



Board of Directors' Meeting

**Tuesday, August 8, 2023
2:00 PM**



Four Corners Charter School, Inc.

Tuesday, August 8, 2023 | 2:00 p.m.

Osceola School District
817 Bill Beck Blvd.
Kissimmee, FL 34744



Board Meeting Agenda

Call to Order
Roll Call

Public Comments

- I. Administrative
 - A. Approval of May 2, 2023, FCCS Board Meeting Minutes

- II. CSUSA Reports
 - A. State Director Report
 - 1. 2023 Spring Survey Results
 - B. Principal Report
 - C. Legislative Update

- III. Financials
 - A. Four Corners Charter School Inc.
 - 1. Audit Engagement Letter
 - 2. Financial Statements for June, 2023 (Pre-Closing, Pre-Audit)
 - 3. FY22-23 End of Year Budget Amendment #2 version 1
 - 4. FY22-23 End of Year Budget Amendment #2 version 2
 - 5. FY23-24 Final Budget
 - B. Four Corners Charter School Operating
 - 1. FY23 Q4 Four Corners Charter School Operating Financial Review
 - 2. FY24 Four Corners Charter School Operating Budget
 - a) *CSUSA Compensation Plan.*

- IV. Old Business

- V. New Business
 - A. Master Safety and Security Plan
 - 1. Security Service Agreement
 - 2. Mobile Panic Alert System/Alyssa Alert
 - B. Adopt Student Code of Conduct - District
 - C. Parent Handbook

- D. Instructional Evaluation System
- E. Mental Health Allocation Plan
- F. Student Progression Plan
- G. Principal and Parent Facilitator Appointment
 - 1. Head Principal - Denise Thompson
 - 2. Lower School Principal - Jason Imiedoff
 - 3. Parent Facilitator - Erin Blake
- H. Out of Field Waivers

VI. Adjournment

◀ **Next Meeting: Tuesday - October 3, 2023 at 2:00 p.m.** ▶

BOARD MEETING MINUTES

Name of Foundation: Four Corners Charter School, Inc.

Board Meeting: Tuesday – May 2, 2023

School(s): Four Corners Charter School

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

| Date: | Start | End | Next Meeting: | Next time: | Prepared by: |
|---|--------------|------------|--|-------------------|---------------------|
| May 2, 2023 | 2:03pm | 2:57pm | June 6, 2023 | 2:00 pm | R.Weaver |
| Meeting Location: | | | | | |
| Osceola School District – 817 Bill Beck Blvd., Kissimmee, FL 34744 | | | | | |
| Attended by: | | | | | |
| Board Members: Teresa Castillo, Chair Julius Melendez, Director Mollie Cunningham, Director Jon Arguello, Director James Miller, Director Absent: | | | Other Attendees: Denise Thompson, Principal Yurik Rodriguez, Sr. Accountant for Osceola School District Angela Barner, Director of Finance, Osceola School District Tanya Snellings, Charter Office, Osceola School District Rita Weaver, Sr. Director of Board Governance, CSUSA Chris Kober, Facilities Director, CSUSA | | |

CALL TO ORDER

- Pursuant to public notice, the meeting commenced at 2:03 pm with a Call to Order by Chair Teresa Castillo. Roll call was taken, and quorum established.

I. PUBLIC COMMENTS

- Chairwoman Castillo called for public comments. There were no public comments.

II. ADMINISTRATIVE

Approval of Board Meeting Minutes of February 7, 2023 Board Meeting Minutes

- The board reviewed the meeting minutes from February 7, 2023, for Four Corners Charter School, Inc.

MOTION: Motion was made by Julius Melendez and seconded by Mollie Cunningham to approve the minutes, with scrivener’s edits, of the February 7, 2023 board meeting for Four Corners Charter School, Inc., as presented. Motion was approved unanimously. (5-0)

III. CSUSA Reports

Principal Report

- Principal Thompson updated the board on testing and that the data is coming back with the 3-5th graders scoring higher than the district and the state.
- The board discussed with Principal Thompson the opportunity to purchase 3 busses at auction for \$135,000 as previously discussed and approved by the board with significant operating cost savings. The board discussed setting aside a reserve fund for bus maintenance with that cost savings.

- The board discussed using the maintenance reserve fund that has been accruing \$150,000 per year to purchase the busses as the only pending item from that fund is the vestibule project which is completed and is invoiced at \$50,000.

MOTION: Motion was made by Julius Melendez and seconded by Mollie Cunningham to approve the agreement to purchase the busses with Red Apple Busing, LLC and Four Corners Charter School, Inc. and use the maintenance fund surplus to pay for the busses, as presented. Motion was approved unanimously. (5-0)

IV. FINANCIALS

- Q3 FY23 Financial Review Four Corners Charter School, Inc.
 - The board reviewed the Q3 FY23 Financial Review for Four Corners Charter School, Inc. and all questions were answered by Yurik Rodriguez.

MOTION: Motion as made by Julius Melendez and seconded by Mollie Cunningham to approve the Q3 Financial Review for Four Corners Charter School, Inc., as presented. Motion was approved unanimously. (5-0)

- FY24 Preliminary Budget Review for Four Corners Charter School, Inc.
 - The board reviewed the FY24 Preliminary Budget Review for Four Corners Charter School, Inc. Yurik Rodriguez answered all questions.

MOTION: Motion was made by Julius Melendez and seconded by Mollie Cunningham to approve the FY24 Preliminary Budget Review for Four Corners Charter School, Inc., as presented. Motion was approved unanimously. (5-0)

- FY23 Audit Engagement Letters

MOTION: Motion was made by Julius Melendez and seconded by Mollie Cunningham to approve the FY23 Audit Engagement Letter with MKA CPAs and Advisors, as presented. Motion was approved unanimously. (5-0)

- Q3 FY23 Four Corners Charter School Operating Financial Review
 - There was a scrivener's error on the agenda. The item is Q3 FY23. The board reviewed the Q3 FY23 Operating Financial Review for Four Corners Charter School and all questions were answered by Andres Falconi.

MOTION: Motion as made by Julius Melendez and seconded by Mollie Cunningham to approve the Q3 Operating Financial Review for Four Corners Charter School, as presented. Motion was approved unanimously. (5-0)

- FY24 Preliminary Operating Budget Review for Four Corners Charter School
 - The board reviewed the FY24 Preliminary Operating Budget Review for Four Corners Charter School. Andres Falconi answered all questions.

MOTION: Motion was made by Julius Melendez and seconded by Terry Castillo to approve the FY24 Preliminary Operating Budget Review for Four Corners Charter School, as presented. Motion was approved unanimously. (5-0)

V. OLD BUSINESS

Front Office Project Update

- The board reviewed the photos of the finished safe reception area for Four Corners Charter School.

VI. NEW BUSINESS

FY24 School Year Calendar

- The board reviewed the FY24 School year calendar for Four Corners Charter School which followed Osceola School District's calendar with one change. The district has 10/13 as a PD day and Four Corners Charter School switched that date to 11/9.

MOTION: Motion was made by Julius Melendez and seconded by Mollie Cunningham to approve the FY24 School Calendar for Four Corners Charter School, Inc., as presented. Motion was approved unanimously. (5-0)

VII. ADJOURNMENT

Chair Teresa Castillo adjourned the May2, 2023, Four Corners Charter School, Inc. Board Meeting at 1:02 p.m.

Signature

Date: _____





FOUR CORNERS
CHARTER SCHOOL

CSUSA Spring 2022-2023
Staff, Parent and Student
Stakeholder Satisfaction Surveys



Survey Scale & Interpreting The Results

6 Point Scale

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

Reporting Total Agree

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





FOUR CORNERS
CHARTER SCHOOL

CSUSA Survey Results

Spring 2022-2023

Participation Rate & Results Reliability

| | | | 2021-2022 | | 2022-2023 | | Based on established benchmark, 2022-2023 Spring Survey participation rate has: |
|----------------------|--------------------|--------------------|-----------|--------|-----------|---|--|
| | | | Fall | Spring | Fall | Spring | |
| Staff | Instructional | Responses Count | 52 | 60 | 72 | 51 | Parent Moderate Reliability Staff High Reliability Student High Reliability |
| | | Total Count | 57 | 57 | 43 | 39 | |
| | | Participation Rate | 91% | 100% | 100% | 100% | |
| | Non-Instructional | Responses Count | 11 | 23 | 23 | 19 | |
| | | Total Count | 28 | 28 | 70 | 48 | |
| | | Participation Rate | 39% | 82% | 33% | 40% | |
| Parent Families | Responses Count | 411 | 316 | 331 | 339 | High Reliability: 75% and above Moderate Reliability: between 75% and 50% Low Reliability: less than 50% Parent: High Reliability: 50% and above Moderate Reliability: between 50% and 25% Low Reliability: less than 25% Student: High Reliability: 40% and above Moderate Reliability: between 20% and 40% Low Reliability: less than 20% | |
| | Total Count | 666 | 666 | 658 | 779 | | |
| | Participation Rate | 62% | 47% | 50% | 44% | | |
| Student All Students | Responses Count | 149 | 132 | 131 | 145* | | |
| | Total Count | 171 | 171 | 166 | 164 | | |
| | Participation Rate | 87% | 77% | 79% | 88% | | |

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

School Results by Category

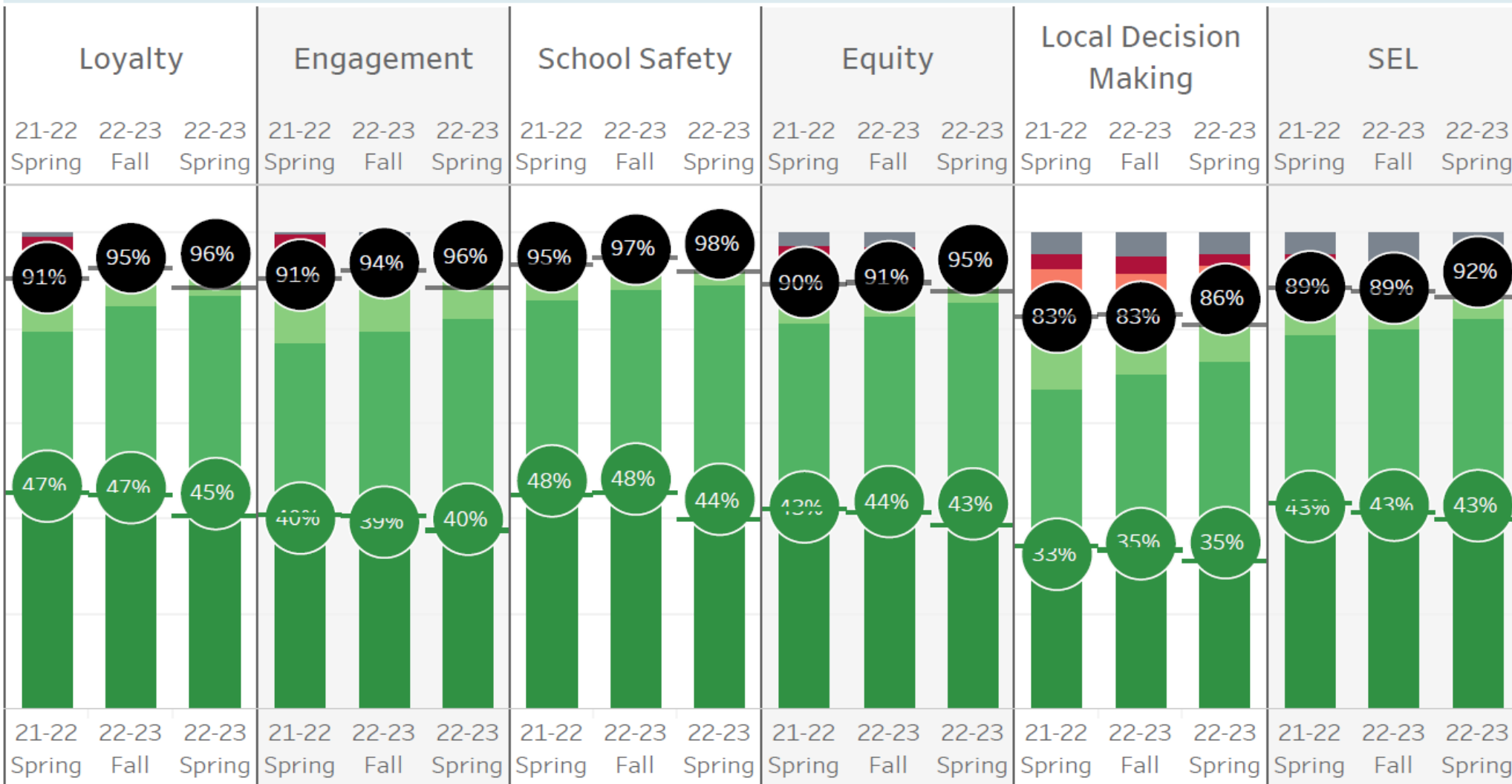
Top Survey Results:

- **Parent Satisfaction:** the FCCS families continue to have a generally favorable perception of the school and despite the trend to see declines at this time of year, this is one of few schools in the network to see improvements from last Fall to the Spring. **School Safety, Loyalty and Engagement** are rated the highest outpacing the network and state averages. The FCCS parents overwhelmingly feel their students are safe and happy at this school, they are proud of the school and would recommend it to a friend.
- **Staff Loyalty:** the FCCS staff also have very favorable perception of the school and the administrators with **Loyalty** staying steady at 90% satisfaction. The majority agree that they are happy working at the school, and they would recommend the school to a friend.
- **Students Loyalty and Rigor & Relevance** received the highest level of satisfaction from the FCCS students. They are also happy at the school and most respondents feel that their teachers believe in them and set high expectations for their learning.

Areas for Improvement:

- **Staff Local Decision-Making** continues to receive the lowest levels of satisfaction from the FCCS staff and although their level of satisfaction remain above the network average, the majority still do not feel strongly involved with organizational goals or creating a vision for the future.
- **Student Engagement** although there was a slight increase, this continues to be lowest performing category among the FCCS students. They do not readily talk about ideas from their classes outside of school.

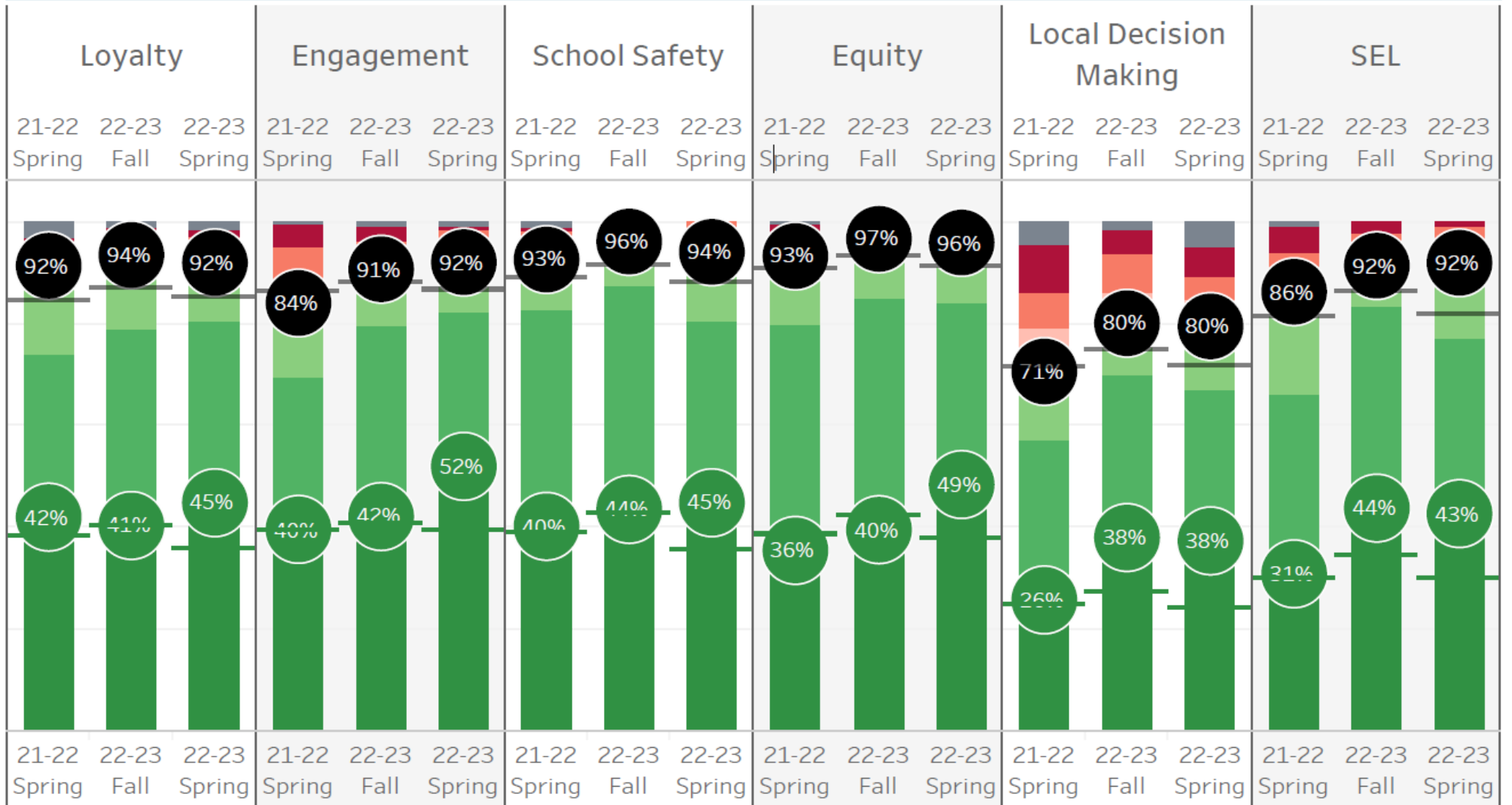
Parent Survey Results



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

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

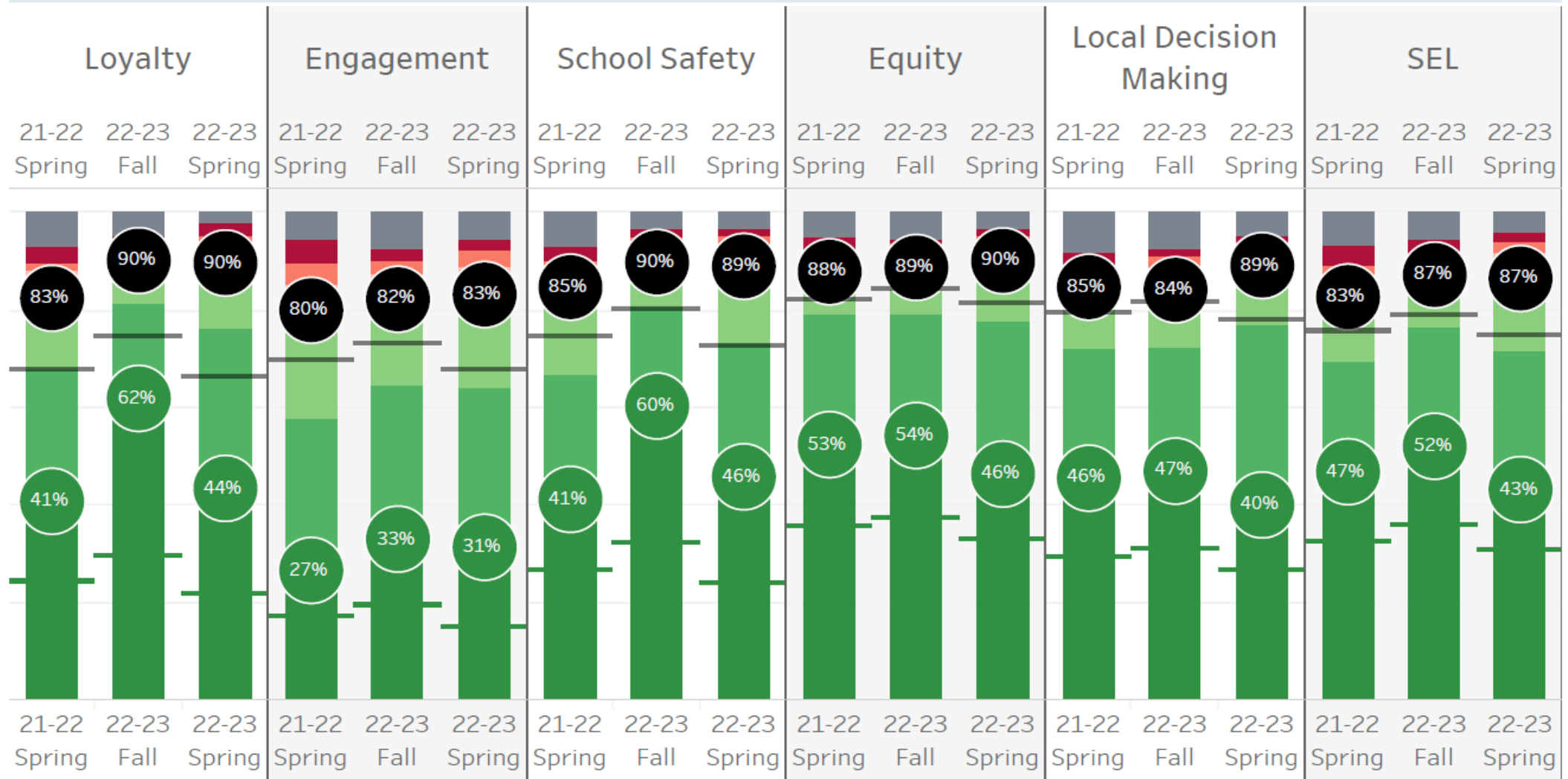
Staff Survey Results



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

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

Student Survey Results



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

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



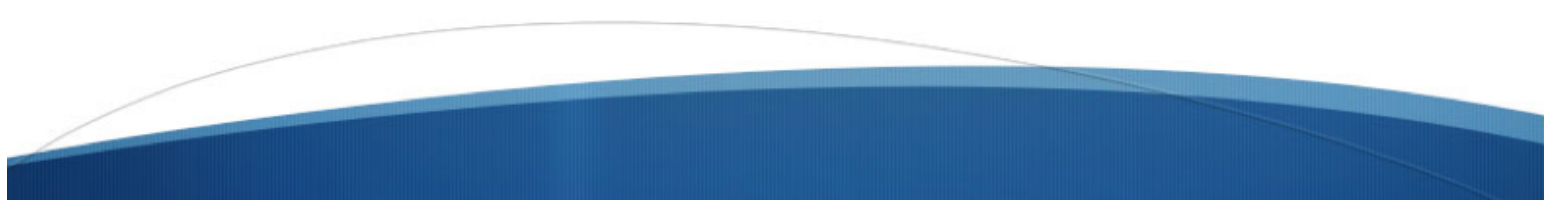
Section Cover Page



III. Financials

- Informational
- For Discussion
- For Action

Notes:





Partners

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

Winter Park, FL 32789
501 S. New York Ave.
Suite 100
Phone: 407-644-5811
www.mosskrusick.com

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

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

American Institute of
Certified Public
Accountants

Florida Institute of
Certified Public
Accountants

August 4, 2023

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

We are pleased to confirm our understanding of the services we are to provide for Four Corners Charter School (the "School") for the year ended June 30, 2023.

Audit Scope and Objectives

We will audit the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information, including the disclosures, which collectively comprise the basic financial statements, of the School as of and for the year ended June 30, 2023. Accounting standards generally accepted in the United States of America (GAAP) provide for certain required supplementary information (RSI), such as management's discussion and analysis (MD&A), to supplement the School's basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. As part of our engagement, we will apply certain limited procedures to the School's RSI in accordance with auditing standards generally accepted in the United States of America (GAAS). These limited procedures will consist of inquiries of management regarding the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We will not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient appropriate evidence to express an opinion or provide any assurance. The following RSI is required by GAAP and will be subjected to certain limited procedures, but will not be audited:

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

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

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

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

Audit Scope and Objectives (continued)

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

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

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

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

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

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

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

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

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

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

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

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

Audit Procedures—Internal Control

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

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

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

Audit Procedures—Compliance

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

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

Other Services

We will also assist in preparing the financial statements, which includes journal entries, account reconciliations, line-item groupings, and lease calculations, schedule of expenditures of federal awards, and related notes of the School in conformity with accounting principles generally accepted in the United States of America and the Uniform Guidance based on information provided by you. Additionally, we will prepare and compile, from the information you provide, the AFR/ Program Cost Report of the School, as of June 30, 2023. These nonaudit services do not constitute an audit under *Governmental Auditing Standards* and such services will not be conducted in accordance with *Government Auditing*

Other Services (continued)

Standards. We will perform the services in accordance with applicable professional standards. The other services are limited to the financial statements, which includes journal entries, account reconciliations, line-item groupings, and lease calculations, schedule of expenditures of federal awards, and related notes services previously defined. We, in our sole professional judgment, reserve the right to refuse to perform any procedure or take any action that could be construed as assuming management responsibilities.

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

Responsibilities of Management for the Financial Statements and Single Audit

Our audit will be conducted on the basis that you acknowledge and understand your responsibility for (1) designing, implementing, establishing, and maintaining effective internal controls relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error, including internal controls over federal awards, and for evaluating and monitoring ongoing activities to help ensure that appropriate goals and objectives are met; (2) following laws and regulations; (3) ensuring that there is reasonable assurance that government programs are administered in compliance with compliance requirements; and (4) ensuring that management and financial information is reliable and properly reported. Management is also responsible for implementing systems designed to achieve compliance with applicable laws, regulations, contracts, and grant agreements. You are also responsible for the selection and application of accounting principles; for the preparation and fair presentation of the financial statements, schedule of expenditures of federal awards, and all accompanying information in conformity with accounting principles generally accepted in the United States of America; and for compliance with applicable laws and regulations (including federal statutes), rules, and the provisions of contracts and grant agreements (including award agreements). Your responsibilities also include identifying significant contractor relationships in which the contractor has responsibility for program compliance and for the accuracy and completeness of that information.

You are also responsible for making drafts of financial statements, schedule of expenditures of federal awards, all financial records, and related information available to us and for the accuracy and completeness of that information (including information from outside of the general and subsidiary ledgers). You are also responsible for providing us with (1) access to all information of which you are aware that is relevant to the preparation and fair presentation of the financial statements, such as records, documentation, identification of all related parties and all related-party relationships and transactions, and other matters; (2) access to personnel, accounts, books, records, supporting documentation, and other information as needed to perform an audit under the Uniform Guidance; (3) additional information that we may request for the purpose of the audit; and (4) unrestricted access to persons within the government from whom we determine it necessary to obtain audit evidence. At the conclusion of our audit, we will require certain written representations from you about the financial statements; schedule of expenditures of federal awards; federal award programs; compliance with laws, regulations, contracts, and grant agreements; and related matters.

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

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

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

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

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

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

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

Engagement Administration, Fees, and Other

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

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

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

Engagement Administration, Fees, and Other (continued)

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

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

Joe Krusick and Ed Moss are the engagement partners and are responsible for supervising the engagement and signing the reports or authorizing another individual to sign them. We expect to begin our audit in August 2023 and to issue our reports no later than September 30, 2023.

Our fee for these services will not exceed \$16,400 (audit – \$10,900, single audit – \$5,000). The fee for the School includes \$500 for the AFR/ Program Cost Report. Our fee is net of an in-kind donation of \$2,000. If required and if requested, we will also prepare the School's Form 990 for a fee of \$1,400. Our invoices for these fees will be rendered each month as work progresses and are payable on presentation. If we elect to terminate our services for nonpayment, our engagement will be deemed to have been completed upon written notification of termination, even if we have not completed our report. You will be obligated to compensate us for all time expended and to reimburse us for all out-of-pocket costs through the date of termination. The above fee is based on anticipated cooperation from your personnel and the assumption that unexpected circumstances will not be encountered during the engagement. If significant additional time is necessary, we will keep you informed of any problems we encounter and our fees will be adjusted accordingly.

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

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

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

Reporting

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

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

To the Board of Directors
August 4, 2023
Page 7

Reporting (continued)

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

Very truly yours,

Moss, Krusick & Associates, LLC

RESPONSE:

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

Management signature: _____

Title: _____

Governance signature: _____

Title: _____

Four Corners Charter Schools, Inc.
Governmental Balance Sheet
June 30, 2023

| | Account Number | | Fund Types | | | | Total |
|--|----------------|--------|---------------------|--------------|-------------------|-----------------|---------------------|
| | | | OF1 | OF2 | OF3 | OF4 | |
| | | | GENERAL | DEBT SERVICE | CAPITAL PROJECTS | SPECIAL REVENUE | |
| ASSETS | | | | | | | |
| Cash and Cash Equivalents | 1110 | 111XXX | 4,552,382.66 | 0.00 | 512,222.76 | 0.00 | 5,064,605.42 |
| Investments | 1160 | 116XXX | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Taxes Receivable | 1120 | 112XXX | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Accounts Receivable | 1130 | 113XXX | 4.97 | 0.00 | 0.00 | 0.00 | 4.97 |
| Interest Receivable | 1170 | 117XXX | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Due from Reinsurer | 1180 | 118XXX | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Deposits Receivable | 1210 | 121XXX | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Due from Other Funds | 1140 | 114XXX | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Due from Other Agencies | 1220 | 122XXX | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Inventory | 1150 | 115XXX | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Prepaid Items | 1230 | 123XXX | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Total Assets | | | 4,552,387.63 | 0.00 | 512,222.76 | 0.00 | 5,064,610.39 |
| LIABILITIES AND FUND BALANCES | | | | | | | |
| LIABILITIES | | | | | | | |
| Salaries, Benefits and Payroll Taxes Payable | 2110 | 211XXX | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Payroll Deductions and Withholdings | 2170 | 217XXX | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Accounts Payable | 2120 | 212XXX | 564,556.89 | 0.00 | 0.00 | 0.00 | 564,556.89 |
| Judgments Payable | 2130 | 213XXX | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Construction Contracts Payable | 2140 | 214XXX | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Construction Contracts Payable-Retained | 2150 | 215XXX | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Matured Interest Payable | 2190 | 219XXX | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Due to Fiscal Agent | 2240 | 224XXX | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Sales Tax Payable | 2260 | 226XXX | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Estimated Liability Self Insurance | 2270 | 227XXX | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Accrued Interest Payable | 2210 | 221XXX | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Deposits Payable | 2220 | 222XXX | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Due to Other Agencies | 2230 | 223XXX | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Due to Other Funds | 2160 | 216XXX | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Deferred Revenue | 2410 | 241XXX | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Total Liabilities | | | 564,556.89 | 0.00 | 0.00 | 0.00 | 564,556.89 |
| FUND BALANCES | | | | | | | |
| Total Fund Balances | 2700 | 2700 | 3,987,830.74 | 0.00 | 512,222.76 | 0.00 | 4,500,053.50 |
| Total Liabilities and Fund Balances | | | 4,552,387.63 | 0.00 | 512,222.76 | 0.00 | 5,064,610.39 |

| Four Corners Charter Schools, Inc. Revenue & Expenditures - Budget And Actual June 30, 2023 | GENERAL FUND | | | | |
|---|----------------|---------------------|---------------------|---------------------|------------------------------|
| | OF1 | Budget Amounts | | Actual | Percentage of Current Budget |
| | Account Number | Original | Current | Actual | |
| REVENUES | | | | | |
| Federal Direct | 3100 | 0.00 | 0.00 | 0.00 | 0.00% |
| Federal Through State | 3200 | 0.00 | 0.00 | 0.00 | 0.00% |
| State Sources | 3300 | 7,798,777.00 | 7,420,095.82 | 7,241,933.82 | 97.60% |
| Local Sources | 3400 | 6,000.00 | 15,000.00 | 30,363.66 | 202.42% |
| Total Revenues | | 7,804,777.00 | 7,435,095.82 | 7,272,297.48 | 97.81% |
| EXPENDITURES | | | | | |
| Current: | | | | | |
| Instruction | 5000 | 6,020,668.45 | 5,732,274.57 | 5,937,971.27 | 103.59% |
| Pupil Personnel Services | 6100 | 0.00 | 0.00 | 0.00 | 0.00% |
| Instructional Media Services | 6200 | 0.00 | 0.00 | 0.00 | 0.00% |
| Instruction and Curriculum Development Services | 6300 | 0.00 | 0.00 | 0.00 | 0.00% |
| Instructional Staff Training Services | 6400 | 0.00 | 0.00 | 0.00 | 0.00% |
| Instructional Related Technology | 6500 | 0.00 | 0.00 | 0.00 | 0.00% |
| Board | 7100 | 7,000.00 | 7,000.00 | 7,000.00 | 100.00% |
| General Administration | 7200 | 1,262,354.55 | 1,209,192.25 | 1,113,014.42 | 92.05% |
| School Administration | 7300 | 0.00 | 0.00 | 0.00 | 0.00% |
| Facilities Acquisition and Construction | 7400 | 1,058,934.00 | 1,058,934.00 | 1,058,934.00 | 100.00% |
| Fiscal Services | 7500 | 20,000.00 | 20,000.00 | 20,000.00 | 100.00% |
| Food Services | 7600 | 0.00 | 0.00 | 0.00 | 0.00% |
| Central Services | 7700 | 0.00 | 0.00 | 0.00 | 0.00% |
| Pupil Transportation Services | 7800 | 0.00 | 0.00 | 0.00 | 0.00% |
| Operation of Plant | 7900 | 0.00 | 121,748.75 | 121,748.75 | 100.00% |
| Maintenance of Plant | 8100 | 150,000.00 | 401,931.25 | 393,680.00 | 97.95% |
| Administrative Tech Services | 8200 | 0.00 | 0.00 | 0.00 | 0.00% |
| Community Services | 9100 | 0.00 | 0.00 | 0.00 | 0.00% |
| Debt Service | 9200 | 0.00 | 0.00 | 0.00 | 0.00% |
| Total Expenditures | | 8,518,957.00 | 8,551,080.82 | 8,652,348.44 | 101.18% |
| Excess (Deficiency) of Revenues Over (Under) Expenditures | | (714,180.00) | (1,115,985.00) | (1,380,050.96) | 123.66% |
| OTHER FINANCING SOURCES (USES) | | | | | |
| Long-term Debt Proceeds & Sales of Capital Assets | 3700 | 0.00 | 0.00 | 0.00 | |
| Transfers In | 3600 | 695,629.00 | 935,175.90 | 204,870.90 | |
| Transfers Out | 9700 | 0.00 | 0.00 | 0.00 | |
| Total Other Financing Sources (Uses) | | 695,629.00 | 935,175.90 | 204,870.90 | |
| SPECIAL ITEMS | | | | | |
| EXTRAORDINARY ITEMS | | | | | |
| FUND BALANCE | | | | | |
| Net Change in Fund Balance | | (18,551.00) | (180,809.10) | (1,175,180.06) | |
| Fund Balance, July 01, 2022 | 2800 | 5,163,010.80 | 5,163,010.80 | 5,163,010.80 | |
| Adjustment to Fund Balance | 2891 | 0.00 | 0.00 | 0.00 | |
| Fund Balance, June 30, 2023 | 2700 | 5,144,459.80 | 4,982,201.70 | 3,987,830.74 | |

Four Corners Charter Schools, Inc.
Revenue & Expenditures - Budget And Actual
June 30, 2023

| | OF3 Account Number | CAPITAL PROJECTS FUND | | | Percentage of Current Budget |
|---|--------------------------|-----------------------|--------------|--------------|------------------------------------|
| | | Budget Amounts | | Actual | |
| | | Original | Current | | |
| REVENUES | | | | | |
| Federal Direct | 3100 | 0.00 | 0.00 | 0.00 | 0.00% |
| Federal Through State | 3200 | 0.00 | 0.00 | 0.00 | 0.00% |
| State Sources | 3300 | 693,180.00 | 730,305.00 | 512,222.76 | 70.14% |
| Local Sources | 3400 | 0.00 | 0.00 | 0.00 | 0.00% |
| Total Revenues | | 693,180.00 | 730,305.00 | 512,222.76 | 70.14% |
| EXPENDITURES | | | | | |
| Current: | | | | | |
| Instruction | 5000 | 0.00 | 0.00 | 0.00 | 0.00% |
| Pupil Personnel Services | 6100 | 0.00 | 0.00 | 0.00 | 0.00% |
| Instructional Media Services | 6200 | 0.00 | 0.00 | 0.00 | 0.00% |
| Instruction and Curriculum Development Services | 6300 | 0.00 | 0.00 | 0.00 | 0.00% |
| Instructional Staff Training Services | 6400 | 0.00 | 0.00 | 0.00 | 0.00% |
| Instructional Related Technology | 6500 | 0.00 | 0.00 | 0.00 | 0.00% |
| Board | 7100 | 0.00 | 0.00 | 0.00 | 0.00% |
| General Administration | 7200 | 0.00 | 0.00 | 0.00 | 0.00% |
| School Administration | 7300 | 0.00 | 0.00 | 0.00 | 0.00% |
| Facilities Acquisition and Construction | 7410 | 0.00 | 0.00 | 0.00 | 0.00% |
| Fiscal Services | 7500 | 0.00 | 0.00 | 0.00 | 0.00% |
| Food Services | 7600 | 0.00 | 0.00 | 0.00 | 0.00% |
| Central Services | 7700 | 0.00 | 0.00 | 0.00 | 0.00% |
| Pupil Transportation Services | 7800 | 0.00 | 0.00 | 0.00 | 0.00% |
| Operation of Plant | 7900 | 0.00 | 0.00 | 0.00 | 0.00% |
| Maintenance of Plant | 8100 | 0.00 | 0.00 | 0.00 | 0.00% |
| Administrative Tech Services | 8200 | 0.00 | 0.00 | 0.00 | 0.00% |
| Community Services | 9100 | 0.00 | 0.00 | 0.00 | 0.00% |
| Debt Service | 9200 | 0.00 | 0.00 | 0.00 | 0.00% |
| Total Expenditures | | 0.00 | 0.00 | 0.00 | 0.00% |
| Excess (Deficiency) of Revenues Over (Under) Expenditures | | 693,180.00 | 730,305.00 | 512,222.76 | 70.14% |
| OTHER FINANCING SOURCES (USES) | | | | | |
| Long-term Debt Proceeds & Sales of Capital Assets | 3700 | 0.00 | 0.00 | 0.00 | |
| Transfers In | 3600 | 0.00 | 0.00 | 0.00 | |
| Transfers Out | 9700 | (695,629.00) | (935,175.90) | (204,870.90) | |
| Total Other Financing Sources (Uses) | | (695,629.00) | (935,175.90) | (204,870.90) | |
| FUND BALANCE | | | | | |
| Net Change in Fund Balance | | (2,449.00) | (204,870.90) | 307,351.86 | |
| Fund Balance, July 01, 2022 | 2800 | 204,870.90 | 204,870.90 | 204,870.90 | |
| Adjustment to Fund Balance | 2891 | 0.00 | 0.00 | 0.00 | |
| Fund Balance, June 30, 2023 | 2700 | 202,421.90 | (0.00) | 512,222.76 | |

OSCEOLA COUNTY COMPONENT UNIT
Four Corners Charter School, Inc.

Fiscal Year 2022-23 Budget Amendment #2

VERSION #1 - Includes Additional Contribution to FCCS

| | OF1 | General Fund | | | |
|---|--------|----------------|------------------------|------------------------|------------|
| | | Budget Amounts | | | |
| | | Function | 2022-23 Amendment 1 | 2022-23 Amendment 2 | Difference |
| UFTE | 947.23 | 947.57 | 0.34 | % | |
| REVENUES | | | | | |
| Federal Direct | 3100 | | | 0.00 | |
| Federal Through State & Local | 3200 | 0.00 | 0.00 | 0.00 | |
| State Sources | 3300 | 7,420,095.82 | 7,335,145.82 | (84,950.00) | -1.14% |
| Local Sources | 3400 | 15,000.00 | 30,363.66 | 15,363.66 | 102.42% |
| Total Revenues | | 7,435,095.82 | 7,365,509.48 | (69,586.34) | -0.94% |
| EXPENDITURES | | | | | |
| Current: | | | | | |
| Instruction | 5000 | 5,720,673.75 | 5,937,971.31 | 217,297.56 | 3.80% |
| Student & Instructional Support Services | 6000 | 0.00 | 0.00 | 0.00 | |
| Board | 7100 | 7,000.00 | 7,000.00 | 0.00 | 0.00% |
| Administration Fees: | | | | | |
| District Holdback Fee | 7201 | 97,918.00 | 93,212.00 | (4,706.00) | -4.81% |
| Charter Holder | 7202 | | | 0.00 | |
| Management Company | 7203 | 1,111,274.25 | 1,100,025.90 | (11,248.35) | -1.01% |
| Other | 7204 | | | 0.00 | |
| School Administration | 7300 | | | 0.00 | |
| Facilities Acquisition and Construction | 7400 | 1,058,934.00 | 1,058,934.00 | 0.00 | 0.00% |
| Fiscal Services | 7500 | 20,000.00 | 20,000.00 | 0.00 | 0.00% |
| Food Services | 7600 | | | 0.00 | |
| Central Services | 7700 | | | 0.00 | |
| Pupil Transportation Services | 7800 | 0.00 | 0.00 | 0.00 | |
| Operation of Plant | 7900 | | 121,748.75 | 121,748.75 | |
| Maintenance of Plant | 8100 | 344,200.00 | 393,680.00 | 49,480.00 | 14.38% |
| Administrative Technology Services | 8200 | | | 0.00 | |
| Community Services | 9100 | | | 0.00 | |
| Debt Service: (Function 9200) | | | | | |
| Retirement of Principal | 710 | | | 0.00 | |
| Interest | 720 | | | 0.00 | |
| Dues, Fees and Issuance Costs | 730 | | | 0.00 | |
| Miscellaneous Expenditures | 790 | | | 0.00 | |
| Capital Outlay: | | | | | |
| Facilities Acquisition and Construction | 7420 | | | 0.00 | |
| Other Capital Outlay | 9300 | | | 0.00 | |
| Total Expenditures | | 8,360,000.00 | 8,732,571.96 | 372,571.96 | 12.36% |
| Excess (Deficiency) of Revenues Over (Under) Expenditures | | (924,904.18) | (1,367,062.48) | (442,158.30) | 11.42% |
| OTHER FINANCING SOURCES (USES) | | | | | |
| Loans Incurred | 3720 | | | 0.00 | |
| Proceeds from the Sale of Capital Assets | 3730 | | | 0.00 | |
| Loss Recoveries | 3740 | | | 0.00 | |
| Proceeds of Forward Supply Contract | 3760 | | | 0.00 | |
| Special Facilities Construction Advances | 3770 | | | 0.00 | |
| Transfers In | 3600 | 693,180.00 | 717,152.90 | 23,972.90 | 3.46% |
| Transfers Out | 9700 | 0.00 | 0.00 | 0.00 | |
| Total Other Financing Sources (Uses) | | 693,180.00 | 717,152.90 | 23,972.90 | 3.46% |
| SPECIAL ITEMS | | | | | |
| | | | | 0.00 | |
| EXTRAORDINARY ITEMS | | | | | |
| | | | | | |
| Net Change in Fund Balances | | (231,724.18) | (649,909.58) | (418,185.40) | 180.47% |
| Fund Balance - Beginning of Year | 2800 | 5,163,010.80 | 5,163,010.80 | 0.00 | 0.00% |
| Adjustment to Fund Balance | 2891 | | | 0.00 | |
| Fund Balance - End of Year | 2700 | 4,931,286.62 | 4,513,101.22 | (418,185.40) | -8.48% |

Fund Balance:

| | |
|---------------------------|---------------------|
| Debt Service | 1,035,650.75 |
| Maintenance Reserve | 439,442.15 |
| Unassigned | 3,038,008.32 |
| Total Fund Balance | 4,513,101.22 |

Notes:

Unassigned fund balance as a percentage of revenues:

37.59%

OSCEOLA COUNTY COMPONENT UNIT

Four Corners Charter School, Inc.

Fiscal Year 2022-23 Budget Amendment #2

| | OF3 Function UFTE | Capital Projects | | | |
|---|-------------------------|------------------------|------------------------|--------------|----------|
| | | Budget Amounts | | | |
| | | 2022-23 Amendment 1 | 2022-23 Amendment 2 | Difference | |
| | | | | | % |
| REVENUES | | | | | |
| Federal Direct | 3100 | | | 0.00 | |
| Federal Through State & Local | 3200 | | | 0.00 | |
| State Sources | 3300 | 693,180.00 | 512,282.00 | (180,898.00) | -26.10% |
| Local Sources | 3400 | | | 0.00 | |
| Total Revenues | | 693,180.00 | 512,282.00 | (180,898.00) | -26.10% |
| EXPENDITURES | | | | | |
| Current: | | | | | |
| Instruction | 5000 | | | 0.00 | |
| Student & Instructional Support Services | 6000 | | | 0.00 | |
| Board | 7100 | | | 0.00 | |
| Administration Fees: | | | | | |
| District Holdback Fee | 7201 | | | 0.00 | |
| Charter Holder | 7202 | | | 0.00 | |
| Management Company | 7203 | | | 0.00 | |
| Other | 7204 | | | 0.00 | |
| School Administration | 7300 | | | 0.00 | |
| Facilities Acquisition and Construction | 7400 | | | 0.00 | |
| Fiscal Services | 7500 | | | 0.00 | |
| Food Services | 7600 | | | 0.00 | |
| Central Services | 7700 | | | 0.00 | |
| Pupil Transportation Services | 7800 | | | 0.00 | |
| Operation of Plant | 7900 | | | 0.00 | |
| Maintenance of Plant | 8100 | | | 0.00 | |
| Administrative Technology Services | 8200 | | | 0.00 | |
| Community Services | 9100 | | | 0.00 | |
| Debt Service: (Function 9200) | | | | | |
| Retirement of Principal | 710 | | | 0.00 | |
| Interest | 720 | | | 0.00 | |
| Dues, Fees and Issuance Costs | 730 | | | 0.00 | |
| Miscellaneous Expenditures | 790 | | | 0.00 | |
| Capital Outlay: | | | | | |
| Facilities Acquisition and Construction | 7420 | | | 0.00 | |
| Other Capital Outlay | 9300 | | | 0.00 | |
| Total Expenditures | | 0.00 | 0.00 | 0.00 | |
| Excess (Deficiency) of Revenues Over (Under) Expenditures | | 693,180.00 | 512,282.00 | (180,898.00) | -26.10% |
| OTHER FINANCING SOURCES (USES) | | | | | |
| Loans Incurred | 3720 | | | 0.00 | |
| Proceeds from the Sale of Capital Assets | 3730 | | | 0.00 | |
| Loss Recoveries | 3740 | | | 0.00 | |
| Proceeds of Forward Supply Contract | 3760 | | | 0.00 | |
| Special Facilities Construction Advances | 3770 | | | 0.00 | |
| Transfers In | 3600 | | | 0.00 | |
| Transfers Out | 9700 | (693,180.00) | (717,152.90) | 23,972.90 | -3.46% |
| Total Other Financing Sources (Uses) | | (693,180.00) | (717,152.90) | 23,972.90 | -3.46% |
| SPECIAL ITEMS | | | | | |
| EXTRAORDINARY ITEMS | | | | | |
| Net Change in Fund Balances | | 0.00 | (204,870.90) | 204,870.90 | |
| Fund Balance - Beginning of Year | 2800 | 204,870.90 | 204,870.90 | 0.00 | 0.00% |
| Adjustment to Fund Balance | 2891 | | | | |
| Fund Balance - End of Year | 2700 | 204,870.90 | 0.00 | (204,870.90) | -100.00% |

OSCEOLA COUNTY COMPONENT UNIT
Four Corners Charter School, Inc.

Fiscal Year 2022-23 Budget Amendment #2

VERSION #2 - Includes Re-Payment Plan from FCCS

| | OF1 | General Fund | | | |
|---|------|------------------------|------------------------|--------------|---------|
| | | Budget Amounts | | | |
| | | 2022-23 Amendment 1 | 2022-23 Amendment 2 | Difference | % |
| Function | UFTE | 947.23 | 947.57 | 0.34 | % |
| REVENUES | | | | | |
| Federal Direct | 3100 | | | 0.00 | |
| Federal Through State & Local | 3200 | 0.00 | 0.00 | 0.00 | |
| State Sources | 3300 | 7,420,095.82 | 7,335,145.82 | (84,950.00) | -1.14% |
| Local Sources | 3400 | 15,000.00 | 30,363.66 | 15,363.66 | 102.42% |
| Total Revenues | | 7,435,095.82 | 7,365,509.48 | (69,586.34) | -0.94% |
| EXPENDITURES | | | | | |
| Current: | | | | | |
| Instruction | 5000 | 5,720,673.75 | 5,445,255.92 | (275,417.83) | -4.81% |
| Student & Instructional Support Services | 6000 | 0.00 | 0.00 | 0.00 | |
| Board | 7100 | 7,000.00 | 7,000.00 | 0.00 | 0.00% |
| Administration Fees: | | | | | |
| District Holdback Fee | 7201 | 97,918.00 | 93,212.00 | (4,706.00) | -4.81% |
| Charter Holder | 7202 | | | 0.00 | |
| Management Company | 7203 | 1,111,274.25 | 1,100,025.90 | (11,248.35) | -1.01% |
| Other | 7204 | | | 0.00 | |
| School Administration | 7300 | | | 0.00 | |
| Facilities Acquisition and Construction | 7400 | 1,058,934.00 | 1,058,934.00 | 0.00 | 0.00% |
| Fiscal Services | 7500 | 20,000.00 | 20,000.00 | 0.00 | 0.00% |
| Food Services | 7600 | | | 0.00 | |
| Central Services | 7700 | | | 0.00 | |
| Pupil Transportation Services | 7800 | 0.00 | 0.00 | 0.00 | |
| Operation of Plant | 7900 | | 121,748.75 | 121,748.75 | |
| Maintenance of Plant | 8100 | 344,200.00 | 393,680.00 | 49,480.00 | 14.38% |
| Administrative Technology Services | 8200 | | | 0.00 | |
| Community Services | 9100 | | | 0.00 | |
| Debt Service: (Function 9200) | | | | | |
| Retirement of Principal | 710 | | | 0.00 | |
| Interest | 720 | | | 0.00 | |
| Dues, Fees and Issuance Costs | 730 | | | 0.00 | |
| Miscellaneous Expenditures | 790 | | | 0.00 | |
| Capital Outlay: | | | | | |
| Facilities Acquisition and Construction | 7420 | | | 0.00 | |
| Other Capital Outlay | 9300 | | | 0.00 | |
| Total Expenditures | | 8,360,000.00 | 8,239,856.57 | (120,143.43) | 3.74% |
| Excess (Deficiency) of Revenues Over (Under) Expenditures | | (924,904.18) | (874,347.09) | 50,557.09 | 2.81% |
| OTHER FINANCING SOURCES (USES) | | | | | |
| Loans Incurred | 3720 | | | 0.00 | |
| Proceeds from the Sale of Capital Assets | 3730 | | | 0.00 | |
| Loss Recoveries | 3740 | | | 0.00 | |
| Proceeds of Forward Supply Contract | 3760 | | | 0.00 | |
| Special Facilities Construction Advances | 3770 | | | 0.00 | |
| Transfers In | 3600 | 693,180.00 | 717,152.90 | 23,972.90 | 3.46% |
| Transfers Out | 9700 | 0.00 | 0.00 | 0.00 | |
| Total Other Financing Sources (Uses) | | 693,180.00 | 717,152.90 | 23,972.90 | 3.46% |
| SPECIAL ITEMS | | | | | |
| | | | | 0.00 | |
| EXTRAORDINARY ITEMS | | | | | |
| | | | | | |
| Net Change in Fund Balances | | (231,724.18) | (157,194.19) | 74,529.99 | -32.16% |
| Fund Balance - Beginning of Year | 2800 | 5,163,010.80 | 5,163,010.80 | 0.00 | 0.00% |
| Adjustment to Fund Balance | 2891 | | | 0.00 | |
| Fund Balance - End of Year | 2700 | 4,931,286.62 | 5,005,816.61 | 74,529.99 | 1.51% |

Fund Balance:

| | |
|---------------------------|---------------------|
| Debt Service | 1,035,650.75 |
| Maintenance Reserve | 439,442.15 |
| Unassigned | 3,530,723.71 |
| Total Fund Balance | 5,005,816.61 |

Notes:

Unassigned fund balance as a percentage of revenues:

43.68%

OSCEOLA COUNTY COMPONENT UNIT

Four Corners Charter School, Inc.

Fiscal Year 2022-23 Budget Amendment #2

| | OF3 Function UFTE | Capital Projects | | | |
|---|-------------------------|------------------------|------------------------|--------------|----------|
| | | Budget Amounts | | | |
| | | 2022-23 Amendment 1 | 2022-23 Amendment 2 | Difference | |
| | | | | | % |
| REVENUES | | | | | |
| Federal Direct | 3100 | | | 0.00 | |
| Federal Through State & Local | 3200 | | | 0.00 | |
| State Sources | 3300 | 693,180.00 | 512,282.00 | (180,898.00) | -26.10% |
| Local Sources | 3400 | | | 0.00 | |
| Total Revenues | | 693,180.00 | 512,282.00 | (180,898.00) | -26.10% |
| EXPENDITURES | | | | | |
| Current: | | | | | |
| Instruction | 5000 | | | 0.00 | |
| Student & Instructional Support Services | 6000 | | | 0.00 | |
| Board | 7100 | | | 0.00 | |
| Administration Fees: | | | | | |
| District Holdback Fee | 7201 | | | 0.00 | |
| Charter Holder | 7202 | | | 0.00 | |
| Management Company | 7203 | | | 0.00 | |
| Other | 7204 | | | 0.00 | |
| School Administration | 7300 | | | 0.00 | |
| Facilities Acquisition and Construction | 7400 | | | 0.00 | |
| Fiscal Services | 7500 | | | 0.00 | |
| Food Services | 7600 | | | 0.00 | |
| Central Services | 7700 | | | 0.00 | |
| Pupil Transportation Services | 7800 | | | 0.00 | |
| Operation of Plant | 7900 | | | 0.00 | |
| Maintenance of Plant | 8100 | | | 0.00 | |
| Administrative Technology Services | 8200 | | | 0.00 | |
| Community Services | 9100 | | | 0.00 | |
| Debt Service: (Function 9200) | | | | | |
| Retirement of Principal | 710 | | | 0.00 | |
| Interest | 720 | | | 0.00 | |
| Dues, Fees and Issuance Costs | 730 | | | 0.00 | |
| Miscellaneous Expenditures | 790 | | | 0.00 | |
| Capital Outlay: | | | | | |
| Facilities Acquisition and Construction | 7420 | | | 0.00 | |
| Other Capital Outlay | 9300 | | | 0.00 | |
| Total Expenditures | | 0.00 | 0.00 | 0.00 | |
| Excess (Deficiency) of Revenues Over (Under) Expenditures | | 693,180.00 | 512,282.00 | (180,898.00) | -26.10% |
| OTHER FINANCING SOURCES (USES) | | | | | |
| Loans Incurred | 3720 | | | 0.00 | |
| Proceeds from the Sale of Capital Assets | 3730 | | | 0.00 | |
| Loss Recoveries | 3740 | | | 0.00 | |
| Proceeds of Forward Supply Contract | 3760 | | | 0.00 | |
| Special Facilities Construction Advances | 3770 | | | 0.00 | |
| Transfers In | 3600 | | | 0.00 | |
| Transfers Out | 9700 | (693,180.00) | (717,152.90) | 23,972.90 | -3.46% |
| Total Other Financing Sources (Uses) | | (693,180.00) | (717,152.90) | 23,972.90 | -3.46% |
| SPECIAL ITEMS | | | | | |
| EXTRAORDINARY ITEMS | | | | | |
| Net Change in Fund Balances | | 0.00 | (204,870.90) | 204,870.90 | |
| Fund Balance - Beginning of Year | 2800 | 204,870.90 | 204,870.90 | 0.00 | 0.00% |
| Adjustment to Fund Balance | 2891 | | | | |
| Fund Balance - End of Year | 2700 | 204,870.90 | 0.00 | (204,870.90) | -100.00% |

OSCEOLA COUNTY COMPONENT UNIT
Four Corners Charter School, Inc.

Fiscal Year 2023-24 Final Budget

| | OF1 Function UFTE | General Fund | | | |
|---|-------------------------|------------------------|------------------|--------------|--------|
| | | Budget Amounts | | | |
| | | 2023-24 Preliminary | 2023-24 Final | Difference | |
| | | 929.73 | 929.72 | -0.01 | % |
| REVENUES | | | | | |
| Federal Direct | 3100 | | | 0.00 | |
| Federal Through State & Local | 3200 | 0.00 | 0.00 | 0.00 | |
| State Sources | 3300 | 7,215,505.82 | 7,462,354.00 | 246,848.18 | 3.42% |
| Local Sources | 3400 | 20,000.00 | 20,000.00 | 0.00 | 0.00% |
| Total Revenues | | 7,235,505.82 | 7,482,354.00 | 246,848.18 | 3.41% |
| EXPENDITURES | | | | | |
| Current: | | | | | |
| Instruction | 5000 | 5,344,380.95 | 5,527,626.90 | 183,245.95 | 3.43% |
| Student & Instructional Support Services | 6000 | 0.00 | 0.00 | 0.00 | |
| Board | 7100 | 7,000.00 | 7,000.00 | 0.00 | 0.00% |
| Administration Fees: | | | | | |
| District Holdback Fee | 7201 | 93,258.00 | 96,141.00 | 2,883.00 | 3.09% |
| Charter Holder | 7202 | | | 0.00 | |
| Management Company | 7203 | 1,082,325.87 | 1,119,353.10 | 37,027.23 | 3.42% |
| Other | 7204 | | | 0.00 | |
| School Administration | 7300 | | | 0.00 | |
| Facilities Acquisition and Construction | 7400 | 1,055,651.00 | 1,081,515.00 | 25,864.00 | 2.45% |
| Fiscal Services | 7500 | 20,000.00 | 20,000.00 | 0.00 | 0.00% |
| Food Services | 7600 | | | 0.00 | |
| Central Services | 7700 | | | 0.00 | |
| Pupil Transportation Services | 7800 | 0.00 | 0.00 | 0.00 | |
| Operation of Plant | 7900 | | | 0.00 | |
| Maintenance of Plant | 8100 | 150,000.00 | 150,000.00 | 0.00 | 0.00% |
| Administrative Technology Services | 8200 | | | 0.00 | |
| Community Services | 9100 | | | 0.00 | |
| Debt Service: (Function 9200) | | | | | |
| Retirement of Principal | 710 | | | 0.00 | |
| Interest | 720 | | | 0.00 | |
| Dues, Fees and Issuance Costs | 730 | | | 0.00 | |
| Miscellaneous Expenditures | 790 | | | 0.00 | |
| Capital Outlay: | | | | | |
| Facilities Acquisition and Construction | 7420 | | | 0.00 | |
| Other Capital Outlay | 9300 | | | 0.00 | |
| Total Expenditures | | 7,752,615.82 | 8,001,636.00 | 249,020.18 | 12.39% |
| Excess (Deficiency) of Revenues Over (Under) Expenditures | | (517,110.00) | (519,282.00) | (2,172.00) | 15.80% |
| OTHER FINANCING SOURCES (USES) | | | | | |
| Loans Incurred | 3720 | | | 0.00 | |
| Proceeds from the Sale of Capital Assets | 3730 | | | 0.00 | |
| Loss Recoveries | 3740 | | | 0.00 | |
| Proceeds of Forward Supply Contract | 3760 | | | 0.00 | |
| Special Facilities Construction Advances | 3770 | | | 0.00 | |
| Transfers In | 3600 | 510,110.00 | 512,282.00 | 2,172.00 | 0.43% |
| Transfers Out | 9700 | 0.00 | 0.00 | 0.00 | |
| Total Other Financing Sources (Uses) | | 510,110.00 | 512,282.00 | 2,172.00 | 0.43% |
| SPECIAL ITEMS | | | | | |
| | | | | 0.00 | |
| EXTRAORDINARY ITEMS | | | | | |
| | | | | | |
| Net Change in Fund Balances | | (7,000.00) | (7,000.00) | 0.00 | 0.00% |
| Fund Balance - Beginning of Year | 2800 | 5,163,010.80 | 5,005,816.61 | (157,194.19) | -3.04% |
| Adjustment to Fund Balance | 2891 | | | 0.00 | |
| Fund Balance - End of Year | 2700 | 5,156,010.80 | 4,998,816.61 | (157,194.19) | -3.05% |

| | | | |
|----------------------|----------|--------------|--------|
| Per Student | 7,760.86 | 8,026.45 | 265.59 |
| Fund Balance: | | | |
| Debt Service | | 1,041,463.50 | 0.21 |
| Maintenance Reserve | | 589,442.15 | 0.12 |
| Unassigned | | 3,367,910.96 | 0.67 |
| Total Fund Balance | | 4,998,816.61 | 1.00 |

Notes:

Unassigned fund balance as a percentage of revenues:

42.13%

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

| | OF3 Function UFTE | Capital Projects | | | |
|---|-------------------------|------------------------|------------------|--------------|----------|
| | | Budget Amounts | | | |
| | | 2023-24 Preliminary | 2023-24 Final | Difference | |
| | | | | | % |
| REVENUES | | | | | |
| Federal Direct | 3100 | | | 0.00 | |
| Federal Through State & Local | 3200 | | | 0.00 | |
| State Sources | 3300 | 730,305.00 | 512,282.00 | (218,023.00) | -29.85% |
| Local Sources | 3400 | | | 0.00 | |
| Total Revenues | | 730,305.00 | 512,282.00 | (218,023.00) | -29.85% |
| EXPENDITURES | | | | | |
| Current: | | | | | |
| Instruction | 5000 | | | 0.00 | |
| Student & Instructional Support Services | 6000 | | | 0.00 | |
| Board | 7100 | | | 0.00 | |
| Administration Fees: | | | | | |
| District Holdback Fee | 7201 | | | 0.00 | |
| Charter Holder | 7202 | | | 0.00 | |
| Management Company | 7203 | | | 0.00 | |
| Other | 7204 | | | 0.00 | |
| School Administration | 7300 | | | 0.00 | |
| Facilities Acquisition and Construction | 7400 | | | 0.00 | |
| Fiscal Services | 7500 | | | 0.00 | |
| Food Services | 7600 | | | 0.00 | |
| Central Services | 7700 | | | 0.00 | |
| Pupil Transportation Services | 7800 | | | 0.00 | |
| Operation of Plant | 7900 | | | 0.00 | |
| Maintenance of Plant | 8100 | | | 0.00 | |
| Administrative Technology Services | 8200 | | | 0.00 | |
| Community Services | 9100 | | | 0.00 | |
| Debt Service: (Function 9200) | | | | | |
| Retirement of Principal | 710 | | | 0.00 | |
| Interest | 720 | | | 0.00 | |
| Dues, Fees and Issuance Costs | 730 | | | 0.00 | |
| Miscellaneous Expenditures | 790 | | | 0.00 | |
| Capital Outlay: | | | | | |
| Facilities Acquisition and Construction | 7420 | | | 0.00 | |
| Other Capital Outlay | 9300 | | | 0.00 | |
| Total Expenditures | | 0.00 | 0.00 | 0.00 | |
| Excess (Deficiency) of Revenues Over (Under) Expenditures | | 730,305.00 | 512,282.00 | (218,023.00) | -29.85% |
| OTHER FINANCING SOURCES (USES) | | | | | |
| Loans Incurred | 3720 | | | 0.00 | |
| Proceeds from the Sale of Capital Assets | 3730 | | | 0.00 | |
| Loss Recoveries | 3740 | | | 0.00 | |
| Proceeds of Forward Supply Contract | 3760 | | | 0.00 | |
| Special Facilities Construction Advances | 3770 | | | 0.00 | |
| Transfers In | 3600 | | | 0.00 | |
| Transfers Out | 9700 | (695,629.00) | (512,282.00) | (183,347.00) | 26.36% |
| Total Other Financing Sources (Uses) | | (695,629.00) | (512,282.00) | (183,347.00) | 26.36% |
| SPECIAL ITEMS | | | | | |
| EXTRAORDINARY ITEMS | | | | | |
| Net Change in Fund Balances | | 34,676.00 | 0.00 | 34,676.00 | 100.00% |
| Fund Balance - Beginning of Year | 2800 | 204,870.90 | 0.00 | (204,870.90) | -100.00% |
| Adjustment to Fund Balance | 2891 | | | | |
| Fund Balance - End of Year | 2700 | 239,546.90 | 0.00 | (239,546.90) | -100.00% |



Variance Analysis Report - Consolidated

FCCS-Four Corners Charter School

For the Period Ended 6/30/2023

| | YTD Actuals | YTD Amended Budget 1 | Variance to Budget | | Amended Budget 2 | Amended Budget 1 | Variance to Budget | |
|---|---------------------|----------------------|-----------------------|-------------|---------------------|----------------------|-----------------------|-------------|
| | | | \$ Change | % Change | | | \$ Change | % Change |
| Revenues | | | | | | | | |
| State Sources | | | | | | | | |
| FEFP | \$ 7,303,017 | \$ 7,493,809 | (190,792) | -3% | \$ 7,303,017 | \$ 7,493,809 | (190,792) | -3% |
| Capital Outlay | 512,282 | 730,305 | (218,023) | -30% | 512,282 | 730,305 | (218,023) | -30% |
| Other Revenue Sources | | | | | | | | |
| Other Program Revenues | 279,278 | 496,155 | (216,877) | -44% | 279,278 | 496,155 | (216,877) | -44% |
| Interest Income | 4,929 | 4,093 | 836 | 20% | 4,929 | 4,093 | 836 | 20% |
| Special Revenue Sources | | | | | | | | |
| Federal Grants Revenue | 1,116,047 | 1,936,954 | (820,906) | -42% | 1,116,047 | 1,936,954 | (820,906) | -42% |
| State Grants Revenue | 11,471 | 0 | 11,471 | - | 11,471 | 0 | 11,471 | - |
| Teacher Lead | 13,697 | - | 13,697 | - | 13,697 | - | 13,697 | - |
| Total Revenues | \$ 9,240,721 | \$ 10,661,316 | \$ (1,420,595) | -13% | \$ 9,240,721 | \$ 10,661,316 | \$ (1,420,595) | -13% |
| Expenses | | | | | | | | |
| Instruction | 4,095,549 | 4,743,802 | 648,253 | 14% | 4,095,549 | 4,743,802 | 648,253 | 14% |
| Instruction Support Services | 550,874 | 520,886 | (29,988) | -6% | 550,874 | 520,886 | (29,988) | -6% |
| Board | 21,073 | 13,200 | (7,873) | -60% | 21,073 | 13,200 | (7,873) | -60% |
| School Administration | 669,377 | 637,192 | (32,185) | -5% | 669,377 | 637,192 | (32,185) | -5% |
| Facilities and acquisition | 852,614 | 59,114 | (793,500) | -1342% | 852,614 | 59,114 | (793,500) | -1342% |
| Fiscal Services | 624,350 | 568,153 | (56,197) | -10% | 624,350 | 568,153 | (56,197) | -10% |
| Food Services | 421 | 421 | - | 0% | 421 | 421 | - | 0% |
| Central Services | 97,527 | 671,502 | 573,975 | 85% | 97,527 | 671,502 | 573,975 | 85% |
| Pupil Transportation Services | 271,609 | 273,771 | 2,162 | 1% | 271,609 | 273,771 | 2,162 | 1% |
| Operation of Plant | 2,185,652 | 2,144,942 | (40,710) | -2% | 2,185,652 | 2,144,942 | (40,710) | -2% |
| Maintenance of Plant | (716,042) | 774,227 | 1,490,269 | 192% | (716,042) | 774,227 | 1,490,269 | 192% |
| Community Service | 98,096 | 254,107 | 156,011 | 61% | 98,096 | 254,107 | 156,011 | 61% |
| Debt Service | 7,320 | - | (7,320) | - | 7,320 | - | (7,320) | - |
| Total Expenses | \$ 8,758,420 | \$ 10,661,316 | \$ 1,902,897 | 18% | \$ 8,758,420 | \$ 10,661,316 | \$ 1,902,897 | 18% |
| Excess/(Deficit) of Rev over Exp | 482,302 | - | 482,302 | - | 482,302 | - | 482,302 | - |
| Net Change in Fund Balance | \$ 482,302 | \$ - | \$ 482,302 | 0% | \$ 482,302 | \$ - | \$ 482,302 | 0% |
| Enrollment | 947 | 971 | (24) | -2% | 947 | 971 | (24) | -2% |
| Rate Per Student | \$ 7,712 | \$ 7,718 | \$ (6) | 0% | \$ 7,712 | \$ 7,718 | \$ (6) | 0% |



Variance Analysis Report – Consolidated FCCS-Four Corners Charter School For the Period Ended 6/30/2023

| | YTD Actuals | YTD Amended Budget 1 | Variance to Budget | | Amended Budget 2 | Amended Budget 1 | Variance to Budget | |
|---|---------------------|-------------------------|----------------------|-------------|---------------------|----------------------|----------------------|-------------|
| | | | \$ Change | % Change | | | \$ Change | % Change |
| Revenues | | | | | | | | |
| State Sources | | | | | | | | |
| State Capitation / Student | \$ 7,203,924 | \$ 7,373,860 | (169,936) | -2% | \$ 7,203,924 | \$ 7,373,860 | (169,936) | -2% |
| Student Transportation | 99,093 | 119,949 | (20,856) | -17% | 99,093 | 119,949 | (20,856) | -17% |
| Capital Outlay Revenue | 512,282 | 730,305 | (218,023) | -30% | 512,282 | 730,305 | (218,023) | -30% |
| Other Revenue Sources | | | | | | | | |
| Other Program Revenues | 121,184 | 344,100 | (222,916) | -65% | 121,184 | 344,100 | (222,916) | -65% |
| Food Service Revenue | 336 | 286 | 50 | 17% | 336 | 286 | 50 | 17% |
| Before and Aftercare Revenue | 157,758 | 151,770 | 5,989 | 4% | 157,758 | 151,770 | 5,989 | 4% |
| Interest Income | 4,929 | 4,093 | 836 | 20% | 4,929 | 4,093 | 836 | 20% |
| Special Revenue Sources | | | | | | | | |
| Federal Grants Revenue | 1,116,047 | 1,936,954 | (820,906) | -42% | 1,116,047 | 1,936,954 | (820,906) | -42% |
| State Grants Revenue | 11,471 | 0 | 11,471 | - | 11,471 | 0 | 11,471 | - |
| Teacher Lead | 13,697 | - | 13,697 | - | 13,697 | - | 13,697 | - |
| Total Revenues | \$ 9,240,721 | \$ 10,661,316 | \$(1,420,595) | -13% | \$ 9,240,721 | \$ 10,661,316 | \$(1,420,595) | -13% |
| Expenses | | | | | | | | |
| Instruction | | | | | | | | |
| Teachers | 1,632,542 | 1,718,034 | 85,493 | 5% | 1,632,542 | 1,718,034 | 85,493 | 5% |
| ESE/Special Education | 72,475 | 71,123 | (1,352) | -2% | 72,475 | 71,123 | (1,352) | -2% |
| Permanent Subs | 423,255 | 465,407 | 42,153 | 9% | 423,255 | 465,407 | 42,153 | 9% |
| Aides - Instructional | 74,638 | 221,964 | 147,327 | 66% | 74,638 | 221,964 | 147,327 | 66% |
| Daily Substitute Teachers | 292,147 | 193,986 | (98,161) | -51% | 292,147 | 193,986 | (98,161) | -51% |
| Other Support/Aides | 253,409 | 144,151 | (109,259) | -76% | 253,409 | 144,151 | (109,259) | -76% |
| Stipend | 334,839 | 297,409 | (37,430) | -13% | 334,839 | 297,409 | (37,430) | -13% |
| Bonus | 10,469 | 77,939 | 67,470 | 87% | 10,469 | 77,939 | 67,470 | 87% |
| Tutoring | - | 16,000 | 16,000 | 100% | - | 16,000 | 16,000 | 100% |
| Taxes & Benefits | 501,932 | 511,391 | 9,458 | 2% | 501,932 | 511,391 | 9,458 | 2% |
| Other Professional Fees | 5,716 | 18,066 | 12,350 | 68% | 5,716 | 18,066 | 12,350 | 68% |
| Office Supplies | (11,471) | - | 11,471 | - | (11,471) | - | 11,471 | - |
| Textbooks | - | 89,286 | 89,286 | 100% | - | 89,286 | 89,286 | 100% |
| Consumable Students | 44,305 | 76,242 | 31,937 | 42% | 44,305 | 76,242 | 31,937 | 42% |
| Consumable Teachers | 56,467 | 17,770 | (38,696) | -218% | 56,467 | 17,770 | (38,696) | -218% |
| Library & Reference Books | (149) | (149) | - | - | (149) | (149) | - | - |
| Instructional Licenses | 34,567 | 148,966 | 114,399 | 77% | 34,567 | 148,966 | 114,399 | 77% |
| Testing Materials | 13,002 | 32,729 | 19,727 | 60% | 13,002 | 32,729 | 19,727 | 60% |
| Contracted SPED - Instruction | 76,785 | 64,969 | (11,816) | -18% | 76,785 | 64,969 | (11,816) | -18% |
| Computer Hardware (NonCap) | 7,502 | 3,056 | (4,446) | -145% | 7,502 | 3,056 | (4,446) | -145% |
| Computer Software (NonCap) | (4,355) | 240 | 4,595 | 1915% | (4,355) | 240 | 4,595 | 1915% |
| IT Infrastructure (NonCap) | 1,419 | - | (1,419) | - | 1,419 | - | (1,419) | - |
| Computers - Hardware | 271,421 | 561,127 | 289,706 | 52% | 271,421 | 561,127 | 289,706 | 52% |
| Computer - Software | 4,636 | 4,095 | (541) | -13% | 4,636 | 4,095 | (541) | -13% |
| IT Infrastructure | - | 10,000 | 10,000 | 100% | - | 10,000 | 10,000 | 100% |
| Total Instruction | 4,095,549 | 4,743,802 | 648,253 | 14% | 4,095,549 | 4,743,802 | 648,253 | 14% |
| Instruction Support Services | | | | | | | | |
| Guidance | \$ 62,380 | \$ 87,614 | 25,234 | 29% | \$ 62,380 | \$ 87,614 | 25,234 | 29% |
| Resource Teachers | - | 9,418 | 9,418 | 100% | - | 9,418 | 9,418 | 100% |
| Other Support | 74,432 | 83,652 | 9,220 | 11% | 74,432 | 83,652 | 9,220 | 11% |
| IT Support | 38,412 | 26,489 | (11,923) | -45% | 38,412 | 26,489 | (11,923) | -45% |
| Stipend | 21,793 | 14,679 | (7,114) | -48% | 21,793 | 14,679 | (7,114) | -48% |
| Bonus | 1,585 | 1,585 | - | 0% | 1,585 | 1,585 | - | 0% |
| Taxes & Benefits | 138,793 | 87,948 | (50,845) | -58% | 138,793 | 87,948 | (50,845) | -58% |
| Computer Service Fees | 135,421 | 142,428 | 7,007 | 5% | 135,421 | 142,428 | 7,007 | 5% |
| Temporary Agency Fees | - | 808 | 808 | 100% | - | 808 | 808 | 100% |
| Outside Staff Development | 9,495 | 10,119 | 624 | 6% | 9,495 | 10,119 | 624 | 6% |
| Contracted Mental Health Services | 32,763 | 44,188 | 11,425 | 26% | 32,763 | 44,188 | 11,425 | 26% |
| Consulting Fees | 78 | 813 | 735 | 90% | 78 | 813 | 735 | 90% |
| Travel | 68 | 426 | 358 | 84% | 68 | 426 | 358 | 84% |
| Medical Supplies | 578 | 1,000 | 422 | 42% | 578 | 1,000 | 422 | 42% |
| Student Uniform Expense | 182 | 176 | (6) | -3% | 182 | 176 | (6) | -3% |
| Nurse - Salaried | 28,293 | 9,543 | (18,750) | -196% | 28,293 | 9,543 | (18,750) | -196% |
| Computers - Hardware | 6,600 | - | (6,600) | - | 6,600 | - | (6,600) | - |
| Total Instruction Support Services | 550,874 | 520,886 | (29,988) | -6% | 550,874 | 520,886 | (29,988) | -6% |



Variance Analysis Report – Consolidated

FCCS-Four Corners Charter School

For the Period Ended 6/30/2023

| | YTD Actuals | YTD Amended Budget 1 | Variance to Budget | | Amended Budget 2 | Amended Budget 1 | Variance to Budget | |
|--|------------------|-------------------------|--------------------|---------------|---------------------|---------------------|--------------------|---------------|
| | | | \$ Change | % Change | | | \$ Change | % Change |
| Board | | | | | | | | |
| Accounting Services - Audit | 17,646 | 8,200 | (9,446) | -115% | 17,646 | 8,200 | (9,446) | -115% |
| Legal Fees - Independent Counsel | 3,427 | 5,000 | 1,573 | 31% | 3,427 | 5,000 | 1,573 | 31% |
| Total Board | 21,073 | 13,200 | (7,873) | -60% | 21,073 | 13,200 | (7,873) | -60% |
| School Administration | | | | | | | | |
| School Leadership | 222,391 | 238,078 | 15,687 | 7% | 222,391 | 238,078 | 15,687 | 7% |
| Administrative - Salaried | 116,723 | 119,282 | 2,559 | 2% | 116,723 | 119,282 | 2,559 | 2% |
| Administrative - Hourly | 63,855 | 90,219 | 26,363 | 29% | 63,855 | 90,219 | 26,363 | 29% |
| Stipend | 30,902 | 16,873 | (14,029) | -83% | 30,902 | 16,873 | (14,029) | -83% |
| Bonus | 31,607 | 15,069 | (16,538) | -110% | 31,607 | 15,069 | (16,538) | -110% |
| Taxes & Benefits | 140,023 | 130,761 | (9,262) | -7% | 140,023 | 130,761 | (9,262) | -7% |
| Drug Testing Fees | 94 | 218 | 124 | 57% | 94 | 218 | 124 | 57% |
| Travel | 35,764 | 11,960 | (23,804) | -199% | 35,764 | 11,960 | (23,804) | -199% |
| Office Supplies | 21,666 | 6,309 | (15,357) | -243% | 21,666 | 6,309 | (15,357) | -243% |
| Dues & Subscriptions | 4,568 | 5,455 | 887 | 16% | 4,568 | 5,455 | 887 | 16% |
| Printing & Copying | 1,685 | 2,000 | 315 | 16% | 1,685 | 2,000 | 315 | 16% |
| Bad Debt Expense | 969 | 969 | - | 0% | 969 | 969 | - | 0% |
| Total School Administration | 670,246 | 637,192 | (33,054) | -5% | 670,246 | 637,192 | (33,054) | -5% |
| Facilities and acquisition | | | | | | | | |
| FF&E (NonCap) | \$ 4,726 | \$ 754 | (3,972) | -527% | \$ 4,726 | \$ 754 | (3,972) | -527% |
| FF&E | - | 25,000 | 25,000 | 100% | - | 25,000 | 25,000 | 100% |
| Improvements other than building | 809,949 | - | (809,949) | - | 809,949 | - | (809,949) | - |
| Equipment Rent & Lease Expense | 37,940 | 33,360 | (4,580) | -14% | 37,940 | 33,360 | (4,580) | -14% |
| Total Facilities and acquisition | 852,614 | 59,114 | (793,500) | -1342% | 852,614 | 59,114 | (793,500) | -1342% |
| Fiscal Services | | | | | | | | |
| Personnel Management | 123,475 | 123,475 | - | 0% | 123,475 | 123,475 | - | 0% |
| Finance and Accounting SCF | 82,111 | 82,111 | - | 0% | 82,111 | 82,111 | - | 0% |
| Educational Intellectual Property | 164,839 | 164,839 | - | 0% | 164,839 | 164,839 | - | 0% |
| Procurement/Vendor Management | 41,364 | 41,364 | - | 0% | 41,364 | 41,364 | - | 0% |
| Support Center General Overhead | 205,587 | 205,586 | (1) | 0% | 205,587 | 205,586 | (1) | 0% |
| Sponsorship SCF | - | (54,915) | (54,915) | - | - | (54,915) | (54,915) | - |
| Bank Charges & Loan Fees | 6,105 | 5,692 | (413) | -7% | 6,105 | 5,692 | (413) | -7% |
| Total Fiscal Services | 623,481 | 568,153 | (55,328) | -10% | 623,481 | 568,153 | (55,328) | -10% |
| Food Services | | | | | | | | |
| Taxes & Benefits | 421 | 421 | - | 0% | 421 | 421 | - | 0% |
| Total Food Services | 421 | 421 | - | 0% | 421 | 421 | - | 0% |
| Central Services | | | | | | | | |
| Fee to Charterholder | 0 | 573,193 | 573,193 | 100% | 0 | 573,193 | 573,193 | 100% |
| Staff Recruitment | 511 | 1,152 | 641 | 56% | 511 | 1,152 | 641 | 56% |
| Postage and Shipping | 240 | 687 | 447 | 65% | 240 | 687 | 447 | 65% |
| District Fees | 96,776 | 96,470 | (306) | 0% | 96,776 | 96,470 | (306) | 0% |
| Total Central Services | 97,527 | 671,502 | 573,975 | 85% | 97,527 | 671,502 | 573,975 | 85% |
| Pupil Transportation Services | | | | | | | | |
| Contracted Pupil Transportation | \$ 271,609 | \$ 273,771 | 2,162 | 1% | \$ 271,609 | \$ 273,771 | 2,162 | 1% |
| Total Pupil Transportation Services | 271,609 | 273,771 | 2,162 | 1% | 271,609 | 273,771 | 2,162 | 1% |
| Operation of Plant | | | | | | | | |
| Plant Operations - Hourly | 70,466 | 70,896 | 430 | 1% | 70,466 | 70,896 | 430 | 1% |
| Stipend | 4,900 | 2,500 | (2,400) | -96% | 4,900 | 2,500 | (2,400) | -96% |
| Bonus | 579 | - | (579) | - | 579 | - | (579) | - |
| Taxes & Benefits | 26,589 | 22,000 | (4,589) | -21% | 26,589 | 22,000 | (4,589) | -21% |
| Property & Liability Insurance | 167,989 | 157,270 | (10,719) | -7% | 167,989 | 157,270 | (10,719) | -7% |
| Marketing & Advertising | 14,525 | 48,553 | 34,028 | 70% | 14,525 | 48,553 | 34,028 | 70% |
| Contracted Custodial Services | 305,259 | 286,221 | (19,038) | -7% | 305,259 | 286,221 | (19,038) | -7% |
| Licenses & Permits | 280 | 3,850 | 3,570 | 93% | 280 | 3,850 | 3,570 | 93% |
| Rent Expense | 1,058,934 | 1,058,934 | - | 0% | 1,058,934 | 1,058,934 | - | 0% |
| Telephone & Internet | 58,724 | 48,263 | (10,461) | -22% | 58,724 | 48,263 | (10,461) | -22% |
| Electricity | 214,521 | 173,785 | (40,736) | -23% | 214,521 | 173,785 | (40,736) | -23% |
| Water & Sewer | 19,851 | 21,914 | 2,063 | 9% | 19,851 | 21,914 | 2,063 | 9% |
| Waste Disposal | 87,100 | 85,677 | (1,422) | -2% | 87,100 | 85,677 | (1,422) | -2% |
| Pest Control | 2,331 | 3,063 | 732 | 24% | 2,331 | 3,063 | 732 | 24% |
| Natural Gas | 294 | 572 | 278 | 49% | 294 | 572 | 278 | 49% |
| Maintenance & Cleaning Supplies | 72,141 | 70,301 | (1,840) | -3% | 72,141 | 70,301 | (1,840) | -3% |
| Contracted Security | 81,170 | 91,143 | 9,973 | 11% | 81,170 | 91,143 | 9,973 | 11% |
| Total Operation of Plant | 2,185,652 | 2,144,942 | (40,710) | -2% | 2,185,652 | 2,144,942 | (40,710) | -2% |



Variance Analysis Report – Consolidated
FCCS-Four Corners Charter School
 For the Period Ended 6/30/2023

| | YTD Actuals | YTD Amended Budget 1 | Variance to Budget | | Amended Budget 2 | Amended Budget 1 | Variance to Budget | |
|---|---------------------|-------------------------|---------------------|-------------|---------------------|----------------------|---------------------|-------------|
| | | | \$ Change | % Change | | | \$ Change | % Change |
| Maintenance of Plant | | | | | | | | |
| R&M Building | (749,056) | 770,487 | 1,519,542 | 197% | (749,056) | 770,487 | 1,519,542 | 197% |
| Miscellaneous Expenses | 33,014 | 3,740 | (29,274) | -783% | 33,014 | 3,740 | (29,274) | -783% |
| Total Maintenance of Plant | (716,042) | 774,227 | 1,490,269 | 192% | (716,042) | 774,227 | 1,490,269 | 192% |
| Community Service | | | | | | | | |
| Community Service - Aftercare | 73,663 | 65,386 | (8,278) | -13% | 73,663 | 65,386 | (8,278) | -13% |
| Bonus | 1,624 | 1,624 | - | 0% | 1,624 | 1,624 | - | 0% |
| Taxes & Benefits - Community Service | 6,850 | 6,166 | (684) | -11% | 6,850 | 6,166 | (684) | -11% |
| Extra-Curricular Activity Events | 15,931 | 177,931 | 162,000 | 91% | 15,931 | 177,931 | 162,000 | 91% |
| In-house Food Service | 27 | 3,000 | 2,973 | 99% | 27 | 3,000 | 2,973 | 99% |
| Total Community Service | 98,096 | 254,107 | 156,011 | 61% | 98,096 | 254,107 | 156,011 | 61% |
| Debt Service | | | | | | | | |
| Interest Expense | 7,320 | - | (7,320) | - | 7,320 | - | (7,320) | - |
| Total Debt Service | 7,320 | - | (7,320) | - | 7,320 | - | (7,320) | - |
| Total Expenses | \$ 8,758,420 | \$ 10,661,316 | \$ 1,902,897 | 18% | \$ 8,758,420 | \$ 10,661,316 | \$ 1,902,897 | 18% |
| Excess/(Deficit) of Rev over Exp | 482,302 | - | 482,302 | - | 482,302 | - | 482,302 | - |
| Other Financing Sources (Uses) | | | | | | | | |
| Net Change in Fund Balance | \$ 482,302 | \$ - | \$ 482,302 | 0% | \$ 482,302 | \$ - | \$ 482,302 | 0% |
| Enrollment | 947 | 971 | (24) | -2% | 947 | 971 | (24) | -2% |
| Rate Per Student | \$ 7,712 | \$ 7,718 | \$ (6) | 0% | \$ 7,712 | \$ 7,718 | \$ (6) | 0% |

Budget Review Report (Consolidated)

Four Corners Charter School - Osceola County, Florida



| | FY2023-24 | FY2023-24 | Variance | |
|---|---------------------|----------------------|---------------------|------------|
| | Budget | Amended Budget | \$ Change | % Change |
| Revenues | | | | |
| State Sources | | | | |
| FEFP | \$ 7,907,514 | \$ 8,542,255 | \$ 634,741 | 8% |
| Capital Outlay | 551,304 | 615,846 | 64,542 | 12% |
| Other Revenue Sources | | | | |
| Other Program Revenues | 180,364 | 180,364 | - | 0% |
| Interest Income | 5,411 | 5,411 | - | 0% |
| Special Revenue Sources | | | | |
| Federal Grants Revenue | 1,153,478 | 1,139,629 | (13,848) | -1% |
| Teacher Lead | 11,471 | 11,471 | - | 0% |
| Total Revenues | \$ 9,809,541 | \$ 10,494,976 | \$ 685,435 | 7% |
| Expenses | | | | |
| Instruction | 4,332,928 | 4,807,709 | (474,780) | -11% |
| Instruction Support Services | 446,843 | 432,136 | 14,707 | 3% |
| Board | 18,671 | 18,671 | - | 0% |
| School Administration | 676,997 | 660,358 | 16,639 | 2% |
| Facilities and acquisition | 45,860 | 45,860 | - | 0% |
| Fiscal Services | 525,582 | 640,506 | (114,924) | -22% |
| Central Services | 746,064 | 753,820 | (7,756) | -1% |
| Pupil Transportation Services | 252,077 | 252,077 | - | 0% |
| Operation of Plant | 2,256,817 | 2,251,233 | 5,583 | 0% |
| Maintenance of Plant | 442,109 | 442,109 | - | 0% |
| Community Service | 65,593 | 77,007 | (11,414) | -17% |
| Total Expenses | \$ 9,809,541 | \$ 10,381,487 | \$ (571,945) | -6% |
| Excess/(Deficit) of Rev over Exp | - | 113,490 | 113,490 | - |
| Net Change in Fund Balance | \$ - | \$ 113,490 | \$ 113,490 | - |
| Enrollment | 1,023 | 1,023 | - | 0% |
| Rate Per Student | \$ 7,730 | \$ 8,350 | \$ 620 | 8% |

Budget Review Report (Consolidated)

Four Corners Charter School - Osceola County, Florida



| | FY2023-24 | FY2023-24 | Variance | |
|---|---------------------|----------------------|-------------------|-------------|
| | Budget | Budget | \$ Change | % Change |
| Revenues | | | | |
| State Sources | | | | |
| State Capitation / Student | \$ 7,787,565 | \$ 8,422,306 | \$ 634,741 | 8% |
| Student Transportation | 119,949 | 119,949 | - | 0% |
| Capital Outlay Revenue | 551,304 | 615,846 | 64,542 | 12% |
| Other Revenue Sources | | | | |
| Food Service Revenue | 364 | 364 | - | 0% |
| Before and Aftercare Revenue | 180,000 | 180,000 | - | 0% |
| Interest Income | 5,411 | 5,411 | - | 0% |
| Special Revenue Sources | | | | |
| Federal Grants Revenue | 1,153,478 | 1,139,629 | (13,848) | -1% |
| Teacher Lead | 11,471 | 11,471 | - | 0% |
| Total Revenues | \$ 9,809,541 | \$ 10,494,976 | \$ 685,435 | 7% |
| Expenses | | | | |
| Instruction | | | | |
| Teachers | 2,000,491 | 2,721,360 | (720,868) | -36% |
| ESE/Special Education | 145,554 | 145,554 | - | 0% |
| Permanent Subs | 378,419 | 7,045 | 371,373 | 98% |
| Aides - Instructional | 247,641 | 247,641 | - | 0% |
| Daily Substitute Teachers | 75,000 | 75,000 | - | 0% |
| Other Support/Aides | 45,058 | 45,058 | - | 0% |
| Stipend | 361,389 | 351,070 | 10,319 | 3% |
| Tutoring | 16,000 | 16,000 | - | 0% |
| Taxes & Benefits | 703,342 | 831,946 | (128,604) | -18% |
| Other Professional Fees | 12,946 | 12,946 | - | 0% |
| Textbooks | 66,797 | 66,797 | - | 0% |
| Consumable Students | 3,031 | 3,031 | - | 0% |
| Consumable Teachers | 550 | 550 | - | 0% |
| Instructional Licenses | 102,657 | 102,657 | - | 0% |
| Testing Materials | 13,505 | 13,505 | - | 0% |
| Contracted SPED - Instruction | 55,318 | 55,318 | - | 0% |
| Computers - Hardware | 67,124 | 74,124 | (7,000) | -10% |
| IT Infrastructure | 7,135 | 7,135 | - | 0% |
| Audio Visual Equipment | 19,500 | 19,500 | - | 0% |
| Florida Lead Teacher Program | 11,471 | 11,471 | - | 0% |
| Total Instruction | 4,332,928 | 4,807,709 | (474,780) | -11% |
| Instruction Support Services | | | | |
| Guidance | \$ 58,435 | \$ 58,435 | \$ - | 0% |
| Other Support | 64,880 | 64,880 | - | 0% |
| Taxes & Benefits | 81,801 | 67,093 | 14,707 | 18% |
| Computer Service Fees | 146,289 | 146,289 | - | 0% |
| Outside Staff Development | 10,119 | 10,119 | - | 0% |
| Contracted Mental Health Services | 43,474 | 43,474 | - | 0% |
| Medical Supplies | 590 | 590 | - | 0% |
| Student Uniform Expense | 176 | 176 | - | 0% |
| Nurse - Salaried | 41,080 | 41,080 | - | 0% |
| Total Instruction Support Services | 446,843 | 432,136 | 14,707 | 3% |
| Board | | | | |
| Accounting Services - Audit | 16,800 | 16,800 | - | 0% |
| Legal Fees - Independent Counsel | 1,871 | 1,871 | - | 0% |
| Total Board | 18,671 | 18,671 | - | 0% |
| School Administration | | | | |
| School Leadership | 253,419 | 253,419 | - | 0% |
| Administrative - Salaried | 143,134 | 143,134 | - | 0% |
| Administrative - Hourly | 64,629 | 64,629 | - | 0% |
| Bonus | 31,042 | 31,042 | - | 0% |
| Taxes & Benefits | 147,684 | 131,045 | 16,639 | 11% |
| Drug Testing Fees | 218 | 218 | - | 0% |
| Travel | 20,489 | 20,489 | - | 0% |
| Office Supplies | 10,674 | 10,674 | - | 0% |
| Dues & Subscriptions | 3,708 | 3,708 | - | 0% |
| Printing & Copying | 2,000 | 2,000 | - | 0% |
| Total School Administration | 676,997 | 660,358 | 16,639 | 2% |

Budget Review Report (Consolidated)

Four Corners Charter School - Osceola County, Florida



| | FY2023-24 | | Variance | |
|--|---------------------|----------------------|---------------------|-------------|
| | Budget | Budget | \$ Change | % Change |
| Facilities and acquisition | | | | |
| FF&E | 12,500 | 12,500 | - | 0% |
| Equipment Rent & Lease Expense | 33,360 | 33,360 | - | 0% |
| Total Facilities and acquisition | 45,860 | 45,860 | - | 0% |
| Fiscal Services | | | | |
| Personnel Management | 103,978 | 126,963 | (22,985) | -22% |
| Finance and Accounting SCF | 67,586 | 82,526 | (14,940) | -22% |
| Educational Intellectual Property | 140,370 | 171,400 | (31,030) | -22% |
| Procurement/Vendor Management | 36,392 | 44,437 | (8,045) | -22% |
| Support Center General Overhead | 171,564 | 209,489 | (37,925) | -22% |
| Bank Charges & Loan Fees | 5,692 | 5,692 | - | 0% |
| Total Fiscal Services | 525,582 | 640,506 | (114,924) | -22% |
| Food Services | | | | |
| Total Food Services | - | - | - | - |
| Central Services | | | | |
| Fee to Charterholder | 648,245 | 648,245 | - | 0% |
| Staff Recruitment | 511 | 511 | - | 0% |
| Postage and Shipping | 687 | 687 | - | 0% |
| District Fees | 96,622 | 104,378 | (7,756) | -8% |
| Total Central Services | 746,064 | 753,820 | (7,756) | -1% |
| Pupil Transportation Services | | | | |
| Contracted Pupil Transportation | \$ 252,077 | \$ 252,077 | \$ - | 0% |
| Total Pupil Transportation Services | 252,077 | 252,077 | - | 0% |
| Operation of Plant | | | | |
| Plant Operations - Hourly | 74,445 | 74,445 | - | 0% |
| Taxes & Benefits | 26,344 | 20,761 | 5,583 | 21% |
| Property & Liability Insurance | 180,636 | 180,636 | - | 0% |
| Marketing & Advertising | 65,263 | 65,263 | - | 0% |
| Contracted Custodial Services | 339,284 | 339,284 | - | 0% |
| Licenses & Permits | 280 | 280 | - | 0% |
| Rent Expense | 1,055,651 | 1,055,651 | - | 0% |
| Telephone & Internet | 45,792 | 45,792 | - | 0% |
| Electricity | 233,089 | 233,089 | - | 0% |
| Water & Sewer | 21,802 | 21,802 | - | 0% |
| Waste Disposal | 87,273 | 87,273 | - | 0% |
| Pest Control | 3,216 | 3,216 | - | 0% |
| Natural Gas | 311 | 311 | - | 0% |
| Maintenance & Cleaning Supplies | 46,570 | 46,570 | - | 0% |
| Contracted Security | 76,861 | 76,861 | - | 0% |
| Total Operation of Plant | 2,256,817 | 2,251,233 | 5,583 | 0% |
| Maintenance of Plant | | | | |
| R&M Building | 442,109 | 442,109 | - | 0% |
| Total Maintenance of Plant | 442,109 | 442,109 | - | 0% |
| Community Service | | | | |
| Community Service - Aftercare | 60,234 | 60,234 | - | 0% |
| Taxes & Benefits - Community Service | 5,383 | 16,798 | (11,414) | -212% |
| In-house Food Service | (25) | (25) | - | - |
| Total Community Service | 65,593 | 77,007 | (11,414) | -17% |
| Debt Service | | | | |
| Total Debt Service | - | - | - | - |
| Total Expenses | \$ 9,809,541 | \$ 10,381,487 | \$ (571,945) | -6% |
| Excess/(Deficit) of Rev over Exp | - | 113,490 | 113,490 | - |
| Net Change in Fund Balance | \$ - | \$ 113,490 | \$ 113,490 | - |
| Enrollment | 1,023 | 1,023 | - | 0% |
| Rate Per Student | \$ 7,730 | \$ 8,350 | \$ 620 | 8% |



FCCS-Four Corners Charter School

Budget (Condensed)

As of June 30th, 2024

| | Budget 2023-2024 |
|--|-----------------------------|
| Revenues | |
| State Sources | |
| FEFP | \$ 8,542,255 |
| Capital Outlay | 615,846 |
| Other Revenue Sources | |
| Other Program Revenues | 180,364 |
| Interest Income | 5,411 |
| Special Revenue Sources | |
| Federal Grants Revenue | 1,139,629 |
| Teacher Lead | 11,471 |
| Total Revenues | \$ 10,494,976 |
| Expenses | |
| Instruction | 4,807,709 |
| Instruction Support Services | 432,136 |
| Board | 18,671 |
| School Administration | 660,358 |
| Facilities and acquisition | 45,860 |
| Fiscal Services | 640,506 |
| Central Services | 753,820 |
| Pupil Transportation Services | 252,077 |
| Operation of Plant | 2,251,233 |
| Maintenance of Plant | 442,109 |
| Community Service | 77,007 |
| Total Expenses | \$ 10,381,487 |
| <i>Excess/(Deficit) of Rev over Exp</i> | 113,490 |
| Net Change in Fund Balance | \$ 113,490 |
| Enrollment | 1,023 |
| Rate Per Student | \$ 8,350 |

FCCS-Four Corners Charter School

Budget (Detail)

As of June 30th, 2024



Budget 2023-2024

Revenues

State Sources

| | |
|----------------------------|--------------|
| State Capitation / Student | \$ 8,422,306 |
| Student Transportation | 119,949 |
| Capital Outlay Revenue | 615,846 |

Other Revenue Sources

| | |
|------------------------------|---------|
| Food Service Revenue | 364 |
| Before and Aftercare Revenue | 180,000 |
| Interest Income | 5,411 |

Special Revenue Sources

| | |
|------------------------|-----------|
| Federal Grants Revenue | 1,139,629 |
| Teacher Lead | 11,471 |

| | |
|-----------------------|----------------------|
| Total Revenues | \$ 10,494,976 |
|-----------------------|----------------------|

Expenses

Instruction

| | |
|-------------------------------|-----------|
| Teachers | 2,721,360 |
| ESE/Special Education | 145,554 |
| Permanent Subs | 7,045 |
| Aides - Instructional | 247,641 |
| Daily Substitute Teachers | 75,000 |
| Other Support/Aides | 45,058 |
| Stipend | 351,070 |
| Tutoring | 16,000 |
| Taxes & Benefits | 831,946 |
| Other Professional Fees | 12,946 |
| Textbooks | 66,797 |
| Consumable Students | 3,031 |
| Consumable Teachers | 550 |
| Instructional Licenses | 102,657 |
| Testing Materials | 13,505 |
| Contracted SPED - Instruction | 55,318 |
| Computers - Hardware | 74,124 |
| IT Infrastructure | 26,635 |
| Florida Lead Teacher Program | 11,471 |

| | |
|--------------------------|------------------|
| Total Instruction | 4,807,709 |
|--------------------------|------------------|

FCCS-Four Corners Charter School

Budget (Detail)

As of June 30th, 2024



Budget 2023-2024

Instruction Support Services

| | | |
|---|----|----------------|
| Guidance | \$ | 58,435 |
| Other Support | | 64,880 |
| Taxes & Benefits | | 67,093 |
| Computer Service Fees | | 146,289 |
| Outside Staff Development | | 10,119 |
| Contracted Mental Health Services | | 43,474 |
| Medical Supplies | | 590 |
| Student Uniform Expense | | 176 |
| Nurse - Salaried | | 41,080 |
| Total Instruction Support Services | | 432,136 |

Board

| | | |
|----------------------------------|--|---------------|
| Accounting Services - Audit | | 16,800 |
| Legal Fees - Independent Counsel | | 1,871 |
| Total Board | | 18,671 |

School Administration

| | | |
|------------------------------------|--|----------------|
| School Leadership | | 253,419 |
| Administrative - Salaried | | 143,134 |
| Administrative - Hourly | | 64,629 |
| Bonus | | 31,042 |
| Taxes & Benefits | | 131,045 |
| Drug Testing Fees | | 218 |
| Travel | | 20,489 |
| Office Supplies | | 10,674 |
| Dues & Subscriptions | | 3,708 |
| Printing & Copying | | 2,000 |
| Total School Administration | | 660,358 |

Facilities and acquisition

| | | |
|---|--|---------------|
| FF&E | | 12,500 |
| Equipment Rent & Lease Expense | | 33,360 |
| Total Facilities and acquisition | | 45,860 |

FCCS-Four Corners Charter School

Budget (Detail)

As of June 30th, 2024



| | | Budget 2023-2024 |
|--------------------------------------|--|-----------------------------|
| Fiscal Services | | |
| Personnel Management | | 126,963 |
| Finance and Accounting SCF | | 82,526 |
| Educational Intellectual Property | | 171,400 |
| Procurement/Vendor Management | | 44,437 |
| Support Center General Overhead | | 209,489 |
| Bank Charges & Loan Fees | | 5,692 |
| | Total Fiscal Services | 640,506 |
| Food Services | | |
| Central Services | | |
| Fee to Charterholder | | 648,245 |
| Staff Recruitment | | 511 |
| Postage and Shipping | | 687 |
| District Fees | | 104,378 |
| | Total Central Services | 753,820 |
| Pupil Transportation Services | | |
| Contracted Pupil Transportation | \$ | 252,077 |
| | Total Pupil Transportation Services | 252,077 |
| Operation of Plant | | |
| Plant Operations - Hourly | | 74,445 |
| Taxes & Benefits | | 20,761 |
| Property & Liability Insurance | | 180,636 |
| Marketing & Advertising | | 65,263 |
| Contracted Custodial Services | | 339,284 |
| Office Supplies | | - |
| Licenses & Permits | | 280 |
| Rent Expense | | 1,055,651 |
| Telephone & Internet | | 45,792 |
| Electricity | | 233,089 |
| Water & Sewer | | 21,802 |
| Waste Disposal | | 87,273 |
| Pest Control | | 3,216 |
| Natural Gas | | 311 |
| Maintenance & Cleaning Supplies | | 46,570 |
| Contracted Security | | 76,861 |
| | Total Operation of Plant | 2,251,233 |

FCCS-Four Corners Charter School

Budget (Detail)

As of June 30th, 2024



| | | Budget 2023-2024 |
|---|-----------------------------------|-----------------------------|
| Maintenance of Plant | | |
| R&M Building | | 442,109 |
| | Total Maintenance of Plant | 442,109 |
| Community Service | | |
| Community Service - Aftercare | | 60,234 |
| Taxes & Benefits - Community Service | | 16,798 |
| Group Insurance & Other | | 12,075 |
| Payroll Taxes | | 4,722 |
| In-house Food Service | | (25) |
| | Total Community Service | 77,007 |
| Debt Service | | |
| Total Expenses | | \$ 10,381,487 |
| Excess/(Deficit) of Rev over Exp | | 113,490 |
| Other Financing Sources (Uses) | | |
| Net Change in Fund Balance | | \$ 113,490 |
| Enrollment | | 1,023 |
| Rate Per Student | | \$ 8,350 |



CSUSA INSTRUCTIONAL PAY-FOR-PERFORMANCE PLAN

INDEX

- A. CSUSA PAY PRACTICES**
- B. PERFORMANCE BASED COMPENSATION**
- C. MERIT INCREASE SCHEDULE**
- D. SCHOOL WIDE PERFORMANCE AND RETENTION BONUS**

A. CSUSA PAY PRACTICES

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

Base Salary for Teachers upon initial hire (10 Month)

- Pay bands have been established based on years of experience (from 0 years to 9+ years), using the scale provided
- Stipend for Education Credentials (Masters), using the amounts provided
- Teachers waiting for certification will receive a flat salary of \$43,500 and are not eligible for merit
- Teachers whose certification expires will have their salary reduced to the flat rate of \$43,500.00. If certification is reestablished within one year, upon receipt of documentation, their previous salary will be reinstated.

B. PERFORMANCE BASED COMPENSATION

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

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

C. MERIT INCREASE SCHEDULE

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

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

**Merit increases are subject to budget allocation*

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

D. SCHOOL WIDE PERFORMANCE AND RETENTION BONUS

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

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

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

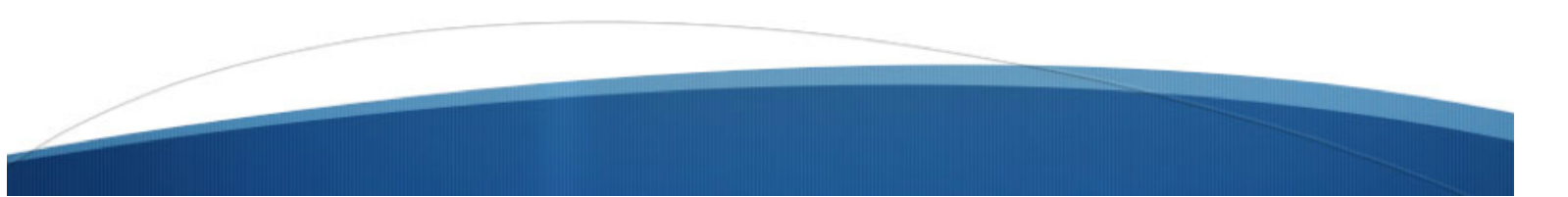
Section Cover Page



V. New Business

- Informational
- For Discussion
- For Action

Notes:



Security Services Agreement

This Security Services Agreement (“Agreement”) to provide security services (“Services”) is entered into this _____ day of _____, 2023 (“Effective Date”) between Dynamic Integrated Security, Inc., (“Contractor”) and Four Corners Charter School, Inc. on behalf of the charter school(s) identified in Section 6 below (“FCCS”, together, the “Parties”).

WHEREAS FCCS operates public charter school(s) 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' school(s); and

WHEREAS, Safe School Officers include School Security Guards; and

WHEREAS, FCCS currently requires armed, certified school security guards (“School Security Guards”) for the 2023-24 and 2024-25 School Years 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 School Security Guards to FCCS' school(s); and

WHEREAS, for clarity and for purposes of this agreement, the Parties acknowledge and agree that, where used herein, the term School Security Guard shall mean an armed guard, qualified and certified pursuant to §1006.12 and related statutes as created under 2019 Safety Act, and as amended; and

NOW, THEREFORE, with the foregoing recitals incorporated herein, and 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 from 2023-24 school year through 2024-25 school years (which includes summer school, if offered by the schools).
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, at least one (1) designated full time School Security Guard to maintain continuous coverage on school premises while school is in session for a minimum of eight (8) hours each regular school day. 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. If the designated full time School Security Guard is absent during any portion of the regular school day, summer school schedule or applicable extracurricular activities and/or school-sponsored events, the Contractor shall assign back-up armed, certified School Security Guards for the duration that the designated full time School Security Guard is absent and notify school accordingly. The Contractor shall not reassign the School's designated full time School Security Guard without the School's prior written consent and the Contractor must notify the applicable parties, in accordance with Rule 6A-1.0018 F.A.C. Contractor must also notify the School and applicable parties of the termination or resignation of any School designated School Security Guards pursuant to Rule 6A-1.0018, F.A.C. and § 1006.12, F.S. and as set forth in paragraph 9 below. The school calendar and hours will be designated by the principal and for the duration of the school year(s). It is understood and agreed that Contractor may be requested to provide Services during summer session(s), extracurricular activities and/or school-sponsored events upon applicable request and payment shall be made in accordance with paragraph 10. Contractor agrees to waive any retentions fees.

3.2. Any designated, auxiliary or back-up/backfill guard must also be a School Security Guard specifically, armed, qualified and certified pursuant to §1006.12 (2) or (4) and related statutes as created under 2019 Safety Act, and as amended.

3.3. Contractor shall ensure that any designated full time, auxiliary or back-up/backfill School Security Guard has cleared all background and drug screening required by law, including a level 2 background screening pursuant to §§§ 1012.32, 1012.467, 435.02 and 435.04 F.S. prior to performing services. If at any time it is found that a School Security Guard does not meet the level 2 screening requirements, the School Security Guard shall be immediately removed from the School, cease performing Services and shall be replaced by Contractor with another School Security Guard. Contractor must ensure that School Security Guards provided are in full compliance with §1006.12(4)-(8), F.S. (2022) 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.

(5) NOTIFICATION.—The district school superintendent or charter school administrator, or respective designee, shall notify the county sheriff and the Office of Safe Schools immediately after, but no later than 72 hours after:

- (a) A safe-school officer is dismissed for misconduct or is otherwise disciplined.*
- (b) A safe-school officer discharges his or her firearm in the exercise of the safe-school officer’s duties, other than for training purposes.*

(6) CRISIS INTERVENTION TRAINING.—

(a) Each safe-school officer who is also a sworn law enforcement officer shall complete mental health crisis intervention training using a curriculum developed by a national organization with expertise in mental health crisis intervention. The training must improve the officer’s knowledge and skills as a first responder to incidents involving students with emotional disturbance or mental illness, including de-escalation skills to ensure student and officer safety.

(b) Each safe-school officer who is not a sworn law enforcement officer shall receive training to improve the officer’s knowledge and skills necessary to respond to and deescalate incidents on school premises.

(7) LIMITATIONS.—An individual must satisfy the background screening, psychological evaluation, and drug test requirements and be approved by the sheriff before participating in any training required by s. 30.15(1)(k), which may be conducted only by a sheriff.

(8) EXEMPTION.—Any information that would identify whether a particular individual has been appointed as a safe-school officer pursuant to this section held by a law enforcement agency, school district, or charter school is exempt from s. 119.07(1) and s. 24(a), Art. I of the State Constitution. This subsection is subject to the Open Government Sunset Review Act in accordance with s. 119.15 and shall stand repealed on October 2, 2023, unless reviewed and saved from repeal through reenactment by the Legislature.

3.4. The Contractor shall work cooperatively with the principal and designees to 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 or its designee aware of such action via written reports of safety concerns, negative behavior and any incidents as further described in paragraph 3.4 and its subsections within 24 hours of said 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. The School Security Guard shall have access to the school security cameras in the event of a Code Red alarm.

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 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 its 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 its 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

all 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 the records relating to all School Security Guards, their eligibility and licensure necessary to perform armed security guard and School Security Guard services, initial and annual Safe-School Officer training certifications, which must include inspection, and firearm qualification in accordance with §§ 1006.12(4), (6), (7) and (8) and 30.15(1)(k). Said records must be provided to principal and designees as necessary for school compliance and Safe-School Officer attestations. This Agreement and related records which contain security information are confidential and may be exempt from disclosure. In accordance with §§ 1006.12(8), F.S., 119.071, F.S. and s. 24(a), Art. I of the State Constitution, all information relating to a security system or which reveal the existence of a security system, including audio and video recordings, surveillance techniques, meetings about security, and all other information, records, photographs, presentations, recommendations, consultations, etc. are all confidential and exempt from disclosure.

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 10 below.

3.4.12 Failure to abide by any obligation or prohibition in 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. Contractor represents and warrants that is a security agency as defined in § 493.6101(18), F.S., and has the capability and capacity to provide a School Security Guard to serve in the capacity of a safe-school officer, and it represents and warrants that it is professionally qualified, licensed, insured, willing, and able to provide such services in accordance with the requirements under the 2019 Safety Act, and as amended.

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 have completed and have a current Chris Hixon, Aaron Feis Guardian and Coach Scott Beigel Program certification through the applicable sheriff's office. 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 within thirty (30) business days from receipt of invoice. Contractor will provide an invoice to FCCS bi-weekly, reflecting the total School Security Guard hours worked during the preceding bi-weekly period.

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 be responsible to ensure the School Security Guard is equipped with the following equipment, 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 12 below.

9. REMOVAL/TERMINATION OF SCHOOL SECURITY GUARD.

9.1. If the principal the 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 School Security Guard, certified pursuant to §1006.12 (4) and related statutes as created under 2019 Safety Act, and as amended. 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.

9.4 Contractor is responsible for reporting Safe-School Officer Discipline, Dismissal or Discharge of Firearm to principal, principal's designee(s), Office of Safe Schools, District School Safety Specialist and applicable law enforcement agencies pursuant to School Safety Requirements and Monitoring Rule 6A-1.0018 (22,) (F.A.C. and §1006.12(5), F.S.

10. COMPENSATION.

The fee for providing the Services is as follows:

A. School Security Guard Hourly Rates

- i. **Full time.** The fee for providing the full time School Security Guard Services rate is \$46.25 per hour for every hour each School Security Guard is performing School Security Guard services when school is in session, on a school campus, and any extracurricular activities and/or school-sponsored events that may occur at a separate location upon applicable request.
- ii. **Additional full time and/or Auxiliary.** School Security Guard may be requested by a school and/or school campus. Upon assignment of the Additional full time and/or Auxiliary School Security Guard at a school location with an existing Full time School Security Guard provided by the Contractor, the hourly rate is reduced by one dollar \$1.00 thereby making the hourly rate \$45.25;
- iii. For the "Backfill Only" schools in which Contractor is providing only supplemental / back-up School Security Guard Services to schools that have other and/or combination of Safe-School Officers monitoring their campus, the fee is \$51.25 per hour for actual time School Security Guard Services are provided. At any time during the term of the contract, the Backfill Only School can request a fulltime School Security Guard and the rate will be adjusted accordingly pursuant to section (i) and (ii) above.
- iv. The School shall only pay overtime rate for hours worked by an individual School Security Guard surpassing 40 hours a week which may include regular school days, extracurricular activities and/or school-sponsored events (Supplemental hours) for the School Security Guard. All overtime will be requested by the principal in writing and approved in advanced by both parties.
- v. 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. **Marked vehicle:** Principal may request that a Contractor marked vehicle be assigned to a Full Time School Security Guard which may serve as deterrent presence at the school site or ancillary facility during regular school days, extracurricular activities and/or school-sponsored events. The vehicle rate is \$7.00 per hour for the total number of hours worked by the School Security Guard.

C. Contractor will provide an invoice to FCCS via its respective school, bi-weekly, reflecting the total School Security Guard hours worked including any marked vehicle fees during the applicable preceding bi-weekly period. Invoices shall be paid within thirty (30) 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**

- i. Each Occurrence Limit \$ 1,000,000
- ii. Damages to Rented Premises (each occurrence).....\$ 100,000
- iii. Medical Expense (any one person).....\$ 5,000
- iv. General Aggregate Limit \$ 2,000,000
(Other than Products-Complete Operations)
- v. Products-Completed Operations Aggregate Limit..... \$ 2,000,000
- vi. Personal & Advertising Injury Limit \$ 1,000,000
- vii. Employee Benefits \$ 1,000,000
- viii. *Sexual Physical Abuse & Molestation (SPAM)..... \$ 3,000,000

11.3 **Vehicle**

- i. **Automobile Liability**\$ 100,000
 - o (Combined Single Limit (each accident) owned, hired and non-owned vehicles for bodily injury and property damage)
 - o Hire/Non-Owned Liability \$ 1,000,000

11.4. **Excess/Umbrella Liability**

- i. Excess Liability/Umbrella Liability (per occurrence)... \$ 2,000,000
(Excess General Liability, SPAM, Employers Liability and Automobile Liability)
- ii. Aggregate \$ 2,000,000

*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, affiliates 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; and

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 the entities listed in Exhibit "A" along with their respective agents, affiliated companies, employees, contractors, directors, and officers, harmless from, and waive any claims against indemnified parties 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; and

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 Osceola 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 Four Corners Charter School, Inc.:

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

- And -

Frank Kruppenbacher, Esq.
Frank Kruppenbacher P A
1218 Guernsey St
Orlando, FL 32804-6122

-And-

Edward J. Pozzuoli, Esq.
Tripp Scott
110 SE 6th Street
15th Floor
Fort Lauderdale, FL 33301

As to Contractor:

Jhonelba Moreno, President
Dynamic Integrated Security, Inc.
12510 W. Atlantic Blvd.
Coral Springs, FL 33071


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., on
Behalf of Four Corners Charter School

Dynamic Integrated Security, Inc.

Signature



Signature

Teresa Castillo
Title: Board Chair

Jhonelba Moreno
Title: President

Date: _____

Date: 07/31/2023

[THIS SPACE WAS LEFT INTENTIONALLY BLANK]

Exhibit "A"

OSCEOLA COUNTY

| School Security Guards (SSG) | School MSID# | School Name and Address | Insured |
|-------------------------------------|---------------------|---|---|
| 1 (one) Full Time | 49-0863 | Four Corners Charter School 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. |

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

It is the intention of Four Corners Charter School to
implement the ATT 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.

Audelia Debra Thompson

Charter School Administrator Signature

Charter School Governing Board Chair Signature

Date Approved by Governing Board (Board Meeting Date)

(School Logo)

Parent Handbook

Insert School Name

PENDING BOARD APPROVAL



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

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

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

Charter Schools USA's Mission

CSUSA provides world-class educational solutions with:

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

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

Charter Schools USA's Vision

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

CSUSA Values

Purpose
Passion
Integrity
Grit



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

Table of Contents

| | |
|---|-----------|
| PRINCIPAL LETTER | 6 |
| SCHOOL CALENDAR | 7 |
| AGENDA PLANNER/DIGITAL PLANNER | 8 |
| AFTER-SCHOOL CARE AND BEFORE-SCHOOL CARE | 8 |
| ARRIVAL | 8 |
| ATTENDANCE POLICY | 9 |
| BIRTHDAY CELEBRATIONS | 11 |
| BOOK BAGS/FOLDERS/PERSONAL ITEMS | 11 |
| BUS TRANSPORTATION | 12 |
| CAFETERIA | 12 |
| CARE OF SCHOOL PROPERTY | 13 |
| CELL PHONE POLICY | 13 |
| CHARACTER/CITIZENSHIP | 14 |
| CHILD ABUSE | 14 |
| COMMUNICATION BETWEEN HOME AND SCHOOL | 15 |
| DELIVERIES TO STUDENTS/STAFF | 15 |
| DISCIPLINE PROCEDURES | 16 |
| DISMISSAL | 18 |
| EARLY DISMISSAL | 20 |
| DRESS CODE/SCHOOL ATTIRE POLICY | 21 |
| EMERGENCIES | 23 |
| ENRICHMENT PROGRAMS | 24 |
| FAMILY RIGHTS AND PRIVACY ACT | 24 |

| | |
|--|-----------|
| FIELD TRIPS | 24 |
| GRADING POLICY | 25 |
| GRIEVANCE PROCEDURE | 26 |
| HALLWAY BEHAVIOR | 26 |
| HOME LEARNING POLICY | 27 |
| HONOR ROLL REQUIREMENT/SHOW WHAT YOU KNOW (OR INSERT YOUR AWARD POLICY) | 28 |
| INJURY | 28 |
| INSTRUCTIONAL BOOKS, EQUIPMENT, MATERIALS, AND SUPPLIES | 28 |
| LABELS | 29 |
| LOST AND FOUND | 29 |
| MEDICATION | 29 |
| PARENT TEACHER COOPERATIVES (PTCS) | 30 |
| PARENT VOLUNTEER HOURS | 30 |
| POSITIVE SCHOOL CULTURE | 31 |
| PUPIL PROGRESSION PLAN | 32 |
| REPORT CARD DISTRIBUTION | 32 |
| SCHOOL HOURS | 32 |
| SCHOOL SAFETY AND SECURITY | 32 |
| SCREENINGS | 33 |
| STUDENT INFORMATION SYSTEM | 34 |
| STUDENTS' RIGHTS | 34 |
| SUSPENSION AND/OR EXPULSION | 34 |
| TEACHER CONFERENCES | 35 |
| TELEPHONE | 35 |
| SEVERE WEATHER INFORMATION | 35 |
| VISITORS | 35 |

| | |
|--|------------------|
| <u>PARENT OBLIGATION 2023-2024</u> | <u>36</u> |
| <u>HANDBOOK ACKNOWLEDGEMENT</u> | <u>37</u> |
| <u>ACCEPTABLE INTERNET USE POLICY</u> | <u>38</u> |
| <u>ACCEPTABLE INTERNET USE POLICY: PARENT AGREEMENT</u> | <u>40</u> |
| <u>(SCHOOL NAME) POLICY AND PROCEDURES PROHIBITING DISCRIMINATION, INCLUDING SEXUAL AND OTHER FORMS OF HARASSMENT</u> | <u>41</u> |
| <u>PARENTAL RIGHTS IN EDUCATION POLICY</u> | <u>47</u> |

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

Principal Letter

(Insert letter from the principal specific to the school)

PENDING BOARD APPROVAL

School Calendar

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

PENDING BOARD APPROVAL

Agenda Planner/Digital Planner

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

After-School Care and Before-School Care

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

ASC Hours:

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

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

BSC Hours:

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

Arrival

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

STUDENT DROP-OFF

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

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

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

Attendance Policy

ABSENCES

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

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

EXCUSED ABSENCES

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

1. Illness of student
2. Illness of immediate family member

3. Death in the family
4. Religious holidays of the student's own faith
5. Required court appearance or subpoena by a law enforcement agency
6. Special event (public functions, competitions, exceptional cases of family need)
7. Scheduled medical appointments, dental appointments, and absences for treatment of medical diagnosis such as Attention Deficit Hyperactivity Disorder and Autism Spectrum Disorder, etc. We encourage you to schedule appointments after school hours to limit instructional disruptions.
8. Students who have, or are suspected of having a communicable disease

EARLY PICK-UP

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

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

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

PLANNED EXTENDED ABSENCES

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

TARDIES

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

Excused Tardies:

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

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

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

Unexcused Tardies:

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

3 unexcused tardies will constitute 1 absence

The procedures for abiding by state law are as follows:

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

Birthday Celebrations

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

Book Bags/Folders/Personal Items

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

Bus Transportation

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

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

Cafeteria

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

Payment:

The fees for school breakfast and lunch are as follows:

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

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

We encourage parents to use our online payment system, My School Bucks, to make deposits into the students' meal accounts. Positive balances remaining on the meal account at the end of the year will carry over to the next school year unless a refund is requested in writing/email. If your child will be graduating or not returning to our school, then the refund should be requested prior to July 1.

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

for their children until the application is approved; however, prior year lunch status is valid for the first two weeks of school.

CAFETERIA BEHAVIOR

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

Care of School Property

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

Cell Phone Policy

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

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

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

Consequences are as follows:

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

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

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

Failure to surrender items will result in a disciplinary consequence.

Character/Citizenship

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

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

STUDENT OF THE MONTH

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

Students must demonstrate the following qualities:

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

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

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

Child Abuse

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

Communication Between Home and School

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

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

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

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

Deliveries to Students/Staff

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

Discipline Procedures

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

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

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

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

Detention Policy:

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

LEVELS OF DISCIPLINARY ACTION

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

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

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

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

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

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

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

AFTER-SCHOOL DETENTION

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

SATURDAY DETENTION

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

SUSPENSION

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

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

PERMANENT DISMISSAL

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

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

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

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

Dismissal

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

3:30 p.m.

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

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

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

Late Fee Schedule

K - 6

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

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

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

Examples of changes to child's dismissal plan:

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

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

STUDENT PICK UP PROCEDURES

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

PICK UP CAR TAGS

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

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

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

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

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

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

Early Dismissal

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

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

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

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

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

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

Dress Code/School Attire Policy

A higher standard of dress encourages greater respect for individuals, students and others, and results in a higher standard of behavior. Our dress code guidelines indicate appropriate school dress during normal school days for every student.

(School Name) reserves the right to interpret these guidelines and/or make changes during the school year. Students are expected to follow these guidelines. If a student comes to school without the proper uniform, they will be kept/sent to the front office and remain there until a parent/guardian brings a proper uniform for the student.

UNIFORM VIOLATIONS¹

Level I – Verbal warning.

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

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

SHIRTS

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

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

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

HAIR and MAKE UP

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

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

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

SHOES

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

SOCKS

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

BOTTOMS

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

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

OUTERWEAR

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

BELTS

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

JEWELRY

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

GENERAL

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

Emergencies

Emergency situations and communications

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

Possible reasons for lock downs:

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

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

Illness

The importance of regular attendance cannot be over-emphasized, but students should not be sent to school when they are ill. Students will be sent home if they have a temperature of 99 degrees or above. In order for a child to return to school, he/she

must be fever-free, diarrhea, vomit-free for a minimum of 24 hours. If a student becomes ill during the school day and it appears that they would be best cared for at home, the parent will be contacted. There are very limited facilities in the school, making it impossible to keep sick students for long periods of time. School personnel must be notified of any student's chronic illness (i.e. asthma, diabetes, heart conditions or seizures). This heightens awareness in case of an emergency. Please update Emergency Contact Information whenever changes occur. Students will not be permitted to take calls from parents to see how they are feeling. The school will contact you if your child is not feeling well.

Enrichment Programs

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

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

Family Rights and Privacy Act

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

Field Trips

As a learning experience, teachers may plan field trips. Parents may be asked to assist the teacher as chaperones. Parents serving in this capacity may not have other children accompany them. Parents who are officially selected to be chaperones may count their hours on the field trip as volunteer hours.

Parents identified to attend a field trip are required to have level 1 clearance. Parents accompanying students on overnight field trips must be fingerprinted and background checked per the Jessica Lunsford Act, in effect since September 2005.

Participation in field trips is a privilege. Students serve as representatives of the school; therefore, they may be excluded from participation in any trip for reasons relating to behavior or conduct. Students must follow all instructions given by staff or

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

Parent permission must be given for students to participate in field trips. The teacher will send permission slips and information about each field trip 2-4 weeks prior to each field trip. Money and permission slips must be turned in according to the teacher's instructions, prior to the field trip or the student will not be permitted to take part in the field trip. Students are to wear their uniform on field trips for security reasons (unless otherwise authorized by administration). All open balances owed to the school must be remitted prior to the student attending the field trip i.e., before/after care, lost books, volunteer hours.

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

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

Grading Policy

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

Grading a student's work solely on the standards taught allows teachers to have a true indicator of the proficiency level of the student since grades are not skewed by non-academically related aspects. Students are given ample opportunity to practice what is taught in order to demonstrate what they have learned both in class and

through home learning assignments, which are reflective of student practice grades. Students are afforded re-teaching and reassessment opportunities. (Insert school reassessment policy.) Parents will have real-time access to grades in the electronic grade book, and teachers will frequently communicate with families before a report card with final grades is issued to address any concerns about students who are failing their assignments.

Grading Scale

The grading scale is as follows:

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

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

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

Grievance Procedure

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

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

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

Hallway Behavior

Students should travel through hallways quietly to avoid interrupting ongoing classes.

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

Home Learning Policy

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

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

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

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

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

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

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

- Show an interest in your child's work.

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

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

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

QUARTERLY AWARDS

High Honor Roll - All As or equivalent in academic subjects

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

END OF YEAR AWARDS

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

Injury

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

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

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

Instructional Books, Equipment, Materials, and Supplies

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

Student care of books and materials is mandatory as these items are costly and replacement is limited. **Students are required to cover all books that are issued to them.** A brown grocery bag makes an excellent book cover, in addition to books covers that may be offered for free by some businesses. Students should print their

names and room number on the front of each book cover. Books must not be written in or on. Charges will be made for damaged or lost books and/or materials. Students must learn to be responsible for the care of personal and school materials.

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

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

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

Labels

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

Lost and Found

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

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

Medication

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

Parent Teacher Cooperatives (PTCs)

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

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

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

The primary mode of volunteering will always be with your child's classroom and grade level. Each grade level will facilitate major events for their students. This will require close cooperation between the parents and teachers. Teachers will share the major events they are planning and coordinate with parents to form teams to make the event a success. Most grade levels will host one major and one minor event each year. Teachers will coordinate with parents to organize small groups and teams to host a successful event. These events will also facilitate a parent's ability to completely fulfill their volunteer hour obligation. Parents with multiple children in the school will always be able to find opportunities to work with multiple grade level events and fulfill their hours.

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

Parent Volunteer Hours

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

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

Pediculosis (HEAD LICE) and Eye Infections

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

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

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

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

Positive School Culture

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

Definitions: Bullying includes cyberbullying, and means systematically and chronically inflicting physical hurt or psychological distress on one or more students or school employees. It is further defined as a pattern of unwanted and repeated written, verbal, or physical behavior, including any threatening, insulting, dehumanizing gesture by an adult or student, that is severe or pervasive enough to create an

intimidating, hostile, or offensive educational environment; cause discomfort or public or private humiliation; or unreasonably interfere with the individual's school performance or participation that includes a noted power differential.

Pupil Progression Plan

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

Report Card Distribution

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

School Hours

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

School Safety and Security

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

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

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

SAFETY DRILLS

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

EMERGENCY EVACUATION

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

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

Screenings

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

- (1) Vision screening shall be provided, at a minimum, to students in grades kindergarten, 1, 3 and 6 and students entering Florida schools for the first time in grades kindergarten through 5.
- (2) Hearing screening shall be provided, at a minimum, to students in grades kindergarten, 1 and 6; to students entering Florida schools for the first time in grades kindergarten through 5; and optionally to students in grade 3.
- (3) Growth and development screening shall be provided, at a minimum, to students in grades 1, 3 and 6 and optionally to students in grade 9.
- (4) Scoliosis screening shall be provided, at a minimum, to students in grade 6.

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

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

Student Information System

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

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

Students' Rights

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

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

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

Suspension and/or Expulsion

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

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

1. Fighting or other dangerous and/or disruptive behavior (hitting, kicking, harassing, safety threats, pushing or biting).
2. Possession or use of drugs and tobacco.
3. Being under the influence or having alcoholic beverages on school grounds.

4. Defacing or vandalism of school property.
5. Igniting any flammable substance.
6. Continual disruption of class.
7. Emotional outburst.
8. Profanity.
9. Insubordination.
10. Disrespect.
11. Peer Conflict.

Teacher Conferences

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

Telephone

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

Severe Weather Information

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

Visitors

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

(School Logo needs to be added prior to uploading to website)

PARENT OBLIGATION 2023-2024

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

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

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

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

NOW, THEREFORE, in consideration of the foregoing:

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

As a proud member of the Charter Schools USA family, we believe all parents should have a choice in their child's education, and that all children deserve access to a quality education. We look forward to sharing information with you regarding changes in legislation, or other factors that could impact the educational environment or a parent's right to choose. We may also call upon you to help us communicate the importance of putting students first. To assist with the advocacy of school choice, you agree, by indicating below, to allow for the licensing of your school related demographic data. You may opt out by checking: No _____ I do not want to participate. Thank you in advance for your support.

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

Signature of Parent/Guardian _____

Date _____

Acknowledged by: _____

School Official

Date _____

(School Logo needs to be added)

Handbook Acknowledgement

Dear Parent,

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

Thank you,

(Principal Name)

Principal

Student Name _____

Teacher _____

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

Parent/Guardian Signature

Date

Acceptable Internet Use Policy

Student's Last Name

Student's First Name

Grade

Home Phone Number

Introduction

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

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

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

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

Student Guidelines

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

1. Before use, all students will receive an overview of the aspects of security and ethics involved in using the (School Name) network.
2. Students may not allow others to use their account name and or their password. To do so is a violation of the Acceptable Use Policy.
3. Any action by a student that is determined by his classroom teacher or a system administrator to constitute an inappropriate use Internet at (School Name) or to improperly restrict or inhibit others from using and enjoying the Internet is a violation of the Acceptable Use Policy.

4. Transmission of material, information or software in violation of any school district policy, or local, state or federal law is prohibited and is a breach of the Acceptable Use Policy.
5. Any use of the Internet proxy services to circumvent the network filters will result in suspension and loss of Internet privileges.

Violating the Acceptance Use Policy may result in:

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

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

Student Access Contract

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

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

Student Name

Student Signature

Date

Acceptable Internet Use Policy: Parent Agreement

A parent must also read and sign this agreement.

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

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

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

Parent Name

Parent Signature

Date

Parent Work Phone Number

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

I. Policy Against Discrimination

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

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

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

III. Definition of Sexual Harassment

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

the individual's education or employment, or creating an intimidating, hostile, or offensive educational or employment environment.

4. Submission to or rejection of the conduct by the individual is used as the basis for any decision affecting the individual regarding any term or condition of employment, employment or academic benefits, or services, honors, programs, or activities available at or through the school.

B. Types of conduct which are prohibited in the School and which may constitute sexual harassment include, but are not limited to:

1. Graphic verbal comments about an individual's body or appearance.
2. Sexual jokes, notes, stories, drawings, pictures or gestures.
3. Sexual slurs, leering, threats, abusive words, derogatory comments or sexually degrading descriptions.
4. Unwelcome sexual flirtations or propositions for sexual activity or unwelcome demands for sexual favors, including but not limited to repeated unwelcome requests for dates.
5. Spreading sexual rumors.
6. Touching an individual's body or clothes (including one's own) in a sexual way, including, but not limited to, grabbing, brushing against, patting, pinching, bumping, rubbing, kissing, and fondling.
7. Cornering or blocking normal movements.
8. Displaying sexually suggestive drawings, pictures, written materials, and objects in the educational environment.

IV. Definition of Other Forms of Prohibited Harassment

A. Illegal harassment on the basis of any other characteristic protected by state or federal law is strictly prohibited. This includes verbal or physical conduct that denigrates or shows hostility or aversion toward an individual because of his/her race, color, religion, gender, national origin, age, disability, marital status, citizenship or sexual orientation or any other characteristic protected by law and that:

1. Has the purpose or affect of creating an intimidating, hostile or offensive work or academic environment;
2. Has the purpose or effect of interfering with an individual's work or academic performance; or
3. Otherwise, adversely affects an individual's employment or academic performance.

B. Examples of prohibited actions, which may constitute harassment include, but are not limited to, the following:

1. Epithets, slurs or negative stereotyping;

2. Threatening, intimidating or hostile acts, such as stalking; or
3. Written or graphic material that denigrates or shows hostility or aversion toward an individual or group and that is placed on walls or elsewhere on the school premises or circulated in the workplace or academic environment.

V. Retaliation Prohibited

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

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

A. Procedures for Filing Complaints

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

B. Procedures for Processing Complaints

1. Complaints filed against persons other than the Chief of Schools or member of the School's Board:
 - a. Upon receipt of the written complaint by CSUSA Employee Services, CSUSA Employee Services shall investigate or appoint an investigator to conduct an investigation of the allegations in the complaint. The investigator shall interview the complainant and the accused; interview any witnesses identified by the complainant, accused, or by other sources; take statements from all witnesses; and review any relevant documents or other evidence. Upon completing a review of all evidence relevant to the complaint, the investigator shall prepare a written summary of the investigation, and make a recommendation to CSUSA Employee Services as to whether there is reasonable cause to believe a violation of the School's anti-discrimination policy has occurred. Copies of documents, evidence

and witness statements which were considered in the investigation must be sent to CSUSA Employee Services along with the summary and recommendation.

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

- i. After providing the opportunity for an informal hearing as referenced in section VI.B.1.h. (above), the Chief of Schools shall evaluate all the evidence, the investigation summary, recommendations and findings, along with any input by the accused and complainant, and make a final determination as to whether there is reasonable cause to support the complainant's allegations. He or she shall then determine any necessary disciplinary, remedial, or other action. Notice of the final disposition of the complaint and any disciplinary and/or remedial action shall within twenty (20) days of the informal hearing be forwarded to the accused and the complainant and the Chairman of the School's Board, and a copy of will be filed with and maintained in the office of Charter Schools USA Senior Director of Human Resources.
2. Complaints against School Board Members.
 - a. Complaints against the School's Board Members shall be filed with the School Attorney. The School Attorney will within twenty (20) days appoint an outside, independent investigator to conduct an investigation and make a recommendation as to whether a discriminatory practice has occurred. It is recommended, but not mandatory, that the investigator be an attorney familiar with federal and state law prohibiting discrimination on the basis of a protected status.
 - b. The complainant and accused shall be interviewed by the outside investigator. Both shall provide written lists of witnesses to be interviewed, and documents or other evidence to be reviewed as relevant to the complaint. The investigator shall interview all witnesses identified by the complainant or accused, in addition to witnesses with relevant knowledge which the investigator may discover from other sources. The investigator shall also review relevant documents and other evidence. The investigator shall within twenty (20) days of receiving the complaint prepare a written summary of his or her investigation, and a recommendation to the School Attorney as to whether there is reasonable cause to believe that a discriminatory practice may have occurred.
 - c. If reasonable cause is recommended by the investigator against a School's Board Member, the recommendation shall within twenty (20) days be forwarded to the Chairman of the (School Board) to determine if there is evidence that a misfeasance or malfeasance of office occurred. The (School Board) will be responsible for taking any necessary action in accordance with applicable law with reference to an elected official.
 - d. A finding of no reasonable cause by the outside investigator, which is reviewed and confirmed by the School Attorney, shall be final and a copy will be forwarded to the Chairman of the (School Board). In compliance with Florida Statute, the investigation file shall become public record and the School's Board Member shall answer to their constituency.
 3. Penalties for confirmed Discrimination or Harassment
 - a. Student - A substantiated allegation of discrimination or harassment against a student shall subject that student to disciplinary action consistent with the Code of Student Conduct.
 - b. Employee or Volunteer - A substantiated allegation of discrimination or harassment against an employee may result in disciplinary actions including termination and referral to appropriate law enforcement authorities. A volunteer shall be removed

from service and a referral may be made to appropriate law enforcement authorities.

4. Limited Exemption from Public Records Act and Notification of Parents of Minors

- a. To the extent possible, complaints will be treated as confidential and in accordance with Florida Statutes and the Family Educational Rights and Privacy Act (FERPA). Limited disclosure may be necessary to complete a thorough investigation as described above. The School's obligation to investigate and take corrective action may supersede an individual's right to privacy.
- b. The parents of a person under the age of 18 who has filed a complaint of discrimination and/or harassment shall be notified within three (3) days of receipt of a complaint.

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

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

Parental Rights in Education Policy

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

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

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

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

I. Notification Requirements

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

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

II. Parent Grievance Procedures

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

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

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

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

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

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

III. Required Communication from Charter School

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

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

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

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

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

IV. Delayed Communication from Charter School

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

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

V. Conflict of Law

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

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

VI. **Effective Date.**

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

PENDING BOARD APPROVAL

(School Logo)

(School Name)

Serving Grades K-8

(School Address)

Phone: (xxx)- xxx-xxxx

Fax Number: (xxx)- xxx-xxxx

(School Website)

PENDING BOARD APPROVAL



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 buildings have a new leader</i> | 2 | Baseline 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. | Baseline 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 nine domains that incorporate strategies and behaviors observed both inside and outside of the classroom. Additionally, it supports Charter Schools USA's (CSUSA) continuous improvement framework which balances both traditional educational priorities as well as the unique challenges of charter schools. Talent Development is one of nine Strategic Priority areas that work cohesively to drive student success, the outcome core to CSUSA schools. These priority areas, working in tandem, ensure 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.

Student Success (All segments of **Inside the Classroom**, and **Planning and Preparing**) constitutes 76% 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):

| Domain | Indicators | Weight |
|---|------------|--------|
| Well-Managed Learning Environment | 3 | 9% |
| Equitable Learning Environment | 5 | 15% |
| High Expectations Learning Environment | 2 | 6% |
| Supportive Learning Environment | 3 | 9% |
| Active Learning Environment | 3 | 9% |
| Progress Monitoring & Feedback Learning Environment | 2 | 6% |
| Planning & Preparing Learning Environment | 4 | 12% |
| Data-Driven Instruction Learning Environment | 3 | 10% |

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.

| | | |
|-------------------------|---|-----|
| Operational Performance | 8 | 24% |
|-------------------------|---|-----|

- **Inside of the Classroom (76%)**
 - Well-Managed Learning Environment
 - Equitable Learning Environment
 - High Expectations Environment
 - Supportive Learning Environment
 - Active Learning Environment
 - Progress Monitoring and Feedback
 - Planning and Preparing Learning Environment
 - Data-driven Instruction Learning Environment
- **Outside of the Classroom (24%)**
Operational Performance

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.

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.

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: Average the indicator scores for each domain.**
- **Step 3:** Calculate the weighted average of the 9 TFET domain 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 TFETs 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 Baseline 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 Baseline 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 (2022-2025), 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 valid and reliable data are 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 misalignment (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 and complexity; | 10, 19 |
| b. Sequences lessons and concepts to ensure coherence and required prior knowledge; | 12, 19 |
| c. Designs instruction for students to achieve mastery; | 9, 10, 12, 17-23 |
| d. Selects appropriate formative assessments to monitor learning; | 23, 24 |
| e. Uses diagnostic student data to plan lessons; | 23, 24 |
| f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies; and | 10, 16, 19-22 |
| g. Provides classroom instruction to students in prekindergarten through grade 12 that is age and developmentally appropriate and aligned to the state academic standards as outlined in Rule 6A-1.09401, F.A.C. | 19, 20 |
| 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; | 2, 3, 4 |
| b. Manages individual and class behaviors through a well-planned management system; | 3, 5, 27 |
| c. Conveys high expectations to all students; | 8, 9, 10, 11, 18, 31 |
| d. Respects students' cultural linguistic and family background; | 6, 7, 13 |
| e. Models clear, acceptable oral and written communication skills; | 10, 14, 18, 25 |
| f. Maintains a climate of openness, inquiry, fairness and support; | 1, 4, 5, 6, 7, 8, 11, 12, 13 |
| g. Integrates current information and communication technologies; | 15, 22 |
| h. Adapts the learning environment to accommodate the differing needs and diversity of students; and | 4-8 |
| i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals; and | 15, 22 |
| j. Creates a classroom environment where students are able to demonstrate resiliency as outlined in Rule 6A-1.094124, F.A.C | 9, 10 |
| 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; | 9, 10, 11, |
| b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter; | 7, 14, 21, |
| c. Identify gaps in students' subject matter knowledge; | 23, 24 |
| d. Modify instruction to respond to preconceptions or misconceptions; | 11, 12, 17, 23, 24 |
| e. Relate and integrate the subject matter with other disciplines and life experiences; | 7, 19, 21, |
| f. Employ questioning that promotes critical thinking; | 9, 10, 16, 21 |
| g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding; | 10, 16, 17, 21, 23 |
| h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students; | 8, 10, 12, 23 |
| i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement; and | 8, 9, 11, 13, 17, 18 |
| j. Utilize student feedback to monitor instructional needs and to adjust instruction. | 23, 24 |

| 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; | 9, 17, 23 |
| b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery; | 17, 23, |
| c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains; | 9, 17, 23, 24 |
| d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge; | 8, 12, 17, 23 |
| e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s); and, | 18, 24 |
| f. Applies technology to organize and integrate assessment information. | 23, 24, 26 |
| 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; | 25, 32, |
| b. Examines and uses data-informed research to improve instruction and student achievement; | 21, 23, 32 |
| 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; | 9, 17, 18, 25, 32, 33 |
| d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement; | 8, 24, 28, 30, 31, 33 |
| e. Engages in targeted professional growth opportunities and reflective practices; and, | 32, 33 |
| f. Implements knowledge and skills learned in professional development in the teaching and learning process. | 21, 23, 25, 32, 33 |
| 6. Professional Responsibility and Ethical Conduct | |
| Understanding that educators are held to a high moral standard in a community, the effective educator: | |
| a. Guidelines for student welfare adopted pursuant to Section 1001.42(8), F.S., including the requirement to refrain from discouraging or prohibiting parental notification of and involvement in critical decisions affecting a student's mental, emotional, or physical health or well-being, unless a reasonably prudent person would believe that disclosure would result in abuse, abandonment, or neglect as defined in Section 39.01, F.S. | 27, 29 , 30, 31, 33 |
| b. The rights of students and parents enumerated in Sections 1002.20 and 1014.04, F.S.; and, | 27, 30, 31, 33 |
| c. The Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rule 6A-10.081, F.A.C. | 27, 29, 30, 31, 33 |

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.

| TFET Rubric | | | | | |
|---|--|--|---|---|--|
| Innovating (4) | Applying (3) | Developing (2) | Beginning (1) | Not Using (0) | Not Observed (No Value Given) |
| <p>Teacher monitors impact of strategy and adjusts for those who are not initially responding to strategy so that 90-100% of students get to the intended learning outcome.</p> <p>Teacher is a network leader in this indicator and has had positive impact on the CSUSA community at large.</p> | <p>Teacher fluently uses this strategy and monitors it's impact on student learning outcomes so that 70-89% of students get to the intended learning outcome.</p> <p>Teacher is seen as a leader in this indicator and shares practices within school community.</p> | <p>Teacher use of the strategy was appropriate and correct. Teacher builds fluency with use of this strategy.</p> <p>Teacher focus on this indicator is growing and teacher is able to achieve the desired effect.</p> | <p>Teacher identified the appropriate strategy but use of the strategy was ineffective.</p> <p>Teacher was beginning to focus on this indicator but efforts were not effective.</p> | <p>Strategy was called for, but not exhibited.</p> <p>This indicator was appropriate but not addressed during this time period.</p> | <p>Instructional strategy was neither called for nor used during this portion of the lesson.</p> |

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.

| TFET Rubric | | | | | |
|---|--|--|---|---|--|
| Innovating (4) | Applying (3) | Developing (2) | Beginning (1) | Not Using (0) | Not Observed (No Value Given) |
| <p>Teacher monitors impact of strategy and adjusts for those who are not initially responding to strategy so that 90-100% of students get to the intended learning outcome.</p> <p>Teacher is a network leader in this indicator and has had positive impact on the CSUSA community at large.</p> | <p>Teacher fluently uses this strategy and monitors it's impact on student learning outcomes so that 70-89% of students get to the intended learning outcome.</p> <p>Teacher is seen as a leader in this indicator and shares practices within school community.</p> | <p>Teacher use of the strategy was appropriate and correct. Teacher builds fluency with use of this strategy.</p> <p>Teacher focus on this indicator is growing and teacher is able to achieve the desired effect.</p> | <p>Teacher identified the appropriate strategy but use of the strategy was ineffective.</p> <p>Teacher was beginning to focus on this indicator but efforts were not effective.</p> | <p>Strategy was called for, but not exhibited.</p> <p>This indicator was appropriate but not addressed during this time period.</p> | <p>Instructional strategy was neither called for nor used during this portion of the lesson.</p> |

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-12 (including non-classroom instructional personnel) | Northwest Evaluation Association's Measures of Academic Progress: Math and ELA or iReady (K-8) | The percent of a teacher's students meeting their customized normative growth targets in Math, ELA and/or Science from the fall to the spring. |
| 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, ELA and/or science from the fall to the spring. . |

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

The screenshot displays the TFET Score Summary interface. At the top, there is a navigation bar with options like 'Find Evaluate', 'Dashboards', 'Reports', 'Support', 'CSUSA Docs', 'Utilities', and 'Where is...?'. Below this, a notification states 'You have a ticket response waiting for you in your Support Tickets List'. The main content area is titled 'Charter Schools USA Instructional Staff (v.2021)' and shows 'Domain 1: Well Managed Learning Environment'. It includes a table with five performance levels: Not Using, Beginning, Developing, Applying, and Innovating. The 'Applying' level is highlighted in green, indicating the current score. Below the table, there are sections for 'Comments' and 'NOTES'. The 'NOTES' section contains the text: '1.2 Students' instructional time is protected - Mark As - View Marks'. At the bottom, there is an 'Attachments & Links' section.

DPP Score Summary

The screenshot displays the DPP Score Summary interface. At the top, there is a navigation bar with options like 'Overview', 'Support', 'CSUSA Docs', and 'Utilities'. Below this, the title is 'Sandbox, CCA - Deliberate Practice Plan'. There are two radio buttons for 'CHECKLIST ITEM: Deliberate Practice Plan (New Teacher)' and 'CHECKLIST ITEM: Deliberate Practice Plan (Returning Teacher)'. The main section is titled 'Selecting the Indicators' and contains three rows, each with a 'Focus Indicator #' dropdown menu and a text area for 'Indicator #1 Action Steps and Resources'. At the bottom, there is a 'STAFF SIGNOFF CONFIRMING THIS SECTION IS COMPLETE' section with a declaration text and an 'Admin Signoff' field.

Final Scoring Example

i You have a ticket response waiting for you in your [Support Tickets List](#)

A J - Teachers - FL

Location: Charter School
 Assigned Evaluator(s): J (Primary), D
 This document has not been viewed by the staff member

[View Full PDF](#) - [Delete Finalization](#)

Charter Schools USA Instructional Staff (v.2021) Finalization Worksheet Evaluation Ending Jun 2022

| Employee Effectiveness Rubric: | Not Yet Assigned | 35.0% | Not Yet Assigned |
|---|------------------|-------------|-----------------------|
| Click Here to Calculate EER | | | |
| Deliberate Practice Plan: | 0.00 | 20.0% | 0.00 |
| Student Performance Measure: | 0.00 | 45.0% | 0.00 |
| Final Rating: | | 0.00 | Unsatisfactory |

| Range | Rating |
|----------------|------------------------------|
| 3.05 to 4.00 | Highly Effective |
| 1.65 to 3.04 | Effective |
| 1.15 to 1.64 | Needs Improvement/Developing |
| less than 1.15 | Unsatisfactory |

Final Evaluator Comments



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org



2023-24 Mental Health Application

Part I: Youth Mental Health Awareness Training Plan

Table of Contents

| | |
|---|----------|
| Introduction | 3 |
| Part I. Mental Health Assistance Allocation Plan | 3 |
| Section A: MHAA Plan Assurances | 3 |
| Section B: Planned Outcomes | 0 |
| Section C: Charter Program Implementation | 4 |
| Section D: Direct Employment | 7 |
| Section E: MHAA Planned Funds and Expenditures | 9 |
| Section F: Charter Governing Board Approval | 9 |

Introduction

Mental Health Assistance Allocation Plan

s. 1006.041, F.S.

MHAA Plan Assurances

The Charter School Assures

One hundred percent of state funds are used to establish or expand school-based mental health care; train educators and other school staff in detecting and responding to mental health issues; and connect children, youth and families with appropriate behavioral health services.

Yes

Mental health assistance allocation funds do not supplant other funding sources or increase salaries or provide staff bonuses or incentives

Yes

Other sources of funding will be maximized-to provide school-based mental health services (e.g., Medicaid reimbursement, third-party payments and grants).

Yes

Collaboration with FDOE to disseminate mental health information and resources to students and families.

Yes

A system is included for tracking the number of students at high risk for mental health or co-occurring substance use disorders who received mental health screenings or assessments; the number of students referred to school-based mental health services

Yes

Curriculum and materials purchased using MHAA funds have received a thorough review and all content is in compliance with State Board of Education Rules and Florida Statutes.

Yes

A charter governing board policy or procedure has been established for

Students referred to a school-based or community-based mental health services provider, for mental health screening for the identification of mental health concerns and students at risk for mental health disorders are assessed within 15 calendar days of referral.

Yes

School-based mental health services are initiated within 15 calendar days of identification and assessment.

Yes

Community-based mental health services are initiated within 30 calendar days of referral.

Yes

Individuals living in a household with a student receiving services are provided information about behavioral health services through other delivery systems or payors for which such individuals may qualify if such services appear to be needed or enhancements in those individuals' behavioral health would contribute to the improved well-being of the student.

Yes

District schools and local mobile response teams use the same suicide screening instrument approved by FDOE pursuant to s. 1012.583, F.S., and Rule 6A-4.0010, F.A.C.

Yes

Assisting a mental health services provider or a behavioral health provider as described ins. 1006.041, F.S., respectively, or a school resource officer or school safety officer who has completed mental health crisis intervention training in attempting to verbally de-escalate a student's crisis situation before initiating an involuntary examination pursuant to s. 394.463, F.S. Such procedures must include strategies to de-escalate a crisis situation for a student with a developmental disability as that term is defined ins. 393.063, F.S.

Yes

The requirement that in a student crisis situation, the school or law enforcement personnel must make a reasonable attempt to contact a mental health professional who may initiate an involuntary examination pursuant to s. 394.463, F.S., unless the child poses an imminent danger to self or others before initiating an involuntary examination pursuant to s. 394.463, F.S. Such contact may be in person or using telehealth, as defined ins. 456.47, F.S. The mental health professional may be available to the school district either by contracts or interagency agreements with the managing entity, one or more local community behavioral health providers, the local mobile response team, or be a direct or contracted school district employee. Note: All initiated involuntary examinations located on school grounds, on school transportation or at a school sponsored activity must be documented in the Involuntary Examinations and Restraint and Seclusion (IERS) platform.

Yes

Parents of students receiving services are provided information about other behavioral health services available through the student's school or local community-based behavioral health service providers. Schools may meet this requirement by providing information about and internet addresses for web-based directories or guides for local behavioral health services.

Yes

The Mental Health Assistance Allocation Plan must be focused on a multitiered system of supports to deliver evidence-based mental health care assessment, diagnosis, intervention, treatment and recovery services to students with one or more mental health or co-occurring substance abuse diagnoses and to students at high risk of such diagnoses. s. 1006.041, F.S.

Yes

District Program Implementation

| | |
|---|----------------------|
| Evidence-Based Program | Attitude is Altitude |
| Tier(s) of Implementation | Tier 1 |
| Describe the key EBP components that will be implemented. | |
| <p>A comprehensive learning experience that includes a K-12 curriculum where students learn and repeatedly practice skills for learning and life, known as Noble Techniques, that help them shift to be confident, proactive, respectful, compassionate students who develop healthy relationships and make responsible decisions. This experience is built upon an intentional implementation approach.</p> | |
| <p>Explain how your district will implement evidence-based mental health services for students to improve the early identification of social, emotional, or behavioral problems or substance use disorders, as well as the likelihood of at risk students developing social emotional or behavioral problems, depression, anxiety disorders or suicidal tendencies, and how these will assist students dealing with trauma and violence.</p> | |
| <p>Attitude is Altitude will be implemented by teachers in designated grade levels through classroom lessons. The curriculum is aligned to research based on skills for learning and life, with an emphasis on self-awareness, self-management, social awareness, relationship skills and responsible decision-making.</p> | |
| <p>Explain how the supports will deliver evidence-based mental health care assessment, diagnosis, intervention, treatment and recovery services to students with one or more mental health or co-occurring substance abuse diagnoses and to students at high risk of such diagnoses.</p> | |
| <p>Supports will help students develop their skills for learning and life and will help them succeed in the classroom and beyond. Skills for learning and life will be how children and adults learn to understand and manage emotions, set goals, show empathy for others, establish positive relationships and make responsible decisions. This will result in stronger academic outcomes, improved behaviors and student attendance, increased graduation rates, long-term and global impact, and improve lifetime outcomes.</p> | |

| | |
|--|---|
| Evidence-Based Program | Invo's "Integrated Multidisciplinary Program to Address Childhood Trauma" (IMPACT) – Targeted Small Group Interventions |
| Tier(s) of Implementation | Tier 2 |
| Describe the key EBP components that will be implemented. | |
| <p>IMPACT provides front-line support for schools in driving outcomes for high-risk students by addressing the underlying causes of challenging, disruptive, and sometimes dangerous behaviors. Leveraging a unique team-based approach, the program integrates experienced Mental Health and Behavioral Health teams into the natural school environment to dramatically increase student's social and emotional skills while teaching and fostering replacement behaviors. Interventions are delivered by licensed mental health professionals who receive regular support from a board-certified behavior analyst. Behavior support and therapeutic interventions are provided while encouraging academic support and progress. Interventions are provided to targeted students in small groups, with a focus on skill acquisition, stress reduction, increased self-awareness, and enhanced personal empowerment.</p> | |
| <p>Explain how your district will implement evidence-based mental health services for students to improve the early identification of social, emotional, or behavioral problems or substance use disorders, as well as the likelihood of at risk students developing social emotional or behavioral problems, depression, anxiety disorders or suicidal tendencies, and how these will assist students dealing with trauma and violence.</p> | |
| <p>Interventions align closely with cognitive-behavioral therapy (CBT) techniques and applied behavior analysis with the explicit goal of reducing mental health symptoms, improving functioning in a variety of domains, encouraging youth and their parents to understand the nature of mental health and/or substance related disorders and how to use newly learned skills to maintain position functioning and recovery. In CBT, youth are taught about the link between thoughts and emotions, and how they may affect subsequent behavior. By replacing maladaptive thoughts with adaptive thoughts, youth are able to make better decisions about how to actor behavior and how to apply good coping skills. CBT also make use of established behavior principles such as positive reinforcement to reward adaptive behavior and extinguish unhealthy behaviors. Trauma-focused CBT is a subspecialty within CBT that allows providers to focus closely on Adverse Childhood Experiences (ACEs). This therapy addresses affective/emotional, cognitive/ thinking-based and behavioral problems by incorporating discussions about the specifics of the trauma, teaching effective parenting skills to caregivers, and capitalizing on the healing therapeutic alliance between therapist and student. Tier 2 services will be provided via targeted small group interventions.</p> | |
| <p>Explain how the supports will deliver evidence-based mental health care assessment, diagnosis, intervention, treatment and recovery services to students with one or more mental health or co-occurring substance abuse diagnoses and to students at high risk of such diagnoses.</p> | |
| <p>Implementation and treatment will allow students to make progress in areas of skill acquisition, stress reduction, increased self-awareness, and enhanced personal empowerment.</p> | |

| | |
|--|---|
| Evidence-Based Program | Invo's "Integrated Multidisciplinary Program to Address Childhood Trauma" (IMPACT) – Intensive Individualized Interventions |
| Tier(s) of Implementation | Tier 3 |
| Describe the key EBP components that will be implemented. | |
| <p>IMPACT provides front-line support for schools in driving outcomes for high-risk students by addressing the underlying causes of challenging, disruptive, and sometimes dangerous behaviors. Leveraging a unique team-based approach, the program integrates experienced Mental Health and Behavioral Health teams into the natural school environment to dramatically increase student's social and emotional skills while teaching and fostering replacement behaviors. Interventions are delivered by licensed mental health professionals who receive regular support from a board-certified behavior analyst. Behavior support and therapeutic interventions are provided while encouraging academic support and progress. Interventions draw on each youth's strengths and may incorporate family with the goal of establishing healthy behaviors that will serve the youth throughout his/her lifetime.</p> | |
| <p>Explain how your district will implement evidence-based mental health services for students to improve the early identification of social, emotional, or behavioral problems or substance use disorders, as well as the likelihood of at risk students developing social emotional or behavioral problems, depression, anxiety disorders or suicidal tendencies, and how these will assist students dealing with trauma and violence.</p> | |
| <p>Interventions align closely with cognitive-behavioral therapy (CBT) techniques and applied behavior analysis with the explicit goal of reducing mental health symptoms, improving functioning in a variety of domains, encouraging youth and their parents to understand the nature of mental health and/or substance related disorders and how to use newly learned skills to maintain position functioning and recovery. In CBT, youth are taught about the link between thoughts and emotions, and how they may affect subsequent behavior. By replacing maladaptive thoughts with adaptive thoughts, youth are able to make better decisions about how to actor behavior and how to apply good coping skills. CBT also make use of established behavior principles such as positive reinforcement to reward adaptive behavior and extinguish unhealthy behaviors. Trauma-focused CBT is a subspecialty within CBT that allows providers to focus closely on Adverse Childhood Experiences (ACEs). This therapy addresses affective/emotional, cognitive/ thinking-based and behavioral problems by incorporating discussions about the specifics of the trauma, teaching effective parenting skills to caregivers, and capitalizing on the healing therapeutic alliance between therapist and student. Tier 3 services will be provided via individual therapy and/or family therapy.</p> | |
| <p>Explain how the supports will deliver evidence-based mental health care assessment, diagnosis, intervention, treatment and recovery services to students with one or more mental health or co-occurring substance abuse diagnoses and to students at high risk of such diagnoses.</p> | |
| <p>Implementation and treatment will allow students to make progress in relevant domains assessed by the Invo Outcome Scale (IOS), which is administered at intake and discharge. The IOS measures the following domains: Anxiety Symptoms, Anger Symptoms, Attitude Towards School, Coping Skills Acquisition, Crisis Response/Sense of Safety, Depressive Symptoms, Feelings of Connectedness/ Belonging, Improvement of Behavior, Self-Esteem, and Socialization/Peer Relations.</p> | |

Direct Employment

MHAA Plan Direct Employment

School Counselor

Current Ratio as of August 1, 2023

N/A

2023-2024 proposed Ratio by June 30, 2024

N/A

School Social Worker

Current Ratio as of August 1, 2023

N/A

2023-2024 proposed Ratio by June 30, 2024

N/A

School Psychologist

Current Ratio as of August 1, 2023

N/A

2023-2024 proposed Ratio by June 30, 2024

N/A

Other Licensed Mental Health Provider

Current Ratio as of August 1, 2023

.50

2023-2024 proposed Ratio by June 30, 2024

.50

Direct employment policy, roles and responsibilities

Explain how direct employment of school-based mental health services providers (school psychologists, school social workers, school counselors and other licensed mental health professionals) will reduce staff-to-student ratios.

The school will secure licensed mental health providers who will work on site for at least a total number of hours commensurate to a minimum of 90% of the school's MHAA. Additional funding opportunities will be sought to allow for increased financial resources to allow for expanded provider service schedules and a reduction in staff-to-student ratios.

Describe your district's established policies and procedures to increase the amount of time student services personnel spend providing direct mental health services (e.g., review and revision of staffing allocations based on school or student mental health assistance needs).

Through mental health team meetings, the school will identify students who are at the greatest need of intervention. We will use an MTSS model to allocate resources based on student need. Students identified as needing Tier 3 interventions will have the greatest number of touch-points, followed by those identifies as needing Tier 2 supports. The team will meet regularly to review student progress.

Describe the role of school based mental health providers and community-based partners in the implementation of your evidence-based mental health program.

Providers/partners will work collaboratively with the school mental health team to ensure that services are aligned and coordinated to meet the needs of the students on the caseload. Services will be initiated timely, in accordance with state statute.

Community Contracts/Interagency Agreements

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

Invo-Progressus Therapy: Qualified mental health provider (LMHC, LMFT, LCSW, RMHCI, RMFTI, RCSWI) - Assessment, therapy, collaboration
 Invo-Progressus Therapy: Board Certified Behavior Analyst - Consultation/Collaboration

MHAA Planned Funds and Expenditures

Allocation Funding Summary

MHAA funds provided in the 2023-2024 Florida Education Finance Program (FEFP)

\$ 43,552.00

Unexpended MHAA funds from previous fiscal years

\$ 59,836.00

Grand Total MHAA Funds

\$ 103,388.00

MHAA planned Funds and Expenditures Form

Please complete the MHAA planned Funds and Expenditures Form to verify the use of funds in accordance with (s.) 1006.041 Florida Statutes.

The allocated funds may not supplant funds that are provided for this purpose from other operating funds and may not be used to increase salaries or provide bonuses. School districts are encouraged to maximize third-party health insurance benefits and Medicaid claiming for services, where appropriate.

The following documents were submitted as evidence for this section:

| |
|--|
| 49-0863_Four_Corners_Charter_School_MHAA_Planned_Expenditures_Report_2023-2024.pdf |
| <i>49-0863 Four Corners Charter School MHAAP Planned Funds and Expenditures 2023-2024</i> |
| Document Link |

Charter Governing Board Approval

This application certifies that the **School District of Osceola County, FL** governing board has approved the Mental Health Assistance Allocation Plan, which outlines the local program and planned expenditures to establish or expand school-based mental health care consistent with the statutory requirements for the mental health assistance allocation in accordance with section 1011.62(14), F.S.

Governing Board Approval Date

Tuesday 8/8/2023

Out of Field Report

Charter School Name **Four Corners Charter School** District Board Meeting Date

**Board meeting:
Aug. 1, 2023**

| Teacher | Out-of-Field Assignment | Current Certification(s) | Out of Field Assignment Date |
|-------------------------|------------------------------------|--|------------------------------|
| Ausua, Carol | ESOL, Reading | Elementary Education (k-6) | 8/10//2017 |
| Alverio, Shaniya | ESOL, Reading | Permanent Substitute | 8/1/2022 |
| Ayala Sanchez, Alondra | ESOL, Reading | Permanent Substitute | 9/6/2022 |
| Bell, Cody | ESOL, Reading | Permanent Substitute | 7/27/2023 |
| Blackmon, Janet D | Reading | ESOL Teacher/ Elementary Educ. | 7/27/2023 |
| Blackmon, Keith | ESOL, Reading | ESE Teacher/ Elementary Educ./-PreKinder | 7/27/2023 |
| Brown, Terria | ESOL, Reading | Permanent Substitute | 3/9/2020 |
| Bucia, Brianna K. | ESOL, Reading | 2nd Grade Teacher | 7/26/2021 |
| Byrd-Broadway, Christal | ESOL, Reading | Permanent Substitute | 7/27/2023 |
| Campbell, Navalee | ESOL, Reading, Elem. Educ. K-6 | Exchange Teacher PK- 12 | 7/27/2023 |
| Carney, Carlecia | ESOL | 4th Grade Teacher | 7/26/2021 |
| Colon, Sarahi | ESOL, Reading | 3rd Grade Teacher | 7/26/2021 |
| Cordova, Jorge | Reading | PE Teacher | |
| Crawford, Melissa | ESOL, Reading | 2nd Grade Teacher | 7/26/2021 |
| Detres, Cynthia | ESOL, Reading, Elem. Education K-6 | Pre-K Education | 8/10/2017 |
| Edwards,Stephanie | ESOL, Reading | Elem. Educ. K-6 | 7/27/2023 |
| Faughn, Kristin | ESOL, Reading | Elementary Science Teacher | 8/1/2022 |
| Flood, Brenda | ESOL, Reading | Permanent Substitute | 7/27/2023 |
| Grant, Erin | ESOL, Reading | Permanent Substitute | 7/27/2023 |
| Haigh, Alissa | ESOL, Reading, Elem. Educ. K-6 | Elem. Instruct. AID | 8/22/2022 |
| Lee, Cary | Esol, Reading | 5th Grade Teacher | |
| Luna, Martha | Reading | Elementary Education (Grades K-6) | 4/4/2016 |
| Mastrola, Courtney | ESOL, Reading | Permanent Substitute | 7/27/2023 |
| McCombs, Kaitlyn | ESOL, Reading | Permanent Substitute | 7/20/2019 |
| Morales, Yesenia | ESOL, Reading | 1s Grade Teacher | 8/1/2022 |
| Nazario, Zena | ESOL | Permanent Substitute | 8/1/2022 |
| Nickless, Annabelle | ESOL, Reading | Permanent Substitute | 8/10/2017 |
| Nigaglioni, Gladys | ESOL, Reading | Permanent Substitute | 7/27/2023 |
| Oaks, Cheryl M. | ESOL, | PE | 8/9/2021 |
| Panama, Lesley | ESOL, Elementary ED, Reading | Permanent Substitute | 8/02/2021 |
| Patalan, Jessica | ESOL, Reading | Permanent Substitute | 7/27/2023 |
| Pence, Jacob | ESOL, Reading | Elementary Music Teacher | 8/10/2020 |
| Perez, Rose | ESOL, Reading | Permanent Substitute | 7/27/2023 |
| Phillips, Alisha | ESOL, Reading | Elementary Education K-6 | 7/30/2018 |
| Prichett, Callahan | ESOL, Reading, Elem. Educ. K-6 | Social Sciences 6-12 | 7/27/2023 |
| Quevedo, Marisol | ESOL, Reading | Permanent Substitute | 7/27/2022 |
| Ramos, Idalis | ESOL, Reading | Elem. Foreign Language Teacher | 7/27/2023 |
| Ramos, Lilianette | Reading | Permanent Substitute | 8/10/2022 |
| Robles, Kimberly | ESOL, Reading | ESE Teacher | 7/27/2023 |
| Rodriguez, Evy | Reading | 1st Grade Teacher | 8/1/2022 |
| Rodriguez, Melinda | ESOL, Reading | 2nd Grade Teacher | 7/26/2021 |

| | | | |
|----------------------|--------------------------------|------------------------------------|-----------|
| Ross, Desiree | ESOL | Daily Substitute | |
| Schafer, Kenneth | ESOL, Reading | Permanent Substitute | 8/5/2022 |
| Spencer, Ronald | ESOL, Elementary ED, Reading | Elem. Educ. K-6 | 7/26/2021 |
| Thorell Rachelle-Ann | ESOL, Reading, Elem. Educ. K-6 | Permanent Substitute | 8/02/2021 |
| Vessey, Anna | ESOL, Reading Elem. Educ. K-6 | Daily Substitute | |
| Witt, Colleen K | ESOL, Reading, Elem. Educ. K-6 | School Social Work/ Social Science | 7/27/2023 |