



Board of Directors' Meeting

**Tuesday, August 3, 2021
2:00 PM**



Four Corners Charter School, Inc.

Tuesday, August 3, 2021 | 2:00pm
Four Corners Charter School
9100 Teacher Lane
Davenport, FL 33897



Board Meeting Agenda

Call to Order

Roll Call

- I. Administrative**
 - Approval of Board Meeting Minutes June 8, 2020

- II. CSUSA Strategic Priorities Reports**
 - Principal Report

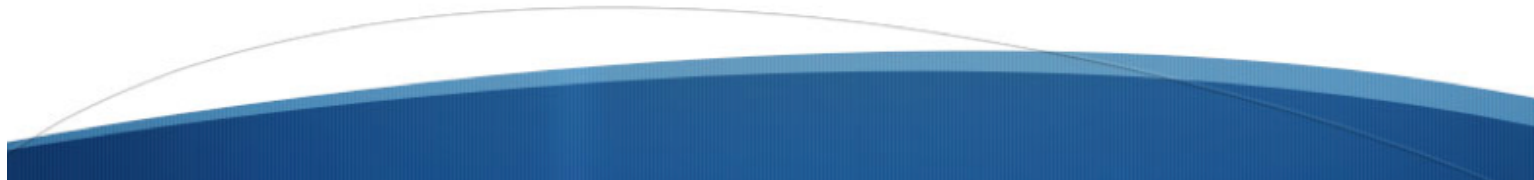
- III. Financials**
 - Q4 FCCS Financial Review

- IV. Old Business**
 - Security Policies
 - Security Coverage
 - Parent Student Handbook Addendum

- V. New Business**
 - School Accountability Vote-Opt In
 - Evaluation Plan
 1. Instructional
 2. Leadership

- VI. Public Comments**
- VII. Adjournment**

◀ **Next Meeting: October 5, 2021 at 2pm** ▶



BOARD MEETING MINUTES

Name of Foundation: Four Corners Charter School, Inc.
Board Meeting: Tuesday, June 8, 2020
School(s): Four Corners Charter School

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

Date:	Start	End	Next Meeting:	Next time:	Prepared by:
June 8, 2020	2:03pm	3:26pm	TBA	2pm	R.Weaver
Meeting Location:					
Four Corners Charter School, 9100 Teacher Lane, Davenport, FL 33897					

Attended by:	
Board Members: Clarence Thacker, Chair Jim Miller, Director Julian Melendez, Director Teresa Castillo, Director Absent: Mollie Cunningham, Director	Other Attendees: Migdalia Gonzalez, Sr. Accountant – Osceola County School District Rita Weaver, Board Governance Director Lisanne Morton, Finance Director – CSUSA Penny Walcott, North Region Finance Director CSUSA Denise Thompson, Principal Yolanda Thomas, Director of Strategic Planning, CSUSA

CALL TO ORDER

Pursuant to public notice, the meeting commenced at 2:03 p.m. with a Call to Order by Chair Clarence Thacker. Roll call was taken, and quorum established.

I. ADMINISTRATIVE

Approval of Board Meeting Minutes

- The Board reviewed the minutes of the May 4, 2021 meeting.

MOTION: Motion was made by Terry Castillo and seconded by Julius Melendez to approve the minutes of the May 4, 2021 for Four Corners Charter School, Inc. Board Meeting. Motion was approved unanimously. (4-0, 1 absent)

II. CSUSA Strategic Priorities Reports

School Report

- Principal Thompson discussed the Summer Bridge Program focusing on K-11 and working closely with the 3rd grade and closing the gap for online learners as well as introducing BEST practices for the upcoming school year. The Board discussed the Osceola Sheriff offices decision to withdraw support from charter schools and advise that the charter schools need to hire guardians.
- Yolanda Thomas, Director of Strategic Planning reviewed the Spring Surveys with the Board.

III. FINANCIALS

FY21 Audit Engagement Letter

- Migdalia Gonzalez reviewed the Audit Engagement Letter from Moss Krusick and Advisors for FCCS, Inc. and Four Corners Charter School.

MOTION: Motion was made by Julius Melendez and seconded by Terry Castillo to approve the FY21 Audit Engagement Letters for Four Corners Charter School and Four Corners Charter School, Inc. and Moss Krusick and Advisors, as presented. Motion was approved unanimously. (4-0, 1 absent)

Q3 Financial Review and FY21 Budget Amendment for FCCS

- Penny Walcott reviewed the Q3 Financials and the FY21 Budget Amendment for Four Corners Charter School and all questions were answered by Ms. Walcott.

MOTION: Motion was made by Jim Miller and seconded by Julius Melendez to approve the Q3 Unaudited Financial Review and the FY21 Budget Amendment for Four Corners Charter School, as presented. Motion was approved unanimously. (4-0, 1 absent)

FY22 Preliminary Budget Review FCCS

- Penny Walcott reviewed the FY22 Preliminary Budget Review for Four Corners Charter School which included utilizing the ESSER II Grant allocations as well as the operating budget. Ms. Walcott advised that the budget was conservative as the state still has not released the allocations from ESSER II.

MOTION: Motion was made by Julius Melendez and seconded by Jim Miller to approve the FY22 Preliminary Budget Review for Four Corners Charter School, as presented. Motion was approved unanimously. (4-0, 1 absent)

FY22 Preliminary Budget Review FCCS, Inc.

- Migdalia Gonzalez reviewed the FY22 Preliminary Budget Review for Four Corners Charter School, Inc. and all questions were answered by Ms. Gonzalez.

MOTION: Motion was made by Julius Melendez and seconded by Jim Miller to approve the FY22 Preliminary Budget Review for Four Corners Charter School, Inc., as presented. Motion was approved unanimously. (4-0, 1 absent)

IV. OLD BUSINESS

Security Coverage Summer Bridge

- The board reviewed the contract signed by Mr. Thacker to provide security coverage during summer bridge programming to ensure compliance with the FS1006.12.

MOTION: Motion was made by Julius Melendez and seconded by Terry Castillo to ratify the Security Coverage Amendment for Four Corners Charter School, Inc., as presented. Motion was approved unanimously. (4-0, 1 absent)

Four Corners Charter School, Inc.

V. NEW BUSINESS

FSS 1006.12 and FSS 30.15

- The Board reviewed these statutes and how they pertain to Four Corners Charter School, Inc. and the responsibilities to provide security coverage as well as the Osceola Sheriff Department's announcement that they would not provide coverage for Charter Schools.

FY22 School Year

Parent Facilitator Appointment

MOTION: Motion was made by Terry Castillo and seconded by Jim Miller to appoint Evelyn Cordero as the Parent Facilitator for Four Corners Charter Elementary School, as presented. Motion was approved unanimously. (4-0, 1 absent)

Innovative Blended Learning

Innovative Learning Pilot

- Rita Weaver reviewed with the board the new legislature from the session which should be signed by July 1, 2021, by Governor DeSantis. Senate Bill 1028 provides for curriculum changes to align with what is being done under the current Executive Order. Senate Bill 1108 creates the Innovative Blended Learning and Real-Time Student Assessment Pilot Program, which involves the combination of in-person and remote students in the same classroom environment. Mrs. Weaver outlined that CSUSA intends to leverage its best teachers and Principals to implement blended learning to enhance its core curriculum.

MOTION: Motion was made by Julius Melendez and seconded by Terry Castillo to approve and education model that has a blended learning element, as presented. Motion was approved unanimously. (4-0, 1 absent)

MOTION: Motion was made by Terry Castillo and seconded by Julius Melendez to direct CSUSA to apply for the Innovative Blended Learning Pilot with the Florida Department of Education, as presented. Motion was approved unanimously. (4-0, 1 absent)

Security Policies

- Continuing its conversation regarding statutes, the Four Corners Charter School, Inc. tabled this item by consent.

Parent/Student Handbook

- The Board reviewed the draft of the Parent/Student Handbook and discussed the highlighted edits to be made to customize for the school.

MOTION: Motion was made by Terry Castillo and seconded by Jim Miller to approve the Parent/Student handbook with highlighted edits for Four Corners Charter School, as presented. Motion was approved unanimously. (4-0, 1 absent)

Enrollment Policy

- The Board reviewed the enrollment policy

MOTION: Motion was made by Julius Melendez and seconded by Jim Miller to approve the Enrollment Policy for Four Corners Charter School, as presented. Motion was approved unanimously. (4-0, 1 absent)

Security Coverage

- The Board discussed the cost of the Dynamic Security contract and the cost of having an Osceola Sheriff officer as well as the increase in cost as the county would no longer be contributing towards that cost. Osceola Sheriff's Office are not offering SRO contracts to Charter Schools. The Board tabled this on consent and would meet as soon as practically possible. Mrs. Weaver would send a draft of the contract with Dynamic Security.

Mental Health Plan

- The Board reviewed the Mental Health Plan for Four Corners Charter School

MOTION: Motion was made by Terry Castillo and seconded by Jim Miller to approve the Parent/Student handbook with highlighted edits for Four Corners Charter School, as presented. Motion was approved unanimously. (4-0, 1 absent)

2021-2022 Board Meeting Calendar

- The Board reviewed the 2021-2022 Board Meeting Calendar.

MOTION: Motion was made by Julius Melendez and seconded by Terry Castillo to approve the 2021-2022 Board Meeting Calendar for Four Corners Charter School, Inc., as presented. Motion was approved unanimously. (4-0, 1 absent)

VI. PUBLIC COMMENTS

- There were no public comments.

VII. ADJOURNMENT

Chairman, Clarence Thacker adjourned the June 8, 2021 Four Corners Charter School, Inc. Board Meeting at 3:26 p.m.

Clarence Thacker, Chairman

Date: _____

FCCS-Four Corners Charter School (Rollup)
Actual vs. Budget Unaudited Financials
For the Period Ended 06/30/2021

	YTD Actual	YTD Budget	Variance	% Variance
ENROLLMENT (per school's record)	995	1,020	(25)	-2%
ENROLLMENT (per funding source)	995	1,020	(25)	-2%
RATE PER STUDENT	\$ 7,281	\$ 7,269	\$ 11	0%
REVENUES				
Earned Capitation				
State/Local Per Student Funding	\$ 7,247,309	\$ 7,414,564	\$ (167,254)	-2%
Federal Grants	107,675	466,584	(358,909)	-77%
State/Local Grants	25,418	17,997	7,422	41%
Capital Outlay Funding	663,661	663,659	2	0%
Total Earned Capitation	8,044,064	8,562,803	(518,740)	-6%
Before and Aftercare Revenue	246,216	260,510	(14,294)	-5%
Interest Income	276	351	(75)	-21%
TOTAL REVENUES	8,290,555	8,823,664	(533,109)	-6%
EXPENSES				
Cost of Compensation				
School Leadership	205,825	174,012	(31,813)	-18%
Administrative	139,761	140,412	651	0%
Teachers	2,067,874	2,129,357	61,483	3%
ESE/Special Education	28,624	30,302	1,678	6%
Resource Teachers	53,941	54,689	748	1%
Guidance	53,337	53,819	482	1%
Other Support	32,201	39,372	7,171	18%
Substitute Teachers	511,893	424,914	(86,979)	-20%
Aides - Instructional	57,355	52,069	(5,287)	-10%
Other Support/Aides	101,567	104,319	2,753	3%
Aftercare	77,224	69,267	(7,957)	-11%
Nurse	21,754	22,557	803	4%
Plant Operations	10,580	16,906	6,326	37%
Tutoring	5,902	25,207	19,305	77%
IT Support	46,817	40,614	(6,203)	-15%
Bonuses	86,186	81,800	(4,386)	-5%
Stipends	77,083	72,706	(4,377)	-6%
Contracted SPED - Instruction	72,406	75,891	3,485	5%
Total Taxes & Benefits	845,441	796,228	(49,213)	-6%
Total Cost of Compensation	4,495,773	4,404,443	(91,330)	-2%

FCCS-Four Corners Charter School (Rollup)
Actual vs. Budget Unaudited Financials
For the Period Ended 06/30/2021

	YTD Actual	YTD Budget	Variance	% Variance
Professional Services				
Legal Fees	4,131	9,510	5,379	57%
Accounting Services - Audit	8,200	8,200	-	0%
Outside Staff Development	12,540	38,533	25,993	67%
Personnel Management	109,215	109,215	-	0%
Finance & Accounting Services	72,628	72,628	-	0%
Educational Intellectual Property	145,802	145,802	-	0%
Procurement/Vendor Management	36,587	36,587	-	0%
Support Center General Overhead	181,843	181,843	-	0%
Computer Service Fees	103,727	103,727	-	0%
Fee to Charterholder	257,354	573,355	316,001	55%
Fee:County School Board	91,273	90,865	(408)	0%
Professional Fees - Other	7,280	14,000	6,720	48%
Advertising/Marketing Exp	30,601	28,300	(2,302)	-8%
Staff Recruitment	983	1,152	169	15%
Total Professional Services	1,062,166	1,413,717	351,551	25%
Vendor Services				
Contracted Pupil Transportation	152,020	219,769	67,749	31%
Extra-Curricular Activity Events	-	2,000	2,000	100%
Drug Testing Fees	62	60	(2)	-3%
Licenses & Permits	855	380	(475)	-125%
Bank Charges & Loan Fees	6,357	6,470	112	2%
Contracted Custodial Services	217,573	216,080	(1,493)	-1%
Contracted Security	87,527	75,000	(12,527)	-17%
Contracted Mental Health	20,379	38,759	18,379	47%
Total Vendor Services	484,774	558,518	73,744	13%
Administrative Expenses				
Travel / Auto / Meals / Lodging/Airfare	2,479	6,378	3,899	61%
Business Expense - Other	15	-	(15)	-100%
Dues & Subscriptions	5,455	13,714	8,259	60%
Printing & Copying	4,029	4,029	-	0%
Office Supplies	23,267	24,823	1,556	6%
Medical Supplies	8,154	19,166	11,012	57%
Student Uniform Expense	-	176	176	100%
In-house Food Service	-	1,100	1,100	100%
Bad Debt Expense	1,499	1,329	(170)	-13%
Total Administrative Services	44,898	70,715	25,817	37%

FCCS-Four Corners Charter School (Rollup)
Actual vs. Budget Unaudited Financials
For the Period Ended 06/30/2021

	YTD Actual	YTD Budget	Variance	% Variance
Instruction Expense				
Textbooks	16,295	33,144	16,849	51%
Instructional Licenses	27,538	47,728	20,190	42%
Consumable Instr. Supplies & Equip.-Students	-	12,514	12,514	100%
Consumable Instr. Supplies & Equip.-Teachers	10,260	17,148	6,888	40%
Library & Reference Books	4,735	4,676	(59)	-1%
Testing Materials	13,369	15,777	2,408	15%
Total Instruction Expense	72,197	130,987	58,790	45%
Other Operating Expenses				
Telephone/Internet/Cable/Satellite	51,211	41,868	(9,343)	-22%
Postage & Express Mail	1,704	1,713	9	1%
Electricity & Natural Gas	172,626	173,822	1,197	1%
Water & Sewer	20,033	21,064	1,031	5%
Waste Disposal	68,910	68,198	(712)	-1%
Pest Control	2,738	5,500	2,762	50%
Maintenance & Cleaning Supplies	53,990	43,500	(10,490)	-24%
Building Repairs & Maintenance	419,316	391,464	(27,852)	-7%
Common Area Maintenance [CAM]	-	1,020	1,020	100%
Equipment Repairs & Maintenance	1,540	-	(1,540)	-100%
Miscellaneous Expenses	6,697	4,347	(2,350)	-54%
Total Other Operating Expenses	798,766	752,497	(46,269)	-6%
Fixed Expenses				
Office Equipment - Leasing Expense	18,988	29,866	10,878	36%
Property & Liability Insurance	94,778	105,561	10,783	10%
Rent Expense	1,055,346	1,055,347	1	0%
Total Fixed Expenses	1,169,112	1,190,774	21,662	2%
TOTAL EXPENSES	8,127,685	8,521,650	393,965	5%
Operating Surplus/(Deficit)	162,870	302,014	(139,144)	-46%
Non-Operating Expenses				
Capital Expenditures (NonCap)	21,096	33,463	12,367	37%
Capital Expenditures (Capitalized)	141,934	266,699	124,765	47%
CHANGE IN FUND BALANCE	(160)	1,852	(2,012)	-109%

FOUR CORNERS CHARTER SCHOOL, INC.

MASTER SCHOOL SAFETY PLAN

[Revised: 5/18/2021]

INTRODUCTION

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

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

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

FCCS Shall Designate a School Safety Officer who shall:

1. Review policies and procedures for compliance with state law and rules, including the timely and accurate submission of school environmental safety incident reports.
2. Provide the necessary training and resources to students and school staff in matters relating to youth mental health awareness and assistance; emergency procedures, including active shooter training; and school safety and security
3. Serve as the Board’s liaison with local public safety agencies and national, state, and community agencies and organizations in matters of school safety and security
4. Conduct a school security risk assessment at each FCCS school using the Florida Safe Schools Assessment Tool. Based on the assessment findings, the School Safety Officer shall provide recommendations to the board which identify strategies and activities that the board should implement in order to address the findings and improve school safety and security. Annually, the board must receive such findings and the School Safety Officer’s recommendations at a publicly noticed board meeting to provide the public an opportunity to hear the board members discuss and take action on the findings and recommendations. School Safety Officer shall report such findings and board action to the Office of Safe Schools within 30 days after the board meeting.
5. School Safety Officer shall coordinate with the appropriate public safety agencies, as defined in s. 365.171 that are designated as first responders to a school’s campus to conduct a tour of such campus once every 3 years and provide recommendations

related to school safety. The recommendations by the public safety agencies must be considered as part of the recommendations by the School Safety Officer pursuant to paragraph 4 above.

I. GENERAL PROCEDURES

FCCS 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.

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

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

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

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

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

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

Schools shall implement a procedure to ensure that upon transfer to a different school, the threat assessment team verifies that any intervention services provided to the student remain in place until the threat assessment team of the receiving school independently determines the need for intervention services.

a. Emergency Management Safety Plans

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

b. Building Information for Public Safety Agency/First Responders

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

c. Building-Level Emergency Protocols

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

- Holding students, staff, and visitors at their current locations so short-term emergencies on campus can be dealt with;
- Evacuating students, staff, and visitors to predesignated evacuation staging areas, on and off campus;
- Sheltering students, staff, and visitors from severe weather emergencies or other external hazards;
- Locking-out the school from external hazards, such as dangerous police activities, suspicious persons, or other outside threats;
- Locking-down inside rooms from internal threats, such as an active attacker, shooter, or armed intruder;
- Reunifying students with their parents/guardians during emergency situations;

- Establishing redundant internal and external emergency communication systems, including an anonymous reporting system for students;
- Establishing a chain of command at the school consistent with the National Incident Management System (NIMS);
- Coordinating mental health services to assure that the school has access to federal, state, and local mental health resources;
- Conducting safety drills and other exercises to test elements of the emergency management plan; and
- Securing and restricting access to the campus and/or building, including the roof and a policy identifying who is allowed access to the roof
- A system of emergency mass communication throughout the school
- A campus access policy

d. Daily Measures/Accountability

In addition to the preceding emergency protocols, all staff members are expected to adhere to common sense basic safety measures. These measures must be performed daily by school staff and become part of the “school culture” with the purpose of creating a safe school environment. Required daily safety measures include:

- All authorized staff members will carry their classroom/office keys/swipe cards at all times;
- All staff members will wear a School -issued photo identification badges and/or wear a School -issued shirt displaying the School logo;
- Each teacher/staff member who occupies a room or area must scan the room or area upon first entering. If the door is open, the classroom teacher will remain near the door until it is closed. Classroom doors will remain locked at all times unless the teacher is physically standing at the doorway;
- The principal (or designee) will be notified immediately if anything looks suspicious on campus;
- After the designated start time of the school day, each school will be appropriately secured;
- All visitors must report to each building's designated access control entry point(s), such as a security station before being allowed to proceed further into the building;

- All contractors assigned to work in any building must comply with the Jessica Lundsford 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.

II. PREVENTION AND INTERVENTION STRATEGIES

a. 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. FCCS Organizational Chain of Command

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

- Area Directors
- Deputy of Schools
- CSUSA General Counsel

d. Student Transportation Safety

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

e. Intervention Strategies

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

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

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

III. CONTACTING LAW ENFORCEMENT

Local first responders are an integral part of the School's ability to manage crisis situations. The Principal (or designee) shall meet at least annually with respective law

enforcement officials to review current policies and procedures, make recommendations for changes, if any, and plan for building-level training for both law enforcement and school staff. In addition, each principal shall establish a working relationship with local first responders and other security and emergency management professionals to discuss appropriate safety/security policies and procedures, including the reporting of incidents to appropriate authorities.

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

Beginning in the 2021-22 school year, all CSUSA schools will have immediate access to 911 emergency response through their mobile mass notification alert system in accordance with Alyssa's Law in all Florida schools.

IV. CONTACTING PARENTS/GUARDIANS

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

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

V. Physical Building Security

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

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

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

- Ongoing visual inspections and systematic maintenance of security systems, alarms, telephone and emergency communications systems, and locking devices will be performed;
- Basic emergency procedures will be posted inside every classroom;
- Unoccupied classrooms, offices, and closets will be secured;
- Gates and/or fences around the school's perimeter will be secured, unless staffed or monitored by CCTV;
- Schools will store at least one AED on site;
- Schools will store at least ten trauma kits inside the building/campus.

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

VI. Building Safety/Security

a. Staff Development and Student Management Issues

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

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

b. School Safety and Security Training

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

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

Other training shall be implemented as follows:

1. Employees

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

- Crisis intervention training;

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

2. Students

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

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

a. Program to Improve Communication

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

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

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

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

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

b. Response to Reports of Potentially Violent Incidents

When a student or staff member becomes aware of implied or direct threats of violence by other students, he or she must report the threat immediately to a teacher, principal, the principal's designee, or other responsible adult at the school. The principal (or designee) shall investigate the report and determine if it is necessary to convene the Threat Assessment Team

in order to make further inquiries about the threat. At the conclusion of a threat assessment investigation, the principal (or designee) shall consult the Florida State Director (or designee) to determine appropriate management which includes referrals, services and necessary follow up actions for the student. Disciplinary action, if any, will be in accordance with school policy and state laws.

c. Response to acts of violence

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

d. Communicating with Media

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

Appendix A - Safety and Security Standard Operating Procedures

Appendix B - Risk Management School Safety Committees

Appendix C – Active Assailant/Shooter Procedures

Appendix D – MSD Security Policies Checklist

Appendix A

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

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

Safety and Security Solutions

School Emergency Management Plan Solution

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

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

School Threat Assessment Solution

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

School employees that are members of the school threat assessment team are required to complete the digital threat assessment team training course by August 30th of each year. Newly hired employees – that will be assigned to the threat assessment team - are required to complete the digital threat assessment team training course within 15 days of hire. The principal (or designee) will manage the threat assessment program. They are responsible for providing members of the threat assessment team access to the digital training and ensuring they complete the training in a timely manner. If the school threat assessment team is activated and

performs a threat assessment investigation, the principal (or designee) shall notify the Florida State Director (or designee) to inform them that a threat case was opened on a student of concern. The principal can start a threat assessment investigation if they deem it necessary without contacting the Florida State Director in advance. At the conclusion of a threat assessment case, the principal should consult with the Florida State Director (or designee) to discuss the appropriate post-assessment management of the student of concern. Disciplinary action, if any, will be in accordance with school policy. The principal – and threat assessment team - should use the threat assessment software tool when conducting threat assessments. Reports of potentially violent incidents shall be shared with local law enforcement as soon as possible.

School Emergency Preparedness Training Solution

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

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

TAP App Emergency Communication Solution

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. *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.

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

shooter/assailant or armed threat. School employees are permitted to possess their mobile phones during the school day to be used during emergency situations.

Access to TAP App Student can be offered to students in 5th Grade and above. School administrators at each school will determine the appropriateness for students accessing the anonymous reporting app on a student-by-student basis. School administrators should reference the document entitled, "TAP App Student Implementation Procedures" before implementing the student app at their school.

TAP App Student Implementation Procedures

Introduction

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

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

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

Anonymous Student Reporting Procedures

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

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

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

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

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

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

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

Speak Out. If your child has a smart device, please encourage your children to download App.

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

School Safety Training and Procedures

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

In addition to Crisis Intervention, Emergency Response, Bullying Prevention/Intervention, and Active Shooter/Assailant Preparedness Training, provided to employees digitally, the following is a list of training topics certain school employees should receive: Stop the Bleed Training, First Aid/CPR/AED Training, Bullying Prevention Training, Threat Assessment Team Training, Mental Health First Aid Training, and Situational Awareness Training and Reunification.

Access Control and Visitor Screening

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

Schools will perform access control and visitor screening.

Access to the Campus:

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

Access to the Building:

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

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

School Safety Drills

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

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

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

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

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

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

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

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

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

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

Physical Building Security

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

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

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

Basic emergency procedures will be posted inside every classroom.

Unoccupied classrooms, offices, and closets will be secured.

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

Schools will store at least one AED on site.

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

Contacting Law Enforcement

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

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

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

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

Lockdown and Classroom Hard Corners

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

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

During a lockdown, staff members will: ensure the classroom door is secured/locked (doors should remain locked during the school day). Move everyone to an area of the room that is out-of-the-line-of-sight from someone looking into the room from the hallway (this is known as a

safe spot or hard corner). If safe to do so, access into the classroom can be impeded by barricading the door or moving furniture (i.e. desks, chairs, shelves) in front of the doorway to impede someone from easily gaining access to the room.

Daily Safety Measures at School

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

Required daily safety measures include:

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

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

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

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

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

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

Supervising Students Outside the Classroom

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

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

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

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

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

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

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

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

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

Appendix B

RECS Risk Management School Safety Committees

Appendix C

Active Assailant/Shooter Procedures

Overview

Following the tragic event that took place at Marjory Stoneman Douglas High School in Parkland, Florida, Governor DeSantis signed Executive Order 19-45, entitled “Ensuring the Safety of Our Children in Our Schools.” Although it is true that school safety has improved significantly over the years, there are still several questions and concerns from parents, staff, and the community regarding school safety. Targeted violent attacks at schools still occur from time to time and schools are continuously taking assertive steps to prevent attacks. However, if prevention efforts fail, schools must have viable plans in place to minimize the negative impacts an active assailant/shooter could have on a school. This has resulted in the State of Florida mandating all schools establish active assailant/shooter procedures.

Purpose

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

Concept

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

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

Preparedness

Preparedness activities take place before an emergency occurs. This includes the continuous cycle of planning, training, drilling, and evaluating in an effort to prepare the school for an emergency, such as an active assailant/shooter. Here are a few ways the school can become better prepared:

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

Recommended Procedures

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

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

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

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

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

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

- ▶ Lock the door, if it is not already locked. Barricade or obstruct the doorway with available furniture, if safe to do so
- ▶ Direct students to quickly move to the hard corner inside the room
- ▶ Instruct students to remain quiet (i.e. silence cell phones, no talking)
- ▶ If there are injured students, provide first aid and report injuries by calling 911
- ▶ Be prepared to defend yourself and students if the assailant gets into the room
- ▶ Do not unlock the door or leave the classroom until directed to do so by a law enforcement officer who is on scene

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

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

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

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

- ▶ Be prepared to defend themselves if the assailant gets into the room

General Safety Recommendations

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

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

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

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

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

- ▶ **Alert:** students are notified someone of danger is in the building. Stop, look and listen to the teacher for all directions.

- ▶ Lockdown: Remain quiet and stay out of sight
- ▶ Inform: Let others know of the danger if possible
- ▶ Counter: If the danger enters the classroom, throw items at the assailant, run in a zig-zag 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 CSUSA Response

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

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

- a. Pursuant to DOE's August 1, 2019 memo, a standardized, statewide behavioral threat assessment instrument for use by all public schools, including charter schools, which addresses early identification, evaluation, early intervention, and student support has been developed. The Comprehensive Student Threat Assessment Guidelines (CSTAG) (F.S 1006.07(7)) are part of every CSUSA schools' threat assessment process. Training is provided annually.
- 14. All TATs should be comprised of specific (static) members, with at-large positions in each case for school personnel with personal knowledge of the child. TATs should be required to meet at least monthly and be proactive, not just reactive. The TATs should receive regular training on threat assessments.
 - a. Pursuant to CSUSA policy all TATs are required to meet monthly to discuss ongoing and future threats to the school. FDOE is in the process of creating a rule (to be presented to the DOE Board for approval in June, 2021) to clarify the monthly requirement. CSUSA requires that all monthly TAT meetings for the coming 21/22 school year are logged into the CLPS software and documented.
- 15. All school personnel should receive mandated training on behavior indicators that should be referred to the TAT for assessment. Reporting observed behaviors to the TAT should be mandatory. There should be sanctions for non-reporting.
 - a. All CSUSA school personnel are required to take mandatory threat assessment training annually and report all possible threats in the CLPS threat assessment platform.
- 16. The annual districtwide FSSAT should specifically set forth the physical site security priorities for the district in descending order of priority.
 - a. CSUSA requires that every school's FSSAT is reviewed annually by the Director of Security and security priorities are set forth in descending order of priority. In consultation with Facilities and IT, cost projections for security upgrades are presented for possible security grant allocations.
- 17. School Districts must ensure that each school accurately reports all required SESIR incidents and that underreporting is eliminated. School districts should be held accountable for accurate reporting, and the districts should hold their administrators accountable.
 - a. CSUSA policy requires every school exceed state SESIR mandates and have at least two (2) trained SESIR staff.
- 18. Campuses should have single ingress and egress points to the extent that is consistent with this level's criteria of minimal cost.
 - a. CSUSA requires all schools maintain a single ingress and egress points at drop off and pickup.
- 19. Interior access should be limited by co-locating Attendance, Guidance, Main Office and other public business offices.
 - a. CSUSA school co-locate main office personnel and staff.
- 20. Clear signs should direct visitors to appropriate entry points. All entry/exit doors should indicate a closed campus and direct visitors to report to the front office.

- a. CSUSA schools have adequate signage and security grant monies over the past two years have supplemented those schools that require additional signage.
- 21. Install a door alert or notification system to the main entry for visitor control. Non-essential visitors should be limited and when allowing visitors they should be required to show positive identification, state their purpose for entering the school, be issued a visitor badge and, when appropriate, have a staff escort during the entire time the person is inside the school.
 - a. CSUSA schools have a door notification system in place. A written visitor policy has been created for all CSUSA schools that each school must acknowledge annually through their EMSP.
- 22. Visitor management. All campus perimeter ingress and egress points shall be staffed when opened for student arrival and dismissal.
 - a. CSUSA schools staff all single point entries to ensure visitor management.
- 23. Each school should have a written campus access policy that is distributed to all personnel.
 - a. A written campus access policy has been created for all CSUSA schools that each school must acknowledge annually through their EMSP.
- 24. Staff members should be trained to challenge, if appropriate, or report anyone unauthorized to be on campus or any vehicle not parked in an authorized area.
 - a. All CSUSA staff receive online training mandated annually prior to the start of the school year on how to challenge unauthorized personnel on campus.
- 25. Ensure all campus doors and buildings are clearly marked with easily identifiable markings known to first responders. Mark exterior classroom windows so first responders can identify classrooms from the exterior of the building.
 - a. All CSUSA classroom doors have clearly visible markings that correspond to the buildings' floor plans and provided to emergency personnel. CSUSA has begun the process of marking exterior classroom windows beginning in the 20/21 school year.
- 26. Building numbers should be placed on the roof for aerial support.
 - a. CSUSA has begun the process of marking exterior roofs beginning in the 20/21 school year.
- 27. Provide keys/access to on duty law enforcement so they can quickly enter the school.
 - a. All CSUSA schools have knox boxes on the exterior of their school buildings for law enforcement response and critical entry.
- 28. Multiple school staff members should be trained on the operation of campus monitoring systems.
 - a. Beginning in the 21/22 school year, CSUSA policy will require schools have a primary and alternate trained in campus monitoring systems.
- 29. There should be locks on all exterior/classroom doors and other areas where students assemble in mass (cafeterias, libraries, auditoriums). All doors should self-close and lock upon closing.

- a. May require significant funding and/or changes in laws or regulations (i.e. fire code) and long term/multi-year implementation.
- 30. Classroom doors should either have no windows or every door should be equipped with a device that can readily block line of sight through the window, but does not indicate occupancy.
 - a. CSUSA policy requires all classroom doors have blackout devices.
- 31. Policies should include that doors be checked regularly throughout the school day to ensure they are secure.
 - a. All CSUSA guardians working through a third-party vendor are required to check all doors routinely throughout the school day. All police/sheriff's offices and/or school district police are asked to routinely check all doors.
- 32. There should be effective two-way communications between lockdown spaces and school administrators, SRO or law enforcement.
 - a. Alyssa's Law, which takes effect for the 21/22 school year requires all schools' mobile emergency mass notification alert system is connected with 911 dispatch. All CSUSA Florida schools are connected as of June 1, 2021 through AT&T-Mutulink, one of the FDOE pre-approved vendors.
- 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.
 - a. Each CSUSA school has a method for conveying Code Red alerts to parents. Reunification training is also provided to all CSUSA schools beginning in the 21/22 school year.
- 47. Provide school personnel with a device that could be worn to immediately notify law enforcement of an emergency.
 - a. All CSUSA schools have the Tap App mobile mass notification alert system presently integrated with AT&T-Multulink for immediate 911 access.
- 48. All school radio traffic should be recorded.

- a. May require significant funding and/or changes in laws or regulations and long term/multi-year implementation.
- 49. Metal detectors and x-ray machines at campus entrances.
 - a. May require significant funding and/or changes in laws or regulations and long term/multi-year implementation.
- 50. Implement real time crime centers or their equivalent with live video monitoring capability of all cameras on all school campuses.
 - a. During the 20/21 school year, CSUSA has entered into several MOUs with several districts' Real Time Crime Centers for camera access. The process is continuing through the 21/22 school year.
- 51. Gunshot location sensor should be tied into camera system Use tactical tablets that are directly fed to the E911 system.
 - a. May require significant funding and/or changes in laws or regulations and long term/multi-year implementation.
- 52. RFID and Near field communications (NFC) card readers should replace all door locks on campus.
 - a. May require significant funding and/or changes in laws or regulations and long term/multi-year implementation.
- 53. Install electronic message board in every classroom.
 - a. May require significant funding and/or changes in laws or regulations and long term/multi-year implementation.
- 54. New buildings or major renovations must include sensors that alert the office staff when exterior doors are not secured with electronic monitoring that automates the process of identifying the cause of the open door.
 - a. May require significant funding and/or changes in laws or regulations and long term/multi-year implementation.
- 55. Shipping and receiving areas should be designed to allow access without breaching the single point of entry containment system and have electronic monitoring.
 - a. A written vendor policy has been created for each school and part of the EMSP.
- 56. Interior corridors between classrooms should have the ability to electronically seal the movement of intruders but allow staff to move easily with electronic access control.
 - a. May require significant funding and/or changes in laws or regulations and long term/multi-year implementation.
- 57. Faculty should be trained in "Stop the Bleed" procedures with adequate kits for all schools. This should be covered in First Aid Training with properly trained school personnel.
 - a. Stop the Bleed training has been conducted by CLPS and local law enforcement agencies throughout the state. All CSUSA schools have emergency kits or "go bags" for Code Red incidents.
- 58. Do designated monitors have specific written and defined procedures to which they must adhere?

- a. A written monitor policy has been created for each school and part of the EMSP.
- 59. Does the school require the following to wear identification outside their clothing where it can be visible to others?
 - a. CSUSA policy requires all staff wear their ID visibly on their person at all times.
- 60. Does every classroom have a checklist that explains step-by-step emergency procedures readily available for the following?
 - a. CSUSA policy requires every classroom have emergency procedures clearly posted near the door.
- 61. Does the school have a reunification system in place?
 - a. Each school's reunification procedures are located within their EMSP and updated annually. Beginning in the 21/22 school year, all CSUSA schools will be trained on specific reunification methods.

Appendix E

SESIR Roles & Requirements

Rulemaking Authority: 6A-1.0017, 1001.02(2)(n), 1006.07(9) FS. Law Implemented 1001.212(8), 1001.42(13)(b), 1001.51(12), 1001.54(3), 1002.33(16)(b)10., 1006.07(9), 1006.135(2)(e), 1006.147(4)(k), 1006.147(6), 1008.385 FS. History–New 6-16-20.

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

- days a year at any time of the day or night; or.
 - iv. Disciplinary action is taken by the school district and regardless of whether law enforcement action is taken.
 - D. Requirement to report SESIR incidents.
 - i. All incidents meeting the requirements of subsection (3) of this rule must be reported by school districts to the Department of Education.
 - ii. A school district must not report an incident which meets the requirements of subsection (3) of this rule as a locally-defined incident in lieu of reporting the incident to the Department of Education.
 - E. General SESIR reporting conventions.
 - i. SESIR is an incident-based reporting system, which means that a single incident is reported, even where there are multiple offenders or victims, or multiple incidents that occur within one episode.
 - a) If there is more than one incident in a single episode, districts are required to report only one incident based upon rank order level, beginning with incidents that are classified as Level I.
 - b) If there are multiple incidents that have the same rank order level, districts must report the incident that caused the most injury or damage to property.
 - c) When reporting a SESIR incident, districts are required to report all related elements as described in subsection (8) of this rule that are present or contribute to a reported incident. A related element must be reported even where it duplicates the incident. For example, when reporting an Alcohol incident, the Alcohol-related element must also be reported.
 - d) School districts must report SESIR incidents to the Department during the survey periods and using the elements set forth in Rule 6A-1.0014, 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 school-sanctioned 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.

FOUR CORNERS CHARTER SCHOOL, INC.

THREAT ASSESSMENT POLICY

[Revised: 05/18/2021]

Section I: INTRODUCTION

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

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

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

Section II: DEFINITIONS

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

- D. **Aberrant behavior**¹: Behavior which is atypical for the person or situation and causes concern for the safety or well-being of those involved. Aberrant behavior for an individual involves actions, statements, communications or responses that are unusual for the person or situation; actions that could lead to violence toward self or others; or are reasonably perceived as threatening or causing concern for the well-being of the person. These can include, but are not limited to:
- i. Unusual social distancing or isolation from peers and family members;
 - ii. Sullen or depressed behavior from an otherwise friendly and positive person;
 - iii. Out-of-context outbursts of verbal or physical aggression;
 - iv. Increased levels of agitation, frustration and anger;
 - v. Confrontational, accusatory or blaming behavior;
 - vi. An unusual interest in or fascination with weapons; and
 - vii. Fixation on violence as means of addressing a grievance.
- E. **Imminent Threat**: An imminent threat exists when the person’s behavior/situation poses a clear and immediate threat of serious violence toward self or others that requires containment and Page 2 of 4 action to protect identified or identifiable target(s); and may also exhibit behavior that requires intervention.
- F. **Transient threats**: Threats where there is not a sustained intent to harm. The critical question is whether the person intends to carry out the threat, or whether the threat was made in the heat of the moment as an expression of anger, frustration or humor without intent to harm. Transient threats can be resolved with an apology, retraction or explanation by the person who made the threat.
- G. **Substantive threats**: Threats where the intent to harm is present, or not clear, and require protective action. The question is whether there is an express intent to physically injure someone beyond the immediate situation and there is at least some risk that the person will carry out the threat. If there is doubt or if the threat cannot clearly be categorized as transient, threats should be treated as substantive.
- i. Serious substantive threats are threats to hit, fight or beat up another person.
 - ii. Very serious substantive threats are threats to kill, rape or cause serious injury with a weapon.
- H. **Baker Act**: Florida’s Mental Health Act, known as the Baker Act (ss. 394.451-394.47892, F.S.), provides for voluntary and involuntary admission for mental health examinations and also provides procedures for civil commitment. Generally, when a person says someone “was Baker Acted,” it means that the person was held up to 72 hours for an involuntary examination based on a threat of harm to themselves or others. Involuntary examination can be initiated by a law enforcement officer; by a physician, clinical psychologist, psychiatric nurse, or clinical social worker; or by the court through an ex parte order based on testimony from the person’s friends or family. During that 72 hours, the treating physician at a Baker Act facility will determine whether the person can be released or whether the person meets the criteria for commitment or additional inpatient care.

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

- a. Pursuant to SB 590 effective July 1, 2021 the following changes take effect when application of the Baker Act is underway:
 - i. Public and charter schools must make a reasonable attempt to notify the parents before the student is removed from school for an involuntary mental health examination.
 - ii. All school safety officers are required to undergo crisis intervention training, and DCF must collect and report data on the number and frequency of involuntary examinations of minors initiated at the school, on school transportation or at a school sponsored activity.
 - iii. An amendment was added to require that grade 6-12 student IDs include telephone numbers for national or statewide crisis and suicide hotlines.
- I. **SESIR:** “SESIR” means School Environmental Safety Incident Reporting, as identified in Rule 6A-1.0017, F.A.C. (see Appendix E; CSUSA Master Safety Plan)
 - a. 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.
- J. **FortifyFL:** “FortifyFL” means the mobile 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 in Section 943.082, F.S.

Section III: USE

- A. Each school principal shall identify a school-based threat assessment team with the mandatory team members and alternate team members before students report to school each year.
 - i. The coordination of resources and assessment of and intervention with individuals whose behavior may pose a threat to the safety of staff or students, pursuant to s. 1006.07(7), F.S. must be addressed.
 - ii. The identification of mental health services available in the district, as required by s. 1012.584(4), F.S., and the procedure for referrals to those mental health services.
 - iii. The procedures for behavioral threat assessments using the instrument, CSTAG, adopted by the Office of Safe Schools. s. 1006.07(7)(a), F.S.
 - iv. For the 2021-22 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.

- B. All school-based administrators and threat assessment team members must attend and complete mandatory district threat assessment trainings annually.
- C. All threats of violence or physical harm to self or others shall be taken seriously, since the primary goal of threat assessment is the safety of all persons involved.
 - i. District policies must require the threat assessment team to consult with law enforcement when a student exhibits a pattern of behavior, based on previous acts or the severity of the act, which would pose a threat to school safety. s. 1006.13(2)(f), F.S.
 - ii. Districts must have policies for reporting threats to law enforcement: District school boards are required to adopt policies that define criteria for reporting to a law enforcement agency any act that poses a threat to school safety that occurs whenever or wherever students are within the jurisdiction of the school board. s. 1006.13(2)(a), F.S.
- D. School-based threat assessment teams shall adhere to the rules and responsibilities within this policy with fidelity.
- E. Districts must have policies for engaging local behavioral crisis resources: If an immediate mental health or substance abuse crisis is suspected, school personnel must follow policies established by the threat assessment team to engage behavioral health crisis resources. As provided by s. 1006.07(7)(e), F.S., district policies should address the following requirements:
 - i. Behavioral health crisis resources, including, but not limited to, mobile crisis teams and school resource officers trained in crisis intervention, must provide emergency intervention and assessment, make recommendations and refer the student for appropriate services.
 - ii. Onsite school personnel must report all such situations and actions taken to the threat assessment team, which must contact other agencies involved with the student and any known service providers to share information and coordinate any necessary follow-up actions.
 - iii. Upon the student's transfer to a different school, the threat assessment team must verify that any intervention services provided to the student remain in place until the threat assessment team of the receiving school independently determines the need for intervention services.

Section IV: ROLES & RESPONSIBILITIES

- A. The Director of School Safety and Security shall ensure compliance with this policy.
- B. Each school principal shall identify members of a threat assessment team that includes persons with expertise in counseling, instruction, school administration, and law enforcement in accordance with s. 1006.07(7)(a), F.S. Members will be trained on the roles and responsibilities of each team member.
 - i. Guardians, private security guards with guardian training, or other campus security staff may not serve in place of sworn law enforcement on threat assessment teams.
 - ii. If there is not an SRO or other sworn law enforcement officer assigned to the school, the district should work with local law enforcement entities in order to ensure the required law enforcement presence on the team. Having an active, sworn law enforcement officer on the threat assessment team is essential

because an officer has unique access to law enforcement databases and resources that inform the threat assessment process.

- C. All school-based administrators and threat assessment team members must attend and complete mandatory district threat assessment trainings annually as well as such training mandated by CLPS. Each mandatory team member shall report their completion of this requirement to their principal or designee.
 - i. The team must provide annual training and guidance to students, staff, and parents on recognizing behaviors of concern, their roles and responsibilities in reporting the behavior, and the various options for submitting a report, including anonymous reporting.
- D. Each school principal must assign school-based staff members who can proactively monitor and respond to all incoming reports where safety is of concern.
- E. Each threat assessment team must respond, within 24 hours when school is in session, to any report of a threat or any patterns of behavior that may pose a threat to self or others. If school is not in session, the school principal must immediately refer the matter to law enforcement for evaluation, and the threat assessment team must meet no later than the end of the first day school is back in session to consider the matter and ensure it is resolved. The team shall gather information regarding the specifics of the threat and/or behaviors that may pose a threat, including but not limited to: details of the incident or threat, witness statements, and relevant artifacts.
 - i. Every threat may not require a meeting of the entire threat assessment team. It is recommended that at least two team members be involved in the threat assessment process for transient threats. Substantive threats should engage several team members and may require more in-depth review and assessment.
 - ii. All members of the threat assessment team should be involved with the assessment and intervention of individuals whose behavior poses a serious substantive threat.
- F. When assessing a potential threat or concerning behavior, the threat assessment team must determine not only whether a threat has been made or communicated, but also if a person poses a danger to self or others or if they are potentially on a pathway to violence.
 - i. For students deemed a threat to self, the threat assessment team must ensure the student's immediate safety, then refer the student to the school-based suicide designee. The individual still may require intervention and assistance, but it is a different process than a threat assessment. Threat assessment is focused on threats of harm to others.²
 - ii. If the threat assessment team determines that a student poses a threat to others, the team is responsible for assessing the level of threat by conducting student/parent interviews, reviewing all pertinent records, and following the district's threat assessment procedures.
 - iii. The threat assessment team must coordinate resources to provide intervention to individuals whose behavior may pose a threat to the safety of school staff or

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

- students consistent with the model policies developed by the Office of Safe Schools.
- iv. The threat assessment team must plan for the implementation and monitoring of appropriate interventions in order to manage or mitigate the student's risk for engaging in violence and increasing the likelihood of positive outcomes.
 - v. Interventions should remain in place until the team assesses that the student is no longer in need of supports and does not pose a threat to self or others.
- G. Threat assessment teams shall follow established procedures for referrals to school-based, community, and/or health care providers for mental health services, evaluation, or treatment.
- i. If an immediate mental health or substance abuse crisis is suspected, school personnel must follow policies established by the threat assessment team to engage behavioral health crisis resources. As provided by s. 1006.07(7)(e), F.S.
- H. All threat assessment outcomes and recommendations must be reported to the school principal. The school principal will review the documentation for all threat assessments to ensure completeness and fidelity. The school principal will sign/acknowledge that the threat assessment documentation is complete and will forward the signed/acknowledged assessment to their supervisor. In addition, upon a preliminary determination that a student poses a threat of violence or physical harm to self or others, the threat assessment team must immediately report its determination to school principal or his/her administrative designee. The principal or his/her administrative designee shall immediately attempt to notify the student's parent or legal guardian.
- i. Nothing in this policy shall preclude school personnel from acting immediately to address an imminent threat. Where an immediate threat to life or physical safety exists, reports must result in an immediate notification to law enforcement.
 - ii. Nothing in this policy shall preclude the threat assessment team from notifying the school principal, his/her administrative designee, or the Chief of any individual (other than a student) who poses a threat of violence or physical harm to self or others.
- I. If an immediate mental health or substance abuse crisis is suspected, school personnel shall follow policies to engage behavioral health crisis resources, including, but not limited to, mobile crisis teams and school resource officers, who have been trained in crisis intervention. These individuals shall provide emergency intervention and assessment, make recommendations, and refer the student for appropriate services. Threat assessment teams shall contact other agencies involved with the student and any known service providers to share information and coordinate necessary follow up. Any information from education records disclosed during this process shall be done in accordance with The Family Educational Rights and Privacy Act (FERPA) (34 CFR 99.31(10), 99.36).
- J. The threat assessment team shall identify members of the school community to whom threatening behavior should be reported and provide guidance to students, faculty, and staff regarding recognition of threatening or aberrant behavior that may represent a threat to the community, school, or self.
- K. Each threat assessment team must include persons with expertise in counseling (school psychologist, social worker or counselor), instruction (teacher or administrator with instructional experience), school administration (principal or other senior

- administrator), and law enforcement (ideally, a School Resource Officer (SRO) in accordance with 1006.07(7)(a), F.S. Guardians, private security guards with guardian training, or other campus security staff may not serve in place of sworn law enforcement on threat assessment teams.
- L. All CSUSA employees, volunteers, and contractors are required to report to school administration any expressed threat(s) or behavior(s) that may represent a threat to the community, school, or self.
 - M. Regardless of threat assessment activities, disciplinary action and referral to law enforcement are to occur as required by law and school board policies.
 - N. Upon a preliminary determination by the threat assessment team that an individual poses a threat, members of the threat assessment team may request and obtain criminal history record information.
 - i. No member of a threat assessment team shall disclose any criminal history record information or health information obtained or use any record of an individual beyond the purpose for which such disclosure was made to the threat assessment team.
 - ii. The threat assessment team may not maintain the criminal history record or place it in the student's educational file.
 - O. The threat assessment team must consult with law enforcement when a student exhibits a pattern of behavior, based upon previous acts, or the severity of an act, that would pose a threat to school safety.
 - P. If a student commits more than one misdemeanor, that is known to the school, the threat assessment team must consult with law enforcement to determine if further action is warranted.
 - Q. If a student is facing possible expulsion or suspension as a consequence of certain actions, the school should consider ways in which these can be safely enacted and identify resources that may assist the student during this time. In addition, a threat assessment team may use alternatives to expulsion or referral to law enforcement agencies unless the use of such alternatives will pose a threat to school safety.
 - R. Threat assessment records are considered education records and shall be maintained and released in accordance with FERPA and state statute. The threat assessment, its determination, along with any interventions provided, will be recorded in the appropriate electronic data systems by the threat assessment team. Additionally, these records will be transferred pursuant to school board policy 5100.2.
 - S. The Chief Auditor will conduct annual audits, in compliance with this policy, and report findings to the Audit Committee and The School Board.
 - T. Threat assessment teams should meet monthly to discuss new and ongoing cases. All meetings should be documented within the CLPS Emergency Management Plan-Drills and Safety Meetings section.
 - U. Threat assessment teams should identify all means of reporting threats, including FortifyFL (the statewide mobile suspicious activity reporting tool) and any similar reporting tools or apps used by the school district. Local hotlines, websites or other community-based resources should also be identified.
 - V. Threat assessment records are required to be transferred when a student transfers school. Verified reports of serious or recurrent behavior patterns, including threat assessment evaluations and intervention services, must be transferred within three school days when a student transfers from school to school, pursuant to s. 1003.25, F.S. and Rule 6A-1.0955, Florida Administrative Code (F.A.C.). Districts should also ensure

that such records are transferred when a student progresses from elementary school to middle school, or from middle school to high school.

- W. Every section of the CSTAG form is not required to be completed. Threat assessment teams should use their judgment as to what is appropriate to be completed for each assessment and intervention in accordance with district policies and the corresponding level of the threat.
- X. Pursuant to CSUSA policy all TATs are required to meet monthly to discuss ongoing and future threats to the school. FDOE is in the process of creating a rule (to be presented to the DOE Board for approval in June, 2021) to clarify the monthly requirement. CSUSA requires that all monthly TAT meetings for the coming 21/22 school year are logged into the CLPS software and documented.
- Y. School districts will require that threat assessments are submitted through the FSSAT. For the 2021-22 school year, the total number of threat assessments conducted, the number of transient threats, and the number of substantive threats. These are to be logged in under the “Incidents” link within the FSSAT.

**MOBILE PANIC ALERT SYSTEM / ALYSSA ALERT
CHARTER SCHOOL DOCUMENTATION FORM**

It is the intention of Four Corners Charter School Charter School to
implement the AT&T mobile panic alert
system.

Please initial the following criteria in accordance with SB 70(c) effective July 1, 2020:

MS is a mobile panic alert system

MS connects to a diverse emergency services technologies to ensure real-time coordination between multiple responder agencies

MS "Alyssa Alert" integrates with local public safety answering point infrastructure to transmit 911 calls and mobile activations

Senate Bill 70: (c) Beginning with the 2021-2022 school year, each public school, including charter schools, shall implement a mobile panic alert system capable of connecting diverse emergency services technologies to ensure real-time coordination between multiple first responder agencies. Such system, known as "Alyssa's Alert," must integrate with local public safety answering point infrastructure to transmit 911 calls and mobile activations.

Denise Thompson

Charter School Administrator Signature

Charter School Governing Board Chair Signature

Date Approved by Governing Board (Board Meeting Date)

**MOBILE PANIC ALERT SYSTEM / ALYSSA ALERT
CHARTER SCHOOL DOCUMENTATION FORM**

It is the intention of Four Corners Upper School Charter School to
implement the AT&T mobile panic alert
system.

Please initial the following criteria in accordance with SB 70(c) effective July 1, 2020:

AOJ is a mobile panic alert system

AOJ connects to a diverse emergency services technologies to ensure real-time coordination between multiple responder agencies

AOJ "Alyssa Alert" integrates with local public safety answering point infrastructure to transmit 911 calls and mobile activations

Senate Bill 70: (c) Beginning with the 2021-2022 school year, each public school, including charter schools, shall implement a mobile panic alert system capable of connecting diverse emergency services technologies to ensure real-time coordination between multiple first responder agencies. Such system, known as "Alyssa's Alert," must integrate with local public safety answering point infrastructure to transmit 911 calls and mobile activations.

Denise Thompson

Charter School Administrator Signature

Charter School Governing Board Chair Signature

Date Approved by Governing Board (Board Meeting Date)

Security Services Agreement

This Security Services Agreement (“Agreement”) to provide security services (“Services”) is entered into this _____ day of _____ 2021 (“Effective Date”) between Dynamic Integrated Security, Inc., (“Contractor”) and Four Corners Charter School, Inc. on behalf of the charter schools identified in Section 6 below (“ FCCS”).

WHEREAS, FCCS operates public charter schools in Osceola County Florida; and

WHEREAS, pursuant to Section 1006.12, F.S., FCCS is required to have a Safe School Officer at each of FCCS’ schools; and

WHEREAS, Safe School Officers include School Security Guards; and

WHEREAS, FCCS currently requires certified School Security Guards (“School Security Guards”) for the 2021-22 School Year through the completion of 2022-2023 School Year which shall include summer school, if any, to fulfill the safe-school officer requirement of Section 1006.12, F.S.; and

WHEREAS, The Contractor wishes to provide certified School Security Guards to FCCS’ schools;

NOW, THEREFORE, in consideration of the mutual covenants set forth herein, the parties agree as follows:

1. **TERM.** This Agreement is for a term of two (2) years beginning the Effective Date.
2. **TERMINATION.**
 - 2.1. Either party may terminate this Agreement upon 30 days written notice to the other.
 - 2.2. FCCS may terminate immediately for cause for failure to comply with the requirements of paragraph 3, and immediately for cause for failure to maintain insurance as required in paragraph 11. Otherwise, FCCS may terminate for cause upon notice and 10 days opportunity to cure.
 - 2.3. In the event the FCCS fails to make payment in full to Contractor upon the date of such payment is due pursuant to this Agreement, Contractor may terminate this Agreement upon ten (10) days written notice with opportunity to cure.
 - 2.4. In the event this Agreement is terminated without cause, compensation shall be made to contractor for Services performed to the date of termination. Contractor shall not be entitled to payment for Services not actually performed or for lost profits.

3. SERVICES.

3.1. For each school served, Contractor shall provide one (1) designated armed certified School Security Guard during school hours, for a minimum of eight (8) hours each regular school day, hours will be designated by the Principal and for the duration of the school year(s), beginning upon certification for the 2021-2022 school year through 2022-2023 school year (which includes summer school if offered by the schools). Contractor shall provide substitute armed certified School Security Guard in the event the designated School Security Guard is unable to perform Services. Should Services be required for less than a full eight (8) hour school day, payment shall be made at the hourly rate set forth in paragraph 10 for supplemental /back-up Services and only for the hours actually worked, not a for a full eight hour day. Summer school session will occur at least during the 20-21 school year and hours for Services will be assigned for School Security Guards accordingly. It is understood and agreed that as Contractor will be providing Services during summer session(s), Contractor will waive any retentions fees.

3.2. Any designated or substitute School Security Guard must be certified pursuant to §1006.12 and related statutes as created under 2019 Safety Act, and as amended.

3.3. Contractor shall ensure that any designated or substitute School Security Guard has cleared all background and drug screening required by law, including a level 2 background screening. If at any time it is found that a School Security Guard does not meet the level 2 requirements, the School Security Guard shall be immediately removed from the School, cease performing Services and shall be replaced by Contractor with a qualified School Security Guard. Contractor must ensure that School Security Guards provided are in full compliance with §1006.12(4), F.S. (2020) which states:

Safe-school officers at each public school.—For the protection and safety of school personnel, property, students, and visitors, each district school board and school district superintendent shall partner with law enforcement agencies or security agencies to establish or assign one or more safe-school officers at each school facility within the district, including charter schools. A district school board must collaborate with charter school governing boards to facilitate charter school access to all safe-school officer options available under this section. The school district may implement any combination of the options in subsections (1)-(4) to best meet the needs of the school district and charter schools.

* * *

(4) SCHOOL SECURITY GUARD.—A school district or charter school governing board may contract with a security agency as defined in s. 493.6101(18) to employ as a school security guard an individual who holds a Class “D” and Class “G” license pursuant to chapter 493, provided the following training and contractual conditions are met:

(a) An individual who serves as a school security guard, for purposes of satisfying the requirements of this section, must:

1. Demonstrate completion of 144 hours of required training pursuant to s. 30.15(1)(k)2.
2. Pass a psychological evaluation administered by a psychologist licensed under chapter 490 and designated by the Department of Law Enforcement and submit the results of the evaluation to the sheriff’s office, school district, or charter school governing board, as applicable. The Department of Law Enforcement is authorized to provide the sheriff’s office, school district, or charter school governing board with mental health and substance abuse data for compliance with this paragraph.

3. Submit to and pass an initial drug test and subsequent random drug tests in accordance with the requirements of s. 112.0455 and the sheriff's office, school district, or charter school governing board, as applicable.
 4. Successfully complete ongoing training, weapon inspection, and firearm qualification on at least an annual basis and provide documentation to the sheriff's office, school district, or charter school governing board, as applicable.
- (b) The contract between a security agency and a school district or a charter school governing board regarding requirements applicable to school security guards serving in the capacity of a safe-school officer for purposes of satisfying the requirements of this section shall define the entity or entities responsible for training and the responsibilities for maintaining records relating to training, inspection, and firearm qualification.
- (c) School security guards serving in the capacity of a safe-school officer pursuant to this subsection are in support of school-sanctioned activities for purposes of s. 790.115, and must aid in the prevention or abatement of active assailant incidents on school premises.

3.4. The Contractor shall work cooperatively with each school's principal and perform the following Services:

3.4.1. The School Security Guard shall take action as required and, as soon as practicable, the School Security Guard shall make the principal aware of such action. At the principal's request, the School Security Guard shall take appropriate action against and unwanted guests who may appear at the school and related school functions, to the extent that the School Security Guard may do so under the authority of law. The School Security Guard must aid in the prevention or abatement of active assailant (as defined by the Federal Bureau of Investigation) incidents on school premises.

3.4.2. In the event of a trespasser, the School Security Guard shall be notified immediately, and at the discretion of the principal, a staff member may accompany or meet the School Security Guard at the location of the incident.

3.4.3. The School Security Guard shall give assistance to police officers and deputy sheriffs in matters regarding the law enforcement, whenever necessary.

3.4.4. If requested by Law Enforcement to conduct formal law enforcement interviews with students, the School Security Guard shall work with law enforcement and adhere to state statute, law enforcement policy, and legal requirements regarding such interviews.

3.4.5. The School Security Guard shall be immediately notified of the discovery of any type of weapon or any quantity of suspected drugs to include alcohol (no matter how small) found on campus.

3.4.6. The School Security Guard shall sign a daily log sheet and notify the principal or principal's designee, when arriving or departing campus but otherwise shall move freely on campus throughout the entire school day.

3.4.7. The School Security Guard will have campus meetings with the principal or the principal's designee weekly or as otherwise mutually agreed to coordinate daily activities.

3.4.8. The School Security Guard shall not promote personal ventures of any kind, in any way, with students, parents or staff;

3.4.9. The School Security Guard shall not participate in student discipline, beyond the extent necessary to deescalate a violent situation. Any and incidents that may warrant discipline shall be brought to the attention of the Principal for appropriate action.

3.4.10. Contractor shall be responsible for training and for maintaining records relating to training, inspection, and firearm qualification.

3.4.11. Upon request and mutually agreed upon, Contractor will provide safety consulting services for the schools related to school drills, training, and assistance with State of Florida FSSAT and risk assessments. This will be considered Subject Matter Expert Services and any such services rendered by Contractor will be provided as outlined in Paragraph 9 C below.

3.4.12 Failure to abide by any obligation or prohibition in this paragraph 3 shall be grounds for removal pursuant to paragraph 9, or termination of the agreement pursuant to paragraph 2.

3.5 Contractor warrants and represents that it possesses the specialized skills, knowledge, training, qualifications and experience in security services necessary to perform the Services set forth herein. Contractor understands that FCCS will rely on its training, advice, recommendations and personnel regarding the Services provided pursuant to this Agreement.

4. **Education Records.** Contractor shall ensure that the School Security Guard maintains the confidentiality of student records accessed in the course of the School Security Guard's duties under this Agreement in compliance with the Family Educational Rights and Privacy Act, 20 U.S.C §1232g (FERPA) and its implementing regulations (34 C.F.R. Part 99), and any other state or federal law or regulation regarding the confidentiality of student information and records and shall notify the School immediately of any breach of confidentiality. Contractor shall bear any costs regarding notice of breach notification and related fines and penalties. School shall be entitled to recover from Contractor its reasonable costs incurred, including reasonable attorney's fees, relating to Contractor's breach of this section.

5. **TRAINING.** The School Security Guards providing services pursuant to this Agreement were trained through Aaron Feis Guardian Programs offered by applicable sheriff's office offered within the specific county. Contractor shall be responsible to maintain training records, inspection records and firearm qualification records. Such records shall be made available upon request. Contractor shall provide documentation that each of the placed School Security Guard has successfully completed all required training and screening.

6. **SCHOOLS SERVED.** Contractor shall provide School Security Guard at the schools listed in Exhibit "A", attached hereto, as may from time to time be amended, and any ancillary facilities designated by the school.

7. FCCS RESPONSIBILITIES.

7.1. FCCS shall pay Contractor monthly within 10 days from receipt of invoice. Contractor will provide an invoice to FCCS on the first day of the month reflecting the total School Security Guard hours worked in a preceding month.

7.2. FCCS shall provide adequate supplies, and office space for the performance of the duties by the School Security Guard.

8. EQUIPMENT. Contractor shall provide necessary equipment for the School Security Guard to provide Services, including but not limited to: firearm, ammunition, holster, drop pouch, duty belt and related equipment. Contractor may also utilize body cameras. Contractor hereby acknowledges that video captured by body cameras is subject to public records law and shall be maintained as a public record as described in paragraph 11 below.

9. REMOVAL/TERMINATION OF SCHOOL SECURITY GUARD.

9.1. If the principal of a school to which a School Security Guard is assigned feels that the designated School Security Guard is not effectively performing the School Security Guard's duties and responsibilities, the principal shall advise the Contractor that the principal wishes the School Security Guard to be removed from the school.

9.2. The principal and the Contractor, or their designees, shall meet to discuss School Security Guard's performance. If the problem is not resolved, then the School Security Guard shall be removed and replaced by Contractor with another qualified School Security Guard. School shall not be assessed the training costs associated with the replacement School Security Guard.

9.3. Should Contractor terminate from employment a Security Guard providing Services pursuant to this Agreement, then Contractor shall report the termination to the Sheriff in the County in which the Services are being provided.

10. COMPENSATION.

The fee for providing the Services is as follows:

A. The fee for providing the full time School Security Guard Services is \$ 38.50 per hour for every hour each School Security Guard is on a school campus performing Services. For the schools in which Contractor is providing only supplemental /backup School Security Guard Services, the fee is \$ 36.50 per hour for actual time School Security Guard Services are provided. At any time during the term of the contract, the Back up School can request a fulltime School Security Guard and the rate will be \$ 36.50 per hour. The School shall only pay overtime rate for hours worked surpassing 40 hours a week (Supplemental hours) for the School Security Guard. All overtime will be requested by the principal in writing and approved in advanced by both parties. During the Term of this Agreement, in the event that State or Federal Law increases the minimum wage, the parties will agree to a mutually acceptable modification of the fees defined in this paragraph.

B. Upon request from the principal, if a vehicle is to be assigned to the School Security Guard and serve as deterrent presence at the school site or ancillary facility, it will be an additional five (5) dollars per hour.

C. Contractor will provide an invoice to FCCS via its respective school, on the first day of the month reflecting the total School Security Guard hours worked in a preceding month. Invoices shall be paid within 10 days from receipt of invoice.

D. Subject Matter Expert Services rate will be mutually agreed upon, prior to the execution of the services.

11. INSURANCE. Contractor shall maintain:

11.1. Workers Compensation

Contractor shall comply with Section 440, Florida Statutes, Workers Compensation and Employers Liability; each employee must be included.

11.2. Commercial General Liability

Each Occurrence Limit	\$1,000,000
General Aggregate Limit (Other than Products-Complete Operations)	\$2,000,000
Products-Completed Operations Aggregate Limit	\$2,000,000
Personal & Advertising Injury Limit	\$1,000,000
Fire Damage Legal Liability (any one fire)	\$1,000,000
*Sexual Physical Abuse & Molestation (SPAM)	\$1,000,000

11.3. Automobile Liability \$1,000,000

(owned, hired and non-owned vehicles for bodily injury and property damage)

- Liability to others
 - Bodily injury liability - \$250,00 each person/\$500,000 each accident
 - Property damage liability - \$100,000 each accident
- Hired auto liability to others
 - Bodily injury liability - \$250,000 each person/\$500,000 each accident
 - Property damage liability - \$100,000 each accident
- Employer non-owned auto liability to others
 - Bodily injury liability - \$250,00 each person/\$500,000 each accident
 - Property damage liability - \$100,000 each accident
- Basic personal injury protection
 - Without work comp-named insurance & relatives - \$10,000 each person
- Comprehensive
 - See auto coverage schedule – limit of liability less deductible
- Collision
 - See auto coverage schedule – limit of liability less deductible

11.4. Excess/Umbrella Liability

Excess Liability/Umbrella Liability (per occurrence) \$2,000,000
(Excess General Liability, SPAM, Employers Liability and Automobile Liability)

*SPAM limits may be included in General Liability or Professional Liability policies. Limit must be shown on Certificate of Insurance.

11.5. FCCS, its schools listed in Exhibit "A", its officers, employees and agents and Charter Schools USA, Inc. its officers, employees, agents and successors and assigns will be named as additional insured on such policies of insurance.

11.6. Contractor's insurance coverage shall be primary and noncontributory for all events caused by Contractor. In the event of a loss caused by Contractor, damage or injury to the Contractor and or the Contractor's property, the Contractor shall look solely to its insurance and will not make a claim against FCCS, its officers, employees and agents or Charter Schools USA, Inc., its officers, employees, agents and successors and assigns.

11.7. Contractor shall provide Certificates of Insurance for required coverages prior to execution of this Agreement, immediately upon request thereafter, and immediately notify FCCS, in the event of cancellation of any policy of insurance.

11.8. Contractor hereby waives any right of subrogation, for events caused by Contractor, against FCCS its schools listed in Exhibit "A", its officers, employees and agents and Charter Schools USA, Inc., its officers, employees, agents and successors and assigns for loss, damage, or injury within the scope of Contractor's insurance and on behalf of itself and its insurer, waives all such claims against FCCS its schools listed in Exhibit "A", its officers, employees and agents and Charter Schools USA, Inc., its officers, employees, agents and successors and assigns.

12. PUBLIC RECORDS. Contractor agrees and understands that all records, in any format, including electronic and video, made in the course and scope of providing Services are public records. Accordingly, Contractor shall:

12.1. Keep and maintain all public records related to the performance of Services in a secure manner, including secure cloud storage, sufficient to minimized security breaches;

12.2. Upon request from FCCS, provide FCCS a copy of such records and/or allow the records to be inspected or copied within a reasonable time and at a cost as set forth in Chapter 119, Florida Statutes;

12.3. Ensure that public records that are exempt from disclosure are not disclosed, except as authorized by law.

12.4. Upon termination or expiration of the Agreement, provide all public records to FCCS in a format acceptable to FCCS and shall destroy and duplicate public records that are exempt or confidential and not subject to disclosure.

12.5. Failure to comply with the requirements of this paragraph is grounds for with - cause termination of the Agreement.

In the event of a dispute arising from Contractor unlawfully failing to comply with a public records request within a reasonable time, FCCS shall be entitled to recover from Contractor its reasonable cost of enforcement or of costs incurred, including reasonable attorney's fees.

13. LICENSES. Contractor is licensed to provide Services to the extent required by all applicable law and will, at its sole cost, maintain such licensing throughout the term, as will all employees/independent contractors of Contractor.

14. MODIFICATIONS. Modifications to this Agreement may be made, in writing, and shall become effective upon written approval of both parties.

15. ASSIGNMENT. This Agreement shall not be assigned or sub-contracted by the Contractor without the express written consent of FCCS.

16. INDEMNIFICATION. Contractor agrees to indemnify and hold FCCS, its schools as identified in Exhibit "A", Charter Schools USA, Inc., and their respective agents, affiliated companies, employees, contractors, directors, and officers, harmless from:

16.1. Any and all allegations of, or actual claims, causes of actions, liabilities, costs, losses, (including economic losses) fines, penalties, damages, and expenses, including reasonable attorneys' fees, arising from or related to performance of Services pursuant to this Agreement;

16.2. Any violation of law, ordinance, administrative order, rule or regulation, arising from or related to performance of Services pursuant to this Agreement;

16.3. Claims by third parties (including Contractor employees) based upon a breach of any agreement with such third party.

This paragraph will survive the termination of this Agreement.

17. CHOICE OF LAW, VENUE, WAIVER OF JURY TRIAL. This Agreement shall be construed in accordance with the laws of the State of Florida. Any action arising from this Agreement shall be brought in a court of competent jurisdiction in Broward County, Florida. Both Contractor and FCCS hereby knowingly, voluntarily and intentionally waive the right either may have to a trial by jury with regard to any litigation based on, arising out of, or in any way connected to this Agreement.

18. ATTORNEYS FEES. In the event of any dispute arising from this Agreement, the prevailing party shall be entitled to payment of reasonable attorney's fees by the non-prevailing party.

19. ENTIRE AGREEMENT. This Agreement constitutes the entire agreement between the Parties and supersedes any prior understanding or representation of any kind preceding the date of this Agreement.

20. INDEPENDENT CONTRACTOR. Contractor acknowledges that this Agreement does not create an employee/employer relationship between the Parties. Contractor is an independent contractor under this Agreement. The Contractor is not an employee of FCCS for any purpose, including but not limited to: the application of the Fair Labor Standards Act minimum wage and overtime payments, Federal

Insurance Contribution Act, the Social Security Act, the Federal Unemployment Tax Act, applicable provisions of the Internal Revenue Service Code, Florida's Workers' Compensation Act, and Florida's Unemployment Compensation provisions of Chapter 443, Florida Statutes.

21. NOTICE. Any notice required or otherwise given pursuant to this Agreement will be given in writing and will be delivered in person, by certified mail, postage prepaid, return receipt requested, or by commercial overnight courier that guarantees next day delivery and provides a receipt, and such notices will be addressed to the address of the Party as specified in this Agreement or to such other address as the Party may specify in writing.

As to FCCS:

Clarence Thacker, Chairman
Four Corners Charter School, Inc.
817 Bill Beck Boulevard
Kissimmee, FL 34744

As to Contractor:

Jhonelba Moreno, President
Dynamic Integrated Security, Inc.
2645 Executive Park Drive
Weston, FL 33331

THIS SPACE WAS LEFT INTENTIONALLY BLANK

IN WITNESS WHEREOF, the parties hereto have executed this Agreement by their undersigned officials as of the date written below.

Four Corners Charter School, Inc.

Dynamic Integrated Security, Inc.

Signature

Signature

Clarence Thacker

Jhonelba Moreno

Title: Board Chair

Title: President

Date: _____

Date: _____

[THIS SPACE WAS LEFT INTENTIONALLY BLANK]

Exhibit "A"

OSCEOLA COUNTY – FCCS' Charter School List

School Security Guards (SSG)	School Name & ID#	School Address	Additionally Insured
1 Full Time	Four Corners Charter School (MSID# 0863)	9100 Teacher Lane Davenport, Osceola, FL 33837	<ul style="list-style-type: none">• The School Board of Osceola County, Florida• Charter Schools USA at Four Corners, L.C.• Four Corners Charter School, Inc.• Charter Schools USA, Inc.



Welcome Back to School Plan

2021-22

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CONTENTS

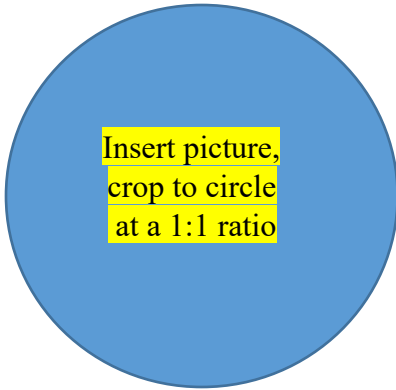
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|-----|--|
| 1 | Message from Principal |
| 2 | Governing Board Recognition |
| 3 | Innovative Learning Opportunities |
| 4-5 | School Safety Measures and Protocols |
| 6 | School Community Protocols |
| 7 | Before and After Care, Enrichment and Extracurricular Activities |
| 8 | Final Note |

WELCOME BACK TO SCHOOL PLAN

[Insert School Name]

2021-2022

A MESSAGE FROM [Insert Principal Name]



Dear [school or mascot name] Community,

[Insert a principal message.]

We are so excited to start off our school year with a brand-new outlook and a fresh perspective on what makes our school so successful. We have learned so much since the pandemic and will continue to do everything within our power to provide a safe learning environment for our students, teachers, staff and visitors.

As the risks of the pandemic continue to decrease with vaccinations, we will continue to refer to CDC, state and local guidance for opening and running schools safely. The protocols and recommendations have changed, and we too have updated some of our practices. We will continue to monitor the health of our school community and the community-at-large to determine our actions. **We will always retain the right to make changes as necessary to provide the best environment for the social and emotional well-being of our school family and will advise you if our protocols or practices will change.**

In this handbook, please find our most updated protocols for the upcoming school year. We're coming out of this stronger and smarter than we ever were before and expect our school family to thrive and grow beyond our greatest expectations. Thank you for your continued trust as we look forward to a great year where we accomplish more than we could ever imagine.

Add a main takeaway message here

Four Corners Charter School, Inc.

We are so grateful to Four Corners Charter School, Inc. for their unending dedication and commitment to guiding us through the past year as we encountered unprecedented challenges and overcame tremendous adversity.

The Governing Board is comprised of professionals who volunteer their time and expertise to provide opportunities for all students to have access to a high-quality educational option in a safe learning environment. We continue to work with our board throughout the year as we face and conquer new challenges and opportunities.

Clarence Thacker
Chairman, Osceola School Board
Governing Board Chair

Jim Miller
Lake County Community Member
Governing Board Member

Terry Castillo
Osceola School Board Member
Governing Board Member

Mollie Cunningham
Lake County School Board Member
Governing Board Member

Julius Melendez
Osceola School Board Member
Governing Board Member

WELCOME BACK TO SCHOOL PLAN

[Insert School Name]

2021-2022

OUR PLANS FOR A SAFE AND INNOVATIVE LEARNING EXPERIENCE

We are excited to welcome all students back to our school in person for the first day of class on **[Insert first day of school]**. We look forward to utilizing our Mobile Classroom to complement our in-person instruction and ensure our students are successful in school and in life. Below we have some examples of other learning opportunities we may implement in our schools.

MOBILESM CLASSROOM

1. In Class, Extended Learning:

- Opportunity for absent students to view the uploaded recording from class and stay on-pace
- Students on extended leave such as hospital homebound can get synchronous classroom experience and support
- Students suspended from school can still access synchronous lessons and support to stay on track academically*



2. Extending the Reach of the Best Teachers:

- Co-Teaching within the same building or across schools*
- Support for long-term subs and FMLA leaves
- Opportunity to address teacher concerns that may require a teacher to work remotely for a period-of- time
- Teachers can upload lessons for students to view when they are out, and a sub will be there



3. Stage, Not Age, Personalized Learning:

- Create flexible scheduling options for a student to take the academically appropriate course and accelerate, not follow a traditional promotion pathway
- Create synchronous and asynchronous lessons tailored to each student in the classroom
- Utilize formative data to assess student performance and growth for accountability*



* *Pending approval from the State.*

SCHOOL SAFETY MEASURES AND PROTOCOLS

We are taking several steps to ensure the safety of everyone at our school and to maintain a healthy learning environment. Current measures that may be put into place include:

- ✓ Face coverings are **optional yet recommended for unvaccinated** students, teachers, staff and visitors (State Specific) *
- ✓ Face coverings are **optional yet recommended for vaccinated** students, teachers, staff, and visitors (State Specific) *
- ✓ Visitors must sign a COVID-19 waiver before entering the building and complete questionnaire
- ✓ No sharing food
- ✓ Perform routine sanitization of facilities throughout the day
- ✓ We will utilize the Clorox Total 360 Electrostatic disinfectant sprayer as necessary
- ✓ Periodic handwashing breaks for students and staff
- ✓ Signage throughout the school to reinforce safety protocols
- ✓ Hand sanitizing stations in high-traffic areas
- ✓ Daily monitoring of student attendance
- ✓ Follow protocols for reporting symptoms and initiate contact investigation/tracing in collaboration with the district and/or state agencies as recommended.
- ✓ Regular replacement of quality air filters for HVAC systems.



CLASSROOM ENVIRONMENT PROCEDURES

- ✓ Classroom spaces managed to maximize social distancing where feasible
- ✓ Face coverings are **optional yet recommended for unvaccinated** students, teachers, staff and visitors (State Specific) *
- ✓ Face coverings are **optional yet recommended for vaccinated** students, teachers, staff, and visitors (State Specific) *
- ✓ Designate handwashing breaks during the school day
- ✓ Hand sanitizer available in each classroom
- ✓ Utilize outdoor space as much as possible

CAFETERIA/MEALS

- ✓ All meals will be served in the cafeteria
- ✓ Food safety practices will be in place before, during and after mealtimes

*We will monitor CDC, state and local guidance

WELCOME BACK TO SCHOOL PLAN

[Insert School Name]

2021-2022

BUS TRANSPORTATION

- ✓ Face masks are **required** for drivers and students (State Specific) The executive order requiring masks on public transit applies to school buses regardless of individual school policy masks must be worn on school buses.
- ✓ Windows should be open when possible and conditions allow
- ✓ Frequently touched areas on the buses will be cleaned and disinfected at least daily

CLINIC ANNEX – Optional per school

- ✓ For students showing symptoms, a separate clinic annex will be available to eliminate potential exposure to others
- ✓ Students will maintain social distancing guidelines, and areas will be cleaned and disinfected after the sick child has gone home

AIR FLOW/VENTILATION

- ✓ HVAC systems will continue to be maintained as required by the Indoor Air Quality Standards

HALLWAYS – Optional per school

- ✓ Hallways will be marked to assist students with social distancing guidelines
- ✓ Hallways will be one direction where feasible

ARRIVAL/DISMISSAL

- ✓ Follow arrival and dismissal protocols per grade level as stated in the school's student/parent handbook.

VISITORS

- ✓ Face masks are optional for all vaccinated visitors; recommended for unvaccinated visitors (State Specific)
- ✓ Visitors must sign a COVID-19 waiver before entering the building and complete questionnaire



SCHOOL COMMUNITY PROTOCOLS

We need everyone in our school community to also self-check and assess to sustain the health and safety of everyone that enters our school. While we've put several protocols in place within our facility, it takes the efforts of everyone once they leave our facility to keep each other safe. Therefore, we ask that everyone consider the following protocols as well, as these are steps, we are asking our families and staff to follow:

- ✓ Before arriving each morning, we want to ask our families and staff to ask themselves COVID-19 & health-related screening questions.

HAVE YOU HAD A FEVER IN THE LAST 48 HOURS?

HAVE YOU BEEN IN CLOSE CONTACT WITH A CONFIRMED CASE OF COVID-19?

ARE YOU EXPERIENCING A COUGH, FEVER, SHORTNESS OF BREATH, OR SORE THROAT?

HAVE YOU HAD A NEW LOSS OF TASTE OR SMELL?

HAVE YOU HAD VOMITING OR DIARRHEA IN THE LAST 24 HOURS?

- ✓ Employees and students with symptoms should stay home and report they are experiencing symptoms
- ✓ Employees and students who test positive are asked to self-report their positive finding, stay home and quarantine themselves, following CDC guidelines
- ✓ If a student falls ill on campus the parent will be called and asked to pick-up student
- ✓ If a student or employee tests positive and has recently been at school, the school will initiate all contact tracing and communicate protocols required by health agencies. Families and staff directly exposed (as defined by the CDC) will be notified appropriately
- ✓ Students that have a positive COVID-19 diagnosis, have been quarantined for exposure, or have contagious illness, will be able to access continuation of learning programs until they are cleared to go back to the school

WELCOME BACK TO SCHOOL PLAN

[Insert School Name]

2021-2022

BEFORE AND AFTER SCHOOL CARE, ENRICHMENT AND EXTRACURRICULAR ACTIVITY

BEFORE AND AFTER SCHOOL CARE

We will continue to offer before and after school care for those families that need those services. Like regular school procedures:

- ✓ Students will be separated into grade band cohorts
- ✓ Whenever possible, students will utilize outdoor spaces for activities
- ✓ Handwashing will occur frequently
- ✓ All health and safety policies and procedures, including the school's face covering guidelines and sanitation procedures will be followed

AFTER SCHOOL ENRICHMENT PROGRAMS

- ✓ All after school enrichment programs will resume in person.

ATHLETICS

- ✓ All athletic programs will resume as usual with additional safety protocols.

GATHERINGS AND-FIELD TRIPS

- ✓ All gatherings and field trips will resume as usual with additional safety protocols.



A FINAL NOTE

Thank you for your support and flexibility. We look forward to a successful school year.

Please direct any questions or concerns you may have to the school. -Together, we will continue to focus on putting our students first.

WELCOME BACK TO SCHOOL PLAN

[Insert School Name]

2021-2022



Instructional Personnel Evaluation System



Purpose

The purpose of this document is to provide the district with a template for its instructional personnel evaluation system that addresses the requirements of Section 1012.34, Florida Statutes (F.S.), and Rule 6A-5.030, Florida Administrative Code (F.A.C.). This template, Form IEST-2017, is incorporated by reference in Rule 6A-5.030, F.A.C., effective April 2018.

Instructions

Each of the sections within the evaluation system template provides specific directions, but does not limit the amount of space or information that can be added to fit the needs of the district. Where documentation or evidence is required, copies of the source documents (e.g., rubrics, policies and procedures, observation instruments) shall be provided at the end of the document as appendices in accordance with the Table of Contents.

Before submitting, ensure the document is titled and paginated.

Submission

Upon completion, the district shall email this form and any required supporting documentation as a Microsoft Word document for submission to DistrictEvalSysEQ@fldoe.org.

Modifications to an approved evaluation system may be made by the district at any time. Substantial revisions shall be submitted for approval, in accordance with Rule 6A-5.030(3), F.A.C. The entire template shall be sent for the approval process.

Table of Contents

Part I: Evaluation System Overview	4
Part II: Evaluation System Requirements	4
Part III: Evaluation Procedures	7
Part IV: Evaluation Criteria	8
A. Instructional Practice	8
B. Other Indicators of Performance	12
C. Performance of Students	12
D. Summative Rating Calculation	14
Appendices	16
Appendix A – Evaluation Framework Crosswalk	16
Appendix B – Observation Instruments for Classroom Teachers	18
Appendix C – Observation Instruments for Non-Classroom Instructional Personnel	19
Appendix D – Student Performance Measures	20
Appendix E – Summative Evaluation Forms	21

Part I: Evaluation System Overview

In Part I, the district shall describe the purpose and provide a high-level summary of the instructional personnel evaluation system.

The Charter Schools USA Instructional Evaluation System is a comprehensive, multi-component assessment of a teacher's instructional practice and professional growth, and the academic growth of their students. Instructional practice and professional growth have the largest impact on a teacher's score (55%) with Student performance (growth) accounting for 45% of the final evaluation.

Part II: Evaluation System Requirements

In Part II, the district shall provide assurance that its instructional personnel evaluation system meets each requirement established in section 1012.34, F.S., below by checking the respective box. School districts should be prepared to provide evidence of these assurances upon request.

System Framework

- The evaluation system framework is based on sound educational principles and contemporary research in effective educational practices.
- The observation instrument(s) to be used for classroom teachers include indicators based on each of the Florida Educator Accomplished Practices (FEAPs) adopted by the State Board of Education.
- The observation instrument(s) to be used for non-classroom instructional personnel include indicators based on each of the FEAPs, and may include specific job expectations related to student support.

Training

- The district provides training programs and has processes that ensure
 - Employees subject to an evaluation system are informed of the evaluation criteria, data sources, methodologies, and procedures associated with the evaluation before the evaluation takes place; and
 - Individuals with evaluation responsibilities and those who provide input toward evaluations understand the proper use of the evaluation criteria and procedures.

Data Inclusion and Reporting

- The district provides instructional personnel the opportunity to review their class rosters for accuracy and to correct any mistakes.
- The district school superintendent annually reports accurate class rosters for the purpose of calculating district and statewide student performance, and the evaluation results of instructional personnel.
- The district may provide opportunities for parents to provide input into performance evaluations, when the district determines such input is appropriate.

Evaluation Procedures

- The district's system ensures all instructional personnel, classroom and non-classroom, are evaluated at least once a year.
- The district's system ensures all newly hired classroom teachers are observed and evaluated at least twice in the first year of teaching in the district. Each evaluation must include indicators of student performance; instructional practice; and any other indicators of performance, if applicable.
- The district's system identifies teaching fields for which special evaluation procedures or criteria are necessary, if applicable.
- The district's evaluation procedures comply with the following statutory requirements in accordance with section 1012.34, F.S.:
 - The evaluator must be the individual responsible for supervising the employee; the evaluator may consider input from other personnel trained on the evaluation system.
 - The evaluator must provide timely feedback to the employee that supports the improvement of professional skills.
 - The evaluator must submit a written report to the employee no later than 10 days after the evaluation takes place.
 - The evaluator must discuss the written evaluation report with the employee.
 - The employee shall have the right to initiate a written response to the evaluation and the response shall become a permanent attachment to his or her personnel file.
 - The evaluator must submit a written report of the evaluation to the district school superintendent for the purpose of reviewing the employee's contract.
 - The evaluator may amend an evaluation based upon assessment data from the current school year if the data becomes available within 90 days of the end of the school year.

Use of Results

- The district has procedures for how evaluation results will be used to inform the
 - Planning of professional development; and
 - Development of school and district improvement plans.
- The district's system ensures instructional personnel who have been evaluated as less than effective are required to participate in specific professional development programs, pursuant to section 1012.98(10), F.S.

Notifications

- The district has procedures for the notification of unsatisfactory performance that comply with the requirements outlined in Section 1012.34(4), F.S.
- The district school superintendent shall annually notify the Department of Education of any instructional personnel who
 - Receive two consecutive unsatisfactory evaluation ratings; or
 - Are given written notice by the district of intent to terminate or not renew their employment, as outlined in section 1012.34(5), F.S.

District Self-Monitoring

- The district has a process for monitoring implementation of its evaluation system that enables it to determine the following:
 - Compliance with the requirements of section 1012.34, F.S., and Rule 6A-5.030, F.A.C.;
 - Evaluators' understanding of the proper use of evaluation criteria and procedures, including evaluator accuracy and inter-rater reliability;
 - Evaluators provide necessary and timely feedback to employees being evaluated;
 - Evaluators follow district policies and procedures in the implementation of evaluation system(s);
 - Use of evaluation data to identify individual professional development; and,
 - Use of evaluation data to inform school and district improvement plans.

Part III: Evaluation Procedures

In Part III, the district shall provide the following information regarding the observation and evaluation of instructional personnel. The following tables are provided for convenience and may be customized to accommodate local evaluation procedures.

- Pursuant to section 1012.34(3)(b), F.S., all personnel must be fully informed of the criteria, data sources, methodologies, and procedures associated with the evaluation process before the evaluation takes place. In the table below, describe when and how the following instructional personnel groups are informed of the criteria, data sources, methodologies, and procedures associated with the evaluation process: classroom teachers, non-classroom teachers, newly hired classroom teachers, and teachers hired after the beginning of the school year.

Instructional Personnel Group	When Personnel are Informed	Method(s) of Informing
Classroom and Non-Classroom Teachers	Returning Teacher Orientation (RTO) – 1 week prior to school starting	Face to face delivery of materials and content, virtual, on demand training, handouts, emails and on-site professional development.
Newly Hired Classroom Teachers	New Teacher Induction (NTI) – 2-3 weeks prior to school starting	Face to face delivery of materials and content, virtual, on demand training, handouts, emails and on-site professional development.
Late Hires	Mid-year NTI and/or New Teacher Onboarding – within 90 days of hire date	Face to face delivery of materials and content, virtual, on demand training, handouts, emails and on-site professional development.

- Pursuant to section 1012.34(3)(a), F.S., an observation must be conducted for each employee at least once a year, except that a classroom teacher who is newly hired by the district school board must be observed at least twice in the first year of teaching in the school district. In the table below, describe when and how many observations take place for the following instructional personnel groups: classroom teachers, non-classroom teachers, newly hired classroom teachers, and teachers hired after the beginning of the school year.

Number of Observations	When Observations Occur	When Observation Results are Communicated to Personnel
All Classroom and Non-Classroom Instructional staff members, hired before or after the beginning of the school year		
Frequency can range from weekly to a minimum of quarterly.	Frequency of non-evaluative observations is differentiated by teacher needs, as determined by deliberate practice plans, student data and other informal observations.	Immediately in the online evaluation platform.

- Pursuant to section 1012.34(3)(a), F.S., a performance evaluation must be conducted for each employee at least once a year, except that a classroom teacher who is newly hired by the district school board must be evaluated at least twice in the first year of teaching in the

school district. In the table below, describe when and how many summative evaluations are conducted for the following instructional personnel groups: classroom teachers, non-classroom teachers, newly hired classroom teachers, and teachers hired after the beginning of the school year.

Instructional Personnel Group	Number of Evaluations	When Evaluations Occur	When Evaluation Results are Communicated to Personnel
For all Classroom and Non-Classroom Instructional Staff Members			
Teachers returning to the building from the prior year	1	End-Year evaluation: Annually in the spring of each year prior to the last day of school	End-Year evaluation: In one-on-one conferences between staff member and the school leadership team, prior to the end of the school year.
All new teachers to the profession, state of Florida, Charter Schools USA and/or the school building. <i>*This is also encouraged when a buildings have a new leader</i>	2	Mid-Year evaluation: Prior to January 20 th or within a 90-day period from hire date, whichever is later. End-Year evaluation: Annually in the spring of each year prior to the last day of school.	Mid-Year evaluation: In one-on-one conferences between staff member and the school leadership team. End-Year evaluation: : In one-on-one conferences between staff member and the school leadership team.

Part IV: Evaluation Criteria

A. Instructional Practice

In this section, the district shall provide the following information regarding the instructional practice data that will be included for instructional personnel evaluations.

1. Pursuant to section 1012.34(3)(a)2., F.S., at least one-third of the evaluation must be based upon instructional practice. At **Charter Schools USA**, instructional practice accounts for **55%** of the instructional personnel performance evaluation.
2. Description of the step-by-step calculation for determining the instructional practice rating for classroom and non-classroom instructional personnel, including cut points for differentiating performance.

The instructional practice component of the IES, 55% of the final evaluation, is comprised of two tools; the Teacher Feedback and Evaluation Tool (35%) and a teacher's Deliberate Practice Plan (20%).

The TFET – Evaluating core effective practices and instructional strategies

Evaluative and non-evaluative versions of the Teacher Feedback and Evaluation Tool (TFET) are based on the research of Robert J. Marzano, with connections to the Florida Educator

Accomplished Practices (FEAPs), and the State of Florida-adopted Marzano Evaluation Model. Specifically, the research base for the TFET includes:

- Marzano, Robert J. *What Works in Schools: Translating Research into Action*. Arlington, Virginia: Association for Supervision and Curriculum Development, 2003, 2013.
- Marzano, Robert J. *The Art and Science of Teaching*. Arlington, Virginia: Association for Supervision and Curriculum Development, 2007.
- Marzano, Robert J. et.al. *Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement*. Upper Saddle River, New Jersey: Prentice Hall, 2004.
- Marzano, Robert J. et.al. *Classroom Management That Works: Research-Based Strategies for Every Teacher*. Upper Saddle River, New Jersey: Prentice Hall, 2008.
- Marzano, Robert J. *Classroom Assessment & Grading that Work*. Arlington, Virginia: Association for Supervision and Curriculum Development, 2006.

The TFET is first organized by the strategies and behaviors observed inside and outside of the classroom. Additionally, it is aligned to Charter Schools USA's (CSUSA) 5 strategic priority areas – 1. Student Success, 2. Maximized Resources, 3. Development and Innovation, 4. Customer Focused Operational Excellence, and 5. World Class Team and Culture – which reflect a balanced approach to quality and continuous improvement based on Robert S. Kaplan and David Norton's *The Balanced Scorecard* (1996). The 5 strategic priorities represent CSUSA's approach to addressing the unique challenges of charter schools, and to ensuring that the energies, abilities, and specific knowledge of all employees throughout the school and the organization are focused on improving the quality of services required to increase student academic performance and foster student learning. The 5 strategic priorities align to the Marzano Evaluation Model as follows:

- **Student Success:** An unwavering focus on implementing CSUSA's research-based Educational Model based on Marzano's research.
 - Domain 1: Inside the Classroom
 - Well-Managed Learning Environment
 - Equitable Learning Environment
 - High Expectations Environment
 - Supportive Learning Environment
 - Active Learning Environment
 - Progress Monitoring and Feedback
 - Digital Learning Environment
 - Domain 2: Outside of the Classroom
 - Planning and Preparing
 - Data-driven Instruction Results
- **World Class Team and Culture:** The intangible quality that inspires team members to volunteer their best every day, commit to their professional growth, and maximize their effectiveness to increase student learning. It is also the component that supports team members in finding satisfaction and meaning in their work.
 - Domain 3: Outside of the Classroom
 - Reflecting on Teaching
 - Domain 4: Outside of the Classroom
 - Collegiality and Professionalism

- **Maximized Resources:** A commitment to sound business practices to ensure financial viability and the ability of the school to invest in programs and resources to increase student growth.
 - Domain 4: Outside of the Classroom
 - Promoting District and School Development
- **Development and Innovation:** The unique challenges of a charter school to create and meet enrollment demands, which form the basis for the school's financial health.
 - Domain 4: Outside of the Classroom
 - Promoting District and School Development
- **Customer Focused Operational Excellence:** The school-wide efforts to ensure a safe and orderly environment and the secure maintenance of student records.
 - Domain 4: Outside of the Classroom
 - Promoting District and School Development

Student Success (All segments of **Inside the Classroom**, and **Planning and Preparing**) constitutes 65% or, a majority, of the TFET. In its entirety, the TFET will be used as an annual evaluative assessment of classroom and non-classroom¹ full time instructional staff member performance and will constitute **35%** of the final summative evaluation. The TFET will also be chunked into smaller non-evaluative segments (see below) to be used throughout the year to provide ongoing instructor feedback and inform the planning of professional development and the development of school and CSUSA-wide improvement plans (rule 6A-5.030.(3).(d).1.d). The TFET informs teachers and school leaders on appropriate deliberate practice goals, please see the **Deliberate Practice Plan** section below.

Segments and weighting of the TFET (evaluative weighting):

- **Inside of the Classroom (50%)**
 - Well-Managed Learning Environment
 - Equitable Learning Environment
 - High Expectations Environment
 - Supportive Learning Environment
 - Active Learning Environment
 - Progress Monitoring and Feedback
 - Digital Learning Environment
- **Outside of the Classroom (15%)**
 - Planning and Preparing
- **Outside of the Classroom (35%)**
 - Data-driven Instruction Results
 - Customer Focused Operational Excellence
 - World Class Team and Culture
 - Maximized Resources/ Development and Innovation

To ensure the integrity of the system and inter-rater reliability, all evaluators will utilize a common rubric, participate in professional development, and use a common core of effective practices.

¹ For non-classroom teachers, school leaders will use their discretion as to which elements apply and how, to a teacher's unique role in the building. Elements will be eliminated entirely in the most extreme circumstances.

The alignment outlined above will be used for both evaluative and non-evaluative observations ensuring consistent, clear, and specific feedback to teachers throughout the year and on their end-year evaluative TFET. The TFET tool's final rating scale is designed to maintain a high level of rigor in a teacher's instructional practice. The scale used for the final combined evaluation is more aligned with state evaluation trends. Additional details of the evaluation process and evaluation protocols can be found below in sections 5 and 6.

Scoring the TFET (Final)

The process to assign a final TFET score and rating is as follows:

- **Step 1:** Rate observed elements at each of the following levels: Innovating (4), Applying (3), Developing (2), Beginning (1), Not Using (0) or Not Observed (no value given).
- **Step 2:** Count the number of ratings at each level for each of the 12 TFET segments.
- **Step 3:** Within each segment, determine the percentage of the total number of ratings, excluding Not Observed, each level represents.
- **Step 4:** For each segment, apply the results from Step 3 to the Proficiency Scale:

These segment ratings will range from 1 to 4.

Highly Effective (4)	Effective (3)	Developing (2)	Unsatisfactory (1)
At least 55% at Level 4 and 0% at Level 0 or 1	At least 55% at Level 3 or higher	<55% at Level 3 or higher and <50% Level 0 or 1	≥ 50% at Level 1 or 0

- **Step 5:** Calculate the weighted average of the 12 TFET segment scores and place the resulting score on the TFET scale below. Please see **Segments and weighting of the TFET** above.

The final TFET rating scale is as follows:

Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
3.5 – 4.0	2.5 – 3.49	1.5 – 2.49	1.0 – 1.49

All observation results will be calculated electronically via the School's instructional improvement system, a process that will be overseen by the School's management company's Human Resources Department, and with final approval by the School's principal. The TFET's final rating scale is designed to maintain a high level of rigor in instructional practice. The scale used for the final combined evaluation is more aligned with state staff evaluation trends. Additional details of the evaluation process and evaluation protocols can be found below in sections 5 and 6.

DPP – Deliberate Practice Plan: Instructional staff professional goals setting

The deliberate practice score is the second element in the instructional practice component of the Teacher Evaluation System and will account for 20% of a teacher’s final rating.

All teachers will identify three TFET indicators to focus on and develop throughout the year. Each selected element will become a goal in the teacher’s Deliberate Practice Plan (DPP). The DPP will be created, reviewed and monitored collaboratively with the school leadership team.

The school leadership team evaluates growth on each of the three goals. The annual baseline values are determined by the prior year TFET score², or mid-year TFET in the case of a new teacher. Growth from the baseline to end-year TFET is determined by the table below. The final DPP score is the average of all three goals’ growth scores. For example, a teacher whose growth scores were 3, 3, and 2 would receive a DPP score of 2.6. This final score is placed on the same rating scale as the final TFET score. Thus a DPP of 2.6 is “Effective.”

Highly Effective (4)	Effective (3)	Developing (2)	Beginning (1)	Unsatisfactory (0)
Grows 4 levels	Grows 3 levels	Grows 2 level	Grows 1 level	Achieves no growth
<u>or</u> grows to Innovating	<u>or</u> grows to Applying	<u>or</u> grows to Developing	<u>or</u> grows to Beginning	<u>or</u> scores Not Using

B. Other Indicators of Performance

In this section, the district shall provide the following information regarding any other indicators of performance that will be included for instructional personnel evaluations.

1. Pursuant to section 1012.34(3)(a)4., F.S., up to one-third of the evaluation may be based upon other indicators of performance. At **Charter Schools USA**, other indicators of performance account for **0%** of the instructional personnel performance evaluation.
2. Description of additional performance indicators, if applicable.
3. Description of the step-by-step calculation for determining the other indicators of performance rating for classroom and non-classroom instructional personnel, including cut points for differentiating performance.

C. Performance of Students

In this section, the district shall provide the following information regarding the student performance data that will be included for instructional personnel evaluations.

1. Pursuant to section 1012.34(3)(a)1., F.S., at least-one third of the performance evaluation must be based upon data and indicators of student performance, as determined by each school

² All new teachers will receive a Mid-Year TFET evaluation to drive DPP goals and baseline scores after their 90 days.

district. This portion of the evaluation must include growth or achievement data of the teacher’s students over the course of at least three years. If less than three years of data are available, the years for which data are available must be used. Additionally, this proportion may be determined by instructional assignment. At **Charter Schools USA**, performance of students accounts for **45%** of the instructional personnel performance evaluation.

2. Description of the step-by-step calculation for determining the student performance rating for classroom and non-classroom instructional personnel, including cut points for differentiating performance.

Student Performance Measures

For the term of this plan (2018-2021), historical student growth on nationally normed assessments will be utilized (Northwest Evaluation Association’s Measures of Academic Progress—NWEA MAP or Curriculum Associates’ i-Ready Diagnostic Assessment) as a measure of Student Performance.

Student Assessments

The School will base 45% of the overall performance rating on data and indicators of student academic performance and learning growth assessed annually by nationally normed assessments. Growth for students with disabilities and English language learners will be incorporated per the specifications of Florida statute.

For all full-time instructional staff members in roles, grades– including “newly hired” teachers, the School, pursuant to Florida Statute 1012.34, section 7 (b), will utilize three years of nationally normed growth data in math and ELA. Growth ratings will be assigned according to normative growth trends and across both math and ELA for a teacher’s students. All students in grades K-10 are monitored and assessed at least two times per year with MAP or i-Ready. These nationally normed, interim assessments, measure student achievement and growth in ELA and mathematics. Assessments are aligned to the Florida Standards Assessment as well as college and career readiness standards (ACT/SAT – MAP Only). At all grade levels MAP/i-Ready assessments are adaptive and computer-based. They also provide audio support for beginning readers.

After each MAP/i-Ready administration, each student receives a scale score growth target for normative/typical growth. These targets are provided by the vendors and represent the status (percentile) and growth norms drawn from over 5 million students’ assessment results nationwide. A student’s grade and instructional level impact their projected growth target. Students in the same grade, but at different achievement percentiles/levels, receive growth targets tailored to their ability level and the average growth achieved nationwide by students in the same grade and scoring at the same percentile/level at the beginning of the year. Each spring, MAP/i-Ready calculates the total percentage of students meeting their typical growth targets using the following equation:

$$\text{Percentage of Students who Met or Exceeded their Projected RIT / Typical Growth Target} = \frac{\text{Count of Students who Met or Exceeded their Projected RIT / Typical Growth Target}}{\text{Count of Students with Available Growth Projections and Scores}}$$

When this value exceeds 50%, average student growth, exceeds that of typical students nationwide.³ Three years of ratings will be used when available, with the most recent year carrying the most weight. Preliminary value ratings associated with performance on this metric are presented in the table below. These values are subject to change pending the schools' distribution of growth scores and updates to the normative distributions from NWEA and Curriculum Associates.

	% of Students Meeting RIT /Typical Growth Targets ¹
1 - Unsatisfactory	<20%
2 - Needs Improvement	20% - 40%
3 - Effective	41% - 54%
4 - Highly Effective	≥ 55%

For any staff member that has a school-wide impact, the School, pursuant to Florida Statute 1012.34, section 7 (b), will utilize the school-wide student learning growth (student growth measure) in math and ELA. The school-wide student learning growth measure for full-time instructional staff members without personal MAP/i-Ready data, will be measured by aggregate school-wide growth in math and ELA.

Roster Validation Procedures –Each school will use the processes and procedures required by CSUSA as well as the district procedure to verify and align class rosters with district systems for the analysis of VAM scores.

D. Summative Rating Calculation

In this section, the district shall provide the following information regarding the calculation of summative evaluation ratings for instructional personnel.

1. Description of the step-by-step calculation for determining the summative rating for classroom and non-classroom instructional personnel.
2. Pursuant to section 1012.34(2)(e), F.S., the evaluation system for instructional personnel must differentiate across four levels of performance. Using the district's calculation methods and cut scores described above in sections A – C, illustrate how a fourth grade teacher and a ninth grade English language arts teacher can earn a highly effective and an unsatisfactory summative performance rating respectively.

³ If NWEA growth data is not available for a teacher, the school leader will determine the most appropriate measure of student achievement or growth relative to the teacher's curriculum and instruction. Kindergarten teachers will be evaluated using winter to spring growth norms, per the recommendation of the Northwest Evaluation Association. Teachers of 11th and 12th grade students may be evaluated by their students' achievement on College and Career Readiness benchmarks and/or graduation eligibility when MAP/i-Ready growth data is not available.

TES Evaluation Criteria

The TES evaluation criteria will be based on three years (when available⁴) of student academic growth, and current year instructional practice. The Teacher Feedback and Evaluation Tool (TFET) and Deliberate Practice Plan (DPP) comprise the Instructional Practice component.

Final Evaluation weighting ⁵

The metrics used to determine the final TES rating, along with each metric's weight in the final rating, are as follows:

- Student Academic Performance:
 - Student Performance Measure: 45%
- Instructional Practice:
 - Teacher Feedback Evaluation Tool (TFET) Score: 35%
 - Deliberate Practice Plan (DPP) Score: 20%

Details of the scoring and evaluation of teacher performance on Student Performance Measures, the TFET and the DPP are presented above in sections 1, 2 and 3 respectively.

Once Student Performance, TFET and DPP scores (1-4) are determined, they are combined according to the weighting above and assigned a rating based on the scale below:⁶

Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
3.05 – 4.00	1.65 – 3.04	1.15 – 1.64	0.75 – 1.14

The distinction between Needs Improvement and Developing is relative to the staff member's verifiable years of experience. Per rule 6A-5.030.(3).(d).1.c.(VII) the school may also amend an evaluation based upon assessment data from the current school year if the data becomes available within ninety(90) days after the close of the school year.

⁴ For full time instructional staff members with less than 3 years of data, years available will be used. Please see section **C. Student Performance Measures**, for details on instructional staff members without student growth results.

⁵ Pursuant to Florida statute 1012.01(3)(a).

⁶ CSUSA may adjust this scale in any year where there is a significant mis-alignment (defined as more than +/- 7% difference) between the distribution of CSUSA teachers and the state as a whole for any final performance rating category relative to the prior year.

Appendix A – Evaluation Framework Crosswalk

In Appendix A, the district shall include a crosswalk of the district's evaluation framework to each of the Florida Educator Accomplished Practices (FEAPs).

Alignment to the Florida Educator Accomplished Practices	
Practice	Evaluation Indicators
1. Instructional Design and Lesson Planning	
<i>Applying concepts from human development and learning theories, the effective educator consistently:</i>	
a. Aligns instruction with state-adopted standards at the appropriate level of rigor;	13-14; 30
b. Sequences lessons and concepts to ensure coherence and required prior knowledge;	7, 30-32;
c. Designs instruction for students to achieve mastery;	16, 31
d. Selects appropriate formative assessments to monitor learning;	34, 41
e. Uses diagnostic student data to plan lessons; and,	40, 41
f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.	4, 10, 31, 33
2. The Learning Environment	
<i>To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:</i>	
a. Organizes, allocates, and manages the resources of time, space, and attention;	3, 7
b. Manages individual and class behaviors through a well-planned management system;	2, 5, 8, 46
c. Conveys high expectations to all students;	10-14; 16-17, 36-38; 53, 54
d. Respects students' cultural linguistic and family background;	9, 15
e. Models clear, acceptable oral and written communication skills;	18, 19
f. Maintains a climate of openness, inquiry, fairness and support;	1, 6-9; 15-18, 36-38
g. Integrates current information and communication technologies;	27-29, 39
h. Adapts the learning environment to accommodate the differing needs and diversity of students; and	4, 6, 9, 36-38;
i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.	27-29, 39
3. Instructional Delivery and Facilitation	
<i>The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:</i>	
a. Deliver engaging and challenging lessons;	16, 21
b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;	19, 20, 33, 44
c. Identify gaps in students' subject matter knowledge;	34-35;
d. Modify instruction to respond to preconceptions or misconceptions;	17, 22, 26, 33, 35
e. Relate and integrate the subject matter with other disciplines and life experiences;	20, 33, 44
f. Employ higher-order questioning techniques;	14
g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;	4, 11, 22, 33, 34
h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;	6, 11, 40, 41
i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement;	16, 18, 22-26;
j. Utilize student feedback to monitor instructional needs and to adjust instruction.	34-35;

4. Assessment	
<i>The effective educator consistently:</i>	
a. Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process;	23, 24, 40, 41
b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;	34, 40-41;
c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;	23, 24, 34, 35, 41
d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;	36-38;
e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s); and,	25, 42
f. Applies technology to organize and integrate assessment information.	41, 42, 45
5. Continuous Professional Improvement	
<i>The effective educator consistently:</i>	
a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;	55, 58, 59, 61
b. Examines and uses data-informed research to improve instruction and student achievement;	33, 40, 58
c. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons;	22-26, 56, 58, 62, 63, 64
d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;	38, 42, 50, 56, 57, 63, 64, 65, 67, 68
e. Engages in targeted professional growth opportunities and reflective practices; and,	55, 59, 60, 61, 63
f. Implements knowledge and skills learned in professional development in the teaching and learning process.	43, 59, 63
6. Professional Responsibility and Ethical Conduct	
Understanding that educators are held to a high moral standard in a community, the effective educator:	
a. Adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rules 6A-10.080 and 6A-10.081, F.A.C., and fulfills the expected obligations to students, the public and the education profession.	47, 48, 49, 51, 52, 53, 57, 62, 66

Appendix B – Observation Instruments for Classroom Teachers

In Appendix B, the district shall include the observation rubric(s) to be used for collecting instructional practice data for classroom teachers.

Rating TFET Elements – Evaluation Protocols and Rubrics

Each indicator on the TFET utilizes a comprehensive, five-category scale, relative to observations and feedback inside and outside of the classroom.

Inside The Classroom					
Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)	Not Observed (No Value Given)
Teacher uses feedback gained from monitoring use of the strategy and has tweaked the strategy for those who were not responding to initial use of the strategy so that all students get to the intended learning outcome. (100% of students get to intended outcome of strategy)	Teacher use of this strategy has become fluent and the teacher is focused on the impact the use of the strategy has on students. (Students are monitored for the impact the use of the strategy has on their learning outcomes)	Teacher use of the strategy was appropriate and correct. Teacher becomes fluent with use of this strategy.	Teacher was aware that the instructional strategy was appropriate but teacher use of the strategy was ineffective. (Missing pieces, wrong time, wrong group of students, etc.)	Instructional strategy was appropriate, but the teacher did not know to use the strategy.	Instructional strategy was neither called for nor used during this portion of the lesson.
Outside The Classroom					
Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)	Not Observed (No Value Given)
Teacher is a network leader in this instructional area and has had positive impact on the CSUSA community at large	Teacher is seen as a leader in this instructional area and shares instructional practice within school community	Teacher focus on this instructional area is growing and teacher is able to achieve the intent for this instructional area.	Teacher was beginning to focus on this instructional area but efforts were not effective (pieces were missing, full extent of area not understood or realized)	This instructional area or goal was not focused on during this time period	Intended outcome not relevant to current teaching or case load

Appendix C – Observation Instruments for Non-Classroom Instructional Personnel

In Appendix C, the district shall include the observation rubric(s) to be used for collecting instructional practice data for non-classroom instructional personnel.

Rating TFET Elements – Evaluation Protocols and Rubrics

Each indicator on the TFET utilizes a comprehensive, five-category scale, relative to observations and feedback inside and outside of classrooms.

Inside Classrooms					
Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)	Not Observed (No Value Given)
Teacher uses feedback gained from monitoring use of the strategy and has tweaked the strategy for those who were not responding to initial use of the strategy so that all students get to the intended learning outcome. (100% of students get to intended outcome of strategy)	Teacher use of this strategy has become fluent and the teacher is focused on the impact the use of the strategy has on students. (Students are monitored for the impact the use of the strategy has on their learning outcomes)	Teacher use of the strategy was appropriate and correct. Teacher becomes fluent with use of this strategy.	Teacher was aware that the instructional strategy was appropriate but teacher use of the strategy was ineffective. (Missing pieces, wrong time, wrong group of students, etc.)	Instructional strategy was appropriate, but the teacher did not know to use the strategy.	Instructional strategy was neither called for nor used during this portion of the lesson.
Outside Classrooms					
Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)	Not Observed (No Value Given)
Teacher is a network leader in this instructional area and has had positive impact on the CSUSA community at large	Teacher is seen as a leader in this instructional area and shares instructional practice within school community	Teacher focus on this instructional area is growing and teacher is able to achieve the intent for this instructional area.	Teacher was beginning to focus on this instructional area but efforts were not effective (pieces were missing, full extent of area not understood or realized)	This instructional area or goal was not focused on during this time period	Intended outcome not relevant to current teaching or case load

Appendix D – Student Performance Measures

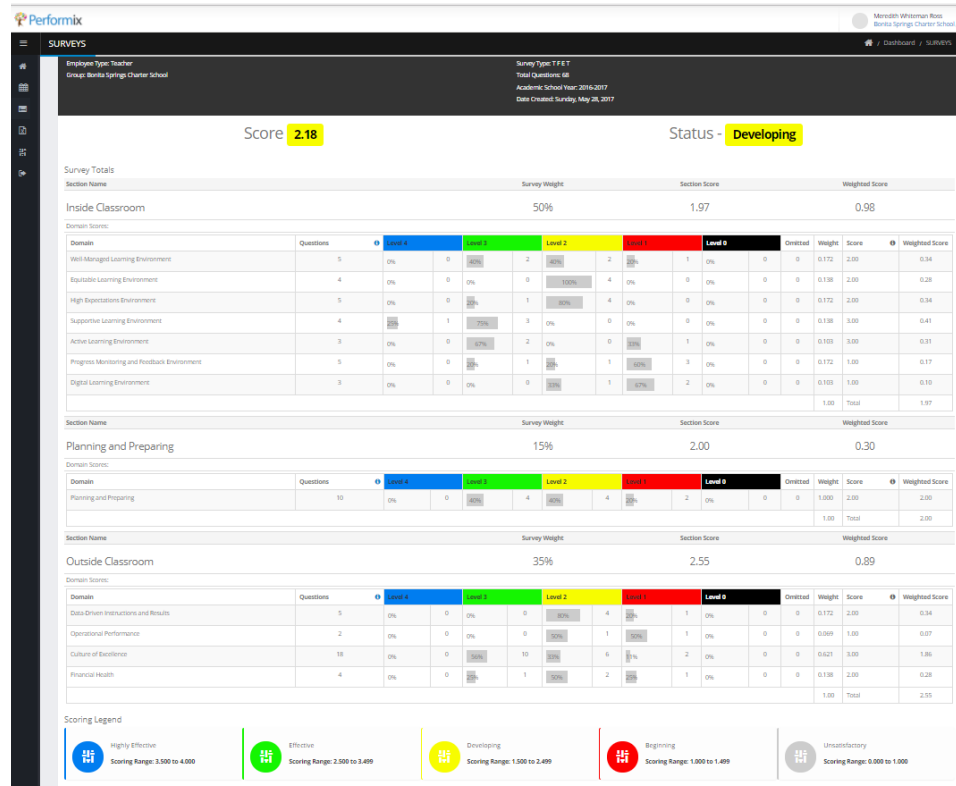
In Appendix D, the district shall provide the list of assessments and the performance standards that will apply to the assessment results to be used for calculating the performance of students assigned to instructional personnel. The following table is provided for convenience; other ways of displaying information are acceptable.

Student Performance Measures		
Teaching Assignment	Assessment(s)	Performance Standard(s)
Grades K-10 (including non-classroom instructional personnel)	Northwest Evaluation Association's Measures of Academic Progress: Math and ELA	The percent of a teacher's students meeting their customized normative growth targets in Math and ELA from the fall to the spring.
Grades 11-12	Northwest Evaluation Association's Measures of Academic Progress: Math and ELA	The percent of a teacher's students improving their projected ACT/SAT aligned scores from the prior year.
Non-Classroom Instructional Personnel	Northwest Evaluation Association's Measures of Academic Progress: Math and ELA	The percent of a teacher's students meeting their customized normative growth targets in Math and ELA or improving their projected ACT/SAT aligned scores from the previous year.

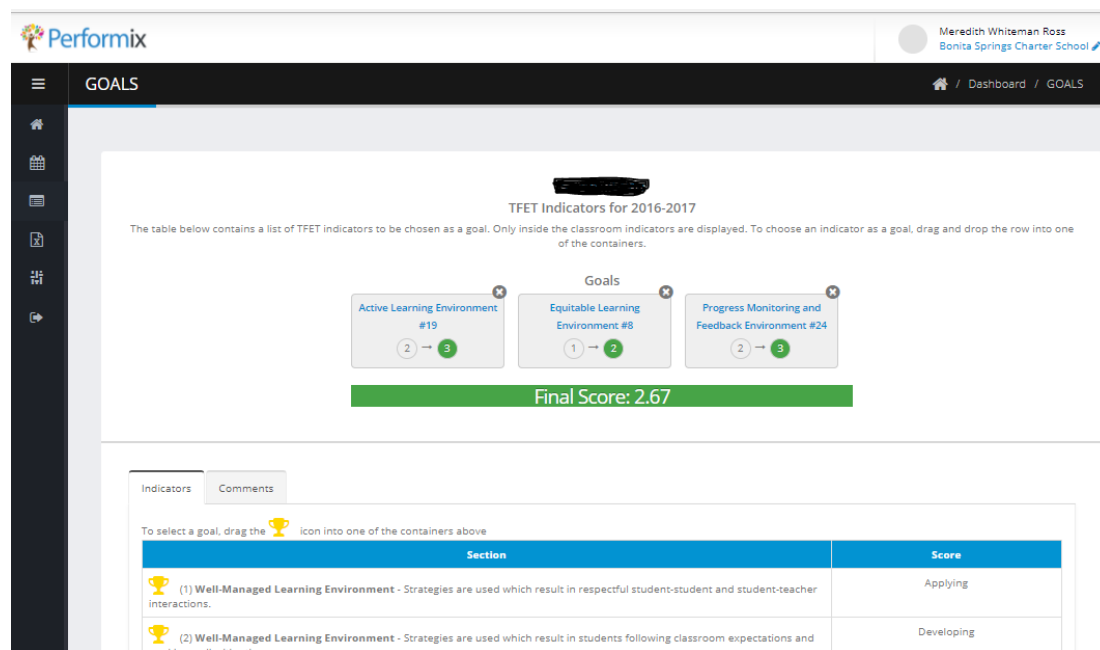
Appendix E – Summative Evaluation Forms

In Appendix E, the district shall include the summative evaluation form(s) to be used for instructional personnel.

TFET Score Summary Example



DPP Score Summary



Final Scoring Examples

Grade 2 or 9th Grade ELA																									
Unsatisfactory		Highly Effective																							
TFET	1.26 Unsatisfactory	TFET	2.85 Effective																						
DPP	1.00 Unsatisfactory	DPP	3.00 Effective																						
Growth	1.00 Unsatisfactory	Growth	4.00 Highly Effective																						
FINAL SCORE	1.09 Unsatisfactory	FINAL SCORE	3.34 Highly Effective																						
Example instructor summary page:																									
<p>The screenshot shows a reporting interface with the following data:</p> <table border="1"> <thead> <tr> <th>Component</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>Year End TFET</td> <td>3.09</td> </tr> <tr> <td>Deliberate Practice Plan</td> <td>3.67</td> </tr> <tr> <td>Student Performance Score</td> <td>4.00</td> </tr> <tr> <td>IP Score</td> <td>3.33</td> </tr> <tr> <td>Overall Teacher Evaluation System Score IP Score (60%) + SPS Score (40%)</td> <td>3.60 Highly Effective</td> </tr> </tbody> </table> <p>Scoring Legend:</p> <table border="1"> <thead> <tr> <th>Category</th> <th>Scoring Range</th> </tr> </thead> <tbody> <tr> <td>Highly Effective</td> <td>3.40 to 4.00</td> </tr> <tr> <td>Effective</td> <td>2.00 to 3.39</td> </tr> <tr> <td>Developing</td> <td>1.50 to 1.99</td> </tr> <tr> <td>Unsatisfactory</td> <td>0.75 to 1.49</td> </tr> </tbody> </table>				Component	Score	Year End TFET	3.09	Deliberate Practice Plan	3.67	Student Performance Score	4.00	IP Score	3.33	Overall Teacher Evaluation System Score IP Score (60%) + SPS Score (40%)	3.60 Highly Effective	Category	Scoring Range	Highly Effective	3.40 to 4.00	Effective	2.00 to 3.39	Developing	1.50 to 1.99	Unsatisfactory	0.75 to 1.49
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School Administrator Evaluation System



Purpose

The purpose of this document is to provide the district with a template for its school administrator evaluation system that addresses the requirements of Section 1012.34, Florida Statutes (F.S.), and Rule 6A-5.030, Florida Administrative Code (F.A.C.). This template, Form AEST-2017, is incorporated by reference in Rule 6A-5.030, F.A.C., effective April 2018.

Instructions

Each of the sections within the evaluation system template provides specific directions, but does not limit the amount of space or information that can be added to fit the needs of the district. Where documentation or evidence is required, copies of the source documents (e.g., rubrics, policies and procedures, observation instruments) shall be provided at the end of the document as appendices in accordance with the Table of Contents.

Before submitting, ensure the document is titled and paginated.

Submission

Upon completion, the district shall email this form and any required supporting documentation as a Microsoft Word document for submission to DistrictEvalSysEQ@fldoe.org.

Modifications to an approved evaluation system may be made by the district at any time. Substantial revisions shall be submitted for approval, in accordance with Rule 6A-5.030(3), F.A.C. The entire template shall be sent for the approval process.

Table of Contents

Part I: Evaluation System Overview	4
Part II: Evaluation System Requirements	4
Part III: Evaluation Procedures	6
Part IV: Evaluation Criteria	7
A. Instructional Leadership	7
B. Other Indicators of Performance	13
C. Performance of Students	13
D. Summative Rating Calculation	15
Appendices	17
Appendix A – Evaluation Framework Crosswalk	17
Appendix B – Observation Instruments for School Administrators	21
Appendix C – Student Performance Measures	29
Appendix D – Summative Evaluation Forms	30

Part I: Evaluation System Overview

In Part I, the district shall describe the purpose and provide a high-level summary of the school administrator evaluation system.

The Charter Schools USA Administrator Evaluation System is a comprehensive, multi-component assessment of a Leader's instructional leadership and the academic growth of their School. Instructional Leadership has the largest impact on a Leader's score- 55%, with Student performance (growth) accounting for 45% of the final evaluation.

Part II: Evaluation System Requirements

In Part II, the district shall provide assurance that its school administrator evaluation system meets each requirement established in section 1012.34, F.S., below by checking the respective box. School districts should be prepared to provide evidence of these assurances upon request.

System Framework

- The evaluation system framework is based on sound educational principles and contemporary research in effective educational practices.
- The observation instrument(s) to be used for school administrators include indicators based on each of the Florida Principal Leadership Standards (FPLSs) adopted by the State Board of Education.

Training

- The district provides training programs and has processes that ensure:
 - Employees subject to an evaluation system are informed of the evaluation criteria, data sources, methodologies, and procedures associated with the evaluation before the evaluation takes place; and
 - Individuals with evaluation responsibilities and those who provide input toward evaluations understand the proper use of the evaluation criteria and procedures.

Data Inclusion and Reporting

- The district may provide opportunities for parents and instructional personnel to provide input into performance evaluations, when the district determines such input is appropriate.

Evaluation Procedures

- The district's system ensures all school administrators are evaluated at least once a year.
- The district's evaluation procedures comply with the following statutory requirements in accordance with section 1012.34, F.S.:
 - The evaluator must be the individual responsible for supervising the employee; the evaluator may consider input from other personnel trained on the evaluation system.
 - The evaluator must provide timely feedback to the employee that supports the improvement of professional skills.

- The evaluator must submit a written report to the employee no later than 10 days after the evaluation takes place.
- The evaluator must discuss the written evaluation report with the employee.
- The employee shall have the right to initiate a written response to the evaluation and the response shall become a permanent attachment to his or her personnel file.
- The evaluator must submit a written report of the evaluation to the district school superintendent for the purpose of reviewing the employee's contract.
- The evaluator may amend an evaluation based upon assessment data from the current school year if the data becomes available within 90 days of the end of the school year.

Use of Results

- The district has procedures for how evaluation results will be used to inform the
 - Planning of professional development; and
 - Development of school and district improvement plans.
- The district's system ensures school administrators who have been evaluated as less than effective are required to participate in specific professional development programs, pursuant to section 1012.98(10), F.S.

Notifications

- The district has procedures for the notification of unsatisfactory performance that comply with the requirements outlined in Section 1012.34(4), F.S.
- The district school superintendent shall annually notify the Department of Education of any school administrators who
 - Receive two consecutive unsatisfactory evaluation ratings; or
 - Are given written notice by the district of intent to terminate or not renew their employment, as outlined in section 1012.34(5), F.S.

District Self-Monitoring

- The district has a process for monitoring implementation of its evaluation system that enables it to determine the following:
 - Compliance with the requirements of section 1012.34, F.S., and Rule 6A-5.030, F.A.C.;
 - Evaluators' understanding of the proper use of evaluation criteria and procedures, including evaluator accuracy and inter-rater reliability;
 - Evaluators provide necessary and timely feedback to employees being evaluated;
 - Evaluators follow district policies and procedures in the implementation of evaluation system(s);
 - Use of evaluation data to identify individual professional development; and,
 - Use of evaluation data to inform school and district improvement plans.

Part III: Evaluation Procedures

In Part III, the district shall provide the following information regarding the observation and evaluation of school administrators. The following tables are provided for convenience and may be customized to accommodate local evaluation procedures.

1. Pursuant to section 1012.34(3)(b), F.S., all personnel must be fully informed of the criteria, data sources, methodologies, and procedures associated with the evaluation process before the evaluation takes place. In the table below, describe when and how school administrators are informed of the criteria, data sources, methodologies, and procedures associated with the evaluation process.

Personnel Group	When Personnel are Informed	Method(s) of Informing
School Administrators	Annually in June and October. As well as ongoing training monthly.	Administrators will be informed of the criteria, data sources, methodologies, and procedures associated with the evaluation process during the annual leadership conferences held in June and in October. There will be ongoing maintenance training throughout the year at monthly leadership meetings.
New and Late Hires	New and Late Hires: October, January, June. Or as needed via online training.	New and Late hires will be informed of the criteria, data sources, methodologies, and procedures associated with the evaluation process at the National Leadership Conference in October or onboarding training in January or at the National Leadership Conference in June. Online training will be available as needed.

2. Pursuant to section 1012.34(3)(a)3., F.S., evaluation criteria for instructional leadership must include indicators based upon each of the FPLSs adopted by the State Board of Education. In the table below, describe when and how evidence of demonstration of the FPLSs is collected.

Personnel Group	When Evidence is Collected	Method(s) of Collection
Existing School Administrators as well as New and Late Hires	Frequency can range from weekly to a minimum of quarterly. Leaders are differentiated by needs, as determined by deliberate practice plans, student data and other informal observations.	Ongoing observations and feedback through formal notification and face to face follow-up. Acceptable forms of communication include, but are not limited to—Personnel Action Form, Improvement Plans, LPE tool, email, verbal feedback or one on one professional development.

3. Pursuant to section 1012.34(3)(a), F.S., a performance evaluation must be conducted for each employee at least once a year. In the table below, describe when and how many summative evaluations are conducted for school administrators.

Personnel Group	Number of Evaluations	When Evaluations Occur	When Evaluation Results are Communicated to Personnel
School Administrators as well as New and Late Hires	1	End-Year evaluation: Annually in the spring of each year prior to the last day of school	End-Year evaluation: In one-on-one conferences between staff member and the school leadership team, prior to the end of the school year.

Part IV: Evaluation Criteria

A. Instructional Leadership

In this section, the district shall provide the following information regarding the instructional leadership data that will be included for school administrator evaluations.

1. Pursuant to section 1012.34(3)(a)3., F.S., at least one-third of the evaluation must be based upon instructional leadership. In _____ County, instructional leadership accounts for _____% of the school administrator performance evaluation.
2. Description of the step-by-step calculation for determining the instructional leadership rating for school administrators, including cut points for differentiating performance.

Leadership Performance Evaluation

The Charter Schools USA family of schools has developed the Principal Evaluation System for 2015-16 and beyond with the ultimate goal of increasing student learning growth by improving the quality of instructional, administrative and supervisory services. Fifty-five percent (55%) of the LES will be comprised of the Leader Performance Evaluation (LPE) instrument which is based on the research of Robert J. Marzano and clearly connects to the Florida Principal Leadership Standards and the standards of the National Association of Elementary School Principals. Specifically, the research base for the LPE includes:

Leadership Assessment

- Marzano, Robert J. et.al. *School Leadership that Works*. Arlington, Virginia: Association for Supervision and Curriculum Development, 2005
- Marzano, Robert J. and Timothy Waters. *District Leadership that Works*. Bloomington, Indiana: Solution Tree Press, 2009
- Maxwell, John *The 21 Irrefutable Laws of Leadership*. Nashville, Tennessee: Thomas Nelson, Inc. 2007

Leading Faculty Development for Instructional Improvement

- Marzano, Robert J. *What Works in Schools: Translating Research into Action*. Arlington, Virginia: Association for Supervision and Curriculum Development, 2003

- Marzano, Robert J. *The Art and Science of Teaching*. Arlington, Virginia: Association for Supervision and Curriculum Development, 2007
- Marzano, Robert J. et.al. *Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement*. Upper Saddle River, New Jersey: Prentice Hall, 2004
- Marzano, Robert J. et.al. *Classroom Management That Works: Research-Based Strategies for Every Teacher*. Upper Saddle River, New Jersey: Prentice Hall, 2008
- Marzano, Robert J. *Classroom Assessment & Grading that Work*. Arlington, Virginia: Association for Supervision and Curriculum Development, 2006

The Leader Evaluation System (LES) for all school administrators is based on sound educational principles and contemporary research in effective educational practices. (See the reference list previously cited.) Primarily consisting of the research of Robert J. Marzano and aligned to the Florida Leadership Principal Standards, the LPE is designed to draw on and incorporate educational leadership practices, including the 21 responsibilities of a school leader, the precepts of continuous improvement and others developed from Marzano's 35 years of research. These educational best practices are the foundation for the 119 elements within the LPE that measure administrator proficiency on the host of skills and tasks necessary to lead a school, its faculty and students, to success in improving student performance.

Instructional Leadership Evaluation Framework

Leader Performance Evaluation

With domains organized according to the 5 strategic priorities—1. Student Success, 2. Maximized Resources, 3. Development and Innovation, 4. Customer Focused Operational Performance and 5. World Class Team and Culture – the LPE's evaluation criteria reflect the comprehensive range of instructional leadership practices expected of each CSUSA principal and a balanced approach to quality and continuous improvement based on Robert S. Kaplan and David P. Norton's *The Balanced Scorecard* (1996). The 5 strategic priorities represent CSUSA's approach to addressing the unique challenges of charter schools, and to ensuring that the energies, abilities, and specific knowledge of all employees throughout the school and the organization are focused on improving the quality of services needed to increase student learning growth.

These priorities are also aligned to the domains of the Marzano Teacher Evaluation Model, recognizing that school leaders are the drivers of effective instruction in a building:

- **Academic Excellence/ Student Success (29 Elements 24% of LPE):** An unwavering focus on implementing CSUSA's research-based Educational Model based on Marzano's research.
 - Domain 1: Student Achievement*
 - Domain 2: Instructional Leadership
 - Domain 4: Professional and Ethical Behavior*
- **Culture of Excellence/ World Class Team and Culture (41 Elements 35% of LPE):** The intangible quality that inspires team members to volunteer their best every day, commits to their professional growth, and maximizes their effectiveness to increase student learning. It is also the component that supports team members in finding satisfaction and meaning in their work.

- Domain 2: Instructional Leadership
 - Domain 3: Organizational Leadership
 - Domain 4: Professional and Ethical Behavior *
- **Financial Health/ Maximized Resources (11 Elements 9% of LPE):** A commitment to sound business practices to ensure financial viability and the ability of the school to invest in educational programs and resources to increase student learning growth.
 - Domain 3: Organizational Leadership
 - Domain 4: Professional and Ethical Behavior *
 - **Growth/ Development and Innovation (5 Elements 4% of LPE):** The unique challenges of a charter school to create and meet enrollment demands, which form the basis for the school's financial health.
 - Domain 3: Organizational Leadership
 - Domain 4: Professional and Ethical Behavior *
 - **Customer Focused Operational Performance (33 Elements 28% of LPE):** The school-wide efforts to ensure a safe and orderly environment and the secure maintenance of student records.
 - Domain 3: Organizational Leadership
 - Domain 4: Professional and Ethical Behavior

Included in the alignment with CSUSA 5 strategic priority areas, the LPE addresses the statutory requirement that performance measures emphasize principal proficiency in recruiting and retaining effective teachers, improving the effectiveness of teachers, removing ineffective teachers, measures related to the effectiveness of classroom teachers in the school, the administrator's appropriate use of evaluation criteria and procedures, and other leadership practices that result in student learning growth. The indicators are based on evidence of leadership practice and include the following:

- ***Recruiting and Retention of Effective and Highly Effective Teachers:*** The indicators that address these areas follow, along with a description of what each leader will be rated on:
 - **67-70** – These indicators address following hiring guidelines that include:
 - Using salary worksheets, requisitions and approval process for staffing positions, as well as ensuring proper certifications and education before extending offers
 - Working with Charter Schools USA's Education Team to ensure the best staffing configuration to support school success
 - Working within budget constraints
 - Helping recruit for other schools in the network
 - **76-81** – These indicators focus on following guidelines for Compensation Management and Staff Recognition, including:
 - Supporting and advocating pay for performance
 - Facilitating staff understanding of benefits
 - Finding ways to make staff feel appreciated
 - Fairly allocates incentive bonuses based on performance

- **87** - Looking to encourage and develop people.
 - The latter is evidenced by the leader's use of recognition programs within the school, as well as programs to build up staff – such as staff meals, celebrations and the encouragement to participate in the Leading Edge leadership development program
- **97-98** – These indicators rate the leader on Followership and positive relations with staff.
 - Staff's public support of school leaders
 - The leader's understanding that good leaders require good followers
 - Staff does not criticize school leadership to peers, parents or students
 - Staff raises concerns to appropriate leaders at appropriate times
- ***Addressing Ineffective Teachers:*** Leader practices in addressing ineffective teachers are targeted by the following indicators:
 - **63-66** – These indicators rate the leader on following guidelines for Human Resources as follows:
 - Adherence to Human Resources policies
 - Following progressive discipline guidelines, including maintaining appropriate documentation
 - Reaching out to HR appropriately to address sensitive HR matters
 - Ability to be called on to help support peers in sensitive or difficult HR matters
 - These elements include evidence that when requesting to dismiss an employee, the leader has appropriate documentation in place; and that the leader does not terminate without HR involvement and contacts HR on sensitive matters prior to taking action
- ***Improvement in the Percentage of Instructional Personnel Rated as Highly Effective and Effective*** Indicators rate on the leaders' as follows:
 - **72-74** These indicators rate the leader on the following criteria:
 - Conducting regular classroom and building walk through
 - Maintenance of appropriate performance documentation
 - Ensuring bi –annual TFET for all new teaching hires, annual for returning teachers and evaluations are completed for all staff in a timely manner
- ****High Effect Size Indicators:*** High Effect Size indicators focus on feedback practices, facilitating professional learning, clear goals and expectations, instructional resources, high effect size strategies and instructional initiatives. They are incorporated in the Leader Performance Evaluation (LPE) in the following indicators:
 - Feedback Practices: 3, 4, 6, 9-11, 15, 20, 95, 96
 - Facilitating Professional Learning: 23-29, 71, 96, 104-118
 - Clear Goals and Expectations: 7, 8, 71, 76, 77, 83, 96, 115
 - Instructional Resources: 85, 88, 96, 104-109
 - High Effect Size Strategies: 10, 79-81, 87, 91- 96
 - Instructional Initiatives

- Monitoring Text Complexity: 1, 4, 5, 29, 96
- Interventions: 1, 4, 6, 29, 96
- Instructional Adaptations: 3, 8, 9, 55, 59, 93, 96
- ESOL Strategies: 3, 9, 11, 20, 31

The LPE is also 100% in alignment with the Florida Principal Leadership Standards and includes indicators that reflect the following:

- ***The Effectiveness of Classroom Teachers in the School:*** All the elements within the Academic Excellence section address effectiveness of teachers. The indicator numbers and what each leader is rated on follows:
 - **1-29** - A range of performance, including:
 - Involvement in the design and implementation of curriculum and instruction
 - Ensuring colleagues, faculty and staff are aware of the most current theories and practices and making the discussion of these a regular aspect of the school's culture
 - Establishing clear academic goals for the entire school and keeping those goals in the forefront of the school's attention
 - Monitoring and evaluating the effectiveness of teacher instructional practices and their impact on student learning
 - Designing improvement plans based on benchmark data
 - Providing timely and specific feedback to teachers, including on high effect size strategies
 - Managing the organization, operations and facilities to provide faculty with quality resources and time for professional learning
- ***The administrator's appropriate use of evaluation criteria procedures.*** Elements in the Performance Planning and Review section. rate a leader's evaluation of staff members, including:
 - **71-75** - These indicators address the following criteria:
 - Ensuring that staff Deliberate Practice Plans are completed and align to school wide goals
 - Performance of regular classroom and building walkthroughs
 - Maintenance of appropriate performance documentation
 - Conducting bi-annual evaluative Teacher Feedback Evaluation Tool (TFET) reviews for all new teaching hires and annual for returning teachers

Evaluation Rating Criteria - Rating Labels

The evaluator will utilize four comprehensive rating labels that will ultimately translate to the four labels required by Florida statutes. The scale is as follows:

- ***Level 4: Innovating*** (example: The leader has a deep understanding of instruction and assessment and innovates school wide strategies. The leader recognizes accomplishments and acknowledges failures while motivating continuous improvement)

- *Level 3: Applying* (example: The leader has a solid understanding of instruction and assessment and regularly monitors and evaluates effective instructional school practices and ensures it impacts student achievement.)
- *Level 2: Developing* (example: The leader has been in a leadership role for more than three years and has a basic understanding of instruction and assessment but struggles with implementation and monitoring the effectiveness of academic goals.)
- *Level 1: Beginning* (example: The leader has been in a leadership role for three years or less and has a basic understanding of instruction and assessment but struggles with implementation and monitoring the effectiveness of academic goals.)
- *Level 0: Not Using* (ex. Leader demonstrates little or no evidence of involvement in instruction and assessment)

Rubrics and weighting scales

The 119 elements in the LPE have been grouped by CSUSA's 5 strategic priority areas: 1. Student Success, 2. Maximized Resources, 3. Development and Innovation, 4. Customer Focused Operational Performance and 5. World Class Team and Culture to ensure a balanced approach to continuous improvement throughout the School. To summarize, the Domains of the 5 strategic priorities align to the 4 Domains of the Florida Principal Leadership Standards (FPLS) as follows:

- Student Success (29 elements, 24% of LPE) → EPLS Domains 1, 2 & 4
- World Class team and Culture (41 elements, 35% of LPE) → EPLS Domains 2, 3 & 4
- Maximized Resources (11 elements, 9% of LPE) → EPLS Domain 3 & 4
- Development and Innovation (5 elements, 4% of LPE) → EPLS Domain 3 & 4
- Customer Focused Operational Performance (33 elements, 28% of LPE) → FPLS Domain 3 & 4

The LPE elements are weighted by the percentage shown above and incorporate the wide range of responsibilities that fall within the principal's realm that are ultimately calculated to measure the instructional leadership portion of the evaluation. *Final weights will be determined by the number of elements receiving a score of 0-4, Not Observed ratings will be excluded from the weighting determination.*

Computation of Final LPE Score:

- **Step 1:** Rate observed elements at each of the following levels: Innovating (4), Applying (3), Developing (2), Beginning (1), Not Using (0) or Not Observed (no value given).
- **Step 2:** Find the average score for each of the 5 LPE Priority Area segments.
**These segment ratings will range from 1 to 4.*
- **Step 3:** Calculate the weighted average of the 5 LPE segment scores and place the resulting score, ranging from one to four, on the LPE scale below. Please see **Rubrics and weighting scales** of the LPE above for segment weights.

The final LPE rating scale is as follows:

Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
3.5 – 4.0	2.5 – 3.49	1.5 – 2.49	1.0 – 1.49

All observation results will be calculated and overseen by Charter Schools USA’s Human Resources Department, and with final approval by the leader’s Area Director. CSUSA Area Directors are responsible for completing all Principal Evaluations, the principal will complete assistant principal evaluations and the principal and assistant principal will complete all other leadership evaluations in the building. The LPE tool’s final rating scale is designed to maintain a high level of rigor in a leader’s instructional leadership evaluation. The scale used for the final combined evaluation is more aligned with state staff evaluation trends. Additional details of the evaluation process and evaluation protocols can be found below in subsequent sections.

B. Other Indicators of Performance

In this section, the district shall provide the following information regarding any other indicators of performance that will be included for school administrator evaluations.

1. Pursuant to section 1012.34(3)(a)4., F.S., up to one-third of the evaluation may be based upon other indicators of performance. At **Charter Schools USA**, other indicators of performance account for **0%** of the school administrator performance evaluation.
2. Description of additional performance indicators, if applicable.
3. Description of the step-by-step calculation for determining the other indicators of performance rating for school administrators, including cut points for differentiating performance.

C. Performance of Students

In this section, the district shall provide the following information regarding the student performance data that will be included for school administrator evaluations.

1. Pursuant to section 1012.34(3)(a)1., F.S., at least one-third of the performance evaluation must be based upon data and indicators of student performance, as determined by each school district. This portion of the evaluation must include growth or achievement data of the administrator’s school(s) over the course of at least three years. If less than three years of data are available, the years for which data are available must be used. Additionally, this proportion may be determined by administrative responsibilities. At **Charter Schools USA**, performance of students accounts for **45%** of the school administrator performance evaluation.
2. Description of the step-by-step calculation for determining the student performance rating for school administrators, including cut points for differentiating performance.

Student Performance Measures

For the term of this plan (2018-2021), historical student growth on nationally normed assessments will be utilized (Northwest Evaluation Association’s Measures of Academic Progress—NWEA MAP) as a measure of Student Performance. The school will base **45 percent** of the performance rating on data and indicators of student academic performance and learning growth assessed annually by internal, nationally normed MAP assessments. Growth for students with disabilities and English language learners are incorporated when scores are available.

Growth ratings will be assigned according to normative growth trends and across both math and ELA for all tested students in the school building. All students K-10 are monitored and assessed at least two times per year with MAP; students in grades 11 and 12 at least once per year. These nationally normed, interim assessments, measure student achievement and growth in ELA and mathematics. MAP assessments are aligned to the Florida Standards Assessment as well as college and career readiness standards (ACT/SAT). At all grade levels MAP assessments are adaptive and computer-based. They also provide audio support for beginning readers.

After each MAP administration, each student receives a RIT (scale score) growth target. These targets are provided by NWEA and represent the status (percentile) and growth norms drawn from over 10 million students’ assessment results nationwide annually. A student’s grade and instructional level impact their projected growth target. Students in the same grade, but at different achievement percentiles, receive growth targets tailored to their ability level and the average growth achieved nationwide by students in the same grade and scoring at the same percentile at the beginning of the year. Each spring, on the Achievement Status and Growth Report, NWEA calculates the total percentage of students meeting their RIT growth targets school-wide and for each class, grade level and subject using the following equation:

$$\text{Percentage of Students who Met or Exceeded their Projected RIT} = \frac{\text{Count of Students who Met or Exceeded their Projected RIT}}{\text{Count of Students with Available Growth Projections and Scores}}$$

When this value exceeds 50%, average student growth, exceeds that of typical students nationwide.¹ Three years of ratings will be used when available, with the most recent year carrying the most weight. Preliminary value ratings associated with performance on this metric are presented in the table below. These values are subject to change pending the schools’ distribution of growth scores and updates to the normative distributions from NWEA.

	% of Students Meeting RIT Growth Targets¹
1 - Unsatisfactory	<20%
2 - Needs Improvement	20% - 40%
3 - Effective	41% - 54%
4 - Highly Effective	≥ 55%

¹ If NWEA growth data is not available for a teacher, the school leader will determine the most appropriate measure of student achievement or growth relative to the teacher’s curriculum and instruction. Kindergarten teachers will be evaluated using winter to spring growth norms, per the recommendation of the Northwest Evaluation Association. Teachers of 11th and 12th grade students will be evaluated on the progress their students make on College and Career Readiness benchmarks—progress on MAP relative to NWEA’s ACT and SAT linking studies.

Roster Validation Procedures –Each school will use the processes and procedures required by CSUSA as well as the district procedure to verify and align class rosters with district systems for the analysis of VAM scores.

D. Summative Rating Calculation

In this section, the district shall provide the following information regarding the calculation of summative evaluation ratings for school administrators.

1. Description of the step-by-step calculation for determining the summative rating for school administrators.
2. Pursuant to section 1012.34(2)(e), F.S., the evaluation system for school administrators must differentiate across four levels of performance. Using the district’s calculation methods and cut scores described above in sections A – C, illustrate how an elementary principal and a high school principal can earn a highly effective and an unsatisfactory summative performance rating respectively.

LES Evaluation Criteria

The LES evaluation criteria will be based on three years (when available²) of student academic growth, and current year instructional practice. The Leader Performance Evaluation (LPE) and Leader Growth Plan (LGP) comprise the Instructional Practice component.

Final Evaluation weighting ³

The metrics used to determine the final LES rating, along with each metric’s weight in the final rating, are as follows:

- Student Academic Performance:
 - Student Performance Measure: 45%
- Instructional Practice:
 - Leader Performance Evaluation (LPE) Score: 55%

Details of the scoring and evaluation of leader performance on Student Performance Measures and the LPE are presented above in sections 1, and 2 respectively.

Once Student Performance and LPE scores (1-4) are determined, they are combined according to the weighting above and assigned a final rating based on the scale below:

Highly Effective	Effective	Needs Improvement/ Developing	Unsatisfactory
3.05 – 4.00	1.65 – 3.04	1.15 – 1.64	1.00 – 1.14

All evaluation results will be calculated and overseen by Charter Schools USA’s Human

² For leaders with less than 3 years of data, years available will be used. Please see section C. **Performance of Students**, for details.

³ Pursuant to Florida statute 1012.01(3)(a).

Resources Department, and with final determination by the leader's State Director, Area Director, Charter Schools USA's Senior Vice President of Education and Chief of schools, all of whom supervise school leaders. CSUSA State and Area Directors of Education are responsible for completing all Principal Evaluations, the principal will complete assistant principal evaluations and the principal and assistant principal will complete all other leadership evaluations in the building. Per rule 6A-5.030.(3).(d).1.c.(VII) the school may amend an evaluation based upon assessment data from the current school year if the data becomes available within ninety(90) days after the close of the school year.

Appendix A – Evaluation Framework Crosswalk

In Appendix A, the district shall include a crosswalk of the district's evaluation framework to each of the Florida Principal Leadership Standards (FPLSs).

The abbreviations used are as follows:

- SS – Student Success
- OP – Customer Focused Operational Performance
- WC – World Class Team and Culture
- MR – Maximized Resources
- DI – Development and Innovation

Alignment to the Florida Principal Leadership Standards	
Practice	Evaluation Indicators
Domain 1: Student Achievement	
1. Student Learning Results	
<i>Effective school leaders achieve results on the school's student learning goals.</i>	
a. The school's learning goals are based on the state's adopted student academic standards and the district's adopted curricula; and,	SS – 1, 4, 6-8, 29
b. Student learning results are evidenced by the student performance and growth on statewide assessments; district-determined assessments that are implemented by the district under Section 1008.22, F.S.; international assessments; and other indicators of student success adopted by the district and state.	SS - 7, 8, 29
2. Student Learning as a Priority	
<i>Effective school leaders demonstrate that student learning is their top priority through leadership actions that build and support a learning organization focused on student success.</i>	
a. Enables faculty and staff to work as a system focused on student learning;	SS – 2, 16, 23, 24, 28 WC – 83; MR - 110
b. Maintains a school climate that supports student engagement in learning;	SS – 2, 10, 16, 22, 23, 28 WC – 82, 86, 89
c. Generates high expectations for learning growth by all students; and,	WC - 83
d. Engages faculty and staff in efforts to close learning performance gaps among student subgroups within the school.	SS – 6-9, 20
Domain 2: Instructional Leadership	
3. Instructional Plan Implementation	
<i>Effective school leaders work collaboratively to develop and implement an instructional framework that aligns curriculum and state standards, effective instructional practices, student learning needs and assessments.</i>	
a. Implements the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C., through a common language of instruction;	SS - 5
b. Engages in data analysis for instructional planning and improvement;	SS – 3, 8, 9, 11, 20 OP – 55, 56, 59, 60
c. Communicates the relationships among academic standards, effective instruction, and student performance;	SS – 1, 4-8,10, 11, 26, 27, 29; WC – 83
d. Implements the district's adopted curricula and state's adopted academic standards in a manner that is rigorous and culturally relevant to the students and school; and,	SS – 1, 5, 8, 27 OP – 47, 48
e. Ensures the appropriate use of high quality formative and interim assessments aligned with the adopted standards and curricula.	SS – 1, 6, 8
4. Faculty Development	

Alignment to the Florida Principal Leadership Standards	
Practice	Evaluation Indicators
<i>Effective school leaders recruit, retain and develop an effective and diverse faculty and staff.</i>	
a. Generates a focus on student and professional learning in the school that is clearly linked to the system-wide strategic objectives and the school improvement plan;	SS – 3, 7, 8, 10, 16, 22, 23, 28, 29; WC - 87
b. Evaluates, monitors, and provides timely feedback to faculty on the effectiveness of instruction;	SS – 3, 8, 9, 11, 20 WC - 87
c. Employs a faculty with the instructional proficiencies needed for the school population served;	WC - 87
d. Identifies faculty instructional proficiency needs, including standards-based content, research-based pedagogy, data analysis for instructional planning and improvement, and the use of instructional technology;	SS – 3, 9, 11 WC - 87
e. Implements professional learning that enables faculty to deliver culturally relevant and differentiated instruction; and,	WC - 87
f. Provides resources and time and engages faculty in effective individual and collaborative professional learning throughout the school year.	SS – 5, 9, 27 WC - 87
5. Learning Environment	
<i>Effective school leaders structure and monitor a school learning environment that improves learning for all of Florida's diverse student population.</i>	
a. Maintains a safe, respectful and inclusive student-centered learning environment that is focused on equitable opportunities for learning and building a foundation for a fulfilling life in a democratic society and global economy;	SS – 17-19, 22, 29
b. Recognizes and uses diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning;	SS – 1
c. Promotes school and classroom practices that validate and value similarities and differences among students;	SS – 3
d. Provides recurring monitoring and feedback on the quality of the learning environment;	SS – 3 OP – 47, 48, 49
e. Initiates and supports continuous improvement processes focused on the students' opportunities for success and well-being; and,	SS – 5
f. Engages faculty in recognizing and understanding cultural and developmental issues related to student learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps.	SS – 27
Domain 3: Organizational Leadership	
6. Decision Making	
<i>Effective school leaders employ and monitor a decision-making process that is based on vision, mission and improvement priorities using facts and data.</i>	
a. Gives priority attention to decisions that impact the quality of student learning and teacher proficiency;	WC – 94 MR - 114
b. Uses critical thinking and problem solving techniques to define problems and identify solutions;	SS – 17; OP - 37 WC – 93
c. Evaluates decisions for effectiveness, equity, intended and actual outcome; implements follow-up actions; and revises as needed;	SS – 3, WC – 92,
d. Empowers others and distributes leadership when appropriate; and,	SS – 15, 16, 23, 26, 28
e. Uses effective technology integration to enhance decision making and efficiency throughout the school.	WC – 63

7. Leadership Development	
<i>Effective school leaders actively cultivate, support, and develop other leaders within the organization.</i>	
a. Identifies and cultivates potential and emerging leaders;	WC – 67, 71
b. Provides evidence of delegation and trust in subordinate leaders;	SS – 26, 29
c. Plans for succession management in key positions;	WC – 69, 70
d. Promotes teacher-leadership functions focused on instructional proficiency and student learning; and,	SS – 5, 26, 29
e. Develops sustainable and supportive relationships between school leaders, parents, community, higher education and business leaders.	SS – 12, 25, WC – 69, 70 MR - 113
8. School Management	
<i>Effective school leaders manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment.</i>	
a. Organizes time, tasks and projects effectively with clear objectives and coherent plans;	SS – 15; OP – 30, 32, 35, 39, 44, 51, 52, 53, 55, 56, 57, 59, 60 WC – 91, 100, 101
b. Establishes appropriate deadlines for him/herself and the entire organization;	OP – 30, 40, 62 WC – 64, 90, 91, 101
c. Manages schedules, delegates, and allocates resources to promote collegial efforts in school improvement and faculty development; and,	OP – 33, 34 WC – 68, 91, 98, 99 MR – 104, 107, 109
d. Is fiscally responsible and maximizes the impact of fiscal resources on instructional priorities.	OP – 31, 54 WC – 76-78, 85, 91, 94 MR – 104 – 106, 108, 111, 112, 114, 115, 117, 118
9. Communication	
<i>Effective school leaders practice two-way communications and use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by building and maintaining relationships with students, faculty, parents, and community.</i>	
a. Actively listens to and learns from students, staff, parents, and community stakeholders;	SS – 12, 13 OP – 43, 55, 56, 58, 61, 62; WC – 66, 81; MR - 111
b. Recognizes individuals for effective performance;	SS – 10; WC – 79-81, 97
c. Communicates student expectations and performance information to students, parents, and community;	SS – 12, 21 OP – 36, 41, 55; WC – 82, 95
d. Maintains high visibility at school and in the community and regularly engages stakeholders in the work of the school;	SS – 12, 13, 14, OP – 35-38, 59 WC – 72, 88, 96; MR - 113
e. Creates opportunities within the school to engage students, faculty, parents, and community stakeholders in constructive conversations about important school issues.	SS – 12, 13, 14, 15, 26 OP – 42, 55, 56, 61 WC – 74, 95, 96, 99, 95
f. Utilizes appropriate technologies for communication and collaboration; and,	SS – 12, 13 OP – 43, 45, 46; WC - 75
g. Ensures faculty receives timely information about student learning requirements, academic standards, and all other local state and federal administrative requirements and decisions.	OP – 41, 46 WC – 65, 73, 84

Domain 4: Professional and Ethical Behavior	
10. Professional and Ethical Behavior	
<i>Effective school leaders demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader.</i>	
a. Adheres to the Code of Ethics and the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rules 6A-10.080 and 6A-10.081, F.A.C.;	OP – 50; DI -102, 103
b. Demonstrates resiliency by staying focused on the school vision and reacting constructively to the barriers to success that include disagreement and dissent with leadership;	SS – 16, 23, 28
c. Demonstrates a commitment to the success of all students, identifying barriers and their impact on the well-being of the school, families, and local community;	SS – 12, 13; DI - 116
d. Engages in professional learning that improves professional practice in alignment with the needs of the school system;	OP – 47; G - 119
e. Demonstrates willingness to admit error and learn from it; and,	SS – 10; DI – 103
f. Demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback.	DI - 119

Appendix B – Observation Instruments for School Administrators

In Appendix B, the district shall include the observation rubric(s) to be used for collecting instructional leadership data for school administrators.

Observation Rubric by Domain for the Leader Performance Evaluation

CSUSA Leader Performance Evaluation (LPE)			
ACADEMIC EXCELLENCE			
Guaranteed and Viable Curriculum: Directly involved in the design and implementation of curriculum and instruction as evidenced by implementing the practices of involvement, monitoring, and intellectual stimulation.			
Innovating (4)	Applying (3)	Developing/Beginning (2)	Not Observed (1)
Principal has a deep understanding of curriculum design and innovates school wide practices in instruction, with continuous improvement within all school stakeholders and network of CSUSA schools.	Principal has a solid understanding of curriculum design and regularly monitors effective school practices and ensures it is part of the school culture.	Principal has a basic understanding of curriculum design but struggles with implementation and monitoring the effectiveness of school practices.	Principal demonstrates little or no evidence of involvement in design of curriculum.
Challenging Goals and Effective Feedback: Directly involved in the design and implementation of curriculum and instruction identified by implementing the practices of instruction and assessment, focus, monitoring/evaluating and affirmation.			
Innovating (4)	Applying (3)	Developing/Beginning (2)	Not Observed (1)
Principal has a deep understanding of instruction and assessment and innovates school wide strategies in effective instructional practices. Principal recognizes accomplishments and acknowledges failures while motivating continuous improvement on areas of growth and network of CSUSA schools.	Principal has a solid understanding of instruction and assessment and regularly monitors and evaluates effective instructional school practices and ensures it impacts student achievement.	Principal has a basic understanding of instruction and assessment but struggles with implementation and monitoring the effectiveness of academic goals.	Principal demonstrates little or no evidence of involvement in instruction and assessment.

Parent and Community Involvement: Directly involved in establishing strong communication with parents and all stakeholders by developing relationships and reaching out to the community.			
Innovating (4)	Applying (3)	Developing/Beginning (2)	Not Observed (1)
Principal has a deep understanding of establishing strong lines of communication with parents and community members. Principal has well established procedures and routines for all stakeholders. Continues to develop strong relationships with all community members and network of CSUSA schools.	Principal has a solid understanding of establishing strong lines of communication with parents and community members. Principal provides opportunities for community involvement and school activities/projects.	Principal has a basic understanding of establishing strong lines of communication with parents and community members but struggles with developing opportunities with community involvement and school activities/projects.	Principal demonstrates little or no evidence of involvement in developing strong lines of communication or community involvement.
Safe and Orderly Environment: Directly involved in the design and implementation of operating procedures and maintaining a safe and orderly environment by monitoring and evaluating effective school practices.			
Innovating (4)	Applying (3)	Developing/Beginning (2)	Not Observed (1)
Principal has a deep understanding of design and implementation of operating procedures and maintains a safe and orderly environment and monitors and evaluates the effectiveness of school practices and student discipline. Principal continuously communicates clear expectations for all stake holders involved as evidenced by the school culture.	Principal has a solid understanding of design and implementation of operating procedures and maintains a safe and orderly environment and regularly monitors and evaluates effective student discipline.	Principal has a basic understanding of design of school operational procedures and maintains an orderly environment but struggles with implementation and monitoring the effectiveness of a safe and orderly environment.	Principal demonstrates little or no evidence of involvement of design and implementation of operating procedures and maintaining a safe and orderly environment.
Collegiality and Professionalism: Directly establishes the norms of conduct that develops collegiality and professionalism among staff as evidenced by monitoring and evaluating school policies and allowing input from staff.			
Innovating (4)	Applying (3)	Developing/Beginning (2)	Not Observed (1)
Principal has a deep understanding of establishing norms that foster collegiality and professionalism and innovates school wide practices of collaboration regarding important policies and network of CSUSA schools.	Principal has a solid understanding of establishing norms that foster collegiality and professionalism and regularly monitors and fosters discussion amongst teachers about policies.	Principal has a basic understanding of establishing norms that foster collegiality and professionalism but struggles with monitoring and involving teachers in important decisions.	Principal demonstrates little or no evidence of involvement in development of a collegiate and professional school culture.

OPERATIONAL PERFORMANCE			
Registration/Student Records: Ensures a smooth running registration process with secure maintenance of school records.			
Innovating (4)	Applying (3)	Developing/Beginning (2)	Not Observed (1)
Principal is a recognized leader in helping others with these activities.	Principal is aware of the CSUSA and school rules and procedures and adheres to them.	Principal is aware of the CSUSA and school rules and procedures but does not adhere to them or does not actually complete or follow through with attempts to monitor and evaluate these activities	Principal makes not attempt to monitor and evaluate these activities
Governing Board Relations: Works to establish and maintain positive relations with the school's governing board.			
Innovating (4)	Applying (3)	Developing/Beginning (2)	Not Observed (1)
Principal is a recognized leader in establishing and maintaining positive relations with the governing board and helps others with these activities.	Principal is aware of the responsibilities with the governing board and adheres to them.	Principal is aware of the responsibilities with the governing board but does not adhere to them or does not actually complete or follow through with them.	Principal makes no attempt to engage with governing board.
Facilities: Follows CSUSA guidelines for facilities.			
Innovating (4)	Applying (3)	Developing/Beginning (2)	Not Observed (1)
Principal coordinates and communicates with the facilities department to ensure repair and maintenance of the building while taking into consideration the needs of other schools and does not demand more than his/her share of resources.	Principal coordinates and communicates with the facilities department to ensure repair and maintenance of the building.	Principal is aware of the responsibilities to communicate and coordinate with the facilities department but not follow through with the department to ensure repair and maintenance of the building.	Principal makes no attempt to coordinate or communicate with the facilities department to ensure repair and maintenance of the building.

Communications: Supports CSUSA Communications Function			
Innovating (4)	Applying (3)	Developing/Beginning (2)	Not Observed (1)
Principal is a recognized leader in helping others with these activities.	Principal supports the CSUSA communications function.	Principal is aware of the responsibilities to support CSUSA communication functions but does not adhere to them or follow through with attempts to meet these functions.	Principal makes no attempt to support the communication functions of CSUSA.
District/State Rules: Complies with all Federal, State and District rules.			
Innovating (4)	Applying (3)	Developing/Beginning (2)	Not Observed (1)
Principal is a recognized leader in helping others to comply with Federal, State, and District rules.	Principal complies with Federal, State, and District rules.	Principal is aware of Federal, State, and District rules but does not adhere to them or does not actually complete them or follow through with attempts to adhere to them.	Principal makes no attempt to comply with Federal, State, and District rules.
Vendors: Effectively manages vendors and coordinates with CSUSA liaison			
Innovating (4)	Applying (3)	Developing/Beginning (2)	Not Observed (1)
Principal not only manages vendors with coordination with CSUSA but seeks out and creates new vendor partnerships.	Principal manages vendors and coordinates vendor services with CSUSA.	Principal attempts to manage vendors and coordinate vendor service with CSUSA.	Principal makes no attempt to neither manage vendors nor coordinate vendor service with CSUSA.
Strategic Planning: Ensure that the school is involved in the Strategic Planning process			
Innovating (4)	Applying (3)	Developing/Beginning (2)	Not Observed (1)
Principal is a recognized leader in the strategic planning process and leads the strategic planning process for others.	Principal engages in the strategic planning process where the plan is completed on time, is aligned to the CSUSA plan, and addresses all strategic planning priorities.	Principal engages in the strategic planning process but the plan is not completed on time, is not aligned to the CSUSA plan, and does not address all strategic planning priorities.	Principal makes no attempt to engage in the strategic planning process.

Professional Protocols: Red Carpet Customer Service			
Innovating (4)	Applying (3)	Developing/Beginning (2)	Not Observed (1)
Principal is a recognized leader in helping others demonstrate professional protocols.	Principal is aware of and demonstrates professional protocols.	Principal is aware of professional protocols but does not demonstrate them or follow through with them.	Principal makes no attempt to perform these activities.
CULTURE OF EXCELLENCE			
Human Resources Policy: Follows CSUSA guidelines for Human Resources			
Innovating (4)	Applying (3)	Developing/Beginning (2)	Not Observed (1)
Principal is seen as the leader in helping others adhere to CSUSA HR Policy.	Principal is aware and adheres to CSUSA HR policy.	Principal is aware of CSUSA HR policy but does not adhere to or follow through with attempts to do so.	Principal makes no attempt to adhere to CSUSA HR Policy.
Hiring: Follows CSUSA guidelines for Hiring			
Innovating (4)	Applying (3)	Developing/Beginning (2)	Not Observed (1)
Principal is seen as the leader in helping others adhere to CSUSA Hiring Policy.	Principal is aware and adheres to CSUSA Hiring policy.	Principal is aware of CSUSA Hiring policy but does not adhere to or follow through with attempts to do so.	Principal makes no attempt to adhere to CSUSA Hiring Policy.
Performance Planning and Review: Follows CSUSA guidelines for Performance Planning and Review			
Innovating (4)	Applying (3)	Developing/Beginning (2)	Not Observed (1)
Principal is the recognized leader and helps others in meeting these expectations.	Principal is aware of CSUSA's performance expectations and adheres to them.	Principal is aware of CSUSA's performance expectations but not completing these activities.	Principal makes no attempts to perform these activities.
Compensation Management: Follows CSUSA guidelines for Compensation Management			
Innovating (4)	Applying (3)	Developing/Beginning (2)	Not Observed (1)
Principal is recognized as the leader in the support and implementation of pay for performance initiatives and understanding of benefits.	Principal is aware of CSUSA's pay for performance initiatives, understanding of benefits and successfully implements them.	Principal is aware of CSUSA's pay for performance initiatives, understanding of benefits but does not follow through with expectations.	Principal does not openly support CSUSA's pay for performance initiatives and/or understands benefits.

Staff Recognition: Directly involved in the design and implementation of Staff Recognition activities			
Innovating (4)	Applying (3)	Developing/Beginning (2)	Not Observed (1)
Principal is recognized as the leader in implementing in staff recognition programs.	Principal successfully implements staff recognition activities.	Principal attempts to perform staff recognition activities but unsuccessfully.	Principal makes no attempts to perform these activities.
CSUSA Values: Supports CSUSA Values			
Innovating (4)	Applying (3)	Developing/Beginning (2)	Not Observed (1)
The Principal is the recognized leader in helping others demonstrate CSUSA's Values.	The Principal is aware of and demonstrates CSUSA's values.	The Principal is aware of CSUSA's values but does not demonstrate them or follow through with attempts to do so.	Principal makes no attempt to perform these activities related to CSUSA's Values
Leadership: Follows CSUSA guidelines for Leadership			
Innovating (4)	Applying (3)	Developing/Beginning (2)	Not Observed (1)
Principal is seen as a leader in demonstrating Marzano's 21 responsibilities.	Principal exhibits Marzano's 21 responsibilities of a leader.	Principal attempts to exhibit Marzano's 21 responsibilities of a leader.	Principal does not perform any of Marzano's 21 responsibilities of a leader
Followership: Ensures positive relations with staff.			
Innovating (4)	Applying (3)	Developing/Beginning (2)	Not Observed (1)
Principal is the recognized leader in helping others demonstrate followership.	Principal is aware of and demonstrates CSUSA's expectations in regards to followership.	Principal is aware of CSUSA's expectations in regards to followership but does not demonstrate them or follow through with attempts to do so.	Principal makes no attempt to perform these activities.
Professional Protocols - Attendance: Follows CSUSA guidelines for Professional Protocols			
Innovating (4)	Applying (3)	Developing/Beginning (2)	Not Observed (1)
Principal is the recognized leader in helping others demonstrate CSUSA's professional protocols.	Principal is aware of and demonstrates CSUSA's professional protocols.	Principal is aware of CSUSA's professional protocols but does not demonstrate them or follow through with attempts to do so.	Principal makes no attempt to perform these activities related to professional protocols.

Professional Protocols - Dress: Follows CSUSA guidelines for Professional Protocols - Dress			
Ethics: Follows CSUSA guidelines for Code of Ethics			
Innovating (4)	Applying (3)	Developing/Beginning (2)	Not Observed (1)
Principal is the recognized leader in helping others adhere to the Code of Ethics/CSUSA Ethics Agreement.	Principal is aware and adheres to the Code of Ethics/CSUSA Ethics Agreement.	Principal is aware of the Code of Ethics/CSUSA Ethics Agreement. but does not demonstrate them.	Principal makes no attempt to adhere to the Code of Ethics/CSUSA Ethics Agreement.
FINANCIAL HEALTH			
Budget Development and Management: Complies with all budget policies and procedures.			
Innovating (4)	Applying (3)	Developing/Beginning (2)	Not Observed (1)
Principal is a recognized leader in helping others with these financial activities.	Principal is aware of the CSUSA and school financial rules and procedures and adheres to them.	Principal is aware of the CSUSA and school financial rules and procedures but does not adhere to them or does not complete or follow through with attempts to meet them.	Principal makes no attempt to perform these financial activities.
Business Administrator Relations: Works to establish and maintain positive relations.			
Innovating (4)	Applying (3)	Developing/Beginning (2)	Not Observed (1)
Principal is a recognized leader in helping others with these activities.	Principal establishes a collegial working relationship with the Bookkeeper, Business Administrator, Business Manager, Regional Business Administrator, and/or VP of School Finance and collaborates with business personnel.	Principal is aware of the responsibilities to establish a collegial working relationship with the Bookkeeper, Business Administrator, Business Manager, Regional Business Administrator, and/or VP of School Finance but does not establish a collegial working relationship or collaborate with business personnel.	Principal makes no attempt to perform these activities.

Fundraising: Directly involved in the design and implementation of fundraising initiatives.			
Innovating (4)	Applying (3)	Developing/Beginning (2)	Not Observed (1)
Principal is a recognized leader in helping others with these activities.	Principal is aware of CSUSA and the school's grants and fundraising initiatives and participates in them in accordance with his/her talents.	Principal is aware of CSUSA and the school's grants and fundraising initiatives but does not participate in them in accordance with his/her talents.	Principal makes no attempt to perform these activities.
GROWTH			
Growth/Enrollment: Directly involved with the process of student enrollment, waiting list, recomital process and retention of students among all stakeholders involved. Monitors the registration and lottery process while making sure that it is aligned with CSUSA and all state requirements.			
Innovating (4)	Applying (3)	Developing/Beginning (2)	Not Observed (1)
Principal has a deep understanding of the process of student enrollment, recommittal, waiting list and regularly monitors the registration process on SIS and District mainframe. Principal shares best practices and state policies for enrollment and retention within the network of CSUSA schools.	Principal has a solid understanding of the process of student enrollment, recommittal, and waiting list, and regularly monitors the registration process on SIS and District mainframe.	Principal has a basic understanding of the process of student enrollment, recommittal, and waiting list. but struggles with monitoring the registration process on SIS and District mainframe.	Principal demonstrates little or no evidence of involvement in the process of student enrollment, recommittal, and waiting list procedures.
Professional Growth: Ensures alignment among CSUSA, school and professional goals.			
Innovating (4)	Applying (3)	Developing/Beginning (2)	Not Observed (1)
Principal has a deep understanding of the development of Professional Growth Plan and meets all goals.	Principal has a solid understanding of the development of Professional Growth Plan and mostly meets all goals.	Principal has a basic understanding of the development of Professional Growth Plan and partially meets goals.	Principal demonstrates little or no evidence of development of Professional Growth Plan or attainment of goals.

Appendix C – Student Performance Measures


In Appendix C, the district shall provide the student performance measures to be used for calculating the performance of students for school administrators.

Student Performance Measures		
Grade Levels Served	Assessment(s)	Performance Standard(s)
Grades K-10	Northwest Evaluation Association's Measures of Academic Progress: Math and ELA	The percent of the school's students meeting their customized normative growth targets in Math and ELA from the fall to the spring.
Grades 11-12	Northwest Evaluation Association's Measures of Academic Progress: Math and ELA	The percent of the school's students improving their projected ACT/SAT aligned scores from the prior year.

Appendix D – Summative Evaluation Forms

In Appendix D, the district shall include the summative evaluation form(s) to be used for school administrators.

Final Scoring Examples

School Leader			
Unsatisfactory		Highly Effective	
LPE	1.26 Unsatisfactory	LPE	2.85 Effective
Growth	1.00 Unsatisfactory	Growth	4.00 Highly Effective
FINAL SCORE	1.09 Unsatisfactory	FINAL SCORE	3.34 Highly Effective
Example Leader summary page:			
 <p>Charter Schools USA Leader Evaluation System 2018-2019 School Year</p> <p>Leader Name: _____ School: _____ Position: _____ Submitted to County: _____</p> <p>Final Score: Final Rating: </p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> <p>55% Instructional Leadership: _____</p> <p>45% Student Performance _____</p> </div> <p>Area Director: _____ Signature: _____</p>			