



## **Board of Directors' Meeting**

**Thursday, June 20, 2024  
12:00 PM**



# Four Corners Charter School, Inc.

**Thursday, June 20, 2024, at 2:00 pm**

Hilton Orlando Lake Buena Vista  
Tangerine Room  
1900 E Buena Vista Dr.  
Lake Buena Vista, FL 32830

## Board Meeting Agenda

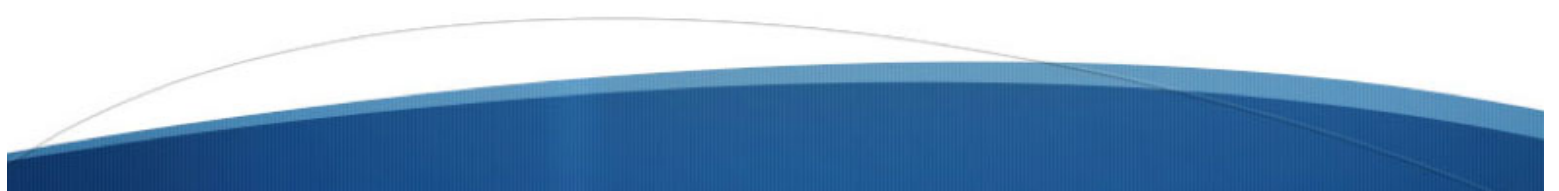
Call to Order  
Roll Call



- I. Public Comments
- II. Administrative
  - Approval of April 9, 2024, FCCS Board Meeting Minutes
  - FY25 Board Meeting Dates
- III. CSUSA Reports
  - State Superintendent Update
    - Spring Survey Results
- IV. Financials
  - Four Corners Charter School Inc.
    - FY 2023-24 Financial Statements as of 3/31/2024
    - FY 2023-24 Budget Amendment 2
    - FY 2023-24 Audit and Program Cost Report Engagement Letters for FCCS and FCCS, Inc.
  - Four Corners Charter School Operating
    - Q3 FY24 Finance Review
    - FY24 Budget Amendment 3
- V. Old Business
  - Facilities Update
    - Emergency Responder Radio System Update
- VI. New Business
  - Mental Health Plan
  - Youth Mental Health Training
  - Master Safety and Security Policy
  - CSUSA Reading Plan
  - Parent Handbook

Adjournment

◀ **Next Meeting: TBD** ▶



## **BOARD MEETING MINUTES**

**Name of Foundation:** Four Corners Charter School, Inc.

**Board Meeting:** Tuesday – April 9, 2024

**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:      |
|--|---------|---|---------------|------------|-------------------|
| April 9, 2024  | 2:02 pm | 2:38 pm   | June 4, 2024  | 2:00 pm    | R.Weaver/L. Peake |
| Meeting Location:  |         |   |               |            |                   |
| Osceola School District – 817 Bill Beck Blvd., Kissimmee, FL 34744   |         |   |               |            |                   |
| Attended by:   |         |   |               |            |                   |
| Board Members:<br>Heather Kahoun, Chair<br>Julius Melendez, Director<br>James Miller, Director<br>Mollie Cunningham, Director<br>Teresa Castillo, Director<br>Absent: None |         | Other Attendees:<br>Deputy Director, Jodi Evans<br>Jason Imeidopf, Principal<br>Angela Barner, Director of Finance, Osceola School District<br>Adam Maali, Senior Financial Analyst, CSUSA<br>Chris Kober, Facilities Director, CSUSA<br>Rita Weaver, Sr. Director of Board Governance, CSUSA<br>Leah Peake, Board Governance Manger, CSUSA |               |            |                   |
|  |         |   |               |            |                   |

### **CALL TO ORDER**

- Pursuant to public notice, the meeting commenced at 2:02 pm with a Call to Order by Chair Heather Kahoun. Roll call was taken, and quorum established.

#### **I. PUBLIC COMMENTS**

- Chair Kahoun called for public comments. There were no public comments.

#### **II. ADMINISTRATIVE**

Approval of Board Meeting Minutes of February 6, 2024, Board Meeting Minutes

- The board reviewed the meeting minutes from February 6, 2024, for Four Corners Charter School, Inc.

**MOTION:** Motion was made by James Miller and seconded by Julius Melendez to approve the February 6, 2024, board meeting minutes for Four Corners Charter School, Inc. as presented. Motion was approved unanimously. (5-0, 0 absent)

#### **III. CSUSA Reports**

State Director Report

- Deputy Director, Jodi Evans and Principal Imeidopf provided the board an update on Full Time Enrollment Counts, Recommitment Update, and the upcoming testing for Four Corners Charter School.

#### **IV. FINANCIALS**

Four Corners Charter School, Inc. Financial Update

February FY24 Financial Report



- The board reviewed the Four Corners Charter School, Inc. February FY24 Financial Report as presented by Angela Barner.

**MOTION: Motion as made by Mollie Cuningham and seconded by Teresa Castillo to approve the February FY24 Financial Report for Four Corners Charter School, Inc., as presented. Motion was approved unanimously. (5-0, 0 absent)**

FY24 Budget Amendment 1

- The board reviewed the FY24 Budget Amendment 1 for Four Corners Charter School, Inc. presented by Angela Barner.

**MOTION: Motion was made Mollie Cuningham and seconded by James Miller to approve the FY24 Budget Amendment 1, as presented. Motion was approved unanimously. (5-0, 0 absent)**

FY25 Preliminary Budget

- The board reviewed the FY25 Preliminary Budget for Four Corners Charter School, Inc. presented by Angela Barner.

**MOTION: Motion was made Julius Melendez and seconded by Teresa Castillo to approve the FY25 Preliminary Budget, as presented. Motion was approved unanimously. (5-0, 0 absent)**

Management Company Request for Funding

- The board reviewed four options for the Management Company Request for funding from Four Corners Charter School, Inc. presented by Angela Barner.
- The board was presented 5 options:
- Option 1: Fund \$1,108,150.54
- Option 2: Fund \$0.00
- Option 3: Fund \$283,000 projected ending fund balance
- Option 4: Fund \$315,000 grants receivable
- Option 5: Fund \$598,000 (sum of Option 3 & 4)

**MOTION: Motion was made by Teresa Castillo to adopt Option 5 and approve the funding for the Management Company the motion was seconded by Julius Melendez. Motion was approved unanimously. (5-0, 0 absent)**

Mrs. Weaver advised that this item would be brought back to the June meeting for the additional funding request.

**V. OLD BUSINESS**

Facilities Update

- Facilities Director, Chris Kober presented the board with the facilities update for Four Corners Charter School.

**VI. NEW BUSINESS**

Emergency Responder Radio System

- Facilities Director, Chris Kober presented the board with findings from the Emergency Responder Radio System Test Results for Four Corners Charter School. The test results indicated a failure in the system. Mr. Kober requested the ability to put out a Request for Proposal to fix the needed areas and improve coverage.

**MOTION: Motion was made by James Miller and seconded by Julius Melendez to approve the bid process for an Emergency Responder Radio System for Four Corners Charter School. Motion was approved unanimously. 5-0, 0 absent)**

FY25 School Calendar

- The board reviewed the FY25 School Calendar for Four Corners Charter School

**MOTION: Motion was made by Teresa Castillo and seconded by Julius Melendez to approve the FY25 School Calendar for Four Corners Charter School. Motion was approved unanimously. 5-0, 0 absent)**

**VII. ADJOURNMENT**

**Hearing no objections, Chair Heather Kahoun, adjourned the April 9, 2024, Four Corners Charter School, Inc. Board Meeting at 2:38 p.m.**

\_\_\_\_\_  
**Signature**

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

# 2024-2025 Meetings



## 2024-2025 Meeting Calendar

**Meetings for Four Corners Charter School begin at 2:00pm (subject to change)**

**July 2024 – No Meeting**

**August 6, 2024**

**September 2024 – No Meeting**

**October 8, 2024**

**November 2024 – No Meeting**

**December 2024 – No Meeting**

**January 2025 – No Meeting**

**February 11, 2025**

**March 2025 – No Meeting**

**April 8, 2025**

**May 2025 – No Meeting**

**June 3, 2025**

***All meetings are open to the public. Please contact the parent facilitator or the school's location for details on how to participate.***

*Meeting dates, times, and locations are subject to change. Changed dates will appear in red above. Meetings start time and exact location are TBD and will be announced and public noticed as each meeting date approaches.*





CSUSA Spring 2023-2024  
Parent, Staff and Student  
Stakeholder Satisfaction Surveys



# Survey Scale & Interpreting The Results

## 6 Point Scale

- 3 Levels of agreement with “**strongly agree**” being the most intense on the **positive** spectrum
- 3 Levels of disagreement with “**strongly disagree**” being the most intense on the **negative** spectrum

## Reporting Total Agree

- Combination of “strongly agree”, “agree” and “somewhat agree” represents **Total Satisfaction**
- Based on our Charter contract goals, **Total Satisfaction is expected to be above 90%** across each stakeholder group





# CSUSA Survey Results

## Spring 2023-2024



| FCCS 2023-2024 Spring Survey Participation Summary                              |                    |                  |        |                  |        |           |        |
|---|--------------------|------------------|--------|------------------|--------|-----------|--------|
| Participation Rate & Results Reliability  |                    |                  |        |                  |        |           |        |
|   |                    | 2021-2022        |        | 2022-2023        |        | 2023-2024 |        |
|   |                    | Fall             | Spring | Fall             | Spring | Fall      | Spring |
| Parent  | Parent             |                  |        |                  |        |           |        |
|   | Responses Count    | 411              | 316    | 331              | 339    | 418       | 246    |
|   | Total Count        | 666              | 666    | 658              | 779    | 843       | 886    |
|   | Participation Rate | 62%              | 47%    | 50%              | 44%    | 50%       | 28%    |
| Student   | All Students *     |                  |        |                  |        |           |        |
|   | Responses Count    | 149              | 132    | 131              | 145    | 176       | 158    |
|   | Total Count        | 171              | 171    | 166              | 164    | 181       | 181    |
|   | Participation Rate | 87%              | 77%    | 79%              | 88%    | 97%       | 87%    |
| Staff   | Instructional      |                  |        |                  |        |           |        |
|   | Responses Count    | 52               | 60     | 72               | 51     | 59        | 71     |
|   | Total Count        | 57               | 57     | 43               | 39     | 37        | 60     |
|   | Participation Rate | 91%              | 100%   | 100%             | 100%   | 100%      | 100%   |
| Non-Instructional   | Responses Count    | 11               | 23     | 23               | 19     | 15        | 26     |
|   | Total Count        | 28               | 28     | 70               | 48     | 80        | 22     |
|   | Participation Rate | 39%              | 82%    | 33%              | 40%    | 19%       | 100%   |
| Based on established benchmark, 2023-2024 Spring Survey participation rate has: |                    |                  |        |                  |        |           |        |
| Parent  |                    | Student          |        | Staff            |        |           |        |
| Moderate Reliability  |                    | High Reliability |        | High Reliability |        |           |        |

*\*This represents only respondents from the 4<sup>th</sup> grade to ensure a representative sample of students from the elementary school participate in this process.*

# School Results by Category

## Top Survey Results:

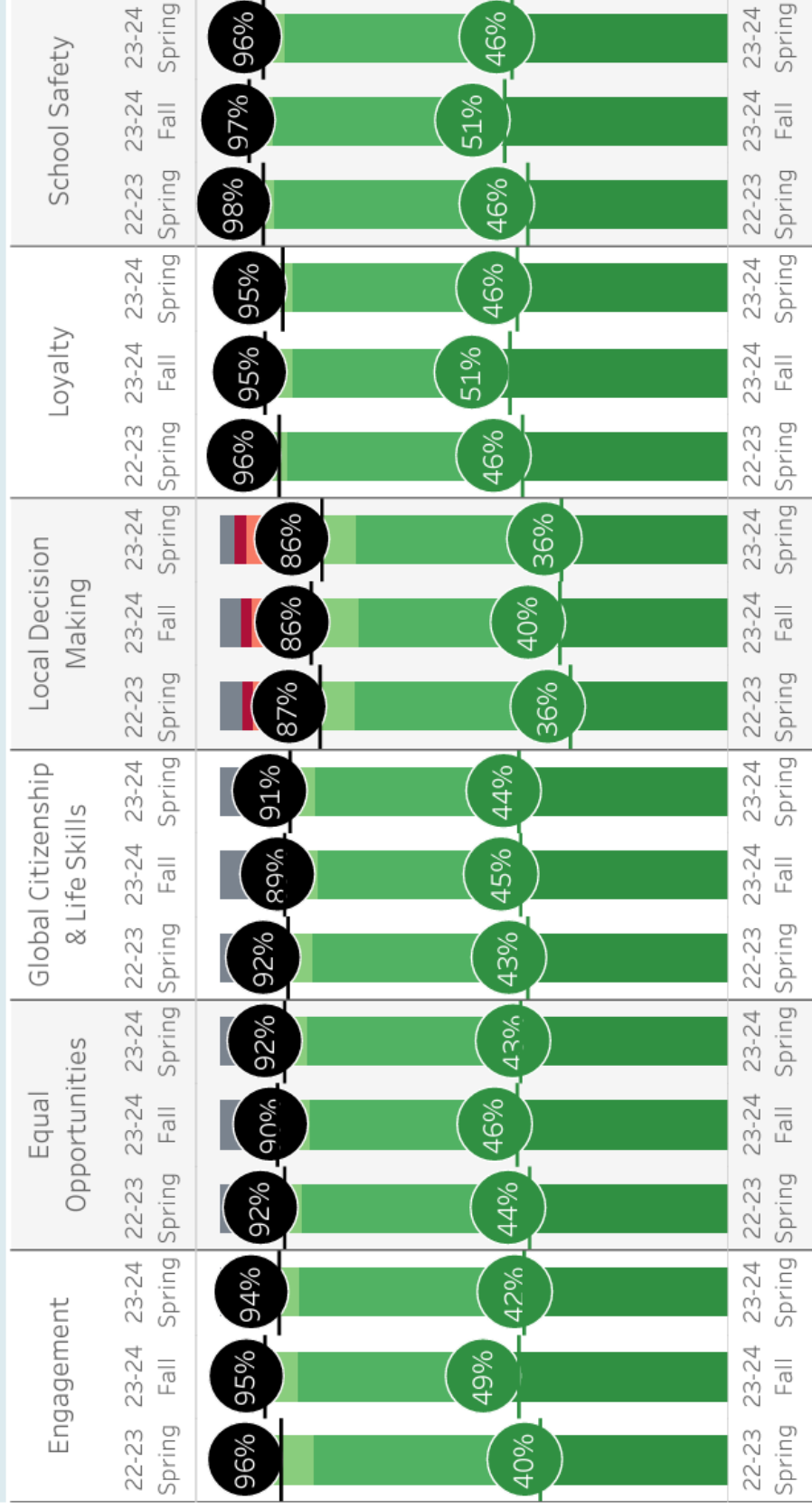
- **Parent Satisfaction:** the FCCS families continue to have a very favorable perception of the school and despite the trend to see declines at this time of year, this is one of few schools in the network to see improvements from last Fall to the Spring in some categories. **School Safety, Loyalty and Engagement** are rated the highest outpacing the network and state averages. The FCCS parents overwhelmingly feel their students are safe and happy at this school, they are proud of the school and would recommend it to a friend.
- **Staff Loyalty & School Safety:** the FCCS staff also have very favorable perception of the school and the administrators as indicated by the very high levels of satisfaction in their response to the statements: *I am happy working at this school*, and *I feel safe working at this school*.

## Areas for Improvement:

- **Student Satisfaction:** although the overall percentages in satisfaction from the students is above the network and state averages, there are still some areas of concern that should be addressed as part of the school's continuous improvement process. For example; when a Spring-to-Spring comparison is done, there are significant drops in satisfaction in **Student Engagement, Loyalty and their perception of feeling Safe at School**.



## Parent Survey Results

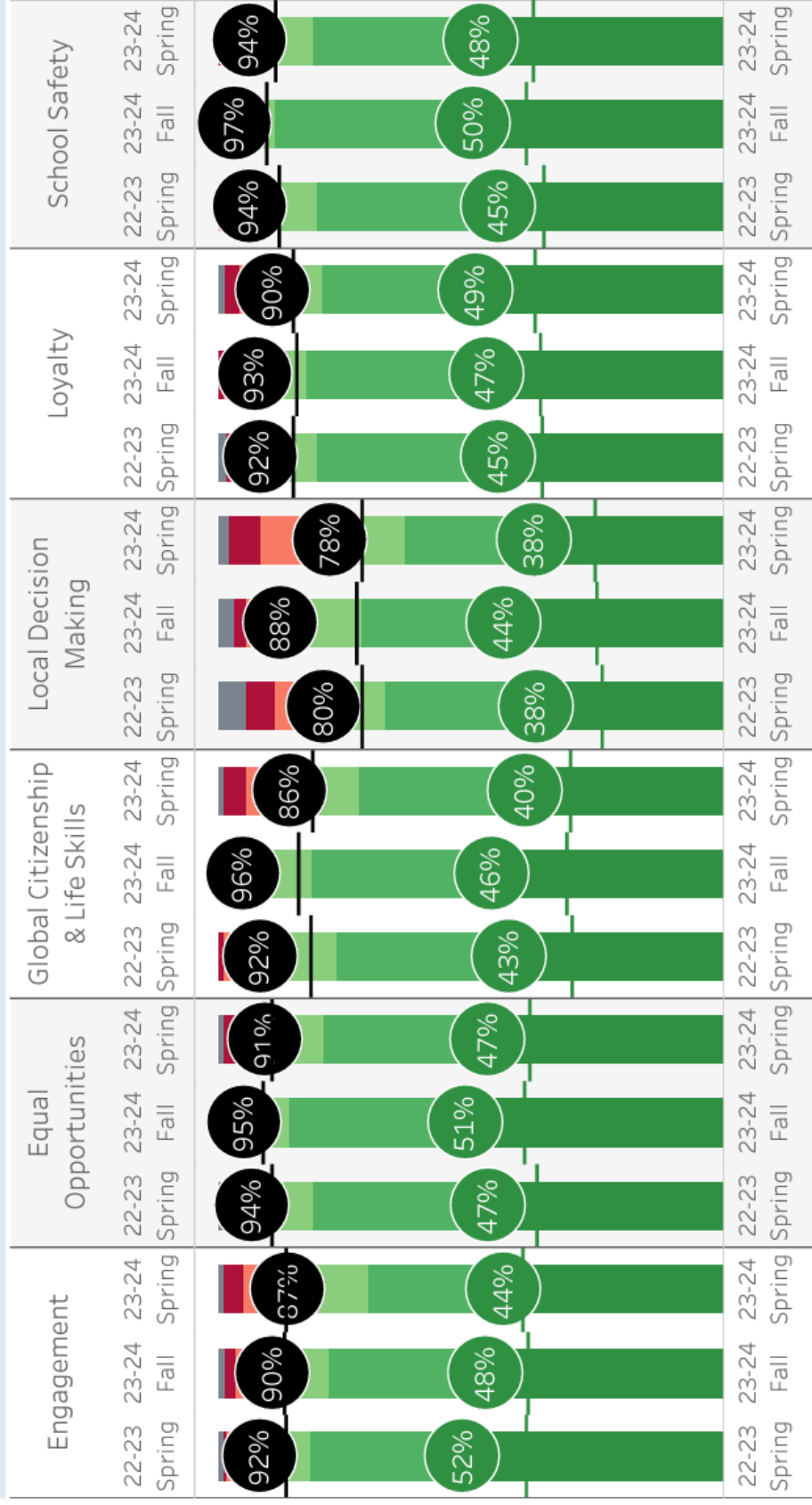


**Bar Chart Legend:** ■ Strongly Agree | ■ Agree | ■ Somewhat Agree | ■ Somewhat Disagree | ■ Disagree | ■ Strongly Disagree | ■ I do not know

**Circle & Line Legend:** — Network Total Agree Average | — Network Strongly Agree Average | ● Total Agree | ● Strongly Agree

## Historical Performance by Category

## Staff Survey Results



## Historical Performance by Category





IV. Four Corners Charter School Inc.  
FY2023-24 Financial Statements  
as of 3/31/2024



**Four Corners Charter Schools, Inc.**  
**Governmental Balance Sheet**  
**March 31, 2024**

| Four Corners Charter Schools, Inc.<br>Governmental Balance Sheet<br>March 31, 2024 |                   | Fund Types   |              |                  |                 |              |
|--|-------------------|--------------|--------------|------------------|-----------------|--------------|
|  | Account<br>Number | OF1          | OF2          | OF3              | OF4             |              |
|  |                   | GENERAL      | DEBT SERVICE | CAPITAL PROJECTS | SPECIAL REVENUE | Total        |
| ASSETS   |                   |              |              |                  |                 |              |
| Cash and Cash Equivalents  | 1110              | 5,448,465.97 | 0.00         | 452,705.00       | 0.00            | 5,901,170.97 |
| Investments  | 1160              | 0.00         | 0.00         | 0.00             | 0.00            | 0.00         |
| Taxes Receivable   | 1120              | 0.00         | 0.00         | 0.00             | 0.00            | 0.00         |
| Accounts Receivable  | 1130              | 0.00         | 0.00         | 0.00             | 0.00            | 0.00         |
| Interest Receivable  | 1170              | 0.00         | 0.00         | 0.00             | 0.00            | 0.00         |
| Due from Reinsurer   | 1180              | 0.00         | 0.00         | 0.00             | 0.00            | 0.00         |
| Deposits Receivable  | 1210              | 0.00         | 0.00         | 0.00             | 0.00            | 0.00         |
| Due from Other Funds   | 1140              | 0.00         | 0.00         | 0.00             | 0.00            | 0.00         |
| Due from Other Agencies  | 1220              | 0.00         | 0.00         | 0.00             | 0.00            | 0.00         |
| Inventory  | 1150              | 0.00         | 0.00         | 0.00             | 0.00            | 0.00         |
| Prepaid Items  | 1230              | 0.00         | 0.00         | 0.00             | 0.00            | 0.00         |
| Total Assets   |                   | 5,448,465.97 | 0.00         | 452,705.00       | 0.00            | 5,901,170.97 |
| LIABILITIES AND FUND BALANCES  |                   |              |              |                  |                 |              |
| LIABILITIES  |                   |              |              |                  |                 |              |
| Salaries, Benefits and Payroll Taxes Payable                                       | 2110              | 0.00         | 0.00         | 0.00             | 0.00            | 0.00         |
| Payroll Deductions and Withholdings  | 2170              | 0.00         | 0.00         | 0.00             | 0.00            | 0.00         |
| Accounts Payable   | 2120              | 135,572.17   | 0.00         | 0.00             | 0.00            | 135,572.17   |
| Judgments Payable  | 2130              | 0.00         | 0.00         | 0.00             | 0.00            | 0.00         |
| Construction Contracts Payable   | 2140              | 0.00         | 0.00         | 0.00             | 0.00            | 0.00         |
| Construction Contracts Payable-Retained  | 2150              | 0.00         | 0.00         | 0.00             | 0.00            | 0.00         |
| Matured Interest Payable   | 2190              | 0.00         | 0.00         | 0.00             | 0.00            | 0.00         |
| Due to Fiscal Agent  | 2240              | 0.00         | 0.00         | 0.00             | 0.00            | 0.00         |
| Sales Tax Payable  | 2260              | 0.00         | 0.00         | 0.00             | 0.00            | 0.00         |
| Estimated Liability Self Insurance   | 2270              | 0.00         | 0.00         | 0.00             | 0.00            | 0.00         |
| Accrued Interest Payable   | 2210              | 0.00         | 0.00         | 0.00             | 0.00            | 0.00         |
| Deposits Payable   | 2220              | 0.00         | 0.00         | 0.00             | 0.00            | 0.00         |
| Due to Other Agencies  | 2230              | 0.00         | 0.00         | 0.00             | 0.00            | 0.00         |
| Due to Other Funds   | 2160              | 0.00         | 0.00         | 0.00             | 0.00            | 0.00         |
| Deferred Revenue   | 2410              | 0.00         | 0.00         | 0.00             | 0.00            | 0.00         |
| Total Liabilities  |                   | 135,572.17   | 0.00         | 0.00             | 0.00            | 135,572.17   |
| FUND BALANCES  |                   |              |              |                  |                 |              |
| Total Fund Balances  | 2700              | 5,312,893.80 | 0.00         | 452,705.00       | 0.00            | 5,765,598.80 |
| Total Liabilities and Fund Balances  |                   | 5,448,465.97 | 0.00         | 452,705.00       | 0.00            | 5,901,170.97 |

| Four Corners Charter Schools, Inc.<br>Revenue & Expenditures - Budget And Actual<br>March 31, 2024 | OF1<br>Account<br>Number | GENERAL FUND   |              |              |                                    |
|--|--------------------------|----------------|--------------|--------------|------------------------------------|
|  |                          | Budget Amounts |              | Actual       | Percentage<br>of Current<br>Budget |
|  |                          | Original       | Current      |              |                                    |
| <b>REVENUES</b>  |                          |                |              |              |                                    |
| Federal Direct   | 3100                     | 0.00           | 0.00         | 0.00         | 0.00%                              |
| Federal Through State  | 3200                     | 0.00           | 0.00         | 0.00         | 0.00%                              |
| State Sources  | 3300                     | 7,215,505.82   | 7,462,354.00 | 6,070,536.65 | 81.35%                             |
| Local Sources  | 3400                     | 20,000.00      | 20,000.00    | 41,720.57    | 208.60%                            |
| <b>Total Revenues</b>  |                          | 7,235,505.82   | 7,482,354.00 | 6,112,257.22 | 81.69%                             |
| <b>EXPENDITURES</b>  |                          |                |              |              |                                    |
| Current:   |                          |                |              |              |                                    |
| Instruction  | 5000                     | 5,344,380.95   | 5,527,626.90 | 4,140,722.27 | 74.91%                             |
| Pupil Personnel Services   | 6100                     | 0.00           | 0.00         | 0.00         | 0.00%                              |
| Instructional Media Services   | 6200                     | 0.00           | 0.00         | 0.00         | 0.00%                              |
| Instruction and Curriculum Development Services  | 6300                     | 0.00           | 0.00         | 0.00         | 0.00%                              |
| Instructional Staff Training Services  | 6400                     | 0.00           | 0.00         | 0.00         | 0.00%                              |
| Instructional Related Technology   | 6500                     | 0.00           | 0.00         | 0.00         | 0.00%                              |
| Board  | 7100                     | 7,000.00       | 7,000.00     | 6,811.25     | 97.30%                             |
| General Administration   | 7200                     | 1,175,583.87   | 1,215,494.10 | 837,663.35   | 68.92%                             |
| School Administration  | 7300                     | 0.00           | 0.00         | 0.00         | 0.00%                              |
| Facilities Acquisition and Construction  | 7400                     | 1,055,651.00   | 1,081,515.00 | 809,917.67   | 74.89%                             |
| Fiscal Services  | 7500                     | 20,000.00      | 20,000.00    | 0.00         | 0.00%                              |
| Food Services  | 7600                     | 0.00           | 0.00         | 0.00         | 0.00%                              |
| Central Services   | 7700                     | 0.00           | 0.00         | 0.00         | 0.00%                              |
| Pupil Transportation Services  | 7800                     | 0.00           | 0.00         | 0.00         | 0.00%                              |
| Operation of Plant   | 7900                     | 0.00           | 0.00         | 0.00         | 0.00%                              |
| Maintenance of Plant   | 8100                     | 150,000.00     | 150,000.00   | 0.00         | 0.00%                              |
| Administrative Tech Services   | 8200                     | 0.00           | 0.00         | 0.00         | 0.00%                              |
| Community Services   | 9100                     | 0.00           | 0.00         | 0.00         | 0.00%                              |
| Debt Service   | 9200                     | 0.00           | 0.00         | 0.00         | 0.00%                              |
| <b>Total Expenditures</b>  |                          | 7,752,615.82   | 8,001,636.00 | 5,795,114.54 | 72.42%                             |
| Excess (Deficiency) of Revenues Over (Under) Expenditures  |                          | (517,110.00)   | (519,282.00) | 317,142.68   | -61.07%                            |
| <b>OTHER FINANCING SOURCES (USES)</b>  |                          |                |              |              |                                    |
| Long-term Debt Proceeds & Sales of Capital Assets  | 3700                     | 0.00           | 0.00         | 0.00         |                                    |
| Transfers In   | 3600                     | 510,110.00     | 512,282.00   | 0.00         |                                    |
| Transfers Out  | 9700                     | 0.00           | 0.00         | 0.00         |                                    |
| <b>Total Other Financing Sources (Uses)</b>  |                          | 510,110.00     | 512,282.00   | 0.00         |                                    |
| <b>SPECIAL ITEMS</b>   |                          |                |              |              |                                    |
|  |                          |                |              |              |                                    |
| <b>EXTRAORDINARY ITEMS</b>   |                          |                |              |              |                                    |
|  |                          |                |              |              |                                    |
| <b>FUND BALANCE</b>  |                          |                |              |              |                                    |
| Net Change in Fund Balance   |                          | (7,000.00)     | (7,000.00)   | 317,142.68   |                                    |
| Fund Balance, July 01, 2023  | 2800                     | 4,995,751.12   | 4,995,751.12 | 4,995,751.12 |                                    |
| Adjustment to Fund Balance   | 2891                     | 0.00           | 0.00         | 0.00         |                                    |
| <b>Fund Balance, June 30, 2024</b>   | <b>2700</b>              | 4,988,751.12   | 4,988,751.12 | 5,312,893.80 |                                    |

| <b>Four Corners Charter Schools, Inc.</b><br><b>Revenue &amp; Expenditures - Budget And Actual</b><br><b>March 31, 2024</b> | CAPITAL PROJECTS FUND |                |              |            |                                    |
|---|-----------------------|----------------|--------------|------------|------------------------------------|
|   | OF3                   | Budget Amounts |              | Actual     | Percentage<br>of Current<br>Budget |
|   | Account<br>Number     | Original       | Current      |            |                                    |
| <b>REVENUES</b>   |                       |                |              |            |                                    |
| Federal Direct  | 3100                  | 0.00           | 0.00         | 0.00       | 0.00%                              |
| Federal Through State   | 3200                  | 0.00           | 0.00         | 0.00       | 0.00%                              |
| State Sources   | 3300                  | 510,110.00     | 512,282.00   | 394,255.00 | 76.96%                             |
| Local Sources   | 3400                  | 0.00           | 0.00         | 58,450.00  | 0.00%                              |
| <b>Total Revenues</b>   |                       | 510,110.00     | 512,282.00   | 452,705.00 | 88.37%                             |
| <b>EXPENDITURES</b>   |                       |                |              |            |                                    |
| Current:  |                       |                |              |            |                                    |
| Instruction   | 5000                  | 0.00           | 0.00         | 0.00       | 0.00%                              |
| Pupil Personnel Services  | 6100                  | 0.00           | 0.00         | 0.00       | 0.00%                              |
| Instructional Media Services  | 6200                  | 0.00           | 0.00         | 0.00       | 0.00%                              |
| Instruction and Curriculum Development Services   | 6300                  | 0.00           | 0.00         | 0.00       | 0.00%                              |
| Instructional Staff Training Services   | 6400                  | 0.00           | 0.00         | 0.00       | 0.00%                              |
| Instructional Related Technology  | 6500                  | 0.00           | 0.00         | 0.00       | 0.00%                              |
| Board   | 7100                  | 0.00           | 0.00         | 0.00       | 0.00%                              |
| General Administration  | 7200                  | 0.00           | 0.00         | 0.00       | 0.00%                              |
| School Administration   | 7300                  | 0.00           | 0.00         | 0.00       | 0.00%                              |
| Facilities Acquisition and Construction   | 7410                  | 0.00           | 0.00         | 0.00       | 0.00%                              |
| Fiscal Services   | 7500                  | 0.00           | 0.00         | 0.00       | 0.00%                              |
| Food Services   | 7600                  | 0.00           | 0.00         | 0.00       | 0.00%                              |
| Central Services  | 7700                  | 0.00           | 0.00         | 0.00       | 0.00%                              |
| Pupil Transportation Services   | 7800                  | 0.00           | 0.00         | 0.00       | 0.00%                              |
| Operation of Plant  | 7900                  | 0.00           | 0.00         | 0.00       | 0.00%                              |
| Maintenance of Plant  | 8100                  | 0.00           | 0.00         | 0.00       | 0.00%                              |
| Administrative Tech Services  | 8200                  | 0.00           | 0.00         | 0.00       | 0.00%                              |
| Community Services  | 9100                  | 0.00           | 0.00         | 0.00       | 0.00%                              |
| Debt Service  | 9200                  | 0.00           | 0.00         | 0.00       | 0.00%                              |
| <b>Total Expenditures</b>   |                       | 0.00           | 0.00         | 0.00       | 0.00%                              |
| Excess (Deficiency) of Revenues Over (Under) Expenditures   |                       | 510,110.00     | 512,282.00   | 452,705.00 | 88.37%                             |
| <b>OTHER FINANCING SOURCES (USES)</b>   |                       |                |              |            |                                    |
| Long-term Debt Proceeds & Sales of Capital Assets   | 3700                  | 0.00           | 0.00         | 0.00       |                                    |
| Transfers In  | 3600                  | 0.00           | 0.00         | 0.00       |                                    |
| Transfers Out   | 9700                  | (510,110.00)   | (512,282.00) | 0.00       |                                    |
| <b>Total Other Financing Sources (Uses)</b>   |                       | (510,110.00)   | (512,282.00) | 0.00       |                                    |
| <b>FUND BALANCE</b>   |                       |                |              |            |                                    |
| Net Change in Fund Balance  |                       | 0.00           | 0.00         | 452,705.00 |                                    |
| Fund Balance, July 01, 2023   | 2800                  | 0.00           | 0.00         | 0.00       |                                    |
| Adjustment to Fund Balance  | 2891                  | 0.00           | 0.00         | 0.00       |                                    |
| <b>Fund Balance, June 30, 2024</b>  | <b>2700</b>           | 0.00           | 0.00         | 452,705.00 |                                    |

**Four Corners Charter Schools, Inc.**  
**Governmental Balance Sheet**  
**March 31, 2024**

| Four Corners Charter Schools, Inc.<br>Governmental Balance Sheet<br>March 31, 2024 |                   | Fund Types   |              |                  |                 |              |
|--|-------------------|--------------|--------------|------------------|-----------------|--------------|
|  | Account<br>Number | OF1          | OF2          | OF3              | OF4             |              |
|  |                   | GENERAL      | DEBT SERVICE | CAPITAL PROJECTS | SPECIAL REVENUE | Total        |
| ASSETS   |                   |              |              |                  |                 |              |
| Cash and Cash Equivalents  | 1110              | 5,448,465.97 | 0.00         | 452,705.00       | 0.00            | 5,901,170.97 |
| Investments  | 1160              | 0.00         | 0.00         | 0.00             | 0.00            | 0.00         |
| Taxes Receivable   | 1120              | 0.00         | 0.00         | 0.00             | 0.00            | 0.00         |
| Accounts Receivable  | 1130              | 0.00         | 0.00         | 0.00             | 0.00            | 0.00         |
| Interest Receivable  | 1170              | 0.00         | 0.00         | 0.00             | 0.00            | 0.00         |
| Due from Reinsurer   | 1180              | 0.00         | 0.00         | 0.00             | 0.00            | 0.00         |
| Deposits Receivable  | 1210              | 0.00         | 0.00         | 0.00             | 0.00            | 0.00         |
| Due from Other Funds   | 1140              | 0.00         | 0.00         | 0.00             | 0.00            | 0.00         |
| Due from Other Agencies  | 1220              | 0.00         | 0.00         | 0.00             | 0.00            | 0.00         |
| Inventory  | 1150              | 0.00         | 0.00         | 0.00             | 0.00            | 0.00         |
| Prepaid Items  | 1230              | 0.00         | 0.00         | 0.00             | 0.00            | 0.00         |
| Total Assets   |                   | 5,448,465.97 | 0.00         | 452,705.00       | 0.00            | 5,901,170.97 |
| LIABILITIES AND FUND BALANCES  |                   |              |              |                  |                 |              |
| LIABILITIES  |                   |              |              |                  |                 |              |
| Salaries, Benefits and Payroll Taxes Payable                                       | 2110              | 0.00         | 0.00         | 0.00             | 0.00            | 0.00         |
| Payroll Deductions and Withholdings  | 2170              | 0.00         | 0.00         | 0.00             | 0.00            | 0.00         |
| Accounts Payable   | 2120              | 135,572.17   | 0.00         | 0.00             | 0.00            | 135,572.17   |
| Judgments Payable  | 2130              | 0.00         | 0.00         | 0.00             | 0.00            | 0.00         |
| Construction Contracts Payable   | 2140              | 0.00         | 0.00         | 0.00             | 0.00            | 0.00         |
| Construction Contracts Payable-Retained  | 2150              | 0.00         | 0.00         | 0.00             | 0.00            | 0.00         |
| Matured Interest Payable   | 2190              | 0.00         | 0.00         | 0.00             | 0.00            | 0.00         |
| Due to Fiscal Agent  | 2240              | 0.00         | 0.00         | 0.00             | 0.00            | 0.00         |
| Sales Tax Payable  | 2260              | 0.00         | 0.00         | 0.00             | 0.00            | 0.00         |
| Estimated Liability Self Insurance   | 2270              | 0.00         | 0.00         | 0.00             | 0.00            | 0.00         |
| Accrued Interest Payable   | 2210              | 0.00         | 0.00         | 0.00             | 0.00            | 0.00         |
| Deposits Payable   | 2220              | 0.00         | 0.00         | 0.00             | 0.00            | 0.00         |
| Due to Other Agencies  | 2230              | 0.00         | 0.00         | 0.00             | 0.00            | 0.00         |
| Due to Other Funds   | 2160              | 0.00         | 0.00         | 0.00             | 0.00            | 0.00         |
| Deferred Revenue   | 2410              | 0.00         | 0.00         | 0.00             | 0.00            | 0.00         |
| Total Liabilities  |                   | 135,572.17   | 0.00         | 0.00             | 0.00            | 135,572.17   |
| FUND BALANCES  |                   |              |              |                  |                 |              |
| Total Fund Balances  | 2700              | 5,312,893.80 | 0.00         | 452,705.00       | 0.00            | 5,765,598.80 |
| Total Liabilities and Fund Balances  |                   | 5,448,465.97 | 0.00         | 452,705.00       | 0.00            | 5,901,170.97 |

**OSCEOLA COUNTY COMPONENT UNIT**  
**Four Corners Charter School, Inc.**  
**Fiscal Year 2023-24 Budget Amendment 2**

|   | OF1<br>Function | General Fund           |                        |              |           |
|---|-----------------|------------------------|------------------------|--------------|-----------|
|   |                 | Budget Amounts         |                        |              |           |
|   |                 | 2023-24<br>Amendment 1 | 2023-24<br>Amendment 2 | Difference   |           |
|   | UFTE            | 1022.04                | 1034.37                | 12.33        | %         |
| <b>REVENUES</b>   |                 |                        |                        |              |           |
| Federal Direct  | 3100            |                        |                        | 0.00         |           |
| Federal Through State & Local                             | 3200            | 0.00                   | 0.00                   | 0.00         |           |
| State Sources   | 3300            | 8,234,527.00           | 8,325,233.00           | 90,706.00    | 1.10%     |
| Local Sources   | 3400            | 50,000.00              | 50,000.00              | 0.00         | 0.00%     |
| <b>Total Revenues</b>                                     |                 | 8,284,527.00           | 8,375,233.00           | 90,706.00    | 1.09%     |
| <b>EXPENDITURES</b>                                       |                 |                        |                        |              |           |
| Current:  |                 |                        |                        |              |           |
| Instruction   | 5000            | 6,276,560.95           | 6,951,149.70           | 674,588.75   | 10.75%    |
| Student & Instructional Support Services                  | 6000            | 0.00                   | 0.00                   | 0.00         |           |
| Board   | 7100            | 7,000.00               | 7,000.00               | 0.00         | 0.00%     |
| Administration Fees:                                      |                 |                        |                        |              |           |
| District Holdback Fee                                     | 7201            | 96,947.00              | 96,887.00              | (60.00)      | -0.06%    |
| Charter Holder  | 7202            |                        |                        | 0.00         |           |
| Management Company  | 7203            | 1,235,179.05           | 1,249,356.30           | 14,177.25    | 1.15%     |
| Other   | 7204            |                        |                        | 0.00         |           |
| School Administration                                     | 7300            |                        |                        | 0.00         |           |
| Facilities Acquisition and Construction                   | 7400            | 1,081,515.00           | 1,081,515.00           | 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             | 150,000.00             | 0.00         | 0.00%     |
| Administrative Technology Services                        | 8200            |                        |                        | 0.00         |           |
| Community Services  | 9100            |                        |                        | 0.00         |           |
| Debt Service: (Function 9200)                             |                 |                        |                        |              |           |
| Retirement of Principal                                   | 710             |                        |                        | 0.00         |           |
| Interest  | 720             |                        |                        | 0.00         |           |
| Dues, Fees and Issuance Costs                             | 730             |                        |                        | 0.00         |           |
| Miscellaneous Expenditures                                | 790             |                        |                        | 0.00         |           |
| Capital Outlay:   |                 |                        |                        |              |           |
| Facilities Acquisition and Construction                   | 7420            |                        |                        | 0.00         |           |
| Other Capital Outlay                                      | 9300            |                        |                        | 0.00         |           |
| <b>Total Expenditures</b>                                 |                 | 8,867,202.00           | 9,555,908.00           | 688,706.00   | 11.83%    |
| Excess (Deficiency) of Revenues Over (Under) Expenditures |                 | (582,675.00)           | (1,180,675.00)         | (598,000.00) | 12.93%    |
| <b>OTHER FINANCING SOURCES (USES)</b>                     |                 |                        |                        |              |           |
| Loans Incurred  | 3720            |                        |                        | 0.00         |           |
| Proceeds from the Sale of Capital Assets                  | 3730            |                        |                        | 0.00         |           |
| Loss Recoveries   | 3740            |                        |                        | 0.00         |           |
| Proceeds of Forward Supply Contract                       | 3760            |                        |                        | 0.00         |           |
| Special Facilities Construction Advances                  | 3770            |                        |                        | 0.00         |           |
| Transfers In  | 3600            | 605,675.00             | 605,675.00             | 0.00         | 0.00%     |
| Transfers Out   | 9700            | 0.00                   | 0.00                   | 0.00         |           |
| <b>Total Other Financing Sources (Uses)</b>               |                 | 605,675.00             | 605,675.00             | 0.00         | 0.00%     |
| <b>SPECIAL ITEMS</b>                                      |                 |                        |                        |              |           |
|   |                 |                        |                        | 0.00         |           |
| <b>EXTRAORDINARY ITEMS</b>                                |                 |                        |                        |              |           |
|   |                 |                        |                        |              |           |
| Net Change in Fund Balances                               |                 | 23,000.00              | (575,000.00)           | (598,000.00) | -2600.00% |
| Fund Balance - Beginning of Year                          | 2800            | 4,995,751.12           | 4,995,751.12           | 0.00         | 0.00%     |
| Adjustment to Fund Balance                                | 2891            |                        |                        | 0.00         |           |
| Fund Balance - End of Year                                | 2700            | 5,018,751.12           | 4,420,751.12           | (598,000.00) | -11.92%   |
| <b>Per Student</b>  |                 | 8,056.95               | 8,048.60               | (8.35)       |           |
| <b>Fund Balance:</b>                                      |                 |                        |                        |              |           |
| Debt Service  |                 |                        | 1,038,683.75           | 23%          |           |
| Maintenance Reserve                                       |                 |                        | 589,442.15             | 13%          |           |
| Unassigned  |                 |                        | 2,792,625.22           | 63%          |           |
| Total Fund Balance  |                 |                        | 4,420,751.12           | 100%         |           |

**Notes:**

Unassigned fund balance as a percentage of revenues:

31.10%

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**OSCEOLA COUNTY COMPONENT UNIT****Four Corners Charter School, Inc.****Fiscal Year 2023-24 Budget Amendment 2**

|   | OF3<br>Function<br><i>UFTE</i> | Capital Projects       |                        |            |       |
|---|--------------------------------|------------------------|------------------------|------------|-------|
|   |                                | Budget Amounts         |                        |            |       |
|   |                                | 2023-24<br>Amendment 1 | 2023-24<br>Amendment 2 | Difference |       |
|   |                                | 1022.04                | 1034.37                | 12.33      | %     |
| <b>REVENUES</b>   |                                |                        |                        |            |       |
| Federal Direct  | 3100                           |                        |                        | 0.00       |       |
| Federal Through State & Local                             | 3200                           |                        |                        | 0.00       |       |
| State Sources   | 3300                           | 605,675.00             | 605,675.00             | 0.00       | 0.00% |
| Local Sources   | 3400                           |                        |                        | 0.00       |       |
| <b>Total Revenues</b>                                     |                                | 605,675.00             | 605,675.00             | 0.00       | 0.00% |
| <b>EXPENDITURES</b>                                       |                                |                        |                        |            |       |
| Current:  |                                |                        |                        |            |       |
| Instruction   | 5000                           |                        |                        | 0.00       |       |
| Student & Instructional Support Services                  | 6000                           |                        |                        | 0.00       |       |
| Board   | 7100                           |                        |                        | 0.00       |       |
| Administration Fees:                                      |                                |                        |                        |            |       |
| District Holdback Fee                                     | 7201                           |                        |                        | 0.00       |       |
| Charter Holder  | 7202                           |                        |                        | 0.00       |       |
| Management Company  | 7203                           |                        |                        | 0.00       |       |
| Other   | 7204                           |                        |                        | 0.00       |       |
| School Administration                                     | 7300                           |                        |                        | 0.00       |       |
| Facilities Acquisition and Construction                   | 7400                           |                        |                        | 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       |       |
| <b>Total Expenditures</b>                                 |                                | 0.00                   | 0.00                   | 0.00       |       |
| Excess (Deficiency) of Revenues Over (Under) Expenditures |                                | 605,675.00             | 605,675.00             | 0.00       | 0.00% |
| <b>OTHER FINANCING SOURCES (USES)</b>                     |                                |                        |                        |            |       |
| Loans Incurred  | 3720                           |                        |                        | 0.00       |       |
| Proceeds from the Sale of Capital Assets                  | 3730                           |                        |                        | 0.00       |       |
| Loss Recoveries   | 3740                           |                        |                        | 0.00       |       |
| Proceeds of Forward Supply Contract                       | 3760                           |                        |                        | 0.00       |       |
| Special Facilities Construction Advances                  | 3770                           |                        |                        | 0.00       |       |
| Transfers In  | 3600                           |                        |                        | 0.00       |       |
| Transfers Out   | 9700                           | (605,675.00)           | (605,675.00)           | 0.00       | 0.00% |
| <b>Total Other Financing Sources (Uses)</b>               |                                | (605,675.00)           | (605,675.00)           | 0.00       | 0.00% |
| <b>SPECIAL ITEMS</b>                                      |                                |                        |                        |            |       |
|   |                                |                        |                        |            |       |
| <b>EXTRAORDINARY ITEMS</b>                                |                                |                        |                        |            |       |
|   |                                |                        |                        |            |       |
| Net Change in Fund Balances                               |                                | 0.00                   | 0.00                   | 0.00       |       |
| Fund Balance - Beginning of Year                          | 2800                           | 0.00                   | 0.00                   | 0.00       |       |
| Adjustment to Fund Balance                                | 2891                           |                        |                        |            |       |
| Fund Balance - End of Year                                | 2700                           | 0.00                   | 0.00                   | 0.00       |       |

**OSCEOLA COUNTY COMPONENT UNIT**  
**Four Corners Charter School, Inc.**  
**Fiscal Year 2023-24 Budget Amendment 2**

|   | OF1<br>Function<br>UFTE | General Fund           |                        |              |           |
|---|-------------------------|------------------------|------------------------|--------------|-----------|
|   |                         | Budget Amounts         |                        |              |           |
|   |                         | 2023-24<br>Amendment 1 | 2023-24<br>Amendment 2 | Difference   |           |
|   |                         | 1022.04                | 1034.37                | 12.33        | %         |
| <b>REVENUES</b>   |                         |                        |                        |              |           |
| Federal Direct  | 3100                    |                        |                        | 0.00         |           |
| Federal Through State & Local                             | 3200                    | 0.00                   | 0.00                   | 0.00         |           |
| State Sources   | 3300                    | 8,234,527.00           | 8,325,233.00           | 90,706.00    | 1.10%     |
| Local Sources   | 3400                    | 50,000.00              | 55,000.00              | 5,000.00     | 10.00%    |
| <b>Total Revenues</b>                                     |                         | 8,284,527.00           | 8,380,233.00           | 95,706.00    | 1.16%     |
| <b>EXPENDITURES</b>                                       |                         |                        |                        |              |           |
| Current:  |                         |                        |                        |              |           |
| Instruction   | 5000                    | 6,276,560.95           | 7,009,599.70           | 733,038.75   | 11.68%    |
| Student & Instructional Support Services                  | 6000                    | 0.00                   | 0.00                   | 0.00         |           |
| Board   | 7100                    | 7,000.00               | 7,000.00               | 0.00         | 0.00%     |
| Administration Fees:                                      |                         |                        |                        |              |           |
| District Holdback Fee                                     | 7201                    | 96,947.00              | 96,887.00              | (60.00)      | -0.06%    |
| Charter Holder  | 7202                    |                        |                        | 0.00         |           |
| Management Company  | 7203                    | 1,235,179.05           | 1,249,356.30           | 14,177.25    | 1.15%     |
| Other   | 7204                    |                        |                        | 0.00         |           |
| School Administration                                     | 7300                    |                        |                        | 0.00         |           |
| Facilities Acquisition and Construction                   | 7400                    | 1,081,515.00           | 1,081,515.00           | 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             | 150,000.00             | 0.00         | 0.00%     |
| Administrative Technology Services                        | 8200                    |                        |                        | 0.00         |           |
| Community Services  | 9100                    |                        |                        | 0.00         |           |
| Debt Service: (Function 9200)                             |                         |                        |                        |              |           |
| Retirement of Principal                                   | 710                     |                        |                        | 0.00         |           |
| Interest  | 720                     |                        |                        | 0.00         |           |
| Dues, Fees and Issuance Costs                             | 730                     |                        |                        | 0.00         |           |
| Miscellaneous Expenditures                                | 790                     |                        |                        | 0.00         |           |
| Capital Outlay:   |                         |                        |                        |              |           |
| Facilities Acquisition and Construction                   | 7420                    |                        |                        | 0.00         |           |
| Other Capital Outlay                                      | 9300                    |                        |                        | 0.00         |           |
| <b>Total Expenditures</b>                                 |                         | 8,867,202.00           | 9,614,358.00           | 747,156.00   | 12.76%    |
| Excess (Deficiency) of Revenues Over (Under) Expenditures |                         | (582,675.00)           | (1,234,125.00)         | (651,450.00) | 13.92%    |
| <b>OTHER FINANCING SOURCES (USES)</b>                     |                         |                        |                        |              |           |
| Loans Incurred  | 3720                    |                        |                        | 0.00         |           |
| Proceeds from the Sale of Capital Assets                  | 3730                    |                        |                        | 0.00         |           |
| Loss Recoveries   | 3740                    |                        |                        | 0.00         |           |
| Proceeds of Forward Supply Contract                       | 3760                    |                        |                        | 0.00         |           |
| Special Facilities Construction Advances                  | 3770                    |                        |                        | 0.00         |           |
| Transfers In  | 3600                    | 605,675.00             | 664,125.00             | 58,450.00    | 9.65%     |
| Transfers Out   | 9700                    | 0.00                   | 0.00                   | 0.00         |           |
| <b>Total Other Financing Sources (Uses)</b>               |                         | 605,675.00             | 664,125.00             | 58,450.00    | 9.65%     |
| <b>SPECIAL ITEMS</b>                                      |                         |                        |                        |              |           |
|   |                         |                        |                        | 0.00         |           |
| <b>EXTRAORDINARY ITEMS</b>                                |                         |                        |                        |              |           |
|   |                         |                        |                        |              |           |
| Net Change in Fund Balances                               |                         | 23,000.00              | (570,000.00)           | (593,000.00) | -2578.26% |
| Fund Balance - Beginning of Year                          | 2800                    | 4,995,751.12           | 4,995,751.12           | 0.00         | 0.00%     |
| Adjustment to Fund Balance                                | 2891                    |                        |                        | 0.00         |           |
| Fund Balance - End of Year                                | 2700                    | 5,018,751.12           | 4,425,751.12           | (593,000.00) | -11.82%   |

**Per Student**      8,056.95      8,048.60      (8.35)

**Fund Balance:**

|                           |                     |             |
|---------------------------|---------------------|-------------|
| Debt Service              | 1,038,683.75        | 23%         |
| Maintenance Reserve       | 589,442.15          | 13%         |
| Unassigned                | 2,797,625.22        | 63%         |
| <b>Total Fund Balance</b> | <b>4,425,751.12</b> | <b>100%</b> |

**Notes:**

Unassigned fund balance as a percentage of revenues:      30.93%

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**OSCEOLA COUNTY COMPONENT UNIT****Four Corners Charter School, Inc.****Fiscal Year 2023-24 Budget Amendment 2**

|   |      | Capital Projects |                        |                        |            |
|---|------|------------------|------------------------|------------------------|------------|
|   |      | OF3              | Budget Amounts         |                        |            |
| Function  |      |                  | 2023-24<br>Amendment 1 | 2023-24<br>Amendment 2 | Difference |
| UFTE  |      |                  | 1022.04                | 1034.37                | 12.33      |
|   |      |                  |                        |                        | %          |
| <b>REVENUES</b>   |      |                  |                        |                        |            |
| Federal Direct  | 3100 |                  |                        | 0.00                   |            |
| Federal Through State & Local                             | 3200 |                  |                        | 0.00                   |            |
| State Sources   | 3300 | 605,675.00       | 605,675.00             | 0.00                   | 0.00%      |
| Local Sources   | 3400 |                  | 58,450.00              | 58,450.00              |            |
| <b>Total Revenues</b>                                     |      | 605,675.00       | 664,125.00             | 58,450.00              | 9.65%      |
| <b>EXPENDITURES</b>                                       |      |                  |                        |                        |            |
| Current:  |      |                  |                        |                        |            |
| Instruction   | 5000 |                  |                        | 0.00                   |            |
| Student & Instructional Support Services                  | 6000 |                  |                        | 0.00                   |            |
| Board   | 7100 |                  |                        | 0.00                   |            |
| Administration Fees:                                      |      |                  |                        |                        |            |
| District Holdback Fee                                     | 7201 |                  |                        | 0.00                   |            |
| Charter Holder  | 7202 |                  |                        | 0.00                   |            |
| Management Company  | 7203 |                  |                        | 0.00                   |            |
| Other   | 7204 |                  |                        | 0.00                   |            |
| School Administration                                     | 7300 |                  |                        | 0.00                   |            |
| Facilities Acquisition and Construction                   | 7400 |                  |                        | 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                   |            |
| <b>Total Expenditures</b>                                 |      | 0.00             | 0.00                   | 0.00                   |            |
| Excess (Deficiency) of Revenues Over (Under) Expenditures |      | 605,675.00       | 664,125.00             | 58,450.00              | 9.65%      |
| <b>OTHER FINANCING SOURCES (USES)</b>                     |      |                  |                        |                        |            |
| Loans Incurred  | 3720 |                  |                        | 0.00                   |            |
| Proceeds from the Sale of Capital Assets                  | 3730 |                  |                        | 0.00                   |            |
| Loss Recoveries   | 3740 |                  |                        | 0.00                   |            |
| Proceeds of Forward Supply Contract                       | 3760 |                  |                        | 0.00                   |            |
| Special Facilities Construction Advances                  | 3770 |                  |                        | 0.00                   |            |
| Transfers In  | 3600 |                  |                        | 0.00                   |            |
| Transfers Out   | 9700 | (605,675.00)     | (664,125.00)           | 58,450.00              | -9.65%     |
| <b>Total Other Financing Sources (Uses)</b>               |      | (605,675.00)     | (664,125.00)           | 58,450.00              | -9.65%     |
| <b>SPECIAL ITEMS</b>                                      |      |                  |                        |                        |            |
| <b>EXTRAORDINARY ITEMS</b>                                |      |                  |                        |                        |            |
| Net Change in Fund Balances                               |      | 0.00             | 0.00                   | 0.00                   |            |
| Fund Balance - Beginning of Year                          | 2800 | 0.00             | 0.00                   | 0.00                   |            |
| Adjustment to Fund Balance                                | 2891 |                  |                        |                        |            |
| Fund Balance - End of Year                                | 2700 | 0.00             | 0.00                   | 0.00                   |            |

IV. Four Corners Charter School Inc.  
FY 2023-24 Audit and Program Cost  
Report Engagement Letters for FCCS and  
FCCS, Inc.



***Partners***

W. Ed Moss, Jr.  
Joe M. Krusick  
Cori G. Cameron  
Bob P. Marchewka  
Ric Perez  
Renee C. Varga  
Richard F. Hayes  
Frank J. Guida  
John J. Rody, Jr.  
Shawn M. Marshall

Winter Park, FL 32789  
501 S. New York Ave.  
Suite 100  
Phone: 407-644-5811  
[www.mosskrusick.com](http://www.mosskrusick.com)

N. Palm Beach, FL 33408  
631 US Highway One  
Suite 405  
Phone: 561-848-9300

Miami Lakes, FL 33016  
7900 NW 155th Street  
Suite 201  
Phone: 305-445-7956

American Institute of  
Certified Public  
Accountants

Florida Institute of  
Certified Public  
Accountants

April 9, 2024

Ms. Angela Barner  
Four Corners Charter School, Inc.  
817 Bill Beck Blvd. Building 2000  
Kissimmee, Florida 34744

Dear Ms. Barner:

Enclosed are the engagement letters for the 2024 audit and the 2024 AFR and cost report compilations for Four Corners Charter School, Inc. Please have an authorized representative sign the letter and return a copy to our office.

We want to continue to maintain our discounted fee schedule. You can help in this process by doing the following:

- Provide all the items requested on the attached client assistance list on the first day of scheduled field work.
- Provide the year-end financials and trial balance one week prior to fieldwork.
- Provide the requested documents in electronic format (i.e., Word, Excel, PDF)

We will email you to schedule the audit.

We appreciate your business and look forward to working with you.

Please call our office at 407-644-5811 with any questions.

Sincerely,

A handwritten signature in black ink that reads 'Joe Krusick'.

Joe Krusick

Enclosures



### ***Partners***

W. Ed Moss, Jr.  
Joe M. Krusick  
Cori G. Cameron  
Bob P. Marchewka  
Ric Perez  
Renee C. Varga  
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Suite 201  
Phone: 305-445-7956

American Institute of  
Certified Public  
Accountants

Florida Institute of  
Certified Public  
Accountants

August 9, 2024

To the Board of Directors  
Four Corners Charter School  
817 Bill Beck Blvd. Building 2000  
Kissimmee, FL 34744

We are pleased to confirm our understanding of the services we are to provide for Four Corners Charter School (the "School") for the year ended June 30, 2024.

### **Audit Scope and Objectives**

We will audit the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information, including the disclosures, which collectively comprise the basic financial statements, of the School as of and for the year ended June 30, 2024. Accounting standards generally accepted in the United States of America (GAAP) provide for certain required supplementary information (RSI), such as management's discussion and analysis (MD&A), to supplement the School's basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. As part of our engagement, we will apply certain limited procedures to the School's RSI in accordance with auditing standards generally accepted in the United States of America (GAAS). These limited procedures will consist of inquiries of management regarding the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We will not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient appropriate evidence to express an opinion or provide any assurance. The following RSI is required by GAAP and will be subjected to certain limited procedures, but will not be audited:

1. Management's Discussion and Analysis
2. Budgetary Comparison Information

We have also been engaged to report on supplementary information other than RSI that accompanies the School's financial statements. We will subject the following supplementary information to the auditing procedures applied in our audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with GAAS, and we will provide an opinion on it in relation to the financial statements as a whole, in a report combined with our auditor's report on the financial statements:

1. Schedule of expenditures of federal awards
2. Schedule of findings and questioned costs

The objectives of our audit are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and issue an auditor's report that includes our opinions about whether your financial statements are fairly presented, in all material respects, in conformity with GAAP, and report on the fairness of

### **Audit Scope and Objectives (continued)**

the supplementary information referred to in the second paragraph when considered in relation to the financial statements as whole. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. Misstatements, including omissions, can arise from fraud or error and are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment of a reasonable user made based on the financial statements. The objectives also include reporting on:

- Internal control over financial reporting and compliance with provisions of laws, regulations, contracts, and award agreements, noncompliance with which could have a material effect on the financial statements in accordance with *Government Auditing Standards*.
- Internal control over compliance related to major programs and an opinion (or disclaimer of opinion) on compliance with federal statutes, regulations, and the terms and conditions of federal awards that could have a direct and material effect on each major program in accordance with the Single Audit Act Amendments of 1996 and Title 2 U.S. Code of Federal Regulations (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance).

### **Auditor's Responsibilities for the Audit of the Financial Statements and Single Audit**

We will conduct our audit in accordance with GAAS; the standards for financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; the Single Audit Act Amendments of 1996; and the provisions of the Uniform Guidance, and will include tests of accounting records, a determination of major program(s) in accordance with Uniform Guidance, and other procedures we consider necessary to enable us to express such opinions. As part of an audit in accordance with GAAS and *Government Auditing Standards*, we exercise professional judgment and maintain professional skepticism throughout the audit.

We will evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management. We will also evaluate the overall presentation of the financial statements, including the disclosures, and determine whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation. We will plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement, whether from (1) errors, (2) fraudulent financial reporting, (3) misappropriation of assets, or (4) violations of laws or governmental regulations that are attributable to the government or to acts by management or employees acting on behalf of the government. Because the determination of waste and abuse is subjective, *Government Auditing Standards* do not expect auditors to perform specific procedures to detect waste or abuse in financial audits nor do they expect auditors to provide reasonable assurance of detecting waste or abuse.

Because of the inherent limitations of an audit, combined with the inherent limitations of internal control, and because we will not perform a detailed examination of all transactions, there is an unavoidable risk that some material misstatements or noncompliance may not be detected by us, even though the audit is properly planned and performed in accordance with GAAS and *Government Auditing Standards*. In addition, an audit is not designed to detect immaterial misstatements or violations of laws or governmental regulations that do not have a direct and material effect on the financial statements or on major programs. However, we will inform the appropriate level of management of any material errors, any fraudulent financial reporting, or misappropriation of assets that come to our attention. We will also inform the appropriate level of management of any violations of laws or governmental regulations that come to our attention, unless clearly inconsequential. We will include such matters in the reports required for a Single Audit. Our responsibility as auditors is limited to the period covered by our audit and does not extend to any later periods for which we are not engaged as auditors.

We will also conclude, based on the audit evidence obtained, whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the government's ability to continue as a going concern for a reasonable period of time.

Our procedures will include tests of documentary evidence supporting the transactions recorded in the accounts and direct confirmation of receivables and certain assets and liabilities by correspondence with selected individuals, funding sources, creditors, and financial institutions. We will also request written representations from your attorneys as part of the engagement.

### **Auditor's Responsibilities for the Audit of the Financial Statements and Single Audit (continued)**

We have identified the following significant risks of material misstatement as part of our audit planning:

According to GAAS, significant risks include management override of controls, and GAAS presumes that revenue recognition is a significant risk. Accordingly, we have considered these as significant risks. In addition, related party transactions were identified as a significant risk.

Our audit of the financial statements does not relieve you of your responsibilities.

### **Audit Procedures—Internal Control**

We will obtain an understanding of the government and its environment, including the system of internal control, sufficient to identify and assess the risks of material misstatement of the financial statements, whether due to error or fraud, and to design and perform audit procedures responsive to those risks and obtain evidence that is sufficient and appropriate to provide a basis for our opinions. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentation, or the override of internal control. Tests of controls may be performed to test the effectiveness of certain controls that we consider relevant to preventing and detecting errors and fraud that are material to the financial statements and to preventing and detecting misstatements resulting from illegal acts and other noncompliance matters that have a direct and material effect on the financial statements. Our tests, if performed, will be less in scope than would be necessary to render an opinion on internal control and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to *Government Auditing Standards*.

As required by the Uniform Guidance, we will perform tests of controls over compliance to evaluate the effectiveness of the design and operation of controls that we consider relevant to preventing or detecting material noncompliance with compliance requirements applicable to each major federal award program. However, our tests will be less in scope than would be necessary to render an opinion on those controls and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to the Uniform Guidance.

An audit is not designed to provide assurance on internal control or to identify significant deficiencies or material weaknesses. Accordingly, we will express no such opinion. However, during the audit, we will communicate to management and those charged with governance internal control related matters that are required to be communicated under AICPA professional standards, *Government Auditing Standards*, and the Uniform Guidance.

### **Audit Procedures—Compliance**

As part of obtaining reasonable assurance about whether the financial statements are free of material misstatement, we will perform tests of the School's compliance with provisions of applicable laws, regulations, contracts, and agreements, including grant agreements. However, the objective of those procedures will not be to provide an opinion on overall compliance and we will not express such an opinion in our report on compliance issued pursuant to *Government Auditing Standards*.

The Uniform Guidance requires that we also plan and perform the audit to obtain reasonable assurance about whether the auditee has complied with federal statutes, regulations, and the terms and conditions of federal awards applicable to major programs. Our procedures will consist of tests of transactions and other applicable procedures described in the *OMB Compliance Supplement* for the types of compliance requirements that could have a direct and material effect on each of the School's major programs. For federal programs that are included in the Compliance Supplement, our compliance and internal control procedures will relate to the compliance requirements that the Compliance Supplement identifies as being subject to audit. The purpose of these procedures will be to express an opinion on the School's compliance with requirements applicable to each of its major programs in our report on compliance issued pursuant to the Uniform Guidance.

### **Responsibilities of Management for the Financial Statements and Single Audit**

Our audit will be conducted on the basis that you acknowledge and understand your responsibility for (1) designing, implementing, establishing, and maintaining effective internal controls relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error, including internal controls over federal awards, and for evaluating and monitoring ongoing activities to help ensure that appropriate goals and objectives are met; (2) following laws and regulations; (3) ensuring that there is reasonable assurance that government programs are administered in compliance with compliance requirements; and (4) ensuring that management and financial information is reliable and properly reported. Management is also responsible for implementing systems designed to achieve compliance with applicable laws, regulations, contracts, and grant agreements. You are also responsible for the selection and application of accounting principles; for the preparation and fair presentation of the

### **Responsibilities of Management for the Financial Statements and Single Audit (continued)**

financial statements, schedule of expenditures of federal awards, and all accompanying information in conformity with accounting principles generally accepted in the United States of America; and for compliance with applicable laws and regulations (including federal statutes), rules, and the provisions of contracts and grant agreements (including award agreements). Your responsibilities also include identifying significant contractor relationships in which the contractor has responsibility for program compliance and for the accuracy and completeness of that information.

You are also responsible for making drafts of financial statements, schedule of expenditures of federal awards, all financial records, and related information available to us and for the accuracy and completeness of that information (including information from outside of the general and subsidiary ledgers); and for the evaluation of whether there are any conditions or events, considered in the aggregate, that raise substantial doubt about the government's ability to continue as a going concern for the 12 months after the financial statements date or shortly thereafter (for example, within an additional three months if currently known). You are also responsible for providing us with (1) access to all information of which you are aware that is relevant to the preparation and fair presentation of the financial statements, such as records, documentation, identification of all related parties and all related-party relationships and transactions, and other matters; (2) access to personnel, accounts, books, records, supporting documentation, and other information as needed to perform an audit under the Uniform Guidance; (3) additional information that we may request for the purpose of the audit; and (4) unrestricted access to persons within the government from whom we determine it necessary to obtain audit evidence. At the conclusion of our audit, we will require certain written representations from you about the financial statements; schedule of expenditures of federal awards; federal award programs; compliance with laws, regulations, contracts, and grant agreements; and related matters.

Your responsibilities include adjusting the financial statements to correct material misstatements and confirming to us in the management representation letter that the effects of any uncorrected misstatements aggregated by us during the current engagement and pertaining to the latest period presented are immaterial, both individually and in the aggregate, to the financial statements of each opinion unit taken as a whole.

You are responsible for the design and implementation of programs and controls to prevent and detect fraud, and for informing us about all known or suspected fraud affecting the government involving (1) management, (2) employees who have significant roles in internal control, and (3) others where the fraud could have a material effect on the financial statements. Your responsibilities include informing us of your knowledge of any allegations of fraud or suspected fraud affecting the government received in communications from employees, former employees, grantors, regulators, or others. In addition, you are responsible for identifying and ensuring that the government complies with applicable laws, regulations, contracts, agreements, and grants. You are also responsible for taking timely and appropriate steps to

remedy fraud and noncompliance with provisions of laws, regulations, contracts, and grant agreements that we report. Additionally, as required by the Uniform Guidance, it is management's responsibility to evaluate and monitor noncompliance with federal statutes, regulations, and the terms and conditions of federal awards; take prompt action when instances of noncompliance are identified including noncompliance identified in audit findings; promptly follow up and take corrective action on reported audit findings; and prepare a summary schedule of prior audit findings and a separate corrective action plan. The summary schedule of prior audit findings should be available for our review at the start of fieldwork.

You are responsible for identifying all federal awards received and understanding and complying with the compliance requirements and for the preparation of the schedule of expenditures of federal awards (including notes and noncash assistance received, and COVID-19 related concepts, such as lost revenues, if applicable) in conformity with the Uniform Guidance. You agree to include our report on the schedule of expenditures of federal awards in any document that contains, and indicates that we have reported on, the schedule of expenditures of federal awards. You also agree to include the audited financial statements with any presentation of the schedule of expenditures of federal awards that includes our report thereon. Your responsibilities include acknowledging to us in the written representation letter that (1) you are responsible for presentation of the schedule of expenditures of federal awards in accordance with the Uniform Guidance; (2) you believe the schedule of expenditures of federal awards, including its form and content, is stated fairly in accordance with the Uniform Guidance; (3) the methods of measurement or presentation have not changed from those used in the prior period (or, if they have changed, the reasons for such changes); and (4) you have disclosed to us any significant assumptions or interpretations underlying the measurement or presentation of the schedule of expenditures of federal awards.

You are also responsible for the preparation of the other supplementary information, which we have been engaged to report on, in conformity with U.S. generally accepted accounting principles (GAAP). You agree to include our report on the supplementary information in any document that contains, and indicates that we have reported on, the supplementary information. You also agree to include the audited financial statements with any presentation of the



### **Responsibilities of Management for the Financial Statements and Single Audit (continued)**

supplementary information that includes our report thereon. Your responsibilities include acknowledging to us in the written representation letter that (1) you are responsible for presentation of the supplementary information in accordance with GAAP; (2) you believe the supplementary information, including its form and content, is fairly presented in accordance with GAAP; (3) the methods of measurement or presentation have not changed from those used in the prior period (or, if they have changed, the reasons for such changes); and (4) you have disclosed to us any significant assumptions or interpretations underlying the measurement or presentation of the supplementary information.

Management is responsible for establishing and maintaining a process for tracking the status of audit findings and recommendations. Management is also responsible for identifying and providing report copies of previous financial audits, attestation engagements, performance audits, or other studies related to the objectives discussed in the Audit Scope and Objectives section of this letter. This responsibility includes relaying to us corrective actions taken to address significant findings and recommendations resulting from those audits, attestation engagements, performance audits, or studies. You are also responsible for providing management's views on our current findings, conclusions, and recommendations, as well as your planned corrective actions for the report, and for the timing and format for providing that information.

### **Other Services**

We will also assist in preparing the financial statements, which includes journal entries, account reconciliations, line-item groupings, and lease calculations, schedule of expenditures of federal awards, and related notes of the School in conformity with accounting principles generally accepted in the United States of America and the Uniform Guidance based on information provided by you. Additionally, we will prepare and compile, from the information you provide, the AFR/ Program Cost Report of the School, as of June 30, 2024. These nonaudit services do not constitute an audit under *Governmental Auditing Standards* and such services will not be conducted in accordance with *Government Auditing Standards*. We will perform the services in accordance with applicable professional standards. The other services are limited to the financial statements, which includes journal entries, account reconciliations, line-item groupings, and lease calculations, schedule of expenditures of federal awards, and related notes services previously defined. We, in our sole professional judgment, reserve the right to refuse to perform any procedure or take any action that could be construed as assuming management responsibilities.

You agree to assume all management responsibilities for the financial statements, which includes journal entries, account reconciliations, line-item groupings, and lease calculations, schedule of expenditures of federal awards, and related notes, and any other nonaudit services we provide. You will be required to acknowledge in the management representation letter our assistance with preparation of the financial statements, the schedule of expenditures of federal awards, and related notes and that you have reviewed and approved the financial statements, the schedule of expenditures of federal awards, and related notes prior to their issuance and have accepted responsibility for them. Further, you agree to oversee the nonaudit services by designating an individual, preferably from senior management, with suitable skill, knowledge, or experience; evaluate the adequacy and results of those services; and accept responsibility for them.

### **Engagement Administration, Fees, and Other**

We understand that your employees will prepare all cash, accounts receivable, or other confirmations we request and will locate any documents selected by us for testing.

At the conclusion of the engagement, we will complete the appropriate sections of the Data Collection Form that summarizes our audit findings. It is management's responsibility to electronically submit the reporting package (including financial statements, schedule of expenditures of federal awards, summary schedule of prior audit findings, auditor's reports, and corrective action plan) along with the Data Collection Form to the Federal Audit Clearinghouse. We will coordinate with you the electronic submission and certification. The Data Collection Form and the reporting package must be submitted within the earlier of 30 calendar days after receipt of the auditor's reports or nine months after the end of the audit period.

We will provide copies of our reports to the School; however, management is responsible for distribution of the reports and the financial statements. Unless restricted by law or regulation, or containing privileged and confidential information, copies of our reports are to be made available for public inspection.

### **Engagement Administration, Fees, and Other (continued)**

The audit documentation for this engagement is the property of Moss, Krusick & Associates, LLC (Moss Krusick) and constitutes confidential information. However, subject to applicable laws and regulations, audit documentation and appropriate individuals will be made available upon request and in a timely manner to the Cognizant or Grantor Agency or its designee, a federal agency providing direct or indirect funding, or the U.S. Government Accountability Office for purposes of a quality review of the audit, to resolve audit findings, or to carry out oversight responsibilities. We will notify you of any such request. If requested, access to such audit documentation will be provided under the supervision of Moss Krusick personnel. Furthermore, upon request, we may provide copies of selected audit documentation to the aforementioned parties. These parties may intend, or decide, to distribute the copies or information contained therein to others, including other governmental agencies.

The audit documentation for this engagement will be retained for a minimum of five years after the report release date or for any additional period requested by the Cognizant or Grantor Agency. If we are aware that a federal awarding agency, pass-through entity, or auditee is contesting an audit finding, we will contact the party(ies) contesting the audit finding for guidance prior to destroying the audit documentation.

Joe Krusick and Ed Moss are the engagement partners and are responsible for supervising the engagement and signing the reports or authorizing another individual to sign them. We expect to begin our audit in August 2024 and to issue our reports no later than September 30, 2024.

Our fee for these services will not exceed \$19,000 (audit – \$15,500, single audit – \$5,000). The fee for the School includes \$500 for the AFR/ Program Cost Report. Our fee is net of an in-kind donation of \$2,000. If required and if requested, we will also prepare the School's Form 990 for a fee of \$2,000. Our invoices for these fees will be rendered each month as work progresses and are payable on presentation. If we elect to terminate our services for nonpayment, our engagement will be deemed to have been completed upon written notification of termination, even if we have not completed our report. You will be obligated to compensate us for all time expended and to reimburse us for all out-of-pocket costs through the date of termination. The above fee is based on anticipated cooperation from your personnel and the assumption that unexpected circumstances will not be encountered during the engagement. If significant additional time is necessary, we will keep you informed of any problems we encounter and our fees will be adjusted accordingly.

Fees for additional services (i.e., assistance with adoption of new accounting or auditing standards) would be billed at our discounted hourly rates and may be subject to a change order.

We have committed staff to scheduled fieldwork dates. If there are delays in receiving items on the client assistance list (i.e., at least 85% of the items, including the trial balance, are not received at the start of fieldwork), we reserve the right to reschedule fieldwork, which may impact deadlines. An additional fee of 20% will also apply.

You have requested that we provide you with a copy of our most recent external peer review report and any subsequent review reports received during the contract period. Accordingly, our 2021 peer review report accompanies this letter.

The School agrees not to make any employment solicitation, oral or written, to any Moss Krusick employee without the express consent of Ed Moss, Managing Partner. In the event such permission is granted and direct employment is contracted by the School, Moss Krusick will be entitled to an employment fee of 100% of the employee's current salary with Moss Krusick, payable immediately upon employment of the Moss Krusick employee.

### **Reporting**

We will issue written reports upon completion of our Single Audit. Our reports will be addressed to the Board of Directors of the School. Circumstances may arise in which our report may differ from its expected form and content based on the results of our audit. Depending on the nature of these circumstances, it may be necessary for us to modify our opinions, add a separate section, or add an emphasis-of-matter or other-matter paragraph to our auditor's report, or if necessary, withdraw from this engagement. If our opinions are other than unmodified, we will discuss the reasons with you in advance. If, for any reason, we are unable to complete the audit or are unable to form or have not formed opinions, we may decline to express opinions or issue reports, or we may withdraw from this engagement.

The *Government Auditing Standards* report on internal control over financial reporting and on compliance and other matters will state that (1) the purpose of the report is solely to describe the scope of testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance, and (2) the report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. The Uniform Guidance report on internal control over compliance will state that the purpose of the report on internal control over compliance is solely to describe

**Reporting (continued)**

the scope of testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Both reports will state that the report is not suitable for any other purpose.

We appreciate the opportunity to be of service to the School and believe this letter accurately summarizes the significant terms of our engagement. If you have any questions, please let us know. If you agree with the terms of our engagement as described in this letter, please sign the attached copy and return it to us.

Very truly yours,

*Moss, Krusick & Associates, LLC*

**RESPONSE:**

This letter correctly sets forth the understanding of the Board of Directors of Four Corners Charter School.

Management signature: \_\_\_\_\_

Title: \_\_\_\_\_

Governance signature: \_\_\_\_\_

Title: \_\_\_\_\_

# **HOLLAND & REILLY**

CERTIFIED PUBLIC ACCOUNTANTS  
601 NORTH FERN CREEK  
SUITE 200  
ORLANDO, FLORIDA 32803-4839

(407) 894-6803  
fax (407) 896-3044

DAVID S. HOLLAND, CPA  
THOMAS F. REILLY, CPA

AMERICAN INSTITUTE OF  
CERTIFIED PUBLIC ACCOUNTANTS

FLORIDA INSTITUTE OF  
CERTIFIED PUBLIC ACCOUNTANTS

May 24, 2021

## **Report on the Firm's System of Quality Control**

To the Partners of Moss, Krusick & Associates, LLC,  
and the Peer Review Committee of the Florida Institute of Certified Public Accountants

We have reviewed the system of quality control for the accounting and auditing practice of Moss, Krusick & Associates, LLC (the firm) in effect for the year ended July 31, 2020. Our peer review was conducted in accordance with the Standards for Performing and Reporting on Peer Reviews established by the Peer Review Board of the American Institute of Certified Public Accountants (Standards).

A summary of the nature, objectives, scope, limitations of, and the procedures performed in a System Review as described in the Standards may be found at [www.aicpa.org/prsummary](http://www.aicpa.org/prsummary). The summary also includes an explanation of how engagements identified as not performed or reported in conformity with applicable professional standards, if any, are evaluated by a peer reviewer to determine a peer review rating.

### **Firm's Responsibility**

The firm is responsible for designing a system of quality control and complying with it to provide the firm with reasonable assurance of performing and reporting in conformity with applicable professional standards in all material respects. The firm is also responsible for evaluating actions to promptly remediate engagements deemed as not performed or reported in conformity with professional standards, when appropriate, and for remediating weaknesses in its system of quality control, if any.

### **Peer Reviewer's Responsibility**

Our responsibility is to express an opinion on the design of the system of quality control and the firm's compliance therewith based on our review.

## Required Selections and Considerations

Engagements selected for review included engagements performed under *Government Auditing Standards*, including compliance audits under the Single Audit Act, and an audit of an employee benefit plan.

As a part of our peer review, we considered reviews by regulatory entities as communicated by the firm, if applicable, in determining the nature and extent of our procedures.

## Opinion

In our opinion, the system of quality control for the accounting and auditing practice of Moss, Krusick & Associates, LLC in effect for the year ended July 31, 2020, has been suitably designed and complied with to provide the firm with reasonable assurance of performing and reporting in conformity with applicable professional standards in all material respects. Firms can receive a rating of *pass*, *pass with deficiency(ies)* or *fail*. Moss, Krusick & Associates, LLC has received a peer review rating of *pass*.

A handwritten signature in black ink that reads "Holland & Reilly". The script is cursive and fluid, with the ampersand being particularly stylized.

Holland & Reilly

**FOUR CORNERS CHARTER SCHOOL  
CLIENT ASSISTANCE LIST  
06/30/2024**

*Electronic or PDF copies are encouraged and can be sent prior to fieldwork.*

|  | DATE<br>NEEDED | DATE<br>RECEIVED |
|--|----------------|------------------|
| <b><u>COMPLIANCE</u></b>   |                |                  |
| <b>Board</b>   |                |                  |
| All Board Minutes through the date the audit is complete   | 8/5/2024       | _____            |
| Sample posting of the board meeting announcement   | 8/5/2024       | _____            |
| Names of all board members for the current year and fingerprint results  | 8/5/2024       | _____            |
| Proof of required governance training for all board members  | 8/5/2024       | _____            |
| <b>Employees</b>   |                |                  |
| Updated employee roster for current year   | 8/5/2024       | _____            |
| Sample letter to parents notifying them that their child's teacher is out of field   | 8/5/2024       | _____            |
| <b>Students</b>  |                |                  |
| Updated student roster for current year highlighting ESE and ESOL students   | 8/5/2024       | _____            |
| <b><i>If Lottery is held</i></b>   |                |                  |
| Listing of the lottery results   | 8/5/2024       | _____            |
| Sample of 2 accepted student applications  | 8/5/2024       | _____            |
| Sample of 2 rejected student applications  | 8/5/2024       | _____            |
| <b>Operations</b>  |                |                  |
| Certificates of insurance for:   |                |                  |
| Commercial general liability   | 8/5/2024       | _____            |
| Automobile liability insurance if applicable   | 8/5/2024       | _____            |
| School workers' compensation/employers' liability insurance  | 8/5/2024       | _____            |
| School leaders' errors & omissions liability   | 8/5/2024       | _____            |
| Highlight any <i>changes</i> in coverage from prior year   |                |                  |
| Annual inspections for:  |                |                  |
| Fire Marshal   | 8/5/2024       | _____            |
| Health Department  | 8/5/2024       | _____            |
| Sample of 2 incident reports   | 8/5/2024       | _____            |
| Certificate of Occupancy   | 8/5/2024       | _____            |
| 2023-2024 School Calendar  | 8/5/2024       | _____            |
| 2023-2024 Student and Employee Handbooks   | 8/5/2024       | _____            |
| Sample current advertisement for the school  | 8/5/2024       | _____            |
| Copies of all signed agreements executed (including management agreements, charter agreements, leases, loans, contracts, etc.) | 8/5/2024       | _____            |
| Transportation Agreement and Food Service Agreement  | 8/5/2024       | _____            |
| Accounting Policies including processes for cash disbursements, cash receipts, payroll, and bank                               | 8/5/2024       | _____            |
| <b><u>TESTING</u></b>  |                |                  |
| <b>Trial Balance/Budget</b>  |                |                  |
| Final trial balance (in Excel)   | 8/5/2024       | _____            |
| Board Approved Original and Final Budget (in Excel)  | 8/5/2024       | _____            |
| <b>Control Testing</b>   |                |                  |
| Access to all general journal entries along with evidence of support and proper authorization                                  | 8/5/2024       | _____            |
| Listing of all cash disbursements with supporting documentation through June 30, 2024  | 8/5/2024       | _____            |
| Listing of all VOID checks with defaced check  | 8/5/2024       | _____            |
| Listing of current check signers (July 1, 2023 through June 30, 2024)  | 8/5/2024       | _____            |
| <b>Cash</b>  |                |                  |
| Bank reconciliation at June 30, 2024 for all accounts  | 8/5/2024       | _____            |
| Bank statement as of June 30, 2024 for all accounts  | 8/5/2024       | _____            |
| July 2024 bank activity  | 8/5/2024       | _____            |

**FOUR CORNERS CHARTER SCHOOL  
CLIENT ASSISTANCE LIST  
06/30/2024**

|   | <b>DATE<br/>NEEDED</b> | <b>DATE<br/>RECEIVED</b> |
|---|------------------------|--------------------------|
| <b>Accounts Receivable</b>  |                        |                          |
| A/R aged invoice report as of June 30, 2024   | 8/5/2024               |                          |
| Reconciliation to agree the A/R aged invoice report to the trial balance  | 8/5/2024               |                          |
| Listing of all cash receipts after June 30, 2024 to the end of field work   | 8/5/2024               |                          |
| <b>Intercompany/Related Party Activity</b>  |                        |                          |
| Worksheet that breaks out the due to management company by balance due for management fees, working capital, and operating expenses and contributions showing additions, payments, contributions and any forgiveness of debt, if applicable | 8/5/2024               |                          |
| <b>Prepaid Expenses</b>   |                        |                          |
| Detailed worksheet of prepaid expenses that agrees to the trial balance   | 8/5/2024               |                          |
| <b>Property, Plant &amp; Equipment</b>  |                        |                          |
| Listing of capital additions and deletions not expensed   | 8/5/2024               |                          |
| Access to all support for the capital additions   | 8/5/2024               |                          |
| Access to G/L detail for all Repairs and Maintenance accounts   | 8/5/2024               |                          |
| <b>Accounts Payable</b>   |                        |                          |
| Aged payables at June 30, 2024  | 8/5/2024               |                          |
| Reconciliation to agree the A/P report to the trial balance   | 8/5/2024               |                          |
| Listing of all cash disbursements after June 30, 2024 to the end of field work  | 8/5/2024               |                          |
| <b>Accrued Expenses</b>   |                        |                          |
| Detailed accrued salary and benefit entry for year end  | 8/5/2024               |                          |
| Explanation of the process used for the accrual   | 8/5/2024               |                          |
| Listing of payroll schedule (dates of and within each pay period)   | 8/5/2024               |                          |
| Listing of all bonuses paid out and dates of these payments   | 8/5/2024               |                          |
| Access to payroll reports from July 1, 2023 to date of field work   | 8/5/2024               |                          |
| <b>Equity</b>   |                        |                          |
| Reconciliation of equity accounts to the prior year financial statements  | 8/5/2024               |                          |
| <b>Revenue and Expenses</b>   |                        |                          |
| Management fee calculation worksheet based on requirements of management agreement  | 8/5/2024               |                          |
| Copy of any rental agreements (building, office equipment, portable, etc.)  | 8/5/2024               |                          |
| Access to all credit card statements with all supporting receipts   | 8/5/2024               |                          |
| Listing of all reimbursements with all supporting receipts  | 8/5/2024               |                          |
| Copy of all attorneys contact information for confirmations   | 8/5/2024               |                          |
| <b>Commitments, Contingencies &amp; Other</b>   |                        |                          |
| Copy of insurance claims that have exceeded coverage  | 8/5/2024               |                          |
| Listing of any related parties  | 8/5/2024               |                          |
| <b>Program Costs Reports</b>  |                        |                          |
| Compilation of information by teacher and number of students (we will provide template to be completed)   | 8/5/2024               |                          |
| <b>General Items</b>  |                        |                          |
| Copy of any new contracts entered in the CY   | 8/5/2024               |                          |
| Copy of any amendments to charter, operating or any other agreements  | 8/5/2024               |                          |
| Subsequent TB, General Ledger, and Internal Financials  | 8/5/2024               |                          |
| Complete the enclosed fraud questionnaire   | 8/5/2024               |                          |

## Form 990 Questionnaire

### PLEASE PROVIDE THE FOLLOWING INFORMATION FOR YOUR 2024 TAX FORM 990:

1. Did the organization engage in any activity not reported on a previously filed Form 990/990 EZ? If yes, describe the activity?
2. Were any changes made to the organizing or governing documents or any of the policies or procedures?
3. For contributions of \$5,000 or more, please provide the **names, addresses** and **amount contributed** of the donors. If more room is needed, please attach additional page with all required information.

| DONOR NAME | ADDRESS | AMOUNT<br>CONTRIBUTED |
|------------|---------|-----------------------|
|            |         |                       |
|            |         |                       |
|            |         |                       |
|            |         |                       |
|            |         |                       |
|            |         |                       |
|            |         |                       |
|            |         |                       |
|            |         |                       |

4. How many W-2's were issued for the organization?
5. How many 1099's were issued for the organization?
6. Approximately how many individuals volunteered with the organization?
7. Has the organization been notified of any changes to previous returns by any taxing authority? If yes, please provide copies all correspondence.
8. Please provide a list of the organization's board of directors, including name, title and average hours worked per week.
9. Please provide a copy of W-2(s) for any officers that were paid by the organization.
10. Did the organization receive any in-kind contributions? If so, please provide detail.



**FOUR CORNERS CHARTER SCHOOL**  
**Fraud Questionnaire**  
**June 30, 2024**

**PLEASE ANSWER THE FOLLOWING QUESTIONS CONCERNING FRAUD AND ABUSE AFFECTING THE ORGANIZATION:**

1. Do you have knowledge of any actual fraud or suspected fraud affecting the organization, including knowledge of any noncompliance with laws and regulations, of any illegal payments or acts, or of financial abuse by management?
  
2. What are the specific fraud risks within the organization, including any account balances or transaction classes that may be susceptible to fraud?
  
3. What programs and controls has the organization implemented to address identified fraud risks or otherwise help prevent, deter, and detect fraud and abuse, and how are those programs and controls are monitored?
  
4. How do you communicate to employees the importance of ethical behavior and appropriate business practices?
  
5. Do you have any recommendations for improvements in financial and accounting processes and controls?

\_\_\_\_\_  
Signature / Title

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Date



### ***Partners***

W. Ed Moss, Jr.  
Joe M. Krusick  
Cori G. Cameron  
Bob P. Marchewka  
Ric Perez  
Renee C. Varga  
Richard F. Hayes  
Frank J. Guida  
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7900 NW 155th Street  
Suite 201  
Phone: 305-445-7956

American Institute of  
Certified Public  
Accountants

Florida Institute of  
Certified Public  
Accountants

April 9, 2024

To the Board of Directors  
Four Corners Charter School  
817 Bill Beck Blvd., Bldg 2000  
Kissimmee, FL 34744

We are pleased to confirm our acceptance and understanding of the services we are to provide Four Corners Charter School (a non-profit corporation) for the year ended June 30, 2024.

You have requested that we prepare the financial statements of Four Corners Charter School, which comprise the annual financial report and related cost report for the year ended June 30, 2024 and perform a compilation engagement with respect to those financial statements.

We will assist your bookkeeper in adjusting the books of accounts with the objective that he will be able to prepare a working trial balance from which financial statements can be prepared. Your bookkeeper will provide us with a detailed trial balance and any supporting schedules we require.

### **Our Responsibilities**

The objective of our engagement is to—

- 1) prepare financial statements in accordance with the requirements of the School District of Osceola County, which differs from generally accepted accounting principles, based on information provided by you and
- 2) apply accounting and financial reporting expertise to assist you in the presentation of financial statements without undertaking to obtain or provide any assurance that there are no material modifications that should be made to the financial statements in order for them to be in accordance with the requirements of the School District of Osceola County.

We will conduct our compilation engagement in accordance with the Statements on Standards for Accounting and Review Services (SSARS) promulgated by the Accounting and Review Services Committee of the AICPA and comply with applicable professional standards, including the AICPA's *Code of Professional Conduct*, and its ethical principles of integrity, objectivity, professional competence, and due care, when performing the bookkeeping services, preparing the financial statements, and performing the compilation engagement.

We are not required to, and will not, verify the accuracy or completeness of the information you will provide to us for the engagement or otherwise gather evidence for the purpose of expressing an opinion or a conclusion. Accordingly, we will not express an opinion, a conclusion, nor provide any assurance on the financial statements.

Our engagement cannot be relied upon to identify or disclose any financial statement misstatements, including those caused by fraud or error, or to identify or disclose any wrongdoing within the entity or noncompliance with laws and regulations.

We, in our sole professional judgment, reserve the right to refuse to perform any procedure or take any action that could be construed as assuming management responsibilities since performing those procedures or taking such action would impair our independence.

## **Your Responsibilities**

The engagement to be performed is conducted on the basis that you acknowledge and understand that our role is to prepare financial statements in accordance with the requirements of the School District of Osceola County and assist you in the presentation of the financial statements in accordance with the requirements of the School District of Osceola County. You have the following overall responsibilities that are fundamental to our undertaking the engagement in accordance with SSARS:

- 1) The selection of the basis of accounting as the financial reporting framework to be applied in the preparation of the financial statements.
- 2) The preparation and fair presentation of financial statements in accordance with the requirements of the School District of Osceola County.
- 3) The design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of the financial statements that are free from material misstatement, whether due to fraud or error.
- 4) The prevention and detection of fraud.
- 5) To ensure that the School complies with the laws and regulations applicable to its activities.
- 6) The accuracy and completeness of the records, documents, explanations, and other information, including significant judgments, you provide to us for the engagement.
- 7) To provide us with—
  - access to all information of which you are aware is relevant to the preparation and fair presentation of the financial statements, such as records, documentation, and other matters.
  - additional information that we may request from you for the purpose of the compilation engagement.
  - unrestricted access to persons within the School of whom we determine it necessary to make inquiries.

You are also responsible for all management decisions and responsibilities and for designating an individual with suitable skill, knowledge, and experience to oversee our assisting in annual financial statement preparation, which includes journal entries, preparing account reconciliations, line-item groupings, and assisting in preparation of the AFR and cost report. You are responsible for evaluating the adequacy and results of the services performed and accepting responsibility for such services.

## **Our Report**

As part of our engagement, we will issue a report that will state that we did not audit or review the financial statements and that, accordingly, we do not express an opinion, a conclusion, nor provide any assurance on them. There may be circumstances in which the report differs from the expected form and content. If, for any reason, we are unable to complete the compilation of your financial statements, we will not issue a report on such statements as a result of this engagement.

You agree to include our accountant's compilation report in any document containing financial statements that indicates that we have performed a compilation engagement on such financial statements and, prior to the inclusion of the report, to ask our permission to do so.

## **Other Relevant Information**

Joe Krusick is the engagement partner and is responsible for supervising the engagement and signing the report or authorizing another individual to sign it.

We will assign seasoned professionals to your engagement, and recognizing the demand for talented qualified personnel, it is understood that should you choose to hire any Moss Krusick personnel during an engagement, or up to twelve months after completion of an engagement, you agree to compensate Moss Krusick an amount equal to the individual's annual compensation for the previous twelve-month period.

To the Board of Directors  
April 9, 2024  
Page 3

The fee for these services will be \$500. The fee is based on anticipated cooperation from your personnel and the assumption that unexpected circumstances will not be encountered during work performed. If significant additional time is necessary, we will discuss it with you and arrive at a new fee estimate before we incur additional costs. Our invoices for these fees will be rendered each month as work progresses and are payable on presentation.

You agree to hold us harmless and to release, indemnify, and defend us from any liability or costs, including attorney's fees, resulting from management's knowing misrepresentations to us.

We appreciate the opportunity to be of service to you and believe this letter accurately summarizes the significant terms of our engagement. If you have any questions, please do not hesitate to call 407-644-5811. If you acknowledge and agree with the terms of our engagement as described in this letter, please sign the enclosed copy and return it to us.

Sincerely,

*Moss, Krusick & Associates, LLC*

Acknowledged:  
Four Corners Charter School

---

Name/Title

---

Date



***Partners***

W. Ed Moss, Jr.  
Joe M. Krusick  
Cori G. Cameron  
Bob P. Marchewka  
Ric Perez  
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Certified Public  
Accountants

April 9, 2024

Ms. Angela Barner  
Four Corners Charter School, Inc.  
817 Bill Beck Blvd. Building 2000  
Kissimmee, Florida 34744

Dear Ms. Barner:

Enclosed is the engagement letter for the 2024 audit of the financial statements of Four Corners Charter School, Inc. Please have an authorized representative sign the letter and return a copy to our office.

We want to continue to maintain our discounted fee schedule. You can help in this process by doing the following:

- Provide all the items requested on the attached client assistance list on the first day of scheduled field work.
- Provide the year-end financials and trial balance one week prior to fieldwork.
- Provide the requested documents in electronic format (i.e., Word, Excel, PDF).

We will email you to schedule the audit.

We appreciate your business and look forward to working with you.

Please call our office at 407-644-5811 with any questions.

Sincerely,

A handwritten signature in black ink that reads 'Joe Krusick'.

Joe Krusick

Enclosures



### **Partners**

W. Ed Moss, Jr.  
Joe M. Krusick  
Cori G. Cameron  
Bob P. Marchewka  
Ric Perez  
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Certified Public  
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Accountants

April 9, 2024

To the Board of Directors  
Four Corners Charter School, Inc.  
817 Bill Beck Blvd. Building 2000  
Kissimmee, FL 34744

Dear Members of the Board:

We are pleased to confirm our understanding of the services we are to provide Four Corners Charter School, Inc. (the "Corporation") for the year ended June 30, 2024.

### **Audit Scope and Objectives**

We will audit the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information, and the disclosures, which collectively comprise the basic financial statements of the Corporation as of and for the year ended June 30, 2024. Accounting standards generally accepted in the United States of America (GAAP) provide for certain required supplementary information (RSI), such as management's discussion and analysis (MD&A), to supplement the Corporation's basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. As part of our engagement, we will apply certain limited procedures to the Corporation's RSI in accordance with auditing standards generally accepted in the United States of America (GAAS). These limited procedures will consist of inquiries of management regarding the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We will not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance. The following RSI is required by GAAP and will be subjected to certain limited procedures, but will not be audited:

- 1) Management's Discussion and Analysis
- 2) Budgetary Comparison Information

The objectives of our audit are to obtain reasonable assurance as to whether the financial statements as a whole are free from material misstatement, whether due to fraud or error; issue an auditor's report that includes our opinion about whether your financial statements are fairly presented, in all material respects, in conformity with GAAP; and report on the fairness of the supplementary information referred to in the second paragraph when considered in relation to the financial statements as a whole. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. Misstatements, including omissions, can arise from fraud or error and are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment of a reasonable user made based on the financial statements.

The objectives also include reporting on internal control over financial reporting and compliance with provisions of laws, regulations, contracts, and award agreements, noncompliance with which could have a material effect on the financial statements in accordance with *Government Auditing Standards*.

### **Auditor's Responsibilities for the Audit of the Financial Statements**

We will conduct our audit in accordance with GAAS and the standards for financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, and will include tests of your accounting records of the Corporation and other procedures we consider necessary to enable us to express such opinions. As part of an audit in accordance with GAAS and *Government Auditing Standards*, we exercise professional judgment and maintain professional skepticism throughout the audit.

We will evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management. We will also evaluate the overall presentation of the financial statements, including the disclosures, and determine whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation. We will plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement, whether from (1) errors, (2) fraudulent financial reporting, (3) misappropriation of assets, or (4) violations of laws or governmental regulations that are attributable to the government or to acts by management or employees acting on behalf of the government. Because the determination of waste and abuse is subjective, *Government Auditing Standards* do not expect auditors to perform specific procedures to detect waste or abuse in financial audits nor do they expect auditors to provide reasonable assurance of detecting waste or abuse.

Because of the inherent limitations of an audit, combined with the inherent limitations of internal control, and because we will not perform a detailed examination of all transactions, there is an unavoidable risk that some material misstatements may not be detected by us, even though the audit is properly planned and performed in accordance with GAAS and *Government Auditing Standards*. In addition, an audit is not designed to detect immaterial misstatements or violations of laws or governmental regulations that do not have a direct and material effect on the financial statements. However, we will inform the appropriate level of management of any material errors, fraudulent financial reporting, or misappropriation of assets that comes to our attention. We will also inform the appropriate level of management of any violations of laws or governmental regulations that come to our attention, unless clearly inconsequential. Our responsibility as auditors is limited to the period covered by our audit and does not extend to any later periods for which we are not engaged as auditors.

We will also conclude, based on the audit evidence obtained, whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the government's ability to continue as a going concern for a reasonable period of time.

Our procedures will include tests of documentary evidence supporting the transactions recorded in the accounts, and direct confirmation of receivables and certain assets and liabilities by correspondence with selected customers, creditors, and financial institutions. We will also request written representations from your attorneys as part of the engagement.

We have identified the following significant risks of material misstatement as part of our audit planning:

According to GAAS, significant risks include management override of controls, and GAAS presumes that revenue recognition is a significant risk. Accordingly, we have considered these as significant risks. In addition, related party transactions were identified as a significant risk.

Our audit of the financial statements does not relieve you of your responsibilities.

### **Audit Procedures—Internal Control**

We will obtain an understanding of the government and its environment, including the system of internal control, sufficient to identify and assess the risks of material misstatement of the financial statements, whether due to error or fraud, and to design and perform audit procedures responsive to those risks and obtain evidence that is sufficient and appropriate to provide a basis for our opinions. Tests of controls may be performed to test the effectiveness of certain controls that we consider relevant to preventing and detecting errors and fraud that are material to the financial statements and to preventing and detecting misstatements resulting from illegal acts and other noncompliance matters that have a direct and material effect on the financial statements. Our tests, if performed, will be less in scope than would be necessary to render an opinion on internal control and, accordingly, no opinion will be expressed in our report on internal control

issued pursuant to *Government Auditing Standards*. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentation, or the override of internal control. An audit is not designed to provide assurance on internal control or to identify significant deficiencies or material weaknesses. Accordingly, we will express no such opinion. However, during the audit, we will communicate to management and those charged with governance internal control related matters that are required to be communicated under AICPA professional standards and *Government Auditing Standards*.

### **Audit Procedures—Compliance**

As part of obtaining reasonable assurance about whether the financial statements are free of material misstatement, we will perform tests of the Corporation's compliance with the provisions of applicable laws, regulations, contracts, agreements, and grants. However, the objective of our audit will not be to provide an opinion on overall compliance and we will not express such an opinion in our report on compliance issued pursuant to *Government Auditing Standards*.

### **Responsibilities of Management for the Financial Statements**

Our audit will be conducted on the basis that you acknowledge and understand your responsibility for designing, implementing, establishing, and maintaining effective internal controls relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error, and for evaluating and monitoring ongoing activities to help ensure that appropriate goals and objectives are met; following laws and regulations; and ensuring that management and financial information is reliable and properly reported. Management is also responsible for implementing systems designed to achieve compliance with applicable laws, regulations, contracts, and grant agreements. You are also responsible for the selection and application of accounting principles, for the preparation and fair presentation of the financial statements and all accompanying information in conformity with accounting principles generally accepted in the United States of America, and for compliance with applicable laws and regulations and the provisions of contracts and grant agreements.

Management is responsible for making drafts of financial statements, all financial records, and related information available to us and for the accuracy and completeness of that information (including information from outside of the general and subsidiary ledgers); and for the evaluation of whether there are any conditions or events, considered in aggregate, that raise substantial doubt about the government's ability to continue as a going concern for the 12 months after the financial statements date or shortly thereafter (for example, within an additional three months if currently known). You are also responsible for providing us with (1) access to all information of which you are aware that is relevant to the preparation and fair presentation of the financial statements, such as records, documentation, identification of all related parties and all related-party relationships and transactions, and other matters; (2) additional information that we may request for the purpose of the audit; and (3) unrestricted access to persons within the government from whom we determine it necessary to obtain audit evidence. At the conclusion of our audit, we will require certain written representations from you about your responsibilities for the financial statements; compliance with laws, regulations, contracts, and grant agreements; and other responsibilities required by GAAS and *Government Auditing Standards*.

Your responsibilities include adjusting the financial statements to correct material misstatements and for confirming to us in the written representation letter that the effects of any uncorrected misstatements aggregated by us during the current engagement and pertaining to the latest period presented are immaterial, both individually and in the aggregate, to the financial statements of each opinion unit taken as a whole.

You are responsible for the design and implementation of programs and controls to prevent and detect fraud, and for informing us about all known or suspected fraud affecting the government involving (1) management, (2) employees who have significant roles in internal control, and (3) others where the fraud could have a material effect on the financial statements. Your responsibilities include informing us of your knowledge of any allegations of fraud or suspected fraud affecting the government received in communications from employees, former employees, grantors, regulators, or others. In addition, you are responsible for identifying and ensuring that the government complies with applicable laws, regulations, contracts, agreements, and grants and for



taking timely and appropriate steps to remedy fraud and noncompliance with provisions of laws, regulations, contracts or grant agreements, that we report.

You are responsible for the preparation of the supplementary information, which we have been engaged to report on, in conformity with accounting principles generally accepted in the United States of America (GAAP). You agree to include our report on the supplementary information in any document that contains and indicates that we have reported on the supplementary information. You also agree to include the audited financial statements with any presentation of the supplementary information that includes our report thereon. Your responsibilities include acknowledging to us in the written representation letter that (1) you are responsible for presentation of the supplementary information in accordance with GAAP; (2) you believe the supplementary information, including its form and content, is fairly presented in accordance with GAAP; (3) the methods of measurement or presentation have not changed from those used in the prior period (or, if they have changed, the reasons for such changes); and (4) you have disclosed to us any significant assumptions or interpretations underlying the measurement or presentation of the supplementary information.

Management is responsible for establishing and maintaining a process for tracking the status of audit findings and recommendations. Management is also responsible for identifying and providing report copies of previous financial audits, attestation engagements, performance audits or other studies related to the objectives discussed in the Audit Scope and Objectives section of this letter. This responsibility includes relaying to us corrective actions taken to address significant findings and recommendations resulting from those audits, attestation engagements, performance audits, or other studies. You are also responsible for providing management's views on our current findings, conclusions, and recommendations, as well as your planned corrective actions, for the report, and for the timing and format for providing that information.

#### **Other Services**

We will also assist in preparing the financial statements, which includes journal entries, account reconciliations, line-item groupings, lease calculations, and related notes of the Corporation in conformity with accounting principles generally accepted in the United States of America based on the information provided by you. These nonaudit services do not constitute an audit under *Government Auditing Standards* and such services will not be conducted in accordance with *Government Auditing Standards*. We will perform the services in accordance with applicable professional standards. The other services are limited to the financial statement services previously defined. We, in our sole professional judgment, reserve the right to refuse to perform any procedure or take any action that could be construed as assuming management responsibilities.

You agree to assume all management responsibilities relating to the financial statements and related notes and any other nonaudit services we provide. You will be required to acknowledge in the management representation letter our assistance with preparation of the financial statements and related notes and that you have reviewed and approved the financial statements and related notes prior to their issuance and have accepted responsibility for them. Further, you agree to oversee the nonaudit services by designating an individual, preferably from senior management, with suitable skill, knowledge, or experience; evaluate the adequacy and results of those services; and accept responsibility for them.

#### **Engagement Administration, Fees, and Other**

We understand that your employees will prepare all cash, accounts receivable, or other confirmations we request and will locate any documents selected by us for testing.

We will provide copies of our reports to the Corporation; however, management is responsible for distribution of the reports and the financial statements. Unless restricted by law or regulation, or containing privileged and confidential information, copies of our reports are to be made available for public inspection.

The audit documentation for this engagement is the property of Moss, Krusick & Associates, LLC ("Moss Krusick") and constitutes confidential information. However, subject to applicable laws and regulations, audit documentation and appropriate individuals will be made available upon request and in a timely manner to a state or local agency or its designee, a federal agency providing direct or indirect funding, or the U.S. Government Accountability Office for purposes of a quality review of the audit, to resolve audit findings, or to carry out oversight responsibilities. We will notify you of any such request. If requested, access to such audit documentation will be provided under the supervision of Moss Krusick personnel. Furthermore, upon request,

we may provide copies of selected audit documentation to the aforementioned parties. These parties may intend, or decide, to distribute the copies or information contained therein to others, including other governmental agencies.

The audit documentation for this engagement will be retained for a minimum of five years after the report release date or for any additional period requested by the regulators. If we are aware that a federal awarding agency or auditee is contesting an audit finding, we will contact the party(ies) contesting the audit finding for guidance prior to destroying the audit documentation.

Joe Krusick is the engagement partner and is responsible for supervising the engagement and signing the reports or authorizing another individual to sign them. We expect to begin our audit in August 2024 and to issue our reports no later than October 20, 2024.

Our audit fee for these services for 2024 will be \$8,000. Our fee is net of an in-kind donation of \$2,000. If required and if requested, we will also prepare the Corporation's Form 990 for a fee of \$2,000.

Our invoices for these fees will be rendered each month as work progresses and are payable on presentation. If we elect to terminate our services for nonpayment, our engagement will be deemed to have been completed upon written notification of termination, even if we have not completed our report. You will be obligated to compensate us for all time expended and to reimburse us for all out-of-pocket costs through the date of termination. The above fee is based on anticipated cooperation from your personnel and the assumption that unexpected circumstances will not be encountered during the audit. If significant additional time is necessary, we will discuss it with you and arrive at a new fee estimate before we incur the additional costs.

We have committed staff to scheduled fieldwork dates. If there are delays in receiving items on the client assistance list (i.e., at least 85% of the items, including the trial balance, are not received at the start of fieldwork), we reserve the right to reschedule fieldwork, which may impact deadlines. An additional fee of 20% will also apply.

Fees for additional services (i.e., assistance with adoption of new accounting standards, single audit for CARES Act, ESSER, or other funding, etc.) would be billed at our discounted rates and may be subject to a change order.

You have requested that we provide you with a copy of our most recent external peer review report and any subsequent reports received during the contract period. Accordingly, our 2021 peer review report accompanies this letter.

Our audit engagement ends on delivery of our audit report. Any follow-up services that might be required will be a separate, new engagement. The terms and conditions of that new engagement will be governed by a new, specific engagement letter for that service.

The Corporation agrees not to make any employment solicitation, oral or written, to any Moss Krusick employee without the express consent of Ed Moss, Managing Partner. In the event such permission is granted and direct employment is contracted by the Corporation, Moss Krusick will be entitled to an employment fee of 100% of the employee's current salary with Moss Krusick, payable immediately upon employment of the Moss Krusick's employee.

## **Reporting**

We will issue a written report upon completion of our audit of the Corporation's financial statements. Our report will be addressed to those charged with governance of the Corporation. Circumstances may arise in which our report may differ from its expected form and content based on the results of our audit. Depending on the nature of these circumstances, it may be necessary for us to modify our opinions, add a separate section, or add an emphasis-of-matter or other-matter paragraph to our auditor's report, or if necessary, withdraw from this engagement. If our opinions are other than unmodified, we will discuss the reasons with you in advance. If, for any reason, we are unable to complete the audit or are unable to form or have not formed opinions, we may decline to express opinions or issue reports, or we may withdraw from this engagement.

To the Board of Directors

April 9, 2024

Page 6

We will also provide a report (that does not include an opinion) on internal control related to the financial statements and compliance with the provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a material effect on the financial statements as required by *Government Auditing Standards*. The report on internal control and on compliance and other matters will state (1) that the purpose of the report is solely to describe the scope of testing of internal control and compliance, and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control on compliance, and (2) that the report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. The report will also state that the report is not suitable for any other purpose. If during our audit we become aware that the Corporation is subject to an audit requirement that is not encompassed in the terms of this engagement, we will communicate to management and those charged with governance that an audit in accordance with U.S. generally accepted auditing standards and the standards for financial audits contained in *Government Auditing Standards* may not satisfy the relevant legal, regulatory, or contractual requirements.

We appreciate the opportunity to be of service to the Corporation and believe this letter accurately summarizes the significant terms of our engagement. If you have any questions, please let us know. If you agree with the terms of our engagement as described in this letter, please sign the attached copy and return it to us.

Very truly yours,

*Moss, Krusick & Associates, LLC*

RESPONSE:

This letter correctly sets forth the understanding of the Four Corners Charter School, Inc.

Signature: \_\_\_\_\_

Title: \_\_\_\_\_

# **HOLLAND & REILLY**

CERTIFIED PUBLIC ACCOUNTANTS  
601 NORTH FERN CREEK  
SUITE 200  
ORLANDO, FLORIDA 32803-4839

(407) 894-6803  
fax (407) 896-3044

DAVID S. HOLLAND, CPA  
THOMAS F. REILLY, CPA

AMERICAN INSTITUTE OF  
CERTIFIED PUBLIC ACCOUNTANTS

FLORIDA INSTITUTE OF  
CERTIFIED PUBLIC ACCOUNTANTS

May 24, 2021

## **Report on the Firm's System of Quality Control**

To the Partners of Moss, Krusick & Associates, LLC,  
and the Peer Review Committee of the Florida Institute of Certified Public Accountants

We have reviewed the system of quality control for the accounting and auditing practice of Moss, Krusick & Associates, LLC (the firm) in effect for the year ended July 31, 2020. Our peer review was conducted in accordance with the Standards for Performing and Reporting on Peer Reviews established by the Peer Review Board of the American Institute of Certified Public Accountants (Standards).

A summary of the nature, objectives, scope, limitations of, and the procedures performed in a System Review as described in the Standards may be found at [www.aicpa.org/prsummary](http://www.aicpa.org/prsummary). The summary also includes an explanation of how engagements identified as not performed or reported in conformity with applicable professional standards, if any, are evaluated by a peer reviewer to determine a peer review rating.

### **Firm's Responsibility**

The firm is responsible for designing a system of quality control and complying with it to provide the firm with reasonable assurance of performing and reporting in conformity with applicable professional standards in all material respects. The firm is also responsible for evaluating actions to promptly remediate engagements deemed as not performed or reported in conformity with professional standards, when appropriate, and for remediating weaknesses in its system of quality control, if any.

### **Peer Reviewer's Responsibility**

Our responsibility is to express an opinion on the design of the system of quality control and the firm's compliance therewith based on our review.

## Required Selections and Considerations

Engagements selected for review included engagements performed under *Government Auditing Standards*, including compliance audits under the Single Audit Act, and an audit of an employee benefit plan.

As a part of our peer review, we considered reviews by regulatory entities as communicated by the firm, if applicable, in determining the nature and extent of our procedures.

## Opinion

In our opinion, the system of quality control for the accounting and auditing practice of Moss, Krusick & Associates, LLC in effect for the year ended July 31, 2020, has been suitably designed and complied with to provide the firm with reasonable assurance of performing and reporting in conformity with applicable professional standards in all material respects. Firms can receive a rating of *pass*, *pass with deficiency(ies)* or *fail*. Moss, Krusick & Associates, LLC has received a peer review rating of *pass*.

A handwritten signature in black ink that reads "Holland & Reilly". The script is cursive and fluid, with the ampersand being particularly stylized.

Holland & Reilly

**FOUR CORNERS CHARTER SCHOOL, INC.  
CLIENT ASSISTANCE LIST  
JUNE 30, 2024**

*Electronic or PDF copies are encouraged and can be sent prior to fieldwork.*

|   | <b>DATE<br/>NEEDED</b> | <b>DATE<br/>RECEIVED</b> |
|---|------------------------|--------------------------|
| <b>CASH AND INVESTMENTS</b>   |                        |                          |
| 1 Copies of bank reconciliations and bank statements for all cash accounts maintained as of June 30, 2024.  | 8/19/2024              |                          |
| 2 Copies of July 31, 2024 bank statements for all cash accounts maintained.   | 8/19/2024              |                          |
| <b>ACCOUNTS RECEIVABLE AND OTHER ASSETS</b>   |                        |                          |
| 3 Aged Accounts Receivable report as of June 30, 2024 and support for deposits received after June 30, 2024 (deposit slip, description of what receipt is for, etc.).   | 8/19/2024              |                          |
| 4 Cash receipts journal from July 1, 2024 through date of fieldwork.  | 8/19/2024              |                          |
| 5 Provide analysis of prepaid management fees for the year ended June 30, 2024.   | 8/19/2024              |                          |
| 6 Provide roll forward of fixed assets for the year ended June 30, 2024.  | 8/19/2024              |                          |
| <b>ACCOUNTS PAYABLE AND OTHER LIABILITIES</b>   |                        |                          |
| 7 Aged Accounts Payable report or other detail of accounts payable as of June 30, 2024, if any. Access to cancelled checks and invoices paid after June 30, 2024 to the date of fieldwork.                                    | 8/19/2024              |                          |
| 8 Cash disbursement journal from July 1, 2024 through date of fieldwork.  | 8/19/2024              |                          |
| <b>REVENUE</b>  |                        |                          |
| 9 Final FEFP Invoice for the year ended June 30, 2024   | 8/19/2024              |                          |
| 10 Revenue and Expenditure reconciliation   | 8/19/2024              |                          |
| <b>EXPENSES</b>   |                        |                          |
| 11 Provide the cash disbursements journal for July 1, 2023 to June 30, 2024 and access to all supporting documentation including invoices paid and cancelled checks.  | 8/19/2024              |                          |
| <b>OTHER</b>  |                        |                          |
| 12 Copies of original approved budget and final approved budget for the year ended June 30, 2024.   | 8/19/2024              |                          |
| 13 Copies of all minutes of Board of Directors meetings held since July 1, 2023 and a list of Board of Directors members including names, titles, addresses, and average number of hours worked for the Corporation per week. | 8/19/2024              |                          |
| 14 Complete the enclosed fraud questionnaire – Angela and two Board members should each independently complete separate questionnaires.   | 8/19/2024              |                          |
| 15 Provide us with an analysis of all legal expenses for the year ended June 30, 2024 including payee, description or nature of service provided, amount, etc.  | 8/19/2024              |                          |
| 16 Prepare letter(s) to attorney(s) requesting lawyer(s) to provide legal representations for the year ended June 30, 2024. We will provide a template of the letter.   | 8/19/2024              |                          |

**FOUR CORNERS CHARTER SCHOOL, INC.**  
**Fraud Questionnaire**  
**June 30, 2024**

**PLEASE ANSWER THE FOLLOWING QUESTIONS CONCERNING FRAUD AND ABUSE AFFECTING THE ORGANIZATION:**

1. Do you have knowledge of any actual fraud or suspected fraud affecting the organization, including knowledge of any noncompliance with laws and regulations, of any illegal payments or acts, or of financial abuse by management?
  
  
  
  
  
  
  
  
  
  
2. What are the specific fraud risks within the organization, including any account balances or transaction classes that may be susceptible to fraud?
  
  
  
  
  
  
  
  
  
  
3. What programs and controls has the organization implemented to address identified fraud risks or otherwise help prevent, deter, and detect fraud and abuse, and how are those programs and controls are monitored?
  
  
  
  
  
  
  
  
  
  
4. How do you communicate to employees the importance of ethical behavior and appropriate business practices?
  
  
  
  
  
  
  
  
  
  
5. Do you have any recommendations for improvements in financial and accounting processes and controls?

\_\_\_\_\_  
Signature / Title

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Date

## Form 990 Questionnaire

### PLEASE PROVIDE THE FOLLOWING INFORMATION FOR YOUR 2024 TAX FORM 990:

1. Did the organization engage in any activity not reported on a previously filed Form 990/990 EZ? If yes, describe the activity?
2. Were any changes made to the organizing or governing documents or any of the policies or procedures?
3. For contributions of \$5,000 or more, please provide the **names, addresses** and **amount contributed** of the donors. If more room is needed, please attach additional page with all required information.

| DONOR NAME | ADDRESS | AMOUNT<br>CONTRIBUTED |
|------------|---------|-----------------------|
|            |         |                       |
|            |         |                       |
|            |         |                       |
|            |         |                       |
|            |         |                       |
|            |         |                       |
|            |         |                       |
|            |         |                       |
|            |         |                       |

4. How many W-2's were issued for the organization?
5. How many 1099's were issued for the organization?
6. Approximately how many individuals volunteered with the organization?
7. Has the organization been notified of any changes to previous returns by any taxing authority? If yes, please provide copies all correspondence.
8. Please provide a list of the organization's board of directors, including name, title and average hours worked per week.
9. Please provide a copy of W-2(s) for any officers that were paid by the organization.
10. Did the organization receive any in-kind contributions? If so, please provide detail.



**IV. Four Corners Charter School Operating  
- Q3 FY24 Finance Review**



# Variance Analysis Report - Consolidated

## FCCS-Four Corners Charter School

For the Period Ended 3/31/2024

|   | YTD Actuals         | YTD Amended Budget 2 | Variance to YTD Amended Budget 2 |             | Amended Budget 3     | Amended Budget 2     | Variance to Amended Budget 2 |            |
|---|---------------------|----------------------|----------------------------------|-------------|----------------------|----------------------|------------------------------|------------|
|   |                     |                      | \$ Change                        | % Change    |                      |                      | \$ Change                    | % Change   |
| <b>Revenues</b>                         |                     |                      |                                  |             |                      |                      |                              |            |
| State Sources                           |                     |                      |                                  |             |                      |                      |                              |            |
| FEFP                                    | \$ 6,056,361        | \$ 6,097,170         | (40,808)                         | -1%         | \$ 8,330,084         | \$ 8,229,327         | 100,756                      | 1%         |
| Capital Outlay                          | 447,110             | 434,378              | 12,732                           | 3%          | 605,675              | 617,953              | (12,278)                     | -2%        |
| Other Revenue Sources                   |                     |                      |                                  |             |                      |                      |                              |            |
| Other Program Revenues                  | 118,796             | 136,544              | (17,748)                         | -13%        | 165,669              | 170,680              | (5,011)                      | -3%        |
| Interest Income                         | 7,658               | 5,491                | 2,168                            | 39%         | 11,486               | 8,236                | 3,251                        | 39%        |
| Special Revenue Sources                 |                     |                      |                                  |             |                      |                      |                              |            |
| Federal Grants Revenue                  | 831,869             | 374,949              | 456,920                          | 122%        | 1,577,247            | 1,484,878            | 92,369                       | 6%         |
| State Grants Revenue                    | 110,456             | 9,000                | 101,456                          | 1127%       | 23,788               | 12,000               | 11,788                       | 98%        |
| Local Grants Revenue                    | 0                   | 0                    | -                                | -           | 208,450              | 0                    | 208,450                      | -          |
| <b>Total Revenues</b>                   | <b>\$ 7,572,251</b> | <b>\$ 7,057,532</b>  | <b>\$ 514,719</b>                | <b>7%</b>   | <b>\$ 10,922,399</b> | <b>\$ 10,523,074</b> | <b>\$ 399,325</b>            | <b>4%</b>  |
| <b>Expenses</b>                         |                     |                      |                                  |             |                      |                      |                              |            |
| Instruction                             | 3,681,343           | 3,284,267            | (397,076)                        | -12%        | 4,821,952            | 4,741,768            | (80,184)                     | -2%        |
| Instruction Support Services            | 471,474             | 394,084              | (77,390)                         | -20%        | 653,400              | 535,846              | (117,554)                    | -22%       |
| Board                                   | 14,199              | 12,906               | (1,293)                          | -10%        | 15,199               | 18,671               | 3,472                        | 19%        |
| School Administration                   | 590,890             | 553,305              | (37,585)                         | -7%         | 697,558              | 730,159              | 32,601                       | 4%         |
| Facilities and acquisition              | 70,826              | 59,643               | (11,183)                         | -19%        | 96,050               | 75,289               | (20,761)                     | -28%       |
| Fiscal Services                         | 489,048             | 488,854              | (194)                            | 0%          | 653,401              | 653,937              | 536                          | 0%         |
| Food Services                           | 71                  | 71                   | -                                | 0%          | 71                   | 71                   | -                            | 0%         |
| Central Services                        | 561,503             | 550,716              | (10,787)                         | -2%         | 714,911              | 748,212              | 33,301                       | 4%         |
| Pupil Transportation Services           | 194,968             | 205,388              | 10,420                           | 5%          | 341,535              | 252,077              | (89,458)                     | -35%       |
| Operation of Plant                      | 1,746,169           | 1,708,395            | (37,774)                         | -2%         | 2,305,105            | 2,283,497            | (21,608)                     | -1%        |
| Maintenance of Plant                    | 398,843             | 318,247              | (80,596)                         | -25%        | 560,554              | 445,717              | (114,836)                    | -26%       |
| Community Service                       | 145,291             | 109,943              | (35,348)                         | -32%        | 243,326              | 229,717              | (13,609)                     | -6%        |
| <b>Total Expenses</b>                   | <b>\$ 8,364,626</b> | <b>\$ 7,685,819</b>  | <b>\$ (678,807)</b>              | <b>-9%</b>  | <b>\$ 11,103,062</b> | <b>\$ 10,714,961</b> | <b>\$ (388,101)</b>          | <b>-4%</b> |
| <b>Excess/(Deficit) of Rev over Exp</b> | <b>(792,374)</b>    | <b>(628,287)</b>     | <b>(164,088)</b>                 | <b>-</b>    | <b>(180,662)</b>     | <b>(191,887)</b>     | <b>11,224</b>                | <b>-</b>   |
| <b>Net Change in Fund Balance</b>       | <b>\$ (792,374)</b> | <b>\$ (628,287)</b>  | <b>\$ (164,088)</b>              | <b>-26%</b> | <b>\$ (180,662)</b>  | <b>\$ (191,887)</b>  | <b>\$ 11,224</b>             | <b>6%</b>  |
| <b>Enrollment</b>                       | <b>1,035</b>        | <b>1,027</b>         | <b>8</b>                         | <b>1%</b>   | <b>1,035</b>         | <b>1,027</b>         | <b>8</b>                     | <b>1%</b>  |
| Rate Per Student                        | \$ 8,052            | \$ 8,017             | \$ 35                            | 0%          | \$ 8,052             | \$ 8,017             | \$ 35                        | 0%         |
| Beginning Cumulative Fund Balance       | \$ 501,226          | \$ 501,226           | \$ -                             | 0%          | \$ 501,226           | \$ 501,226           | \$ -                         | 0%         |
| Reserved Funds                          | \$ 170,427          | \$ 170,427           | \$ -                             | 0%          | \$ 170,427           | \$ 170,427           | \$ -                         | 0%         |
| Unassigned Fund Balance                 | \$ (461,576)        | \$ (297,488)         | \$ (164,088)                     | -55%        | \$ 150,136           | \$ 138,912           | \$ 11,224                    | 8%         |



# Variance Analysis Report – Consolidated

## FCCS-Four Corners Charter School

For the Period Ended 3/31/2024

|                         | YTD Actuals  | YTD Amended Budget 2 | Variance to YTD Amended Budget 2 |          | Amended Budget 3 | Amended Budget 2 | Variance to Amended Budget 2 |          |    |
|-------------------------|--------------|----------------------|----------------------------------|----------|------------------|------------------|------------------------------|----------|----|
|                         |              |                      | \$ Change                        | % Change |                  |                  | \$ Change                    | % Change |    |
|                         |              |                      |                                  |          |                  |                  |                              |          |    |
| Revenues                |              |                      |                                  |          |                  |                  |                              |          |    |
| State Sources           |              |                      |                                  |          |                  |                  |                              |          |    |
|                         | \$ 6,026,734 | \$ 6,067,182         | (40,448)                         | -1%      | \$ 8,213,767     | \$ 8,110,819     | 102,947                      | 1%       |    |
|                         | 29,627       | 29,987               | (360)                            | -1%      | 116,317          | 118,508          | (2,191)                      | -2%      |    |
|                         | 447,110      | 434,378              | 12,732                           | 3%       | 605,675          | 617,953          | (12,278)                     | -2%      |    |
| Other Revenue Sources   |              |                      |                                  |          |                  |                  |                              |          |    |
|                         | 253          | 406                  | (153)                            | -38%     | 253              | 508              | (255)                        | -50%     |    |
|                         | 118,543      | 136,138              | (17,595)                         | -13%     | 165,416          | 170,172          | (4,756)                      | -3%      |    |
|                         | 7,658        | 5,491                | 2,168                            | 39%      | 11,486           | 8,236            | 3,251                        | 39%      |    |
| Special Revenue Sources |              |                      |                                  |          |                  |                  |                              |          |    |
|                         | 831,869      | 374,949              | 456,920                          | 122%     | 1,577,247        | 1,484,878        | 92,369                       | 6%       |    |
|                         | 110,456      | 9,000                | 101,456                          | 1127%    | 23,788           | 12,000           | 11,788                       | 98%      |    |
|                         | 0            | 0                    | -                                | -        | 208,450          | 0                | 208,450                      | -        |    |
| \$ 7,572,251            |              |                      |                                  | \$       | \$ 10,922,399    |                  | \$                           | 399,325  | 4% |
| Expenses                |              |                      |                                  |          |                  |                  |                              |          |    |
| Instruction             |              |                      |                                  |          |                  |                  |                              |          |    |
|                         | 1,317,925    | 1,310,966            | (6,959)                          | -1%      | 1,750,762        | 1,757,095        | 6,333                        | 0%       |    |
|                         | 24,198       | 29,469               | 5,271                            | 18%      | 39,286           | 64,349           | 25,063                       | 39%      |    |
|                         | 575,861      | 577,304              | 1,443                            | 0%       | 760,548          | 761,100          | 552                          | 0%       |    |
|                         | 63,609       | 123,918              | 60,309                           | 49%      | 113,723          | 179,141          | 65,418                       | 37%      |    |
|                         | 199,397      | 183,179              | (16,218)                         | -9%      | 248,913          | 214,987          | (33,926)                     | -16%     |    |
|                         | 213,746      | 157,736              | (56,010)                         | -36%     | 228,954          | 173,627          | (55,327)                     | -32%     |    |
|                         | 274,389      | 263,125              | (11,264)                         | -4%      | 356,335          | 386,142          | 29,807                       | 8%       |    |
|                         | 500          | -                    | (500)                            | -        | 500              | -                | (500)                        | -        |    |
|                         | 41,988       | -                    | (41,988)                         | -        | 51,249           | 20,642           | (30,607)                     | -148%    |    |
|                         | 485,853      | 448,023              | (37,830)                         | -8%      | 659,009          | 605,636          | (53,373)                     | -9%      |    |
|                         | 4,493        | 6,300                | 1,808                            | 29%      | 6,472            | 19,474           | 13,003                       | 67%      |    |
|                         | 233          | 233                  | -                                | 0%       | 21,564           | 233              | (21,332)                     | -9175%   |    |
|                         | 15,774       | 3,325                | (12,450)                         | -374%    | 24,811           | 5,850            | (18,961)                     | -324%    |    |
|                         | 21,149       | 18,449               | (2,700)                          | -15%     | 21,149           | 18,449           | (2,700)                      | -15%     |    |
|                         | 92,898       | 80,359               | (12,539)                         | -16%     | 143,416          | 155,338          | 11,923                       | 8%       |    |
|                         | 952          | 952                  | -                                | 0%       | 952              | 952              | -                            | 0%       |    |
|                         | 63,845       | 53,912               | (9,933)                          | -18%     | 82,087           | 67,390           | (14,697)                     | -22%     |    |
|                         | 2,252        | 1,246                | (1,006)                          | -81%     | 2,252            | 1,246            | (1,006)                      | -81%     |    |
|                         | (55)         | (915)                | (860)                            | -        | (55)             | (915)            | (860)                        | -        |    |
|                         | 272,136      | 16,486               | (255,650)                        | -1551%   | 299,771          | 299,916          | 146                          | 0%       |    |
|                         | -            | -                    | -                                | -        | 55               | 915              | 860                          | 94%      |    |
|                         | 10,200       | 10,200               | -                                | 0%       | 10,200           | 10,200           | -                            | 0%       |    |
|                         | 3,681,343    | 3,284,267            | (397,076)                        | -12%     | 4,821,952        | 4,741,768        | (80,184)                     | -2%      |    |
| Total Instruction       |              |                      |                                  |          |                  |                  |                              |          |    |



# Variance Analysis Report – Consolidated

## FCCS-Four Corners Charter School

For the Period Ended 3/31/2024

|   | YTD Actuals    | YTD Amended Budget 2 | Variance to YTD Amended Budget 2 |             | Amended Budget 3 | Amended Budget 2 | Variance to Amended Budget 2 |             |
|---|----------------|----------------------|----------------------------------|-------------|------------------|------------------|------------------------------|-------------|
|   |                |                      | \$ Change                        | % Change    |                  |                  | \$ Change                    | % Change    |
|   |                |                      |                                  |             |                  |                  |                              |             |
| <b>Instruction Support Services</b>       |                |                      |                                  |             |                  |                  |                              |             |
| Guidance                                  | \$ 51,764      | \$ 47,752            | (4,012)                          | -8%         | \$ 69,194        | \$ 65,182        | (4,012)                      | -6%         |
| Resource Teachers                         | 30,785         | 16,973               | (13,812)                         | -81%        | 56,907           | 31,271           | (25,636)                     | -82%        |
| Other Support                             | 54,817         | 45,757               | (9,060)                          | -20%        | 88,325           | 62,536           | (25,789)                     | -41%        |
| IT Support                                | 28,775         | 22,322               | (6,453)                          | -29%        | 26,624           | 26,624           | (0)                          | 0%          |
| Stipend                                   | 12,715         | 3,656                | (9,060)                          | -248%       | 12,715           | 3,656            | (9,060)                      | -248%       |
| Taxes & Benefits                          | 103,719        | 80,041               | (23,678)                         | -30%        | 131,120          | 93,506           | (37,613)                     | -40%        |
| Computer Service Fees                     | 109,717        | 109,717              | -                                | 0%          | 147,934          | 146,790          | (1,144)                      | -1%         |
| Outside Staff Development                 | 19,699         | 6,699                | (13,000)                         | -194%       | 21,699           | 6,699            | (15,000)                     | -224%       |
| Contracted Mental Health Services         | 27,949         | 28,208               | 259                              | 1%          | 57,048           | 56,213           | (835)                        | -1%         |
| Consulting Fees                           | 31             | 31                   | -                                | 0%          | 31               | 31               | -                            | 0%          |
| Travel                                    | 3,648          | 3,648                | -                                | 0%          | 3,648            | 3,648            | -                            | 0%          |
| Business Expense - Other                  | 201            | 201                  | -                                | 0%          | 201              | -                | -                            | 0%          |
| Medical Supplies                          | 635            | 635                  | -                                | 0%          | 635              | 635              | -                            | 0%          |
| Student Uniform Expense                   | -              | -                    | -                                | -           | -                | 110              | 110                          | 100%        |
| Nurse - Salaried                          | 27,018         | 28,444               | 1,426                            | 5%          | 37,318           | 38,744           | 1,426                        | 4%          |
| <b>Total Instruction Support Services</b> | <b>471,474</b> | <b>394,084</b>       | <b>(77,390)</b>                  | <b>-20%</b> | <b>653,400</b>   | <b>535,846</b>   | <b>(117,554)</b>             | <b>-22%</b> |
| <b>Board</b>                              |                |                      |                                  |             |                  |                  |                              |             |
| Accounting Services - Audit               | 11,714         | 11,714               | -                                | 0%          | 11,714           | 16,800           | 5,086                        | 30%         |
| Legal Fees - Independent Counsel          | 2,484          | 1,191                | (1,293)                          | -109%       | 3,484            | 1,871            | (1,614)                      | -86%        |
| <b>Total Board</b>                        | <b>14,199</b>  | <b>12,906</b>        | <b>(1,293)</b>                   | <b>-10%</b> | <b>15,199</b>    | <b>18,671</b>    | <b>3,472</b>                 | <b>19%</b>  |
| <b>School Administration</b>              |                |                      |                                  |             |                  |                  |                              |             |
| School Leadership                         | 192,628        | 189,890              | (2,738)                          | -1%         | 238,864          | 270,246          | 31,382                       | 12%         |
| Administrative - Salaried                 | 114,563        | 114,085              | (478)                            | 0%          | 153,035          | 152,558          | (478)                        | 0%          |
| Administrative - Hourly                   | 26,724         | 35,996               | 9,272                            | 26%         | 40,137           | 46,592           | 6,455                        | 14%         |
| Stipend                                   | 15,436         | 9,606                | (5,829)                          | -61%        | 15,436           | 9,606            | (5,829)                      | -61%        |
| Bonus                                     | 39,035         | 28,498               | (10,537)                         | -37%        | 39,035           | 31,042           | (7,994)                      | -26%        |
| Taxes & Benefits                          | 171,026        | 155,613              | (15,413)                         | -10%        | 178,522          | 184,756          | 6,234                        | 3%          |
| Drug Testing Fees                         | 63             | -                    | (63)                             | -           | 63               | -                | (63)                         | -           |
| Travel                                    | 16,365         | 7,383                | (8,982)                          | -122%       | 12,639           | 16,639           | 4,000                        | 24%         |
| Office Supplies                           | 10,862         | 8,085                | (2,777)                          | -34%        | 14,707           | 13,071           | (1,636)                      | -13%        |
| Dues & Subscriptions                      | 2,872          | 2,831                | (40)                             | -1%         | 3,804            | 3,650            | (153)                        | -4%         |
| Printing & Copying                        | 1,317          | 1,317                | -                                | 0%          | 1,317            | 2,000            | 683                          | 34%         |
| <b>Total School Administration</b>        | <b>590,890</b> | <b>553,305</b>       | <b>(37,585)</b>                  | <b>-7%</b>  | <b>697,558</b>   | <b>730,159</b>   | <b>32,601</b>                | <b>4%</b>   |
| <b>Facilities and acquisition</b>         |                |                      |                                  |             |                  |                  |                              |             |
| FF&E (NonCap)                             | 2,406          | 2,406                | -                                | 0%          | 2,406            | 2,406            | -                            | 0%          |
| FF&E                                      | 39,523         | 39,523               | -                                | 0%          | 37,117           | 39,523           | 2,406                        | 6%          |
| Improv other than Bldg (NonCap)           | 14,788         | -                    | (14,788)                         | -           | 14,788           | -                | (14,788)                     | -           |
| Improvements other than building          | -              | -                    | -                                | -           | 8,379            | -                | (8,379)                      | -           |
| Equipment Rent & Lease Expense            | 14,110         | 17,714               | 3,605                            | 20%         | 33,360           | 33,360           | -                            | 0%          |
| <b>Total Facilities and acquisition</b>   | <b>70,826</b>  | <b>59,643</b>        | <b>(11,183)</b>                  | <b>-19%</b> | <b>96,050</b>    | <b>75,289</b>    | <b>(20,761)</b>              | <b>-28%</b> |
| <b>Fiscal Services</b>                    |                |                      |                                  |             |                  |                  |                              |             |
| Personnel Management                      | 97,237         | 97,237               | -                                | 0%          | 129,649          | 129,649          | -                            | 0%          |
| Finance and Accounting SCF                | 63,204         | 63,204               | (0)                              | 0%          | 84,272           | 84,272           | -                            | 0%          |
| Educational Intellectual Property         | 131,270        | 131,270              | 0                                | 0%          | 175,026          | 175,026          | -                            | 0%          |
| Procurement/Vendor Management             | 34,033         | 34,033               | 0                                | 0%          | 45,377           | 45,377           | -                            | 0%          |
| Support Center General Overhead           | 160,441        | 160,441              | (0)                              | 0%          | 213,921          | 213,921          | -                            | 0%          |
| Bank Charges & Loan Fees                  | 2,864          | 2,671                | (194)                            | -7%         | 5,156            | 5,692            | 536                          | 9%          |
| <b>Total Fiscal Services</b>              | <b>489,048</b> | <b>488,854</b>       | <b>(194)</b>                     | <b>0%</b>   | <b>653,401</b>   | <b>653,937</b>   | <b>536</b>                   | <b>0%</b>   |



# Variance Analysis Report – Consolidated

## FCCS-Four Corners Charter School

For the Period Ended 3/31/2024

|  | YTD Actuals      | YTD Amended Budget 2 | Variance to YTD Amended Budget 2 |            | Amended Budget 3 | Amended Budget 2 | Variance to Amended Budget 2 |             |
|--|------------------|----------------------|----------------------------------|------------|------------------|------------------|------------------------------|-------------|
|  |                  |                      | \$ Change                        | % Change   |                  |                  | \$ Change                    | % Change    |
|  |                  |                      |                                  |            |                  |                  |                              |             |
| <b>Food Services</b>                       | 71               | 71                   | -                                | 0%         | 71               | 71               | -                            | 0%          |
| <b>Taxes &amp; Benefits</b>                | 71               | 71                   | -                                | 0%         | 71               | 71               | -                            | 0%          |
| <b>Central Services</b>                    |                  |                      |                                  |            |                  |                  |                              |             |
| Fee to Charterholder                       | 476,111          | 476,111              | -                                | 0%         | 601,268          | 634,814          | 33,546                       | 5%          |
| Staff Recruitment                          | 12,500           | -                    | (12,500)                         | -          | 12,500           | 12,500           | -                            | 0%          |
| Postage and Shipping                       | 400              | 352                  | (48)                             | -14%       | 490              | 687              | 197                          | 29%         |
| District Fees                              | 72,493           | 74,254               | 1,761                            | 2%         | 100,654          | 100,211          | (443)                        | 0%          |
| <b>Total Central Services</b>              | <b>561,503</b>   | <b>550,716</b>       | <b>(10,787)</b>                  | <b>-2%</b> | <b>714,911</b>   | <b>748,212</b>   | <b>33,301</b>                | <b>4%</b>   |
| <b>Pupil Transportation Services</b>       |                  |                      |                                  |            |                  |                  |                              |             |
| Contracted Pupil Transportation            | 194,968          | 205,388              | 10,420                           | 5%         | 341,535          | 252,077          | (89,458)                     | -35%        |
| <b>Total Pupil Transportation Services</b> | <b>194,968</b>   | <b>205,388</b>       | <b>10,420</b>                    | <b>5%</b>  | <b>341,535</b>   | <b>252,077</b>   | <b>(89,458)</b>              | <b>-35%</b> |
| <b>Operation of Plant</b>                  |                  |                      |                                  |            |                  |                  |                              |             |
| Plant Operations - Hourly                  | 54,264           | 55,105               | 841                              | 2%         | 66,678           | 67,519           | 841                          | 1%          |
| Stipend                                    | 907              | 3,800                | 2,893                            | 76%        | 907              | 3,800            | 2,893                        | 76%         |
| Taxes & Benefits                           | 21,207           | 18,639               | (2,568)                          | -14%       | 27,595           | 21,671           | (5,924)                      | -27%        |
| Property & Liability Insurance             | 133,148          | 143,204              | 10,055                           | 7%         | 185,145          | 176,256          | (8,889)                      | -5%         |
| Marketing & Advertising                    | 58,845           | 31,478               | (27,367)                         | -87%       | 66,557           | 65,263           | (1,295)                      | -2%         |
| Contracted Custodial Services              | 249,348          | 248,698              | (650)                            | 0%         | 334,169          | 333,519          | (650)                        | 0%          |
| Licenses & Permits                         | (530)            | 50                   | 580                              | 1160%      | (530)            | 50               | 580                          | 1160%       |
| Rent Expense                               | 810,766          | 810,766              | 0                                | 0%         | 1,081,515        | 1,082,363        | 848                          | 0%          |
| Telephone & Internet                       | 43,771           | 45,028               | 1,257                            | 3%         | 57,309           | 58,793           | 1,484                        | 3%          |
| Electricity                                | 172,923          | 170,215              | (2,708)                          | -2%        | 230,552          | 225,661          | (4,891)                      | -2%         |
| Water & Sewer                              | 18,382           | 19,944               | 1,562                            | 8%         | 24,476           | 26,583           | 2,108                        | 8%          |
| Waste Disposal                             | 71,150           | 70,104               | (1,046)                          | -1%        | 93,361           | 91,534           | (1,826)                      | -2%         |
| Pest Control                               | 1,000            | 1,600                | 600                              | 38%        | 3,216            | 3,216            | -                            | 0%          |
| Natural Gas                                | 214              | 78                   | (136)                            | -175%      | 311              | 311              | -                            | 0%          |
| Maintenance & Cleaning Supplies            | 39,380           | 22,363               | (17,017)                         | -76%       | 46,000           | 46,000           | -                            | 0%          |
| Contracted Security                        | 64,404           | 60,779               | (3,625)                          | -6%        | 79,105           | 72,776           | (6,329)                      | -9%         |
| Miscellaneous Expenses                     | 6,989            | 6,544                | (445)                            | -7%        | 8,737            | 8,180            | (557)                        | -7%         |
| <b>Total Operation of Plant</b>            | <b>1,746,169</b> | <b>1,708,395</b>     | <b>(37,774)</b>                  | <b>-2%</b> | <b>2,305,105</b> | <b>2,283,497</b> | <b>(21,608)</b>              | <b>-1%</b>  |



Variance Analysis Report – Consolidated  
FCCS-Four Corners Charter School  
For the Period Ended 3/31/2024

|                                      | YTD Actuals  | YTD Amended<br>Budget 2 | Variance to YTD Amended<br>Budget 2 |          | Amended Budget 3 | Amended<br>Budget 2 | Variance to Amended Budget 2 |          |
|--------------------------------------|--------------|-------------------------|-------------------------------------|----------|------------------|---------------------|------------------------------|----------|
|                                      |              |                         | \$ Change                           | % Change |                  |                     | \$ Change                    | % Change |
| Maintenance of Plant                 |              |                         |                                     |          |                  |                     |                              |          |
| R&M Building                         | 394,227      | 314,639                 | (79,588)                            | -25%     | 555,938          | 442,109             | (113,828)                    | -26%     |
| R&M Equipment                        | 4,373        | 3,365                   | (1,008)                             | -30%     | 4,373            | 3,365               | (1,008)                      | -30%     |
| Miscellaneous Expenses               | 243          | 243                     | -                                   | 0%       | 243              | 243                 | -                            | 0%       |
| Total Maintenance of Plant           | 398,843      | 318,247                 | (80,596)                            | -25%     | 560,554          | 445,717             | (114,836)                    | -26%     |
| Community Service                    |              |                         |                                     |          |                  |                     |                              |          |
| Community Service - Aftercare        | 102,885      | 97,617                  | (5,268)                             | -5%      | 123,727          | 118,459             | (5,268)                      | -4%      |
| Taxes & Benefits - Community Service | 9,048        | 8,303                   | (746)                               | -9%      | 10,784           | 10,055              | (729)                        | -7%      |
| Extra-Curricular Activity Events     | 33,358       | 4,003                   | (29,354)                            | -733%    | 108,816          | 101,183             | (7,632)                      | -8%      |
| In-house Food Service                | -            | 20                      | 20                                  | 100%     | -                | 20                  | 20                           | 100%     |
| Total Community Service              | 145,291      | 109,943                 | (35,348)                            | -32%     | 243,326          | 229,717             | (13,609)                     | -6%      |
| Debt Service                         |              |                         |                                     |          |                  |                     |                              |          |
| Total Expenses                       | \$ 8,364,626 | \$ 7,685,819            | \$ (678,807)                        | -9%      | \$ 11,103,062    | \$ 10,714,961       | \$ (388,101)                 | -4%      |
| Excess/(Deficit) of Rev over Exp     | (792,374)    | (628,287)               | (164,088)                           | -        | (180,662)        | (191,887)           | 11,224                       | -        |
| Other Financing Sources (Uses)       |              |                         |                                     |          |                  |                     |                              |          |
| Net Change in Fund Balance           | \$ (792,374) | \$ (628,287)            | \$ (164,088)                        | -26%     | \$ (180,662)     | \$ (191,887)        | \$ 11,224                    | 6%       |
| Enrollment                           | 1,035        | 1,027                   | 8                                   | 1%       | 1,035            | 1,027               | 8                            | 1%       |
| Rate Per Student                     | \$ 8,052     | \$ 8,017                | \$ 35                               | 0%       | \$ 8,052         | \$ 8,017            | \$ 35                        | 0%       |
| Beginning Cumulative Fund Balance    | \$ 501,226   | \$ 501,226              | \$ -                                | 0%       | \$ 501,226       | \$ 501,226          | \$ -                         | 0%       |
| Reserved Funds                       | \$ 170,427   | \$ 170,427              | \$ -                                | 0%       | \$ 170,427       | \$ 170,427          | \$ -                         | 0%       |
| Unassigned Fund Balance              | \$ (461,576) | \$ (297,488)            | \$ (164,088)                        | -55%     | \$ 150,136       | \$ 138,912          | \$ 11,224                    | 8%       |

## **V. Old Business**

**Emergency Radio Communication Enhancement System (BDA) Proposal Document (05-31-24)****Project:** Four Corners Charter School, 9100 Teachers Lane, Davenport, Florida 33897**To:** Red Apples Services**Atten:** Mr. Christopher Kober, Regional Manager of Facilities Support**(609) 774-0617 Cell****[CKober@RedAppleServices.com](mailto:CKober@RedAppleServices.com)****Quote #: 17:04:56****Scope: First Responders Public Safety Emergency Responder Communications Enhancement System (BDA)**

DynaFire will install all devices and circuits per all applicable codes. This proposal and any resulting Contract/PO shall be subject to DynaFire's General Terms and Conditions will be based on a mutually agreeable contract.

**Scope Clarifications:**

1. This proposal is based on DynaFire providing and installing a UL listed ERCES (BDA) system.
2. This proposal is based on system requirements to meet minimum applicable codes, note that DynaFire will not be held responsible if the AHJ requires any work that is "above and beyond" minimum code requirements.
3. This proposal is based on no new additions to the physical building(s) or area(s) that have not been disclosed.
4. This proposal includes iBwave heatmap design documents for use of installation and permitting.
5. A NEMA 4 enclosure will be provided at the head-end for the signal booster.
6. Adequate conditioned space will be need to be allocated to DynaFire for mounting of the BDA Head-end unit(s), as required by the local AHJ.
7. This proposal does not include interconnections with the fire alarm system unless the system is provided and installed by DynaFire.
8. This proposal is based on the radio signal strength survey test report dated March 26<sup>th</sup>, 2024 performed by DynaFire.
9. This proposal is based on DynaFire furnishing and installing Smart Guard metal clad AC cable in the indoor areas of the project as allowed by the Osceola County AHJ.
10. This proposal is based on DynaFire providing and installing new network fiber-optic cable using the existing underground conduits between each building. No new underground conduits or raceways are included.
11. This proposal is based on all work being performed during normal business hours, 6:30am to 3:30pm, Monday through Friday. No overtime or off hours work has been included unless specifically defined elsewhere.

**Pricing (Turnkey):****Base Price: \$130,000.00****Customer's Responsibilities:**

1. To provide a complete conduit raceway with pull-string as required.
2. To provide and install all required 18" x 18" x 8" junction boxes for all indoor antennas, splitters and couplers.
3. To provide a 2-hour rated conditioned room for the BDA head-end unit(s) and a 2-hour rated raceway for all riser cable as required. Also provide a 2-hour rated conditioned room or rooms for all BDA network remote unit(s) as required.
4. To provide a 2-hour rated raceway for all "in-building" fiber-optic network communication cable as required, if applicable.
5. To provide a complete conduit underground raceway with pull-string as required for fiber-optic network cable, if applicable.
6. To provide all applicable core penetrations where required including all required fire stopping and sealing.
7. To provide roof penetrations as required in order to bring the donor antenna and/or related coaxial cable outside.



8. To provide and terminate all dedicated 120 VAC power circuits for the BDA head-end unit(s) as required. Also provide and terminate all power circuits for all fiber-optic network remote unit(s) as required if applicable.
9. To provide electronic CAD files for the creation of engineered shop-drawings.
10. To provide a common ground for all surge protection equipment.
11. To provide all applicable lightning protection for the exterior donor antenna as required.
12. All work performed "by others" to be done in accordance with applicable building, electrical and fire codes.
13. If a lift is required, customer to supply or a separate quote will be provided if desired.
14. To provide copy of Building Permit(s), Recorded NOC(s) and current Schedule(s).

**DynaFire will provide the following:**

|   |   |                        |   |
|---|---|------------------------|---|
| Engineered Shop Drawings                | Y | Taxes                  | Y |
| Product Data Submittals                 | Y | Labor for Installation | Y |
| Permitting Fees <b>(See Note Below)</b> | N | Functional Pre-Test    | Y |
| Equipment/Wire/Materials                | Y | Fire Inspector Test    | Y |
| Panel Backboxes                         | Y | End User Training      | Y |

***\* DynaFire will prepare and submit a permit package to the local AHJ as required.***

Thank you for allowing DynaFire to offer our products and services.

Sincerely,  
DynaFire

Prepared By: Thomas Perry, NICET #85188

Email: [Thomas.Perry@DynaFire.com](mailto:Thomas.Perry@DynaFire.com)

Cell: (813) 295-9607

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

Print Name: \_\_\_\_\_

**"Protecting lives and property through leading technologies and quality service while creating valuable relationships"**  
**- DynaFire Mission Statement**

**VL New Business**

## **Planned Outcomes**

**Identify two specific and measurable goals that will be accomplished within the 2024-2025 school year.**

(1) At least 70% of students referred for Tier 2 or Tier 3 mental health services will engage in counseling during the 2024-2025 school year.

(2) At least 80% of students administered the Invo Outcome Scales (IOS) at intake, will display an increase in skill acquisition or decrease in observed symptoms on a minimum of three domains measured at discharge or end of academic year per student and/or parent report.

## **Charter Program Implementation Tier 1: Evidence Based Program (EBP)**

Attitude is Altitude

### **Describe the key EBP components:**

A comprehensive learning experience that includes a K-12 curriculum where students learn and repeatedly practice skills for learning and life, known as Noble Techniques, that help them shift to be confident, proactive, respectful, compassionate students who develop healthy relationships and make responsible decisions. This experience is built upon an intentional implementation approach.

### **EBP Implementation:**

Attitude is Altitude will be implemented by teachers in designated grade levels through classroom lessons. The curriculum is aligned to research based on skills for learning and life, with an emphasis on self-awareness, self-management, social awareness, relationship skills and responsible decision-making.

### **EBP Implementation:**

Supports will help students develop their skills for learning and life and will help them succeed in the classroom and beyond. Skills for learning and life will be how children and adults learn to understand and manage emotions, set goals, show empathy for others, establish positive relationships and make responsible decisions. This will result in stronger academic outcomes, improved behaviors and student attendance, increased graduation rates, long-term and global impact, and improve lifetime outcomes.

## **Charter Program Implementation Tier 2: Evidence Based Program (EBP)**

Invo's *Integrated Multidisciplinary Program to Address Childhood Trauma* (IMPACT) – Targeted Small Group Interventions

### **Describe the key EBP components:**

IMPACT provides front-line support for schools in driving outcomes for high-risk students by addressing the underlying causes of challenging, disruptive, and sometimes dangerous behaviors. Leveraging a unique team-based approach, the program integrates experienced

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<sup>1</sup> The state has not yet released the 24-25 MHAAP application requirements, template or funding guidelines. This draft will be amended accordingly, and will include school specific counselor:student ratios and planned funds and expenditures, once these details are available.

Mental Health and Behavioral Health teams into the natural school environment to dramatically increase student's social and emotional skills while teaching and fostering replacement behaviors. Interventions are delivered by licensed mental health professionals who receive support from a board-certified behavior analyst. Behavior support and therapeutic interventions are provided while encouraging academic support and progress. Interventions are provided to targeted students in small groups, with a focus on skill acquisition, stress reduction, increased self-awareness, and enhanced personal empowerment.

**EBP Implementation (Box 1):**

Interventions 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 position 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 healthy thoughts, youth can make better decisions and use effective coping skills. CBT also makes use of established behavior principles such as positive reinforcement to reward adaptive behavior and extinguish unhealthy behaviors. Trauma-focused CBT is a subspecialty within CBT that allows providers to focus closely on Adverse Childhood Experiences (ACEs). This therapy addresses affective/emotional, cognitive/thinking-based and behavioral problems by incorporating discussions about the specifics of the trauma, teaching effective parenting skills to caregivers, and capitalizing on the healing therapeutic alliance between therapist and student. Tier 2 services will be provided via targeted small group interventions.

**EBP Implementation (Box 2):**

Implementation and treatment will allow students to make progress in areas of skill acquisition, stress reduction, increased self-awareness, and enhanced personal empowerment.

**Charter Program Implementation Tier 3: Evidence Based Program (EBP)**

Invo's *Integrated Multidisciplinary Program to Address Childhood Trauma* (IMPACT) – Intensive Individualized Interventions

**Describe the key EBP components:**

IMPACT provides front-line support for schools in driving outcomes for high-risk students by addressing the underlying causes of challenging, disruptive, and sometimes dangerous behaviors. Leveraging a unique team-based approach, the program integrates experienced Mental Health and Behavioral Health teams into the natural school environment to dramatically increase student's social and emotional skills while teaching and fostering replacement behaviors. 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 and may incorporate family with the goal of establishing healthy behaviors that will serve the youth throughout his/her lifetime.

**EBP Implementation:**

Interventions 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 position 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 healthy thoughts, youth can make better decisions and use effective coping skills. CBT also makes use of established behavior principles such as positive reinforcement to reward adaptive behavior and extinguish unhealthy behaviors. Trauma-focused CBT is a subspecialty within CBT that allows providers to focus closely on Adverse Childhood Experiences (ACEs). This therapy addresses affective/emotional, cognitive/thinking-based and behavioral problems by incorporating discussions about the specifics of the trauma, teaching effective parenting skills to caregivers, and capitalizing on the healing therapeutic alliance between therapist and student. Tier 3 services will be provided via individual therapy and/or family therapy.

#### **EBP Implementation:**

Implementation and treatment will allow students to make progress in relevant domains assessed by the Invo Outcome Scale (IOS), which is administered at intake and discharge. The IOS measures the following domains: Anxiety Symptoms, Anger Symptoms, Attitude Towards School, Coping Skills Acquisition, Crisis Response/Sense of Safety, Depressive Symptoms, Feelings of Connectedness/Belonging, Improvement of Behavior, Self-Esteem, and Socialization/Peer Relations.

#### **Direct employment policy, roles and responsibilities**

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. Additional funding opportunities will be sought to allow for increased financial resources to allow for expanded provider service schedules and a reduction in staff-to-student ratios.

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 regularly to review student progress.

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.

#### **Community Contracts/Interagency Agreements**

Invo-Progressus Therapy: Qualified mental health provider (LMHC, LMFT, LCSW, RMHCI, RMFTI, RCSWI) - Assessment, therapy, collaboration

Invo-Progressus Therapy: Board Certified Behavior Analyst - Consultation/Collaboration



|     |                |             |                               |  |
|-----|----------------|-------------|-------------------------------|--|
| YES | Franco         | Raquel      | Computer Teacher              | <a href="mailto:kgosy@fourcornerscharter.org">kgosy@fourcornerscharter.org</a>                   |
| YES | Grant          | Erin        | Kindergarten Teacher          | <a href="mailto:AHaigh@fourcornerscharter.org">AHaigh@fourcornerscharter.org</a>                 |
| YES | Gosy           | Kimberley   | 2nd Grade Teacher             | <a href="mailto:mharris@fourcornerscharter.org">mharris@fourcornerscharter.org</a>               |
| YES | Haigh          | Alissa      | 3rd Grade Teacher             | <a href="mailto:vhernandez@fourcornerscharter.org">vhernandez@fourcornerscharter.org</a>         |
| YES | Harris         | Melody      | Title I Parent Liaison        | <a href="mailto:hiltunen@fourcornerscharter.org">hiltunen@fourcornerscharter.org</a>             |
|     | Hernandez      | Victoria    | Paraprofessional              | <a href="mailto:jimeidopf@fourcornerscharter.org">jimeidopf@fourcornerscharter.org</a>           |
| YES | Hiltunen       | Lindsay     | CRT Instructional Support     | <a href="mailto:kiadubans@fourcornerscharter.org">kiadubans@fourcornerscharter.org</a>           |
| YES | Imeidopf       | Jason       | Associate Principal           | <a href="mailto:clea@fourcornerscharter.org">clea@fourcornerscharter.org</a>                     |
| YES | Jadubans       | Kamala      | Media Center                  | <a href="mailto:dleroux@fourcornerscharter.org">dleroux@fourcornerscharter.org</a>               |
| YES | Lee            | Cary        | 5th Grade Teacher             | <a href="mailto:BLevine@fourcornerscharter.org">BLevine@fourcornerscharter.org</a>               |
| YES | LeRoux         | Dana        | Receptionist K-3              | <a href="mailto:mluna@fourcornerscharter.org">mluna@fourcornerscharter.org</a>                   |
| YES | Levine         | Briana      | Interventionist Teacher       | <a href="mailto:amcintosh@fourcornerscharter.org">amcintosh@fourcornerscharter.org</a>           |
| YES | Luna Rodriguez | Martha      | Kindergarten Teacher          | <a href="mailto:HMilligan@fourcornerscharter.org">HMilligan@fourcornerscharter.org</a>           |
| YES | Mastrola       | Courtney    | 1st Grade Teacher             | <a href="mailto:Imolina@fourcornerscharter.org">Imolina@fourcornerscharter.org</a>               |
|     | McIntosh       | Ariel       | Speech                        | <a href="mailto:ymorales@fourcornerscharter.org">ymorales@fourcornerscharter.org</a>             |
| YES | Milligan       | Henry       | Associate Principal           | <a href="mailto:RNazarioGarcia@FourCornersCharter.org">RNazarioGarcia@FourCornersCharter.org</a> |
| YES | Molina         | Leslie      | School Operating Adminstrator | <a href="mailto:anickless@fourcornerscharter.org">anickless@fourcornerscharter.org</a>           |
|     | Morales        | Enoyris     | 4th Grade Teacher             |  |
| YES | Morales        | Yesenia     | 1st Grade Teacher             |  |
| YES | Nazario Garcia | Ryan        | IT Department                 |  |
| YES | Nickless       | Annabelle   | Kindergarten Teacher          |  |
|     | Niggioni       | Gladys      | Kindergarten Teacher          |  |
|     | Nunez          | Vanes       | Enrollment Clerk              |  |
| YES | Oaks           | Cheryl      | PE Teacher                    | <a href="mailto:coaks@fourcornerscharter.org">coaks@fourcornerscharter.org</a>                   |
| YES | Olowsky        | Marivic     | Elementary Daily Substitute   | <a href="mailto:molsowsky@fourcornerscharter.org">molsowsky@fourcornerscharter.org</a>           |
| YES | Patalan        | Jessica     | 1st Grade Teacher             |  |
| YES | Pence          | Jacob       | Music Teacher                 | <a href="mailto:ipence@fourcornerscharter.org">ipence@fourcornerscharter.org</a>                 |
| YES | Pendergraph    | Katrice     | Student Services              | <a href="mailto:kpendergraph@fourcornerscharter.org">kpendergraph@fourcornerscharter.org</a>     |
| YES | Perez          | Claudia     | Enrollment Manager            | <a href="mailto:cperez@fourcornerscharter.org">cperez@fourcornerscharter.org</a>                 |
| YES | Perez          | Rosa        | 1st Grade Teacher             |  |
| YES | Quevedo        | Marisol     | 2nd Grade Teacher             | <a href="mailto:mquevedo@fourcornerscharter.org">mquevedo@fourcornerscharter.org</a>             |
| YES | Ramos          | Lillianette | ESOL Department               |  |
|     | Ramos          | Orlando     | Facility Supervisor           | <a href="mailto:oramos@redappleleservices.com">oramos@redappleleservices.com</a>                 |
| YES | Robles         | Kimberly    | ESE Paraprofessional          | <a href="mailto:krobles@fourcornerscharter.org">krobles@fourcornerscharter.org</a>               |

|     |               |              |                                 |  |
|-----|---------------|--------------|---------------------------------|--|
| YES | Rodriguez     | Evvy         | 1st Grade Teacher               | <a href="mailto:erodriguez@fourcornerscharter.org">erodriguez@fourcornerscharter.org</a>       |
|     | Rodriguez     | Melinda      | 2nd Grade Teacher               | <a href="mailto:mrodriquez@fourcornerscharter.org">mrodriquez@fourcornerscharter.org</a>       |
|     | Rodriguez     | Sandra       | 4th Grade Teacher               |  |
| YES | Ross          | Desiree      | 1st Grade Teacher               | <a href="mailto:dross@fourcornerscharter.org">dross@fourcornerscharter.org</a>                 |
| YES | Salazar       | Krista       | Dean of Curriculum              | <a href="mailto:ksalazar@fourcornerscharter.org">ksalazar@fourcornerscharter.org</a>           |
| YES | Sanchez       | Kaitlyn      | Kindergarten Teacher            | <a href="mailto:ksanchez@fourcornerscharter.org">ksanchez@fourcornerscharter.org</a>           |
| YES | Schafer       | Kenneth      | 5th Grade Teacher               | <a href="mailto:kschafer@fourcornerscharter.org">kschafer@fourcornerscharter.org</a>           |
| YES | Shelton       | Steven       | 4th Grade Teacher               | <a href="mailto:sshelton@fourcornerscharter.org">sshelton@fourcornerscharter.org</a>           |
| YES | Shepperd      | Hayley       | PE Teacher                      | <a href="mailto:hshepperd@fourcornerscharter.org">hshepperd@fourcornerscharter.org</a>         |
| YES | Smith         | Arthur       | Computer Teacher                | <a href="mailto:asmith@fourcornerscharter.org">asmith@fourcornerscharter.org</a>               |
| YES | Smith         | Paul         | Music Teacher                   | <a href="mailto:psmith@fourcornerscharter.org">psmith@fourcornerscharter.org</a>               |
| YES | Smith         | Tammy        | Paraprofessional                | <a href="mailto:tsmith@fourcornerscharter.org">tsmith@fourcornerscharter.org</a>               |
| YES | Stewart       | Nelrose      | Interventionist Teacher         | <a href="mailto:nstewart@fourcornerscharter.org">nstewart@fourcornerscharter.org</a>           |
| YES | Suarez        | Karen        | ESOL Department                 | <a href="mailto:KSuarez@fourcornerscharter.org">KSuarez@fourcornerscharter.org</a>             |
| YES | Sykes         | Robin        | ESOL Department                 | <a href="mailto:rsykes@fourcornerscharter.org">rsykes@fourcornerscharter.org</a>               |
| YES | Taylor        | Michelle     | School Enrollment Administrator | <a href="mailto:mtaylor@fourcornerscharter.org">mtaylor@fourcornerscharter.org</a>             |
| YES | Thompson      | Denise       | Head of Schools                 | <a href="mailto:dthompson@fourcornerscharter.org">dthompson@fourcornerscharter.org</a>         |
| YES | Thorell       | Rachelle-Ann | 3rd Grade Teacher               | <a href="mailto:rthorell@fourcornerscharter.org">rthorell@fourcornerscharter.org</a>           |
| YES | Tirado Lebron | Jessica      | School Operating Coordinator    | <a href="mailto:jtiradolebron@fourcornerscharter.org">jtiradolebron@fourcornerscharter.org</a> |
| YES | Underhill     | Vicki        | School Nurse                    | <a href="mailto:vunderhill@fourcornerscharter.org">vunderhill@fourcornerscharter.org</a>       |
|     | Vessey        | Anna         | Art Teacher                     | <a href="mailto:avessey@fourcornerscharter.org">avessey@fourcornerscharter.org</a>             |
| YES | Winters       | Joseph       | Dean of Curriculum              | <a href="mailto:jwinters@fourcornerscharter.org">jwinters@fourcornerscharter.org</a>           |
| YES | Witt          | Colleen      | 5th Grade Teacher               |  |



84% of lower is mental health certified

90 teachers/staff TOTAL

76 are certified

12 are NOT certified

**= 0.844 = 84% compliance**

# Four Corners Charter School, Inc.

## MASTER SCHOOL SAFETY PLAN 2024-25 SY

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## **INTRODUCTION**

In accordance with Marjory Stoneman Douglas High School Public Safety Act, the following is the Four Corners Charter School, Inc. ("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.

CSUSA, in partnership with CLPS Consultancy Group, shall annually review this Safety Plan and recommend any changes for the upcoming school year by July 15<sup>th</sup> of each year. The School Safety Officer (or designee) shall distribute this Safety Plan to school administrators by August 1<sup>st</sup> 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 and CSUSA 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 FCCS'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 FCCS which identify strategies and activities that the board should implement in order to address the findings and improve school safety and security. Annually, FCCS 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.

Pursuant to HB 1473, a charter school governing board in a school district that has not voted, or has declined, to implement a guardian program may request the sheriff in the county to establish a guardian program for the purpose of training the charter school employees. If the county sheriff denies the request, the charter school governing board may contract with a sheriff that has established a guardian program to provide such training. The charter school governing board must notify the superintendent and the sheriff in the charter school's county of the contract prior to its execution. By September 1, 2024, each sheriff who issued a school guardian certificate must report to the Department of Law Enforcement the name, date of birth, and certification date of each school guardian who received a certificate from the sheriff.

By February 1 and September 1 of each school year, each school district, charter school, and private school must report to the Department of Law Enforcement the name, date of birth, and appointment date of each person appointed as a school guardian. The school district, charter school, and private school must also report to the Department of Law Enforcement the date each school guardian separates from his or her appointment as a school guardian.

Pursuant to F.S. 1006(09) 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. Pursuant to HB 1473, The Office of Safe schools shall conduct inspections every three (3) years. Annual inspections of every school by the district's school safety specialist (SSS) will be documented in the FSSAT portal.

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 FCCS 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 a FCCS 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 FCCS schools address these tips.

All FCCS 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 FCCS 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.

Under F.S. 1006.(07)(4) The FLDOE has released a new grant for the School Mapping Data Grant Program. All school sites, including charter school sites are eligible to receive \$3,500 of grant funds (per site #) to generate mapping in an electronic or digital format, and a printable format. If requested, must be in a digital file format that can be integrated into interactive mobile platforms in use. Those districts that have opted into the grant have begun mapping sites through district approved vendors. FCCS schools will opt into any district program engaged in the digital mapping project.

### **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.

Under Florida Statute Section 1006.07, effective August 1, 2024, School district School Safety Specialists and/or auditors from the DOE Office of Safe Schools shall conduct annual unannounced inspections (using the form adopted by the Office of Safe Schools pursuant to Florida Statute Section 1001.212(14)) of the Charter School while School is in session and investigate reports of noncompliance with school safety requirements.

Persons who are aware of any violation of this Policy must report the violation to the school principal. The school principal must report the violation to the School safety specialist no later than the next business day after receiving such report. If the person who violated this Policy is the school principal, the report must be made directly to the School Deputy Director and provide notice to the School's Governing Board as applicable. A progressive discipline policy shall be administered under the rule.

Discipline hereunder is a corrective rather than a punitive measure. In dealing with known violations of the above School Safety Requirements progressive discipline shall be administered, except in situations where more severe immediate disciplinary steps must be taken to ensure student/staff safety. Progressive discipline may include, but is not limited to, Verbal Warning (with documented confirmation email), Written Warning 1, Written Warning 2, Suspension without Pay, Demotion, and Termination of employment. The severity of the violation in each case, together with relevant circumstances will determine what step in the range of progressive discipline is followed. A more severe discipline measure will be used when it is in the best interest and/or safety of the students or School community.

#### **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; Visitor Management; Reunification Policy; Training Policy and; Tap App Policy. Each school can add additional policies and/or procedures as needed and/or required.



- FCCS 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 schools will develop a model family reunification plan for use by child care 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 CSUSA managed 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 FCCS schools on how to create said plan. Pursuant to Rule 6A-1.0018(17) at a minimum, district reunification plans must address:

- (a) Identification of potential reunification sites;
- (b) Training for employees;
- (c) Multiple methods to effectively communicate with family members of students and staff; and
- (d) Methods to aid law enforcement in student and staff identification.

## 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. Beginning in January, 2024 all schools must adopt the Florida Harm Prevention and Threat Management Model ("Florida Model"). Beginning January 1, 2024, threat management and assessment of concerning behaviors or communications must be conducted in accordance with the Florida Model.

In order to switch to the Florida Model on January 1, 2024, District Threat Management Coordinators, School Based Threat Management Team members, school principals, and

District Threat Management Team members must complete Office-approved training no later than December 31, 2023. Beginning with the 2024-25 school year, district and school-level teams must be designated before the start of the school year. Team members who have not previously completed training must complete Florida Model training before the start of the school year. Those appointed to threat management teams after the start of the school year must complete Florida Model training within sixty (60) 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 district school safety specialist must ensure that all threat management teams in the district report to the Office on the team's activities during the previous school year. The initial reporting period for the Florida Model will be from January 1-May 31, 2024, and information will be due by June 15, and annually thereafter for the preceding school year. The Office will provide reporting instructions by November 2023, and annually thereafter prior to the start of the school year, that will include at a minimum the following metrics:

1. Number of cases reported to the SBTMT;
2. Number of students evaluated by the SBTMT, broken down by sex, race, grade level, and existence of an IEP, 504, or behavior intervention plan at the time of evaluation;
3. Number of cases closed by the SBTMT Chair as unfounded; after referral for self-harm assessment; or as a low level concern without review by the full SBTMT;
4. Number of cases the SBTMT Chair referred to the full SBTMT for review;
5. Number of cases categorized by the SBTMT as unfounded, low, medium and high levels of concern;
6. Number of SSMPs implemented after cases categorized as low, medium, and high levels of concern;
7. Number of cases referred to the DTMT categorized as medium and high levels of concern;
8. Number of high level of concern cases the DTMT referred back to SBTMT; and
9. Numbers of students who received disciplinary action or where law enforcement took action in response to the behavior initially reported to the SBTMT.

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. Charter Schools. Charter schools are responsible for establishing SBTMTs and conducting threat assessments as required by this rule. DTMCs and DTMTs must oversee and support charter schools sponsored by or under contract with the district to the same extent they do for traditional public schools.

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 pursuant to Rule 6A-1.0019.

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.

#### **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.
- Harm Prevention & Threat Management Awareness

## **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.
- Each school must be able to have something in writing that shows a policy of “how” they communicate how to report threats to a trusted adult (dates when provided, method, etc.) Students need something that shows how students are informed of how to report threats and/or concerning behavior.

## **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.

### **VIII. HB 1473 and Rule 6A.-1.0019 Changes for the 2024-2025 School Year**

Effective July 1, 2024 Florida has adopted new legislation which builds upon a measure of best practices and codifies them under both law and administrative code. Key provisions under HB 1473 include:

- School Safety Awareness Program- Within the first 5 days of each school year, each district school board and charter school governing board must ensure that instruction on the use of the mobile suspicious activity reporting tool known as FortifyFL is provided to students. The instruction must be age and developmentally appropriate and include the consequences for making a threat or false report as described in ss. 790.162 and 790.163, respectively, involving school or school personnel's property, school transportation, or a school-sponsored activity.
- By August 1, 2024, the Office of Safe Schools shall develop and adopt a Florida school safety compliance inspection report to document compliance or noncompliance with school safety requirements mandated by law or rule and adherence to established school safety best practices to evaluate the safety, security, and emergency response of the school. Upon the adoption of the report and upon any revisions to the report, the office shall provide a blank copy of the report to each district school superintendent and charter school administrator.



- The office shall conduct unannounced inspections of all public schools, including charter schools, while school is in session, triennially and investigate reports of noncompliance with school safety requirements. Within three (3) school days after the unannounced inspection, the office shall provide a copy of the completed Florida school safety compliance inspection report, including any photographs or other evidence of noncompliance, to the school safety specialist, the school principal or charter school administrator, as appropriate, and the district school superintendent. The school safety specialist or charter school administrator shall acknowledge receipt of the report in writing within one (1) school day after receipt. The office shall reinspect any school with documented deficiencies within six (6) months. The school safety specialist or charter school administrator, or his or her designee, must provide the office with written notice of how the noncompliance has been remediated within three (3) school days after receipt of the report.
- Progressive Discipline- The Office of Safe Schools shall refer any instructional personnel as defined in s. 1012.01(2) and any administrative personnel as defined in s. 1012.01(3) who knowingly violate s. 1006.07(6)(f) to the district school superintendent or charter school administrator, as applicable, for disciplinary action if such action has not already been commenced by the district school superintendent or charter school administrator upon receipt of the Florida school safety compliance inspection report. The district school superintendent or charter school administrator must notify the office of the outcome of the disciplinary proceedings within three (3) school days after the conclusion of the proceedings.
- Emergency Drills- Law enforcement officers responsible for responding to the school in the event of an active assailant emergency, as determined necessary by the sheriff in coordination with the district's school safety specialist, must be physically present on campus and directly involved in the execution of active assailant emergency drills. School districts must notify law enforcement officers at least 24 hours before conducting an active assailant emergency drill at which such law enforcement officers are expected to attend. Each school, including charter schools, must maintain a record that is accessible on each campus or by request of the Office of Safe Schools of all current school year and prior school year drills conducted pursuant to this subsection, including the names of law enforcement personnel present on campus for each active assailant emergency drill.
- The Office of Safe Schools shall conduct annual unannounced inspections, using the form adopted by the Office of Safe Schools pursuant to s. 1001.212(14), of all public schools, including charter schools, while school is in session and investigate reports of noncompliance with school safety requirements. The Office shall report violations of paragraph (f) by administrative personnel and instructional personnel to the district school superintendent or charter school administrator, as applicable.
- School Safety Requirements- By August 1, 2024, each school district and charter school governing board shall comply with the following school safety requirements:
  - All gates or other access points that restrict ingress to or egress from a school campus shall remain closed and locked when students are on campus. A gate or other campus access point may not be open or unlocked, regardless of whether it is during normal school hours, unless:
    - Attended or actively staffed by a person when students are on campus;
    - The use is in accordance with a shared use agreement pursuant to s. 1013.101; or

- The school safety specialist, or his or her designee, has documented in the Florida Safe Schools Assessment Tool portal maintained by the Office of Safe Schools that the gate or other access point is not subject to this requirement based upon other safety measures at the school. The office may conduct a compliance visit pursuant to s. 1001.212(14) to review if such determination is appropriate.
  - All school classrooms and other instructional spaces must be locked to prevent ingress when occupied by students, except between class periods when students are moving between classrooms or other instructional spaces. If a classroom or other instructional space door must be left unlocked or open for any reason other than between class periods when students are moving between classrooms or other instructional spaces, the door must be actively staffed by a person standing or seated at the door.
  - All campus access doors, gates, and other access points that allow ingress to or egress from a school building shall remain closed and locked at all times to prevent ingress, unless a person is actively entering or exiting the door, gate, or other access point or the school safety specialist, or his or her designee, has documented in the Florida Safe Schools Assessment Tool portal maintained by the Office of Safe Schools that the open and unlocked door, gate, or other access point is not subject to this requirement based upon other safety measures at the school. The office may conduct a compliance visit pursuant to s. 1001.212(14) to review if such determination is appropriate. All campus access doors, gates, and other access points may be electronically or manually controlled by school personnel to allow access by authorized visitors, students, and school personnel.
  - All school classrooms and other instructional spaces must clearly and conspicuously mark the safest areas in each classroom or other instructional space where students must shelter in place during an emergency. Students must be notified of these safe areas within the first ten (10) days of the school year. If it is not feasible to clearly and conspicuously mark the safest areas in a classroom or other instructional space, the school safety specialist, or his or her designee, must document such determination in the Florida Safe Schools Assessment Tool portal maintained by the Office of Safe Schools, identifying where affected students must shelter in place. The office shall assist the school safety specialist with compliance during the inspection required under s. 1001.212(14).
    - Persons who are aware of a violation of this paragraph must report the violation to the school principal. The school principal must report the violation to the school safety specialist no later than the next business day after receiving such report. If the person who violated this paragraph is the school principal or charter school administrator, the report must be made directly to the district school superintendent or charter school governing board, as applicable.
- Rule 6A-1.0019 (Threat Management Key Provisions)
  - Each school district and charter school governing board must adopt policies, consistent with this rule, for the establishment of threat management teams and for the completion of threat assessments. *These policies must include providing guidance to all students, faculty, and staff regarding recognition of concerning behavior or threats and must identify members of the school community to whom*

concerning behaviors and threats should be reported, pursuant to Section 1006.07(7)(c), F.S. These policies must also include procedures for referrals to mental health services, pursuant to Section 1012.584(4), F.S., and referrals for threats of self-harm, consistent with Section 394.463, F.S.

- All staff means all staff not just all school staff. Each school prior to the start of the school year should provide their staff with the PowerPoint attached entitled “**2024-25 All Staff Presentation Florida Model**”. (attached) Either the school principal, Chair or Vice-Chair should provide this presentation in person.
  - Each school **MUST** keep a copy of the PowerPoint, sign in sheets for all staff which attended with date, role and signature available for state auditors.
  - For students, each school must be able to have something in writing that shows a policy of “how” they communicate how to report threats to a trusted adult (dates when provided, method, etc.) (**NOTE:** Students need not be provided with the name of the school’s Chair, simply something that shows how students are informed of how to report threats and/or concerning behavior.
- Beginning with the 2024-25 school year, district and school-level teams must be designated before the start of the school year. Team members who have not previously completed training must complete Florida Model training before the start of the school year. Those appointed to threat management teams after the start of the school year must complete Florida Model training within sixty (60) days of appointment.
    - For Principals and all members of the School Based Threat Management Teams (SBTMT): If you have been trained and certified during the 2023-24 school year, you do not need to retake any in-person training for HPTM. However, you **MUST** take an approximate 2-hour online refresher training within 60 days from the first day of school. This training will be provided by the Office of Safe Schools available sometime mid-July. Each SBTMT member and the principals will access this training through the state’s Single Sign On (like the FSSAT). If members of your team do not have a single sign on please contact your districts. The training will have knowledge questions throughout and failure to answer correctly will result in starting over so ensure your teams carefully listen and read each slide. Your district will have access to each school who has completed and is still pending.
    - If you are a new principal, chair, vice-chair or any other role on your school’s SBTMT, you **MUST** be trained on the full HPTM training (days 1 & 2 if applicable- day one regular SBTMT members, principals, chairs and vice chairs; day two principals, chairs and vice chairs only)

#### 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 F- Rule 6A-1.0018 Key Responsibilities**

**Appendix G- HB 543 Key Safety & Security Points**

**Appendix H- School Specific Policies**

**Appendix I- Involuntary Examinations & Removal for Involuntary Examinations**

**Appendix J- Rule 6A-1.0019 Threat Management**

## **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 30<sup>th</sup> 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 30<sup>th</sup> 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 30<sup>th</sup> 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 managed 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 30<sup>th</sup> 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 5<sup>th</sup> 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 FCCS and 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. FCCS 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: FCCS 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: FCCS/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 FCCS 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, Tornadoes, 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**

### **School Safety Committees (District/School Specific)**

## **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, FCCS 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 2<sup>nd</sup> 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 FCCS/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 FCCS 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 FCCS 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. **FCCS/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. FCCS 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. FCCS 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. **FCCS/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. **FCCS/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, **FCCS/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. FCCS/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 FCCS 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 FCCS/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 FCCS policy all TATs are required to meet monthly to discuss ongoing and future threats to the school. FCCS/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. FCCS/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. FCCS 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. FCCS schools have a door notification system in place. A written visitor policy has been created for all CSUSA managed 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 managed 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 FCCS 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 FCCS 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 FCCS schools have Knox 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, FCCS 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. FCCS 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 FCCS 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 FCCS school has a method for conveying Code Red alerts to parents.
  - Reunification training is also provided to all FCCS 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 FCCS 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, FCCS 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 FCCS 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. FCCS and 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. FCCS and 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 FCCS 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 Weapon related 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.

#### **Appendix F- Rule 6A-1.0018 Key Responsibilities**

6A-1.0018 School Safety Requirements and Monitoring- The purpose of this rule is to set forth requirements relating to school safety, reporting, and training. The rule also provides notice of the procedures and criteria utilized by the Office of Safe Schools to monitor school districts and individual schools for compliance with those requirements. Having taken effect for the start of the 2022-23 school year, the Rule establishes guidelines for all schools in monitoring and implementation of safety standards in accordance with best practices and/or Florida law. Key components include but are not limited to the following:

**Monitoring by the Office of Safe Schools:** The Office will monitor compliance with school safety requirements identified in this rule through announced and unannounced on-site visits to schools and district facilities or offices, review of school and district websites and publications, interviews with students and staff, and review of media reports and other information submitted to or received by the Office. The FLDOE Safety & Security checklist is provided to the Director of Security for CSUSA prior to the start of the school year. The checklist is distributed to all FCCS

schools so that they may conduct internal audits to ensure they are in compliance with all items on the list. Unannounced site visits from the Director of Security or their designee are conducted for each FCCS school. Findings are presented to the Area Directors and VP for Operations. Schools are required to provide action plans to remedy any deficiencies within 48-hours.

**Threat assessment teams:** 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 reported threats, even those determined not to be a threat, must be documented by the threat assessment team. Documentation must include the evaluation process and any resultant action. In order to protect students from future stigma and unintended consequences, reported threats that are determined not to be a threat, meaning they do not rise to the level of transient or substantive, must not be documented in the student's file.

**Zero-Tolerance Policies and Agreements with Law Enforcement:** Each district must have zero-tolerance policies, including policies that define acts that require consultation with and reporting or referral to law enforcement, as provided by Section 1006.13, F.S. Each district must have an agreement with the county sheriff's office and local police department for reporting acts that pose a threat to school safety, as provided by Section 1006.13(4), F.S.

**Emergency Drills:** District school safety specialists must coordinate with the sheriff in their county to determine what law enforcement officers are responsible for responding to each school in their district in the event of an active assailant emergency and must provide those officers a minimum of 24 hours notice prior to conducting an active assailant emergency drill, pursuant to Section 1006.07(4)(a), F.S. These law enforcement officers must be physically present on each school campus and directly involved in the execution of active assailant emergency drills, unless their presence is determined to be unnecessary by the sheriff.

**Youth Mental Health Awareness and Assistance Training (YMHFA):** Each district school safety specialist shall ensure that all school personnel within his or her school district receive youth mental health awareness and assistance training, as provided in Section 1012.584, F.S. By July 1, 2023 all schools must ensure that, at a minimum, at least eighty (80%) of all school staff are trained in YMHFA.

**Reporting Safe-School Officer Discipline, Dismissal or Discharge of Firearm:** Discharge of a weapon. The school superintendent must notify the Office when a safe-school officer assigned to any school facility in the district discharges a firearm in the exercise of safe-school officer duties, other than for training purposes, as provided in Section 1006.12(5), F.S. Notification must be made no later than seventy-two (72) hours of the incident by submitting Form SSON-2021 to [SafeSchools@fldoe.org](mailto:SafeSchools@fldoe.org).

## Appendix G- HB 543 Key Safety & Security Points



On April 3, 2023 Governor DeSantis signed House Bill 543 (HB 543) into law. Some provisions of the bill took effect immediately while the remaining items are due to take effect on July 1, 2023. HB 543 contains several safety and security measures for all Florida schools. Additionally, the bill also restores the Hardening Grant funding to \$42 Million and provides additional training funds for the Office of Safe Schools as well as funding technology projects for threat management and SESIR. Detailed provisions of the bill are found at; [http://laws.flrules.org/files/Ch\\_2023-018.pdf](http://laws.flrules.org/files/Ch_2023-018.pdf)

Some of the safety/security provisions of HB 543 include the following:

**Section 12, Penalties for weapons on campus:** A person who exhibits any sword, sword cane, firearm, electric weapon or device, destructive device, or other weapon as defined in s. 790.001 including a razor blade, box cutter, or common pocketknife, except as authorized in support of school-sanctioned activities, in the presence of one or more persons in a rude, careless, angry, or threatening manner and not in lawful self-defense, at a school-sponsored event or on the grounds or facilities of any school, school bus, or school bus stop, or within 1,000 feet of the real property that comprises a public or private elementary school, middle school, or secondary school, during school hours or during the time of a sanctioned school activity, commits a felony of the third degree, punishable as provided in s. 775.082, s. 775.083, or s. 775.084.

**Section 18, Law Enforcement Active Assailant Policies:** For the protection of all persons in this state, it is necessary and required that every law enforcement agency in this state be prepared to respond to an active assailant event. To be adequately prepared, each law enforcement agency must create and maintain an active assailant response policy. By October 1, 2023, each law enforcement agency in this state shall have a written active assailant response policy that:

- Is consistent with the agency's response capabilities; and
- Includes response procedures specifying the command protocol and coordination with other law enforcement agencies.

**Section 19, A Florida Specific Threat Management Model:** Develop a statewide behavioral threat management operational process, a Florida-specific behavioral threat assessment instrument, and a threat management portal. By December 1, 2023, the office shall develop a statewide behavioral threat management operational process to guide school districts, schools, charter school governing boards, and charter schools through the threat management process. The process must be designed to identify, assess, manage, and monitor potential and real threats to schools. This process must include, but is not limited to:

- The establishment and duties of threat management teams.
- Defining behavioral risks and threats.
- Guidelines for appropriate law enforcement intervention.
- Mechanisms for continued monitoring of potential and real threats.
- Procedures for referrals to mental health services identified by the school district or charter school governing board pursuant to s. 1012.584(4).

The office shall provide training for members of threat management assessment teams established under s. 1006.07(7) and for all school districts and charter school governing boards school administrators regarding the use of the Florida-specific behavioral threat assessment instrument. **(NOTE: The Director of Security for CSUSA was a member of the MSD Committee's Threat Assessment Working Group that created the new Florida model and will be trained and certified as a Master Instructor by the Office of Safe Schools)**

**Section 23, Threat Management:** This section reiterates some of the Section 18 threat management requirements and also;

- Requires that at least one teacher or administrator on the team is personally familiar with the student who is the subject of the assessment (if none is, an admin or teacher who is familiar with the student can sit in on the assessment, but will not be considered a member of the team) and;
- It also requires that the SESIR rule be revised to identify which incidents must be reported to law enforcement.

**Section 26, The Florida Safe Schools Canine Program:** The Department of Education, through the Office of Safe Schools pursuant to s. 1001.212, shall establish the Florida Safe Schools Canine Program for the purpose of designating a person, school, or business entity as a Florida Safe Schools Canine Partner if the person, school, or business entity provides a monetary or in-kind donation to a law enforcement agency to purchase, train, or care for a firearm detection canine. The office shall consult with the Florida Police Chiefs Association and the Florida Sheriffs Association in creating the program. The presence of firearm detection canines at K-12 schools contributes to a safe school community, furthering a communitywide investment and engagement in school safety and public safety initiatives. The program seeks to foster relationships between schools, local businesses, and law enforcement, promoting trust and confidence in the ability of law enforcement to keep schools and communities safe. Firearm detection canines act as liaisons between students and law enforcement agencies and serve as ambassadors for a law enforcement agency to improve community engagement. K-12 schools and students are encouraged to partner with law enforcement to raise funds in the local community for the monetary or in-kind donations needed to purchase, train, or care for a firearm detection canine. This includes building relationships with local businesses that support school safety by providing monetary or in-kind donations to help with the ongoing care and expenses of a firearm detection canine which include, but are not limited to, veterinary care such as wellness checks and medicine; food; interactive and training toys; grooming; and necessary equipment such as collars and leads.

## **Appendix H- School Specific Policies**

### **After-Hours Policy**

Justification: Each school should have a written procedure for access to campus facilities that would include times when unoccupied, such as after being closed for the night or the weekend, or for buildings not in use during operational hours. (MSDHS Public Safety Commission, Initial Report, p. 345)

1. The school will vet all individuals with access to the campus after-hours. This includes such visitors supplying the school with a government authorized and approved photo ID. All visitors are screened in a sex offender registry prior to entry. Any issue with a visitor and/or failure to comply will result in a denial of entry on campus and referral to the SRO/SSO/SSG should an issue arise.
2. The school requires any after-hours visitors to enter through one pre-designated entry point preferably the main office.
3. The school restricts access to parts of the campus during after-hours events. These include any/all areas where such visitors are not required and where they are not permitted. Vendors and/or service repairs after-hours must follow school campus



access policy. Where feasible, after-hours visitors will still be required to display a visitor's identification badge that will be turned in upon completion of the visit. For larger after-school events access, the school will ensure that staff/faculty maintain school integrity to the area(s) of the after-hours event.

4. Staff who seek after-hours access are required to request said access beforehand and/or inform school administrators the reason for such access and provide at least 24-hours' notice when feasible. The school will maintain a log of those personnel who request/require after-hours access.
5. For larger after-hours events on school grounds, a search of items brought on premises will be conducted. Such screening will ensure that posting of legal justification for such searches is clearly posted.
6. The school ensures that campus buildings are secured when unoccupied. Security devices (i.e. Detex alarms, CCTV, etc.) continue to operate after hours and can be accessed if needed after hours. This would include times the building is or should be unoccupied, such as after being closed for the night or the weekend, or for buildings not in use during operational hours.

### **911 Policy**

Justification: Association of Public-Safety Communications Officials; National Emergency Number Association; Florida Safe Schools Assessment Tool (FSSAT) School Infrastructure Section 3.14 Emergency Communications. Located at APCO/NENA

<https://www.nena.org/page/911TipsGuidelines>

1. All staff/faculty authorized to call 911 in the event of an emergency
2. Does the situation constitute an emergency defined as any serious situation where a law enforcement officer, fire fighter, or emergency medical help is needed right away? If you are unsure of whether your situation is an emergency, go ahead and call 9- 1-1. The 9-1-1 call taker can determine if you need emergency assistance and can route you to the correct location.
3. Ensure that when calling 9-1-1 do your best to stay calm and answer all questions. Staying calm can be one of the most difficult, yet most important, things you do when calling 9-1-1. It is very important that you stay as calm as possible and answer all the questions the 9-1-1 call taker asks. The questions 9-1-1 call takers ask, no matter how relevant they seem, are important in helping get the first responders to you as fast as possible.
4. Help the 9-1-1 call taker help you. Listen and answer the questions asked. By doing this, it helps the call taker understand your situation and will assist you with your emergency until the appropriate police, fire or medical units arrive.
5. Know the location of the emergency. The wireless 9-1-1 caller must be aware that the 9-1-1 center that answers the call may not be the 9-1-1 center that services the area that the wireless caller is calling from. Look for landmarks, cross street signs and buildings. Know the name of the city or county you are in. Knowing the location is vital to getting the appropriate police, fire or EMS units to respond. Providing an accurate address is critically important when making a wireless 9-1-1 call.

### **Campus Monitor Policy**

Justification: Does the school have designated campus monitors? Campus monitors are generally school staff or volunteers who work under the general supervision of a school

administrator to assist maintaining order in the school, protect school property, and enforce school policies and procedure as they relate to the safety and security of people and property.

1. The school will vet campus monitors to include those strictly volunteering. This includes a requirement that campus monitors submit to a sex registry database query and where feasible a criminal record check by the local police and/or SRO where feasible.
2. If campus monitors assist with drop off and/or pickup or engage in routine interior/exterior patrols and/or assist with school sponsored events, monitors will be issued school radios where feasible. The school maintains up to date contact information with the campus monitor(s). They will be required to sign in/sign out daily.
3. Campus monitors will be issued school radios where feasible. The school requires that monitors sign in/sign out the school radio. Monitors will leave their government issued ID (i.e. DL) at the main office when picking up their school issued radio. Their ID will be returned upon completion of their duties.
4. For any after-hours events where campus monitors are used, the school will assign the monitors' responsibilities clearly prior to the start of the event. This includes any instances where they may be required to assist with bag screening.
5. Where feasible the school will provide any training and/or orientation for campus monitors. This includes a walk-through of the interior/exterior; familiarization with the school security officer (SRO/SSO/SSG) and a tutorial on radio use
6. The school ensures that all campus monitors will not actively engage with any unauthorized access and/or activities on campus and report such instances to school administration and/or the school security officer (SRO/SSO/SSG).

#### **Campus Access Policy**

Justification: Each school should have a written campus access policy that is distributed to all personnel. (MSDHS Public Safety Commission, Initial Report, p. 345).

1. Campuses have single ingress and egress points to the extent that is consistent with this level's criteria of minimal cost.
2. Clear signs direct visitors to appropriate entry points. All entry/exit doors indicate a closed campus and direct visitors to report to the front office. The main entrance should clearly stand out from the other entrances. Signs should be simple, readable from a distance (such as a car window), well-lit, written in all relevant languages, and located at all entry points to the property.
3. All campus doors and buildings are clearly marked with easily identifiable markings known to first responders.
4. Upon entry to the campus, all visitors will be screened by the school. This includes the provision of a government authorized and approved photo ID. All visitors are screened in a sex offender registry prior to entry. Any issue with a visitor and/or failure to comply will result in a denial of entry on campus and referral to the SRO/SSO/SSG should an issue arise.
5. All campus buildings are secured when unoccupied, but do not prevent egress from the building at any time
6. All contractors/vendors are required to sign in and receive an identification badge when they will be accessing the campus?
7. All visitors must where a visitor badge worn above the waist and visible at all times to others while on campus

8. Non-essential visitors are limited and when allowing visitors, they are 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.
9. All campus perimeter ingress and egress points shall be staffed when opened for student arrival and dismissal.
10. Staff members are trained to challenge, if appropriate, or report anyone unauthorized to be on campus or any vehicle not parked in an authorized area. In the event of unauthorized access to the campus a staff member will immediately notify the SRO/SSO/SSG either by radio or other means of communication if feasible. If the unauthorized visitor is being combative, or presents any danger, staff will not engage and use the school's mass notification system to initiate the appropriate response (Lockdown).
11. How are instances of propped doors or doors being held open to allow unauthorized access addressed by school administration?

### **Backup Communications Policy**

Justification: In the event of an emergency, if the primary mode of communications service is lost, a written backup procedure for communications exists. 1006.07(4), F.S.; FEMA, Sample School Emergency Operations Plan-Multi-hazard Emergency Planning for Schools, March, 2011.

1. During an emergency, the school will ensure that additional options for communication are available. These include but are not limited to the following:
  - a. Standard telephone: The school has designated a school telephone number as a recorded "hotline" for parents to call for information during incidents. The goal is to keep other telephone lines free for communication with first responders and others
  - b. Cellular telephones: These phones may be the only tool working when electric service is out; they are useful to faculty/staff en route to or from a site,
  - c. Intercom systems: The intercom system includes teacher-initiated communication with the office using a handset rather than a wall-mounted speaker
  - d. Bullhorns and megaphones: A battery-powered bullhorn is part of the school's emergency to-go kit to address students and staff who are assembling outside the school. Procedures governing storage and use will help ensure readiness for use
  - e. Two-way radio: Two-way radios provide a reliable method of communication between rooms and buildings at a single site. All staff will be trained to understand how to operate the two-way radio.
  - f. Computers: A wireless laptop computer may be used for communication both within the school and to other sites. Email may be a useful tool for updating information for staff, other schools in an affected area, and the district superintendent. An assigned staff member(s) will post information such as school evacuation, closure, or relocation on the home page of the school and district Web site.
  - g. Alarm systems: Bells or buzzers are in place and sound in different ways to signal different types of incidents – for example, fire, lockdown, or special alert (with instructions to follow). All staff/faculty, support staff, students, and

volunteers will be trained on what the sounds mean and how to respond to them. Whistles:

- h. Whistles should be included in crisis kits in order to signal a need for immediate attention or assistance.
  - i. Compressed air horn or megaphone and two-way radios will serve as backup alerting/communication devices.
2. The school will activate the backup communications plan options once the Incident Commander determines the primary means of communication are unavailable.

### **Key Control Policy**

Justification: Each school should have a key control program to account for all keys to all buildings, rooms, and gates. The key control program should define who may have keys, including master keys, to the buildings, classrooms, and critical access points (HVAC, security room, etc.); the procedure for turning in keys by substitutes, or when staff is transferred, terminated, or retired; and the annual audit process. (MSDHS Public Safety Commission, Initial Report, p. 346)

1. Does the school have a procedure for providing keys to substitute teachers?
2. Schools have a key control program in place to account for all keys to all buildings, rooms, and gates. The keys are kept secure and copies are only authorized by the Principal or their designee.
3. The school has a procedure for turning in keys by substitutes, or when staff is transferred, terminated, or retired. Substitutes will sign out any key(s) assigned to them and provide an ID upon possession of any school keys and this ID will be returned upon completion of the school day. No substitute will be allowed to take home any school keys even if they are coming on campus on consecutive days.
4. The school conducts an annual audit of all keys prior to the start of the school year and again at the end of the school year. Any keys not accounted for will be followed up by the Principal or their designee. Any missing keys should include a follow up with Facilities to address replacement of the locks in question.
5. Multiple keys color coded or similar so as to be clearly identified in times of emergency. The school will ensure that staff/faculty are notified of the color codes for such keys.
6. The key control program clearly identifies who may have keys, including master keys, to the buildings, classrooms, and critical access points (HVAC, security room, etc.)
7. The school will inform first responders of any change to the keys for interior/exterior campus access locations, doors, etc. Any changes to such keys will automatically be provided to first responders within 48 hours of such key changes.

### **Deliveries Policy**

Justification: Each educational facility has a clearly marked central point for receiving and screening all visitors. This will require signs throughout the school telling visitors where to check in and training staff to ensure that visitors check in at the appropriate location. Delivery activities should be orderly and not interfere with normal school functions. (Federal Commission on School Safety Final Report, p. 123)

1. The school has a formal written signage that informs deliveries where they must report for bag and package inspection for deliveries (e.g. packages, food, gifts). Such signage is clear and located upon entry to the campus and outside the main entrance.

2. All deliveries are assigned specific times that they may be allowed on campus to drop off their material/merchandise. Preapproved vendors have been properly vetted by the school.
3. The school ensures that all deliveries requiring access to the campus will follow the school's campus access policies and such vendors/deliveries will not be left unattended/unescorted during their time on campus.
4. All delivery personnel are vetted if they routinely delivery products to the school to include sex registry offender database checks. They will submit government approved identification prior to campus access.
5. All delivery personnel are required to sign in and obtain a visitor badge prior to conducting their business. This ID will be clearly visible and displayed at all times while on campus.
6. The school has a shipping and receiving areas that is designed to allow access without breaching the single point of entry containment system and have electronic monitoring.
7. The school ensures that all delivery activities should be orderly and not interfere with normal school functions.

### **Gate Policy**

Justification: All gates should remain closed and locked unless opened for active ingress or egress. All doors to buildings should remain closed and locked unless opened for active ingress and egress. When opened for ingress and egress, every gate and building door should be staffed and never left open and unattended. Campuses should have single ingress and egress points to the extent that is consistent with this level's criteria of minimal cost. (If cost is significant then it should be considered later in the hardening process). (MSDHS Public Safety Commission, Initial Report p. 345)

1. All campus perimeter ingress and egress points shall be staffed when opened for student arrival and dismissal. If a school does not have traditional gates, it will still have campus ingress/egress points. These points, per the MSD Commission Report, are staffed by school personnel during drop off and pick up times. These school personnel have access to school issued radios and access to the mobile panic alert system (i.e. Tap App).
2. The school ensures that staff at the gates will report any instances of unauthorized campus access to school administrators and/or the school security officer (SRO/SSO/SSG)
3. At the end of the day, the school ensures that all gates are and remain locked nightly.
4. The school provides safety messaging to the following on not leaving gates/doors open unless during predesignated times. Staff Faculty Students Other:
5. If the single point of entry and/or gate project is in progress, provide an estimated completion time.

### **Security Sweep Procedure**

Justification: The school should have a written procedure for conducting a safety and security sweep of school grounds prior to opening each day to check for safety issues, suspicious packages/items, and signs of trespassing or vandalism. FSSAT Section 5 Prevention and Threat Management, 5.2-Inspections; MSD Commission Report pg. 311.

1. The school safety officer (SRO, SSO, SSG) conducts a routine walk of the campus perimeter and/or interior prior to the start of the school day and routinely throughout

the day. These walk-throughs are random. Any issues involving trespassing, vandalism, etc. will be addressed by the SRO/SSO/SSG and if applicable, a SESIR report will be filed with the state per statute where applicable by the Principal or their designee.

2. Incidents that must be reported to SESIR and are expected to include consultation with law enforcement including trespassing and vandalism.
3. The School Safety Officer ensure that security sweeps of the campus are not at fixed times and that more than one is conducted during the school day.

#### **Release of Students to Parents Procedures**

Justification: Schools will have procedures for release of students to parents and/or guardians to ensure safety and well-being of students. Department of Homeland Security Best Practices K-12 School Security.

1. The school will ensure that only a parent or caregiver/guardian is responsible for the release of a student to their care. The parent/guardian must go to the school's main office and be prepared to provide: Positive identification, State their purpose for entering the school, Formally sign out their child
2. The school will ensure that students will not be released to an unauthorized person without written permission from a parent or guardian.
3. The school ensures a written list of authorized persons must be kept on file in the office.
4. The authorized persons must be knowledgeable of your specific family code word and have valid picture ID.
5. During an emergency the school ensures that students will only be released to the parent/guardian or someone designated by the parent/guardian on the emergency card.
6. The school ensures that parents/guardians arriving to obtain a release of their child are directed to park in a safe location/visitor spot. They will not block driveways, gates, or parking lot drive-through.

#### **PA Systems Policy**

Justification: Does the school have procedures in place to ensure proper and adequate communication of its PA system during routine hours and during emergencies? (U.S. Department of Justice Office of Justice Programs, The Appropriate and Effective Use of Security Technologies in U.S. Schools A Guide for Schools and Law Enforcement Agencies and 10067(4)(c), F.S.

1. The school's PA system is available to all school classrooms. All interior building hallways and exterior common areas where students or staff move about should be equipped with speakers tied to the school's intercom system. This includes portable classrooms.
2. The school informs all staff/faculty and students that any earbuds or headphones that would prevent hearing emergency warnings are prohibited.
3. Pursuant to F.S. 1006.07(4)(c) the school has a schedule to test the functionality and coverage capacity of all emergency communications systems and determined if adequate signal strength is available in all areas of the school's campus. These tests are documented and will occur at least quarterly.
4. The school ensures that the PA system is easily accessible and that staff are trained on its use.

#### **Roof Access Policy**



Justification: Access to campuses and educational facilities is limited to authorized individuals. (MSDHS Public Safety Commission, Initial Report p. 345) It is important to the school that appropriate access controls and processes are developed to ensure proper protection of and access to certain restricted areas within the campus perimeter. Technical and procedural mechanisms are used to control electronic access at all electronic access points to the electronic security perimeter.

1. The school ensures that access to the roof is secured with a locked access portal (door, hatch, etc.)
2. Is access to the roof secured through one of the following methods: Manually opened and secured with a heavy-duty approved pad lock Electronically accessed with card credential, or electronically accessed with remote gate FOB. Monitored 24/7 by CCTV.
3. Contractors required to sign in and receive an identification badge if they will be accessing the roof. The visitor badge worn above the waist and visible at all times to others while on the roof
4. The school ensures that only required personnel (maintenance, facilities) are allowed roof access.
5. The school ensure that landscaping elements, covers for exterior walkways and stairs, etc., which may allow easy access to roofs, windows, or other upper level areas are reduced, mitigated, etc.

#### **Unauthorized Access Policy**

Justification: Each school should have a written policy to report instances of unauthorized access to the campus. (MSDHS Public Safety Commission, Initial Report, p. 347)

1. The school ensures that all incidents of unauthorized access attempts are reviewed, investigated and processed in accordance with school policy and local ordinances. These are then logged in and stored on campus.
2. Signs are placed at each primary entry to the school property to direct student, staff, visitors, and delivery traffic to appropriate locations.
3. The school will train all school staff, including support personnel, to greet and challenge strangers. Staff should be trained to at least report strangers to the office if they do not feel safe in approaching someone, they believe to be an intruder. In such instances, staff will immediately notify the SRO/SSO/SSG.
4. The fencing and/or campus perimeter are clearly marked at regular intervals with visible warning (i.e., 'no trespassing') signs.
5. Any instances of unauthorized access to the campus will be investigated by the responding law enforcement agency responsible for the school. The Principal will convey results of said investigation with faculty and staff and coordinate response and training efforts to prevent future incidents.

#### **Visitor Management Policy**

Justification: The district should have procedures that govern access to each educational facility and its students, and access is limited to authorized students and visitors. Access to campuses and educational facilities is limited to authorized individuals. (MSDHS Public Safety Commission, Initial Report, p. 345)

1. Non-essential visitors are limited and required to show: Positive identification, State their purpose for entering the school, Issued a visitor badge and, when appropriate, Have a staff escort during the entire time the person is inside the school.
2. The school has a clearly marked central point for receiving and screening all visitors. This will be at the main office and visitors will be logged in and out for each visit.
3. The school ensures that signs throughout the campus telling visitors where to check in are clearly visible and staff are trained to ensure that visitors check in at the appropriate location.
4. If staff members encounter anyone unauthorized to be on campus or any vehicle not parked in an authorized area, they will verbally challenge said vehicle/individual(s) asking who they are and what their business on campus is. If the staff member feels not threatened by the encounter, they will communicate that said individual(s) must report to the main office. If a vehicle, they will direct it to visitor parking and the occupants to the main office. If the staff member feels threatened and/or the vehicle/individual(s) appear menacing, non-responsive, etc. staff should immediately report this to the SRO/SSO/SSG.
5. Visitors are instructed to wear their badge properly while on campus, above the waist and visible at all times
6. Visitors are required to sign out and return their visitor badges upon exiting the premises.

#### **Appendix I- Involuntary Examinations & Removal for Involuntary Examinations**

District school safety specialists must ensure that each safe-school officer in the district that is a sworn law enforcement officer, as defined under Sections 1006.12(1) and (2), F.S., has completed mental health crisis intervention training through a curriculum developed by a national organization with expertise in mental health crisis intervention. The training must meet the requirements set forth in Section 1006.12(6)(a), F.S. District threat assessment policies must include procedures for referrals to mental health services identified by the school district pursuant to Section 1012.584(4) F.S. & 394.463 F.S.

If a student presents a concern for the safety of others, due to their actions or words, as determined by the school or district administration, law enforcement, or a threat assessment team, said student(s) will be referred for mental health services, per F.S. 1012.584. These services may be provided on campus or through off-campus mental health providers that partner with each district. If a student presents an immediate concern for the safety of themselves or others, they will be removed from campus under the provision of the Baker or Marchman Acts pursuant to 394.4625 and/or 397.6811 F.S.

The school principal or the principal's designee shall immediately notify the parent or guardian, if a student is removed from school, school transportation, or a school-sponsored activity and taken to a receiving facility for a Baker, Marchman, or other evaluation, pursuant to 394.463 and/or 397.6811 F.S. The principal or the principal's designee may delay notification for no more than 24 hours after a student is removed, if the principal or designee deems the delay to be in the student's best interest and if a report has been submitted to the central abuse hotline, pursuant to F.S. 39.201, based upon knowledge or suspicion of abuse, abandonment, or neglect or corresponding district policies.

If an involuntary examination is initiated by an FCCS school pursuant to the Baker Act under 394.463 F.S., school principals or their designees must verify that de-escalation strategies have



been utilized and outreach to a mobile response team has been initiated; unless the principal or designee reasonably believes that any delay in removing the student will increase the likelihood of harm to the student or others. Steps for de-escalation strategies should include, but not be limited to:

- Student conference
- Parent/Guardian contact
  - Contact the parent or guardian by phone and document said call in the corresponding district system
  - If the parent/guardian cannot be reached by phone, leave a voicemail
  - If the parent/guardian cannot be reached by phone, email the parent or guardian and document the email in the corresponding district system
- School Counselor involvement
- Referral to an outside mental health counselor and/or outside agenda
- Follow up and tracking if student(s) of concern and/or those with risk behaviors
- Minimum monthly school threat assessment team meetings to monitor progress and next steps as needed

As part of the services that may be provided on campus or through off-campus mental health providers that partner with each district, CSUSA are contracted with a service provider to deliver services to our students as part of our mental health assistance allocation plan. The contracted mental health professional services provider serves as a member of each FCCS and CSUSA managed school's Threat Assessment Team. Their expertise, insights, and recommendations will be taken into serious consideration during the threat assessment process and can access records should any involuntary examination and/or removal be required in accordance with local district policies and pursuant to 394.463 and/or 397.6811 F.S. They provide professional guidance and expertise to each school and offer opinions, recommendations, and best practices based on their expertise in the field of threat assessment. The provider maintains open and transparent communication throughout the threat assessment process pursuant to Rule 6A-1.0018 and HB 543.

#### **Appendix J Rule 6A-1.0019 Threat Management**

6A-1.0019 Threat Management. (1) Purpose. The purpose of this rule is to set forth requirements relating to threat management, a process by which school districts, K-12 schools, charter school governing boards, and charter schools identify, assess, manage, and monitor potential and real threats to student safety. (2) Definitions. (a) "CSTAG" means the Comprehensive School Threat Assessment Guidelines behavioral threat assessment instrument, Form CSTAG-2022, which must be used for threat assessments in all public schools, including charter schools through December 31, 2023. The CSTAG categorizes threats as (1) transient, meaning a threat without a sustained intent to harm that can be easily resolved by apology, retraction, or explanation; or (2) substantive, meaning a threat where the intent to harm is either present or unclear, and requires protective action. (b) "Florida Harm Prevention and Threat Management Model" or "Florida Model" means the Florida-specific behavioral threat management process required by Section 1001.212(12), F.S. The Florida Model consists of the Florida Threat Management Manual and the Florida Harm Prevention and Threat Management Instrument ("Instrument"). Under the Florida Model, threats and reports of concerning behavior or concerning communications are categorized as having a low, medium, or high level of concern. (c) "School" 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., but does not include: 1. Settings where instruction is provided in a county jail or state prison, in a Department of Juvenile Justice facility or program, in a hospital, or while a student is homebound; 2. Schools that provide only prekindergarten or adult education; 3. Technical centers under Section 1004.91, F.S. A list of schools meeting this definition will be provided to the School Safety Specialists by December 1, 2023, and annually thereafter by July 1. (d) “School-based mental health services provider” means a school psychologist certified under Rule 6A-4.0311, F.A.C., a school social worker certified under Rule 6A-4.035, F.A.C., a school counselor certified under Rule 6A-4.0181, F.A.C., or a mental health professional licensed under Chapter 490 or 491, F.S., who is employed or contracted by a district or school to provide mental health services in schools. (e) “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 the Blind (Section 1002.36, F.S.), Developmental Research (Laboratory) Schools (Section 1002.32, F.S.), and charter schools sponsored by a university or Florida College System institution (Section 1002.33(5), F.S.). (f) “Student Support Management Plan” or “SSMP” means an ongoing intervention and monitoring plan implemented by the school-based threat management team. The SSMP may impose requirements on a student of concern for a defined period of time based on the level of concern. The SSMP is reviewed each month by the School Based Threat Management Team (SBTMT). (g) “Threat Assessment” means the identification of individuals exhibiting threatening or other concerning behavior. (h) “Threat Management” means the multipart process by which schools identify individuals exhibiting threatening or other concerning behavior, assess the risk of harm, and coordinate appropriate interventions and services for such individuals, as provided in Section 1006.07(7), F.S. (3) Required policies. (a) Each school district and charter school governing board must adopt policies, consistent with this rule, for the establishment of threat management teams and for the completion of threat assessments. These policies must include procedures for referrals to mental health services, pursuant to Section 1012.584(4), F.S., and referrals for threats of self-harm, consistent with Section 394.463, F.S. (b) Parental notification. 1. School districts and charter school governing boards must, at a minimum, require parental notification in the following circumstances: a. If the SBTMT Chair determines the report of a concerning behavior or threat is a Low level of concern and summarily closes the case, the Chair or designee must use reasonable efforts to notify the parent or guardian of the student of concern. b. If the Chair does not summarily close the case and refers it to the SBTMT, reasonable efforts must be made to notify the student of concern’s parent or guardian on the same day the SBTMT assigns the preliminary level of concern. c. If the preliminary level of concern is High, the SBTMT Chair or designee must notify the superintendent or designee to ensure that the notice requirements of Section 1006.07(7)(e), F.S., are met. d. Parents or guardians must also be notified if the threat management process reveals information about their student’s mental, emotional, or physical health or well-being, or results in a change in related services or monitoring, including but not limited to implementation of an SSMP. e. Once an SSMP is finalized and anytime it is substantively revised, the SBTMT Chair or designee must provide a copy of the SSMP to the student of concern’s parent or guardian. The targeted student’s parent or guardian should also be informed that an SSMP has been implemented. f. Where a report of concern includes an identified student target, the Chair must make a reasonable effort to notify the parent or guardian of the targeted student before the end of the school day that the report was received unless the Chair has determined the concern is unfounded. As provided for in the Florida Harm Prevention and Threat Management Manual (Form OSS-001), the unfounded summary disposition should only be used when it is clear and articulable that there is no basis for concern. If there is any doubt, the case should be forwarded to the full School Based Threat Management Team for further evaluation and parent notification should occur. Nothing herein prevents the school from notifying parents or guardians if they believe it is in the best interest of the student. 2. “Reasonable effort to notify”

means the exercise of reasonable diligence and care to make contact with the student’s parent or guardian, typically through the contact information shared by the parent or guardian with the school or school district. The SBTMT Chair or designee must document all attempts to make contact with the parent or guardian. 3. Timelines for required notice may be modified where the SBTMT reasonably believes and documents that such disclosure would result in abuse, abandonment, or neglect, as defined in Section 39.01, F.S. (c) Education records. Threat assessments and records related to threat management are considered education records as defined by the Family Educational Rights and Privacy Act (FERPA) and Sections 1002.22 and 1002.221, Florida Statutes. Policies relating to access, maintenance, and retention of these records must be consistent with Rule 6A-1.0955, F.A.C., Education Records. (4) CSTAG. Threats assessments initiated on or before December 31, 2023, must be done in accordance with CSTAG and the Model Behavioral Threat Assessment Policies and Best Practices for K-12 Schools, as follows: (a) Threat management teams. Each school must have a threat management team (previously known as a threat assessment team) that includes persons with expertise in counseling, instruction, school administration, and law enforcement. The counseling and law enforcement team members must meet the requirements in subparagraphs (5)(c)1. and 4. (b) Training. Threat management teams at each school must be fully staffed before the start of the school year. Due to the pending switch to the Florida Model, additional training is not required for the Fall 2023 semester, as long as at least one (1) member of the team has been CSTAG trained. (c) Instrument. Through December 31, 2023, threats will be assessed using the CSTAG instrument 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 reported threats, even those determined not to be a threat, must be documented, including the evaluation process and any resultant action. (d) Meetings. Each school-based threat management 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. Districts must adopt policies requiring threat management teams to maintain documentation of their meetings, including meeting dates and times, team members in attendance, cases discussed, and actions taken. (e) Reporting. Each district must ensure that all threat management teams in the district report to the Office 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: the total number of threat assessments conducted, disaggregated by the total number of non threats, the total number of transient threats, the total number of substantive threats, and the sex, race, and grade level of all students assessed by the threat management team. 1. Information for the 2022-23 school year is due by October 1, 2023 in the Florida Safe Schools Assessment Tool (FSSAT). 2. Information for August 1-December 31, 2023 is due by June 15, 2024 in FSSAT. (5) Florida Harm Prevention and Threat Management Model (“Florida Model”). Beginning January 1, 2024, threat management and assessment of concerning behaviors or communications must be conducted in accordance with the Florida Model, as follows: (a) District Threat Management Coordinator (DTMC). Each school district superintendent must designate a Threat Management Coordinator to oversee threat management at all public K-12 schools, including charter schools sponsored by or under contract with the district. Where there is no superintendent, the lead administrator for the school district must assign the Threat Management Coordinator. 1. The DTMC must: a. Ensure that all district-level and school-level threat management team personnel are trained in threat management and on the Florida Model; b. Serve as Chair of the District Threat Management Team and as the liaison to the Department of Education’s Office of Safe Schools (“Office”); and c. Assist School Based Threat Management Teams in the district. 2. Each school district school superintendent, or lead administrator if there is no superintendent, must report the name, phone number, and email address of the District

Threat Management Coordinator to the Office at [FloridaModel@fldoe.org](mailto:FloridaModel@fldoe.org). This information must be reported annually by July 1, and must be updated within one (1) school day if there is a change in the information provided. (b) District Threat Management Team (DTMT). Each school district superintendent must designate a District Threat Management Team that will receive referrals from the School Based Threat Management Teams, assess serious situations, and provide support to school-based teams, including charter schools in their district. The DTMT must include the District Threat Management Coordinator as Chair, persons from school district administration and persons with expertise in counseling, instruction, and law enforcement. Where there is no superintendent, the lead administrator for the district must assign the DTMT. Districts with three (3) or fewer schools may request approval to alter the DTMT membership by emailing the Office at [FloridaModel@fldoe.org](mailto:FloridaModel@fldoe.org). The Office will grant requests that demonstrate that the duties of the DTMT can be executed with fidelity. (c) School Based Threat Management Team (SBTMT). Each school must have an SBTMT comprised of four (4) members, at a minimum, including persons with expertise in counseling, instruction, school administration, and law enforcement. The principal or equivalent administrative head of the school is responsible for appointing team members. The SBTMT must also include a member with personal knowledge of the student of concern who is the subject of threat management. Team members must meet the following requirements: 1. The counseling team member must be a school-based mental health services provider that is able to access student mental health records. 2. The instructional team member must meet the definition of instructional personnel under Section 1012.01(2)(a)-(d), F.S., or must hold a current Florida Educator Certificate under Section 1012.56, F.S. 3. The school administrator team member must meet the definition of administrative personnel found in Section 1012.01(3), F.S. This should not be the school principal, or equivalent, unless they are the only administrator at the school, because the principal has administrative oversight of the SBTMT. 4. 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 management 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 management teams must also have clearance to review Criminal Justice Information and Criminal History Record Information. 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 management team. 5. If none of the team members are familiar with the student of concern, the SBTMT Chair must assign a member of the school's staff who is familiar with the student to consult with and provide background information to the threat management team. The person must be instructional or administrative personnel, as defined in Section 1012.01(2) and (3), F.S. Consulting personnel do not have to complete Florida Model training and may not participate in the decision-making process. (d) Threat Management Chair and Vice Chair. The principal of each school must appoint a Chair and Vice Chair of the SBTMT. The Chair serves as the point person for threat management at the school-level and is responsible for triaging reported threats or concerning behavior and communications to determine whether the matter should be summarily closed or whether it should be reviewed by the full SBTMT. (e) Instrument. Each SBTMT and DTMT must use the Florida Model to assess the behavior of students who may pose a threat of harm to themselves or others and to coordinate intervention and services for such students. All reported threats or concerning behaviors and communications, even those determined to be unfounded, must be documented by the SBTMT along with any resultant action, using the Florida Model Instrument. (f) Meetings. Each SBTMT must meet as often as needed to fulfill its duties of assessing and intervening with students whose behavior may pose a threat of harm to themselves

or others, but no less than monthly. Districts must adopt policies requiring threat management teams to maintain documentation of their meetings, including meeting dates and times, team members in attendance, cases discussed, and actions taken. DTMTs must meet as needed to review and consult with SBTMTs and must meet timeframes set forth in the Florida Threat Management Manual. (g) Training. 1. All members of SBTMTs and DTMTs must be trained on the Florida Model through training provided by or approved by the Office of Safe Schools, as follows: a. All SBTMT and DTMT members must complete basic Florida Model training. b. The District Threat Management Coordinator must complete additional training specific to the Coordinator role. c. School principals, the Threat Management Chair, and the Vice Chair must complete additional training specific to their respective roles. 2. In order to switch to the Florida Model on January 1, 2024, District Threat Management Coordinators, SBTMT members, school principals, and DTMT members must complete Office-approved training no later than December 31, 2023. 3. Beginning with the 2024-25 school year, district and school-level teams must be designated before the start of the school year. Team members who have not previously completed training must complete Florida Model training before the start of the school year. Those appointed to threat management teams after the start of the school year must complete Florida Model training within sixty (60) days of appointment. For assistance in accessing this training, districts must contact the Office in writing at [FloridaModel@fldoe.org](mailto:FloridaModel@fldoe.org). 4. Beginning with the 2024-25 school year, district and school-level team members who have been fully trained in a previous school year must complete an annual refresher training provided by the Office within the first sixty (60) days of school. (h) Reporting. Each district school safety specialist must ensure that all threat management teams in the district report to the Office on the team's activities during the previous school year. The initial reporting period for the Florida Model will be from January 1-May 31, 2024, and information will be due by June 15, and annually thereafter for the preceding school year. The Office will provide reporting instructions by November 2023, and annually thereafter prior to the start of the school year, that will include at a minimum the following metrics: 1. Number of cases reported to the SBTMT; 2. Number of students evaluated by the SBTMT, broken down by sex, race, grade level, and existence of an IEP, 504, or behavior intervention plan at the time of evaluation; 3. Number of cases closed by the SBTMT Chair as unfounded; after referral for self-harm assessment; or as a low level concern without review by the full SBTMT; 4. Number of cases the SBTMT Chair referred to the full SBTMT for review; 5. Number of cases categorized by the SBTMT as unfounded, low, medium and high levels of concern; 6. Number of SSMPs implemented after cases categorized as low, medium, and high levels of concern; 7. Number of cases referred to the DTMT categorized as medium and high levels of concern; 8. Number of high level of concern cases the DTMT referred back to SBTMT; and 9. Numbers of students who received disciplinary action or where law enforcement took action in response to the behavior initially reported to the SBTMT. (6) Transition to Florida Model. All threat assessments initiated under CSTAG that are not completed by January 1, 2024, or where a student is still being actively monitored by the threat management team on January 1, 2024, must be reassessed under the Florida Model. While new information may be gathered by the SBTMT Chair, the Chair may rely on the information gathered while using CSTAG to determine what level of concern to classify the student's behavior, and if a SSMP should be implemented as a result. If an SSMP is implemented, the student must be monitored for the minimum period that aligns with the new Florida Model. (7) Charter Schools. Charter schools are responsible for establishing SBTMTs and conducting threat assessments as required by this rule. DTMCs and DTMTs must oversee and support charter schools sponsored by or under contract with the district to the same extent they do for traditional public schools. (8) Virtual Schools. Virtual schools are responsible for establishing SBTMTs and conducting threat assessments as required by this rule. Florida Virtual School must also establish a District Threat Management Team and assign a District Threat Management Coordinator. (9)



The following forms are hereby incorporated by reference and made a part of this rule. Copies may be obtained from the Florida Department of Education, 325 West Gaines Street, Tallahassee, FL 32399-0400. (a) Florida Harm Prevention and Florida Threat Management (<http://www.flrules.org/Gateway/reference.asp?No=Ref-15897>), effective September 2023. (b) Harm Prevention and Threat Management (<http://www.flrules.org/Gateway/reference.asp?No=Ref-15898>), effective September 2023. (c) Comprehensive School Threat Assessment Manual, Instrument, Guidelines, Form Form Form OSS-001 OSS-002 CSTAG-2022 (<http://www.flrules.org/Gateway/reference.asp?No=Ref-15899>), effective September 2023. (d) Model Behavioral Threat Assessment Policies and Best Practices for K-12 Schools, Form BTAP-2022 (<http://www.flrules.org/Gateway/reference.asp?No=Ref-15900>), effective September 2023. Rulemaking Authority 1001.02(1), (2)(n), 1001.11(9), 1001.212(12) FS. Law Implemented 1001.11(9), 1001.212(12), 1006.07(7) FS. History—New 9-26-23.



# CSUSA K-12 READING PLAN

2024-2025

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## Introduction

The reading curriculum for CSUSA Schools is based on a foundation of the FL BEST standards.<sup>1</sup> CSUSA applies a standards-based approach to reading instruction that focuses on mastery through the use of a Guaranteed and Viable Curriculum (GVC), the core of its education model. The GVC is based on the research of Robert Marzano as published in *What Works in Schools: Translating Research Into Action* (2003) and *The New Art and Science of Teaching* (2017). The GVC provides all students with equal opportunity to master the standards, and the time in which to reach mastery. The use of the GVC ensures that individual teachers do not have the option to disregard or replace assigned content. Teachers focus individualized reading instruction utilizing CSUSA created curriculum maps, which group and arrange the standards in a logical way to ensure all grade level standards can be taught within the school year. Instruction will incorporate a variety of authentic texts, with a blend of literary and informational texts in all grade levels. Along with other resources described further in this plan, CSUSA Schools will utilize a core reading resource, SAVVAS MyView Literacy (K-5) and Houghton Mifflin Into Literature (6-12). Core reading programs are augmented with diagnostic assessments, leveled texts, intervention and supplemental resources, as well as various other components to meet the needs of all students. The program provides support in building a strong foundation in reading and utilizing critical thinking skills within the reading activities.

The primary goal of the implementation of the reading curriculum is to teach children to understand what they read, and to become life-long readers through systematic, direct instruction of the Standards aligned to the six components of reading: phonological awareness, phonics, fluency, vocabulary, reading comprehension and oral language. CSUSA has incorporated the six components of reading into the GVC, providing curriculum maps with corresponding standards assessments and vocabulary that will assist teachers in systematic instruction of the standards aligned to the science of reading. In the curriculum maps, standards are logically grouped and sequenced, building from simple to more complex skills and taught to mastery, as monitored through Instructional Focus Assessments (IFAs) after each unit of instruction and other classroom formative assessments. Phonemic awareness and phonics skills are scaffolded in blending, segmenting, deleting, and other skills. Research has identified specific skills children must learn in order to read well. According to the Report of the National Reading Panel Teaching Children to Read, the best instructional reading programs include: use of the alphabet (phonemic awareness and phonics), fluency (guided oral reading and independent, silent reading), and comprehension (vocabulary and text comprehension).

Research from *Florida Center for Reading Research* and *Just Read Florida!* will be continually reviewed in order to formulate a research-based reading curriculum based on the needs of the students. CSUSA Schools will implement an ELA block that includes time for all BEST ELA Strands in kindergarten through fifth grades. The ELA block will include whole group instruction and small group instruction utilizing a research-based sequence of reading instruction, with differentiation for specific student learning needs, timely and specific feedback, and high-student engagement to ensure the greatest impact of a full instructional block. There will be instruction for communication/writing, and further vocabulary development, including integration of science and social studies within the ELA block. In addition to the ELA block, there will be an additional block of time dedicated to targeted intervention, remediation or enrichment based on student need, which is aligned with Response to Intervention (RtI), described further in this plan. Standards-aligned reading, writing, speaking and listening instruction will be systematically integrated throughout the day in all subject areas.

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<sup>1</sup> A review of the CSUSA Reading Plan for K-12 and guidelines provided by Just Read, Florida! is conducted annually to ensure alignment with current Florida state statute.

No matter the grade level, students in need of additional support will be provided the extra minutes of support either in a push-in or pull-out setting, possibly within a non-required specials period. Middle and high school grades will follow a similar plan, dependent on course scheduling. If students qualify based on data and assessments, they will receive intervention in reading.

Research informs us that there is an instructional difference between annual growth for students who are on grade-level and catch-up growth for students that are below or significantly below grade-level (Fielding, Kerr and Rosier 2007). Addressing literacy and reading for those who are multiple years behind grade-level is not a single year process, in fact, it is only after 2-3 years of comprehensive reading instruction of more than 200 minutes per day that students begin to cross the threshold of grade-level performance (50th percentile). With this in mind CSUSA Schools intend to provide extended instructional minutes to students below grade level through extended-day learning opportunities, remediation, additional tutoring, and in-school interventions.

Table 1.1 below describes a sample progression plan to increase instructional minutes in reading in grades K-5.

Table 1.1

| <b>Sample Progression Plan of Instructional ELA Minutes Grades K-5</b> |  |  |
|--|--|--|
| <b>On Grade Level Instructional Plan</b>                               | <b>Strategic Instructional Plan</b>            | <b>Intensive Instructional Plan</b>            |
| 90-minute uninterrupted ELA block                                      | 90-minute uninterrupted ELA block              | 90-minute uninterrupted ELA block              |
| 30-minute additional block for ELA instruction                         | 30-minute additional block for ELA instruction | 30-minute additional block for ELA instruction |
| 30-minute remediation/enrichment block                                 | 30-minute remediation/enrichment block         | 30-minute remediation/enrichment block         |
|  | 30-minute Intervention block                   | 30-minute Intervention block                   |
|  |  | Additional 30-minute intervention block        |

### K-5 Remediation/Enrichment

Students receive targeted instruction in core reading classes during a specific time block. Students are grouped based on their various levels of performance on grade-level standards. The groups are adjusted accordingly based on formative assessment data to ensure students continuously receive personalized instruction. For example, students that are below grade level may receive remedial instruction focused on foundation or comprehension skills, while novel studies or vocabulary application may be the focus for students on grade level. Students above grade level may be participating in an enrichment block where they are incorporating critical thinking and project-based learning to enhance their levels of understanding.

### K-5 Intervention

Students who have been identified as having substantial reading deficiencies, as defined by [FL Rule 6A-6.053](#), receive targeted, intensive instruction during a specific intervention time block. They are grouped based on their various levels of performance within the domains of reading and are instructed based on those targeted skill gaps. The groups are adjusted accordingly based on screening, diagnostic and progress-monitoring data to ensure students continuously get the support they need.

The following table provides an example of an elementary schedule beginning with a remediation/enrichment block, a core integrated ELA block, and a separate block for intervention. See the school addendums for individual schools' schedules.

Table 1.2

| Sample Elementary Schedule |  |
|----------------------------|--|
| Time                       | Monday – Friday Schedule   |
| 8:00 am – 8:40 am          | Remediation/Enrichment Block   |
| 8:40 am – 10:10 am         | ELA Block – 90 Minutes<br>Uninterrupted Reading<br>Instruction             |
| 10:10 am – 10:40 am        | Additional ELA Block -<br>Integrated Social Studies and<br>Science Content |
| 10:40 am -11:10 am         | Intervention Block   |
| 11:10 am – 11:40 am        | Lunch  |
| 11:40 pm – 12:25 pm        | Specials   |
| 12:25 pm – 12:55 pm        | Guided PE  |
| 12:55 pm – 2:25 pm         | Mathematics  |
| 2:25 pm – 3:00 pm          | Science/Social Studies<br>Experiential Block                               |

## 6-12 Intervention

In middle and high school, students who need remediation as determined by their performance on state and/or interim assessments will receive intensive instruction through intensive reading support during a double ELA block, a push-in/pull out model or a separate intensive reading course, in addition to their scheduled English Language Arts course. Students are grouped based on their various levels of performance and targeted skill gaps. Throughout the class, groups are adjusted based on formative and progress monitoring data to ensure students continuously get the support they need. Small group instruction and research-based instructional strategies for intervention will be included.

Descriptions of the programs and resources used for intervention will be explained in detail further in Attachment A. Individual schools are not limited to the resources listed in this attachment. The resources used by the individual schools can be found in the school addendums.

Table 2.1 that follows, aligned with Response to Intervention (RtI) described further in this plan, describes the progression plan to increase reading instructional minutes in grades 6-12 to ensure that students achieve mastery of grade level expectations.

Table 2.1

| Progression Plan of Instructional Reading Minutes 6-12 |   |   |
|--|---|---|
| On Grade Level Instructional Plan                      | Strategic Instructional Plan  | Intensive Instructional Plan  |
| 50+ minute ELA block                                   | 50+ minute ELA block  | 50+ minute ELA block  |
|  | 50-minute intensive reading class (OR) intensive scaffolded support in reading during a double block/remediation block (OR) intensive scaffolded support in reading during a push-in/pull-out model | 50-minute intensive reading class (OR) intensive scaffolded support in reading during a double block/remediation block (OR) intensive scaffolded support in reading during a push-in/pull-out model |
|  |   | 30-minute intervention sessions   |

Table 2.2 provides an example of a middle school schedule including intensive reading instruction through a push in/pull out method and a double block of ELA instruction.

Table 2.2

| Sample Middle School Schedule |                     |   |
|-------------------------------|---------------------|---|
| Period                        | Time                | Subject                                       |
|                               | 8:00 am – 8:24 am   | Homeroom/Advisory                             |
| 1                             | 8:26 am – 9:16 am   | ELA   |
| 2                             | 9:18 am – 10:08 am  | ELA (option for interventions)                |
| 3                             | 10:10 am – 11:00 am | Math  |
| 4                             | 11:02 am – 11:52 am | Musical Theatre<br>(option for interventions) |
| 5                             | 11:54 am – 12:44 pm | Science                                       |
|                               | 12:46 pm – 1:16 pm  | Lunch   |
| 6                             | 1:18 pm – 2:08 pm   | World History                                 |
| 7                             | 2:10 pm – 3:00 pm   | PE  |
|                               | 3:00 pm             | Dismissal                                     |

## The Comprehensive Core Reading Program (CCRP)

The Comprehensive Core Reading Plan (CCRP) is the basis of reading instruction provided to all students at all levels as a critical component of the GVC. SAVVAS MyView Literacy (K-5) is the state approved core-reading program for kindergarten through fifth grade. It is a comprehensive, research-based program, which provides for the implementation of an integrated approach, and supports the creation of a strong reading foundation required for the development of literacy skills needed for the success of 21st century learners. It correlates to the BEST standards across all grade levels and addresses the six areas of reading: phonological awareness, phonics, fluency, vocabulary, comprehension, and oral language. It also provides for explicit, systematic instruction, and ample practice opportunities which allow students to master necessary reading skills. This research-based instructional approach is provided during the uninterrupted 90-minute ELA block, and will incorporate a variety of authentic texts, with a blend of literary and informational texts in all grade levels. This combination of short stories, novels, non-fiction texts, poetry, and drama will prepare the student for real-life reading application. Text exemplars provide exposure to more complex text to challenge the students, allowing them to reach higher standards of success. The literature and non-fiction texts, supplemented with exemplar texts, suggested in the curriculum maps, are to be used for close, analytic reads.

A portion of the block will consist of teachers providing the designated reading lesson for the day, and the remainder of the time will be differentiated for students to receive targeted small-group instruction or complete independent activities tailored to practice necessary reading skills from the lesson. Small-group instruction and corrective feedback will be provided, and independent work will be monitored. Teachers will use texts and materials at the student's instructional level, and progress to more complex text as necessary.

HMH Into Literature, a comprehensive English Language Arts program with an integrated reading and writing approach, will be utilized in grades 6-12. The program correlates to the BEST standards for all grade levels and contains multiple resources that include a reading focus. For example, resources such as an interactive work text, The Close Reader, is provided for close reading as are digital tools to enhance students' ability to analyze and identify critical information within a variety of rigorous text structures. Into Literature can also be utilized to facilitate teacher-led small group instruction, which research shows to be an effective strategy for proficient reading. Additionally, Into Literature includes vast supplemental novels for the use of book studies and Literature Circles, a research-proven effective reading instructional strategy (Daniels, 2002; Langer, 2002; Marzano, Pickering & Pollack, 2001; Barone & Barone, 2012; Helgeson, 2017).

## Supplemental Intervention Reading Program (SIRP)

Based on benchmark, interim and formative assessment data, students will receive additional instruction and practice on identified skills. Teachers will provide additional instruction outside of the 90-minute ELA block (K-5) in times such as the RtI block, through content area integration, during enrichment activities, and during any other opportunity to support student achievement of individual learning goals. Programs, resources and assessments used during SIRP are described in detail in Attachment A. Individual schools are not limited to the resources listed in Attachment A. The resources used by the individual schools can be found in the school addendums.



## Comprehensive Intervention Reading Programs (CIRP)

CSUSA Schools will meet the individual needs of students who, based on diagnostic data, have been identified to have significant skill deficiencies and/or read one or more years below grade level. Students will receive additional instruction outside of the 90-minute ELA block and the SIRP interventions through the use of an evidence-based intervention program in a small-group setting. These students will receive more frequent progress monitoring to ensure accelerated progress toward grade level expectations. Students will not be pulled out of core subjects for this additional reading instruction. For example, the comprehensive reading instruction could occur during dedicated intervention times, an extension of an ELA block, or during non-required electives. Programs, resources, and assessments used during CIRP are described in Attachment A. Individual schools are not limited to the resources listed in the school addendums.

## Response to Intervention

CSUSA Schools will use a Response to Intervention model based on a Multi-Tiered System of Supports (MTSS) to provide high quality instruction and interventions matched to the needs of each individual student. This model is aligned with all federal and state laws to ensure all students make appropriate learning gains. Each student's performance will drive future instructional decisions. This will be in place for all students in need of reading intervention, including students who have previously been identified as meeting Exceptional Student Education (ESE) eligibility requirements, students with 504 plans, and English Language Learners (ELL). Students with IEPs qualify for Tier 2 and Tier 3 services in the same manner as all other students, in addition to any services and accommodations that they are already receiving through their IEP. CSUSA Schools will follow the district's guidelines for 1011.62(9), F.S., and FL Rule 6A-6.053, where all students in grades kindergarten through 12 requiring Tier III intensive reading interventions will be taught by a teacher who is certified or endorsed in reading.

The RtI model includes:

- Tier 1 – Standards-Based Classroom Learning. All students participate in general education learning that includes: universal screenings to target groups in need of specific instructional and/or behavioral support and implementation of the Florida Standards (BEST). This is implemented through standards-based classroom structure, differentiation of instruction, flexible grouping, progress monitoring, formative assessments, and positive behavior supports.
- Tier 2 – Needs-Based Learning. In addition to Tier 1, targeted students participate in standard intervention protocol processes for identifying and providing evidence-based interventions based on student need, on- going progress monitoring to measure student response to intervention and guided decision-making. Instruction occurs in small-groups in addition to the time allotted for core instruction.
- Tier 3 – SST-Driven Learning. In addition to Tier 1 and Tier 2, targeted students participate in intensive, formalized problem solving to identify individual student needs; targeted evidence-based interventions tailored to individual needs; evidence-based curriculum resources; frequent progress monitoring; and analysis of student response to intervention(s). The time spent on instruction for Tier 3 students is in addition to the combined Tier 1 and Tier 2 amounts.

See Addendum for a draft of a Reading Intervention Process and Procedures Manual for CSUSA Schools.

CSUSA Schools ensure that behavior does not impact the reading acquisition process. Through a collaborative problem-solving model, the multi-disciplinary team, which may include school counselor, teacher, curriculum resource teacher, administrator will systematically review performance data of all students and identify interventions as needed to improve student performance. This team will work with teachers on implementation of these interventions with fidelity and progress monitoring. The team will meet regularly to discuss how to better enable learning for students at each of the three intervention tiers.

CSUSA Schools will offer ELL students instructional services through a Mainstream/Inclusion English Language Arts and Mainstream/Inclusion for Core/Basic subject areas model. Sheltered instruction may be offered to students in grades 6 –12 as needed via English Through ESOL and Developmental Language Arts Through ESOL. Mainstream/inclusion instruction provided to ELL students will be equal in amount, sequence, and scope to the instruction provided to the non-ELL students at the same grade levels. WIDA Can Do Descriptors will be used as a tool to help differentiate instruction, according to what the student should be able to do based on the student's stage of English language proficiency. Instruction will be supported through the use of differentiated ESOL instructional strategies, accommodations, materials, and assessments, which are monitored by the ELL committee and documented in lesson plans. The effectiveness of these ESOL strategies will be determined by the teachers' observations, administrative classroom walk-throughs, data chats, and site visits. In addition, the curriculum, textbooks, and other instructional materials used by ELL students will be comparable to those used by their non-ELL counterparts. Supplemental text and materials will also be provided as needed for language acquisition and reading instruction.

ESOL components are included within the SAVVAS MyView Literacy (K-5) reading program, such as leveled texts, to supplement the lesson and provide differentiated support to ELL students. All students, including ELL students, who are performing below grade level will be referred to the RtI process. Interventions that will be provided include push-in/pull-out support and small-group instruction. Progress Monitoring Plans (PMP) will be created for all students, including ELL students, to properly document types and frequency of interventions. The ESOL coordinator will take part in monitoring these PMPs to ensure ELLs are making adequate progress based on performance of class and benchmark assessments. The state required assessment, ACCESS for ELLs, will be administered as appropriate.

Students in CSUSA Schools who have been identified and qualify for a Gifted Education Program, each have an Educational Plan (EP). The schools' gifted teachers work collaboratively with the instructional team to support the students in the achievement of their EP goals. Strategies utilized will allow students to be academically challenged and will focus on higher-order thinking skills. The team works together to review student data and identify enrichment areas which may be targeted through differentiated instruction. Through differentiated activities, gifted students' studies may encompass holistic projects that include components such as the development of advanced research skills, complex creative thinking and problem-solving, communication skills for a variety of audiences, and use of technology to promote the desire for learning on self-selected and/or teacher-selected topics.

Between diagnostic and interim assessment periods, teachers will administer a variety of assessments to students in need of intervention, or to those who are not responding to interventions. The norm-based Northwest Education Association (NWEA) assessment or other comparable assessments are used as the universal screenings for all grade levels, K-10 to determine student need for intervention. For the complete breakdown of diagnostic tools used and frequency of assessment during the RtI process, see Assessment section beginning on page 15.



All elements of progress monitoring will be shared with parents through the report card and data conferences, conducted throughout the year. Parents will have the option to schedule conferences as needed with the teacher. This connection between home and school will enhance students' ability to achieve annual progress.

### Reading Program Specifications

In order to make reading a “primary focus,” all objectives from the *Just Read Florida!* Reading Program Specifications that follow will be implemented at CSUSA Schools.

#### **Specification 1: Professional Development**

- Comprehensive Initial Professional Development
- Professional Development for Everyone
- Frequent and Continuous Professional Development
- Professional Development to Impact Change
- Professional Development Led by School-site Expertise

CSUSA Schools will provide professional development for all teachers through the model of continuous improvement. All teachers will be provided evidence-based professional development targeted to school improvement goals and aligned to the science of reading. Literacy trainings will help teachers integrate phonemic awareness, phonics, word study and spelling, fluency, vocabulary and text comprehension strategies into an explicit, systematic and sequential approach to reading instruction, including multisensory intervention strategies. Teachers will meet in professional learning communities weekly by grade level teams, facilitated by their team leads, to analyze student data and design units and accompanying lessons that are aligned to state benchmarks. Additionally, team leads participate in monthly leadership meetings with administrators. Based on administrative/support walk-throughs, site visit feedback, and student performance, teachers will be provided specific, differentiated professional development from mentor teachers, administrators, curriculum specialists, or curriculum resource teachers (CRTs). At least one CRT will be on staff at all CSUSA Schools, and a regional curriculum specialist will be assigned for support.

Professional development will be provided at least monthly, in addition to weekly grade level meetings, and on designated teacher professional development days. Teachers will meet for data chats with mentor teachers and administrators, after benchmark assessment periods, to analyze student reading progress, and develop an action plan for professional development. These data chats can include reading intervention strategies, teaching reading in content areas, and many other literacy development opportunities. Professional development will have an emphasis on dyslexia, multisensory interventions and explicit instructional approaches. Florida's BEST Standards and scientifically based reading research and evidence-based practices will also be an area of focus for professional development and PLCs. Mentor teachers and model classrooms may be used as additional coaching strategies to supplement the traditional professional development already in place. A sample professional development agenda is shown in Table 3 that follows. In addition to the following network-wide plan, see the school addendums for individual schools' customized professional development plans.

Table 3

| Professional Development Agenda |                               |                             |
|---------------------------------|-------------------------------|-----------------------------|
| Month                           | Topic                         | Facilitator                 |
| July/August                     | CRT Boot Camp                 | Curriculum Specialist       |
| September                       | Data Driven Instruction       | Curriculum Resource Teacher |
| October                         | Cadre webinar                 | Curriculum Specialist       |
| November                        | Coaching Cadre in person      | Curriculum Specialist       |
| December                        | Small Group Instruction       | Curriculum Resource Teacher |
| January                         | Cadre Webinar                 | Curriculum Specialist       |
| February                        | Coaching Cadre in person      | Curriculum Specialist       |
| March                           | Literacy Across Content Areas | Curriculum Resource Teacher |
| April                           | Cadre webinar                 | Curriculum Specialist       |
| May                             | Cadre Webinar                 | Curriculum Specialist       |

Instructional personnel who have not yet earned a reading certification, endorsement or an advanced degree in scientifically researched and evidence-based reading instruction will be provided opportunities to obtain these through partnerships with higher education institutions and/or state approved Education Preparation Institutes.

In preparation for their highly supportive roles within CSUSA Schools, CRTs attend training workshops each year to further professional knowledge on how to best serve CSUSA Schools. In order to facilitate professional development to the teachers throughout the year, CRTs attend Curriculum Cadres and webinars provided by curriculum specialists.

Principals and Assistant Principals have their own professional development institutes over the summer to prepare for the coming year, with regard to best practices, new regulations, and any other expectation within their roles. Principals and Assistant Principals attend meetings to receive support within their positions.

CSUSA also has a professional development plan for New Teacher Induction (NTI) prior to orientation at the school level. Additional opportunities for NTI will be provided throughout the year as teachers are hired. Returning teachers receive at least one full week of professional development prior to the start of the new school year for Returning Teacher Orientation (RTO). These two-week trainings are provided by CSUSA, and are facilitated by Curriculum Specialists, site-based administrators, and Curriculum Resource Teachers. During the first days of NTI/RTO, all teachers new to the school will receive comprehensive training that ensures their understanding and implementation of the GVC. In subsequent days, all teachers will receive training based on the Marzano works, *What Works in Schools: Translating Research into Action* (2003), and *Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement* (2001). This professional development will support all areas of reading instruction, including the use of targeted instruction, differentiated instruction, formative and summative assessments, tracking and monitoring progress, and working with special needs students such as ELL and students with disabilities.

Teachers have to complete required coursework to obtain proper ESOL endorsement, as well as follow state guidelines for professional certificate renewal. In addition, teachers and administrators are encouraged to exemplify the commitment to lifelong learning, by seeking professional development outside of the requirements of CSUSA Schools.

Professional development based on reading instructional software programs occurs throughout the year. Both CSUSA and the individual software companies provide these trainings. Training formats include face-to-face, train-the-trainer, network wide webinars and continuous follow up visits and support. Trainings are also provided by core textbook publishers throughout the year on appropriate, new uses of resources, including ways to best utilize provided materials to reach struggling readers.

The roles and responsibilities of instructional coaches can vary depending on the specific needs and goals of the school. However, some common roles and responsibilities include Coaching, Data, Curriculum, Professional Development, and Culture.

The table below explains in detail the coaching and professional development standards for Curriculum Resource Teachers (CRTs) and examples of responsibilities that fall within these standards. Instructional Coaches are not limited to the responsibilities listed and are differentiated based on school/teacher needs.

| CSUSA Curriculum Resource Teacher (CRT) Standards  |  |
|--|--|
| CRT Standards  | Sample Responsibilities  |
| <b>Standard 1: Coaching</b><br>The CRT utilizes the coaching cycle tools to model, coach, and provide meaningful feedback to build capacity in instructional staff.                                | Tier teachers based on support needed.<br>Walk-throughs<br>Targeted observations<br>Instructional Strategies and Resources<br>Feedback<br>Modeling<br>Coaching<br>Maintain documentation of coaching cycles                      |
| <b>Standard 4: Professional Development</b><br>The CRT facilitates meaningful, differentiated professional learning opportunities aligned to the school-wide strategic plan and State initiatives. | Differentiate Teacher Professional Days<br>Establish follow up systems/implementation<br>Provide assistance with DPP goals<br>Collaborate on PD calendar<br>Track PD Points<br>PLC's<br>NTI/RTO<br>Instructional Action Planning |

Tiering teachers is an essential part to coaching as one of the initial steps. When tiering teachers, the leadership team considers several factors, including but not limited to student growth, progress monitoring data, classroom observations, etc. Coaching support for teachers is differentiated and varies based on teacher need. Teachers identified as needing intensive support would then work with coaches to begin a coaching cycle based on the identified areas of opportunity.

## Specification 2: Administrative Practices in Support of Reading

- 2.1 Reading as a School-wide Priority
- 2.2 In-service and Evaluation Processes Focused on Reading
- 2.3 Resource Focus on Reading Achievement

School leaders will set high expectations for student achievement in reading and will develop a culture of excellence with a focus on reading. The frequent administrative/support walk-throughs and site visit feedback will be targeted to track teachers’ mastery of high-probability, research-based instructional strategies. These measures ensure that teachers implement the reading plan with fidelity and that resources are allocated and used to deliver the strongest impact on student achievement in reading.

High-quality reading programs and materials will continuously be chosen to meet the needs of students. Feedback from teachers can be gathered at each biweekly data chat, as well as from results from each interim assessment and benchmark assessment provided by the Northwest Evaluation Association (NWEA) or other comparable assessments to evaluate the effectiveness of each chosen instructional program. These assessments are described further in this plan. Core curriculum may be supplemented by the purchase of novels and other approved fiction and nonfiction texts for students to read within classroom instruction, as well as for personal reading pleasure, to increase motivation and foster a love for reading in students. The Curriculum Resource Teacher will collaborate with the reading and content area teachers to create text sets or collections of books around a topic of inquire at varying levels of complexity. If an individual school has received a Title I designation, there also could be additional resources and personnel, such as a reading coach, to assist with the selection of materials.

The principal will clearly articulate the vision, mission, and expectations that all children can read, and assist in establishing reading as a priority. Schools may support reading as a priority by spearheading a Reading Challenge in which all students will be expected to read a specific number of books at their independent level throughout the year.

Table 4 below provides CSUSA guidelines for the number of books that may be read by each student:

Table 4

| Sample Reading Challenge Goals           |                 |
|--|-----------------|
| Grade Level                              | Number of Books |
| Kindergarten                             | 100             |
| 1 <sup>st</sup> - 5 <sup>th</sup> Grade  | 50              |
| 6 <sup>th</sup> – 12 <sup>th</sup> Grade | 30              |

Teachers can monitor students’ independent reading, and check for comprehension in a variety of ways including, but not limited to, student created illustrations, summaries, and verbal explanations. Progress toward the school-wide goal will be tracked and celebrated on hallway or classroom displays. This challenge will also provide for a home-school connection with reading, in addition to their regular daily homework assignments from core courses. Parents will be required to sign a reading log or tracking system to monitor students’ independent reading at home. Parents can facilitate deeper understanding of texts by being the “teacher” at home, asking their children questions about what they are reading and providing support for any book reports or projects that may need to be completed. Students may have the opportunity to use tablets or e-readers as well.

Staff members may also participate in a similar reading challenge. This can further promote CSUSA Schools’ vision of creating the desire for students to be life-long learners as teachers will be role models, demonstrating their love for learning through reading.

CSUSA Schools will also have a Literacy Committee or Reading Leadership Team in order to develop programs and activities that will promote reading throughout the school.

### **Specification 3: High Quality Reading Instruction is a Dynamic System**

- 3.1 Propels Student Learning in Essential Reading Components
- 3.2 Expends Efficient Use of Instructional Time
- 3.3 Contains Systematic Set of Assessment Practices
- 3.4 Differentiated Instruction

### **Essential Reading Components**

The six components of reading will be taught explicitly with structured practice to ensure mastery. Speaking and listening skills is an essential component of literacy. Expressive and receptive oral language skills will be provided throughout the English Language Arts instructional block. Opportunities for students in all grades will be provided to engage in developmentally appropriate collaborative partner, small group and whole class discussions. These discussions will include vocabulary development, guided practice, demonstrating understanding by summarizing and retelling, reporting on topics and relating key details of stories in a logical fashion, presentations and picture chats.

Phonological awareness skills, such as phoneme blending and phoneme deletion, will be scaffolded beginning with simpler phonemes, and building to more complex phonemes. Phonics skills and decoding strategies will be taught systematically and sequentially so that students understand how letters represent sounds and sounds blend together to make words that contain meaning. The curriculum supports students enhancing their phonics skills within their writing. In addition to explicit whole group instruction, these skills are further mastered through small group instruction, centers, and cooperative learning activities.

Teachers will provide fluency instruction on three levels of text: high frequency word fluency, phrase fluency, and text fluency. Students will set individual goals for fluency, and teachers will track progress toward achievement through regular fluency assessments.

To build academic vocabulary, teachers will choose the most important vocabulary words to teach, and following a six-step process to teach new words so that students develop a deep understanding of the word (Marzano). Students are first provided a description or example of the word (verbally and in non-linguistic form). Students then restate this description in their own words, and also create a picture or symbol to represent the word. Students interact with this new word in various higher-order activities throughout the week, as well as with each other. They may also participate in games with the word for further motivation and connections.

Reading process and literary analysis skills will be taught through direct instruction of content cluster skills, and modeling of metacognitive, comprehension strategies (Keene and Harvey & Goudvis). This is supported through small group instruction with leveled texts. By providing direct, systematic instruction for all six components of reading, CSUSA Schools will ensure that all students achieve annual growth in reading.

Using an integrated approach, writing will be a part of all content areas. Included in this approach will be elements from direct skill instruction and the process-oriented methodology including frequent opportunities for students to engage in, and apply specific skills in a variety of communication activities. Additionally, writing skills will be strengthened across the curriculum through responding to text and the use of writing strategies such as, planning, revising, editing, peer review and collaboration. Furthermore,

text production and process writing approaches will be incorporated. Technology, such as word processing will be utilized as support.

### **Efficient Use of Instructional Time**

In order to maximize instructional time, teachers are requested to map out their lessons minute-by-minute. This ensures for “bell-to-bell” instruction, with research-based strategies implemented to engage students within learning the entire time. These lesson plans are approved by administrators and implemented with fidelity throughout the year. With administrative approval, teachers may adjust their plans as the year progresses to best fit the needs of students. These minutes are posted in the classroom for all students, as well as visitors, to see. This makes all stakeholders aware of what is happening in the classroom and assists with appropriate instructional pacing.

Teachers are also expected to map out their lesson plans in a very structured, research-based manner, following the guidelines of using an introduction, modeling, guided practice, independent practice, and closure within every lesson and every subject.

Reading processes and literary analysis skills will be taught through direct instruction of content cluster skills and by modeling of metacognitive comprehension strategies (Keene and Harvey & Goudvis). This is supported through small group instruction. Students will have access to leveled readings and activities in targeted small groups and centers used for individualized instruction and practice. Highly qualified teachers will appropriately group students by level and differentiate instruction targeted to particular groups’ needs through scaffolded, reading lessons. Additionally, instructional software, which adapts to student’s individual needs will be used.

Students move into independent practice when they have proven they have understood the concept, and the purpose is to master the objective. During this time, teachers can work with small-groups, and focus on targeted instruction using research-based strategies through targeted small group instruction and implement differentiated and skill-specific centers. This allows teachers to provide extra assistance to those who are not ready to move on to the independent practice stage and hone in on particular deficiencies. Lastly, a closure activity is conducted, whether it is in the form of an exit-slip, or turn-and-talk response, in order to gauge final understanding of the concept taught within the lesson. This effective use of instructional time plan applies to all subject areas, not just reading. For those students who are in need of extra instructional time and support, see the sample schedules provided.

### **Assessment**

At the beginning of every school year, teachers will analyze previous year’s state assessment scores and identify each student’s reading level through a variety of assessments. Examples of assessments that may be available for CSUSA Schools are shown in Table 5.1 below. See the school addendums for specific progress monitoring assessments used at individual schools and Attachments A and C for more information about CSUSA assessments.



Table 5.1

| Grades K-2 Sample Reading Assessments |   |  |
|---------------------------------------|---|--|
| Category                              | Assessment  | Frequency  |
| <b>Screening</b>                      | NWEA MAP Growth;<br>STAR; iReady  | Up to 3 times a year   |
| <b>Diagnostic</b>                     | iReady Progress Monitoring; DIBELS;<br>NWEA Reading Fluency               | 1-3 times a year   |
| <b>Progress Monitoring</b>            | STAR; Easy CBM;<br>DIBELS; NWEA Reading Fluency; DAR; MyView              | Minimum of every 3-4 sessions within a 6-8-week intervention cycle |
| <b>Outcome Measures</b>               | NWEA MAP Growth;<br>State Assessments,<br>Instructional Focus Assessments | Range: by unit → 3 times a year                                    |

Table 5.2

| Grades 3-5 Sample Reading Assessments |  |   |
|---------------------------------------|--|---|
| Category                              | Assessment   | Frequency   |
| <b>Screening</b>                      | NWEA MAP Growth;<br>FAST; iReady   | Up to 3 times a year  |
| <b>Diagnostic</b>                     | iReady Progress Monitoring; DIBELS;<br>DAR; NWEA Reading Fluency           | 1- 3 times a year   |
| <b>Progress Monitoring</b>            | FAST/Cambium; Easy CBM; STAR;<br>DIBELS; DAR; NWEA Reading Fluency; MyView | Minimum of every 3-4 sessions within a 6-8-week intervention cycle. |
| <b>Outcome Measures</b>               | NWEA MAP Growth;<br>State Assessments,<br>Instructional Focus Assessments  | Range: by unit → 3 times a year                                     |

Table 5.3

| Grades 6-12 Sample Reading Assessments |  |   |
|--|--|---|
| Category                               | Assessment   | Frequency   |
| <b>Screening</b>                       | NWEA MAP Growth; iReady (6 <sup>th</sup> - 8 <sup>th</sup> ); FAST           | Up to 3 times a year  |
| <b>Diagnostic</b>                      | DIBELS; DAR; iReady Progress Monitoring (6 <sup>th</sup> - 8 <sup>th</sup> ) | 1-3 times a year  |
| <b>Progress Monitoring</b>             | Easy CBM; FAST/Cambium (6-10); DIBELS, DAR                                   | Minimum of every 3-4 sessions within a 6-8-week intervention cycle. |
| <b>Outcome Measures</b>                | NWEA MAP Growth; State Assessments, Instructional Focus Assessments;         | Range: by unit → 3 times a year                                     |

In addition to the assessments above, fluency assessments such as oral reading fluency checks using scaffolded discussion templates, will provide data regarding reading level progress. For those students with disabilities for whom participation in the regular state assessments has been deemed not appropriate per their Individualized Education Plans, alternative options will be provided per the Florida state guidelines. CSUSA Schools will be in compliance with all guidelines and requirements, including assessments for students with Individual Education Plans and English Language Learners. For those third grade students who do not meet standardized testing passing requirements, CSUSA Schools will utilize state approved alternative assessments for good cause promotion. Teachers will administer formative and summative standard based assessments that are designed to evaluate whether a student has mastered a specific standard at the lowest level that was taught. Each assessment will measure the academic performance of each student on a particular standard, based on content that has been introduced and practiced multiple times.

NWEA MAP Growth, or a comparable assessment, may be administered three times per year, as well as interim assessments will provide data regarding progress toward the state-mandated assessment, and are described as follows:

- NWEA Interim Formative Assessments - The Northwest Evaluation Association (NWEA) MAP Growth assessments are nationally normed, and proven to be effective at targeting student achievement and determining skills students need to improve performance. NWEA uses a scale score (RIT) that continues through each grade level, which enables us to monitor growth from one grade level to the next, as well as determine exactly how far above or how far below grade level a student is. NWEA currently provides the Measures of Academic Progress (MAP). These assessments are adaptive and computer-based, which help prepare students for the format of the state assessments as well. NWEA MAP tests students with engaging, ability-appropriate content. NWEA is an adaptive assessment; therefore, as a student responds to questions, the test difficulty adjusts to the level of the student.



Assessments are followed by a decision-making process to determine the next action to take to meet students' needs. Teachers use data from state assessments, NWEA MAP, interim assessments, and class assessments to drive the decision-making process with regard to differentiated instruction. This decision making includes re-teaching, changing the instructional strategies, or modifying the developed product to demonstrate understanding. Student groupings will change in classes periodically depending on the activity level and ability level. Teachers will integrate formative assessments throughout activities to make adjustments. Continuously assessing, reflecting, and adjusting content, process, and product enables teachers to best meet the needs of each individual student.

For students receiving targeted intervention, for example those receiving Tier 2 or Tier 3 support, the decision-making process will be more formal. After every 3-4 intervention sessions there will be an analysis of the progress monitoring to determine the success of the intervention. After 6-8-weeks there will be a meeting to analyze the data to determine if the student needs to continue with the intervention, if the intervention needs to be modified, or if the student has met their goals and no longer needs the intervention. Time frames may be adjusted based on LEA guidelines.

### **Differentiated Instruction**

CSUSA Schools will follow the belief that differentiated instruction includes:

- A teacher's response to student needs
- The recognition of students' varying background knowledge and preferences
- Student-centered instruction that addresses students' differences
- A blend of whole-group and small-group instruction.

Research states that teachers can differentiate in various ways: with the content students are learning; the process or environment in which the material is being taught; and the product that is developed to demonstrate learning. Teachers will take into consideration the students' readiness for learning, their interest, and their learning profiles.

Research-based best practices with regard to differentiating include:

- For student readiness: focusing on the standard for the content being taught and the objective that must be mastered, but content may be at various levels (i.e. students may read higher-level text yet still master the same standard as students reading on-level text).
- For student interest: allowing students to choose from a list of options of how they will demonstrate mastery (i.e. some students may complete a project, whereas others might write an essay).
- For student learning profile: addressing various individual student differences in learning styles (i.e. students that are tactile learners can use manipulatives, whereas students who are visual learners can use pictures).

Using assessments describe previously in the plan, students will be assessed at the beginning of the school year to determine basic reading development and to detect the presence of any difficulty. Based on the instructional implications of the diagnostic screening, students will be provided instruction to meet their individual needs with an emphasis on cooperative learning and small group instruction. Cooperative groups are flexible based on progress monitoring of reading skills. The reading lesson segments can incorporate differentiated texts—for on-level, advanced, below-level, and ELL students. Teachers will utilize various rigorous and standards-based center resources to engage students in reading activities to deepen their understanding of reading skills through hands-on activities, the use of manipulatives (i.e. word sorts, letter tiles, and dry erase boards), and integration of technology (i.e. listening centers, Reading Plus).

To further enhance learning for those students who are higher-level, including gifted learners, CSUSA Schools will emphasize using higher-order thinking skills and higher-order tasks to challenge the students. These tasks are utilized as students master concepts and deepen their understanding, and ultimately will benefit all levels of learners. The activities are to enrich college-ready skills, such as problem-solving, critical thinking, synthesizing, analysis, connections, creativity, metacognition, evaluation of decision-making, and transferring knowledge. Not only can these be applied within the reading program, but also across all content areas. Examples of higher-order activities that can be utilized include, but are not limited to:

- Cooperative learning groups
- Student-created artifacts
- Cross-curricular projects
- Inductive learning
- Real-world application projects
- Circle of knowledge
- Evaluations and Critiques
- Research projects
- Debates
- Mock trials

#### **Specification 4: Reading Text Materials and Resources**

- 4.1 Materials Aligned with Student Reading Levels
- 4.2 Comprehensive Instructional Materials
- 4.3 Wide Assortment of Diverse Text
- 4.4 Flexible Use of Text
- 4.5 Appropriate Use of Technology

The Comprehensive Core Reading Plan (CCRP) Materials: CSUSA Schools will use SAVVAS MyView Literacy (K-5) and Houghton Mifflin Harcourt Into Literature (6-12). As all reading resources are consistently reviewed and evaluated, these choices may change in the future if new, more effective, research-based resources are determined. As stated previously, these proposed programs include a range of diverse print and media aligned with the Florida's BEST Standards. Within the programs there are diagnostic assessments, leveled texts, intervention and supplemental resources, as well as various other components to meet the needs of all students.

Accompanying instructional materials such as workshop kits and decodable books, will be used for differentiated instruction during the K-5 90-minute ELA block, and during the regularly scheduled double block of middle school ELA as illustrated on the sample student schedules in this document. This integrated reading and ELA block will infuse reading instruction for all students through the use of research-based strategies such as close reading experiences and novel studies with the use of exemplar texts. The increase in complexity will be accomplished by exposing students to authentic texts. Students will have the opportunity to utilize these resources at school and at home.

## Supplemental Intervention Reading Program (SIRP) Materials

CSUSA Schools will meet the individual needs of students during the school day. The schedules outlined in this plan show additional minutes outside of the uninterrupted 90- minutes of core reading instruction through the Supplemental Intervention Reading Program. Based on classroom and benchmark data, students will receive additional instruction and practice on identified skills. Teachers will provide additional instruction outside of the 90-minute ELA block in times such as the RtI block, through content area integration, during enrichment activities, and any other opportunity, to support student achievement of individual learning goals. A comprehensive list of programs, materials and resources for SIRP is detailed in Attachment A. See the school addendums for the list of resources utilized by individual schools, along with descriptions of how the programs are implemented. Individual schools are not limited to the resources listed in Attachment A. CSUSA is dedicated to increase the resources and materials used to support SIRP at the 6-12 grade levels.

Comprehensive Intervention Reading Programs (CIRP) Materials: CSUSA Schools will meet the individual needs of students who, based on diagnostic data, have been identified to have significant skill deficiencies, and/or read one or more years below grade level, these students will be given additional instructional minutes using an evidence-based intervention program. In addition to SIRP intervention, students will receive this additional instruction outside of the regularly scheduled ELA block, in a small-group setting, with more frequent progress monitoring, to ensure accelerated progress toward grade level expectations. Various materials and strategies will be utilized to aid those students needing extra support in meeting and exceeding a year's worth of learning. A comprehensive list of programs, materials and resources for CIRP is detailed in Attachment A. See the school addendums for the list of resources utilized by individual schools, along with descriptions of how the programs are implemented. Individual schools are not limited to the resources listed in Attachment A. CSUSA is dedicated to increase the resources and materials used to support CIRP at the 6-12 grade levels.

Attachment C demonstrates a sample of the decision-making process through which students are identified for strategic or intensive support. For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, reading intervention instruction and/or materials will be changed based on student data. Also, reflected in Attachments A and B are examples of materials that may be utilized during the intervention process. Listed materials will be utilized as the resource, such as FCRR, for research-based reading acquisition strategies. When students are not responding to an intervention their supports are increased, and/or the intervention being used is changed. Assessment and progress monitoring is continued in order to determine and target the deficiency.

## Use of Technology and Digital Materials

A primary focus of CSUSA Schools is utilizing technology as an effective way to increase student engagement and interaction with learning, as well as for real-world application. CSUSA Schools will do the same and leverage many digital curriculum assets to enhance the offerings for remediation, enrichment and direct classroom instruction. The goal of technology usage is to create an interactive classroom, taking technology out of the hands of the teachers and place it within the hands of students, for an optimal experiential learning environment. Teachers will be trained to integrate technology into the student-learning environment to increase academic achievement for each student.

With the integration of technology, all students will have targeted access to curricular resources, assessment, technology-based intervention, and enrichment enhancing differentiation. Teachers and students will have technology integrated in the classroom through a variety of modalities. For students, this may include:

- Flat screen televisions with interactive tablets
- SMART/Interactive Panel Boards
- Laptop computers
- Computer labs
- Tablets
- Document cameras
- Production room

CSUSA Schools will utilize digital texts and materials in addition to the traditional texts used in schools. All of the textbook programs used will have a digital book component for both school and home. CSUSA Schools will work to build a partnership with a local library as well to obtain more access to digital content. Materials will consistently be reviewed and updated based on impact on student achievement, with digital texts as a priority to meet student needs.

## Attachment A

### Evidence-Based Intervention Resources, Programs, and Materials

#### Examples of Evidence-Based Assessments

Additional evidence –based assessments may be used at the individual school level.

| Name of Assessment                                  | Type of Assessment                               | Frequency                             |
|---|--|---------------------------------------|
| NWEA MAP Growth (K-12)                              | Screening  | up to 3 times per year                |
| NWEA Reading Fluency (K-5)                          | Screening, Diagnostic and/or Progress Monitoring | up to 3 times per year                |
| STAR Early Literacy/Reading State Assessments (K-2) | Screening  | 3 times per year                      |
| MyView, MyFocus (K-5)                               | Progress Monitoring                              | Ongoing, as needed                    |
| Read 180  | Progress Monitoring                              | Ongoing, as needed                    |
| DIBELS (through 8 <sup>th</sup> grade)              | Diagnostic/Progress Monitoring                   | Ongoing, as needed                    |
| Easy CBM (K-12)                                     | Diagnostic/Progress Monitoring                   | Ongoing, as needed                    |
| FAST Progress Monitoring (3-10)                     | Progress Monitoring                              | 2 times per year, plus summative FAST |
| DAR (K-12)  | Diagnostic/Progress Monitoring                   | Ongoing, as needed                    |
| i-Ready (K-8)                                       | Screening/ Diagnostic                            | 1 to 3 times per year                 |

#### Examples of Evidence-Based Intervention Resources, Programs, and Materials

Additional evidence-based programs, resources and materials may be used at the individual school level.

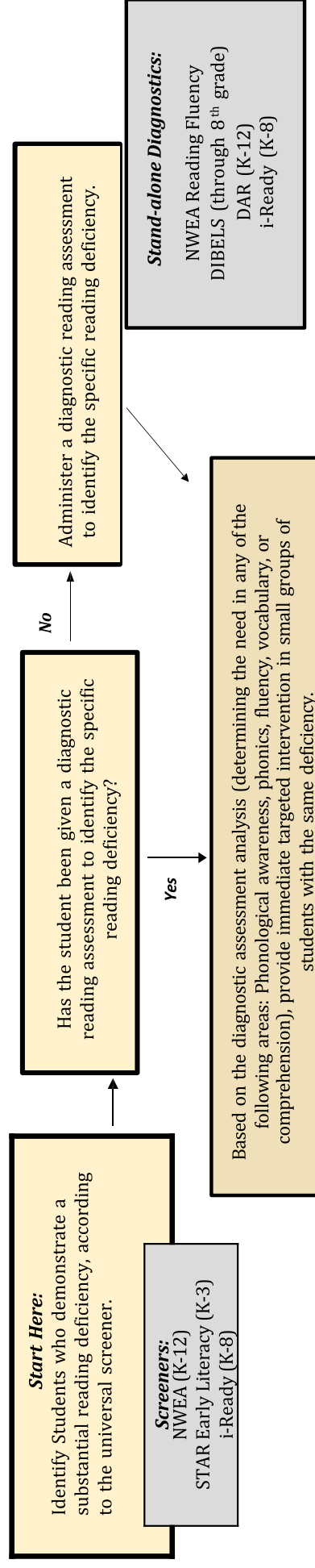
| Resources/<br>Program    | Grade<br>Level | Phonics | Phonemic<br>Awareness | Fluency | Comprehension | Vocabulary | Oral<br>Language |
|--------------------------|----------------|---------|-----------------------|---------|---------------|------------|------------------|
| Lexia Core 5             | K-5            | x       | x                     | x       | x             | x          | x                |
| Lexia Power Up           | 6-12           |         | x                     | x       | x             | x          |                  |
| i-Ready                  | K-8            | x       | x                     |         | x             | x          |                  |
| Reading Horizons         | 4-12           |         |                       | x       | x             | x          | x                |
| Read 180                 | 3-12           | x       | x                     | x       | x             | x          |                  |
| Phonics for Reading      | 2-6            | x       | x                     | x       |               |            |                  |
| Intensive Reading Course | MS Course      | x       | x                     | x       | x             | x          | x                |
| Edgenuity MyPath         | 6-12           |         |                       |         | x             | x          |                  |
| STARI                    | 6-8            |         |                       | x       | x             |            |                  |
| FCRR                     | K-12           | x       | x                     | x       | x             | x          | x                |
| Scholastic Reading Kits  | K-5            | x       | x                     | x       | x             | x          | x                |
| Exact Path               | K-12           | x       | x                     | x       | x             | x          | x                |
| Spire                    | 1-8            | x       | x                     | x       | x             | x          | X                |
| Orton Gillingham         | K-12           | x       | x                     | x       | x             | x          |                  |
| Heggerty                 | K-12           | x       | x                     |         |               |            |                  |
| Corrective Reading       | 3-12           | x       |                       | x       | x             |            |                  |
| SIPPS                    | K-12           | x       | x                     | x       |               | x          |                  |

\*See school specific addendums for details.

## Attachment B

### **Reading Intervention Decision Tree**

## Reading Intervention Decision Tree Planning Tool for All Students\*



| Phonological Awareness  | Phonics   | Fluency  | Vocabulary  | Comprehension  |
|---|---|--|---|--|
| <b>Interventions:</b><br>Lexia (Core5), i-Ready, Phonics for Reading, FCRR, Scholastic Reading Kits, Orton Gillingham, SIPPS, SPIRE, Magnetic Reading, Really Great Reading, Wilson | <b>Interventions:</b><br>Corrective Reading(SRA), Lexia (Core 5), Heggerty, i-Ready, Phonics for Reading, FCRR, Scholastic Reading Kits, Orton Gillingham, SIPPS, SPIRE, Magnetic Reading, Really Great Reading, Wilson | <b>Interventions:</b><br>Lexia (Core 5), Lexia Power Up, FCRR, Scholastic Reading Kits, i-Ready, Edgenuity My Path, Reading Horizons, Orton Gillingham, SIPPS, SPIRE, Magnetic Reading, Read 180, Really Great Reading, Wilson | <b>Interventions:</b><br>Lexia (Core 5), Lexia Power Up, Phonics for Reading, STARI, FCRR, Scholastic Reading Kits, i-Ready, Dreambox Reading, Edgenuity My Path, Orton Gillingham, Reading Horizons, SPIRE, Magnetic Reading, Read 180, Achieve 3000, Really Great Reading, Wilson | <b>Possible Interventions:</b><br>Corrective Reading (SRA), Lexia (Core 5), Lexia Power Up, Phonics for Reading, STARI, FCRR, Scholastic Reading Kits, i-Ready, Dreambox Reading, Edgenuity My Path, Orton Gillingham, Reading Horizons, SPIRE, Magnetic Reading, Read 180, Achieve 3000, Really Great Reading, Wilson |
| <b>Progress Monitoring**:</b><br>Easy CBM; DIBELS, DAR, NWEA Skills Checklist; NWEA Reading Fluency, MyView/MyFocus, STAR   | <b>Progress Monitoring**:</b><br>Easy CBM; DIBELS, NWEA Skills Checklist; NWEA Reading Fluency, DAR, MyView/MyFocus, STAR   | <b>Progress Monitoring**:</b><br>Easy CBM; DAR, DIBELS, MyView/MyFocus, Read 180, STAR, FAST   | <b>Progress Monitoring**:</b><br>Easy CBM; DAR, DIBELS, MyView/MyFocus, Read 180, STAR, FAST  | <b>Progress Monitoring**:</b><br>Easy CBM; DAR, DIBELS, MyView/MyFocus, Read 180, STAR, FAST   |

\*Response to Intervention (RtI) includes multilingual learners and students with disabilities

\*\*Additional progress monitoring tools may be used to align with intervention programs

## Attachment C

### **Data-Driven Decision-Making Tool**



## Data-Driven Decision Making

### Kindergarten – 2<sup>nd</sup> Grade

|  | Exceeds Grade level   | On Grade level  | Approaching   | Below Grade level   | Substantial Deficiency                |
|--|---|---|---|---|---------------------------------------|
|  |   |   |   | Strategic Instructional Plan Required   | Intensive Instructional Plan Required |
| Tiered Instruction (Tier 1 includes differentiation) | Tier 1 + Enrichment/Acceleration  | Tier 1  | Tier 1 with monitoring  | Tier 1 + Tier 2   | Tier 1 + Tier 2 + Tier 3              |
| NWEA MAP Universal Screener                          | Above 80 <sup>th</sup> Percentile   | 50 <sup>th</sup> Percentile – 79 <sup>th</sup> Percentile   | 21 <sup>st</sup> Percentile – 49 <sup>th</sup> Percentile   | 10 <sup>th</sup> Percentile – 20 <sup>th</sup> Percentile   | Below 10 <sup>th</sup> Percentile     |
| NWEA Map Reading Fluency                             | Exceeds   | Meets   | Meets   | Approaching   | Below                                 |
| FAST Early Literacy/Reading                          | N/A   | N/A   | N/A   | 10 <sup>th</sup> – 20 <sup>th</sup> Percentile  | Below 10 <sup>th</sup> Percentile     |
| Instructional Minutes Required                       | <ul style="list-style-type: none"> <li>90-minute uninterrupted ELA block</li> <li>30-minute additional block for ELA instruction</li> </ul>   | <ul style="list-style-type: none"> <li>90-minute uninterrupted ELA block</li> <li>30-minute additional block for ELA instruction</li> </ul> | <ul style="list-style-type: none"> <li>90-minute uninterrupted ELA block</li> <li>30-minute additional block for ELA instruction</li> </ul> | <ul style="list-style-type: none"> <li>90-minute uninterrupted ELA block</li> <li>30-minute additional block for ELA instruction</li> <li>30-minute intervention block 2/week</li> <li>30-minute intensive intervention block 3/week</li> </ul> |                                       |
|  | Additional Notes/Considerations:<br>Students with ELL Plans and/or IEPs must still participate in all tiers of instruction based on the data. Click <a href="#">HERE</a> for statute 1008.25, referencing substantial reading deficiencies. |   |   |   |                                       |

**Eligibility Criteria and next steps for K-2**

|             |   |   |   |   |   |   |
|-------------|---|---|---|---|---|---|
| <b>IF</b>   | Below 10 <sup>th</sup> Percentile on Universal Screener & Below on NWEA Map Reading Fluency | Below 10 <sup>th</sup> Percentile on Universal Screener & Above on NWEA Map Reading Fluency | Between 10 <sup>th</sup> – 20 <sup>th</sup> Percentile on Universal Screener & Approaching or Below on NWEA Map Reading Fluency | Above 20 <sup>th</sup> Percentile on Universal Screener & Below on NWEA Map Reading Fluency | Above 20 <sup>th</sup> Percentile on Universal Screener & Approaching on NWEA Map Reading Fluency | Above 20 <sup>th</sup> Percentile on Universal Screener & Meets/Exceeds on NWEA Map Reading Fluency |
| <b>Then</b> | Administer Diagnostic Assessment  | Administer Diagnostic Assessment  | Administer Diagnostic Assessment  | Administer Diagnostic Assessment  | Look at additional data available, consider testing conditions & implement a monitoring plan      | No additional steps needed  |

### 3<sup>rd</sup> Grade

|   | Exceeds Grade level   | On Grade level  | Approaching   | Below Grade level   | Substantial Deficiency            |
|---|---|---|---|---|-----------------------------------|
| Tiered Instruction<br>Tier 1 includes differentiation   | Tier 1 +<br>Enrichment/Acceleration   | Tier 1  | Tier 1 with monitoring  | Tier 1 + Tier 2   | Tier 1 + Tier 2 + Tier 3          |
| NWEA MAP Universal Screener   | Above 80 <sup>th</sup> Percentile   | 50 <sup>th</sup> Percentile – 79 <sup>th</sup>  | 30 <sup>th</sup> – 49 <sup>th</sup>   | 21 <sup>st</sup> – 29 <sup>th</sup> Percentile  | Below 20 <sup>th</sup> Percentile |
| Instructional Minutes Required  | <ul style="list-style-type: none"> <li>90-minute uninterrupted ELA block</li> <li>30-minute additional block for ELA instruction</li> </ul>   | <ul style="list-style-type: none"> <li>90-minute uninterrupted ELA block</li> <li>30-minute additional block for ELA instruction</li> </ul> | <ul style="list-style-type: none"> <li>90-minute uninterrupted ELA block</li> <li>30-minute additional block for ELA instruction</li> </ul> | <ul style="list-style-type: none"> <li>90-minute uninterrupted ELA block</li> <li>30-minute additional block for ELA instruction</li> <li>30-minute intervention block 2/week</li> <li>30-minute intensive intervention block 3/week</li> </ul> |                                   |
| <b>Students who score a level 1 on FAST Reading, but above the 30<sup>th</sup> percentile on NWEA, should be considered for administration of NWEA MAP Fluency (or another screening tool) to determine eligibility for a Diagnostic Assessment</b> |   |   |   |   |                                   |
|   | Additional Notes/Considerations <ul style="list-style-type: none"> <li>Students with ELL Plans and/or IEPs must still participate in all tiers of instruction based on the data</li> <li>Click <a href="#">HERE</a> for statute 1008.25, referencing substantial reading deficiencies.</li> </ul> |   |   |   |                                   |

**Eligibility Criteria and next steps for 3<sup>rd</sup> grade**

|             |   |  |   |  |
|-------------|---|--|---|--|
| <b>IF</b>   | Below 20 <sup>th</sup> Percentile on Universal Screener | Between 21 <sup>st</sup> – 29 <sup>th</sup> Percentile on Universal Screener | Above 30 <sup>th</sup> Percentile on Universal Screener & Level 1 or 2 on ELA state assessment  | Above 30 <sup>th</sup> Percentile on Universal Screener & 3+ on ELA state assessment |
| <b>Then</b> | Administer Diagnostic Assessment                        | Administer Diagnostic Assessment   | Look at additional data available, consider testing conditions, administer NWEA Map fluency to determine if a Diagnostic Assessment is needed | No additional steps needed   |

## 4<sup>th</sup> & 5<sup>th</sup> Grade

|   | Exceeds Grade level  | On Grade level  | Approaching   | Below Grade level   | Substantial Deficiency                |
|---|--|---|---|---|---------------------------------------|
|   |  |   |   | Strategic Instructional Plan Required   | Intensive Instructional Plan Required |
| Tiered Instruction (Tier 1 includes differentiation)  | Tier 1 + Enrichment/ Acceleration  | Tier 1  | Tier 1 with monitoring  | Tier 1 + Tier 2   | Tier 1 + Tier 2 + Tier 3              |
| NWEA MAP Universal Screener   | Above 80 <sup>th</sup> Percentile  | 50 <sup>th</sup> Percentile – 79 <sup>th</sup> Percentile                           | 21 <sup>st</sup> Percentile – 49 <sup>th</sup> Percentile   | 10 <sup>th</sup> – 20 <sup>th</sup> Percentile  | Below 10 <sup>th</sup> Percentile     |
| Instructional Minutes Required  | <ul style="list-style-type: none"> <li>90-minute uninterrupted ELA block</li> </ul>  | <ul style="list-style-type: none"> <li>90-minute uninterrupted ELA block</li> </ul> | <ul style="list-style-type: none"> <li>90-minute uninterrupted ELA block</li> <li>30-minute additional block for ELA instruction</li> </ul> | <ul style="list-style-type: none"> <li>90-minute uninterrupted ELA block</li> <li>30-minute additional block for ELA instruction</li> <li>30-minute intervention block 2/week</li> <li>30-minute intensive intervention block 3/week</li> </ul> |                                       |
| <b>Students who score a level 1 on FAST Reading, but above the 20<sup>th</sup> percentile on NWEA, should be considered for administration of NWEA MAP Fluency (or another screening tool) to determine eligibility for a Diagnostic Assessment</b> |  |   |   |   |                                       |
|   | Additional Notes/Considerations <ul style="list-style-type: none"> <li>Students with ELL Plans and/or IEPs must still participate in all tiers of instruction based on the data</li> </ul> |   |   |   |                                       |

### Eligibility Criteria and next steps for 4<sup>th</sup> and 5<sup>th</sup> grades

|             |   |  |  |
|-------------|---|--|--|
| <b>IF</b>   | Below 20 <sup>th</sup> Percentile on Universal Screener | Above 21 <sup>st</sup> Percentile on Universal Screener & Level 1 or 2 on FAST Reading   | Above 21 <sup>st</sup> Percentile on Universal Screener & 3+ on FAST Reading |
| <b>Then</b> | Administer Diagnostic Assessment                        | Look at additional data available, consider testing conditions, and/or administer NWEA Map fluency (or alternative) to determine if a Diagnostic Assessment is needed. | No additional steps needed   |

## 6<sup>th</sup> Grade – 8<sup>th</sup> Grade

|   | Exceeds Grade level  | On Grade level  | Approaching   | Below Grade level  | Substantial Deficiency  |
|---|--|---|---|--|---|
|   |  |   |   | Strategic Instructional Plan Required  | Intensive Instructional Plan Required   |
| Tiered Instruction (Tier 1 includes differentiation)  | Tier 1 + Enrichment/Acceleration   | Tier 1  | Tier 1 with monitoring  | Tier 1 + Tier 2  | Tier 1 + Tier 2 + Tier 3  |
| NWEA MAP Universal Screener   | Above 80 <sup>th</sup> Percentile  | 50 <sup>th</sup> Percentile – 79 <sup>th</sup> Percentile                     | 21 <sup>st</sup> Percentile – 49 <sup>th</sup> Percentile                     | 10 <sup>th</sup> Percentile – 20 <sup>th</sup> Percentile  | Below 10 <sup>th</sup> Percentile   |
| Instructional Minutes Required  | <ul style="list-style-type: none"> <li>50-minute minimum ELA block</li> </ul>  | <ul style="list-style-type: none"> <li>50-minute minimum ELA block</li> </ul> | <ul style="list-style-type: none"> <li>50-minute minimum ELA block</li> </ul> | <ul style="list-style-type: none"> <li>50-minute minimum ELA block</li> <li>30-minute intervention block 2/week</li> </ul> | <ul style="list-style-type: none"> <li>50-minute minimum ELA block</li> <li>30-minute intervention block 2/week</li> <li>30-minute intensive intervention block 3/week</li> </ul> |
| <b>Students who score a level 1 on FAST Reading, but above the 20<sup>th</sup> percentile on NWEA, should be considered for administration of NWEA MAP Fluency (or another screening tool) to determine eligibility for a Diagnostic Assessment</b> |  |   |   |  |   |
|   | Additional Notes/Considerations <ul style="list-style-type: none"> <li>Students with ELL Plans and/or IEPs must still participate in all tiers of instruction based on the data</li> </ul> |   |   |  |   |

## Eligibility Criteria and next steps for 6<sup>th</sup> grade – 8<sup>th</sup> grade

|             |   |  |  |
|-------------|---|--|--|
| <b>IF</b>   | Below 20 <sup>th</sup> Percentile on Universal Screener | Above 21 <sup>st</sup> Percentile on Universal Screener & Level 1 or 2 on FAST Reading   | Above 21 <sup>st</sup> Percentile on Universal Screener & 3+ on FAST Reading |
| <b>Then</b> | Administer Diagnostic Assessment                        | Look at additional data available, consider testing conditions, and/or administer NWEA Map fluency (or alternative) to determine if a Diagnostic Assessment is needed. | No additional steps needed   |

## 9<sup>th</sup> Grade and Beyond

|   | Exceeds Grade level   | On Grade level  | Approaching   | Below Grade level  | Substantial Deficiency  |
|---|---|---|---|--|---|
|   |   |   |   | Strategic Instructional Plan Required  | Intensive Instructional Plan Required   |
| Tiered Instruction (Tier 1 includes differentiation)  | Tier 1 + Enrichment/Acceleration  | Tier 1  | Tier 1 with monitoring  | Tier 1 + Tier 2  | Tier 1 + Tier 2 + Tier 3  |
| NWEA MAP administered to FAST level 1 & 2 students  | Above 80 <sup>th</sup> Percentile   | 50 <sup>th</sup> Percentile – 79 <sup>th</sup> Percentile                     | 21 <sup>st</sup> Percentile – 49 <sup>th</sup> Percentile                     | 10 <sup>th</sup> Percentile – 20 <sup>th</sup> Percentile  | Below 10 <sup>th</sup> Percentile   |
| Instructional Minutes Required  | <ul style="list-style-type: none"> <li>50-minute minimum ELA block</li> </ul> | <ul style="list-style-type: none"> <li>50-minute minimum ELA block</li> </ul> | <ul style="list-style-type: none"> <li>50-minute minimum ELA block</li> </ul> | <ul style="list-style-type: none"> <li>50-minute minimum ELA block</li> <li>30-minute intervention block 2/week</li> </ul> | <ul style="list-style-type: none"> <li>50-minute minimum ELA block</li> <li>30-minute intervention block 2/week</li> <li>30-minute intensive intervention block 3/week</li> </ul> |
| Students who score a level 1 on FAST Reading, but above the 20 <sup>th</sup> percentile on NWEA, should be considered for administration of NWEA MAP Fluency (or another screening tool) to determine eligibility for a Diagnostic Assessment |   |   |   |  |   |
| Additional Notes/Considerations   |   |   |   |  |   |
| <ul style="list-style-type: none"> <li>Students with ELL Plans and/or IEPs must still participate in all tiers of instruction based on the data</li> </ul>  |   |   |   |  |   |

### Eligibility Criteria and next steps for 9<sup>th</sup> grade and beyond

|             |   |  |                            |
|-------------|---|--|----------------------------|
| <b>IF</b>   | Level 1 or 2 on FAST Reading                          | Below 20 <sup>th</sup> Percentile on Prior NWEA MAP Reading data | Level 3+ on FAST Reading   |
| <b>Then</b> | Administer NWEA MAP Reading                           | Administer Diagnostic Assessment                                 | No additional steps needed |
| <b>IF</b>   | Below 20 <sup>th</sup> Percentile on NWEA MAP Reading |  |                            |
| <b>THEN</b> | Administer Diagnostic Assessment                      |  |                            |

(School Logo)

# Parent Handbook

Insert School Name

Pending Board Approval





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

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

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

#### **Charter Schools USA's Mission**

Relentless commitment to student greatness in school and in life.™

#### **Charter Schools USA's Promise**

Strong Minds, Good Hearts™

#### **CSUSA Values**

Purpose

Passion

Integrity

Grit



Aventura City of Excellence  
Bonita Springs Charter School  
Clay Charter Academy  
College Preparatory Academy at Wellen Park  
Collier Charter Academy  
Coral Springs Charter School  
Creskide 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 Schools – Upper and Lower  
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 Academy  
Renaissance Charter School at Boggy Creek  
Renaissance Charter School at Central Florida  
Renaissance Charter School at Central Palm  
Renaissance Charter School at Chickasaw Trail  
Renaissance Charter School at Cooper City  
Renaissance Charter School at Coral Springs  
Renaissance Charter School at Crown Point  
Renaissance Charter School at Cypress  
Renaissance Charter School at Goldenrod  
Renaissance Charter School at Hunter's Creek  
Renaissance Charter Schools at Pines  
Renaissance Charter School at Plantation  
Renaissance Charter School at Poinciana  
Renaissance Charter School of St. Lucie  
Renaissance Charter School at Summit  
Renaissance Charter School at Tapestry  
Renaissance Charter School at Tradition  
Renaissance Charter School at University  
Renaissance Charter School at Wellington  
Renaissance Charter School at West Palm Beach  
Renaissance Elementary Charter School  
Renaissance Middle Charter School  
Six Mile Charter School  
SouthShore Charter Academy  
Tradition Preparatory High School  
Union Park Charter Academy  
Warrington Preparatory Academy  
Waterset Charter School  
Winthrop Charter School  
Winthrop College Preparatory Academy  
Woodmont Charter School

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Pending Board Approval

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

### Principal Letter

(Insert letter from the principal specific to the school)

Pending Board Approval

## School Calendar

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

Pending Board Approval

### 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. Please refer to the required Parent Obligation (see....) medifor attendance requirements when choosing our charter school.
3. 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.
4. 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.
5. If an excused absence is required for more than 10 school days, the school will work with the family to consider hospital-homebound or other district alternatives.
6. 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.
7. 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.
8. A student must be present for a minimum of 4 hours of instructional time to be considered present.
9. Students with excused absences will have 10 days to complete make up work. Please note, students must be in physical attendance at school to receive mastery assignments and mastery grades.
10. 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

If an excused absence is required for more than 10 school days, the school will work with the family to consider hospital-homebound or other district alternatives. Please refer to the required Parent Obligation for attendance requirements when choosing our charter school.

### 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/early release 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 require 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/online through [INSERT LINK](#). 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

[As Per Florida Statute 1006.07\(2\)\(f\)](#) "Notice that use of a wireless communications device includes the possibility of the imposition of disciplinary action by the school or criminal penalties if the device is used in a criminal act. A student may possess a wireless communications device while the student is on school property or in

attendance at a school function; however, a student may not use a wireless communications device during instructional time, except when expressly directed by a teacher solely for educational purposes. A teacher shall designate an area for wireless communications devices during instructional time. Each district school board shall adopt rules governing the use of a wireless communications device by a student while the student is on school property or in attendance at a school function."

**(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, 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/available online in PowerSchool) 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 <sup>rd</sup> Grade – Grade 8:               | 1 hour (3:30 – 4:30)              |
| 3 <sup>rd</sup> Grade – 8 <sup>th</sup> Grade: | Saturday School (9:00-11:00 a.m.) |

### LEVELS OF DISCIPLINARY ACTION

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

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

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

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

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



- Alternative to External Suspension

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

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

#### AFTER-SCHOOL DETENTION

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

#### SATURDAY DETENTION

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

#### SUSPENSION

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

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

#### PERMANENT DISMISSAL

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

1. Possession, use of or transmission of a weapon including, but not limited to, a gun, knife, razor, explosive, ice pick or club.
2. Possession, use of or transmission of a substance capable of modifying mood or behavior.
3. Using any article as a weapon or in a manner calculated to threaten any person.
4. Committing a serious breach of conduct including, but not limited to, an assault on school personnel or on another pupil, making a threat or false

report, lewd or lascivious act, arson, vandalism or any other such act, which disrupts or tends to disrupt the orderly conduct of any school activity.

5. Engaging in less serious but continuing misconduct including, but not limited to, the use of profane, obscene or abusive language, or other acts that are detrimental to the educational function of the school and that have clearly transpired.

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

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

### Dismissal

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

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

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

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

### **Late Fee Schedule**

## K - 6

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

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

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

Examples of changes to child's dismissal plan:

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

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

## STUDENT PICK UP PROCEDURES

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

### PICK UP CAR TAGS

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

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

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

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

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

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 VIOLATIONS<sup>1</sup>

Level I – Verbal warning.

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

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

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

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

### SHIRTS

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

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

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

### HAIR and MAKE UP

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

### SHOES

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

### SOCKS

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

### BOTTOMS

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

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



## OUTERWEAR

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

## BELTS

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

## JEWELRY

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

## GENERAL

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

## Emergencies

### **Emergency situations and communications**

As we go through the school day, there could be a number of reasons to limit hallway movement within our school building or even restrict all access into or out of the building. A lock down does not automatically mean your child is in danger. Lock downs are used in an abundance of caution to assure our staff and students are secure. Our first priority during a lock down of any type is to secure the building and make sure all everyone is safe. As we are assessing the situation, we are not able to immediately call parents during this time. Law enforcement is immediately involved when placing the school on a Code Red lockdown. We must follow all directions from the local police at that time and they may ask us not to share any information to be sure we do not hinder the investigation. During a lockdown, no one is permitted in or out of the building, so parents should not come to the school to pick up their children unless they are advised to do so.

### **Possible reasons for lock downs:**

- Power outage
- Plumbing/water issues
- Weather issues (such as severe lightning and thunderstorms, tornado watches and warnings)
- Facility/maintenance issues
- Suspicious activity in the community
- Medical issue of a student or staff member that requires emergency transportation
- Rumors of threats/or a threat on campus
- Any actual emergency

This list is not inclusive, but gives you an idea of the types of situations that could trigger a lock-down. We understand lock downs can be troubling, especially to students. Although we know students may text you during a lock down with inaccurate information. Please trust that we will give you accurate and up-to-date information as quickly as possible.

### **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 through My School Bucks.

### **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.

**\*\*Parents identified to attend a field trip are required to have 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. All payments must be submitted through My School Bucks.

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. All payments must be submitted through My School Bucks. 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 must be paid online using My School Bucks
- Money will not be accepted at the front office.
- If you are a chaperone, no babies/siblings are allowed on the Field Trip.

### Grading Policy

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

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

### Grading Scale

The grading scale is as follows:

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

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

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

### Grievance Procedure

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

the following:

1. Carefully analyze the problem and obtain all of the facts.
2. Seek to resolve the problem with the teacher, if applicable, through appointment.
3. If you believe the problem is not resolved, meet with school administration.
4. If left unresolved, you should contact School Support, CSUSA at 954-202-3500.
5. If still unresolved, you should contact the Board of Directors. Please call the school for contact information.

For grievances related to Exceptional Student Education/Section 504 Disability, in addition to school based and CSUSA grievance procedures available to all students, you may also utilize the grievance procedure outlined in federal laws such as IDEA or Section 504 of the Rehabilitation Act of 1974 as amended by the Workforce Innovation and Opportunity Act.

### Hallway Behavior

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

### Home Learning Policy

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

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

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

These times are a guide and are based on the average child's ability and on concentrated, undistracted time for doing home learning. Some home learning assignments may take less time or may take slightly more time on any given day. A child who does not complete class work during school hours may have to complete

this work in addition to the home learning assignment. Reading Log requirements will be sent home by the teacher.

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

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

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

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

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

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

#### QUARTERLY AWARDS

High Honor Roll - All As or equivalent in academic subjects

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

#### END OF YEAR AWARDS

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

## Injury

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

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

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

## Instructional Books, Equipment, Materials, and Supplies

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

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

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

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

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

## Labels

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

## Lost and Found

Throughout the school year, items which have been lost are turned in. Many of our

problems would be solved if clothing and personal belongings were labeled with the student's name. Anytime a student loses an item, he/she may go to the "Lost and Found" to claim it. There are many items lost and never claimed each year. These items are donated monthly to various charitable institutions. Therefore, please label your child's personal belongings.

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

### Medication

The administering or dispensing of any medicines (including non-prescription medication) to students by employees of the school without specific written authorization by the physician & parents of the student is forbidden. If it is absolutely necessary that the child take any medication while he/she is in school, and a physician's form is not signed, the parent may come to the school to administer medication personally. A Physician's Form may be obtained from the school office. The medication will be kept in the office and will be administered by office personnel. Students are not allowed to have any medication (not even over-the-counter medication) in their possession. Parents must pick-up and drop-off medicine in the office. Students are responsible to come to the office at the appropriate time to ask for their medication. It is not the responsibility of the office staff to remind the student. Please inform your child's teacher of any medication procedures. In alignment with statute, a student may possess and use a medication to relieve headaches while on school property or at a school-sponsored event or activity without a physician's note or prescription if the medication is regulated by the United States Food and Drug Administration for over-the-counter use to treat headaches. Please consult with Principal regarding the policy regarding procedures for use.

### 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.<br>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 wellness 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 2024-2025

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

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

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

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

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

1. As a parent of a student at (School Name), my (our) commitment is to abide by the following resolutions:

- A. To recognize and embrace my role as the primary educator of my child.
- B. To participate in the parenting workshops as provided by the school.
- C. To attend all conferences scheduled with any member of the (School Name) staff.
- D. To participate in the Parent Volunteer Program for 20 hours for the first child and 10 hours for all other additional children. Recording of volunteer hours will be done on PowerSchool by the parent for credit. ½ of the hours must be completed before Winter Break and the second ½ by May 1<sup>st</sup>.
- E. To provide transportation to and from school for my child. I understand that if I am late picking up

my child, (School Name) is not responsible for my child's safety. If my child is continually tardy 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,

Charter Schools USA – Parent Handbook  
June 2024

(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

Pending Board Approval



## 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 investigation and take corrective action may supersede an individual's right to privacy.
- b. The parents of a person under the age of 18 who has filed a complaint of discrimination and/or harassment shall be notified within three (3) days of receipt of a complaint.

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

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

Pending Board Approval

## **Parental Rights in Education Policy**

**WHEREAS**, The 2022 Florida Legislature passed House Bill 1557, Parental Rights in Education which Governor Ron DeSantis signed into law on March 28, 2022 with an effective date of July 1, 2022.

**WHEREAS**, This Policy is to ensure the charter school governing board (the “Governing Board”) will comply with the newly amended Section 1001.42, Florida Statutes, relating to student welfare and procedures for notifying a student’s parent if there is a change in the student’s services or monitoring related to the student’s mental, emotional, or physical health or well-being and the school’s ability to provide a safe and supportive learning environment for the student.

**WHEREAS**, This Policy also provides the procedural requirements for the Governing Board and the relationship/duties of the School Board which serves as the Governing Board’s sponsor in relation to the parents fundamental right of parents to make decisions regarding the upbringing and control of their children. Nothing in this Policy is intended to prohibit parents from accessing any of their student’s education and health records created, maintained, or used by the Governing Board, as required by Section 1002.22(2), Florida Statutes.

**NOW THEREFORE**, The Governing Board, respecting and reinforcing the fundamental rights of parents to make decisions and control of their children and as required by Section 1001.42, Florida Statutes and further enumerated in Sections 1002.20 and 1014.04, Florida Statutes provides the following:

### **I. Notification Requirements**

The Governing Board shall notify and provide parents/guardians of the following information and services offered at the School at the beginning of each academic school year:

- a. That classroom instruction by school personnel or third parties on sexual orientation or gender identity may not occur in kindergarten through grade 3 or in a manner that is not age-appropriate or developmentally appropriate for students in accordance with state standards.
- b. Each health care service offered at their student’s school and the option to withhold consent or decline any specific service.
- c. Provide an option that parental consent to a health care service does not waive a parent’s right to access his or her student’s educational or health records or to be notified about a change in his or her student’s services or monitoring.
- d. Require consent from the parent/guardian before administering a student well-being questionnaire or health screening form to a student in kindergarten through grade 3.

### **II. Parent Grievance Procedures**

In the event a parent/guardian feels that any of the above actions in Section I(a-d) of this Policy has or has not occurred, the parent shall first email the principal or his or her designee regarding concerns which is believed to occur within his or her student’s school.

Upon receipt of the email and/or written correspondence from the student's parent/guardian, the principal or his or her designee shall immediately cause to be investigated whether a violation of Section 1001.42, Florida Statutes has occurred. The principal or his or her designee shall, within seven (7) calendar days after notification by the parent, provide a written summary of the investigative findings and any steps to be taken and available to both the School and the parent.

If the parent/guardian, within thirty (30) days after notification to the principal or his or her designee of the alleged violation of Section 1001.42, Florida Statutes, by the parent that the concern remains unresolved, the Governing Board shall appoint a third party (other than the principal or his or her designee) to investigate whether a violation of Section 1001.42, Florida Statutes has occurred or if there is a change in the student's services or monitoring related to the student's mental, emotional, or physical health or well-being and/or the school's ability to provide a safe and supportive learning environment for the student and such change has not been properly communicated to the Parent.

The Governing Board shall receive the summary of findings from the third party and report the findings to the School Board for the School Board to make a final determination of whether a violation of Section 1001.42, Florida Statutes has occurred or if there is a change in the student's services or monitoring related to the student's mental, emotional, or physical health or well-being and/or the school's ability to provide a safe and supportive learning environment for the student and such change has not been properly communicated to the Parent.

If a concern is not resolved by the School Board, a parent may:

- a. Request the Commissioner of Education to appoint a special magistrate who is a member of The Florida Bar in good standing and who has at least 5 years' experience in administrative law; or
  - i. The special magistrate shall determine facts relating to the dispute over the School's and School Board's procedure or practice, consider information provided by the school, and render a recommended decision for resolution to the State Board of Education within 30 days after receipt of the request by the parent.
  - ii. The State Board of Education must approve or reject the recommended decision at its next regularly scheduled meeting that is more than 7 calendar days and no more than 30 days after the date the recommended decision is transmitted.
  - iii. The costs of the special magistrate shall be borne by the school district.
- b. Bring an action against the school district to obtain a declaratory judgment that the school district procedure or practice violates this paragraph and seek injunctive relief. A court may award damages and shall award reasonable attorney fees and court costs to a parent who receives declaratory or injunctive relief.

### **III. Required Communication from Charter School**



In the event a charter school principal or the principal's designee is directed to notify a parent by the Governing Board pursuant to this Policy, the charter school principal or the principal's designee shall make a reasonable attempt to meet and with the student have the student discuss the issues relating to their upbringing with their parents **prior** to the formal written notification to the student's parent/guardian.

For purposes of this policy, “a reasonable attempt to notify” means the exercise of reasonable diligence and care by the principal or the principal’s designee to make contact with the student’s parent, guardian, or other known contact whom the student’s parent or guardian has authorized to receive notifications.

At a minimum, the principal or the principal’s designee must take the following actions:

- a. Use available methods of communication to contact the student’s parent, guardian, or other known emergency contact, including but not limited to, telephone calls, text messages, e-mails, and voice mail messages following the notification of a when there is a change in the student’s services or monitoring related to the student’s mental, emotional, or physical health or well-being and/or the school’s ability to provide a safe and supportive learning environment for the student.
- b. Document the method and number of attempts made to contact the student’s parent, guardian, or other known emergency contact, and the outcome of each attempt.

A principal or his or her designee who successfully notifies any other known emergency contact may share only the information necessary to alert such contact that the parent or caregiver must be contacted. All such information must be in compliance with federal and state law.

#### **IV. Delayed Communication from Charter School**

The principal or the principal’s designee may delay notification pursuant to this Policy if:

- a. The principal or the principal’s designee deems the delay to be in the student’s best interest and if there is knowledge, suspicion, or reason to suspect that such notification may result in abuse, abandonment, or neglect; or
- b. The principal or the principal’s designee reasonably believes that such delay is necessary to avoid jeopardizing the health and safety of the student.

#### **V. Conflict of Law**

This policy is intended to supplement Sections 1001.41, 1002.20 and 1014.04, Florida Statutes. If there is any provision of this policy which conflicts with and Florida Statute, the Florida Statute shall control. In the event the Department of Education updates, as necessary, school counseling frameworks and standards; educator practices and professional conduct principles; and any other student services personnel guidelines, standards, or frameworks in accordance with the requirements of this act, the Governing Board shall adopt and incorporate

such updated frameworks and standards in compliance with this Policy, Florida Administrative Code, and Florida Statutes.

VI. **Effective Date.**

This policy became effective July 1, 2022. The Governing Board reserves the right to change provisions of this Policy at any time in the future.

Pending Board Approval

(School Logo)

(School Name)

Serving Grades K-8

(School Address)

Phone: ( xxx)- xxx-xxxx

Fax Number: ( xxx)- xxx-xxxx

(School Website)

Pending Board Approval