Has your child used any other drugs?
30. Q30: How does your child handle frustration?
31. Q31: When your child gets angry, what does he/she do?
32. Q32: Has your child gotten into fights in the past? When, where, with whom?
33. Q33: Has your child's temper ever gotten him/her into trouble?
34. Q34: Has your child ever hit you or other family members?
35. Q35: Has your child destroyed his or her own things, or someone else's property?
36. Q36: Does your child have any pets? Has he/she ever intentionally hurt the pet or some other animal?

37. Q37: Do you have a gun in your home? Does your child have access to firearms through friends, relatives, or some other source?
38. Q38: Does your child have access to weapons other than firearms, such as military knives, martial arts weapons or some other kind of weapon?
39. Q39: Has your child ever talked about using a weapon to hurt someone? Ever gotten into trouble for using a weapon, carrying a weapon, or threatening someone with a weapon?
40. Q40: What can you do to restrict your child's access to weapons?
41. Q41: Has your child ever been a victim of abuse?
42. Q42: Is your child exposed to violence in the neighborhood?
43. Q43: Do people argue much at home? Has there been any physical aggression at home?
44. Q44: What kinds of movies, video games, internet sites does your child like? Any parent restrictions? Level of supervision? Child's response?
45. Q45: Ask about any delays in cognitive, motor, language development. How old was your child when he/she started to walk, talk?
46. Q46: Has your child ever had a problem with bedwetting? When, how long? Was anything done for this?
47. Q47: Has your child ever been hospitalized? Had any serious illnesses?
48. Q48: Has your child had any recent medical treatment? Taking any medications? Obtain diagnoses and medications. Ask for a release.
49. Q49: Does your child have problems paying attention? Does your child follow directions without repetition and reminders? Does your child complete activities on his/her own?
50. Q50: What has your child's mood been like the past few weeks?
51. Q51: Has your child been unusually nervous or anxious? Irritable or short-tempered? How bad has it been?
52. Q52: Has your child had problems with sleep? Appetite? Energy level? Concentration?
53. Q53: Has your child ever talked about hurting himself or herself? Have you ever been concerned that he/she might be suicidal?
54. Q54: Have there been any times when your child seemed to be hearing things that weren't there? Has he/she said things that didn't make sense or seemed to believe in things that weren't real?
55. Q55: Has your child ever seen a counselor or therapist? Ever taken medication for his/her behavior or mood?
56. Q56: Has your child had any involvement with other agencies/programs in the community?

(c) **Teacher/Staff (Supplemental Interview)**

1. Q1: How is this student doing academically? Has there been any change in recent weeks?
  2. Q2: What are this student's verbal skills? How well can he or she express himself/herself in words?
  3. Q3: Has this student been considered for special education or placed in special education? What kinds of difficulties does the student have?
  4. Q4: What do you know about the threat?
  5. Q5: Have you heard this student talk about things like this before?
  6. Q6: What have other students told you about this incident?
  7. Q7: Is there another teacher or staff member who might know something about this?
  8. Q8: How well does this student get along with other students?
  9. Q9: Who are the student's friends?
  10. Q10: Are there students who do not get along with this student?
  11. Q11: Have there been other conflicts or difficulties with peers?
  12. Q12: Has this student ever complained of being bullied, teased, or treated unfairly by others?
  13. Q13: Have there been any apparent changes in the student's mood, demeanor, or activity level? Seemed withdrawn or apathetic?
  14. Q14: Has the student expressed any attitudes that could imply depression, such as expressions of hopelessness or futility, inadequacy or shame, self-criticism or worthlessness?
  15. Q15: Has this student shown an increase in irritability or seemed short-tempered?
  16. Q16: What kinds of discipline problems have you experienced with this student?
  17. Q17: How does this student respond to being corrected by an adult?
  18. Q18: What are the student's emotional responses to being disciplined?
  19. Q19: How does this student express anger?
  20. Q20: Does this student seem to hold a grudge? Seem resentful?
  21. Q21: Has this student done anything that expresses anger or aggression, or has an aggressive theme in written assignments, drawings, class projects, etc.?
  22. Q22: Have you had any contact with this student's parents? What happened?
- x. **Step 10, Summary of Observations:** These items can help assess whether a threat is transient or substantive, but must be considered in the broader context of the situation and other known facts. Regard these items as a checklist to make sure you have considered these aspects of the threat, but they are not to be summed or used as a score. Following the CSTAG format the Summary of Observations will appear

within the CLPS portal once the case is saved and resolved. The Summary of Observations is broken into two categories;

(a) The Threat is likely to be less serious. Administrators will be prompted to answer 6 questions (Options are- Yes, No, I do not know, N/A, See comments) The questions are:

1. Q1: The Student of Concern admitted to making a threat or acting in a threatening manner?
2. Q2: The Student of Concern explained their behaviors and/or statements was a joke or figure of speech?
3. Q3: The Student of Concern admitted to making a threat because they were angry at the target(s) at the time they made the threat?
4. Q4: The Student of Concern explained that they do not intend on actually harming others or their self?
5. Q5: The Student of Concern is remorseful and apologetic for their threatening actions?
6. Q6: The Student of Concern is willing to resolve conflict with person(s) they made the threat towards?

(b) Threat is likely to be more serious.

1. Q7: The Student of Concern indicated that they are still angry towards the person(s) they threatened or continue to maintain a grievance?
2. Q8: The Student of Concern made threats towards the school or targets on multiple occasions?
3. Q9: The Student of Concern made a plan to attack the school and harm others or themselves?
4. Q10: The Student of Concern made preparations for an attack against the school and others, or to harm themselves (legacy statement, suicide note, etc.)?
5. Q11: Subject has prior conflict with target or other motive
6. Q12: Subject is suicidal (Supplement with suicide assessment)
7. Q13: The Student of Concern admitted to planning to use a weapon, such as a firearm, knife, bomb, or vehicle to carry out their threat?
8. Q14: Threat involves use of a firearm
9. Q15: The Student of Concern has access to a firearm?
10. Q16: The Student of Concern attempted to solicit others to help them plan an attack?
11. Q17: Threat involves gang conflict
12. Q18: Threat involves peers or others who have encouraged subject in making threat

xi. **Step 11, Observations Suggesting Need for Intervention:** This is an optional form that includes factors to consider when determining intervention strategies to aid in reducing the risk and assisting the subject. The CLPS portal will auto-populate the Observations Suggesting Need for Intervention. The administrator can answer the questions listed in alignment with CSTAG. (Options are- Yes, No, I do not know, N/A, See comments)

- (a) Q1: History of physical violence
  - (b) Q2: History of criminal acts
  - (c) Q3: Preoccupation with violence, violent individuals, or groups that advocate violence
  - (d) Q4: Preoccupation with mass shootings or infamous violent incidents
  - (e) Q5: History of intense anger or resentment
  - (f) Q6: Has grievance or feels treated unfairly
  - (g) Q7: Feels abused, harassed, or bullied
  - (h) Q8: History of self-injury or suicide ideation or attempts
  - (i) Q9: Has been seriously depressed
  - (j) Q10: Experienced serious stressful events or conditions
  - (k) Q11: Substance abuse history
  - (l) Q12: History of serious mental illness (symptoms such as delusions or hallucinations)
  - (m) Q13: Might or does qualify for special education services due to serious emotional/behavioral disturbance
  - (n) Q14: Prescribed psychotropic medication
  - (o) Q15: Substantial decline in level of academic or psychosocial adjustment
  - (p) Q16: Lacks positive relationships with one or more school staff
  - (q) Q17: Lacks supportive family
  - (r) Q18: Lacks positive relationships with peers
  - (s) Q19: Other factors that suggest need for intervention
- xii. **Step 12, Threat Response:** This is a list of common actions taken in response to a threat. Each case may require a unique set of actions. Add date and signature of person taking action if appropriate. Note if action was recommended but for some reason not completed (e.g., parent refusal). Each response strategy should be checked.
- (a) Increased contact/monitoring of subject
  - (b) Reprimand or warning
  - (c) Parent conference
  - (d) Student apology
  - (e) Contacted target of threat, including parent if target is a minor
  - (f) Counseling (note number of meetings)
  - (g) Conflict mediation
  - (h) Schedule change
  - (i) Transportation change
  - (j) Mental health assessment
  - (k) Mental health services in school
  - (l) Mental health services outside school
  - (m) Assess need for special education services
  - (n) Review of Individualized Education Program (IEP) for students already receiving services
  - (o) 504 plan or modification of 504 plan
  - (p) Behavior Support Plan created or modified
  - (q) In-school time out or suspension
  - (r) Out-of-school suspension (number days)
  - (s) Referral for expulsion

- (t) Other disciplinary action
- (u) Change in school placement (e.g., transfer, homebound instruction)
- (v) Services for other persons affected by threat
- (w) Law enforcement consulted
- (x) Legal actions (e.g., arrest, detentions, charges)
- (y) Other actions

- C. **Response to the Threat Level:** Once the threat assessment team has interviewed the student and gathered necessary information, the team determines whether a threat is present, and if so, the kind of threat and the response indicated.
- i. If there is not a communication of an intent to harm someone or behavior suggesting an intent to harm someone, then there is not a threat. Remember, even if a threat is not present, the individual may still be expressing anger or exhibiting behavior that merits attention or requires services.
  - ii. Determining the appropriate response to a **transient threat** depends on the context of the threat, whether the threat requires disciplinary action and what is necessary to resolve the situation. Many transient cases come from a misunderstanding of what was communicated, something taken out of context, or a statement made in the heat of the moment without actions to indicate intent to cause harm. Transient threats can often be resolved with a clarification, explanation, retraction or an apology – all of which (in conjunction with the absence of any other behaviors of concern) indicate that the threat is minimal. Responses to transient threats may include, but are not limited to:
    - (a) Parent notification: Transient threats, by definition, do not appear to pose an ongoing threat to safety and should not require protective action. Parents or guardians of the student who made a transient threat, as well as parents or guardians of the target (when the target is a student) may be notified at the discretion of the threat assessment team. Parents should be assured that a threat has been resolved and told of any action taken.
    - (b) Discipline: Students making transient threats may be subject to disciplinary action based on school board policy.
    - (c) Additional resources: Transient threats may be resolved with referral to school-based or community-based resources, as needed.
    - (d) Monitor, as needed: The case management plan can be reevaluated or amended upon receipt of new information. There may be cases that were determined to be transient that may need to be changed to substantive. This change and the factors that lead to it should be documented on the Key Observations form under “Threat Classification.”
  - iii. **Substantive Threats:** A substantive threat is one where an intent to harm someone is present or not clear. Even if a threat appears to be transient, if there is doubt or one does not feel comfortable resolving the threat as transient, then the threat should be considered substantive. All substantive threats require protective action. For all substantive threats, the threat assessment team should take immediate action to protect victims, reduce the risk of violence, and manage the situation. Protective actions include:

- (a) Taking precautions to protect potential victims;
  - (b) Warning potential victims and their parents;
  - (c) Looking for ways to resolve conflicts; and
  - (d) Disciplining the student, when appropriate.
- iv. **Serious substantive threats:** In addition to the protective actions listed above, when there is a very serious substantive threat, meaning threats to hit, fight or beat up another person, the following actions are considered a best practice:
- (a) Utilize law enforcement to contain the threat and consult with the school safety team. Each district is required to have policies and agreements in place for reporting threatening behavior. s. 1006.13(4), F.S.
  - (b) Take immediate precautions to protect potential victim(s).
  - (c) Initiate school safety plan procedures (e.g., Code Yellow, Code Red), if warranted.
  - (d) Consult with SRO, as appropriate, to assist in monitoring/supervising the student of concern and determining the need for law enforcement action.
  - (e) Inform Principal or administrative designee of imminent threat. Principal will inform their supervisor.
  - (f) Notify parents of intended victim(s) before they leave school grounds.
  - (g) Notify parent of the person who poses the threat and attempt to enlist their support in preventing that student from carrying out the threat.
  - (h) If the student is on campus and significant mental health concerns are noted, consult with a mental health professional and employ Baker Act procedures, if warranted.
  - (i) Mobilize full threat assessment team.
  - (j) Follow discipline policy, as indicated.
- v. **Very Serious Substantive Threats:** In addition to the protective actions listed above, when there is a very serious substantive threat, meaning a threat to kill, rape or cause serious injury with a weapon, the following actions are considered a best practice:
- (a) Utilize law enforcement to contain the threat and consult with the school safety team. Each district is required to have policies and agreements in place for reporting threatening behavior. s. 1006.13(4), F.S.
  - (b) Take immediate precautions to protect potential victim(s).
  - (c) Initiate school safety plan procedures (e.g., Code Yellow, Code Red), if warranted.
  - (d) Consult with SRO, as appropriate, to assist in monitoring/supervising the student of concern and determining the need for law enforcement action.
  - (e) Inform Principal or administrative designee of imminent threat. Principal will inform their supervisor.
  - (f) Notify parents of intended victim(s) before they leave school grounds.
  - (g) Notify parent of the person who poses the threat and attempt to enlist their support in preventing that student from carrying out the threat.

- (h) If the student is on campus and significant mental health concerns are noted, consult with a mental health professional and employ Baker Act procedures, if warranted.
  - (i) Mobilize full threat assessment team.
  - (j) Develop a Behavior Intervention Plan.
  - (k) Follow discipline policy, as indicated.
  - (l) Implement and monitor the safety plan. The safety plan should be documented and should include maintaining contact with the student.
- xiii. **Step 13, Mental Health Assessment:** A mental health assessment is usually conducted in cases involving a very serious substantive threat. The purpose of the mental health assessment is to maintain the safety and well-being of the student and others. Therefore, the assessment has two objectives:
  - i. *Treatment and referral needs.* Assess the student’s present mental state and determine whether there are urgent mental health needs that require attention, such as risk of suicide, psychosis, or rage. Beyond these immediate needs, consider whether there are other treatment, referral, or support needs.
  - ii. *Threat reduction.* Gather information on the student’s motives and intentions in making the threat in order to understand why the threat was made and identify relevant strategies or interventions that have the potential to reduce the risk of violence.
- xiv. **Case Resolution/Safety Plan:** Threat assessment is a continuous process designed to make sure the student continues to be able to access resources that are needed to be successful. Many cases should be kept open and subject to periodic review until the student is no longer attending that school. If the plan is no longer working, it may need to be revised. In the case of substantive/serious threats, the plan should include a review of the student’s IEP, if the student is already receiving special education services, and a disability assessment if appropriate. The safety plan should be documented and should include maintaining contact with the student.
- xv. **Behavior Intervention Plan:** The plan should be coordinate and created in conjunction with experts and members of the threat assessment team.
  - (a) In general, the mental health professional should not be expected to make a definitive statement that a child is or is not dangerous; such statements go beyond current knowledge in the field of risk assessment. The report may identify risk factors and protective factors, and express concerns where there appear to be compelling risk factors.
  - (b) The report should present recommendations aimed at reducing the risk of violence, and they might convey the degree of concern about the potential for violence in general terms, recognizing that a precise measure of risk is not feasible. In all cases, the goal is to reduce the risk of violence rather than to predict violence.
  - (c) Recommendations may include a wide range of strategies, but should address both any immediate safety needs to protect potential victims and broader efforts to resolve conflicts or problems that precipitated the threat. There are two basic types of recommendations.

- i. First are recommendations for school behavior support, which are actions to be taken at school. The report should identify any signs of disability that would indicate the need for further assessment, child study, or special education evaluation.
      - ii. Second, if appropriate, the report may propose other recommendations for the parents to consider implementing outside of school, such as seeking community-based services for their child.
  - xvi. **Monitoring:** Once the threat assessment has been finalized, the team is required to create a Monitoring Plan for Medium and/or high-risk levels. For Low risk levels, the team may create a corresponding Monitoring Plan if warranted. The plan will be saved in the CLPS portal and can be amended once closed by reopening the case form the main menu.
- D. Pursuant to FERPA regulations and applicable state statutes, CSUSA will provide education records in the following circumstances without obtaining written consent from the student's parent/guardian or student age 18 or older. School-based administrators must ensure that FERPA log is completed when appropriate.
- E. Pursuant to SB 7030, the procedure for transferring and maintaining records of students who transfer from school to school shall be prescribed by rules of the State Board of Education. The transfer of records shall occur within 3 school days. These records shall include verified reports of serious or recurrent behavior patterns, including threat assessment evaluations and intervention services.

Threat Report	
<p>A threat is an expression of intent to harm someone that may be spoken, written, gestured, or communicated in some other form, such as via text message or email. Threats may be explicit or implied, directed at the intended target or communicated to a third party. Behavior that suggests a threat such as weapon carrying, fighting, or menacing actions should be investigated to determine whether a threat is present. The process is designed for assessment of threats to harm others and is not intended for individuals who have only threatened to harm themselves. Only a small percentage of cases require both threat assessment and suicide assessment, and in those cases, the team should supplement this form with their choice of a standard suicide assessment protocol.</p>	
<b>Brought to our attention:</b>	<b>Date/Time threat reported:</b>
<b>Name of person receiving the report:</b> Gus Xhudo	

Threat Classification	
Not a Viable Threat/Unfounded Apparently Transient Threat Substantive-Serious Threat Very Serious Substantive Threat <input checked="" type="checkbox"/>	<b>Date of initial classification:</b>
<b>Reason for change of classification:</b>	
Not a Viable Threat/Unfounded <input checked="" type="checkbox"/> Apparently Transient Threat Substantive-Serious Threat Very Serious Substantive Threat	<b>Date of change in classification:</b>
<b>Reason for change of classification:</b>	

**Incident or Behavior of Concern**

<b>Subject of Concern:</b>	<b>Date/time threat made:</b>		
<b>Date of Birth:</b>	<b>ID:</b>		
<b>School:</b>	<b>Building:</b>		
<b>Affiliation of person making threat:</b> (Current)			
<b>Identification:</b>	<b>Grade:</b>	<b>Age:</b>	<b>School Program:</b>
<b>Emergency Contact:</b>			
<b>Home Address:</b>	<b>Phone:</b>		
<b>Location threat occurred:</b>			
<b>Summary of the incident or threat:</b>			

Assessment Findings (All sources are not needed in most cases.)		
(Options: Not Applicable, Not Available, Reviewed, Will be reviewed)		
Sources of Information	Was information reviewed?	Relevant Findings
Prior threats		
Prior discipline incidents		
Academic records		
Special education records		
Other records		
Records from other schools		
Records from outside agencies		
Law enforcement records		
Employment records		

**Interviews**

When a threat is identified, obtain a specific account of the threat by interviewing the student or other person who made the threat, if appropriate to the circumstances. Interview the intended victims, and other witnesses. Write the exact content of the threat and statements by each party. Consider the circumstances in which the threat was made and the threatening individual's intentions.

**Subject of Concern Interview with \_\_\_\_\_**

Conducted: \_\_\_\_\_ by \_\_\_\_\_ on \_\_\_\_\_

Emergency Contact Name:

Emergency Contact Phone:

Q1: Do you have any idea why I need to talk to you right now?

Yes

Q2: Can you tell me exactly what you did or said that caused others to be concerned?

Q3: Can you explain to me what you meant when you said or did what caused others concern?

Q4: How do you think your actions or statements make people feel?

Q5: Can you explain to me why you said or did what you did?

Q6: Do you have any plans to harm others at school or harm yourself?

Yes

**Subject of Concern (Supplemental Interview) with \_\_\_\_\_**

Conducted: \_\_\_\_\_ by \_\_\_\_\_ on \_\_\_\_\_

Based on the Virginia Student Threat Assessment Guidelines &copy;

Emergency Contact Name:

Emergency Contact Phone:

Q1: How long have you known this person/these people?

Q2: What has happened in the past between you and this person/them?

Q3: What do you think this person/they deserve?

Q4: Do you see any way that things could be improved between you and this person/them?

Q5: Whom do you live with? Are there family members you don't live with? Have there been any changes in the past year?

Q6: Whom in your home are you close to?

Q7: How well do your parents/guardians know you?

Q8: Where do you go after school? Where are your parents/guardians at this time? How much do they keep track of where you are or what you are doing?

Q9: How strict are your parents/guardians? What do they do if you do something they don't want you to do? When was the last time you got in trouble with them? What was the worst trouble you got into?

Q10: How will your parents/guardians react (or how did they react) when they found out about this situation?

Q11: What kinds of things have been going on with you lately? What sorts of things have you worried about?

Q12: How has your school work been going lately? Are there things you have been worried about with your school work? Other things at school?

Q13: What is the worst thing that has happened to you lately? Have any other bad things happened? Is there something you regret or wish you could change?

Q14: Have there been any changes in your family? Has anyone been sick, moved away, or had anything bad happen to them?

Yes

Q15: Do you have any family members in jail or prison?

Yes

Q16: Do you take any medication?

Yes

Q17: Have you been involved in any counseling?

Yes

Q18: What has your mood been like the past few weeks? Have you felt down or depressed at times? How bad has it been?

Q19: Have you felt nervous or anxious? Irritable or short-tempered? How bad has it been?

Yes

Q20: Have you ever felt like life wasn't worth living? Like maybe you would kill yourself?

Yes

Q21: Have you ever done something to hurt yourself on purpose? Ever cut yourself on purpose?

Yes

Q22: Have you had any problems with your sleep? Appetite? Energy level? Concentration?

Yes

Q23: Have you been taking any medication to help with your mood or for any other reason?

Yes

Q24: Have you had any unusual experiences lately, such as hearing things that others cannot hear or seeing things that others cannot see?

Yes

Q25: Have you felt like someone was out to get you or wanted to harm you? Have you had any other fears that seem strange or out of the ordinary?

Yes

Q26: Do you have any abilities or powers that others do not have, such as ESP or reading minds?

Yes

Q27: Have you felt numb or disconnected from the world, or like you were somehow outside your body?

Yes

Q28: Do you have a weapon/gun?

Yes

Q29: Are there weapons/guns in your home? Have you ever used a gun for hunting or target shooting?

Yes

Q30: If you wanted a gun, how would you get one?

Q31: What do you think you might do if you had a gun?

Q32: Have you ever had to use a weapon/gun on someone? Have you ever thought about using a weapon/gun on someone?

Yes

Q33: Do people treat you fairly? Who has been unfair with you lately? When people treat you unfairly, what do you do about it?

Yes

Q34: When you get angry, what do you do? Has your temper ever gotten you into trouble?

Yes

Q35: Do you get into fights? When was the last time? What happened?

Yes

Q36: Have you ever threatened to harm anyone before?

Yes

Q37: Have you thought about what it would be like to hurt someone really bad? Have you written any stories or made any drawings that are violent?

Yes

Q38: Have you ever set fire to things?

Yes

Q39: Have you damaged your own property or someone else's property?

Yes

Q40: Have you ever intentionally hurt an animal?

Yes

Q41: When was the last time you got into trouble in school? What happened?

Q42: Have you ever been suspended or expelled?

Yes

Q43: Have your parents ever been called to school because of your behavior?

Yes

Q44: Do you ever cut school or certain classes?

Yes

Q45: Do you feel that the rules at this school are fair? What has been unfair?

Yes

Q46: Have you been in trouble with the law or with police before? What happened?

Yes

Q47: Have you ever gone to juvenile court? What was it about?

Yes

Q48: Have you done things that could have gotten you arrested or in trouble with the law? What was the worst thing? What else?

Yes

Q49: Do you drink beer, wine, or other alcohol? Have you ever? How often do you drink? When was the last time? Tell me about it.

Yes

Q50: Do you smoke marijuana? Have you ever? How often? When was the last time?

Yes

Q51: Have you used any other drugs? How often? When was the last time? Tell me about it.

Yes

Q52: Do you see or hear of violence in your neighborhood?

Yes

Q53: Do you know anyone who was shot, stabbed, or beat up real bad?

Yes

Q54: Do people argue much at home? Does anyone get physically aggressive?

Yes

Q55: What kind of movies do like? What kind of video games do you enjoy playing? What are your favorite Internet sites?

Q56: What are your thoughts about past school attacks that were in the news?

Q57: Is there anyone who has threatened you recently? Is there anyone who makes you feel afraid?

Yes

Q58: Is there anyone who has teased you or picked on you recently? Is there anyone who has beat you up or pushed you around? How about at home?

Yes

Q59: What are your friends like? Have you had any trouble with your friends lately? Who is your best friend?

Q60: How would your friends describe you?

Q61: Do you have a boyfriend/girlfriend? (Keep in mind that the student might not be heterosexual, and there may be concerns in this area.) How are things going with him/her? Did you have one before? What happened in that relationship?

Yes

Q62: Do you have friends who get in trouble?

Yes

Q63: Have you ever joined a gang? Been part of a group like a crew, clique, posse, or mob?

Yes

Q64: Do any of your friends know about this situation? What did they say about it? Anyone who feels the same way you do?

Yes

Q65: How do you like to spend your free time?

Q66: What kinds of things do you do well?

Q67: What are your hobbies and interests? What do you enjoy doing?

Q68: Can you think of a problem you faced in the past that worked out okay? Can you think of a problem that you solved? Can you think of a time when you went to someone about a problem and that person was able to solve it?

Q69: What are your plans for the future? What would you like to do when you finish school?

Q70: What could we do that would help with?

**Target Interview with \_\_\_\_\_**

Conducted: \_\_\_\_\_ by \_\_\_\_\_ on \_\_\_\_\_

Based on the Virginia Student Threat Assessment Guidelines &copy;

Identification:	Grade:	Age:	ID:
School:	Building:		
Home Address:	Phone:		
Affiliation: (Current)			
Emergency Contact Name:		Emergency Contact Phone:	

Q1: Do you have any idea why I need to talk to you right now?  
Yes

Q2: What can you tell me about this situation? What exactly happened?

Q3: Can you tell me what you think (Student of Concern) meant when they did what they did?

Q4: How do you feel about what (Student of Concern) did?

Q5: Why do you think (Student of Concern) did this? Are you having some sort of conflict with (Student of Concern)?  
Yes

Q6: Do you plan to do anything in response to this situation?  
Yes

Q7: Are there others who witnessed the incident?  
Yes

**Witness Interview with \_\_\_\_\_**

Conducted: \_\_\_\_\_ by \_\_\_\_\_ on \_\_\_\_\_

Based on the Virginia Student Threat Assessment Guidelines &amp;copy;

Identification:	Grade:	Age:	ID:
School:	Building:		
Home Address:	Phone:		
Affiliation: (Current)			
Emergency Contact Name:		Emergency Contact Phone:	

Q1: Do you have any idea why I need to talk to you right now?

Yes

Q2: What can you tell me about this situation? What exactly happened?

Q3: Can you tell what you think (Student of Concern) meant when he/she did what he/she did?

Q4: How do you feel about what (Student of Concern) did?

Q5: Why do you think (Student of Concern) did this? Does he/she have some sort of conflict with someone or a grievance of some kind?

Yes

Q6: Are there others who witnessed or are aware of the incident?

Yes

**Collateral Interview with \_\_\_\_\_**

Conducted: \_\_\_\_\_ by \_\_\_\_\_ on \_\_\_\_\_

Emergency Contact Name:

Emergency Contact Phone:

Q1: Has the student made a threat (directly or indirectly) to attack, harm, injure or kill someone at school?  
Yes

Q2: Has the student expressed any grievances against other students, school employees, or other people?  
Yes

Q3: Has the student had other people (adults or peers) express concern about them in the past?  
Yes

Q4: Has the student expressed that they do not have a trusting relationship with an adult that cares about them?  
Yes

Q5: Has the student expressed that they view violence as an acceptable or desirable way to solve problems?  
Yes

Q6: Has the student shown inappropriate interest in violent attacks?  
Yes

Q7: Has the student been recently experiencing a sense of hopelessness, desperation or despair?  
Yes

Q8: Has the student engaged in attack-related planning behaviors?  
Yes

Q9: Has the student expressed difficulty dealing with a significant loss or personal failure?  
Yes

Q10: Has the student ever spoke about, considered, or attempted suicide?  
Yes

Q11: Has the student shown an interest in firearms/weapons and do they have access to firearms/weapons?  
Yes

Q12: Has the student been bullied, harassed, or ridiculed by other students?  
Yes

Q13: Has the student taken any actions that is consistent with their threat?  
Yes

**Parent/Guardian (Supplemental Interview) with \_\_\_\_\_**

Conducted: \_\_\_\_\_ by \_\_\_\_\_ on \_\_\_\_\_

Based on the Virginia Student Threat Assessment Guidelines &copy;

Emergency Contact Name:

Emergency Contact Phone:

Q1: What do you know about the threat?

Q2: Have you heard your child talk about things like this before?  
Yes

Q3: Are you familiar with (the intended victim/target)? Has your child had a previous relationship or interactions with the victim/target?  
Yes

Q4: Do you believe your child has the means to carry out the threat, such as access to firearms?  
Yes

Q5: What are you planning to do about the threat? Are you willing to work with the school to develop a plan to assure the threat will not be carried out and that the student's needs are addressed?

Q6: Has your child ever been suspended or expelled from school?  
Yes

Q7: Have you ever met with the school (teacher, counselor, principal) about concerns in the past? What happened, what was going on, what was the outcome?  
Yes

Q8: Has your child ever needed special help in school? Ever been retained?  
Yes

Q9: Has your child ever been tested in school?  
Yes

Q10: How does your child like school?

Q11: How often does your child do homework?

Q12: What are your child's teachers like?

Q13: Who lives in the home?

Q14: Are there any important events that have affected your family/child? Any recent or pending changes, such as a move, divorce/separation, financial loss, employment change, others in home involved with court or the law?  
Yes

Q15: Who does your child share concerns with? Who is he/she close to?

Q16: How well does he/she get along with parents? Siblings? Type of conflicts, over what, how resolved?

Q17: How does your child show anger toward you and other family members?

Q18: What does your child do after school? Who supervises? What time is your child supposed to be home at night?

Q19: What responsibilities does your child have at home?

Q20: Does your child follow rules? What are the consequences for not following the rules?  
Yes

Q21: Has your child reported being teased, intimidated, rejected, or bullied in some other way?  
Yes

Q22: Who are your child's friends? Are you pleased or displeased with your child's choice of friends?

Q23: How much is the child influenced by peers? Are there any examples of your child doing something to please peers that got him or her into trouble?

Q24: Has your child been in trouble with the law or with police before? What happened?  
Yes

Q25: Has your child ever gone to juvenile court? What was it about?  
Yes

Q26: Has your child done things that could have gotten him or her arrested or in trouble with the law? What was the worst thing?  
Yes

Q27: Does your child drink beer, wine, or other alcohol?  
Yes

Q28: Does your child smoke marijuana?

Yes

Q29: Has your child used any other drugs?

Yes

Q30: How does your child handle frustration?

Q31: When your child gets angry, what does he/she do?

Q32: Has your child gotten into fights in the past? When, where, with whom?

Yes

Q33: Has your child's temper ever gotten him/her into trouble?

Yes

Q34: Has your child ever hit you or other family members?

Yes

Q35: Has your child destroyed his or her own things, or someone else's property?

Yes

Q36: Does your child have any pets? Has he/she ever intentionally hurt the pet or some other animal?

Yes

Q37: Do you have a gun in your home? Does your child have access to firearms through friends, relatives, or some other source?

Yes

Q38: Does your child have access to weapons other than firearms, such as military knives, martial arts weapons or some other kind of weapon?

Yes

Q39: Has your child ever talked about using a weapon to hurt someone? Ever gotten into trouble for using a weapon, carrying a weapon, or threatening someone with a weapon?

Yes

Q40: What can you do to restrict your child's access to weapons?

Q41: Has your child ever been a victim of abuse?

Yes

Q42: Is your child exposed to violence in the neighborhood?

Yes

Q43: Do people argue much at home? Has there been any physical aggression at home?

Yes

Q44: What kinds of movies, video games, internet sites does your child like? Any parent restrictions? Level of supervision? Child's response?

Q45: Ask about any delays in cognitive, motor, language development. How old was your child when he/she started to walk, talk?

Q46: Has your child ever had a problem with bedwetting? When, how long? Was anything done for this?

Yes

Q47: Has your child ever been hospitalized? Had any serious illnesses?

Yes

Q48: Has your child had any recent medical treatment? Taking any medications? Obtain diagnoses and medications. Ask for a release.

Yes

Q49: Does your child have problems paying attention? Does your child follow directions without repetition and reminders? Does your child complete activities on his/her own?

Yes

Q50: What has your child's mood been like the past few weeks?

Q51: Has your child been unusually nervous or anxious? Irritable or short-tempered? How bad has it been?

Yes

Q52: Has your child had problems with sleep? Appetite? Energy level? Concentration?

Yes

Q53: Has your child ever talked about hurting himself or herself? Have you ever been concerned that he/she might be suicidal?

Yes

Q54: Have there been any times when your child seemed to be hearing things that weren't there? Has he/she said things that didn't make sense or seemed to believe in things that weren't real?

Yes

Q55: Has your child ever seen a counselor or therapist? Ever taken medication for his/her behavior or mood?

Yes

Q56: Has your child had any involvement with other agencies/programs in the community?

Yes

**Teacher/Staff (Supplemental Interview) with \_\_\_\_\_**

Conducted: \_\_\_\_\_ by \_\_\_\_\_ on \_\_\_\_\_

Based on the Virginia Student Threat Assessment Guidelines &copy;

Emergency Contact Name:

Emergency Contact Phone:

Q1: How is this student doing academically? Has there been any change in recent weeks?

Q2: What are this student's verbal skills? How well can he or she express himself/herself in words?

Q3: Has this student been considered for special education or placed in special education? What kinds of difficulties does the student have?

Yes

Q4: What do you know about the threat?

Q5: Have you heard this student talk about things like this before?

Yes

Q6: What have other students told you about this incident?

Q7: Is there another teacher or staff member who might know something about this?

Yes

Q8: How well does this student get along with other students?

Q9: Who are the student's friends?

Q10: Are there students who do not get along with this student?

Yes

Q11: Have there been other conflicts or difficulties with peers?

Yes

Q12: Has this student ever complained of being bullied, teased, or treated unfairly by others?

Yes

Q13: Have there been any apparent changes in the student's mood, demeanor, or activity level? Seemed withdrawn or apathetic?

Yes

Q14: Has the student expressed any attitudes that could imply depression, such as expressions of hopelessness or futility, inadequacy or shame, self-criticism or worthlessness?

Yes

Q15: Has this student shown an increase in irritability or seemed short-tempered?

Yes

Q16: What kinds of discipline problems have you experienced with this student?

Q17: How does this student respond to being corrected by an adult?

Q18: What are the student's emotional responses to being disciplined?

Q19: How does this student express anger?

Q20: Does this student seem to hold a grudge? Seem resentful?

Yes

Q21: Has this student done anything that expresses anger or aggression, or has an aggressive theme in written assignments, drawings, class projects, etc.?

Yes

Q22: Have you had any contact with this student's parents? What happened?

Yes

**Summary Of Observations**

These items can help assess whether a threat is transient or substantive, but must be considered in the broader context of the situation and other known facts. Regard these items as a checklist to make sure you have considered these aspects of the threat, but they are not to be summed or used as a score.

(Options: Yes, No, I do not know, N/A, See Comments)

**Threat is likely to be less serious:**

Q1: The Student of Concern admitted to making a threat or acting in a threatening manner?	Yes	
Q2: The Student of Concern explained their behaviors and/or statements was a joke or figure of speech?	Yes	
Q3: The Student of Concern admitted to making a threat because they were angry at the target(s) at the time they made the threat?	Yes	
Q4: The Student of Concern explained that they do not intend on actually harming others or their self?	Yes	
Q5: The Student of Concern is remorseful and apologetic for their threatening actions?	Yes	
Q6: The Student of Concern is willing to resolve conflict with person(s) they made the threat towards?	Yes	

**Threat is likely to be more serious:**

Q7: The Student of Concern indicated that they are still angry towards the person(s) they threatened or continue to maintain a grievance?	Yes	
Q8: The Student of Concern made threats towards the school or targets on multiple occasions?	Yes	
Q9: The Student of Concern made a plan to attack the school and harm others or themselves?	Yes	
Q10: The Student of Concern made preparations for an attack against the school and others, or to harm themselves (legacy statement, suicide note, etc.)?	Yes	
Q11: Subject has prior conflict with target or other motive	Yes	
Q12: Subject is suicidal (Supplement with suicide assessment)	Yes	
Q13: The Student of Concern admitted to planning to use a weapon, such as a firearm, knife, bomb, or vehicle to carry out their threat?	Yes	
Q14: Threat involves use of a firearm	Yes	
Q15: The Student of Concern has access to a firearm?	Yes	
Q16: The Student of Concern attempted to solicit others to help them plan an attack?	Yes	
Q17: Threat involves gang conflict	Yes	
Q18: Threat involves peers or others who have encouraged subject in making threat	Yes	

**Observations Suggesting Need for Intervention**

This is an optional form used as needed for intervention planning. Here are some factors to consider in identifying possible interventions to assist the subject and reduce risk. These items are not summed or scored. Use the term "partially" as appropriate to the category to mean the condition is moderate or not clearly present

(Options: Yes, No, I do not know, N/A, See Comments)

Q1: History of physical violence	Yes	
Q2: History of criminal acts	Yes	
Q3: Preoccupation with violence, violent individuals, or groups that advocate violence	Yes	
Q4: Preoccupation with mass shootings or infamous violent incidents	Yes	
Q5: History of intense anger or resentment	Yes	
Q6: Has grievance or feels treated unfairly	Yes	
Q7: Feels abused, harassed, or bullied	Yes	
Q8: History of self-injury or suicide ideation or attempts	Yes	
Q9: Has been seriously depressed	Yes	
Q10: Experienced serious stressful events or conditions	Yes	
Q11: Substance abuse history	Yes	
Q12: History of serious mental illness (symptoms such as delusions or hallucinations)	Yes	
Q13: Might or does qualify for special education services due to serious emotional/behavioral disturbance	Yes	
Q14: Prescribed psychotropic medication	Yes	
Q15: Substantial decline in level of academic or psychosocial adjustment	Yes	
Q16: Lacks positive relationships with one or more school staff	Yes	
Q17: Lacks supportive family	Yes	
Q18: Lacks positive relationships with peers	Yes	
Q19: Other factors that suggest need for intervention	Yes	

### Threat Response

This is a list of common actions taken in response to a threat. Each case may require a unique set of actions. Add date and signature of person taking action if appropriate. Note if action was recommended but for some reason not completed (e.g., parent refusal).

1. Increased contact/monitoring of subject
2. Reprimand or warning
3. Parent conference
4. Student apology
5. Contacted target of threat, including parent if target is a minor
6. Counseling (note number of meetings)
7. Conflict mediation
8. Schedule change
9. Transportation change
10. Mental health assessment
11. Mental health services in school
12. Mental health services outside school
13. Assess need for special education services
14. Review of Individualized Education Program (IEP) for students already receiving services
15. 504 plan or modification of 504 plan
16. Behavior Support Plan created or modified
17. In-school time out or suspension
18. Out-of-school suspension (number days)
19. Referral for expulsion
20. Other disciplinary action
21. Change in school placement (e.g., transfer, homebound instruction)
22. Services for other persons affected by threat
23. Law enforcement consulted
24. Legal actions (e.g., arrest, detentions, charges)
25. Other actions

### Mental Health Assessment

Virginia Student Threat Assessment Guidelines ©

A mental health assessment is usually conducted in cases involving a very serious substantive threat. The purpose of the mental health assessment is to maintain the safety and well-being of the student and others. Therefore, the assessment has two objectives:

1. Treatment and referral needs. Assess the student's present mental state and determine whether there are urgent mental health needs that require attention, such as risk of suicide, psychosis, or rage. Beyond these immediate needs, consider whether there are other treatment, referral, or support needs.
2. Threat reduction. Gather information on the student's motives and intentions in making the threat in order to understand why the threat was made and identify relevant strategies or interventions that have the potential to reduce the risk of violence.

### Case Resolution or Safety Plan and Follow Up

This section can be used to describe the plan for any case and should be completed as Step 5 in cases of a very serious substantive threat.

1. Describe how case was resolved, including any plan for further actions. List persons responsible for each component of plan.
2. Describe current status of plan and any revisions. List persons responsible for each component of revised plan.

Notes

Close Date

### Additional Notes

#### Target

Q1: Do you have any idea why I need to talk to you right now?

Yes

Q2: What can you tell me about this situation? What exactly happened?

Q3: Can you tell me what you think (Student of Concern) meant when they did what they did?

Q4: How do you feel about what (Student of Concern) did?

Q5: Why do you think (Student of Concern) did this? Are you having some sort of conflict with (Student of Concern)?

Yes

Q6: Do you plan to do anything in response to this situation?

Q7: Are there others who witnessed the incident?

Yes

#### Witness

Q1: Do you have any idea why I need to talk to you right now?

Yes

Q2: What can you tell me about this situation? What exactly happened?

Q3: Can you tell what you think (Student of Concern) meant when he/she did what he/she did?

Q4: How do you feel about what (Student of Concern) did?

Q5: Why do you think (Student of Concern) did this? Does he/she have some sort of conflict with someone or a grievance of some kind?

Yes

Q6: Are there others who witnessed or are aware of the incident?

Yes

### Collective Analysis Findings

Q1: Has the student made a threat (directly or indirectly) to attack, harm, injure or kill someone at school?

Yes

Q2: Has the student expressed any grievances against other students, school employees, or other people?

Yes

Q3: Has the student had other people (adults or peers) express concern about them in the past?

Q4: Has the student expressed that they do not have a trusting relationship with an adult that cares about them?

Yes

Q5: Has the student expressed that they view violence as an acceptable or desirable way to solve problems?

Yes

Q6: Has the student shown inappropriate interest in violent attacks?

Q7: Has the student been recently experiencing a sense of hopelessness, desperation or despair?

Yes

Q8: Has the student engaged in attack-related planning behaviors?

Q9: Has the student expressed difficulty dealing with a significant loss or personal failure?

Yes

Q10: Has the student ever spoke about, considered, or attempted suicide?

Q11: Has the student shown an interest in firearms/weapons and do they have access to firearms/weapons?

Yes

Q12: Has the student been bullied, harassed, or ridiculed by other students?

Yes

Q13: Has the student taken any actions that is consistent with their threat?

**Behavior Intervention Plan**

Q1: The behavior impeding learning is

Q2: It impedes learning of self or others because

Q3: The need for a Behavior Intervention Plan  
Yes

Q4: Frequency or intensity or duration of behavior

Q5: What are the predictors for the behavior?

Q6: What supports the student using the problem behavior?

Q7: What environmental changes, structure and supports are needed to remove the student's need to use this behavior?

Q8: Team believes the behavior occurs because:

Q9: What team believes the student should do instead of the problem behavior?

Q10: What teaching strategies/curriculum/materials are needed to teach the alternative behavior?

Q11: What are reinforcement procedures to use for establishing, maintaining, and generalizing the new behavior(s)?  
Yes

Q12: What strategies will be employed if the problem behavior occurs again?

Q13: Behavioral Goal(s)  
Yes

Q14: Are curriculum accommodations or modifications also necessary? Where described:  
Yes

Q15: Are environmental supports/changes necessary?  
Yes

Q16: Is reinforcement of alternative behavior alone enough (no new teaching is necessary)?  
Yes

Q17: Are both teaching of new alternative behavior AND reinforcement needed?  
Yes

Q18: This BSP to be coordinated with other agency's service plans?  
Yes

Q19: Person responsible for contact between agencies  
Yes

Q20: Manner and frequency of communication, all participants

**Participants in Plan Development**

Administrator  
Educator  
Parent/Guardian  
Student