



Board of Directors' Meeting

Tuesday, June 7, 2022

10:00 a.m.



Four Corners Charter School, Inc.

Tuesday, June 7, 2022 | 10:00 a.m.

Four Corners Charter School
817 Bill Beck Blvd
Kissimmee, FL 34744



Board Meeting Agenda

Call to Order

Roll Call

- I. **Administrative**
 - Approval of Board Meeting Minutes of May 3, 2022

- II. **CSUSA Reports**
 - State Director Report
 - Principal Report

- III. **Financials**
 - FY22 Budget Amendment FCCS, Inc.

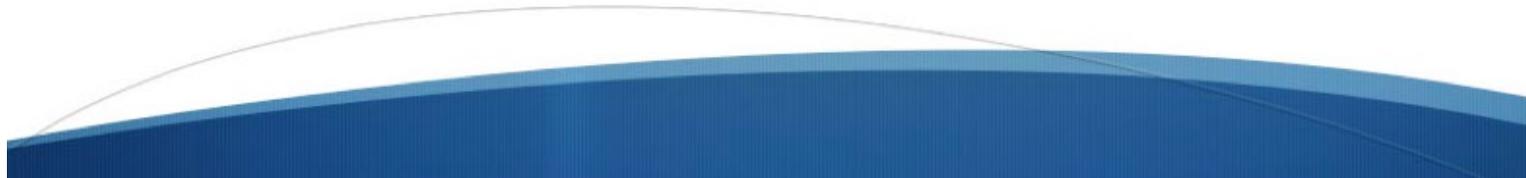
- IV. **Old Business**

- V. **New Business**
 - Mental Health Plan Allocation
 - Governing Board Policy FL – Disqualification List of Certain Individuals
 - Parent/Student Handbook
 - Parent Facilitator
 - FY23 Safety and Security Policy
 - FY23 Compensation Plan

- VI. **Public Comments**

- VII. **Adjournment**

◀ *Next Meeting: August 9, 2022 at 2pm* ▶



BOARD MEETING MINUTES

Name of Foundation: Four Corners Charter School, Inc.

Board Meeting: **Tuesday, May 3, 2022**

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.

| Date: | Start | End | Next Meeting: | Next time: | Prepared by: |
|---|--------------|------------|--|-------------------|---------------------|
| May 3, 2022 | 2:07 p.m. | 3:01 p.m. | June 7, 2022 | 2:00 pm | M. Llanes/R. Weaver |
| Meeting Location: | | | | | |
| 817 Bill Beck Blvd, Kissimmee, FL 34744 | | | | | |
| Attended by: | | | | | |
| Board Members: Teresa Castillo, Chair Julius Melendez, Director Mollie Cunningham, Director Absent: Jon Arguello, Director James Miller, Director | | | Other Attendees: Dr. Eddie Ruiz, FL State Director Rita Weaver, Board Governance Director Angela Barner, Osceola School District Finance Department Chris Kober, Facilities Director Denise Thompson, Principal Amber White, Osceola Charter Office Yurik Rodriguez, Accountant at Osceola School District Lisanne Morton, CSUSA Finance Department Kausika Priya Kankanala, Finance Director Maggie Llanes, Executive Coordinator for Board Governance | | |

CALL TO ORDER

- Pursuant to public notice, the meeting commenced at 2:07 p.m. with a Call to Order by Chair Teresa Castillo. Roll call was taken, and quorum established.

I. ADMINISTRATIVE

Approval of Board Meeting Minutes

- The board reviewed the minutes of the February 8, 2022, Four Corners Charter School, Inc. Board Meeting.

MOTION: Motion was made by Julius Melendez and seconded by Teresa Castillo to approve the minutes of the February 8, 2022, for Four Corners Charter School, Inc. Board Meeting. Motion was approved unanimously. (3-0, 2 absent)

FY23 Board Meeting Dates

- The board reviewed the FY23 Board Meeting Dates and requested to have August 9, 2022 Board Meeting at the school.

MOTION: Motion was made by Julius Melendez and seconded by Teresa Castillo to approve the FY23 Board Meeting Dates, for Four Corners Charter School, Inc. Board Meeting, with edits. Motion was approved unanimously. (3-0, 2 absent)

Legislative Update

- Ms. Weaver updated the board about the latest legislative updates.

- Dr. Ruiz informed the board that progress monitoring has already been taking place in the classrooms before this change of benchmarks.

II. CSUSA Strategic Priorities Reports

State Director Report

- Dr. Eddie Ruiz informed the board that the school dashboards were reviewed with Leadership and Quest Visits were completed as well. Dr. Ruiz will be attending the Four Corner's Graduation on May 25, 2022. He also reminded the board that the Summer PLA is on June 22 to June 24, 2022.
- Board Chair Castillo shared with the board that she is very excited about the professional development taking place.

Principal Report

Principal Denise Thompson shared with the board updates about teacher trainings taking place and the strategies used to implement them, including going back to basics.

III. FINANCIALS

FCCS, Inc. Financial Review

- The board reviewed the FCCS, Inc. Financial Review and its balance sheet with Ms. Barner.

MOTION: Motion was made by Julius Melendez and seconded by Teresa Castillo to accept the FCCS, Inc. Financial Review for Four Corners Charter School, Inc. as presented. Motion was approved unanimously. (3-0, 2 absent)

FCCS, Inc. FY23 Budget Review

- The board reviewed the FCCS, Inc. FY23 Budget Review and all questions were answered by Ms. Barner.

MOTION: Motion was made by Julius Melendez and seconded by Teresa Castillo to accept the FCCS, Inc. FY23 Budget Review for Four Corners Charter School, Inc., as presented. Motion was approved unanimously. (3-0, 2 absent)

FY22 Audit Engagement Letters

- The board reviewed the FY22 Audit Engagement Letters, and all questions were answered by Ms. Barner.

MOTION: Motion was made by Julius Melendez and seconded by Teresa Castillo to accept the FY22 Audit Engagement Letters for Four Corners Charter School, Inc. as presented. Motion was approved unanimously. (3-0, 2 absent)

- Ms. Barner informed the board that this will be her last meeting presenting the financials and that Mr. Yurik Rodriguez will be presenting at future meetings. Ms. Barner is the Director of Finance for the District.

FCCS Financial Reports and Variance Analysis – Q3 March 2022

- The board reviewed the FCCS Financial Reports and Variance Analysis – Q3 March 2022 and all questions were answered by Lisanne Morton.

MOTION: Motion was made by Julius Melendez and seconded by Mollie Cunningham to accept the FCCS Financial Reports and Variance Analysis – Q3 March 2022 for Four Corners Charter School, as presented. Motion was approved unanimously. (3-0, 2 absent)

FCCS FY23 Preliminary Budget

- The board reviewed the FCCS FY23 Preliminary Budget and all questions were answered by Lianne Morton.

MOTION: Motion was made by Julius Melendez and seconded by Teresa Castillo to accept the FCCS FY23 Preliminary Budget for Four Corners Charter School, Inc. as presented. Motion was approved unanimously. (3-0, 2 absent)

IV. OLD BUSINESS

HVAC Update

- Ms. Lianne Morton will share \$344,000 invoice with the team and reminded the board that some of this money will be reimbursed by the board and that this is an amendment to the original contract.
- Mr. Chris Kober informed the board that this expense is to repair items not previously replaced when the Chillers were replaced. Controls throughout the building have been installed and 80% of the work is complete. Everything will be finalized by month end.

MOTION: Motion was made by Julius Melendez and seconded by Mollie Cunningham to accept the HVAC expenses and pay the invoice for Four Corners Charter School, Inc. as presented. Motion was approved unanimously. (3-0, 2 absent)

V. NEW BUSINESS

2022-2023 School Calendars

- The board reviewed the 2022-2023 School Calendars included in the packet agenda and were reminded by Ms. Thompson that they align with the School District's calendar.

MOTION: Motion was made by Julius Melendez and seconded by Mollie Cunningham to approve the 2022-2023 School Calendars for Four Corners Charter School, as presented. Motion was approved unanimously. (3-0, 2 absent)

Facility Update

- Mr. Chris Kober informed the board that they have resolved some issues in the play field area for easy exit and have darkened windows throughout the school. They will be resealing the parking lot in the summer when people are not in the building.

Memorandum of Understanding for Reunification Venue

- The board reviewed the Memorandum of Understanding for Reunification Venue.

MOTION: Motion was made by Julius Melendez and seconded by Teresa Castillo to approve the Memorandum of Understanding for Reunification Venue for Four Corners Charter School, as presented. Motion was approved unanimously. (3-0, 2 absent)

VI. PUBLIC COMMENTS

- There were no public comments.

VII. ADJOURNMENT

Chairwoman, Teresa Castillo adjourned the May 3, 2022, Four Corners Charter School, Inc. Board Meeting at 3:01 p.m.

Teresa Castillo, Chairwoman

Date: _____

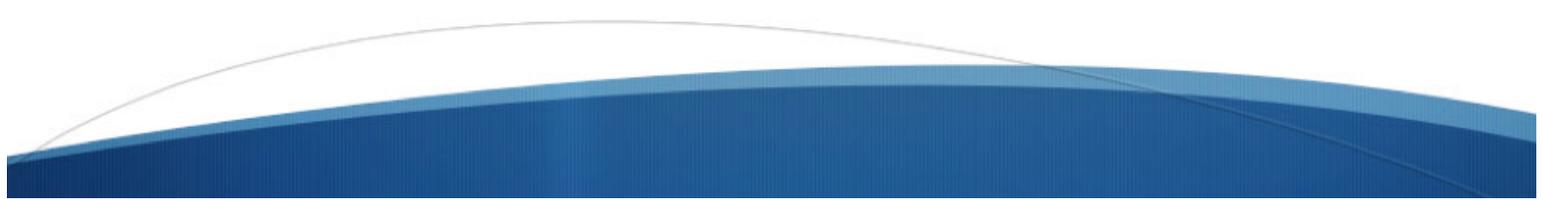
Section Cover Page



III. Financials

- Informational
- For Discussion
- For Action

Notes:



OSCEOLA COUNTY COMPONENT UNIT
Four Corners Charter School, Inc.
Fiscal Year 2021-22 Budget Amendment #1

| | OF1 Function UFTE | General Fund | | | |
|---|-------------------------|------------------|------------------------|--------------|---------|
| | | Budget Amounts | | | |
| | | 2021-22 Final | 2021-22 End of Year | Difference | |
| | | | | | % |
| REVENUES | | | | | |
| Federal Direct | 3100 | | | 0.00 | |
| Federal Through State & Local | 3200 | 0.00 | 0.00 | 0.00 | |
| State Sources | 3300 | 7,257,125.00 | 7,543,291.25 | 286,166.25 | 3.94% |
| Local Sources | 3400 | 4,000.00 | 7,400.00 | 3,400.00 | 85.00% |
| Total Revenues | | 7,261,125.00 | 7,550,691.25 | 289,566.25 | 3.99% |
| EXPENDITURES | | | | | |
| Current: | | | | | |
| Instruction | 5000 | 5,583,650.50 | 5,813,700.81 | 230,050.31 | 4.12% |
| Student & Instructional Support Services | 6000 | 0.00 | 0.00 | 0.00 | |
| Board | 7100 | 6,311.25 | 6,311.25 | 0.00 | 0.00% |
| Administration Fees: | | | | | |
| District Holdback Fee | 7201 | 88,086.00 | 90,319.00 | 2,233.00 | 2.54% |
| Charter Holder | 7202 | | | 0.00 | |
| Management Company | 7203 | 1,088,568.75 | 1,131,493.69 | 42,924.94 | 3.94% |
| Other | 7204 | | | 0.00 | |
| School Administration | 7300 | | | 0.00 | |
| Facilities Acquisition and Construction | 7400 | 1,042,448.75 | 1,042,448.75 | 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 | 150,000.00 | 344,000.00 | 194,000.00 | 129.33% |
| 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 | |
| Total Expenditures | | 7,979,065.25 | 8,448,273.50 | 469,208.25 | 139.93% |
| Excess (Deficiency) of Revenues Over (Under) Expenditures | | (717,940.25) | (897,582.25) | (179,642.00) | 143.92% |
| OTHER FINANCING SOURCES (USES) | | | | | |
| 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 | 695,629.00 | 684,671.00 | (10,958.00) | -1.58% |
| Transfers Out | 9700 | 0.00 | 0.00 | 0.00 | |
| Total Other Financing Sources (Uses) | | 695,629.00 | 684,671.00 | (10,958.00) | -1.58% |
| SPECIAL ITEMS | | | | 0.00 | |
| EXTRAORDINARY ITEMS | | | | | |
| Net Change in Fund Balances | | (22,311.25) | (212,911.25) | (190,600.00) | 854.28% |
| Fund Balance - Beginning of Year | 2800 | 4,797,108.66 | 4,797,108.66 | 0.00 | 0.00% |
| Adjustment to Fund Balance | 2891 | | | 0.00 | |
| Fund Balance - End of Year | 2700 | 4,774,797.41 | 4,584,197.41 | (190,600.00) | -3.99% |

Fund Balance:

| | |
|---------------------------|---------------------|
| Debt Service | 1,042,448.75 |
| Maintenance Reserve | 300,000.00 |
| Unassigned | 3,241,748.66 |
| Total Fund Balance | 4,584,197.41 |

Notes:

Unreserved fund balance as a percentage of revenues:

39.36%

OSCEOLA COUNTY COMPONENT UNIT

Four Corners Charter School, Inc.

Fiscal Year 2021-22 Budget Amendment #1

| | OF3 Function UFTE | Capital Projects | | | |
|---|-------------------------|------------------|------------------------|------------|---------|
| | | Budget Amounts | | | |
| | | 2021-22 Final | 2021-22 End of Year | Difference | |
| | | 1029.83 | 1043.98 | 14.15 | % |
| REVENUES | | | | | |
| Federal Direct | 3100 | | | 0.00 | |
| Federal Through State & Local | 3200 | | | 0.00 | |
| State Sources | 3300 | 472,617.00 | 684,671.00 | 212,054.00 | 44.87% |
| Local Sources | 3400 | | | 0.00 | |
| Total Revenues | | 472,617.00 | 684,671.00 | 212,054.00 | 44.87% |
| EXPENDITURES | | | | | |
| 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 | | | 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 | | | 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 | |
| Total Expenditures | | 0.00 | 0.00 | 0.00 | |
| Excess (Deficiency) of Revenues Over (Under) Expenditures | | 472,617.00 | 684,671.00 | 212,054.00 | 44.87% |
| OTHER FINANCING SOURCES (USES) | | | | | |
| 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 | (472,617.00) | (684,671.00) | 212,054.00 | -44.87% |
| Total Other Financing Sources (Uses) | | (472,617.00) | (684,671.00) | 212,054.00 | -44.87% |
| SPECIAL ITEMS | | | | | |
| EXTRAORDINARY ITEMS | | | | | |
| Net Change in Fund Balances | | | | | |
| | | 0.00 | 0.00 | 0.00 | |
| Fund Balance - Beginning of Year | 2800 | 204,870.90 | 204,870.90 | 0.00 | 0.00% |
| Adjustment to Fund Balance | 2891 | | | | |
| Fund Balance - End of Year | 2700 | 204,870.90 | 204,870.90 | 0.00 | 0.00% |

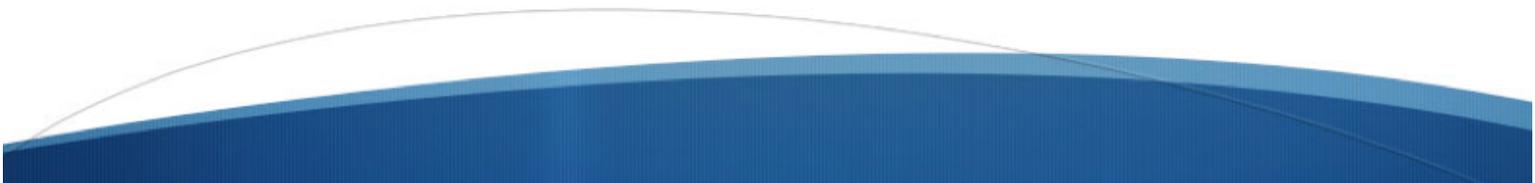
Section Cover Page



V. New Business

- Informational**
- For Discussion**
- For Action**

Notes:



**The School District of Osceola County,
Florida**

CHARTER SCHOOL DOCUMENTATION FORM

It is the intention of Four Corners Charter School to submit our own Mental Health Assistance Allocation Plan.

Charter School Administrator Signature:

Denise Thompson

Governing Board Approval Date:

Due with Plan by July 8, 2021 to Elizabeth.lane@osceolaschools.net

OR

It is the intention of _____ Charter School to be included in the School District of Osceola County Mental Health Assistance Allocation Plan.

Charter School Administrator Signature:

Due by July 8, 2021 to Elizabeth.Lane@osceolaschools.net

**The School District of Osceola County,
Florida**

CHARTER SCHOOL DOCUMENTATION FORM

MSID(49-0863)

It is the intention of Four Corners Charter School to submit our own Mental Health Assistance Allocation Plan.

Charter School Administrator Signature:

Governing Board Approval Date:

Denise Thompson

6/8/2021

Due with Plan by July 8, 2021 to Elizabeth.lane@osceolaschools.net

OR

It is the intention of _____ Charter School to be included in the School District of Osceola County Mental Health Assistance Allocation Plan.

Charter School Administrator Signature:

Due by July 8, 2021 to Elizabeth.Lane@osceolaschools.net



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org



2021-2022 Mental Health Application

Part I: Youth Mental Health Awareness Training Plan

Part II: Mental Health Assistance Allocation Plan

(Insert District Name)

49-0863 Four Corners Charter School (Four Corners Charter School, Inc.)

Deadline for submission to ShareFile
on or before August 1, 2021

2021-2022 Mental Health Application

Purpose

The purpose of the combined mental health application is to streamline and merge two programs into one application. The Youth Mental Health Awareness Training (YMHAT) Plan and the Mental Health Assistance Allocation (MHAA) Plan are to provide supplemental funding to districts so schools can establish, expand and/or improve mental health care, awareness and training and offer a continuum of services. These allocations are appropriated annually to serve students and families through resources designed to foster quality mental health. This application is separated into two primary sections: Part I includes the YMHAT Plan and Part II includes the MHAAP

Part I. Youth Mental Health Awareness Training Plan

In accordance with section (s.) 1012.584, Florida Statutes (F.S.), the YMHAT allocation is to assist districts with providing 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.

Part II. Mental Health Assistance Allocation Plan

In accordance with s. 1011.62(16), F.S., the MHAA Plan allocation is to assist districts in establishing or expanding school-based mental health care; training educators and other school staff in detecting and responding to mental health issues; and connecting children, youth and families who may experience behavioral health issues with appropriate services.

The application must be submitted to the Florida Department of Education (FDOE) ShareFile by the deadline **August 1, 2021**.

There are two submission options for charter schools:

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

YMHAT Objective: provide 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.

2021-2022 Mental Health Application

Part I. Youth Mental Health Awareness Training Plan and Projected Budget

Section A: YMHAT Training Plan

| |
|--|
| 1. What is the percentage of employees currently trained and certified in YMHAT? |
| There are _____ % of employees trained and certified as of _____ (date) |
| 2. Explain the training goal(s) for the upcoming 2021-2022 school year. |
| |
| 3. In addition, the annual goal for the 2021-2022 school year is to train: |
| _____ % of employees as of _____ (date) |
| 4. Explain the training goal(s) for the next 3-5 years. |
| |
| 5. What is the procedure for training new personnel to the district? |
| |
| 6. Explain how the district will utilize the following three YMHAT programs: |
| • Youth Mental Health First Aid (YMHFA) |
| |
| • YMHFA Recertification |
| |
| • Kognito At-Risk Modules (at all three levels: elementary, middle, high school) |
| |

2021-2022 Mental Health Application

Section B: YHHAT Projected Budget

| Categories | Detailed Description, number of activities within each category | Cost Per/Each | Total Projected Budget by Category |
|---|---|---------------|------------------------------------|
| 1. Stipends (Detailed # of personnel and stipend cost per person) | | | |
| 2. Materials (Detail # of units x individual unit cost, plus shipping) | | | |
| 3. National Council (YMHFA) Training (Detailed description of each training activity to include # of personnel and individual training costs) | | | |
| 4. Additional Kognito Modules (Provide the name of training module and cost) | | | |
| TOTAL 2021-2022 BUDGET: | | | 0 |
| 5. Additional narrative (optional): | | | |
| | | | |

2021-2022 Mental Health Application

Part II. Mental Health Assistance Allocation Plan s. 1011.62 (16), F.S.

Section A: MHAA Plan Assurances

The district assures...

- 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.
- Mental health assistance allocation funds do not supplant other funding sources or increase salaries or provide staff bonuses or incentives.
- Maximizing the use of other sources of funding to provide school-based mental health services (e.g., Medicaid reimbursement, third-party payments and grants).
- Collaboration with FDOE to disseminate mental health information and resources to students and families
- The district website includes local contacts, information and resources for mental health services for students and families.
- Includes a system for tracking the number of students at high risk for mental health or co-occurring substance use disorders who received mental health screenings or assessments; the number of students referred to school-based mental health services providers; the number of students referred to community-based mental health services providers; the number of students who received school-based interventions, services or assistance; and the number of students who received community-based interventions, services or assistance.

A school board policy or procedure has been established for...

- Students referred for a mental health screening assessed within 15 calendar days of referral.
- School-based mental health services initiated within 15 calendar days of identification and assessment.
- Community-based mental health services initiated within 30 calendar days of referral coordinating mental health services with a student's primary mental health care provider and other mental health providers involved in student care.
- Assisting a mental health services provider or a behavioral health provider as described in s. 1011.62, F.S., respectively, or a school resource officer or school safety officer who has completed mental health crisis intervention training in attempting to verbally de-escalate a student's crisis situation before initiating an involuntary examination pursuant to s. 394.463, F.S. Procedures include must include strategies to de-escalate a crisis situation for a student with a developmental disability as that term is defined in s. 393.063, F.S.
- The requirement that in a student crisis situation, the school or law enforcement personnel must make a reasonable attempt to contact a mental health professional who may initiate an involuntary examination pursuant to s. 394.463, F.S., unless the child poses an imminent danger to self or others before initiating an involuntary examination pursuant to s. 394.463, F.S. Such contact may be in person or using telehealth, as defined in s. 456.47, F.S. The mental health professional may be available to the school district either by contracts or interagency agreements with the managing entity, one or more local community behavioral health providers, or the local mobile response team, or be a direct or contracted school district employee.

2021-2022 Mental Health Application

Section B: Planned Outcomes

Identify one or two specific and measurable outcomes for your district's plan to achieve through the 2021-2022 evidence-based mental health program.

- (1) The school ' s mental health program will increase access to mental health support for its students.
- (2) Treatment plan goals of students on the counselor ' s caseload will be met and symptomology will be reduced.

Section C: District Program Implementation

Please include the following in this section:

1. Evidence-Based Program (EBP) and Description

Name and provide the essential elements of the EBP you will be implementing through a Multi-Tiered System of Supports (MTSS) using one or more of the preferred EBP/Practices found in Blue Menu of Evidence-Based Psychosocial Interventions for Youth and the SAMHSA Evidence-Based Practices Resource Center.

Describe the key EBP components that will be implemented as well as any related activities, curricula, programs, services, policies and strategies.

***If you will be using another EBP other than those provided above please explain using the same format listed.**

2. EBP Implementation

This should include:

- Explain how your district will implement evidence-based mental health services for students to improve the early identification of social, emotional, behavioral problems or substance use disorders, as well as the likelihood of at-risk students developing social, emotional, behavioral problems, depression, anxiety disorders, suicidal tendencies and how these will assist students dealing with trauma and violence.
- Explain how the supports will deliver evidence-based mental health care assessment, diagnosis, intervention, treatment and recovery services to students with one or more mental health or co-occurring substance abuse diagnoses and to students at high risk of such diagnoses.

3. Outcome Measures

- Provide the outcome measures of your EBPs and how each aligns with your overall annual program goals in Section 2.

4. Multi-tiered System of Support (MTSS)

- Identify the tier(s) of the EBP being implemented.

Appendix Examples

2021-2022 Mental Health Application

Table 1: District Program Implementation

| 1. EBP and Description | 2. EBP Implementation | 3. Outcome Measures | 4. MTSS | | |
|--|---|--|-------------------------------------|-------------------------------------|-------------------------------------|
| | | | 1 | 2 | 3 |
| Attitude is Altitude - K-12 curriculum that focuses on Social and Emotional learning, positivity and anti-bullying. The curriculum aligns with the Collaborative for Academic, Social and Emotional Learning (CASEL) standards. | Attitude is Altitude will be implemented by teachers in designated grade levels through classroom lessons. | Improved student self-esteem Increase in student motivation | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Invo Multidisciplinary Program to Address Childhood Trauma (IMPACT) - Utilizes a multidisciplinary approach to the treatment of youth with mental health/substance use challenges. A multidisciplinary team works collaboratively bringing best practices into the evaluation, treatment and service delivery process. Interventions are delivered by licensed mental health professionals who receive regular support from a board certified behavior analyst. Behavior support and therapeutic interventions are provided while encouraging academic support and progress. Interventions draw on each youth ' s strengths, incorporates family members and group-based interventions with the goal of establishing | Inteventions align closely with cognitive-behavioral therapy (CBT) techniques and applied behavior analysis with the explicit goal of reducing mental health symptoms, improving functioning in a variety of domains, encouraging youth and their parents to understand the nature of mental health and/or substance related disorders and how to use newly-learned skills to maintain positive functioning and recovery. In CBT, youth are taught about the link between thoughts and emotions, and how they may affect subsequent behavior. By replacing maladaptive thoughts with adaptive thoughts, youth are able to make better decisions about how to act or behave and how to apply good coping skills. CPT also makes use of established behavior principals such as positive reinforcement to reward adaptive behavior and extinguish unhealthy behaviors. Trauma-focused CBT is a subspeciality within CBT that allows providers to focus closely on Adverse Childhood Experiences (ACEs). This therapy addresses affective/emotional, cognitive/thinking-based and behavioral | Treatment plan goals will be met Some examples of goals may include: a) Improved decision making b) Improved coping skills c) Increased resiliency | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |

2021-2022 Mental Health Application

| 1. EBP and Description | 2. EBP Implementation | 3. Outcome Measures | 4. MTSS | | |
|--|--|------------------------------|--------------------------|-------------------------------------|--------------------------|
| | | | 1 | 2 | 3 |
| | (continued from above) specifics of the trauma, teaching effective parenting skills to caregivers, and capitalizing on the healing therapeutic alliance between therapist and student. Services may be provided via individual therapy, group therapy and/or family therapy. | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Referral to community providers - School may refer some students to providers in the community for mental health services. | School may refer some students to community-based providers. School personnel will attempt to obtain a release of information from the family to allow for collaboration with the community-based therapist. If the release is granted, school personnel will follow up with the therapist regarding treatment progress. If the release is not granted, school personnel will follow up with the family and/or student regarding progress. | Symptomology will be reduced | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

Additional narrative may be added [here](#)

2021-2022 Mental Health Application

Section D: Direct Employment

Table 2: MHAA Plan Direct Employment

| Position | Current Ratio as of August 1, 2021 | 2021-2022 Proposed Ratio by June 30, 2022 |
|---------------------------------------|------------------------------------|---|
| School Counselor | N/A | N/A |
| School Social Worker | N/A | N/A |
| School Psychologist | In partnership with district | In partnership with district |
| Other Licensed Mental Health Provider | 0.30 FTE | 0.75 FTE |

| Direct employment policy, roles and responsibilities | Description |
|--|--|
| Explain how direct employment of school-based mental health services providers (school psychologists, school social workers, school counselors and other licensed mental health professionals) will reduce staff-to-student ratios. | The school will secure licensed mental health providers who will work on site for at least a total number of hours commensurate to a minimum of 90% of the school ' s MHAA. The school will maximize third-party billing opportunities to allow for increased financial resources to allow for expanded provider service schedules and a reduction in staff-to student |
| Describe your district's established policies and procedures to increase the amount of time student services personnel spend providing direct mental health services (e.g., review and revision of staffing allocations based on school or student mental health assistance needs. | Through mental health team meetings the school will identify students who are at the greatest need of intervention. We will use an MTSS model to allocate resources based on student need. Students identified as needing Tier 3 interventions will have the greatest number of touchpoints, followed by those identified as needing Tier 2 supports. The team will meet |
| Describe the role of school based mental health providers and community-based partners in the implementation of your evidence based mental health program. | Providers/partners will work collaboratively with the school mental health team to ensure that services are aligned and coordinated to meet the needs of the students on the caseload. Services will be initiated timely, in accordance with state statute. |

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

Table 3: MHAA Plan Contracts or Interagency Agreements and Services Provided

| Mental Health Provider: | Agency: | Services Provided: | Funding Source: |
|-------------------------|-------------------------|--|-----------------|
| LMHCLCSW/LMFT | Invo-Progressus Therapy | Assessment, therapy, collaboration | MHAA, 3rd party |
| BCBA | Invo-Progressus Therapy | Consultation/ Collaboration (indirect) | MHAA |
| | | | |
| | | | |

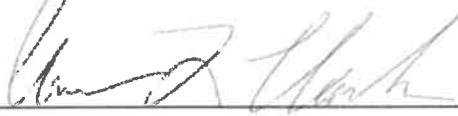
2021-2022 Mental Health Application

Charter School Certification

49-0863 Four Corners Charter School (Four Corners Charter School, Inc.)

This application certifies that the _____ Charter School Governing Board approved the school's Mental Health Assistance Allocation Plan, which outlines the program and planned expenditures to establish or expand school-based mental health care consistent with the statutory requirements for the mental health assistance allocation in accordance with section 1011.62(16), F.S.

Governing Board Chairperson Signature: _____



Charter School Administrator Signature: _____



Governing Board Approval Date: 6/8/2021

[GOVERNING BOARD]

POLICY: DISQUALIFICATION LIST OF CERTAIN INDIVIDUALS

EFFECTIVE DATE: _____

On June 21, 2021, Governor DeSantis signed House Bill 131, which amended sections 1001.10, 1001.42, 1001.51, 1002.33, 1002.421, 1006.061, 1012.27, 1012.31, 1012.315, 1012.795, 1012.796, and 1012.797, F.S., with an effective date of July 1, 2021. The law requires the Department of Education to create and maintain a Disqualification List that will be used as a screening tool for charter schools that participate in state scholarships.

This Policy is to ensure the charter school governing board (the “Governing Board”) will comply with the newly created “Disqualification List” which will require employing entities, for purposes of this Policy such as the Governing Board, to both report qualified employees to the list and check the list for ineligible candidates prior to employment. Ineligible candidates would have committed offenses listed in section 1012.315, F.S., or engaged in sexual misconduct with a student. The Policy will also provide a list of definitions, including sexual misconduct, instructions for reporting an individual, removing an individual and executing separation affidavits.

A. Definitions.

a. In this Policy, the terms are defined as follows:

- i. *“Clear and convincing evidence or material”* means evidence relied upon at hearing, or the material or information relied upon in the absence of a hearing, such as videos, witness statements, and admissions, is of such weight and credibility that they produce a firm belief, without hesitancy of a fact;
- ii. *“Conviction”* means an adjudication of guilt by a court, after a determination of guilt by verdict or a plea of guilt; as well as where a person is found guilty, plead guilty or plead nolo contendere and adjudication of guilt is withheld;
- iii. *“Covered position”* means a position held by instructional personnel, administrative personnel and educational support persons, as defined by s. 1012.01(2), (3) and (6), F.S., and as determined by the charter school which may include, but is not limited to, those positions listed in "Exhibit A" attached hereto;
- iv. *“Department”* means the Department of Education;
- v. *“Educator certificate”* means any certificate awarded under s. 1012.55, F.S., and identified in Rule 6A-4.002, F.A.C.;
- vi. *“Employment”* or *“employed”* means any person performing services in a covered position for the charter school school, regardless of whether the person is hired and paid directly by the charter school, or hired and paid through a contract the charter school has with a third party;
- vii. *“Reporting entity”* for purposes of this policy is the charter school governing board

- viii. “*Sexual misconduct with a student*” means any behavior or act, whether physical, verbal or electronic, by a person in a covered position with a prekindergarten through 12th grade student, regardless of the age or consent of the student, which is intended to erotically stimulate either person or which is likely to cause such stimulation. Examples of sexual misconduct with a student may include all of the following conduct:
1. Making lewd or lascivious remarks to a student or performing such acts in the presence of a student;
 2. Kissing a student, intentionally touching a student's breast(s) or sexual organs, regardless of whether the student is clothed;
 3. Sending, providing or exchanging nude or semi-nude pictures with a student or a request for the same; and
 4. Any attempt to engage, or offer to engage, a student in any behavior or act which would constitute sexual misconduct with a student, if completed.

B. The Role of the Governing Board.

- a. The Governing Board will ensure that only persons subject to the Disqualification List are submitted to the Department for placement on the Disqualification List.
- b. The Governing Board shall designate a person, either the (<BOARD TO SELECT POSITION>) responsible for providing information and responding to Department inquiries related to the Disqualification List.

C. Reporting Requirements of the Governing Board.

- a. In order to submit a person for inclusion on the Disqualification List, the Governing Board will issue and maintain a written report adopted in accordance with the procedures set forth herein.
- b. After investigation by the Governing Board, the Governing Board shall cause a final order or written report to be issued by the Governing Board which shall include the following information:
 - i. A determination that the person is ineligible for employment with Governing Board or related entity;
 - ii. The determination is based upon a finding, supported by clear and convincing evidence or material, that the person committed either sexual misconduct with a student, as defined by this Policy, or has been convicted, as defined by this Policy, of one of the crimes listed in s. 1012.315, F.S.; and
 - iii. The sexual misconduct or crime occurred on or after June 1, 2022, while the person was employed by the reporting entity in a covered position.
- c. The Governing Board then, following the issuance of the written report or final order, shall utilize the reporting website provided by the Department at <http://fldoe.org/disqualificationlist> and the report, separate from the written report noted above, shall include the following:
 - i. The name, date of birth and last four numbers of the social security number of the person to be included on the list;

- ii. The date and number of the final order or report;
- iii. The information that must be included in the final order or report as noted herein
- iv. Confirmation that the person was provided written notice of the consequence of placement on the Disqualification List, as set forth in the capitalized language found in this Policy.

D. Procedural Process.

- a. In order to ensure that any person submitted for inclusion on the Disqualification List by Governing Board receives a level of process comparable to persons submitted by a school district, prior to submission of a person for the list, the Governing Board has adopted the following procedures:
 - i. The Governing Board shall provide written notice to the individual that the Governing Board intends to submit the person for inclusion on the Disqualification List at least ten (10) days prior to the submission to the Department;
 - ii. The written notice provided to the individual will include the reason for potential inclusion on the Disqualification list for a reason included in Florida Statutes or Florida Administrative Code.
 - iii. If the individual intends to dispute the intended action by the Governing Board for submission to the Disqualification List, the individual submitted for inclusion on the Disqualification List then has five (5) calendar days to provide a written response (the “Response”) to the Governing Board which shall include any and all evidence contrary to the notice provided by the Governing Board. The Response must include all exhibits and/or witness statements in support of the individual’s position contrary to the Governing Board’s notice as no other evidence will be received by the Governing Board following submission of the Response.
 - iv. Upon receipt of the Response, the Governing Board shall set the matter on the next available Governing Board public agenda for final disposition by the Governing Board (the “Hearing”). The Governing Board will provide written notice to the individual of the opportunity to contest the intended action and the date of the Governing Board. The individual shall be given ten (10) minutes to present its case to the Governing Board, not including the response time to any questions from the Governing Board. The individual will not be permitted to bring any additional witnesses or present any additional evidence not already included in the Response.
 - v. The Hearing shall be presided over by the (<**Governing Board Attorney, Area Director, etc.**>) (the “Presiding Officer”) who shall, at the Hearing, disclose any and all conflicts of interest and relationship to the individual. The Presiding Officer shall be a neutral party and the recommendation and determination shall be made by the Presiding Officer for adoption by the Governing Board where the intended action is contested.

- vi. The Governing Board, in accordance with the procedures above, shall issue a written report that includes the information and findings which caused the person to be included on the Disqualification List based upon a finding, supported by clear and convincing evidence or material, that the person committed either sexual misconduct with a student, as defined by this rule, or has been convicted, as defined by this rule, of one of the crimes listed in s. 1012.315, F.S.; and
- vii. ; including any consideration of the Response or evidence presented at the Hearing.
- viii. The Governing Board shall report a person to the Disqualification List within 48 hours of the date when the final order or report is final and filed with the Governing Board.
- ix. The Governing Board will provide written notice to any individual submitted for inclusion on the Disqualification List either by certified mail to the last known address, in person, or via electronic mail of the consequences of inclusion on the list, and shall include the following statement: “ANY PERSON ON THE DISQUALIFICATION LIST MAINTAINED BY THE FLORIDA DEPARTMENT OF EDUCATION UNDER S. 1001.10(4), F.S., MAY NOT SERVE OR APPLY TO SERVE AS AN EMPLOYEE OR CONTRACTED PERSONNEL AT A PUBLIC SCHOOL OR PRIVATE SCHOOL THAT PARTICIPATES IN A STATE SCHOLARSHIP PROGRAM UNDER CHAPTER 1002, F.S. A PERSON WHO KNOWINGLY VIOLATES THIS PROVISION COMMITS A FELONY OF THE THIRD DEGREE, PUNISHABLE AS PROVIDED IN S. 775.082, F.S., OR S. 775.083, F.S.”
- x. The Governing Board shall permanently maintain all records related to the determination to submit a person for inclusion on the Disqualification List.

E. Removal from Disqualification List. The process for submitting, considering and ruling upon a request for removal from the Disqualification List is set forth below.

- a. A request for removal may be submitted by the Governing Board that submitted the person for the list and must:
 - i. Be in writing and submitted to the list accessible at <http://fldoe.org/disqualificationlist>;
 - ii. Identify which paragraph of s. 1001.10(4)(c), F.S., is relied upon for the request for removal and provide details demonstrating the basis of removal;
 - iii. Include a copy of the final order or report which resulted in placement on the list and the current address of the Governing Board; and
 - iv. Include certified or notarized documentary evidence supporting the request.
- b. It is understood by the Governing Board and any individual previously reported to the Disqualification List that removal from the disqualification list is subject to the sole and absolute discretion of the Department.

F. Effective Date.

- a. This policy became effective _____, 2022. The Governing Board reserves the right to change provisions of this Policy at any time in the future.

G. Applicable State Laws

- a. **FLA. STAT. ANN § 1001.10, 1001.42, 1001.51, 1002.33, 1002.421, 1006.061, 1012.27, 1012.31, 1012.315, 1012.795, 1012.796, and 1012.797.**

EXHIBIT A

COVERED EMPLOYEES

1. **INSTRUCTIONAL PERSONNEL.**—“Instructional personnel” means any K-12 staff member whose function includes the provision of direct instructional services to students. Instructional personnel also includes K-12 personnel whose functions provide direct support in the learning process of students. Included in the classification of instructional personnel are the following K-12 personnel:
 - a. *Classroom teachers.*—Classroom teachers are staff members assigned the professional activity of instructing students in courses in classroom situations, including basic instruction, exceptional student education, career education, and adult education, including substitute teachers.
 - b. *Student personnel services.*—Student personnel services include staff members responsible for: advising students with regard to their abilities and aptitudes, educational and occupational opportunities, and personal and social adjustments; providing placement services; performing educational evaluations; and similar functions. Included in this classification are certified school counselors, social workers, career specialists, and school psychologists.
 - c. *Librarians/media specialists.*—Librarians/media specialists are staff members responsible for providing school library media services. These employees are responsible for evaluating, selecting, organizing, and managing media and technology resources, equipment, and related systems; facilitating access to information resources beyond the school; working with teachers to make resources available in the instructional programs; assisting teachers and students in media productions; and instructing students in the location and use of information resources.
 - d. *Other instructional staff.*—Other instructional staff are staff members who are part of the instructional staff but are not classified in one of the categories specified in paragraphs (a)-(c). Included in this classification are primary specialists, learning resource specialists, instructional trainers, adjunct educators certified pursuant to s. [1012.57](#), and similar positions.
 - e. *Education paraprofessionals.*—Education paraprofessionals are individuals who are under the direct supervision of an instructional staff member, aiding the instructional process. Included in this classification are classroom paraprofessionals in regular instruction, exceptional education paraprofessionals, career education paraprofessionals, adult education paraprofessionals, library paraprofessionals, physical education and playground paraprofessionals, and other school-level paraprofessionals.
2. **ADMINISTRATIVE PERSONNEL.**—“Administrative personnel” includes K-12 personnel who perform management activities such as developing broad policies for the governing board and executing those policies through the direction of personnel at all levels within the district. Administrative personnel are generally high-level, responsible personnel who have been assigned the responsibilities of systemwide or schoolwide functions, comparable to positions such as superintendents, assistant superintendents,

deputy superintendents, school principals, assistant principals, career center directors, and others who perform management activities. Broad classifications of K-12 administrative personnel are as follows:

- a. *instructional administrators*.—Included in this classification are persons with administrative or policymaking duties who have broad authority for management policies and general school operations related to the instructional program. Such personnel often report directly to the school superintendent and supervise other administrative employees. This classification includes assistant, associate, or deputy superintendents and directors of major instructional areas, such as curriculum, federal programs such as Title I, specialized instructional program areas such as exceptional student education, career education, and similar areas.
 - b. *noninstructional administrators*.—Included in this classification are persons with administrative or policymaking duties who have broad authority for management policies and general school operations related to the noninstructional program. Such personnel often report directly to the governing board and supervise other administrative employees. This classification includes assistant, associate, or deputy superintendents and directors of major noninstructional areas, such as personnel, construction, facilities, transportation, data processing, and finance.
 - c. *School administrators*.—Included in this classification are:
 - i. School principals or school directors who are staff members performing the assigned activities as the administrative head of a school and to whom have been delegated responsibility for the coordination and administrative direction of the instructional and noninstructional activities of the school. This classification also includes career center directors.
 - ii. Assistant principals who are staff members assisting the administrative head of the school. This classification also includes assistant principals for curriculum and administration.
 - d. EDUCATIONAL SUPPORT EMPLOYEES.—“Educational support employees” means K-12 employees whose job functions are neither administrative nor instructional, yet whose work supports the educational process.
 - i. Other professional staff or nonadministrative/noninstructional employees are staff members who perform professional job functions which are nonadministrative/noninstructional in nature and who are not otherwise classified in this section. Included in this classification are employees such as doctors, nurses, attorneys, certified public accountants, and others appropriate to the classification.
- (b) Technicians are individuals whose occupations require a combination of knowledge and manual skill which can be obtained through about 2 years of post-high school education, such as is offered in many career centers and Florida College System institutions, or through equivalent on-the-job training.
- (c) Clerical/secretarial workers are individuals whose job requires skills and training in clerical-type work, including activities such as preparing, transcribing, systematizing, or preserving written communications and reports or operating equipment performing those functions. Included in this classification are secretaries, bookkeepers, messengers, and office machine operators.
- (d) Skilled crafts workers are individuals who perform jobs which require special manual skill and a thorough and comprehensive knowledge of the processes involved in the work which is

acquired through on-the-job training and experience or through apprenticeship or other formal training programs. Lead workers for the various skilled crafts areas shall be included in this classification.

(e) Service workers are staff members performing a service for which there are no formal qualifications, including those responsible for: cleaning the buildings, school plants, or supporting facilities; maintenance and operation of such equipment as heating and ventilation systems; preserving the security of school property; and keeping the school plant safe for occupancy and use. Lead workers in the various service areas shall be included in this broad classification.

(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 21st 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
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
Lakewood Ranch Preparatory Academy
Manatee Charter School
Mid Cape Global Academy
North Broward Academy of Excellence
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
Tradition Preparatory High School
Union Park Charter Academy
Waterset Charter School
Winthrop Charter School
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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. We encourage you to schedule appointments after school hours to limit instructional disruptions.
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. Please refer to the required Parent Obligation for attendance requirements when choosing our charter school.

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. 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, earbuds 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 (Schoolology 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 PowerSchool. 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 rd Grade – Grade 8: | 1 hour (3:30 – 4:30) |
| 3 rd Grade – 8 th 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.

Car Tags are only permitted to be used to pick up students during the regular dismissal time.

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 VIOLATIONS¹

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.

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. The parent may be contacted for inappropriate hair or make up, as necessary.

¹ Sample violations listed. The school will provide specific consequences.

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

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:

| Grades K-1 | Grades 2-12 |
|------------------------------------|--|
| E* – Excellent Progress | 90-100% A – Exceeds Mastery of the Standards |
| S* – Satisfactory Progress | 80-89% B – Mastery of Standards |
| N – Needs Improvement | 70-79% C – Approaching Grade Level Standards |
| U – Unsatisfactory Progress | 60-69% D – Below Grade Level Standards |
| | 0-59% F – Failure |
| | S** – Satisfactory Progress |
| | N** – 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:

| Home learning | Reading Log & Instructional Software |
|-------------------------|---|
| 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, email or refer to your school website)

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.

School Name is committed to providing a safe environment for its students, parents, employees, and visitors. Early reporting and intervention have proven to be the most effective method of resolving any actual or perceived incident. Therefore, **School Name** is desiring and requesting that all individuals who believe they have witnessed an incident or experienced conduct that they believe is contrary to the policies, protocols, procedures, and mission of the School immediately report such incident or conduct to the School Principal, Assistant Principal, or the Dean. The school appreciates all individuals partnering with the school in this manner, so we can collectively make **School Name** the absolute best it can be.

FortifyFL is a suspicious activity reporting tool that allows students and members of the community to report information anonymously concerning unsafe, potentially harmful, dangerous, violent, or criminal activities, or threats of such activities to law enforcement or school officials as described by law. <https://getfortifyfl.com/>

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 needs to be added prior to uploading to website)

PARENT OBLIGATION 2022-2023

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. 1/2 of the hours must be completed before Winter Break and the second 1/2 by May 1st.
 - 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 or absent, 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. To assist with the advocacy of school choice, you agree, by indicating below, to allow for the licensing of your school related demographic data. You may opt out by checking: No _____ I do not want to participate. 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 needs to be added)

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 effect of creating an intimidating, hostile or offensive work or academic environment;
 2. Has the purpose or effect of interfering with an individual's work or academic performance; or
 3. Otherwise, adversely affects an individual's employment or academic performance.
- B. Examples of prohibited actions, which may constitute harassment include, but are not limited to, the following:
1. Epithets, slurs or negative stereotyping;

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 investigate 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)

Four Corners Charter School, Inc. Governing Board

MASTER SCHOOL SAFETY PLAN 2022-23 SY

INTRODUCTION

In accordance with Marjory Stoneman Douglas High School Public Safety Act, the following is the Four Corners Charter School, Inc. Governing Board (“FCCS”) Master School Safety Plan (Safety Plan) for its schools. The Safety Plan, in conjunction with individual school building safety plans and the protocols included in the building-level plans, constitutes the Safety Plan. The Safety Plan, including each school building-level safety plan, is confidential and exempt from the Florida Public Records Act pursuant to Fl. Stat. Section 119.071(3)(a). This Safety Plan may not be disclosed to any party other than necessary school employees and law enforcement.

FCCS, in partnership with Charter Schools USA (“CSUSA” and CLPS Consultancy Group, shall annually review this Safety Plan and recommend any changes for the upcoming school year by July 15th of each year. The School Safety Officer (or designee) shall distribute this Safety Plan to school administrators by August 1st of each year.

In addition, each school building principal (or designee) shall, on an annual basis, appoint a Building-level Emergency Response Team, School Threat Assessment Team, and School Medical Response Team. The teams should include, but are not limited to, school administrators, teachers, staff, mental health professionals, school safety officer (SSO/SRO) or School Guardian and law enforcement.

FCCS Shall Designate a School Safety Officer who shall:

1. Review policies and procedures for compliance with state law and rules, including the timely and accurate submission of school environmental safety incident reports.
2. Provide the necessary training and resources to students and school 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 Board’s liaison with local public safety agencies and national, state, and community agencies and organizations in matters of school safety and security
4. Conduct a school security risk assessment at each school using the Florida Safe Schools Assessment Tool. Based on the assessment findings, the School Safety Officer shall provide recommendations to the board which identify strategies and activities that the board should implement in order to address the findings and improve school safety and security. Annually, the board must receive such findings and the School Safety Officer’s recommendations at a publicly noticed board meeting to provide the public an opportunity to hear the board members discuss and take action on the findings and recommendations. School Safety Officer shall report such findings and board action to the Office of Safe Schools within 30 days after the board meeting.
5. School Safety Officer 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 Officer pursuant to paragraph 4 above.

6. As provided by F.S. 1006.07(6)(a)1, **the School Safety Specialist** is responsible for supervision and oversight for all school safety and security personnel, policies and procedures within the school district and act as the point of contact for each district's School Safety Specialist.

I. GENERAL PROCEDURES

FCCS and CSUSA will endeavor to work at all times in a spirit of cooperation with local public safety officials to protect students and staff. In an emergency, the building-level Emergency Response Team will immediately respond. The principal (or designee) shall immediately notify the Florida State Director (or designee) when the team is activated. Local law enforcement and other emergency responders will be notified in accordance with the procedures outlined in the Emergency Management Safety Plans. School leadership will ensure that staff is trained to identify and respond to threats to school safety. School leadership will ensure that staff is trained regarding all safety and accountability procedures. School shall identify the individuals responsible for contacting the primary emergency response agency and the party responsible for notifying CSUSA executive staff for each type of emergency.

As provided in Section 1006.12, F.S., school districts are required to establish or assign at least one safe-school officer at each school facility. A school facility means a public K-12 school, including a charter school, with a Master School Identification Number (MSID) number as provided under Rule 6A-1.0016, F.A.C. Districts must establish a policy for safe-school officer assignment outside of the regular school day, including during before and after school, summer school, during extracurricular activities, and for school-sponsored events. In establishing this policy, districts must consider factors such as the number of persons present, the ratio of staff members to students, and other safety measures available.

A notice shall be posted, in a place readily seen by students, stating that a student's locker or other storage area is subject to search, upon reasonable suspicion, for prohibited or illegally possessed substances or objects.

Schools shall conduct a campus tour by first responders every three years.

Schools shall install a mobile suspicious activity reporting tool on each student issued mobile device and have the website bookmarked on all computer devices issued to students.

All incidents related to school safety and discipline shall be immediately reported and all disciplinary action required to be reported pursuant to School Environmental Safety Incident Reporting System (SESIR) shall be done in a timely manner.

Model emergency management and emergency preparedness procedures shall be established, including emergency notification procedures for the following life-threatening emergencies:

- Weapon-use, hostage, and active shooter situations. The active shooter situation training for each school must engage the participation of the School Safety Officer, 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.

- Hazardous materials or toxic chemical spills.
- Weather emergencies, including hurricanes, tornadoes, and severe storms.
- Exposure as a result of a manmade emergency.

Schools shall implement a procedure to ensure that upon transfer to a different school, the threat assessment team verifies 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.

All schools are required to maintain current school listings in the FortifyFL application, including school name, address, and MSID number. School districts are required to update FortifyFL within five (5) school days of a school opening or closing, or when any other change occurs that impacts the accuracy of district-provided information. The Director of Security will be notified of any changes to personnel at Coral Springs Charter school who are authorized to receive FortifyFL tips through the system. The Security Director has obtained administrative privileges through the Office and Safe Schools and will update school personnel within the system to receive FortifyFL leads/tips and follow up to ensure schools address these tips.

All schools are required to maintain current contact information (telephone number and email address) in the FortifyFL application for each school's administrator and for the school safety specialist. They are required to promote FortifyFL, as provided in Section 943.082(4)(b), F.S. This includes:

- Advertise FortifyFL on the district website, on school campuses, in newsletters, and in school publications;
- Install the FortifyFL app on all mobile devices issued to students; and
- Bookmark the FortifyFL website on all computer devices issued to students.

a. Emergency Management Safety Plans

Each school building shall have an Emergency Management Safety Plan (EMSP) which will detail procedures to be followed if an incident occurs at a school or occurs outside the school that could impact school safety and security. The EMPS will be reviewed annually by the Board and distributed to all staff. The EMPS contains protocols for various natural and human caused threats, hazards, and emergencies. These plans will be reviewed annually by the CSUSA security director and schools for accuracy and to update personnel changes in the EMSP.

b. Building Information for Public Safety Agency/First Responders

Annually, each school's facilities manager (or designee) shall provide copies of site plans/floor plans and maps to jurisdictional law enforcement agency and fire department Police and shall document that this was completed and which agencies have copies of the site plans Access to the campus/buildings will also be provided to first responders, such as building keys or access swipe cards. In addition, each SRO/SSO/Guardian shall be provided a Duty Book when assigned to work at a school.

c. Building-Level Emergency Protocols

Each school shall be guided by the building/campus-specific protocols in its EMSP. The protocols outlined shall be used to respond to natural and human-caused hazards, threats, and emergencies. This includes, but is not limited to:

- Holding students, staff, and visitors at their current locations so short-term emergencies on campus can be dealt with;
- Evacuating students, staff, and visitors to predesignated evacuation staging areas, on and off campus;
- Sheltering students, staff, and visitors from severe weather emergencies or other external hazards;
- Locking-out the school from external hazards, such as dangerous police activities, suspicious persons, or other outside threats;
- Locking-down inside rooms from internal threats, such as an active attacker, shooter, or armed intruder;
- Reunifying students with their parents/guardians during emergency situations;
- Establishing redundant internal and external emergency communication systems, including an anonymous reporting system for students;
- Establishing a chain of command at the school consistent with the National Incident Management System (NIMS);
- Coordinating mental health services to assure that the school has access to federal, state, and local mental health resources;
- Conducting safety drills and other exercises to test elements of the emergency management plan; and
- Securing and restricting access to the campus and/or building, including the roof and a policy identifying who is allowed access to the roof.
- A system of emergency mass communication throughout the school
- A campus access policy

d. Daily Measures/Accountability

In addition to the preceding emergency protocols, all staff members are expected to adhere to common sense basic safety measures. These measures must be performed daily by

school staff and become part of the “school culture” with the purpose of creating a safe school environment. Required daily safety measures include:

- All authorized staff members will carry their classroom/office keys/swipe cards at all times;
- All staff members will wear a School -issued photo identification badges and/or wear a School -issued shirt displaying the school logo;
- Each teacher/staff member who occupies a room or area must scan the room or area upon first entering. If the door is open, the classroom teacher will remain near the door until it is closed. Classroom doors will remain locked at all times unless the teacher is physically standing at the doorway;
- The principal (or designee) will be notified immediately if anything looks suspicious on campus;
- After the designated start time of the school day, each school will be appropriately secured;
- All visitors must report to each building's designated access control entry point(s), such as a security station before being allowed to proceed further into the building;
- All contractors assigned to work in any building must comply with the Jessica Lunsford Act (Act) and must either undergo a Level 2 background check or be accompanied by staff while on campus, as appropriate pursuant to the Act. Contractors will receive an identification badge, which must be visible at all times while on campus.
- School Leadership must ensure that all staff are properly trained and empowered to identify threats to school safety; through appropriate infrastructure, communicate threats to mitigate harm to others; and know how to react to threats. Proper documentation must be retained regarding reporting, assessment, and follow-up.

e. Safety & Security Policies & Procedures

- Within every school’s EMSP are Policies that must be acknowledged prior to the start of the school year by the principal or their equivalent designee.
- These policies align with recommended policies listed within the Florida Safe Schools Assessment Tool (FSSAT). Each policy contains general guidance based upon recognized national best standard protocols and recommended strategies from the MSD Commission Final Report.

- These policies include but are not limited to the following: After Hours; 911; Campus Monitor; Campus Access; Backup Communications; Key Control; Deliveries; Gates; Security Sweeps; Release of Students to Parents; PA Systems; Roof Access; Unauthorized Access and; Visitor Management. Each school can add additional policies and/or procedures as needed and/or required.

- FCCS and CSUSA requires that every school complete the FSSAT and submit it for review annually by the Director of Security and/or the guidelines and deadlines assigned by the school district. Each year, the school safety specialist must complete a school security risk assessment on or before October 1 at each public school in their district using the FSSAT, as provided in Section 1006.07(6)(a)4., F.S., and Section 1006.1493, F.S.

Pursuant to H.B. 1421, all FCCS and CSUSA schools will develop a model family reunification plan for use by childcare facilities, public K-12 schools, and public post-secondary educational institutions that are closed or unexpectedly evacuated due to a natural or manmade disaster. This model plan shall be reviewed annually and updated, as applicable within each FCCS and CSUSA school's Emergency Management Plan in the CLPS portal. The Director of Security will assist schools in creation and implementation of their Reunification Plan and will provide training to all CSUSA schools on how to create said plan.

II. PREVENTION AND INTERVENTION STRATEGIES

a. Threat Assessment Teams

Each school must adopt policies, consistent with this rule and with model policies developed by the Office of Safe Schools, for the establishment of threat assessment teams at each school. Each school's threat assessment team must include persons with expertise in counseling, instruction, school administration, and law enforcement, as provided in Section 1006.07(7)(a), F.S.

- I. The counseling team member must be a school-based mental health services provider that is able to access student mental health records.
- II. The law enforcement team member must be a sworn law enforcement officer, as defined by Section 943.10(1), F.S., including a School Resource Officer, school-safety officer, or other active law enforcement officer. At a minimum, a law enforcement officer serving on a threat assessment team must have access to local Records Management System information, the Criminal Justice Information System, and the Florida Crime Information Center and National Crime Information Center databases. Officers serving on school-based threat assessment teams must also have clearance to review Criminal Justice Information and Criminal History Record Information.
- III. A school guardian, as defined under Section 1006.12(3), F.S., or a school security guard, as defined under Section 1006.12(4), F.S., may not serve as the law enforcement member of a threat assessment team.
- IV. Each school-based threat assessment team must use the Comprehensive School Threat Assessment Guidelines (CSTAG) model to assess the behavior of persons who may pose a threat to school staff or students and to coordinate intervention and services for such persons. All threat assessment team members must be trained on the CSTAG model.

Beginning with the 2022-23 school year, threat assessment teams at each school must be fully staffed and all team members must complete CSTAG training before the start of the school year. Those appointed to threat assessment teams after the start of the school year must complete CSTAG training within ninety (90) days of appointment.

Each school-based threat assessment team must meet as often as needed to fulfill its duties of assessing and intervening with persons whose behavior may pose a threat to school staff or students, but no less than monthly.

Each school must ensure that all threat assessment teams in the district report to the Office of Safe Schools and/or their individual district on the team's activities during the previous school year. The district school safety specialist must ensure all schools in the district timely report information required by this paragraph. Information described below is due by October 1 and must be reported using the FSSAT:

- For the 2021-22 school year, the total number of threat assessments conducted, the number of transient threats, and the number of substantive threats.
- Beginning in the 2022- 23 school year, the information required by subparagraph (10)(g)1. and the gender, race, and grade level of all students assessed by the threat assessment team.

Each school must establish policies to provide notification to parents of threats and unlawful acts or significant emergencies as defined in Section 1006.07(4)(b), F.S., that occur on school grounds, during school transportation, or during school-sponsored activities in coordination with their local school district's policies and Codes of Conduct. These policies must address the timing, content, scope, and manner of notification, circumstances when law enforcement must be consulted, and the person or entity with responsibility for parental notification, and involvement of the threat assessment team. In making these determinations, district policies must take into consideration the nature of the reported threat or incident, whether the threat or incident is ongoing or resolved, whether the threat is transient or substantive, and whether there is an imminent threat of harm to students and the campus community. Notifications must be made in accordance with the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. s. 1232g, 34 C.F.R. Part 99, and Section 1002.22, F.S.

In the case of an imminent threat of harm to students, including an active assailant incident or hostage situation, notification to parents must be made as soon as practicable. Such notification should be made in consultation with local law enforcement and first responders in order to avoid compromising the safety of students and the efficacy of the emergency response and investigation.

In determining the content of notifications to parents, districts must consider including specific information about the threat or incident necessary to inform parents and safeguard the community as determined by the threat assessment team, or other person or entity responsible for parent notification. Such information may include the date and time of the incident, the location and nature of the threat or incident, how and whether the threat or incident was resolved, a description of the suspect (where applicable), crime prevention and safety tips, and crime and threat reporting information.

b. Identification of Sites of Potential Emergency

The School Safety Officer (or designee) in conjunction with local police will identify areas outside of school property which may affect operations during an emergency. Factors that are to be considered include population, presence of hazardous materials, potential for emergency based on national trends, and proximity to school property.

The identification of sites of potential emergency outside of school property will be continuously assessed by local officials in collaboration with the School Safety Officer to ensure emergency plans are current and appropriate. School Safety Officer or designee will conduct a safety and security sweep of the school prior to the commencement of each school day.

b. Identification of School Resources

School resources (i.e., disaster kits) are to be available in each building and stored in accessible locations. Each building will designate a Command Post(s) (CP), where the Building Level Emergency Response Team can work from during an emergency. The list, which is not meant to be inclusive, requires the following items at each school:

- Copy of school-wide key contact information and emergency telephone numbers;
- Copy of the Building-Level Emergency Management Safety Plan;
- Building maps, floor plans, and schematics;
- Telephones (landline and cellular);
- Communication capabilities (walkie-talkies, mobile app);
- Battery-operated AM/FM radios (including a weather radio);
- Flashlights (battery operated lighting sources);
- Fax machine, photocopier, computer;
- Student and staff rosters;
- List of students with special needs and specific evacuation plans;
- Information about emergency needs (e.g. students/staff that require medications, vehicular transportation issues, etc.);
- Medical supplies (first aid and trauma kits);
- Clean drinking water (i.e., bottled water) and non-perishable foods; and
- Evacuation Go Bags.

The school will, as appropriate, utilize all available manpower during an emergency. The Florida State Director (or designee) will, as appropriate, call in all available maintenance and custodial staff to provide support during an emergency.

c. Organizational Chain of Command

The Florida State Director (or designee) shall be responsible for the coordination of resources and manpower during emergencies. If it becomes necessary during an emergency, the Florida State Director will call upon the staff to provide all needed support. In the event that the Florida State Director is not available, the following positions are authorized to make decisions on behalf of the organization:

- Area Directors
- Deputy of Schools
- CSUSA General Counsel

d. Student Transportation Safety

Principal shall ensure that all transported students receive instruction in safe riding practices and rules of conduct and that these safety practices and rules are communicated to parents or guardians.

e. Intervention Strategies

Appropriate prevention and intervention strategies as practiced in each school shall include, but are not limited to, the following:

- familiarization with the campus layout, security personnel and communications system, Non-violent conflict resolution training programs
- Emergency management/threat assessment training programs
- Anti-bullying/harassment programs
- Threat Assessment Team should meet regularly, at least monthly, to review student data (both behavioral and academic) and receive regular training on threat assessments.

The Student Code of Conduct provides for procedures regarding bullying, violence, and harassment and other prohibited student conduct. The Code shall be disseminated to all staff and students by the first week of school. The Code contains procedures to be followed by all school personnel regarding student conduct, reporting of violations, and penalties, procedures and referrals for all inappropriate behaviors as set forth in the Code.

III. CONTACTING LAW ENFORCEMENT

Local first responders are an integral part of the school's ability to manage crisis situations. The Principal (or designee) shall meet at least annually with respective law enforcement officials to review current policies and procedures, make recommendations for changes, if any, and plan for building-level training for both law enforcement and school staff. In addition, each principal shall establish a working relationship with local first responders and other security and emergency management professionals to discuss appropriate safety/security policies and procedures, including the reporting of incidents to appropriate authorities.

Jurisdictional police or other emergency responders will be contacted if, the Principal (or designee), deems such outside assistance is necessary. In the event of an ongoing violent incident that threatens the safety and security of staff and students, the principal (or designee) will contact the police for assistance and notify the Florida State Director as soon as practicable. Other than an immediate crisis, actions with regards to contacting law enforcement will depend on the scope and nature of the crisis.

Beginning in the 2022-23 school year, all CSUSA schools will have immediate access to 911 emergency response through their mobile mass notification alert system in accordance with Alyssa's Law in all Florida schools.

IV. CONTACTING PARENTS/GUARDIANS

In the event of a crisis, or an incident requires an early dismissal of students from school, every effort will be made to notify parents. Principal shall notify the Area Director and as soon as practical, the Area Director (or designee) shall activate the emergency notification system that will provide relevant information. Parental notification procedures for a student involved in disciplinary situations shall be consistent with the Code of Conduct and shall be presented clearly and concisely to staff and students each year. When a student is involved in any violent situation, a parent or guardian shall be contacted as soon as practicable.

Parents have a right to the timely notification of threats, unlawful acts, and significant emergencies. If there is a threat to the health and safety of students and faculty on school grounds, during school transportation, or during school-sponsored activities, the Principal, or designee, will provide parents with timely notification of the incident. In the case of an imminent threat of harm to students, including an active assailant incident or hostage situation, notification to parents must be made as soon as practicable. Such notification should be made in consultation with local law enforcement and first responders in order to avoid compromising the safety of students and the efficacy of the emergency response and investigation. The extent of the information provided in the notice will depend on the individual circumstances of the event. In determining the content of notifications to parents, school personnel must consider including specific information about the threat or incident necessary to inform parents and safeguard the community as determined by the threat assessment team, or the Principal. Notifications must be made in accordance with the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. s. 1232g, 34 C.F.R. Part 99, and Section 1002.22, F.S.

It is the responsibility of all parents and guardians to ensure that emergency contact information for students is always up-to-date and complete.

V. Physical Building Security

Schools shall provide a physical environment, emergency equipment and supplies, and procedures/policies that school officials, in consultation with the first responders, and other security and emergency management professionals deem appropriate to safeguard the safety of all students, staff, and visitors who lawfully enter school property.

Schools shall install and maintain appropriate signage, room numbers, building security systems, alarms, lighting, emergency communications, and locking systems;

Visitors will be required to stop at a designated security station before being granted access into the school. Visitors will be required to produce a State issued photo identification. Their information will be entered into a visitor management system before they are permitted to enter the school. Visitors are required to wear a visible visitor badge at all times. Visitors not known to the school will be escorted to/from locations while inside the school. Visitors, such as parents that are known to the school, do not have to be escorted while inside the building after they have been screened by the visitor management system (i.e. Raptor).

- Ongoing visual inspections and systematic maintenance of security systems, alarms, telephone and emergency communications systems, and locking devices will be performed;
- Basic emergency procedures will be posted inside every classroom;

- Unoccupied classrooms, offices, and closets will be secured;
- Gates and/or fences around the school’s perimeter will be secured, unless staffed or monitored by CCTV;
- Schools will store at least one AED on site;
- Schools will store at least ten trauma kits inside the building/campus.

Schools shall have staff, security devices, and training that, in its judgment, are appropriate to safeguard students, staff, and visitors. This may include but not be limited to school resource officers, school safety officers, guardians, security personnel, monitors, aides, and other staff.

VI. Building Safety/Security

a. Staff Development and Student Management Issues

Early detection can eliminate a significant percentage of potential crises. Therefore, school employees shall receive annual training about warning signs and symptoms of violent behavior. Such training shall be organized annually by the Florida State Director (or designee):

- All newly hired crisis intervention staff, that will serve as a member of the Building-Level Emergency Response Team and threat assessment team (such as school psychologists, social workers, and counselors) shall be trained within 15 days of hire.

b. School Safety and Security Training

School shall maintain funds and other necessary resources for periodic multi-hazard training for staff. Training may include procedures for the review and conduct of drills and other exercises to test components of the emergency management plan, and may include the use of tabletop exercises, in coordination with security consultants, public safety agencies which include law enforcement and fire department.

The School Safety Committee at each school shall meet at least four (4) times a year to review building safety issues, including but not limited to physical security issues, procedural questions, building access, sign-in procedures, and site-related issues. The School Threat Assessment Team shall meet monthly as required by Florida State Law.

Other training shall be implemented as follows:

1. Employees

The following training shall be provided to school administrators and staff:

- Crisis intervention training;
- Active assailant /shooter training;
- Stop the bleed training;
- Threat assessment team training;
- Bullying prevention and intervention training;
- Knowledge of school policies related to security training; and
- Training in the use of security devices and procedures as appropriate.

2. Students

- Annual review of the code of conduct prior to beginning school year;
- Annual review of school safety drills prior to beginning school year;
- Classroom and/or assembly orientations on school security-related issues at the beginning of each school year;
- Non-violent conflict intervention and peer mediation; and
- Anti-bullying and cultural diversity and tolerance instruction.

VII. IMPROVING COMMUNICATION AMONG STUDENTS, BETWEEN STUDENTS AND STAFF, AND REPORTING POTENTIALLY VIOLENT INCIDENTS

a. Program to Improve Communication

Programs to improve communication may include, but are not limited to:

- Youth-run programs;
- Anonymous reporting mechanisms for school violence prevention;
- On-premises/local counseling resources; and
- Other programs based on school needs.

Consulting with students and staff, each principal (or designee) shall establish an appropriate mechanism for reporting school violence, threats of violence, suspicious activities, bullying, and harassment. Each threat assessment team shall report quantitative data on its activities to the Office of Safe Schools in accordance with guidance from the office.

Principals (or designee) shall conduct a meeting with all students and staff at the beginning of each school year:

- Inform them that they are expected at all times to conduct themselves in accordance with the Code of Conduct;
- Inform them that they are expected to report all potentially violent incidents to a responsible adult; and
- Inform them that staff will be available to discuss any concerns/problems.

b. Response to Reports of Potentially Violent Incidents

When a student or staff member becomes aware of implied or direct threats of violence by other students, he or she must report the threat immediately to a teacher, principal, the principal's designee, or other responsible adult at the school. The principal (or designee) shall investigate the report and determine if it is necessary to convene the Threat Assessment Team in order to make further inquiries about the threat. At the conclusion of a threat assessment investigation, the principal (or designee) shall consult the Florida State Director (or designee) to determine appropriate management which includes referrals, services and necessary follow up actions for the student. Disciplinary action, if any, will be in accordance with school policy and state laws.

c. Response to acts of violence

Acts of violence requiring immediate response from building personnel shall be responded to in accordance with protocols found in the Building-Level Emergency Management Plan and once the situation is stabilized, acts of violence involving students shall be subject to processing under the disciplinary procedures in accordance with school policy.

d. Communicating with Media

During a security-related incident at school, all contact with the media will be handled by the Principal at the direction of the public relations firm or by the public relations firm directly. The media and public will be informed and updated as soon as practicable on all developments in statements released by the Florida State Director. Pupils, staff and parents should refer all questions and requests for information to the Florida State Director in order to assure the release of factual and current information.

Appendix A - Safety and Security Standard Operating Procedures

Appendix B - Risk Management School Safety Committees

Appendix C – Active Assailant/Shooter Procedures

Appendix D – MSD Security Policies Checklist

Appendix E – SESIR Reporting Roles & Responsibilities

Appendix A

Safety and Security Solutions and Procedures and School Safety Training and Procedures

In furtherance of the implementation of the Master Safety Plan, the School shall also implement the following digitized program solutions and School Safety Training and Procedures:

Safety and Security Solutions

School Emergency Management Plan Solution

The School Emergency Management Plan Solution is a multiplatform emergency preparedness and planning system. It is a comprehensive digitized program that aligns with the National Incident Management System and meets “best practice” standards for the all-hazards approach necessary to protect schools. The emergency management plan is customized for each school environment and allows authorized school administrators the ability to coordinate the essential components involved in emergency planning, training, and drilling. It includes school-specific emergency response procedures, designation of school safety teams, critical contact information, and other relevant information, such as floor plans, maps, and key documents.

The principal (or designee) shall update the digital plan as appropriate by August 30th of each year. All safety meetings, training, and drills must be logged into the digital plan by the principal (or designee) throughout the school year.

School Threat Assessment Solution

The School Threat Assessment Solution is a multiplatform threat assessment and management system designed to assist the school threat assessment team when investigating a student of concern. When a student or staff member becomes aware of implied or direct threats of violence by other students, he/she must report the threat immediately to the principal, assistant principal, or school dean. The principal (or designee) shall determine if it is necessary to convene the threat assessment team in order to make further inquiries about the threat. Each school has adopted a threat assessment team process that will systematically investigate student-made threats to determine apparent risk level of the student of concern. Threat assessment investigations are non-bias and conducted using standardized questionnaires. The purpose of a threat assessment investigation is to determine if a student poses a real danger to the school community or themselves after gathering information from multiple sources.

School employees that are members of the school threat assessment team are required to complete the digital threat assessment team training course by August 30th of each year. Newly hired employees – that will be assigned to the threat assessment team - are required to complete the digital threat assessment team training course within 15 days of hire. The principal (or designee) will manage the threat assessment program. They are responsible for providing members of the threat assessment team access to the digital training and ensuring they complete the training in a timely manner. If the school threat assessment team is activated and performs a threat assessment investigation, the principal (or designee) shall notify the Florida State Director (or designee) to inform them that a threat case was opened on a student of concern. The principal can start a threat assessment investigation if they deem it necessary without contacting the

Florida State Director in advance. At the conclusion of a threat assessment case, the principal should consult with the Florida State Director (or designee) to discuss the appropriate post-assessment management of the student of concern. Disciplinary action, if any, will be in accordance with school policy. The principal – and threat assessment team - should use the threat assessment software tool when conducting threat assessments. Reports of potentially violent incidents shall be shared with local law enforcement as soon as possible.

School Emergency Preparedness Training Solution

The School Emergency Preparedness Training Solution is a multiplatform digital training system. The app works across multiple platforms, including iOS, Android, and Windows, and is designed to provide school employees essential professional development training related to school safety. Topics covered in the training modules include: Crisis Intervention, Emergency Response, Bullying Prevention/Intervention, Reunification and Active Shooter/Assailant Preparedness.

School employees are required to complete the digital training by August 30th of each year. Newly hired employees are required to complete the training within 15 days of hire. The principal (or designee) will manage the training system. They are responsible for providing their staff access to the digital training and ensuring they complete the training in a timely manner.

TAP App Emergency Communication Solution & Alyssa’s Law

Beginning with the 2022-23 school year, schools are required to implement a mobile panic alert system that meets all requirements of Section 1006.07(4)(c), F.S. Mobile panic alert systems must include mobile devices placed throughout each school campus. In determining the number and placement of devices needed to afford all staff members the ability to silently and easily activate a panic alert in the event of an on-campus emergency, districts must consider using a combination of fixed panic alert buttons, mobile and desktop applications, landline phone capabilities, and wearable panic alerts (such as on a lanyard).

By August 1, 2022, schools must include Alyssa’s Alert in their local emergency policies and procedures required by Section 1006.07(4)(a), F.S. The Alyssa’s Alert policies and procedures must be developed in consultation with the county 911 authority and local emergency management office to ensure that the system selected by the district integrates with local public safety answering point (PSAP) infrastructure to transmit calls and mobile activations.

The TAP App Emergency Communication Solution is a multiplatform hazard and threat management crisis communication system. The app works across multiple platforms, including iOS, Android, and Windows. TAP App serves two main functions related to school safety: *TAP App Security* - designed to assist schools at responding to, mitigating, and managing emergency situations. This includes both natural and human-caused incidents. TAP App Security is customized for each school environment and allows school employees and other key stakeholders that work at the school the ability to communicate horizontally and in real-time during emergencies. For the 2021-22 school year, Tap App has integrated with AT&T-Mutualink in accordance with Alyssa’s Law. Pursuant to the law, Tap App will allow for immediate two-way communication with 911 dispatch in times of crisis. Connection tests between the AT&T-Mutualink software and 911 centers have been scheduled for all CSUSA schools and will be completed by June 1, 2022.

School employees are required to participate in the TAP App Security program. School employees must download the app from the appropriate app store and create an account. School employees will maintain the app on their mobile devices and/or classroom computers. School employees must watch the TAP App Security Training video by August 30th of each year to familiarize themselves with the app and its end user features. Newly hired employees are required to watch the training video within 15 days of hire. Any school employee can initiate a lockdown through the TAP App system if there is an imminent threat, such as an active shooter/assailant or armed threat. School employees are permitted to possess their mobile phones during the school day to be used during emergency situations.

TAP App Student - designed to provide students with an up-to-date means for reporting behavior that is deemed suspicious and/or threatening. The anonymous student reporting function provides students a voice, so school officials can prevent tragedies and provide early intervention services to students in need. Access to TAP App Student can be offered to students in 5th Grade and above. School administrators at each school will determine the appropriateness for students accessing the anonymous reporting app on a student-by-student basis. School administrators should reference the document entitled, "TAP App Student Implementation Procedures" before implementing the student app at their school.

TAP App Student Implementation Procedures

Introduction

TAP App Student is part of the TAP App Emergency Communication Solution designed to provide up to date means for reporting behavior that is deemed suspicious and/or threatening. In keeping with most anonymous reporting systems, TAP App Student provides students a voice so you can safeguard your school through a variety of means. The system allows for customizable incidents based on type, location, etc. Data is easily uploaded, tracked and back-ended to school management.

For students: Reports are kept confidential and securely stored so that students can feel secure in standing up for themselves and their peers without risk of reprisal.

For Administrators: They can view, track, and respond to reports for early intervention and safety.

Anonymous Student Reporting Procedures

While school safety is greatly augmented by the variety of physical and technical procedures, policies and measures presently underway, it should be remembered that true security and safety is achieved by implementing efforts that integrate a host of social learning through emotional positive behavior, mental health, academics and an environment that fosters comprehensive school safety in conjunction with personal involvement and accountability. This is why, while CSUSA recognizes the responsibility placed upon our faculty and staff with the care of our students, it is critical to recognize that everyone plays a vital role in school safety. Students, staff, parents and the community are encouraged to be observant and let an adult know if they see or hear something that makes them feel uncomfortable, nervous or frightened, and especially if they hear threats of dangerous behavior. TAP App Student is designed for just such involvement focused primarily upon the student body. The Board through CLPS shall commence rollout of the TAP App Student program and initiate the following procedures.

Letter to Parents: Schools should notify parents that the program will be part of their school's safety and security profile. Parents should be made aware, generally, of the guidelines and procedures CSUSA has implemented to ensure safety at their children's school and that their concerns and questions are being addressed and that transparency of risk mitigation efforts is paramount.

Training for Faculty: Faculty, administrators and staff should be trained on the TAP App Student program and these efforts should be coordinated with local police and/or the SRO on site.

Training for Students: CSUSA will encourage its schools to promote the TAP App Student program. It should be emphasized at the beginning of each school year and at the start of the midpoint of the year as well. Students should be reminded that they have an obligation to themselves and to their classmates to bring information about dangerous situations to adults at the school so that we can respond quickly and appropriately to protect their safety. The safety and well-being of their friends and classmates are more important than the issue of tattling. They should also be made expressly aware that they will not get into trouble and that the program is entirely anonymous.

Training for Parents: CSUSA should coordinate with school guidance counselors, SROs/local police and/or mental health professionals to provide parents with an understanding of both the App and their role. The latter should include simple items such as:

Reassure children that they are safe. Emphasize that schools are very safe. Let children talk about their feelings, help put them into perspective, and assist them in expressing these feelings appropriately.

Make time to talk. Children and youth do not always talk about their feelings readily. Remind parents and staff how important it is to maintain open communication with children.

Review safety procedures. This should include procedures and safeguards at school and home. Help children identify at least one adult at school and in the community to whom they talk with if they feel threatened or at risk.

Remind your child. Students have an obligation to themselves and to their classmates to bring information about dangerous situations to adults at the school so that the school can respond quickly and appropriately to protect their safety.

Social media. Remind parents and students that they can help make our schools safer, by not passing along rumors they hear to their neighbors or friends; but, instead, reporting them to a school administrator who will then investigate and turn it over to the police, if necessary. Please refrain from posting perceived campus safety issues or shortcomings on social media. This activity has the potential to place our children and staff at unnecessary risks.

Speak Out. If your child has a smart device, please encourage your children to download App. These are but a few factors that CSUSA should consider during the rollout phase of the TAP App Student Anonymous Reporting program. It lends another layer to school safety and security and with proper basic training and familiarization, can offer additional safety for schools while making students also aware and involved in their well-being.

School Safety Training and Procedures

Undergoing safety training is a proven and effective way to create and maintain safer and more secure learning environments. School employees should receive training on a variety of natural and human-caused threats, hazards, and emergencies.

In addition to Crisis Intervention, Emergency Response, Bullying Prevention/Intervention, and Active Shooter/Assailant Preparedness Training, provided to employees digitally, the following is a list of training topics certain school employees should receive: Stop the Bleed Training, First

Aid/CPR/AED Training, Bullying Prevention Training, Threat Assessment Team Training, Reunification, Mental Health First Aid Training, and Situational Awareness Training.

Access Control and Visitor Screening

In order to maintain a safe school environment, it is important that school officials (and security personnel) monitor and manage who is on school property and who is granted access to enter the school building. Each school has access control and visitor screening policies written and acknowledged within their respective EMSP. These are reviewed annually for accuracy and updating as needed.

Schools will perform access control and visitor screening.

Access to the Campus:

Vehicular Monitoring: Vehicles will be required to enter campus through designated roadways that are monitored. Vehicles will be monitored remotely by a security officer (or another designated employee)

Access to the Building:

Visitor Screening – visitors will be required to stop at a designated security station before being granted access into the school. This could include a secure vestibule inside the main entrance (or other designated entrance) where a visitor is screened by a front office worker (or another designated employee). Visitors will be required to produce a State issued photo identification. Their information will be entered into a visitor management system before they are permitted to enter the school. Visitors are required to wear a visible visitor badge at all times. Visitors not known to the school will be escorted to/from locations while inside the school. Visitors, such as parents that are known to the school, do not have to be escorted while inside the building after they have been screened by the visitor management system (i.e. Raptor). The visitor screening area will be equipped with a CCTV / Buzz-in system that is controlled from inside the building.

Police, security, or other designated employees will make random checks around the campus.

School Safety Drills

Performing safety drills is a proven and effective method of maintaining a state of readiness at school. Natural and human-caused threats, hazards, and emergencies can occur quickly and sometimes with little or no warning. Therefore, school employees should practice for emergencies in advance. Performing drills provides employees the opportunity to become better prepared for emergency situations.

Schools will conduct a variety of safety drills annually. These safety drills will include:

Evacuation Drills- everyone is to exit the building and stage at pre-designated evacuation staging areas. Common reasons for evacuation include but are not limited to: Fires, Gas Leaks, Bomb Threats, Other Internal Hazards. Ten (10) evacuation drills are required annually.

Lockdown Drills - everyone inside the building is to secure themselves inside rooms, lock the door, and move out of the line of sight from the hallway (i.e. safe spot). If you are outside the building, everyone is to move to pre-designated evacuation staging areas. Common reasons for lockdown include but are not limited to: Active Shooters, Active Assailants, Armed Threats. Five (5) lockdown drills are required annually.

Shelter Drills - everyone is to move to pre-designated sheltering areas inside the school. Common reasons for shelter include but are not limited to: Severe Weather, Tornados, External Threats. Two (2) shelter drills are required annually.

Lock-Out Drills - everyone that is outside is to re-enter the building. All outdoor activities are suspended. Business as usual inside the school. Common reasons for lock-out include but are not limited to: Dangerous Police Activities, Homeland Security Threats, Other External Threats. Two (2) lock-out drills are required annually.

Hold Drills - everyone is to remain at their current location and await further instructions from administration. Common reasons for hold include but are not limited to: Medical Emergencies, Facilities Failures, Students Fighting, Disorderly Persons, Other. Two (2) hold drills are required annually.

Re-Unification Drill - students will be released to their parent/guardian or other authorized person. Common reasons for re-unification include but are not limited to: Early Dismissals, Incidents Where it is Unsafe to Re-Enter the Building, Other Hazards. One (1) re-unification drill is required annually.

If the State requires additional drills, other than those listed above, the school must perform such required drills. If the State requires fewer drills than listed above, the school must still perform the drills listed above.

All drills should be scheduled in advance and documented in the emergency drill section of the emergency management plan.

Physical Building Security

The school shall provide a physical environment, emergency equipment and supplies, and procedures/policies that school officials, in consultation with the first responders and other security and emergency management professionals judge appropriate to safeguard the safety of all students, staff, and visitors who lawfully enter school property.

The school shall install and maintain appropriate signage, room numbers, building security systems, alarms, lighting, emergency communications, and locking systems.

Ongoing visual inspections and systematic maintenance of security systems, alarms, telephone and emergency communications systems, and locking devices will be performed.

Basic emergency procedures will be posted inside every classroom.

Unoccupied classrooms, offices, and closets will be secured.

Gates and/or fences around the school's perimeter will be secured, unless staffed or monitored.

Schools will store at least one AED on site.

Schools will store at least ten trauma kits inside the building.

Contacting Law Enforcement

Local first responders are an integral part of the school's ability to manage crisis situations. School shall make every reasonable effort to maintain good working relationships with local emergency responders.

The principal (or designee) shall meet at least once annually with respective law enforcement officials to review current policies and procedures and plan for emergencies.

Jurisdictional police (or other emergency responders) will be contacted if, in the opinion of the principal (or designee), such outside assistance is necessary. In the event of an ongoing violent incident that threatens the safety and security of staff and students, the principal will contact the police for assistance and notify the Florida State Director (or designee) as soon as practicable. Other than an immediate crisis, actions with regards to contacting law enforcement will depend on the scope and nature of the crisis.

Any school employee can initiate a lockdown if there is an imminent threat, such as an active shooter/assailant or armed threat. Directly contacting law enforcement by any means available from anywhere on campus is authorized during imminent threats.

Lockdown and Classroom Hard Corners

During an active assailant/shooter or armed threat situation, it is imperative that school employees take swift and appropriate actions to protect themselves and others entrusted to their care. The best way to protect yourself from an active assailant/shooter or armed threat is to create Time, Distance, and Shielding between you and the threat. In situations where it is not practical (or safe) to runaway and/or escape, school employees must know how to quickly lockdown a classroom and protect themselves and their students from an internal threat.

Classroom teachers will mark-off a "safe spot" inside their classroom if possible. This is done by placing visible tape on the floor that will allow people inside the classroom to know where to assemble during a lockdown so they are not visible to someone looking into the classroom from the hallway.

During a lockdown, staff members will: ensure the classroom door is secured/locked (doors should remain locked during the school day). Move everyone to an area of the room that is out-of-the-line-of-sight from someone looking into the room from the hallway (this is known as a safe spot or hard corner). If safe to do so, access into the classroom can be impeded by barricading the door or moving furniture (i.e., desks, chairs, shelves) in front of the doorway to impede someone from easily gaining access to the room.

Daily Safety Measures at School

Staff members are expected to adhere to common sense basic safety measures. These measures must be performed daily by school staff and become part of the “school culture” with the purpose of creating a safe school environment.

Required daily safety measures include:

All authorized staff members will carry their classroom/office keys/swipe cards at all times. All staff members will wear a school-issued photo identification badges and/or wear a school issued shirt displaying the CSUSA logo.

Each teacher/staff member who occupies a room or area must scan the room or area upon first entering. If the door is open, the classroom teacher will remain near the door until it is closed. Classroom doors will remain locked at all times unless the teacher is physically standing at the doorway.

The principal (or designee) will be notified immediately if anything looks suspicious on campus.

After the designated start time of the school day, each school will be appropriately secured.

All visitors must report to each building's designated access control entry point(s), such as a security station before being allowed to proceed further into the building.

All contractors assigned to work in any building must first be authorized by the Facilities Department (or other authorized school official) and receive an identification badge, which must be visible at all times while on campus.

Supervising Students Outside the Classroom

Staff members are expected to safeguard students both inside and outside the classroom. Their protective role extends to times when students are outside the building during school activities such as recess, physical education, or other outdoor events on campus.

All staff members that are outside the building with students will carry a fully charged walkie-talkie radio and/or mobile device (i.e., smart phone with communication app).

Areas outside the building will be visually scanned by staff members before students are permitted in those areas.

Staff members will not congregate together in small groups when supervising students outside. They will position themselves a reasonable distance apart so the entire outside space where students are can be visually monitored.

Staff members will not permit younger students (K-4) to re-enter the building alone. Students that re-enter the building must be accompanied by another student or staff member. Staff members will notify the main office (or other appropriate employee inside the building) when a student is re-entering the building.

Staff members will not leave students outside on their own. Students outside the building must have constant adult supervision.

Staff members must have quick access to a first aid/trauma kit/AED when outside the building with students.

Staff members will report all incidents where a student is injured while outside, regardless of severity. Anytime a student is injured, he/she will be examined by the school nurse (or other school employee), and a written report will be made.

Staff members will report suspicious persons or packages to local law enforcement (or security) if observed when outside the building. Staff members will not approach a suspicious person or touch a suspicious package. Staff members will escort students away from the suspicious person/package. Police or security will investigate reports of suspicious persons or packages

Appendix B

Risk Management School Safety Committees

Appendix C Active Assailant/Shooter Procedures

Overview

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.” 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. However, if prevention efforts fail, schools must have viable plans in place to minimize the negative impacts an active assailant/shooter could have on a school. This has resulted in the State of Florida mandating all schools establish active assailant/shooter procedures.

Purpose

The purpose of these procedures is to ensure that there are practical guidelines in place to protect students, staff, and visitors in the event of an active assailant/shooter on school grounds or in the school building. Active Assailant/Shooter is a term used by law enforcement to describe a situation in which a shooting (or violent assault) is actively in progress. A coalition of U.S. government agencies – including the FBI and DHS formally defined an active assailant/shooter as *an individual actively engaged in killing or attempting to kill people in a confined and populated space*. To minimize the negative impacts from such an event, The Governing Board has developed Standardized Operating Procedures (SOP) for an Active Assailant/Shooter incident.

Concept

There are various procedures being taught to schools to respond to an active assailant/shooter incident. Some strategies include: RHF (Run – Hide – Fight), ADD (Avoid – Deny – Defend), and ABC (Avoid – Barricade – Confront). Most of the procedures currently being taught focus on removing yourself away from a threat and defending yourself as a last resort. A viable strategy to safeguard yourself during an active assailant/shooter incident is to create time, distance, and shielding between you and the threat. This can be accomplished by evacuating a building or running away from the threat, locking down inside classrooms or offices, barricading and/or obstructing entrance ways into rooms, moving behind objects to shield yourself from possible gunfire, and defending yourself by engaging the assailant/shooter as a desperate last resort.

There is no “cookie-cutter” procedure that can be applied to every scenario. There are multiple variables that will dictate the appropriate response to an active assailant/shooter. To properly prepare schools for a possible active assailant/shooter incident, school staff and students are to be provided with response options applicable to age and/or disability levels that can be applied based on circumstances that exist at the time of an incident.

Preparedness

Preparedness activities take place before an emergency occurs. This includes the continuous cycle of planning, training, drilling, and evaluating in an effort to prepare the school for an

emergency, such as an active assailant/shooter. Here are a few ways the school can become better prepared:

1. Control access points into buildings (i.e. CCTV, Remote Buzz-in, Visitor Screening)
2. Keep classroom doors locked during the school day when classes are in session
3. Develop clear, concise, and easy-to-follow emergency procedures
4. Enhance safety by identifying (and marking) hard corners inside classrooms
5. Assure the school has multiple and reliable ways to communicate during emergencies
6. Practice active assailant/shooter procedures by performing drills and training
7. Coordinate drills and training with local police and emergency responders

Recommended Procedures

First and foremost, any school personnel may directly activate the school’s active assailant/shooter response procedures without consultation with anyone else. School personnel have the “authority and are highly encouraged” to report imminent threats, such as an armed intruder or active assailant/shooter. The best mass internal communication tool is to utilize the soft panic app (TAP App Security). Other available modes of communication such as calls to 911 should be used if safe to do so. It is important that internal mass communication occurs to allow others the opportunity to protect themselves.

If an administrator, teacher, or staff member becomes aware of an active assailant/shooter, they should take immediate steps to safeguard themselves. Once at a safe location, they should initiate a Code Red using all available communication means. The TAP App system should be activated as soon as possible. If making an announcement over the PA system, use plain language and state, **“This is a Code Red – Lockdown – Lockdown – Lockdown.”** Repeat this announcement three times, if safe to do so. The PA alert should also include the location of the incident so that decisions can be made whether to take shelter or direction in which to escape.

School personnel (administrators, teachers, staff) should look for the most viable way to create time, distance, and shielding between themselves (including nearby students) and the threat. This includes:

- Direct students to quickly evacuate the building or run away from the threat
- Instruct students to assemble at an evacuation staging area
- Account for students when at a safe evacuation staging area
- If there are injured students, provide first aid and report injuries by calling 911
- Remain at the staging area unless directed otherwise by law enforcement

Each school’s emergency plan will have pre-designated evacuation staging areas (on and off campus) where people can go to during an active assailant/shooter incident.

If at a location where escaping is not a safe option (i.e., second or third floor of building), distance from incident, or you are responsible for vulnerable students (i.e., younger children or students with special needs/disabilities), the best option might be to lockdown inside a room and retreat to the designated hard corner with students.

- Lock the door, if it is not already locked. Barricade or obstruct the doorway with available furniture, if safe to do so
- Direct students to quickly move to the hard corner inside the room

- Instruct students to remain quiet (i.e., silence cell phones, no talking)
- If there are injured students, provide first aid and report injuries by calling 911
- Be prepared to defend yourself and students if the assailant gets into the room
- Do not unlock the door or leave the classroom until directed to do so by a law enforcement officer who is on scene

Students (if on their own) should look for the most viable way to create time, distance, and shielding between themselves and the threat. This includes:

- Quickly evacuate the building or run away from the threat
- Seek refuge at a safe location away from the threat
- Call 911 to report any injured students with their group
- Remain at the safe location unless directed otherwise by law enforcement

If student(s) are at a location where escaping is not a safe option (i.e., second or third floor of building), and there are no school staff or first responders present to provide instructions, their best option might be to lockdown inside a nearby room. They should:

- Quickly enter the nearest room, lock the door, if possible, and barricade or obstruct the doorway with available furniture, if safe to do so
- Move to the hard corner area inside the room
- Contact 911 to report any injured students with their group
- Be prepared to defend themselves if the assailant gets into the room

General Safety Recommendations

During an active assailant/shooter incident, police resources will be dispatched to the school. Responding officers will be rapidly entering buildings and searching for the threat, with the primary mission of neutralizing the active assailant(s). School staff and Students should:

- Follow all instructions from police that are on scene
- Present themselves to police as non-threatening by putting their hands high above their heads with fingers open
- Provide police (via 911 or other mode of communication) with pertinent information during an incident (i.e., location or direction of travel of assailant(s), description of assailant(s), types of weapon(s), etc.)
- Remain calm, and follow officers' instructions
- Put down any items in your hands (i.e., bags, jackets)
- Immediately raise hands and spread fingers
- Keep hands visible at all times
- Avoid making quick movements toward officers such as holding on to them for safety
- Avoid pointing, screaming and/or yelling
- Do not stop to ask officers for help or direction when evacuating, just proceed in the direction from which officers are entering the premises.

Age-Appropriate Response: As required by SB 7026 Public Safety Act, all schools are required provide active shooter preparedness plans. Such plans must also include steps to better prepare faculty and staff for how to implement strategies that account for the elementary age students. The following steps should be presented, trained and implemented in ways that are not fear-based but rather developed to provide a better understanding for what needs to be done by students if they encounter such a situation.

For younger elementary age students, the National Center for Youth Issues, together with U.S. Department of Education and the U.S. Department of Homeland Security recommend guidelines that reflect universal standards yet recognize local conditions. These are not “one size fits all” but have objective applicability.

K through 2nd Grade: It is vital that students of this age are given recommendations in a non-fearful way. The A.L.I.C.E. method is one such guide. It includes;

- Alert: students are notified someone of danger is in the building. Stop, look and listen to the teacher for all directions.
- Lockdown: Remain quiet and stay out of sight
- Inform: Let others know of the danger if possible
- Counter: If the danger enters the classroom, throw items at the assailant, run in a zigzag fashion make noise.
- Evacuate: leave the building as quickly as possible, hands in the air.

Grade 3 through 5: Students of this age are provided with the basic guidelines of Run, Hide, Fight. These include:

- Listen to any and all instructions from your teacher.
- Evacuate the building or run away from the threat seeking refuge at a safe location away from the threat
- Remain at the safe location unless directed otherwise by law enforcement
- Lock the door, if it is not already locked. Barricade or obstruct the doorway with available furniture, if safe to do so.
- Move to the hard corner inside the room
- Remain quiet (i.e. silence cell phones, no talking)
- Be prepared to defend yourself and students if the assailant gets into the room.
- Do not unlock the door or leave the classroom until directed to do so by a law enforcement officer who is on scene.

Middle through High School: Students in middle and/or high school should follow the baseline principles outlined above within the general recommended procedures. These include:

- Quickly evacuate the building or run away from the threat
- Seek refuge at a safe location away from the threat
- Call 911 once at a safe location
- Remain at the safe location unless directed otherwise by law enforcement
- When escaping is not a safe option (i.e. second or third floor of building), and there are no school employees or first responders present to provide instructions, their best option might be to lockdown inside a nearby room.
- Quickly enter the nearest room, lock the door, if possible, and barricade or obstruct the doorway with available furniture, if safe to do so.
- Move to the hard corner area inside the room
- Be prepared to defend themselves if the assailant gets into the room.
- Follow all instructions from police that are on scene
- Present themselves to police as non-threatening by putting their hands high above their heads with fingers open

Appendix D
MSD Security Policies Checklist

MSD Commission Recommendations and CSCS/CSUSA Response

1. All staff should have clearly established roles and responsibilities that are outlined in a written policy and procedure manual provided to all personnel. The school security staff and/or “safety team” should regularly meet and train on proper protocols and procedures in emergency situations and coordinate with law enforcement.
 - a. Each school’s EMSP defines roles for the school’s administration and their role during a crisis. This is reviewed annually and the safety team meets quarterly at a minimum.
2. All school campus gates must remain closed and locked, and when opened for ingress and egress they should be staffed to prevent unauthorized campus access.
 - a. CSUSA policy requires all gates are locked/closed when not in use. All gates are staffed during drop off and pick up times.
3. Doors leading to instructional classrooms or student-occupied space and for ingress/egress to campus or a specific building should remain locked during school hours, and if they are open, they should be staffed. All teachers should be able to lock doors from within the classroom, and keys should be on their person at all times.
 - a. CSUSA policy requires all classrooms are locked during school hours. A written key policy is part of each school’s EMSP and acknowledged/updated annually.
4. Every district and school should have a written, unambiguous Code Red or similar active assailant response policy that is well known to all school personnel, parents and students. The policy must make unequivocally clear that all personnel are empowered to activate emergency active assailant response procedures and that those procedures are to be immediately implemented upon notification.
 - a. Each CSUSA school has a written active shooter policy that is age appropriate and part of the school’s EMSP. The active shooter policy is used to create an active shooter plan and these plans are drilled throughout the school year.
5. Every school must have an effective communication system through which everyone on campus can see and/or hear—and immediately react to—a called Code Red or similar active assailant response notification.
 - a. Each CSUSA school has a combination of lights, PA system, alarms and a mobile mass notification alert system that marks a Code Red in every school.
6. Classrooms should establish safety measures, such as hard corners or other safe areas, and teachers should have the ability to cover door windows quickly.
 - a. CSUSA policy requires every school designate a hard corner in each classroom.
7. Schools should evaluate and give consideration to the appropriateness of locking bathrooms doors.
 - a. CSUSA schools that do not have bathroom doors has measures in place to ensure students in bathrooms are accounted for during a Code Red situation.
8. All Florida public schools should immediately provide law enforcement with live and real-time access to all school camera systems. The schools’ districts should provide law enforcement with adequate training to access and operate the cameras.
 - a. CSUSA has established MOUs with several sheriff’s offices and local police throughout the state for camera access to our schools. The process is ongoing.

9. Schools should be required to notify students of FortifyFL, promote its use by advertising the app on campus and in school publications and install the app on all student-issued computer devices. Education about and publication of reporting platforms must be continuous and ongoing by the schools. Future updates to the application should explore the possibility of two-way live dialogue functionality.
 - a. CSUSA policy has required FortifyFL is on every school's homepage online and on every school issued device (computer, laptop, tablet, etc.)
10. Every school district should implement a policy that requires its personnel to report all indicators of suspicious student behavior to an administrator. The administrator should be required to document the report and his/her disposition of the information (e.g. referred to threat assessment team, unsubstantiated). The policy should require that the disposition of all threats of school violence be reviewed at least by the school's principal—if not by a higher authority—and reported to the threat assessments team, which has mandatory law enforcement participation.
 - a. CSUSA policy requires all suspicious incidents are reported and documented within the threat assessment tool and reviewed by each school's threat assessment team.
11. The BCPS threat assessment process is reactive; it needs to be proactive so that the TATs obtain information about concerning behavior before they manifest into actual threats. The TATs should seek out information and not merely wait for reports from staff or students. This applies to TATs across all Florida schools.
 - a. Per policy, CSUSA requires that each school's TAT meet monthly to discuss possible and ongoing threats proactively.
12. The TATs should have dedicated positions/members. Rotating TAT members does not allow for consistency, and personnel do not gain the necessary experience when rotated on and off the TATs. However, temporary members should be used to supplement the team, if needed, to provide specific information or knowledge.
 - a. CSUSA policy requires members of the TAT are trained annually and provided with updated information as needed.
13. The Florida DOE should develop a standardized, statewide behavioral threat assessment instrument and create a statewide threat assessment database that is accessible to all districts and appropriate stakeholders. Florida should consider the model used by the State of Virginia, which is widely recognized as the leader in school-based behavioral threat assessment.

Pursuant to DOE's August 1, 2019 memo, 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 has been developed. The Comprehensive Student Threat Assessment Guidelines (CSTAG) (F.S 1006.07(7)) are part of every CSUSA schools' threat assessment process. Training is provided annually and all members of the threat assessment teams must take the CSTAG training. All school faculty must take the Threat Assessment Team Training.

 - b. For the 2022-23 school year, each member of a threat assessment team must complete Office-approved training on the CSTAG model no later than December 31, 2021. This training is part of the CLPS Threat Assessment Team training located within the CLPS portal for every charter school. All CSUSA schools' TAT members have been trained in CSTAG which commenced in October, 2021 and concluded April, 2022.

14. All TATs should be comprised of specific (static) members, with at-large positions in each case for school personnel with personal knowledge of the child. TATs should be required to meet at least monthly and be proactive, not just reactive. The TATs should receive regular training on threat assessments.
 - a. Pursuant to CSUSA policy all TATs are required to meet monthly to discuss ongoing and future threats to the school. CSUSA requires that all monthly TAT meetings for the coming 22/23 school year are logged into the CLPS software and documented.
 - b. School districts will require that threat assessments are submitted through the FSSAT. For the 2022-23 school year, the total number of threat assessments conducted, the number of transient threats, and the number of substantive threats. These are to be logged in under the "Incidents" link within the FSSAT.
15. All school personnel should receive mandated training on behavior indicators that should be referred to the TAT for assessment. Reporting observed behaviors to the TAT should be mandatory. There should be sanctions for non-reporting.
 - a. All CSUSA school personnel are required to take mandatory threat assessment training annually and report all possible threats in the CLPS threat assessment platform.
16. The annual districtwide FSSAT should specifically set forth the physical site security priorities for the district in descending order of priority.
 - a. CSUSA requires that every school's FSSAT is reviewed annually by the Director of Security and security priorities are set forth in descending order of priority. In consultation with Facilities and IT, cost projections for security upgrades are presented for possible security grant allocations.
17. School Districts must ensure that each school accurately reports all required SESIR incidents and that underreporting is eliminated. School districts should be held accountable for accurate reporting, and the districts should hold their administrators accountable.
 - a. CSUSA policy requires every school exceed state SESIR mandates and have at least two (2) trained SESIR staff. This would include the Principal and at least one (1) equivalent personnel.
18. Campuses should have single ingress and egress points to the extent that is consistent with this level's criteria of minimal cost.
 - a. CSUSA requires all schools maintain a single ingress and egress points at drop off and pickup.
19. Interior access should be limited by co-locating Attendance, Guidance, Main Office and other public business offices.
 - a. CSUSA school co-locate main office personnel and staff.
20. Clear signs should direct visitors to appropriate entry points. All entry/exit doors should indicate a closed campus and direct visitors to report to the front office.
 - a. CSUSA schools have adequate signage and security grant monies over the past two years have supplemented those schools that require additional signage.
21. Install a door alert or notification system to the main entry for visitor control. Nonessential visitors should be limited and when allowing visitors they should be required to show positive identification, state their purpose for entering the school, be issued a visitor badge and, when appropriate, have a staff escort during the entire time the person is inside the school.

- a. CSUSA schools have a door notification system in place. A written visitor policy has been created for all CSUSA schools that each school must acknowledge annually through their EMSP.
- 22. Visitor management. All campus perimeter ingress and egress points shall be staffed when opened for student arrival and dismissal.
 - a. CSUSA schools staff all single point entries to ensure visitor management.
- 23. Each school should have a written campus access policy that is distributed to all personnel.
 - a. A written campus access policy has been created for all CSUSA schools that each school must acknowledge annually through their EMSP.
- 24. Staff members should be trained to challenge, if appropriate, or report anyone unauthorized to be on campus or any vehicle not parked in an authorized area.
 - a. All CSUSA staff receive online training mandated annually prior to the start of the school year on how to challenge unauthorized personnel on campus.
- 25. Ensure all campus doors and buildings are clearly marked with easily identifiable markings known to first responders. Mark exterior classroom windows so first responders can identify classrooms from the exterior of the building.
 - a. All CSUSA classroom doors have clearly visible markings that correspond to the buildings' floor plans and provided to emergency personnel. CSUSA has begun the process of marking exterior classroom windows beginning in the 20/21 school year.
- 26. Building numbers should be placed on the roof for aerial support.
 - a. CSUSA has begun the process of marking exterior roofs beginning in the 20/21 school year.
- 27. Provide keys/access to on duty law enforcement so they can quickly enter the school.
 - All CSUSA schools have knock boxes on the exterior of their school buildings for law enforcement response and critical entry. These are key only entries.
- 28. Multiple school staff members should be trained on the operation of campus monitoring systems.
 - a. Beginning in the 21/22 school year, CSUSA policy will require schools have a primary and alternate trained in campus monitoring systems.
- 29. There should be locks on all exterior/classroom doors and other areas where students assemble in mass (cafeterias, libraries, auditoriums). All doors should self-close and lock upon closing.
 - a. May require significant funding and/or changes in laws or regulations (i.e. fire code) and long term/multi-year implementation.
- 30. Classroom doors should either have no windows or every door should be equipped with a device that can readily block line of sight through the window, but does not indicate occupancy.
 - a. CSUSA policy requires all classroom doors have blackout devices.
- 31. Policies should include those doors be checked regularly throughout the school day to ensure they are secure.
 - a. All CSUSA guardians working through a third-party vendor are required to check all doors routinely throughout the school day. All police/sheriff's offices and/or school district police are asked to routinely check all doors.
- 32. There should be effective two-way communications between lockdown spaces and school administrators, SRO or law enforcement.
 - a. Alyssa's Law, which takes effect for the 21/22 school year requires all schools' mobile emergency mass notification alert system is connected with 911 dispatch.

All CSUSA Florida schools are connected as of June 1, 2021 through AT&T-Mutualink, one of the FDOE pre-approved vendors. Connection tests between AT&T-Mutualink and the 911 centers have been scheduled for all CSUSA schools and will be completed by June 1, 2022.

33. Fenced campuses with single ingress and egress points (could be a level III based on campus size and complexity). All fencing should be constructed in a way or high enough to prevent easy climbing.
 - a. May require significant funding and/or changes in laws or regulations and long term/multi-year implementation. Where feasible, security grant allocations have supplemented fencing on campuses beginning in the 19/20 and 20/21 school years.
34. Use protective bollards at campus entrances.
 - a. May require significant funding and/or changes in laws or regulations and long term/multi-year implementation. Where feasible, security grant allocations have supplemented fencing on campuses beginning in the 19/20 and 20/21 school years.
35. There should be redundant two-way communications systems in every classroom and student assembly area.
 - a. May require significant funding and/or changes in laws or regulations and long term/multi-year implementation.
36. All common use closed areas in a school should have electronically controlled doors that can be locked remotely or locally with appropriate hardware on single and double doors to resist forced entry.
 - a. May require significant funding and/or changes in laws or regulations and long term/multi-year implementation.
37. Enhance current video surveillance systems to eliminate any interior/exterior gaps in camera coverage including front door access control.
 - a. May require significant funding and/or changes in laws or regulations and long term/multi-year implementation.
38. Install electronically controlled door systems.
 - a. May require significant funding and/or changes in laws or regulations and long term/multi-year implementation.
39. Install ballistic resistant glass covering on classroom interior door windows.
 - a. May require significant funding and/or changes in laws or regulations and long term/multi-year implementation.
40. Install door alert systems that can be monitored from a central location to determine if a door is closed or propped open.
 - a. May require significant funding and/or changes in laws or regulations and long term/multi-year implementation.
41. Install classroom door windows that are small enough to restrict access and located a sufficient distance from the door handle to prevent a person from reaching through to unlock the door from the interior.
 - a. May require significant funding and/or changes in laws or regulations and long term/multi-year implementation.
42. Install a ballistic glass vestibule or double door system at the single point of entry to limit entry for visitors and prevent or delay a perpetrators entrance to campus.
 - a. May require significant funding and/or changes in laws or regulations and long term/multi-year implementation.
43. All parking areas should be outside of the single point of entry perimeter.

- a. May require significant funding and/or changes in laws or regulations and long term/multi-year implementation.
- 44. Ensure that there is adequate lighting that allows for clear observation of all entry points and parking lots.
 - a. May require significant funding and/or changes in laws or regulations and long term/multi-year implementation.
- 45. If a Code Red or other active assailant response is initiated, make sure that message is displayed on all computer screens connected to the school's computer network.
 - a. CSUSA has redundant systems to display/convey Code Red alerts.
- 46. Establish a system that notifies staff, district officials, parents and students off campus by email, text, and/or phone about an active assailant response being implemented.
 - Each CSUSA school has a method for conveying Code Red alerts to parents.
 - Reunification training is also provided to all CSUSA schools beginning in the 21/22 school year.
- 47. Provide school personnel with a device that could be worn to immediately notify law enforcement of an emergency.
 - a. All CSUSA schools have the Tap App mobile mass notification alert system presently integrated with AT&T-Mutualink for immediate 911 access.
- 48. All school radio traffic should be recorded.
 - a. May require significant funding and/or changes in laws or regulations and long term/multi-year implementation.
- 49. Metal detectors and x-ray machines at campus entrances.
 - a. May require significant funding and/or changes in laws or regulations and long term/multi-year implementation.
- 50. Implement real time crime centers or their equivalent with live video monitoring capability of all cameras on all school campuses.
 - a. During the 20/21 school year, CSUSA has entered into several MOUs with several districts' Real Time Crime Centers for camera access. The process is continuing through the 21/22 school year.
- 51. Gunshot location sensor should be tied into camera system Use tactical tablets that are directly fed to the E911 system.
 - a. May require significant funding and/or changes in laws or regulations and long term/multi-year implementation.
- 52. RFID and Near field communications (NFC) card readers should replace all door locks on campus.
 - a. May require significant funding and/or changes in laws or regulations and long term/multi-year implementation.
- 53. Install electronic message board in every classroom.
 - a. May require significant funding and/or changes in laws or regulations and long term/multi-year implementation.
- 54. New buildings or major renovations must include sensors that alert the office staff when exterior doors are not secured with electronic monitoring that automates the process of identifying the cause of the open door.
 - a. May require significant funding and/or changes in laws or regulations and long term/multi-year implementation.
- 55. Shipping and receiving areas should be designed to allow access without breaching the single point of entry containment system and have electronic monitoring.
 - a. A written vendor policy has been created for each school and part of the EMSP.

56. Interior corridors between classrooms should have the ability to electronically seal the movement of intruders but allow staff to move easily with electronic access control.
 - a. May require significant funding and/or changes in laws or regulations and long term/multi-year implementation.
57. Faculty should be trained in “Stop the Bleed” procedures with adequate kits for all schools. This should be covered in First Aid Training with properly trained school personnel.
 - a. Stop the Bleed training has been conducted by CLPS and local law enforcement agencies throughout the state. All CSUSA schools have emergency kits or “go bags” for Code Red incidents.
58. Do designated monitors have specific written and defined procedures to which they must adhere?
 - a. A written monitor policy has been created for each school and part of the EMSP.
59. Does the school require the following to wear identification outside their clothing where it can be visible to others?
 - a. CSUSA policy requires all staff wear their ID visibly on their person at all times.
60. Does every classroom have a checklist that explains step-by-step emergency procedures readily available for the following?
 - a. CSUSA policy requires every classroom have emergency procedures clearly posted near the door.
61. Does the school have a reunification system in place?
 - a. Each school’s reunification procedures are located within their EMSP and updated annually. Beginning in the 21/22 school year, all CSUSA schools will be trained on specific reunification methods.

Appendix E SESIR Roles & Requirements

Rulemaking Authority: 6A-1.0017, 1001.02(2)(n), 1006.07(9) FS. Law Implemented 1001.212(8), 1001.42(13)(b), 1001.51(12), 1001.54(3), 1002.33(16)(b)10., 1006.07(9), 1006.135(2)(e), 1006.147(4)(k), 1006.147(6), 1008.385 FS.

History—New 6-16-20.

- A. Definitions: “SESIR” means School Environmental Safety Incident Reporting, as identified in Rule 6A-1.0017, F.A.C. The purpose of this rule is to set forth the requirements school districts must use to report disruptive or criminal incidents to the Florida Department of Education so that the data can, in turn, be used in required state and federal reports, including EdFacts, the United States Department of Education, Office for Civil Rights Data Collection (required by 20 U.S.C. 3413(c)(1)), the Gun Free Schools Act report (required by 20 U.S.C. 7961(d) and (e)), the Every Student Succeeds Act report cards (required by 20 U.S.C. 6311(h)(1) and (2)), and state reports on Bullying and Harassment (required by Section 1006.147, F.S.). SESIR data is also used to design and evaluate interventions to provide a safe learning environment. SESIR is not a law enforcement reporting system.
- i. “Locally-defined incident” means an incident that is a violation of a local code of student conduct, but does not meet the definition of any incident reportable to SESIR.
 - ii. “Rank order level” means a classification of incidents, from Level I to Level IV, that determines which incident must be reported when more than one incident occurs during a single episode. The rank order level of each incident is noted under the incident definitions found in subsection (7) of this rule.
 - iii. “Related element” means a factor that was present during or contributed to the incident but was not the main offense. All related elements that are applicable are required to be reported with SESIR incidents.
 - iv. “School district” or “district” means a Florida school district, the Florida Virtual School (Section 1002.37, F.S.), the Florida School for the Deaf and Blind (Section 1002.36, F.S.), and Developmental Research (Laboratory) Schools (Section 1002.32, F.S.).
- B. Analysis of incidents. In order to determine whether an incident must be reported in SESIR, the following three (3) criteria must be met;
- i. The incident meets one of the SESIR incident definitions listed in subsection (7). ii. The incident occurred on a K-12 school campus, on school-sponsored transportation, during off-campus school-sponsored activities, or off campus where the incident is accomplished through electronic means, if the incident substantially disrupts the educational process or orderly operation of a school. iii. Where the incident was carried out by a student, taking into account developmentally age-appropriate behavior and disability, if any, the student had the capacity to understand his or her behavior and the inappropriateness of his or her actions.
- C. SESIR incidents that meet the requirements of paragraph (3)(a) of this rule must be reported regardless of whether:
- i. The incident was carried out by a student, a person other than a student, or where the person who carried out the incident is unknown;
 - ii. The victim of the incident is a student, a person other than a student, or where the victim is unknown;
 - iii. The incident occurred when school was in session or not. SESIR incidents occur 365 days a year at any time of the day or night; or.

- iv. Disciplinary action is taken by the school district and regardless of whether law enforcement action is taken.
- D. Requirement to report SESIR incidents.
- i. All incidents meeting the requirements of subsection (3) of this rule must be reported by school districts to the Department of Education.
 - ii. A school district must not report an incident which meets the requirements of subsection (3) of this rule as a locally-defined incident in lieu of reporting the incident to the Department of Education.
- E. General SESIR reporting conventions.
- i. SESIR is an incident-based reporting system, which means that a single incident is reported, even where there are multiple offenders or victims, or multiple incidents that occur within one episode.
 - a) If there is more than one incident in a single episode, districts are required to report only one incident based upon rank order level, beginning with incidents that are classified as Level I.
 - b) If there are multiple incidents that have the same rank order level, districts must report the incident that caused the most injury or damage to property.
 - c) When reporting a SESIR incident, districts are required to report all related elements as described in subsection (8) of this rule that are present or contribute to a reported incident. A related element must be reported even where it duplicates the incident. For example, when reporting an Alcohol incident, the Alcohol-related element must also be reported.
 - d) School districts must report SESIR incidents to the Department during the survey periods and using the elements set forth in Rule 6A1.0014, F.A.C., Comprehensive Management Information System.
- F. Incident specific SESIR reporting conventions.
- i. For incidents of Bullying, Harassment, Sexual Harassment, Threat/Intimidation, and any other incident that is Bullying-Related, districts are required to report the Incident Basis and the Victim Basis, which identifies whether the incident is based upon the person's race, sex, disability, sexual orientation, or religion.
 - ii. Allegations of Bullying and Harassment that are not able to be substantiated after investigation must be reported in SESIR as Unsubstantiated Bullying and Unsubstantiated Harassment, respectively, pursuant to Section 1006.147(4)(k), F.S.
- G. Incident definitions.
- i. Alcohol (Level IV): Possession, sale, purchase, or use of alcoholic beverages. Use means the person is caught in the act of using, admits to use or is discovered to have used in the course of an investigation.
 - ii. Aggravated Battery (Level I): A battery where the attacker intentionally or knowingly causes great bodily harm, permanent disability, or permanent disfigurement; uses a deadly weapon; or, where the attacker knew or should have known the victim was pregnant.
 - iii. Arson (Level I): To intentionally damage or cause to be damaged, by fire or explosion, any dwelling, structure, or conveyance, whether occupied or not, or its contents. Fires that are not intentional, that are caused by accident, or do not cause damage are not required to be reported in SESIR.
 - iv. Burglary (Level II): Unlawful entry into or remaining in a dwelling, structure, or conveyance with the intent to commit a crime therein.

- v. Bullying (Level IV): Systematically and chronically inflicting physical hurt or psychological distress on one or more students or employees that is severe or pervasive enough to create an intimidating, hostile, or offensive environment; or unreasonably interfere with the individual's school performance or participation. Bullying includes instances of cyberbullying.
- vi. Disruption on Campus-Major (Level III): Disruptive behavior that poses a serious threat to the learning environment, health, safety, or welfare of others. Examples of major disruptions include bomb threats, inciting a riot, or initiating a false fire alarm.
- vii. Drug Sale or Distribution (Level II) : The manufacture, cultivation, sale, or distribution of any drug, narcotic, controlled substance or substance represented to be a drug, narcotic, or controlled substance.
- viii. Drug Use or Possession (Level III): The use or possession of any drug, narcotic, controlled substance, or any substance when used for chemical intoxication. Use means the person is caught in the act of using, admits to use or is discovered to have used in the course of an investigation.
- ix. Fighting (Level III): When two or more persons mutually participate in use of force or physical violence that requires either physical intervention or results in injury requiring first aid or medical attention. Lower-level fights, including pushing, shoving, or altercations that stop on verbal command are not required to be reported in SESIR.
- x. Harassment (Level IV): Any threatening, insulting, or dehumanizing gesture, use of data or computer software, or written, verbal, or physical conduct that places a student or school employee in reasonable fear of harm to his or her person or damage to his or her property; has the effect of substantially interfering with a student's educational performance, opportunities, or benefits, or has the effect of substantially disrupting the orderly operation of a school, including any course of conduct directed at a specific person that causes substantial emotional distress in such a person and serves no legitimate purpose.
- xi. Hazing (Level III): Any action or situation that endangers the mental or physical health or safety of a student at a school with any of grades 6 through 12 for purposes of initiation or admission into or affiliation with any school-sanctioned organization. Hazing includes, but is not limited to pressuring, coercing, or forcing a student to participate in illegal or dangerous behavior, or any brutality of a physical nature, such as whipping, beating, branding, or exposure to the elements.
- xii. Homicide (Level I): The unjustified killing of one human being by another.
- xiii. Kidnapping (Level I): Forcibly, or by threat, confining, abducting, or imprisoning another person against his or her will and without lawful authority.
- xiv. Larceny/Theft (\$750 threshold) (Level III): The unauthorized taking, carrying, riding away with, or concealing the property of another person, including motor vehicles, without threat, violence, or bodily harm. Incidents that fall below the \$750 threshold are not reportable in SESIR, but instead should be reported as locally-defined incidents according to district policies.
- xv. Other Major Incidents (Level III): Any serious, harmful incident resulting in the need for law enforcement consultation not previously classified.
- xvi. Physical Attack (Battery) (Level II): An actual and intentional striking of another person against his or her will, or the intentional causing of bodily harm to an individual.

- xvii. Robbery (Level II): The taking or attempted taking of anything of value that is owned by another person or organization, under the confrontational circumstances of force, or threat of force or violence, and/or by putting the victim in fear.
- xviii. Sexual Assault (Level II): An incident that includes threatened rape, fondling, indecent liberties, or child molestation. Both males and females can be victims of sexual assault.
- xix. Sexual Battery (Rape) (Level I): Forced or attempted oral, anal, or vaginal penetration by using a sexual organ or an object simulating a sexual organ, or the anal or vaginal penetration of another by any body part or foreign object. Both males and females can be victims of sexual battery.
- xx. Sexual Harassment (Level III): Unwanted verbal, nonverbal, or physical behavior with sexual connotations by an adult or student that is severe or pervasive enough to create an intimidating, hostile or offensive educational environment, cause discomfort or humiliation or unreasonably interfere with the individual's school performance or participation, as defined in Rule 6A-19.008, F.A.C.
- xxi. Sexual Offenses (Other) (Level III): Other sexual contact, including intercourse, without force or threat of force. Includes subjecting an individual to lewd sexual gestures, sexual activity, or exposing private body parts in a lewd manner. ~~xxii.~~ Threat/Intimidation (Level III): An incident where there was no physical contact between the offender and victim, but the victim felt that physical harm could have occurred based on verbal or nonverbal communication by the offender. This includes nonverbal threats (e.g., brandishing a weapon) and verbal threats of physical harm which are made in person, electronically or through any other means.
- xxiii. Tobacco (Level IV): The possession, use, distribution, or sale of tobacco or nicotine products on school grounds, at school-sponsored events, or on school transportation by any person under the age of 21.
- xxiv. Trespassing (Level III): To enter or remain on school grounds, school transportation, or at a school-sponsored event, without authorization or invitation and with no lawful purpose for entry.
- xxv. Vandalism (\$1,000 threshold) (Level III): The intentional destruction, damage, or defacement of public or private/personal property without consent of the owner or the person having custody or control of it. Incidents that fall below the \$1,000 threshold are not reportable in SESIR, but instead should be reported as locally-defined incidents according to district policies.
- xxvi. Weapons Possession (Level II): Possession of a firearm or any instrument or object that can inflict serious harm on another person or that can place a person in reasonable fear of serious harm. H. Related element definitions.
 - i. Alcohol-related: An incident is alcohol related if there is evidence that those involved in the incident were caught drinking at the incident or had been drinking, based on testing or investigation of a Law Enforcement Officer at the scene, or if they admit to drinking, or if the incident is somehow related to possession, use or sale of alcohol. Schools are not required to test for the presence of alcohol.
 - ii. Bullying-related: An incident is bullying related if the incident includes systematically and chronically inflicting physical hurt or psychological distress on one or more students or employees that is severe or pervasive enough to create an intimidating, hostile, or offensive environment; or unreasonably interfere with the individual's school performance or participation.

- iii. Drug-related: An incident is drug related if there is evidence that those involved in the incident were under the influence of drugs at the time of the incident; if they admit to using or being under the influence of drugs; if drugs were in the possession of individuals involved in the incident, based on testing or investigation done by a police officer as a result of the incident; or if the incident is somehow related to possession, use or sale of drugs. Schools are not required to test for drug use.
- iv. Gang-related: An incident is gang-related if gang affiliation/association caused the incident or was a contributing factor to action that happened during the incident.
- v. Hate Crime-related: All SESIR incidents motivated all or in part by hostility to the victim's real or perceived race, religion, color, sexual orientation, ethnicity, ancestry, national origin, political beliefs, marital status, age, social and family background, linguistic preference or mental/physical disability are required to be reported as Hate Crime-related.
- vi. Hazing-related: An incident is hazing-related if the incident includes any action or situation that endangers the mental or physical health or safety of a student for purposes of initiation or admission into or affiliation with any schoolsanctioned organization.
- vii. Injury-related: All SESIR incidents that result in serious bodily injury are required to be reported as Injury-related. Less serious bodily injury means incidents which require immediate first aid or subsequent medical attention. More serious injuries include death or injuries with substantial risk of death, extreme physical pain, protracted and obvious disfigurement, and protracted loss or impairment of the function of a bodily member, organ, or mental faculty.
- viii. Vaping-related: All SESIR incidents that involve the use of non-combustible vaping products, including electronic cigarettes, vapes and vape pens, or any electronic nicotine delivery system (ENDS) are required to be reported as Vaping-related, if the liquid used contains nicotine or a controlled substance.
Schools are not required to test for nicotine or drugs in vaping devices.
- ix. Weapon-related: All SESIR incidents are required to be reported as Weaponrelated where anyone involved possessed or used a weapon or if the incident was related to possession, use or sale of weapons.
- I. Reporting law enforcement involvement. A school district must report to the Department any SESIR incident:
 - i. That is reported or referred to law enforcement by school district personnel, pursuant to the provisions of Section 1006.13, F.S.; or
 - ii. That results in consultation with law enforcement by school district personnel, pursuant to the provisions of Section 1006.13, F.S.
- J. Training required. Each district superintendent must designate persons responsible for SESIR reporting in the district and ensure that all such persons receive the on-line training found at <http://sesir.org>. SESIR training provided by Department staff can be used to satisfy the online training requirement
- K. Accountability for SESIR reporting. In order to enhance SESIR reporting, the persons or entity listed below have the following responsibilities:
 - i. School principals. Each public-school principal, including charter school principals or equivalent, must ensure that all persons at the school responsible for SESIR information participate in the training set forth in subsection (10) of this rule and must ensure that SESIR data is accurately and timely reported.
 - ii. School District

Superintendents. Each school superintendent must ensure that all persons responsible for reporting SESIR data have received the training required in subsection (10) of this rule, that any local district policies are consistent with the SESIR reporting requirements set forth in this rule and Rule 6A-1.0014, F.A.C., and that the district timely and accurately reports SESIR incidents. Annually, superintendents must certify to the Department that these requirements have been met.

- iii. Office of Safe Schools. The Office shall conduct site visits at schools throughout the state, as well as conduct data reviews. The review must include school district policies, training records, school incident and school discipline records. Superintendents, principals and school safety specialists must fully cooperate with requests for information when the Office of Safe Schools is reviewing and evaluating districts for compliance with SESIR reporting.
- iv. Commissioner of Education. If a district fails to report SESIR data by the survey deadlines, set forth in Rule 6A-1.0014, F.A.C., the Commissioner must request that the district school board withhold the superintendent's salary, pursuant to Sections 1001.51(12) and 1001.42(13)(b), F.S., until the SESIR data is reported. If there is cause to believe that a superintendent knowingly transmitted or caused to be transmitted false or incorrect information, the Commissioner shall cause the allegation to be investigated and refer the matter for disciplinary action pursuant to Section 1012.796, F.S., if the superintendent holds a license or certificate under Chapter 1012 and take action to enforce the forfeiture of the superintendent's annual salary.



CSUSA INSTRUCTIONAL PAY-FOR-PERFORMANCE PLAN

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- B. PERFORMANCE BASED COMPENSATION**
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A. CSUSA PAY PRACTICES

CSUSA salaries are competitive with the surrounding area schools but structured differently, with a greater emphasis on performance-based pay. For base salaries, pay bands have been established based on years of experience (from 0 years to 9+ years) by which instructional staff can grow with merit increases. CSUSA will budget criteria, incentives, and other motivating factors to attract, reward and retain the best employees. A salary worksheet will be used to calculate starting salaries in a fair & consistent manner. Below are the basic criteria utilized to determine base salaries upon initial hire.

Base Salary for Teachers upon initial hire (10 Month)

- Pay bands have been established based on years of experience (from 0 years to 9+ years), using the scale provided
- Stipend for Education Credentials (Masters), using the amounts provided
- Teachers waiting for certification will receive a flat salary of \$43,500 and are not eligible for merit

B. PERFORMANCE BASED COMPENSATION

Research supports the notion that people are motivated through achievement, recognition, and growth opportunities. Moreover, studies indicate that not only does this contribute to the retention of high quality staff, but also positively impacts student achievement. Consequently, the School will adopt a performance-based compensation plan that includes:

- Merit increases for instructional staff are determined by a robust evaluation tool based on the research of Robert Marzano, in alignment with statutory requirements
- A "Cost of Living" adjustment" option may be included in the schedule
- Participation in various programs to provide incentive bonuses for teachers
- School wide performance incentive goal– provided to faculty and staff at schools that achieve predetermined school wide academic improvement goals
- Stipends (supplements) are offered separately from base pay for Additional Academic Responsibilities, Title 1 Schools, Critical Teacher Shortage Areas, Bottom 2 School improvement categories, etc.
- Stipend for Education Credentials (Masters), using the amounts provided

C. MERIT INCREASE SCHEDULE

Final Level Instructional staff member scores are calculated by combining the Instructional Practice and Student Performance components of the final evaluation. Please see the school's approved evaluation plan. Budget will determine the **Effective** teacher's percent increase. This percent increase will fall between 50%-75% of the percent increase that **Highly Effective** teachers receive per statutory requirements.

| CSUSA PERFORMANCE EVALUATION RESULTS | INSTRUCTIONAL INCREASE* |
|---|--------------------------------|
| Level 1: UNSATISFACTORY/DEVELOPING/NEEDS IMPROVEMENT | 0% |
| Level 2: DEVELOPING/ NEEDS IMPROVEMENT | 0% |
| Level 3: APPLYING / EFFECTIVE | 1.5%* |
| Level 4: INNOVATIVE / HIGHLY EFFECTIVE | 2.0%* |

**Merit increases are subject to budget allocation*

- A "Cost of Living" adjustment option may be included in the schedule, budget permitting
- Stipends (supplements) are offered separately from base pay for Additional Academic Responsibilities, Title 1 Schools, Critical Teacher Shortage Areas, Bottom 2 School improvement categories, etc.

D. SCHOOL WIDE PERFORMANCE AND RETENTION BONUS

CSUSA offers a school wide bonus opportunity that acknowledges and shows appreciation to our loyal and committed employees. This is an opportunity for all Full Time Staff to earn a bonus based on the overall performance of their school.*

- Up to \$500.00 for Non Instructional Employees
- Up to \$1,000.00 for Instructional Employees
- The bonus will be paid out after FTE count and the release of school grades in the fall/winter of the following year
- The bonus is based on goals established by the school and approved by leadership
- If the school meets its letter grade goal, the bonus will be paid out in full
- If the letter grade goal is not met, the bonus will be prorated based on the percentage of goals met
- Employee must be actively employed at time of bonus payout

**School wide bonus payment is subject to school-based budget allocation*