



## **AGENDA**

### **REGULAR MEETING OF THE CAPE CORAL CHARTER SCHOOL GOVERNING BOARD**

**Tuesday, May 14, 2019**

**City of Cape Coral Council Chambers**

**5:30 PM**

**1. CALL TO ORDER**

A. Chairman Michael Campbell

**2. MOMENT OF SILENCE:**

A. Chairman Campbell

**3. PLEDGE OF ALLEGIANCE:**

A. Chairman Campbell

**4. ROLL CALL:**

A. Chairman Campbell, Vice-Chair Traiger, Member Metzger, Member Minaya, Member Mitchell, Member Nelson, Member Ticich

**5. APPROVAL OF MINUTES:**

A. Approval of the Regular Governing Board Meeting Minutes, April 09, 2019

**6. APPROVAL OF AGENDA REGULAR MEETING:**

A. Approval of the Agenda for the Regular Governing Board Meeting, May 14, 2019

**7. PUBLIC COMMENT:**

A. Public Comment is limited to three(3) minutes per individual; 45 minutes total comment time.

**8. CONSENT AGENDA:**

A. NEOLA Policies to be Adopted/Amended/Repealed:  
Superintendent Collins

**9. SUPERINTENDENT REPORT:**

- A. Oasis High School End of Year Updates including Graduation 2019, Student Presentations and Awards: Dr Christina Britton, OHS graduating students, Carrie Guffy and student playwrights.
- B. Education First (EF) Student Summer Tours to Boston and Japan: Donnie Hopper, Principal, Oasis Middle School
- C. Charter School Authority Superintendent Jacquelin Collins

**10. CHAIRMAN REPORT:**

- A. Discussion of Superintendent's Performance Evaluation: Chairman Campbell
- B. Discussion of Superintendent's Contract Renewal: Vice-Chair Tami Traiger

**11. FOUNDATION REPORT:**

- A. Gary Cerny, Foundation President

**12. STAFF COMMENT:**

- A. Charter School Authority Management Updates: MaryAnne Moniz, Business Manager

**13. UNFINISHED BUSINESS:**

- A. No Activity

**14. NEW BUSINESS:**

- A. Approval of Emergency Purchase and Replacement of Oasis High School Air Conditioning Chiller Unit: Danielle Jensen, Director of Procurement and Food Services
- B. Approval of Job Description and Salary Range for Charter School Authority Human Resources Manager: Superintendent Collins
- C. Approval of Job Description and Salary Range for Charter School Authority Cashier: Superintendent Collins
- D. Approval of Charter School Authority Educator New Hire Salaries including VAM Scores and Pay Parity Adjustments for 2019-2020 School Year: Superintendent Collins

**15. FINAL BOARD COMMENT AND DISCUSSION:**

- A. Board Master Calendar: Chairman Campbell

**16. TIME AND DATE OF NEXT MEETING**

- A. The next Regular Governing Board Meeting will be held on Tuesday, June 11, 2019 at 5:30p.m. in Cape Coral City Council Chambers, 1015 Cultural Park Blvd., Cape Coral, FL 33990

**17. ADJOURNMENT:**

he/she represents. Proper decorum shall be maintained at all time. Any audience member who is boisterous or disruptive in any manner to the conduct of this meeting shall be asked to leave or be escorted from the meeting room.

In accordance with the Americans with Disabilities Act and SS 286.26, Florida Statutes, persons needing a special accommodation to participate in this proceeding should contact the Human Resources Department whose Office is located at Cape Coral City Hall, telephone 1-239-574-0530 for assistance; if hearing impaired, telephone the Florida Relay Service Numbers, 1-800-955-8771 (TDD) or 1-800-955-8700 (v) for assistance. In accordance with Florida Statute 286.0105: any person who desires to appeal any decision at this meeting will need a record of the proceedings and for this purpose may need to ensure that a verbatim record of the proceedings is made which includes the testimony and evidence upon which the appeal is based.

<b>Item Number:</b>	<b>1.A.</b>
<b>Meeting Date:</b>	<b>5/14/2019</b>
<b>Item Type:</b>	<b>CALL TO ORDER</b>

**AGENDA REQUEST FORM**  
City Of Cape Coral Charter School Authority

**TITLE:**

Chairman Michael Campbell

**SUMMARY:**

**ADDITIONAL INFORMATION:**

**RECOMMENDED ACTION:**



**Item Number: 2.A.**

**Meeting Date: 5/14/2019**

**Item Type: MOMENT OF SILENCE:**

## **AGENDA REQUEST FORM**

City Of Cape Coral Charter School Authority

**TITLE:**

Chairman Campbell

**SUMMARY:**

**ADDITIONAL INFORMATION:**

**RECOMMENDED ACTION:**

**Item Number: 3.A.**

**Meeting**  
**Date:** 5/14/2019

**Item Type:** PLEDGE OF  
ALLEGIANCE:

**AGENDA REQUEST FORM**  
City Of Cape Coral Charter School  
Authority

**TITLE:**

Chairman Campbell

**SUMMARY:**

**ADDITIONAL INFORMATION:**

**RECOMMENDED ACTION:**

<b>Item Number:</b>	<b>4.A.</b>
<b>Meeting Date:</b>	<b>5/14/2019</b>
<b>Item Type:</b>	<b>ROLL CALL:</b>

**AGENDA REQUEST FORM**  
City Of Cape Coral Charter School Authority

**TITLE:**

Chairman Campbell, Vice-Chair Traiger, Member Metzger, Member Minaya, Member Mitchell, Member Nelson, Member Ticich

**SUMMARY:**

**ADDITIONAL INFORMATION:**

**RECOMMENDED ACTION:**

**Item Number: 5.A.**

**Meeting**

**5/14/2019**

**Date:**

**Item Type: APPROVAL OF MINUTES:**

**AGENDA REQUEST FORM**  
City Of Cape Coral Charter School  
Authority

**TITLE:**

Approval of the Regular Governing Board Meeting Minutes, April 09, 2019

**SUMMARY:**

**ADDITIONAL INFORMATION:**

**RECOMMENDED ACTION:**

**ATTACHMENTS:**

**Description**

▢ BOARD MINUTES APRIL 09 2019

**Type**

Backup Material

# **GOVERNING BOARD MINUTES**

## **City of Cape Coral Charter School Authority**

### **Governing Board Regular Meeting**

City Council Chambers  
Tuesday, April 9, 2019 at 5:30p.m.



#### **1. Call to Order**

A meeting of the City of Cape Coral Charter School Authority Governing Board of Lee County, Florida, met on Tuesday, April 9, 2019 at City Council Chambers, Cape Coral FL 33990. Vice-Chairman Tami Traiger called the meeting to order at 5:30 p.m.

#### **2. Moment of Silence**

Chairman Michael Campbell asked for a moment of silence to be dedicated to Chris Cann, Principal, Oasis Elementary School who is currently in the hospital with significant medical issues.

#### **3. Pledge of Allegiance to the Flag of the United States of America**

Chairman Campbell

#### **4. Board Member Roll Call - Preorganization**

Present: Michael Campbell (C) Tami Traiger (VC), Vanessa Metzger, Guido Minaya, Susan Mitchell, Jennifer Nelson, Angela Ticich, Robert Miniaci (parent rep).

Also Present: Jacquelin Collins, Superintendent

MaryAnne Moniz, Business Manager

Danielle Jensen, Director of Procurement and Food Services

William Wolter, Interim Transportation Coordinator

Donnie Hopper, Principal, Oasis Middle

Kelly Weeks, Assistant Principal, Christa McAuliffe Elementary

Mack Mitchell, Director of Athletic Operations

Dolores Menendez, City Attorney

Mark Moriarty, Assistant City Attorney, City of Cape Coral

Heath Sterk, Educator, Oasis Middle School

Carrei Abes, Educator, Christa McAuliffe Elementary

Officer Hailey Tucker, CCPD Detail

#### **4B. BOARD REORGANIZATION**

*Motion made by Member Nelson, Second by Member Minaya to close nominations for **Governing Board Chairman**.*

Nominees: Campbell, Ticich

Board Vote: 5:2; Campbell has majority

Campbell: Campbell

Traiger: Ticich

Metzger: Campbell

Minaya: Campbell

Mitchell: Campbell

Nelson: Ticich

Ticich: Campbell

*Motion made by Member Nelson, Second by Member Minaya to accept Michael Campbell as the Governing Board Chairman. Unanimous, Motion Carried. The newly elected Charter School Authority Governing Board Chairman is Michael Campbell.*

*Motion made by Member Nelson, Second by Member Minaya to close nominations for **Governing Board Vice-Chairman***

Nominees: Ticich, Traiger

Board Vote: 6:1; Traiger has majority

Campbell: Traiger

Traiger: Traiger

Metzger: Traiger

Minaya: Ticich

Mitchell: Traiger

Nelson: Traiger

Ticich: Traiger

*Motion made by Member Nelson, Second by Member Ticich to accept Tami Traiger as the Governing Board Vice-Chairman. Unanimous, Motion Carried. The newly elected Charter School Authority Governing Board Vice Chairman is Tami Traiger.*

**4C: Board Member Roll Call - Post Reorganization**

Campbell, Traiger, Metzger, Minaya, Mitchell, Nelson, Ticich

*All Present*

**5. Approval of Previous Minutes**

Motion made by Member Ticich, Second by Member Nelson to approve the Minutes of the March 12, 2019 Regular Governing Board meeting.

**6. Approval of Regular Meeting Agenda**

*Motion made by Member Ticich, Second by Member Metzger to approve the agenda for the Regular Governing Board Meeting on April 9 , 2019. Unanimous. Motion Carried*

**7. Public Comment \***

Kasie Wise, Oasis Middle School educator commented on teacher pay. She wanted Governing Board members to know most Charter School Authority teachers are happy but not financially competitive, which is causing the system to possibly lose great teachers, as well as lower the morale of those who decide to stay. She is calling for more transparency and would like the Board to be aware of and to review, along with the Superintendent, the starting salaries and veteran salaries of CSA teachers vs. District teachers and adjust the schedule accordingly. Wise compared local and state teacher salaries with CSA salary history and requests the Governing Board and Mrs Collins, in particular, research what other schools/counties are paying their teachers and move the schedules forward. Wise said she and other teachers want to have a balance in their professional life that includes job satisfaction, equitable wages they can live on, and a professional pathway they can count on to meet their retirement expectations, etc. She gave Board Members a copy of the latest teacher salaries which also reflected pay parity and merit pay increases.

Student presentations: Alejandra Baptista, Oasis High School, SHAZAM! Award

Eric Feichthaler, Oasis Middle School, Ben Carson Scholars Winner

Tyler Feichthaler, Oasis Middle School, National Geographic Bee State Finalist

- Technical difficulties occurred during this portion of the session.

**8. Consent Agenda**

*No Activity*

## 9. Superintendent Report

Superintendent Collins is attending School Bus Stop Safety Meetings with City officials, Lee County School District leaders and community groups to address issues of bus stop safety and security. Collins is interested in reflective gear as opposed to adding benches and picnic tables for our students who receive transportation services. The question of changing start times has also been researched and for now, the Superintendent reserves comment because there are many other operations that factor into changing school times; she will be going into further discussion with Lee County Schools officials on this matter. Further Discussion

Collins is also attending a School Safety & Security Update Meeting with City Public Works personnel and the Cape Coral Police Department to review all the safety and security measures that we have implemented and/or those that are reaching completion on our CSA campuses. Timeframes are very challenging to meet on deadline because there are so many factors involved in the process which has made it difficult to complete all the objectives as planned. However, this meeting is to provide all those involved with a status update and set the priorities as to which projects need to be completed immediately in time for the start of the new school year.

The CSA Staff is being surveyed as to whether or not they would participate in a before and aftercare program for our students. This is a program we may want to consider to alleviate some of the possible student traffic, as well as it creates a revenue stream. Other schools offer similar service to their communities; we are waiting on the results of the teacher and staff survey. The extra services can be marketed as academic bootcamps. Further Discussion

The Assistant Principals survey is out and we are getting the results incorporated into evaluations. Earlier this year we had the Principals survey and this is just a continuation of the evaluations.

Testing season is upon us and both the teachers and students are ready to finish the year strong and confident.

## 10. Chairman Report

Welcomed two new Governing Board members, Guido Minaya and Susan Mitchell. Thank you for your service; we need people like you who want to be here.

Campbell reminded Board members to be aware of attendance issues and please, if you can go to the Oasis High graduation on May 17<sup>th</sup> at 7p.m. at FGCU. Thank you, it means a lot to the students.

Campbell reminded Board members their job is to provide policy to the superintendent and not run the schools; hopefully next year will be a fantastic year!



## 11. Foundation Report

No Comment

## 12. Staff Comment

***Charter School Authority Transportaton Services Update - Bill Wolter, Director of Transportation***

Mrs Collins already told you about the School Bus Safety Initiative that is ongoing

We are still trying to hire 1-2 bus drivers for next year.

All routing systems are now in-house. Next year we are considering lookingat stops in the far east and north to make those stops available to riders as long as it's feasible for us.

Over the summer we are looking into making the transportation system more efficient and flexible so that it fits our students and families needs better, as well as provides a safe mode of transportation for those who need it.

***Donnie Hopper, Principal, Oasis Middle School Update***

Recognized Builders Club initiative 'Operation End Hunger, " that was spearheaded by OMS students Chalon Lowe and Harley Brooke. Also, some OMS students are on their way to Tampa for a Student Government Leadership Conference and we wish them well, and that they return helping all of us be better leaders in our schools.

OMS STAR Reading Presentation. The assessment is taken by every student in school and provides information as to how they are currently doing, and can predict how well students will do on the FSA. It's a snapshot as to how well students will perform. Right now the prediction is: Reading and Math 73% would pass, etc. As far as GPE or Grade Point Equivalaint our OMS students started at grade level and continue moving fast. We still have a month and a half before testing starts and we are ahead of the pack. *Further Comment*

***Dr Christina Britton, Principal, Oasis High - Update***

We do not use STAR in high school but is something we are considering; instead we use MAPP and is a testing that was encouraged to be used by the developers of the SUMMIT program and which provides very little information in regards ofthe Florida Standards for high school and furthmore, it is also not correlated nor has it undergone any testing to check for alignment with the Florida Standards for 9<sup>th</sup> and 10<sup>th</sup> graders. So, we wil not use this test next year.

What the test does do is assess students on the Common Core standards. The RIT Score doesn't correlate to any grade level but compares itself to other students and ranks within

that range. You can see we had growth, especially in geometry, however, I questioned the accuracy in all the scores and it just feels like a wash. *Further Comment*

*Vice Chair Traiger asked Principal Britton: "What role has SUMMIT, even a modified version, played in this data?"*

Dr. Britton: We are not going to use SUMMIT next year. I do not believe it is a well vetted program, and it does not have an assessment piece to match it; there is no consistency. *Further Comment*

*Dr. Minaya: In our structure how would you describe what will help students in transition from middle to high?*

Dr Britton: Principal Hopper is very good about sending me data that I can use to make adjustments to the teaching schedules and anticipate the levels. We also have end of the year teacher recommendations and sign-offs which help us determine who goes where and how we will approach delivering the curriculum. We also rely on the FSA data and plan to add two additional math support classes to help in-coming freshman. *Further Comment*

### **13. Unfinished Business**

Superintendent Collins is asking the City's Director of Community Development to amend the existing PDP to extend the lifetime of the CME Portables indefinitely - they currently expire in 2020. If the portables can sustain themselves another two, three years, there is the chance that the \$1.67 million restricted funds could become available and then there would be very little to no debt associated with the replacement of the portables. The other option is to breakdown the portables and downsize CME.

Collins would like the Board to approve the process of asking City Council if they would amend the existing PDP and expand the lifetime of the portables indefinitely.

DOLORES MENENDEZ: Council will need to approve this. We need to look at exactly what type of approval will be necessary to make this change. Assuming this is a formal PDP amendment in the body of the language that will have to go to Council...generally they go to HEX first, then to Council. However, altering deadlines that required certain actions at certain times, that's a different question dealing with the project component of the professional development plan. If it has to go through the process it may not get to Council as soon as the next meeting.

Collins agreed to meet with the City Community Development Director and attorneys office to formalize a possible amendment to extend the PDP indefinitely, and return with results of the discussion to the Board for vote during the next Regular Governing Board Meeting on May 14, 2019.

#### **14. New Business**

*Motion made by Member Neslon, Second by Member Metzger to approve the new language for NEOLA POLICY 6210-Fiscal Planning. A public notification will be circulated. Unanimous; Motion Carried Discussion Held*

#### **15. Final Board Comment and Discussion**

Chairman Campbell reminded members to review the Board Master Calendar for important upcoming events and introduced new Governing Board Members:

##### **Dr. Guido Minaya - Business Community**

Dr. Minaya is the CEO and Chief Learning Officer of Minaya Learning Global Services LLC, a company he launched after serving in key executive and senior management roles with AT&T, Lucent Technologies, Avaya, and Accenture.

Guido (pronounced *ghee-dough*) is active in community relations, and has a passion for educational services, in particular. He is Chair of the Equity and Diversity Committee for Lee County Schools, and a member of both the Continuous Systemic Improvement and General Advisory committees. He is currently Vice Chair of the Children's Services Foundation of SW Florida, as well as the Vice Chair of the Greater Fort Myers Chamber of Commerce.

Besides his passion for providing communities with opportunities for their children to excel academically and thrive personally, Guido is also an avid boater and enjoys travelling. Welcome, Dr. Minaya!

##### **Susan Mitchell - Community at Large**

Ms. Mitchell brings to the Charter School Authority Governing Board more than 25 years of experience covering health planning, quality improvement, grant writing, and management of government, non-profits, and private sector businesses.

A graduate of the University of Florida, B.A., and Florida State University, M.S., Planning, Susan is currently the Director of Grants for Lee Health. She has also served on the boards of Healthy Start, McGregor Clinic, and South Florida Canoe and Kayak Club.

Besides enjoying outdoor activities with her family, Susan also has a passion for helping others reach their full potential, which is why she volunteers her expertise to agencies in need, as well as serves as an elder in her church. Welcome, Susan!

Member Ticich: Thanked the Superintendent for her services and all the student presentations. She likes the idea of after/before care.

Member Metzger: Thanked Oasis Middle principal, Donnie Hooper and all others who are doing a great job helping kids overcome testing anxiety. The School Bus Safety issue is a serious problem and challenge for all of us and we must come up with a solution as soon as possible. Congratulated Campbell and Traiger on another year of Board leadership; welcomed new members.

Member Minaya: Excited to be here and impressed with students, families and the system. He's hoping to be an effective member.

Vice Chair Traiger: Thank you for re-election; I'm excited for another year! Likes the idea of the reflective gear for bus transportation services. The final Superintendent Contract negotiations have been completed and the will be ready for Board approval at the next meeting on May 14<sup>th</sup>, which is on schedule. We need a quorum for the budget workshops - please be there if it is at all possible. Thank You

Member Nelson: I can't go to the budget workshop. I'm leaving for Kentucky in the morning so I can't even call in a vote; I'm sorry. However, I do want to congratulate Jacque (Collins) on her performance, I think you are doing a great job, Jacque. The growth that I've seen in you has been very impressive. I'm also looking forward to working with the new members. If there is something I can do to help the Cann family, please let me know.

Member Mitchell: Thank you for this opportunity. I'm looking forward to working with all of you and finding ways that I can help.

Parent Rep Minaci: Welcome to new members and have fun at the budget workshop!

**16. Time and Date of Next Regular Meeting**

The next Regular Governing Board Meeting will be held on Tuesday, May 14, 2019 at 5:30 p.m. in City Council Chambers.

The CSA Budget Workshop #1 will be held on Thursday, April 11, 2019 from 8:00 a.m. to 1:00 p.m. at City of Cape Coral - Nicholas Annex, Green Room A-200, 815 Nicholas Parkway, Cape Coral, FL 33990

**17. Adjournment**

The Governing Board adjourned at 6:58p.m.

Respectfully Submitted,

Kathleen Paul-Evans

Charter School Authority Board Secretary

Executive Assistant to the Superintendent

City of Cape Coral Charter School Authority

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Secretary

Date of approval

Minutes of the Board Meeting

At a meeting of the Board of Directors held on the 15th day of January, 1910, at the City of New York.

The following members were present: Mr. J. B. Smith, Mr. J. C. Jones, Mr. W. H. Brown, Mr. R. M. White, Mr. T. A. Black, Mr. L. G. Green, Mr. F. D. Hall, Mr. K. E. King, Mr. N. O. Lee, Mr. P. Q. Reed, Mr. S. T. Young.

Business

1. The report of the Treasurer was read and approved.

2. The report of the Secretary was read and approved.

3. The report of the Committee on Finance was read and approved.

4. The report of the Committee on Legislation was read and approved.

5. The report of the Committee on Administration was read and approved.

6. The report of the Committee on Public Affairs was read and approved.

Attest:

Item Number:	6.A.
Meeting Date:	5/14/2019
Item Type:	APPROVAL OF AGENDA REGULAR MEETING:

**AGENDA REQUEST FORM**  
City Of Cape Coral Charter School  
Authority

**TITLE:**

Approval of the Agenda for the Regular Governing Board Meeting, May 14, 2019

**SUMMARY:**

**ADDITIONAL INFORMATION:**

**RECOMMENDED ACTION:**

<b>Item Number: 7.A.</b> <b>Meeting Date: 5/14/2019</b> <b>Item Type: PUBLIC COMMENT:</b>
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**AGENDA REQUEST FORM**  
City Of Cape Coral Charter School Authority

**TITLE:**

Public Comment is limited to three(3) minutes per individual; 45 minutes total comment time.

**SUMMARY:**

**ADDITIONAL INFORMATION:**

**RECOMMENDED ACTION:**



Item Number: 8.A.  
Meeting Date: 5/14/2019  
Item Type: CONSENT AGENDA:

**AGENDA REQUEST FORM**  
City Of Cape Coral Charter School Authority

**TITLE:**

NEOLA Policies to be Adopted/Amended/Repealed: Superintendent Collins

**SUMMARY:**

**ADDITIONAL INFORMATION:**

**RECOMMENDED ACTION:**

April-May 2019 – adoption/repeal/amended

<b>POLICY</b>	<b>TITLE</b>	
1213:	Student Supervision and Welfare - Administrators	
3213:	Student Supervision and Welfare – Instructional Staff	
4213:	Student Supervision and Welfare – Support Staff	
5112:	Entrance Requirements	
5500:	Student Conduct	
5610.01:	Emergency Removal of Students	
6210:	Fiscal Planning	
7430.01:	Environmental Health Program	
7440:	Plant Security	
7440.01:	Protection of Personnel and Property	
7540:	Computer Technology and Networks	
7540.02:	Authority Web Page	
7540.04:	Staff Network and Internet Acceptable Use and Safety	
8405:	School Safety and Security	
8406:	Reports of Suspicious Activity and Potential Threats to	Schools
8407	Safe-School Officers	
8410:	Crisis Event Intervention and Response	
8420:	Emergency Management, emergency Preparedness, and Emergency Response Agencies	

**ATTACHMENTS:**

<b>Description</b>	<b>Type</b>
▣ NEOLA POLICY - PART 1	Backup Material
▣ NEOLA POLICY - PART 2	Backup Material

April-May 2019 – adoption/repeal/amended

<b>POLICY</b>	<b>TITLE</b>
<b>1213:</b>	Student Supervision and Welfare - Administrators
<b>3213:</b>	Student Supervision and Welfare – Instructional Staff
<b>4213:</b>	Student Supervision and Welfare – Support Staff
<b>5112:</b>	Entrance Requirements
<b>5500:</b>	Student Conduct
<b>5610.01:</b>	Emergency Removal of Students
<b>6210:</b>	Fiscal Planning
<b>7430.01:</b>	Environmental Health Program
<b>7440:</b>	Plant Security
<b>7440.01:</b>	Protection of Personnel and Property
<b>7540:</b>	Computer Technology and Networks
<b>7540.02:</b>	Authority Web Page
<b>7540.04:</b>	Staff Network and Internet Acceptable Use and Safety
<b>8405:</b>	School Safety and Security
<b>8406:</b>	Reports of Suspicious Activity and Potential Threats to Schools
<b>8407</b>	Safe-School Officers
<b>8410:</b>	Crisis Event Intervention and Response
<b>8420:</b>	Emergency Management, emergency Preparedness, and Emergency Response Agencies

Book	Policy Manual
Section	Special Release - School Safety
Title	REVISED POLICY - SPEC. REL. - SCHOOL SAFETY - STUDENT SUPERVISION AND WELFARE
Code	po1213 8/27/18 jc
Status	
Adopted	April 12, 2016

### **REVISED POLICY - SPEC. REL. - SCHOOL SAFETY**

#### **1213 - STUDENT SUPERVISION AND WELFARE**

Each administrator shall maintain a standard of care for the supervision, control, and protection of students commensurate with their assigned duties and responsibilities which include, but are not limited to, the following:

- A. ~~(-) An administrator shall report immediately any accidents, or safety hazards, or other potentially harmful condition or situation about which s/he is informed or detects to his/her supervisor as well as to other authorities or District staff members as may be required by established policies and procedures.~~
- B. An administrator shall report unsafe, potentially harmful, dangerous, violent, or criminal activities, or the threat of these activities, to the Superintendent and local public safety agencies and/or school officials in accordance with Policy 8406 - Reports of Suspicious and Potential Threats to Schools.
- C. ~~(-) An administrator shall require staff under his/her supervision to provide proper instruction in safety matters as presented in assigned course guides.~~
- D. ~~(-) An administrator shall immediately report to the Superintendent, as well as other appropriate authorities, knowledge of threats of violence by students.~~
- E. ~~(-) An administrator shall not send students on any non-school related errands.~~
- F. ~~(-) An administrator shall not inappropriately associate with students at any time in a manner which may give the appearance of impropriety, including, but not limited to, the creation or participation in any situation or activity which could be considered abusive or sexually suggestive or involve illegal substances such as drugs, alcohol, or tobacco. Any sexual or other inappropriate conduct with a student by any staff member will subject the offender to potential criminal liability and discipline up to and including termination of employment.~~
- G. ~~(-) An administrator shall not knowingly distribute to a minor any material that is obscene and harmful to minors, as defined in F.S. 847.012, in any format and/or by any manner. An administrator who knowingly distributes any such material to a minor also commits a felony under State law, and is subject to disciplinary action up to and including termination.~~
- H. ~~(-) If a student approaches an administrator to seek advice or to ask questions regarding a personal problem related to sexual behavior, substance abuse, and/or mental or physical health, the administrator may attempt to assist the student by facilitating contact with certified or licensed individuals in the District or community who specialize in the assessment, diagnosis, and treatment of the student's state problem. However, under no circumstances should an administrator attempt, unless properly licensed and authorized to do so, to counsel, assess, diagnose, or treat the student's problem or behavior.~~  
  
~~(-) Parents shall be informed of the matter, unless the student requests otherwise.~~
- I. ~~(-) An administrator shall not disclose personally identifiable information about a student to third persons unless specifically authorized by law or the student's parent(s) to do so.~~
- J. ~~(-) An administrator who is transporting a student should not do so unless accompanied by another adult.~~

K. ~~( )~~ A student shall not be required to perform work or services that may be detrimental to his/her health.

L. ~~( )~~ Administrators **( ) are discouraged from engaging ( x ) shall not engage** students in social media and online networking media, such as Facebook, Twitter, MySpace, etc.

M. ~~( )~~ Administrators are expressly prohibited from posting any video or comment pertaining to any student on social network sites or similar forums, such as YouTube.

~~( )~~ Since most information concerning a child in school, other than directory information described in Policy 8330, is confidential under Federal and State laws, any staff member who shares confidential information with another person not authorized to receive the information may be subject to discipline and/or civil liability. This includes, but is not limited to, information concerning assessments, grades, behavior, family background, and alleged child abuse.

Pursuant to the laws of the State and School Board Policy 8462, each administrator shall report to the proper legal authorities immediately any sign of suspected child abuse, abandonment, or neglect.

F.S. 119.011

F.S. 847.012

F.S. 1001.51

F.S. 1002.22

F.S. 1003.32

F.S. 1006.07

20 U.S.C. 1232

34 C.F.R. Part 99

© Neola 2018

Last Modified by Jacquelin Collins on August 27, 2018

Book	Policy Manual
Section	Special Release - School Safety
Title	REVISED POLICY - SPEC. REL. - SCHOOL SAFETY - STUDENT SUPERVISION AND WELFARE
Code	po3213 8/27/18 jc
Status	
Adopted	April 12, 2016

### **REVISED POLICY - SPEC. REL. - SCHOOL SAFETY**

#### **3213 - STUDENT SUPERVISION AND WELFARE**

Each instructional staff member shall maintain a standard of care for the supervision, control, and protection of students commensurate with their assigned duties and responsibilities which include, but are not limited to, the following:

- A. ~~(-) An instructional staff member shall report immediately to a building administrator any accidents, or safety hazards, or other potentially harmful condition or situation s/he detects.~~
- B. An instructional staff member shall report unsafe, potentially harmful, dangerous, violent, or criminal activities, or the threat of these activities, to the Superintendent and local public safety agencies and/or school officials in accordance with Policy 8406 - Reports of Suspicious Activity and Potential Threats to Schools.
- C. ~~(-) An instructional staff member shall provide proper instruction in safety matters as presented in assigned course guides.~~
- D. ~~(-) An instructional staff member shall immediately report to a building administrator knowledge of threats of violence by students.~~
- E. ~~(-) An instructional staff member shall not send students on any non-school related errands.~~
- F. ~~(-) An instructional staff member shall not inappropriately associate with students at any time in a manner which may give the appearance of impropriety, including, but not limited to, the creation or participation in any situation or activity which could be considered abusive or sexually suggestive or involve illegal substances such as drugs, alcohol, or tobacco. Any sexual or other inappropriate conduct with a student by any staff member will subject the offender to potential criminal liability and discipline up to and including termination of employment.~~
- G. ~~(-) An instructional staff member shall not knowingly distribute to a minor any material that is obscene and harmful to minors, as defined in F.S. 847.012, in any format and/or by any manner. An instructional staff member who knowingly distributes any such material to a minor also commits a felony under State law, and is subject to disciplinary action up to and including termination.~~
- H. ~~(-) If a student approaches a staff member to seek advice or to ask questions regarding a personal problem related to sexual behavior, substance abuse, mental or physical health, and/or family relationships, etc., the staff member may attempt to assist the student by facilitating contact with certified or licensed individuals in the District or community who specialize in the assessment, diagnosis, and treatment of the student's stated problem. However, under no circumstances should a staff member attempt, unless properly licensed and authorized to do so, to counsel, assess, diagnose, or treat the student's problem or behavior, nor should such staff member inappropriately disclose personally identifiable information concerning the student to third persons not specifically authorized by law.~~  
  
~~(-) Parents shall be informed of the matter, unless the student requests otherwise.~~
- I. ~~(-) An instructional staff member shall not transport students in a private vehicle without the approval of the principal.~~
- J. ~~(-) A student shall not be required to perform work or services that may be detrimental to his/her health.~~

K. ~~( )~~ Staff members **( ) are discouraged from engaging (x ) shall not engage** students in social media and online networking media, such as Facebook, Twitter, MySpace, etc.

L. ~~( )~~ Staff members are expressly prohibited from posting any video or comment pertaining to any student on social network sites or similar forums, such as YouTube.

~~{ }~~ Since most information concerning a child in school, other than directory information described in Policy 8330, is confidential under Federal and State laws, any staff member who shares confidential information with another person not authorized to receive the information may be subject to discipline and/or civil liability. This includes, but is not limited to, information concerning assessments, grades, behavior, family background, and alleged child abuse.

Pursuant to the laws of the State and School Board Policy 8462, each instructional staff member shall report to the proper legal authorities immediately any sign of suspected child abuse, abandonment, or neglect.

F.S. 119.011

F.S. 847.012

F.S. 1001.51

F.S. 1002.22

F.S. 1003.32

F.S. 1006.07

20 U.S.C. 1232

34 C.F.R. Part 99

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Legal	F.S. 119.011
	F.S. 847.012
	F.S. 1001.51
	F.S. 1002.22
	F.S. 1003.32
	F.S. 1006.07
	20 U.S.C. 1232
	34 C.F.R. Part 99

Cross References	po8330 - STUDENT RECORDS
	ap3213 - STUDENT SUPERVISION AND WELFARE

Last Modified by Jacquelin Collins on August 27, 2018

Book Policy Manual

Section Special Release - School Safety

Title REVISED POLICY - SPEC. REL. - SCHOOL SAFETY - STUDENT SUPERVISION AND WELFARE

Code po4213 8/27/18 jc

Status

Adopted April 12, 2016

# **REVISED POLICY - SPEC. REL. - SCHOOL SAFETY**

## **4213 - STUDENT SUPERVISION AND WELFARE**

Each support staff member shall maintain a standard of care for the supervision, control, and protection of students commensurate with assigned duties and responsibilities which include, but are not limited to, the following:

- A. ~~( )~~ A support staff member shall report immediately to a building administrator any accidents or, safety hazards, ~~or other potentially harmful condition or situation~~ s/he detects.
- B. A support staff member shall report unsafe, potentially harmful, dangerous, violent, or criminal activities, or the threat of these activities, to the Superintendent and local public safety agencies and/or school officials in accordance with Policy 8406 - Reports of Suspicious Activity and Potential Threats to Schools.
- C. ~~( )~~ A support staff member shall immediately report to a building administrator any knowledge of threats of violence by students.
- D. ~~( )~~ A support staff member shall not send students on any non-school related errands.
- E. ~~( )~~ A support staff member shall not inappropriately associate with students at any time in a manner which may give the appearance of impropriety, including, but not limited to, the creation or participation in any situation or activity which could be considered abusive or sexually suggestive or involve illegal substances such as drugs, alcohol, or tobacco. Any sexual or other inappropriate conduct with a student by any staff member will subject the offender to potential criminal liability and discipline up to and including termination of employment.
- F. ~~( )~~ A support staff member shall not knowingly distribute to a minor any material that is obscene and harmful to minors, as defined in F.S. 847.012, in any format and/or by any manner. A support staff member who knowingly distributes any such material to a minor also commits a felony under State law, and is subject to disciplinary action up to and including termination.
- G. ~~( )~~ A support staff member shall not transport students in a private vehicle without the approval of a building administrator.
- H. ~~( )~~ A student shall not be required to perform work or services that may be detrimental to his/her health.
- I. ~~( )~~ Staff members ~~( )~~ are discouraged from engaging ~~( x )~~ shall not engage [End of Options] students in social media and online networking media, such as Facebook, Twitter, MySpace, etc.
- J. ~~( )~~ Staff members are expressly prohibited from posting any video or comment pertaining to any student on social network sites or similar forums, such as YouTube.
- K. ~~( )~~ If a student approaches a support staff member to seek advice or to ask questions regarding a personal problem related to sexual behavior, substance abuse, mental or physical health, and/or family relationships, etc., the support staff member may attempt to assist the student by facilitating contact with certified or licensed individuals in the District or community who specialize in the assessment, diagnosis, and treatment of the student's state problem. However, under no circumstances should a support staff member attempt, unless properly licensed and authorized to do so, to counsel, assess, diagnose, or treat the student's problem or behavior, nor should such support staff member inappropriately disclose personally identifiable information concerning the student to third persons not specifically authorized by law.

~~{ }~~Since most information concerning a child in school, other than directory information described in Policy 8330, is confidential under Federal and State laws, any staff member who shares confidential information with another person not authorized to receive the information may be subject to discipline and/or civil liability. This includes, but is not limited to, information concerning assessments, grades, behavior, family background, and alleged child abuse.

Pursuant to the laws of the State and School Board Policy 8462, each support staff member shall report to the proper legal authorities, immediately, any sign of suspected child abuse, abandonment, or neglect.

F.S. 119.011

F.S. 847.012

F.S. 1001.51

F.S. 1002.22

F.S. 1003.32

F.S. 1006.07

20 U.S.C. 1232

34 C.F.R. Part 99

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Legal	F.S. 119.011
	F.S. 847.012
	F.S. 1001.51
	F.S. 1002.22
	F.S. 1003.32
	F.S. 1006.07
	20 U.S.C. 1232
	34 C.F.R. Part 99

Cross References	po8330 - STUDENT RECORDS
	ap4213 - STUDENT SUPERVISION AND WELFARE

Last Modified by Jacquelin Collins on August 27, 2018



Book	Policy Manual
Section	Special Release - School Safety
Title	REVISED POLICY - SPEC. REL. - SCHOOL SAFETY - STUDENT CONDUCT
Code	po5500 12/12/18 jc
Status	
Adopted	April 12, 2016

### **REVISED POLICY - SPEC. REL. - SCHOOL SAFETY**

#### **5500 - STUDENT CONDUCT**

Respect for law and for those persons in authority shall be expected of all students. This includes conformity to school rules as well as general provisions of law affecting students. Respect for the rights of others, consideration of their privileges, and cooperative citizenship shall also be expected of all members of the school community.

Respect for real and personal property; pride in one's work; achievement within the range of one's ability; and exemplary personal standards of courtesy, decency, and honesty shall be maintained in the schools of this District.

The School Board has zero tolerance for conduct that poses a serious threat to school safety. Zero tolerance policies must apply equally to all students, and are not intended to be rigorously applied to petty acts of misconduct and misdemeanors. This zero tolerance policy does not require the reporting of petty acts of misconduct and misdemeanors to a law enforcement agency. Petty acts of misconduct, include, but are not limited to, disorderly conduct, disrupting a school function, simple assault or battery, verbal abuse or use of profanity, cheating, theft of less than \$300, trespassing, and vandalism of less than \$1,000, possession or use of tobacco, and other school-based offenses delineated in the Student Code of Conduct.

Florida law requires that students found to have committed one of the following offenses:

- A. bringing a firearm or weapon, as defined in F.S. Chapter 790, to school, to any school function, or onto any school-sponsored transportation, or possessing a firearm at school; or
- B. making a threat or false report, as defined by F.S. 790.162 and 790.163, involving school or school personnel's property, school transportation, or a school-sponsored activity;

shall be expelled, with or without continuing educational services, from the student's regular school for a period of not less than one (1) full year and shall be referred to mental health services identified by the District Authority and, and that the student shall be referred be referred to the criminal justice or juvenile justice system (based on the Lee County Code of Conduct for Students).

The Superintendent may consider the one (1) year expulsion requirement on a case-by-case basis and will make the recommendation in writing to the board for approval. Or, the Superintendent may request that the Board modify the requirement by assigning a student to a disciplinary program or second chance school (based on the recommendation of the Student Review Committee Designee from the Lee County School District). The Superintendent's request for modification must be in writing and may only be presented to the Board for consideration if the student and/or the student's parent(s) agree in writing to accept the Superintendent's recommendation, and the Board may approve the request if it is determined to be in the best interest of the student and the school system. If a student committing either of the offenses enumerated above is a student who has a disability, the Board shall comply with applicable State Board of Education rules for discipline of such students.

The District shall enter into agreements with local law enforcement specifying procedures so that acts that pose a serious threat to school safety, whether committed by a student or adult, are reported to a law enforcement agency having jurisdiction.

Those acts that pose a serious threat to school safety include, but are not limited to,:

- A. possession of firearms or other weapons

- B. placing, discharging, or throwing an explosive item or noxious substance or making threats to do so
- C. arson
- D. felony assault
- E. threats of unsafe and potentially harmful, dangerous, violent, or criminal activities
- F. ~~[ ] violations of the following rules in the Board-adopted Student Code of Conduct:~~

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Notwithstanding any other provision of Board policy, pursuant to F.S. 1006.13(5), any student found to have committed an act of assault or aggravated assault, or battery or aggravated battery, on any elected official of the School District, teacher, administrator, or other School District personnel, shall be recommended for expulsion or placement in an alternative school setting, as appropriate.

~~[ ] The minimum period of this expulsion or placement in an alternative school setting shall be one (1) year and the student shall be referred to the criminal justice or juvenile justice system.~~

~~Further, upon being charged with such offense, the student shall be removed from the classroom immediately and placed in an alternative school setting pending disposition.~~

The ☒ **Code of Student Conduct** ~~[ ] Student Discipline Code~~ that is adopted annually shall provide for review of a decision to suspend or expel a student pursuant to this policy and the Code, consistent with F.S. 1006.07.

Furthermore, if the Board receives notice from the Department of Juvenile Justice, as required by law, that a student enrolled in the District has been adjudicated guilty of or delinquent for, or is found to have committed, regardless of whether adjudication is withheld, or pleads guilty or *nolo contendere* to, a felony violation as set forth in F.S. 1006.13(6)(a), the Board shall, pursuant to State law and the adopted cooperative agreement with the Department of Juvenile Justice, require that any no contact order entered by a court be enforced and that all of the necessary steps be taken to protect the victim of the offense, or a sibling of the victim.

Students may be subject to discipline for violation of the Code of Conduct/Student Discipline Code even if that conduct occurs on property not owned or controlled by the Board but that is connected to activities or incidents that have occurred on property owned or controlled by the Board, or conduct that, regardless of where it occurs, is directed at a Board official or employee, or the property of such official or employee.

The principal shall ensure that all school personnel are properly informed at to their responsibilities regarding suspicious activity reporting, that appropriate delinquent acts and crimes are properly reported, and that actions taken in cases with special circumstances are properly taken and documented.

**[NOTE: Select one (1) of the following three (3) options.]**

**[OPTION #1]**

Student conduct shall be governed by the rules and provisions set forth in the Lee County Code of Conduct (title of document) which is reviewed and adopted

( ☒ ) annually

( ) periodically

( ) whenever revisions are proposed

in accordance with F.S. Chapter 120 ( ) and is incorporated in the policy by reference.

**[END OF OPTION #1]**

**[OPTION #2]**

The \_\_\_\_\_ (title of document) was adopted by the Board consistent with the bylaws concerning rulemaking and F.S. Chapter 120 on \_\_\_\_\_ (date).

~~{END OF OPTION #2}~~

~~{OPTION #3}~~

~~{Insert the Code of Student Conduct/Student Discipline Code here.}~~

~~{END OF OPTION #3}~~

The Code of Student Conduct shall contain provisions for the assignment of violent or disruptive students to an alternative educational program and/or referral of such students to mental health services identified by the District.

F.S. 1006.07

F.S. 1006.13

F.S. 1012.584

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Legal	F.S. 1006.07
	F.S. 1006.13
	F.S. 1012.584

Cross References	ap5500A - STUDENT CONDUCT IN SCHOOL
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Last Modified by Jacquelin Collins on December 19, 2018

Book	Policy Manual
Section	Special Release - School Safety
Title	REVISED POLICY - SPEC. REL. - SCHOOL SAFETY - EMERGENCY REMOVAL OF STUDENTS
Code	po5610.01 12/12/18 jc
Status	
Adopted	April 12, 2016

### **REVISED POLICY - SPEC. REL. - SCHOOL SAFETY**

#### **5610.01 - EMERGENCY REMOVAL OF STUDENTS**

If a student's presence poses a continuing danger to persons or property, or an ongoing threat of disrupting the academic process taking place either in a classroom or elsewhere on school premises, then the Superintendent, principal, or assistant principal may remove the student from curricular activities or from the school premises. If the student's behavior involves unsafe, potentially harmful, dangerous, violent, or criminal activities, or the threat of these activities, employees must disclose such information in accordance with Policy 8406 - Reports of Suspicious Activity and Potential Threats to Schools.

A teacher may remove the student from curricular activities under the teacher's supervision, but not from the premises. If a teacher makes an emergency removal, the teacher will notify a building administrator of the circumstances surrounding the removal in writing, as soon as practicable. No prior notice or hearing is required for any removal under this policy. In all cases of normal disciplinary procedures where a student is removed from a curricular activity for less than one (1) school day and is not subject to further suspension or expulsion, the following due process requirements do not apply.

If the emergency removal exceeds one (1) school day, then a due process hearing will be held within three (3) school days after the removal is ordered. Written notice of the hearing and the reason for the removal and any intended disciplinary action will be given to the student as soon as practical prior to the hearing. If the student is subject to out-of-school suspension, the student will have the opportunity to appear at an informal hearing before the principal, assistant principal, Superintendent, or designee and has the right to challenge the reasons for the intended suspension or otherwise explain his/her actions. Within one (1) school day of the decision to suspend, written notification will be given to the parent(s)/guardian(s) or custodian of the student and Fiscal Officer of the School Board. This notice will include the reasons for the suspension, the right of the student or parent(s)/guardian(s) to appeal to the Board or its designee and the student's right to be represented in all appeal proceedings. If it is probable that the student may be subject to expulsion, the hearing will take place within three (3) school days and will be held in accordance with the procedures outlined in the Policy 5611 - Due Process Rights.

If the Superintendent or principal reinstates a student prior to the hearing for emergency removal, the teacher may request and will be given written reasons for the reinstatement. The teacher cannot refuse to reinstate the student.

In an emergency removal, a student can be kept from class until the matter of the misconduct is disposed of either by reinstatement, suspension, or expulsion.

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Legal	F.S. 1006.07 F.S. 1006.09
Cross References	po5611V1 - DUE PROCESS RIGHTS po5611V2 - DUE PROCESS RIGHTS

Last Modified by Jacquelin Collins on December 13, 2018

Item Number: 14.A.  
Meeting Date: 4/9/2019  
Item Type: NEW BUSINESS:

**AGENDA REQUEST FORM**  
City Of Cape Coral Charter School Authority

**TITLE:**

Discussion and Adoption of New Language for NEOLA POLICY 6210-FISCAL PLANNING -  
MaryAnne Moniz, Business Manager

**SUMMARY:**

Adoption of fiscal planning revised language.

**ADDITIONAL INFORMATION:**

This revised language aligns the CSA with City financial management policies.

**RECOMMENDED ACTION:**

Adopt new language of NEOLA POLICY 6210 - FISCAL PLANNING that deletes and replaces  
"annual resources " with "annual expenditures."

**ATTACHMENTS:**

Description	Type
▢ NEOLA POLICY 6210 - FISCAL PLANNING	Backup Material

**BOARD  
APPROVED**

**APR 09 2019**

CITY OF CAPE CORAL  
CHARTER SCHOOL AUTHORITY



CITY OF CAPE CORAL  
CHARTER SCHOOL AUTHORITY

DATE	APR 11 2018
TIME	10:00 AM
LOCATION	BOARD MEETING

MEMORANDUM FOR THE BOARD OF CHARTER SCHOOL AUTHORITY  
SUBJECT: [Illegible]

TO: THE BOARD OF CHARTER SCHOOL AUTHORITY

FROM: [Illegible]

RE: [Illegible]

DATE: [Illegible]

**APPROVED**

APR 9 2018

CITY OF CAPE CORAL  
CHARTER SCHOOL AUTHORITY

Book Policy Manual  
Section 6000 Finances  
FISCAL PLANNING  
Number po6210  
Status Proposed for Adoption  
Adopted

BOARD  
APPROVED  
APR 09 2019  
CITY OF CAPE CORAL  
CHARTER SCHOOL AUTHORITY



#### 6210 – FISCAL PLANNING

The Governing Board shall collect and assemble the information necessary to discharge its responsibility for the fiscal management of the Authority and to plan for the financial needs of the educational program. The Board shall also maintain both short and long range projections of Authority financial requirements.

Pursuant to Florida, statutes and Policy 6220, the Board shall develop, advertise, and then approve a budget for each fiscal year. The tentative proposed budget and the adopted budget of the Board shall be posted on the Authority's official website.

Costs shall be contained, where possible, so that annual expenditures do not exceed the annual resources. The Charter School Authority shall maintain, at minimum an unassigned fund balance in its operating fund equal to 5% of the annual expenditures.


As required by Florida statutes and Board Policy 8310 – Public Records, all records related to the annual budget shall be open to the public for inspection.

It is understood that the Authority's records and financial statements shall be audited by the Auditor General, State of Florida, or, in those years not audited by the State Auditor General, by a contracted certified public accounting firm. The auditor shall prepare and submit to the Board an annual review and opinion of said records.

The Superintendent shall develop and update as needed the administrative procedures necessary to provide for an equitable distribution of resources within the authority and for the regular review of the fiscal budget.

Legal F.S. 11.45, 218.39, 1001.42, 1010.30, 1013.35

Last Modified November 8, 2017

Book	Policy Manual
Section	6000 Finances
	FISCAL PLANNING
Number	p06210
Status	Active
Adopted	April 12, 2016

**6210 - FISCAL PLANNING**

The Governing Board shall collect and assemble the information necessary to discharge its responsibility for the fiscal management of the Authority and to plan for the financial needs of the educational program. The Board shall also maintain both short and long range projections of Authority financial requirements.

Pursuant to Florida statutes and Policy 6220, the Board shall develop, advertise, and then approve a budget for each fiscal year. The tentative proposed budget and the adopted budget of the Board shall be posted on the Authority's official website.

Costs shall be contained, where possible, so that annual expenditures do not exceed the annual resources. Furthermore, the Board shall strive to maintain an unreserved fund balance in its operating funds equal to five percent (5%) of the annual resources.

As required by Florida statutes and Board Policy 8310 - Public Records, all records related to the annual budget shall be open to the public for inspection.

It is understood that the Authority's records and financial statements shall be audited by the Auditor General, State of Florida, or, in those years not audited by the State Auditor General, by a contracted certified public accounting firm. The auditor shall prepare and submit to the Board an annual review and opinion of said records.

The Superintendent shall develop and update as needed the administrative procedures necessary to provide for an equitable distribution of resources within the Authority and for the regular review of the fiscal budget.

 **Repealed 2013**

Legal F.S. 11.45, 218.39, 1001.42, 1010.30, 1013.35

Last Modified by Tammy R Shroyer on November 8, 2017



Book Policy Manual

Section REVISED School Safety Special Release

Title NEW/REVISED POLICY - SPEC. REL. - SCHOOL SAFETY - ENVIRONMENTAL HEALTH PROGRAM

Code po7430.01 New info 8/13/18 jc 8/31/18

Status

## **NEW/REVISED POLICY - SPEC. REL. - SCHOOL SAFETY**

### **7430.017440-01 - ENVIRONMENTAL HEALTH PROGRAM**~~PROTECTION OF PERSONNEL AND PROPERTY~~

~~It shall be the responsibility of the School Board to provide safety and security for all students employees of the Board.~~

#### **Environmental Health and Safety Program**

The Superintendent shall direct the development, implementation, and enforcement of an environmental health ~~and safety~~ program, compliant with applicable laws, ~~and regulations, and Board policies~~ designed to prevent injury and illness to employees, students, and the general public, and damage to property or the environment arising from the District's operations. ~~The program shall include, at a minimum, loss prevention, employee training, facility inspections, and corrective maintenance.~~

~~The principal or facility manager is responsible for the environmental health and safety program at their school or facility and for correction of "operation of plant" deficiencies within the time period specified.~~

#### **Fire Exit Drills**

~~Carefully planned and executed fire exit drills shall be conducted at the beginning of each semester, at times designated by the principal, following instruction of all classes regarding exits to be used in case of fire. At least one (1) fire exit drill shall be conducted every month school is in session. Any emergency evacuation drill (e.g., "crisis event"), completely performed, may be substituted for a required fire exit drill in a given month. All drills and all deficiencies affecting egress shall be documented in writing.~~

#### **Casualty, Sanitation, Fire Safety, and Other Inspections**

Inspections of all buildings including educational facilities, ancillary plants, and auxiliary facilities for casualty safety, and sanitation shall be conducted at least once during each fiscal year ~~by the Board and once~~ by the local fire official (for fire safety). Conditions that may affect environmental health and safety or impair operation of the plant will be reported, with recommendations for corrective action.

Each school cafeteria must post in a visible location and on the school website the school's semiannual sanitation certificate and a copy of its most recent sanitation inspection report.

Under the direction of the ~~final~~ fire official appointed by the Board, fire-safety inspections of each educational and ancillary plant located on property owned or leased by the Board, or other educational facilities operated by the Board, shall be made no sooner than one (1) year after issuance of a certificate of occupancy and annually thereafter. Such inspections shall be made by persons properly certified by the Division of State Fire Marshal to conduct fire-safety inspections in public educational and ancillary plants.

Pursuant to State law, a copy of the fire safety inspection report shall be submitted within ten (10) business days after the date of the inspection to the appropriate authority providing fire protection services to the school facility.

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Legal

F.S. 1001.41

F.S. 1001.42

F.S. 1013.12

F.A.C. Chapter 69A-58

Last Modified by Jacquelin Collins on August 31, 2018

Book	Policy Manual
Section	Special Release - School Safety
Title	REVISED POLICY - SPEC. REL. - SCHOOL SAFETY - PLANT SECURITY
Code	po7440 12/12/18 jc
Status	
Adopted	April 12, 2016

### **REVISED POLICY - SPEC. REL. - SCHOOL SAFETY**

#### **7440 - PLANT SECURITY**

~~School District buildings, facilities, and property are significant financial investments that must be protected. Buildings constitute the greatest financial investment of the District. It is in the best interest of the School Board to protect the District's investment adequately.~~ The buildings and equipment owned by the Board shall be protected from theft and vandalism in order to maintain the optimum conditions for carrying out the educational programs.

The Superintendent shall develop and supervise a program for the security of the school buildings, school grounds, and school equipment pursuant to Florida law statute and rules of the State. ☒ Such a program may include, but is not limited to,:

- A. ☒ securing entries;
- B. ☒ checkpoint construction;
- C. ☒ lighting specifically designed for entry point security;
- D. ☒ video surveillance equipment and security cameras;
- E. ☒ automatic locks and locking devices;
- F. ☒ electronic security systems;
- G. ☒ fencing designed to prevent intruder entry into a building;
- H. ☐ bullet proof glass; security alarm devices;
- I. ☐ or monitoring devices in appropriate public areas in and around the schools and other District facilities.

Every effort shall be made to apprehend those who knowingly cause serious physical harm to District property and to require such persons to rectify the damage or pay a fee to cover repairs. A reward may be offered for apprehending such persons.

☒ Appropriate authorities may be contacted in the case of serious offenses.

☒ The Superintendent is authorized to install metal detectors and other security devices which would assist in the detection of guns and dangerous weapons.

~~( ) in school buildings.~~

(x ) on District property.

The Superintendent shall report to the Board each major case of vandalism and the extent of the damage.

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Legal F.S. 1001.51

**Cross References**

ap7440 - PLANT SECURITY

ap7440A - QUESTIONS ON THE USE OF METAL DETECTORS

ap7440B - METAL DETECTOR SEARCH PROCEDURES

Last Modified by Jacquelin Collins on December 13, 2018

Book	Policy Manual
Section	Special Release - School Safety
Title	DELETE POLICY - SPEC. REL. - SCHOOL SAFETY - PROTECTION OF PERSONNEL AND PROPERTY
Code	po7440.01 12/12/18 jc
Status	
Adopted	April 12, 2016

### **DELETE POLICY - SPEC. REL. - SCHOOL SAFETY**

#### **7440.01—PROTECTION OF PERSONNEL AND PROPERTY**

~~It shall be the responsibility of the School Board to provide safety and security for all students and employees of the Board.~~

##### **A. Environmental Health and Safety Program**

~~The Superintendent shall direct the development, implementation, and enforcement of an environmental health and safety program, compliant with applicable laws and regulations, designed to prevent injury and illness to employees, students, and the general public, and damage to property or the environment arising from the District's operations. The program shall include, at a minimum, loss prevention, employee training, facility inspections, and corrective maintenance.~~

~~The principal or facility manager is responsible for the environmental health and safety program at their school or facility and for correction of "operation of plant" deficiencies within the time period specified.~~

##### **B. Fire Exit Drills**

~~Carefully planned and executed fire exit drills shall be conducted at the beginning of each semester, at times designated by the principal, following instruction of all classes regarding exits to be used in case of fire. At least one (1) fire exit drill shall be conducted every month school is in session. Any emergency evacuation drill (e.g., "crisis event"), completely performed, may be substituted for a required fire exit drill in a given month. All drills and all deficiencies affecting egress shall be documented in writing.~~

##### **C. Casualty, Sanitation, Fire Safety, and Other Inspections**

~~Inspections of all buildings including educational facilities, ancillary plants, and auxiliary facilities for casualty safety, and sanitation shall be conducted at least once during each fiscal year by the Board and once by the local fire official (for fire safety). Conditions that may affect environmental health and safety or impair operation of the plant will be reported, with recommendations for corrective action.~~

~~Each school cafeteria must post in a visible location and on the school website the school's semiannual sanitation certificate and a copy of its most recent sanitation inspection report.~~

~~Under the direction of the final official appointed by the Board, fire safety inspections of each educational and ancillary plant located on property owned or leased by the Board, or other educational facilities operated by the Board, shall be made no sooner than one (1) year after issuance of a certificate of occupancy and annually thereafter. Such inspections shall be made by persons properly certified by the Division of State Fire Marshal to conduct fire safety inspections in public educational and ancillary plants.~~

~~Pursuant to State law, a copy of the fire safety inspection report shall be submitted within ten (10) business days after the date of the inspection to the appropriate authority providing fire protection services to the school facility.~~

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F.S. 1001.41

F.S. 1001.42

F.S. 1013.12

F.A.C. 69A-58.004

Last Modified by Jacquelin Collins on December 13, 2018

April-May 2019 – adoption/repeal/amended

<b>POLICY</b>	<b>TITLE</b>
<b>1213:</b>	Student Supervision and Welfare - Administrators
<b>3213:</b>	Student Supervision and Welfare – Instructional Staff
<b>4213:</b>	Student Supervision and Welfare – Support Staff
<b>5112:</b>	Entrance Requirements
<b>5500:</b>	Student Conduct
<b>5610.01:</b>	Emergency Removal of Students
<b>6210:</b>	Fiscal Planning
<b>7430.01:</b>	Environmental Health Program
<b>7440:</b>	Plant Security
<b>7440.01:</b>	Protection of Personnel and Property
<b>7540:</b>	Computer Technology and Networks
<b>7540.02:</b>	Authority Web Page
<b>7540.04:</b>	Staff Network and Internet Acceptable Use and Safety
<b>8405:</b>	School Safety and Security
<b>8406:</b>	Reports of Suspicious Activity and Potential Threats to Schools
<b>8407</b>	Safe-School Officers
<b>8410:</b>	Crisis Event Intervention and Response
<b>8420:</b>	Emergency Management, emergency Preparedness, and Emergency Response Agencies

Book	Policy Manual
Section	REVISED Social Media
Title	TECHNOLOGY
Code	po7540 8/16/18 fsj 8/31/18 jc
Status	
Adopted	April 12, 2016

#### 7540 - **COMPUTER TECHNOLOGY AND NETWORKS**

The Governing Board is committed to the effective use of technology to both enhance the quality of student learning and the efficiency of Board operations.

However, the use of the Authority's network and technology resources by students is a privilege, not a right.

The Superintendent ~~or designee~~ shall develop and implement a written ~~Comprehensive Authority~~ Technology Plan (CTP). Procedures for the proper acquisition of technology shall be set forth in the CTP. The CTP shall also provide guidance to staff and students about making safe, appropriate, and ethical use of the Authority's network(s), as well as inform both staff and students about disciplinary actions that will be taken if ~~Authority Board~~ technology and/or networks are abused in any way or used in an inappropriate, illegal, or unethical manner.

Annually, the Superintendent or designee shall develop a written Comprehensive Technology Plan (CTP), recommend the CTP to the Board for approval, and, upon approval, implement the CTP.

Annually the Superintendent shall require the review of the implementation of the current CTP, update that plan as need be, and recommend the updated plan for approval by the Board. The CTP will address the need for Authority technology resources for all the Authority's instructional, operational and business functions, including, but not limited to software licenses, infrastructure hardware and software, technical support, telecommunication devices, servers, data storage, and recovery systems (both internal and external).

~~The Superintendent shall establish a technology governance committee to review and revise of the CTP and recommend revisions necessary to update it.~~

~~The Superintendent shall appoint members of the administrative, instructional, curriculum, operations, business, and information technology staff to the technology governance committee.~~

Procedures for the proper acquisition of technology shall be set forth in the CTP. The CTP shall also provide guidance to staff and students about making safe, appropriate, and ethical use of District technology resources, as well as inform both staff and students about disciplinary actions that will be taken if its technology resources are abused in any way or used in an inappropriate, illegal, or unethical manner. (see Policy 7540.03 and AP 7540.03 - Student Technology Acceptable Use and Safety, and Policy 7540.04 and AP 7540.04 - Staff Technology Acceptable Use and Safety).

This policy, along with the Student and Staff Technology Acceptable Use and Safety policies, and the Code of Student Conduct further govern students' and staff members' use of their wireless communication devices (see Policy 5136 and Policy 7530.02). Users have no right or expectation of privacy when using District technology resources (including, but not limited to, privacy in the content of their personal files, e-mails, and records of their online activity when using the Authority's computer network and/or Internet connection).

Further, safeguards shall be established so that the Board's investment in both hardware and software is achieving the benefits of technology and inhibits negative side effects. Accordingly, students shall be educated about appropriate online behavior including, but not limited to, using social media to interact with others online; interacting with other individuals in chat rooms or on blogs; and, recognizing what constitutes cyberbullying, understanding cyberbullying is a violation of Authority policy, and



learning appropriate responses if they are victims of cyberbullying.

~~Social media shall be defined as internet-based applications (such as Facebook, MySpace, Twitter, etc.) that turn communication into interactive dialogue between users. The Board authorizes the instructional staff to access social media from the Authority's network, provided such access has an educational purpose for which the instructional staff member has the prior approval of the Principal.~~

[CHOOSE ONE OF THE THREE OPTIONS, IF DESIRED]

OPTION #1

~~[ ] Staff may use of Authority approved social media platforms/sites shall be consistent with Policy 7544. Students must comply with Policy 7540.03 and Policy 5136 when using District technology resources to access and/or use District approved social media platforms/sites.~~

~~Similarly, staff must comply with Policy 7544, Policy 7540.04, and Policy 7530.02 when using Authority technology resources to access and/or use Authority approved social media platforms/sites.~~

OR

OPTION #2 [DRAFTING NOTE: Choose this option if the Authority intends to **prohibit staff and students from accessing social media using Authority technology resources. If so, Policy 7544 is not necessary.**]

~~[ ] The Board prohibits students and staff members from using District technology resources to access and/or use social media.~~

OR

OPTION #3

[ x ] The Board prohibits students from using District technology resources to access and/or use social media for other than instructional purposes.

Staff may use District-approved social media platforms/sites in accordance with Policy 7544 [ ] and, pursuant to Policy 7540.02, may use web content, apps, and services for one-way communication with the Authority's constituents [END OF OPTION]. Authorized staff may use District technology resources to access and use Authority-approved social media platforms/sites to increase awareness of Authority programs and activities, as well as to promote achievements of staff and students, provided the Superintendent approves, in advance, such access and use. Use of Authority-approved social media platforms/sites for business-related purposes is subject to Florida's public records laws and, as set forth in Policy 7544, staff members are responsible for archiving their social media and complying with the District's record retention schedule. (see Policy 8310 - Public Records.

[DRAFTING NOTE: Retain this provision if the Authority has chosen an option in Policy 7544 permitting staff to access social media from District technology resources or from personal technology resources.]

[ x ] Staff must comply with Policy 7544, Policy 7540.04, and Policy 7530.02 when using Authority technology resources [x ] or personally-owned WCDs [END OF OPTION] to access and/or use social media for personal purposes.

[END OF OPTIONS]

However, personal access and use of social media, blogs, or chat rooms from the Authority's network is expressly prohibited and shall subject students and staff members to discipline in accordance with Board policy.

The Superintendent shall review the COTP and report any changes, amendments, or revisions to the Board annually.

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F.S. 1001.43

Book	Policy Manual
Section	REVISED Social Media
Title	Replacement Policy AUTHORITY WEB CONTENT, APPS, AND SERVICES
Code	po7540.02 8/16/18 FSJ 8/31/18 jc
Status	
Adopted	April 12, 2016

#### **7540.02 - AUTHORITY WEB CONTENT, APPS AND SERVICESPAGE**

~~The Governing Board authorizes staff members and students to create web pages/sites that will be hosted on the Board's servers and published on the Internet. The web pages/sites must reflect the professional image of the Authority, its employees, and students. The content of all pages must be consistent with the Board's Mission Statement and staff created web pages/sites are subject to prior review and approval of the Superintendent. Student created web pages/sites are subject to Policy 5722 ("School Sponsored Student Publications and Productions"). The creation of web pages/sites by students must be done under the supervision of a professional staff member.~~

~~The purpose of web pages/sites hosted on the Board's servers is to educate, inform, and communicate. The following criteria shall be used to guide the development of such web pages/sites:~~

##### **A. Educate**

~~Content should be suitable for and usable by students and teachers to support the curriculum and the Board's objectives as listed in the Board's strategic plan.~~

##### **B. Inform**

~~Content may inform the community about the school, teachers, students, or departments, including information about curriculum, events, class projects, student activities, and departmental policies.~~

##### **C. Communicate**

~~Content may communicate information about the plans, policies, and operations of the Authority to members of the public and other persons who may be affected by Authority matters.~~

~~The information contained on the Board's web site should reflect and support the Board's mission statement, educational philosophy, and the school improvement process.~~

~~When the content includes a photograph or information relating to a student, the Board will abide by the provisions of Policy 8330—Student Records.~~

~~All links included on web pages must also meet the above criteria and comply with State and Federal law (e.g., copyright laws, Children's Internet Protection Act, and the Americans with Disabilities Act).~~

~~Under no circumstances is a web site to be used for commercial purposes, advertising, lobbying for candidates for public office, or to provide financial gains for any individual. Included in this prohibition is the fact no web pages contained on the Authority's web site may: (1) include statements or other items that support or oppose a candidate for public office, the investigation, prosecution or recall of a public official, or passage of a tax levy or bond issue; (2) link to a web site of another organization if the other web site includes such a message; or (3) communicate information that supports or opposes any labor organization or any action by, on behalf of, or against any labor organizations. In addition, before any statement that supports a tax referendum proposed by the Authority is posted on the Authority website, or on any web pages linked to the Authority web site, the Board shall adopt a resolution at a public meeting declaring that such statement serves a public purpose. Nothing in this paragraph shall prevent the Board from linking on the Authority's web site to recognized news/media outlets (e.g., local newspapers' web sites, local television stations' web sites).~~

~~Under no circumstances is a staff member created web page/site, including personal web pages/sites, to be used to post student progress reports, grades, class assignments, or any other similar class related material. The Board maintains its own web site that employees are required to use for the purpose of conveying information to students and/or parents.~~

~~Staff members are prohibited from requiring students to go to the staff member's personal web pages/sites (including, but not limited to, their Facebook or MySpace pages) to check grades, obtain class assignments, and/or class-related materials, and/or to turn in assignments.~~

~~If a staff member creates a web page/site related to his/her class, it must be hosted on the Board's server. Pages should reflect an understanding that both internal and external audiences will be viewing the information. School web sites must be located on Board-affiliated servers.~~

~~The Superintendent shall prepare procedures defining the rules and standards applicable to the use of the Board's web site and the creation of web pages/sites by staff and students.~~

~~The Board retains all proprietary rights related to the design of web sites and/or pages that are hosted on the Board's servers, absent written agreement to the contrary.~~

~~Students who want their class work to be displayed on the Board's web site must have written parent permission and expressly license its display without cost to the Board.~~

~~Prior written parental permission is necessary for a student to be identified by name on the Board's web site.~~

## **1. Creation of Content for Web Pages/Sites, Apps and Services**

The School Board Authority Board authorizes staff members [x ] and students to create content, apps, and services (see Bylaw 0100, Definitions) that will be hosted by the Board on its servers or District-affiliated servers and/or published on the Internet.

The content, apps and services must comply with applicable State and Federal laws (e.g., copyright laws, Children's Internet Protection Act (CIPA), Section 504 of the Rehabilitation Act of 1973 (Section 504), Americans with Disabilities Act (ADA), and Children's Online Privacy Protection Act (COPPA)), and reflect the professional image/brand of the District, its employees, and students. Content, apps, and services must be consistent with the Board's Mission Statement and staff-created web content, services and apps are subject to prior review and approval of the Superintendent before being published on the Internet and/or used with students.

**[NOTE: CHOOSE ONE, BOTH, OR NONE OF THE FOLLOWING OPTIONS.]**

[x ]Student-created content, apps, and services are subject to Policy 5722 - School-Sponsored Student Publications and Productions.

[x ]The creation of content, apps, and services by students must be done under the supervision of a professional staff member.

**[END OF OPTIONS]**

## **2. Purpose of Content of District Web Pages/Sites, Apps, and Services**

The purpose of content, apps, and services hosted by the Board on its servers or Authority District-affiliated servers is to educate, inform, and communicate. The following criteria shall be used to guide the development of such content, apps, and services:

### **1. Educate**

Content should be suitable for and usable by students and teachers to support the curriculum and the Board's objectives as listed in the Board's strategic plan.

### **2. Inform**

Content may inform the community about the school, teachers, students, or departments, including information about curriculum, events, class projects, student activities, and departmental policies.

### **3. Communicate**

Content may communicate information about the plans, policies and operations of the District to members of the public and other persons who may be affected by District matters.

The information contained on the Board's website(s) should reflect and support the Board's mission statement, educational philosophy, and the school improvement process.

When the content includes a photograph or personally identifiable information relating to a student, the Board will abide by the provisions of Policy 8330 - Student Records.

Under no circumstances is District-created content, apps, and services to be used for commercial purposes, advertising, political lobbying or to provide financial gains for any individual. Included in this prohibition is the fact no content contained on the District's website may:

1. include statements or other items that support or oppose a candidate for public office, the investigation, prosecution or recall of a public official, or passage of a tax levy or bond issue;
2. link to a website of another organization if the other website includes such a message; or
3. communicate information that supports or opposes any labor organization or any action by, on behalf of, or against any labor organization.

[ x]Under no circumstances is staff member-created content, apps, and services, including personal web pages/sites, to be used to post student progress reports, grades, class assignments, or any other similar class-related material. Employees are required to use the Board-specified website, app, or service (e.g., Progressbook, \_\_\_\_\_) for the purpose of conveying information to students and/or parents.

[ ]Staff members are prohibited from requiring students to go to the staff member's personal web pages/sites (including, but not limited to, their Facebook, Instagram, Pinterest pages) to check grades, obtain class assignments and/or class-related materials, and/or to turn in assignments.

[ X]If a staff member creates content, apps, and services related to his/her class, it must be hosted on the Board's server or a Authority-affiliated server.

[ x]Unless the content, apps, and services contains student personally-identifiable information, Board websites, apps, and web services that are created by students and/or staff members that are posted on the Internet should not be password protected or otherwise contain restricted access features, whereby only employees, student(s), or other limited groups of people can access the site. Community members, parents, employees, staff, students, and other website users will generally be given full access to the Board's website(s), apps, and services.

Web content, apps, and services should reflect an understanding that both internal and external audiences will be viewing the information.

School web pages/sites, apps, and services must be located on Board-owned or District-affiliated servers.

~~The Superintendent shall prepare administrative procedures defining the rules and standards applicable to the use of the Board's website and the creation of web content, apps, and services by staff [ ] and students.~~

The Board retains all proprietary rights related to the design of web content, apps and services that are hosted on Board-owned or Authority-affiliated servers, absent written agreement to the contrary.

Students who want their class work to be displayed on the Board's website must have written parent permission and expressly license its display without cost to the Board.

Prior written parent permission is necessary for a student to be identified by name on the Board's website.

### **3. Website Accessibility**

The District is committed to providing persons with disabilities an opportunity equal to that of persons without disabilities to participate in the District's programs, benefits, and services, including those delivered through electronic and information technology, except where doing so would impose an undue burden or create a fundamental alteration. The Authority is further committed to ensuring persons with disabilities are able to acquire the same information, engage in the same interactions, and enjoy the same benefits and services within the same timeframe as persons without a disability, with substantially equivalent ease of use; that they are not excluded from participation in, denied the benefits of, or otherwise subjected to discrimination in any District programs, services, and activities delivered online, as required by Section 504 and Title II of the ADA and their implementing regulations; and that they receive effective communication of the District's programs, services, and activities delivered online.

The Authority adopts this policy to fulfill this commitment and affirm its intention to comply with the requirements of

Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. 794, 34 C.F.R. Part 104, and Title II of the Americans With Disabilities Act of 1990, 42 U.S.C. 12131 and 28 C.F.R. Part 35 in all respects.

### 1. Technical Standards

The Authority will adhere to the technical standards of compliance identified at <http://www.capecharterschools.org/governing-board> **[INSERT link to Board's website]**. The District measures the accessibility of online content and functionality according to the World Wide Web Consortium's Web Content Accessibility Guidelines (WCAG) 2.0 Level AA, and the Web Accessibility Initiative Accessible Rich Internet Applications Suite (WAI-ARIA 1.1) for web content. ( )  
~~[insert another acceptable standard selected by the District];~~

**[DRAFTING NOTE: OCR recommends WCAG 2.0 Level AA.]**

### 2. Web Accessibility Coordinator

The Board designates its ~~( )~~ Section 504/ADA Compliance Coordinator(s) **(x )** Technology Director ~~( )~~ as the District's web accessibility coordinator(s). That individual(s) is responsible for coordinating and implementing this policy.

**[Select Option 1 or 2]**

**[x ] [OPTION 1]**

See Board Policy 2260.01 for the Section 504/ADA Compliance Coordinator(s)' contact information.

~~**[ ] [OPTION 2]**~~

~~The Authority's Web Accessibility Coordinator(s) can be reached at \_\_\_\_\_ **[Insert name or title, address, e-mail, phone];**~~

**[End of Option 1 & 2]**

### 3. Third Party Content

Links included on the Board's website(s), services, and apps that pertain to its programs, benefits, and/or services must also meet the above criteria and comply with State and Federal law (e.g. copyright laws, CIPA, Section 504, ADA, and COPPA). While the Authority strives to provide access through its website to online content provided or developed by third parties (including vendors, video-sharing websites, and other sources of online content) that is in an accessible format, that is not always feasible. The Authority's administrators and staff, however, are aware of this requirement with respect to the selection of online content provided to students. The District's web accessibility coordinator or his/her designees will vet online content available on its website that is related to the District's programs, benefits, and/or services for compliance with this criteria for all new content placed on the District's website after adoption of this policy.

Nothing in the preceding paragraph, however, shall prevent the Authority from including links on the Board's website(s) to:

1. recognized news/media outlets (e.g., local newspapers' websites, local television stations' websites), or
2. websites, services, and/or apps that are developed and hosted by outside vendors or organizations that are not part of the Authority's program, benefits, or services.

The Board recognizes that such third party websites may not contain age-appropriate advertisements that are consistent with the requirements of Policy 9700.01, AP 9700B, and State and Federal law.

### 4. Regular Audits

The Authority, under the direction of the web accessibility coordinator(s) or his/her/their designees, will, at regular intervals, audit the Authority's online content and measure this content against the technical standards adopted above.

~~( ) This audit will occur no less than once every two (2) years.~~

If problems are identified through the audit, such problems will be documented, evaluated, and, if necessary, remediated

within a reasonable period of time.

#### 5. Reporting Concerns or Possible Violations

If any student, prospective student, employee, guest, or visitor believes that the District has violated the technical standards in its online content, s/he may contact the web accessibility coordinator with any accessibility concerns. S/He may also file a formal complaint utilizing the procedures set out in Board Policy 2260 and Policy 2260.01 relating to Section 504 and Title II.

#### 4. Instructional Use of Apps and Web Services

The Board authorizes the use of apps and services to supplement and enhance learning opportunities for students either in the classroom or for extended learning outside the classroom.

##### **[SELECT OPTION #1 OR #2]**

##### **[ ] [OPTION #1]**

The Board requires the ( x ) Superintendent ( x ) or designee pre-approve each app and/or service that a teacher intends to use to supplement and enhance student learning. To be approved, the app and/or service must have a FERPA-compliant privacy policy, as well as comply with all requirements of the Children's Online Privacy Protection Act (COPPA) and the Children's Internet Protection Act (CIPA) ~~( - )~~ and Section 504 and the ADA.

##### **~~[ ] [OPTION #2]~~**

~~A teacher who elects to supplement and enhance student learning through the use of apps and/or services is responsible for verifying/certifying to the ( - ) Superintendent ( - ) that the app and/or service has a FERPA compliant privacy policy, and it complies with all requirements of the Children's Online Privacy Protection Act (COPPA) and the Children's Internet Protection Act (CIPA) ( - ) and Section 504 and the ADA.~~

##### **[END OF OPTIONS]**

The Board further requires

( x ) the use of a Board-issued e-mail address in the login process.

~~( - ) prior written parental permission to use a student's personal e-mail address in the login process. x )~~

#### 5. Annual Training

The Authority will provide ~~( - ) annual~~ ( x ) periodic training for its employees who are responsible for creating or distributing information with online content so that these employees are aware of this policy and understand their roles and responsibilities with respect to web design, documents and multimedia content.

#### 6. One-Way Communication Using District Web Content, Apps and Services

The Authority is authorized to use web pages/sites, apps and services to promote school activities and inform stakeholders and the general public about District news and operations.

Such communications constitute public records that will be archived.

When the Board or Superintendent designates communications distributed via Authority web pages/sites, apps and services to be one-way communication, public comments are not solicited or desired, and the web site, app or service is to be considered a nonpublic forum.

If the Authority uses a apps and web service that does not allow the Authority to block or deactivate public comments (e.g., Facebook, which does not allow comments to be turned-off, or Twitter, which does not permit users to disable private messages or mentions/replies), the Authority's use of that apps and web service will be subject to Policy 7544 - Use of Social Media, unless the District is able to automatically withhold all public comments.

If unsolicited public comments can be automatically withheld, the Authority will retain the comments in accordance with its adopted record retention schedule (see AP 8310A - Requests for Public Records), but it will not review or consider those comments.

**[DRAFTING NOTE: Authorities are advised to adopt a new category of records that covers such "hidden**

**public comments” on social media. Unless dictated by State law, retention periods established by the Authority for such unsolicited communications should be limited.]**

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Legal	34 C.F.R. Part 99
	20 U.S.C . 1232g
	Protecting Children in the 21st Century Act, Pub. L No. 110-385, Title II, Stat. 4096 (2008)
	F.A.C. 6A-10.081
	F.S. Chapter 119
	F.S. 1001.32(2), 1001.41, 1001.42, 1001.43, 1002.221
	P.L. 106-554, Children's Internet Protection Act of 2000
Cross References	ap9700B- Criteria for Commercial Messages
	ap8310A- Requests for Public Records
	po9700.01- advertising and Commercial Activities
	po8330- Student Records
	po5722- School-Sponsored Publications and Productions
	2260.01- Section 504/ADA Prohibition Against Discrimination Based on Disability
	po 2260- Nondiscrimination and Access to Equal Educational Opportunity
	po0100- Definitions

Last Modified by Mark Moriarty on September 11, 2018

Book	Policy Manual
Section	REVISED Social Media
Title	STAFF NETWORK AND INTERNET ACCEPTABLE USE AND SAFETY
Code	po7540.04 8/16/18 fsj 8/31/18 jc
Status	
Adopted	April 12, 2016

#### **7540.04 - STAFF NETWORK AND INTERNET ACCEPTABLE USE AND SAFETY**

Advances in telecommunications and other related technologies have fundamentally altered the ways in which information is accessed, communicated, and transferred in society. Such changes are driving the need for educators to adapt their means and methods of instruction, and the way they approach student learning, to harness and utilize the vast, diverse, and unique resources available on the Network/Internet. The Authority is pleased to provide Network/Internet service to its staff. The Authority's Internet system has a limited educational purpose. The Authority's Internet system has not been established as a public access service or a public forum. The Board has the right to place restrictions on its use to assure that use of the Authority's Internet system is in accord with its limited educational purpose. Staff use of the Authority's computers, network, and Internet services ("Network") will be governed by this policy and the related administrative guidelines, and any applicable employment contracts and collective bargaining agreements. The due process rights of all users will be respected in the event there is a suspicion of inappropriate use of the Network. Users have a limited privacy expectation in the content of their personal files and records of their online activity while on the Network.

The Authority encourages staff to utilize the Network/Internet in order to promote educational excellence in our schools by providing them with the opportunity to develop the resource sharing, innovation, and communication skills and tools that are essential to both life and work. The Authority encourages the faculty to develop the appropriate skills necessary to effectively access, analyze, evaluate, and utilize these resources in enriching educational activities.

It is not possible for the Authority to technologically limit student access to content that is available through the Authority's network/Internet connection to only that content that has been previewed and approved by Authority staff for instruction, study, and research or for Authority business purposes.

The Board has, however, implemented the use of a Technology Protection Measure, which is a specific technology that will protect against (e.g., filter or block) access to visual displays/depictions that are obscene, child pornography, and materials that are harmful to minors, as defined by the Children's Internet Protection Act. At the direction of the Board, the Technology Protection Measure has been configured to protect against access to other material and/or web sites considered inappropriate for students to access. The Technology Protection Measure may not be disabled at any time that students may be using the Network, if such disabling will cease to protect against access to materials that are prohibited under the Children's Internet Protection Act. The Superintendent may temporarily or permanently unblock access to sites containing appropriate material, if access to such sites has been inappropriately blocked by the Technology Protection Measure. The determination of whether material is appropriate or inappropriate shall be based on the content of the material and the intended use of the material, not on the protection actions of the Technology Protection Measure.

The Authority utilizes software and/or hardware to monitor online activity of staff members to restrict access to child pornography and other material that is obscene, objectionable, inappropriate, and/or harmful to minors. The Superintendent may disable the Technology Protection Measure to enable access for bona fide research or other lawful purposes.

Staff members will participate in professional development programs in accordance with the provisions of law and this policy. Training shall include:

- A. the safety and security of students while using e-mail, chat rooms, social media and other forms of direct electronic communications;
- B. the inherent danger of students disclosing personally identifiable information online;
- C. the consequences of unauthorized access (e.g., "hacking"), cyberbullying and other unlawful or inappropriate activities by students or staff online; and,



D. unauthorized disclosure, use, and dissemination of personal information regarding minors.

Furthermore, staff members shall provide instruction for their students regarding the appropriate use of technology and online safety and security as specified above, and staff members will monitor students' online activities while at school.

Monitoring may include, but is not necessarily limited to, visual observations of online activities during class sessions and/or use of specific monitoring tools to review browser history and network, server, and computer logs.

The disclosure of personally identifiable information about students online is prohibited.

Site administrators are responsible for providing training so that Network/Internet users under their supervision are knowledgeable about this policy and its accompanying procedures. The Governing Board expects that staff members will provide guidance and instruction to students in the appropriate use of the Network/Internet. All Network/Internet users are required to sign a written agreement annually or at the time of employment to abide by the terms and conditions of this policy and its accompanying procedures.

[ x ] Staff will be assigned a school email address that they are required to utilize for all school-related electronic communications, including those to students, parents and other constituents, fellowand other staff members, and vendors or individuals seeking to do business with the Authority.

[ ] With prior approval from the Superintendent or \_\_\_\_\_, staff may direct students who have been issued school assigned email accounts to use those accounts when signing up/registering for access to various online educational services, including mobile applications/apps that will be utilized by the students for educational purposes under the teacher's supervision.

Staff members are responsible for good behavior on Authority's computers/network and the Network/Internet just as they are in classrooms, school hallways, and other school premises and school sponsored events. Communications on the Network/Internet are often public in nature. General school rules for behavior and communication apply. The Authority does not sanction any use of the Network/Internet that is not authorized by or conducted strictly in compliance with this policy and its accompanying procedures. (x ) and Policy 7544 and it's accompanying procedure (END OPTION) Users who disregard this policy and its accompanying procedures may have their use privileges suspended or revoked, and disciplinary action taken against them.

**[NOTE: If the use of language about social media is authorized by to Policy 7540 and Policy 7544, choose the appropriate option to match that language.]**

[ x ] Staff members may only use Authority technology resources to access or use social media if it is done for educational or business-related purposes.

**[ x ] Staff members use of Authority technology resources to access or use social media is to be consistent with Policy 7544 and its accompanying procedure.**

**[DRAFTING NOTE: Choose the following option to provide further direction to staff regarding the appropriate versus inappropriate use of social media.]**

[x ] An employee's personal or private use of social media may have unintended consequences. While the Board respects its employees' First Amendment rights, those rights do not include permission to post inflammatory comments that could compromise the Authority's mission, undermine staff relationships, or cause a substantial disruption to the school environment. This warning includes staff members' online conduct that occurs off school property including from the employee's private computer. Postings to social media should be done in a manner sensitive to the staff member's professional responsibilities.

Users granted access to the Network/Internet through the Authority's computers assume personal responsibility and liability, both civil and criminal, for uses of the Network/Internet not authorized by this policy and its accompanying procedures. Furthermore, pursuant to State law, staff members shall not use the Authority's technology resources to knowingly distribute to a minor any material that is obscene and harmful to minors, as defined in F.S. 847.012, in any format and/or by any manner. Any staff member who knowingly distributes any such material to a minor also commits a felony under State law, and is subject to disciplinary action up to and including termination.

Staff members shall not access social media for personal use on the Authority's network, and shall access social media for educational use only after submitting a plan for that educational use and securing the Principal's approval of that plan in advance.

An employee's personal or private use of social media, such as Facebook, Twitter, MySpace, blogs, etc., may have unintended consequences. While the Board respects its employees' First Amendment rights, those rights do not include permission to engage in conduct that violates Board policies, the Code of Ethics of the Education Profession in Florida, the Principles of Professional Conduct for the Education Profession in Florida, or any other state or Federal laws, and may result in disciplinary action. This warning includes staff members' online conduct that occurs off school property including from the employee's private computer.

Federal and State law forbids schools and their employees from using or disclosing student education records without parental consent. (See Policy 8330 – Student Records) Posting personally identifiable information about students in any way on the Internet is, therefore, prohibited. Staff members, who violate State and Federal law, as well as Board policy, related to the disclosure of personally identifiable information about students might be disciplined. Further, Staff members who similarly violate State and Federal law, as well as Board policy, related to the disclosure of confidential employee information might also be disciplined.

The Board designates the Superintendent as the administrator responsible for initiating, implementing, and enforcing this policy and its accompanying procedures as they apply to staff members' use of the Network.

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#### Legal

20 U.S.C. 6777 (2003)

P.L. 106-554, Children's Internet Protection Act of 2000

47 U.S.C. 254(h),(1), Communications Act of 1934, as amended

F.S. 847.012, 1001.41, 1012.32

20 U.S.C. 6301 et seq., Part F, Elementary and Secondary Education Act of 1965, as amended

20 U.S.C. 6777, 9134 (2003)

18 U.S.C. 2256

18 U.S.C. 1460

18 U.S.C. 2246

47 C.F.R. 54.500 - 54.523

#### Cross References

ap7540.04- Staff Technology Acceptable Use and Safety

po7540- Technology

po2520- Selection and Adoption of Instructional Materials

po0100- Definitions

Last Modified by Jacquelin Collins on August 31, 2018

Book Policy Manual

Section Special Release - School Safety

Title REVISED POLICY - SPEC. REL. - SCHOOL SAFETY - SCHOOL SAFETY AND SECURITY

Code po8405 12/12/18 jc 12/14/18 mm

Status

Adopted April 12, 2016

### **REVISED POLICY - SPEC. REL. - SCHOOL SAFETY**

#### **8405 - SCHOOL SAFETY AND SECURITY**

The School Board is committed to maintaining a safe, secure, and drug-free environment in all of the District's schools.

School crime and violence are multifaceted problems that need to be addressed in a manner that utilizes all available resources in the community through a coordinated effort of District personnel, law enforcement agencies, first responders, and families. The Board further believes that school administrators and local law enforcement officials must work together to provide for the safety and welfare of students while they are at school or a school-related event or are on their way to and from school.

The Superintendent, in conjunction with the School Safety Specialist, shall develop a *School Safety and Security Plan* with input from representatives of the local law enforcement ☐ **agency** ☒ **agencies**; the local Fire Marshall(s) or his/her designee(s); representative(s) from emergency medical services;

- A. ~~☐ members of the Board;~~
- B. ☒ building administrators;
- C. ☒ representative(s) from the local emergency management agency;
- D. ☒ School Resource Officer(s);
- E. ~~☐ commissioned school safety officers;~~
- F. ~~☐ school guardians;~~
- G. ☒ local mental health ( ) **agency** ☒ **agencies**;
- H. ☒ teachers and staff;
- I. ~~☐ parents;~~
- J. ~~☐ students;~~
- K. ~~☐ (other, please specify) \_\_\_\_\_;~~
- L. ~~☐ (other, please specify) \_\_\_\_\_;~~

~~As required by State law, the Superintendent shall require the use of the Safety and Security Best Practices Updated survey developed by the Office of Program Policy Analysis and Government Accountability to conduct a self-assessment of the District's current safety and security practices.~~

~~Upon completion of these self-assessments, the Superintendent shall convene a safety and security review meeting for the purpose of reviewing the current *School Safety and Security Plan* and the results of the self-assessment; (b) identifying necessary modifications to the plan; (c) identifying additional necessary training for staff and students; and (d) discussing any other related matters deemed necessary by the meeting participants.~~

~~Participants in this meeting shall include the superintendent; District-level administrators; representatives of the local law enforcement [ ] agency [ ] agencies; the local Fire Marshall(s) or his/her designee(s); representative(s) from emergency medical services;~~

~~[ ] members of the Board;~~

~~[ ] building administrators;~~

~~[ ] representative(s) from the local emergency management service agency;~~

~~[ ] School Resource Officer(s);~~

~~[ ] local mental health ( ) agency ( ) agencies;~~

~~[ ] teachers and staff;~~

~~[ ] parents;~~

~~[ ] students;~~

~~[ ] (other, please specify) \_\_\_\_\_;~~

~~[ ] (other, please specify) \_\_\_\_\_.~~

### **School Safety Specialist**

The Superintendent or her designee is responsible for designating a school administrator to serve as the District's School Safety Specialist. The School Safety Specialist is responsible for the supervision and oversight for all school safety and security personnel, policies, and procedures in the District. The School Safety Specialist's responsibilities include, but are not limited to, the following:

- A. reviewing policies and procedures for compliance with Florida law and applicable rules;
- B. providing necessary training and resources to students and staff in matters relating to youth mental health awareness and assistance; emergency procedures, including active shooter training; and school safety and security;
- C. serving as the District liaison with local public safety agencies and national, State, and community agencies and organizations in matters of school safety and security;
- D. conducting a school security risk assessment in accordance with Florida law at each District school using the school security risk assessment tool developed by the Office of Safe Schools;
- E. coordinating with appropriate public safety agencies, as defined in F.S. 365.161, that are designated as first responders to a school's campus to conduct a tour of such campus once every three (3) years and to provide recommendations related to school safety;

Any changes related to school safety, emergency issues, and recommendations provided by the public safety agencies will be considered as part of the recommendations by the School Safety Specialist to the Board.

- F. providing, or arranging for the provision of, youth mental health awareness and assistance training to all school personnel as set forth in F.S. 1012.584;

The training program shall include, but is not limited to, the following:

1. an overview of mental illnesses and substance abuse disorders and the need to reduce the stigma of mental illness;
2. information on the potential risk factors and warning signs of emotional disturbance, mental illness, or substance use disorders, including, but not limited to, depression, anxiety, psychosis, eating disorders, and self-injury, as well as common treatments for those conditions and how to assess those risks; and
3. information on how to engage at-risk students with skills, resources, and knowledge required to assess the situation, and how to identify and encourage the student to use appropriate professional help and other support strategies, including, but not limited to, peer, social, or self-help care.

G. f. }

The Authority's District's School Safety Specialist shall earn, or designate one (1) or more individuals to earn, certification as a youth mental health awareness and assistance trainer as set forth in F.S. 1012.584.

### **Recommendations of the School Safety Specialist**

Based on the findings of the school security risk assessment, the School Safety Specialist must provide recommendations to the Board which identify strategies and activities that the Board should implement in order to improve school safety and security. Annually, the Board will review the school security risk assessment findings and the recommendations of the School Safety Specialist. Following the meeting at which safety and security in the District is reviewed, the Board shall receive the Superintendent's report of the self-assessment results at a publicly noticed Board meeting to provide the public an opportunity to hear the Board members discuss and take action on the report. At the meeting, the Superintendent shall make any necessary recommendations to the Board that identify strategies and activities that the Board should incorporate into the *School Safety and Security Plan* and/or implement in order to improve school safety and security. The *School Safety and Security Plan* is, however, confidential and is not subject to review or release as a public record.

The Superintendent School Safety Specialist shall report the school security risk assessment findings and the Board's action(s) to the Office of Safe Schools annually. shall report the self-assessment results and any action taken by the Board to review the School Safety and Security Plan to the Commissioner of Education within no later than thirty (30) days after the Board meeting.

As a part of the *School Safety and Security Plan*, the Board shall verify that it has procedures in place for keeping schools safe and drug-free that include (see also, Form 8330 F15 entitled Checklist of Policies and Guidelines Addressing No Child Left Behind Act of 2001):

- A. The Superintendent shall develop administrative procedures for the prevention of violence on school grounds, including the assessment and intervention with individuals whose behavior poses a threat to the safety of the school community.

### **Persistently Dangerous Schools**

The Board has set forth the rules with regard to expected behavior in Policy 5500 - Student Conduct and has established the consequences for violating the policy on student conduct in Policy 5600 - Student Discipline. The Board recognizes that not only Federal, but also State law requires that the District report annually incidents which meet the statutory definition of violent criminal offenses that occur in a school, on school grounds, on a school conveyance, or at a school-sponsored activity, as well as those incidents that would be a Gun-Free Schools Act violation. It is further understood that the Florida Department of Education will then use the data for the offenses identified in the Department's Unsafe School Choice Option Policy to determine whether or not a school is considered "persistently dangerous".

Pursuant to the Board's stated intent to provide a safe school environment, school administrators are expected to respond appropriately to any and all violations of the Student Code of Conduct, especially those of a serious, violent nature. In any year where the number of reportable incidents of violent criminal offenses in any school exceed the threshold number established in State law, the Superintendent shall

~~[ ] discuss this at the annual meeting for the purpose of reviewing the *School Safety and Security Plan* so that a plan of corrective action can be developed and implemented in an effort to reduce the number of these incidents in the subsequent year.~~

[ x ] convene a meeting of the building administrator, representative(s) of the local law enforcement [ x ] agency [ ] agencies, and any other individuals deemed appropriate for the purpose of developing a plan of corrective action that can be implemented in an effort to reduce the number of these incidents in the subsequent year.

The Superintendent shall make a report to the Board about this plan of corrective action and shall recommend approval and adoption of it.

In the unexpected event that the number of reportable incidents in three (3) consecutive school years exceeds the statutory threshold and the school is identified as persistently dangerous, the Superintendent shall offer parents and eligible students the opportunity to transfer to another school within the District that serves the same grades. If there is another school within the District serving the same grades, the transfer shall be completed in a timely manner. If there is not another school within the District that serves the same grades, then parents and eligible students will be advised that, although Federal and State law provides for an opportunity to transfer, they will be unable to do so.

In addition, the Superintendent shall

~~[ ] discuss this at the annual meeting for the purpose of reviewing the *School Safety and Security Plan* so that a plan of corrective action can be developed and implemented in an effort to reduce the number of these incidents in the subsequent year.~~

[x] convene a meeting of the building administrator, representative(s) of the local law enforcement [ x agency [ ] agencies, and any other individuals deemed appropriate for the purpose of developing a plan of corrective action that can be implemented in an effort to reduce the number of these incidents in the subsequent year.

~~[ ] If a school in a neighboring district is identified as persistently dangerous and there is not another school or public school academy in that district, the District will admit students from that school in accordance with Board Policy 5113.~~

### **Victims of Violent Crime**

The Board further recognizes that, despite the diligent efforts of school administrators and staff to provide a safe school environment, an individual student may be a victim of a violent crime in a school, on school grounds, on a school conveyance, or at a school- sponsored activity. In accordance with Federal and State laws the parents or the eligible student shall be offered the opportunity to transfer to another school within the District that serves the same grades. If there is another school serving the same grades, the transfer shall be completed in a timely manner. If there is not another school serving the same grades, the parents or eligible student will be advised that, although they have the right to transfer, they will be unable to do so.

### **[ ] Threat Assessment Teams**

The primary purpose of a threat assessment is to minimize the risk of ~~targeted~~ violence at schools. Threat assessment teams are responsible for the coordination of resources and assessment and intervention with individuals whose behavior may pose a threat to the safety of school staff or students consistent with the model policies developed by the Office of Safe Schools.

#### **A. Location and Membership**

1. Threat assessment teams are located at each school in the District Authority and composed of individuals with expertise in counseling, instruction, school administration, and law enforcement.
2. The Board authorizes the Superintendent to create procedures for the purpose of:
  - a. identifying team participants by position and role;
  - b. designating the individuals (by position) who are responsible for gathering and investigating information; and
  - c. identifying the steps and procedures to be followed from initiation to conclusion of the threat assessment inquiry or investigation.

#### **B. Responsibilities and Activities of Threat Assessment Teams**

The responsibilities and activities of threat assessment teams include, but are not limited to, the following:

1. identification of individuals in the school community to whom threatening behavior should be reported and provide guidance to students, faculty, and staff regarding recognition of threatening or aberrant behavior that may represent a threat to the community, school, or self;
2. consult with law enforcement when a student exhibits a pattern of behavior, based upon previous acts or the severity of an act, that would pose a threat to school safety;\_
3. consult with law enforcement when a student commits more than one (1) misdemeanor to determine if the act should be reported to law enforcement;
4. if a preliminary determination is made by the threat assessment team that a student poses a threat of violence or physical harm to himself/herself or others, the threat assessment team will report its determination to the Superintendent;

The Superintendent shall immediately attempt to notify the student's parent or legal guardian. However, nothing in this paragraph shall preclude District personnel from acting immediately to address an imminent

threat.

5. if a preliminary determination is made by the threat assessment team that a student poses a threat of violence to himself/herself or others or exhibits significantly disruptive behavior or need for assistance, the threat assessment team may obtain criminal history record information as provided in F.S. 985.047;

Members of the threat assessment team may not disclose any criminal history record information obtained pursuant to this paragraph or otherwise use any record of an individual beyond the purpose for which such disclosure was made to the threat assessment team.

6. create procedures related to engaging behavioral health crisis resources.

### **C. Sharing of Information**

The District and other agencies and individuals that provide services to students experiencing, or at risk of, an emotional disturbance or a mental illness and any service or support provider contracting with such agencies may share with each other records or information that are confidential or exempt from disclosure under F.S. Chapter 119 if the records or information are reasonably necessary to ensure access to appropriate services for the student or to ensure the safety of the student or others.

### **D. Immediate Mental Health or Substance Abuse Crisis**

If an immediate mental health or substance abuse crisis is suspected, school personnel shall follow policies established by the threat assessment team to engage behavioral health crisis resources. Behavioral health crisis resources, including, but not limited to, mobile crisis teams and school resource officers trained in crisis intervention shall provide emergency intervention and assessment, make recommendations, and refer the student for appropriate services. Onsite school personnel shall report all such situations and actions taken to the threat assessment team, which shall contact the other agencies involved with the student and any known service providers to share information and coordinate any necessary follow-up actions.

Each threat assessment team shall report quantitative data on its activities to the Office of Safe Schools.

~~The Board's threat assessment process is designed to be consistent with the process set forth in the joint U.S. Secret Service and U.S. Department of Education publication, *Threat Assessment in Schools: A Guide to Managing Threatening Situations and to Creating Safe School Climates* for identifying, assessing, and managing students who may pose a threat. The goal of the threat assessment process is to take appropriate preventive or corrective measures to maintain a safe school environment, protect and support potential victims, and provide assistance, as appropriate, to the student being assessed.~~

~~The threat assessment process is centered upon an analysis of the facts and evidence of behavior in a given situation. The appraisal of risk in a threat assessment focuses on actions, communications, and specific circumstances that might suggest that an individual intends to cause physical harm and is engaged in planning or preparing for that event.~~

~~The Board authorizes the Superintendent to create building-level, trained threat assessment teams. Each team shall be headed by the Principal and may include a school counselor, school psychologist, instructional personnel, and/or the School Resource Officer, where appropriate. At the discretion of the Superintendent, a threat assessment team may serve more than one (1) school when logistics and staff assignments make it feasible.~~

~~The team will meet when the Principal learns a student has made a threat of violence or engages in concerning communications or behaviors that suggest the likelihood of a threatening situation.~~

~~The team is empowered to gather information, evaluate facts, and make a determination as to whether a given student poses a threat of violence to a target. If an inquiry indicates that there is a risk of violence in a specific situation, the team may collaborate with others to develop and implement a written plan to manage or reduce the threat posed by the student in that situation.~~

~~The Board authorizes the Superintendent to create procedures for the purpose of:~~

- ~~A. identifying team participants by position and role;~~
- ~~B. requiring team participants to undergo appropriate training;~~
- ~~C. defining the nature and extent of behavior or communication that would trigger a threat assessment and/or action pursuant to a threat assessment;~~
- ~~D. defining the types of information that may be gathered during the assessment;~~

~~stating when and how parents/guardians of the student making the threat shall be notified and involved;~~

E. ~~designating the individuals (by position) who are responsible for gathering and investigating information; and~~

F. ~~identifying the steps and procedures to be followed from initiation to conclusion of the threat assessment inquiry or investigation.~~

~~Board employees, volunteers, and other school community members, including students and parents, shall immediately report to the Superintendent or Principal any expression of intent to harm another person or other statements or behaviors that suggest a student may intend to commit an act of violence.~~

~~Nothing in this policy overrides or replaces an individual's responsibility to contact 911 in an emergency.~~

~~Regardless of threat assessment activities or protocols, disciplinary action and referral to law enforcement shall occur as required by State law and Board policy.~~

~~Threat assessment team members shall maintain student confidentiality at all times as required by Board Policy 8330—Student Records, and State and Federal law.~~

### Referral to Mental Health Services

All school personnel who receive training pursuant to F.S. 1012.584 shall be notified of the mental health services that are available in the District.

### Student Crime Watch Program

The Board shall implement a Student Crime Watch Program to promote responsibility among students and improve school safety. Through a Board resolution, the Board will require each school principal to distribute information (including a reference to Policy 8406) at their respective schools notifying students and the community as to how they can anonymously relay information concerning unsafe and potentially harmful, dangerous, violent, or criminal activities, or the threat of these activities, to appropriate public safety agencies and school officials.

### Implementation

The Superintendent shall develop administrative procedures as needed to enable proper implementation of this policy.

F.S. 1006.07

F.S. 1006.13

F.S. 1006.1493

Office of Safe School Security Risk Assessment Tool

~~*Safety and Security Best Practices Updated (Office of Program Policy Analysis and Government Accountability)*~~

*Threat Assessment in Schools: A Guide to Managing Threatening Situations and to Creating Safe School Climates (U.S. Secret Service and U.S. Department of Education)*

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Legal	F.S. 1006.07
	F.S. 1006.13
	F.S. 1006.1493
	Office of Safe Schools School Security Risk Assessment Tool
	Threat Assessment in Schools: A Guide to Managing Threatening Situations and to Creating Safe School Climates (U.S. Secret Service and U.S. Department of Education)
Cross References	po5113 - SCHOOL OF CHOICE OPTIONS PROVIDED BY THE NO CHILD LEFT BEHIND ACT
	po5500 - STUDENT CONDUCT
	po5600 - STUDENT DISCIPLINE
	po8330 - STUDENT RECORDS
	ap8405 - SCHOOL SAFETY



Book	Policy Manual
Section	REVISED School Safety Special Release
Title	NEW POLICY - SPEC. REL. - SCHOOL SAFETY - REPORTS OF SUSPICIOUS ACTIVITY AND POTENTIAL THREATS TO SCHOOLS
Code	po8406 fsj 8/13/18 jc 8/31/18
Status	

**NEW POLICY - SPEC. REL. - SCHOOL SAFETY****8406 - REPORTS OF SUSPICIOUS ACTIVITY AND POTENTIAL THREATS TO SCHOOLS**

It is vitally important that local public safety agencies and school officials be made aware of potential threats to schools as quickly as possible. All employees shall, and students and members of the community are strongly encouraged, to promptly make reports concerning unsafe, potentially harmful, dangerous, violent, or criminal activities, or the threat of these activities, to local public safety agencies and/or school officials. The following is a non-exhaustive list of mechanisms to disclose such information by:

- A. contacting local law enforcement agencies: ~~including the Cape Coral Police Department~~
- B. utilizing the Florida Department of Education's mobile suspicious reporting tool ("FortifyFL");
- C. contacting the District's School Safety Specialist as follows:

- 1. in person: Richard Parfitt, Lee County School District
- 2. via-telephone at 239-334-1102
- 3. via-email at Richard APa@leeschools.net

- D. calling 9-1-1.

In addition, employees must also report unsafe, potentially harmful, dangerous, violent, or criminal activities, or the threat of these activities, to the Superintendent.

The identity of the reporting party and any other information received by school officials through the Florida Department of Education's mobile suspicious reporting tool is confidential and exempt under Florida's Public Records Act.

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Legal	F.S. 119.07
	F.S. 943.082
	F.S. 1006.07

Last Modified by Jacquelin Collins on August 31, 2018

Book Policy Manual

Section REVISED School Safety Special Release

Title NEW POLICY - SPEC. REL. - SCHOOL SAFETY - SAFE-SCHOOL OFFICERS

Code po8407 8/13/18 fsj 8/31/18 jc

Status

**NEW POLICY - SPEC. REL. - SCHOOL SAFETY**

**8407 - SAFE-SCHOOL OFFICERS**

For the protection and safety of students, school personnel, visitors, and property, the District shall partner with local law enforcement agencies to establish or assign one or more safe-school officers at each school in the District.

**[SELECT ONE OR MORE OF THE OPTIONS BELOW]**

**[ x] School Resource Officers**

The School Board will enter into cooperative agreements with law enforcement agencies for the provision of school resource officers. School resource officers must be certified law enforcement officers as defined in F.S. 943.10(1) and employed by a law enforcement agency as defined in F.S. 943.10(4). School resource officers shall:

- A. undergo criminal background checks, drug testing, and a psychological evaluation;
- B. abide by Board policies and consult with and coordinate activities through school principals; and
- C. complete mental health crisis intervention training using a curriculum developed by a national organization with expertise in mental health crisis intervention. Such training must be designed to improve school resource officers' knowledge and skills as first responders to incidents involving students with emotional disturbance or mental illness, including de-escalation skills to ensure student and officer safety.

With respect to matters relating to employment, school resource officers shall be responsible to their law enforcement agency, subject to agreements between the Board and law enforcement agency. Activities conducted by school resource officers which are part of the regular instructional program of schools shall be under the direction of school principals.

The powers and duties of law enforcement officers shall continue throughout school resource officers' tenure.

**[END SCHOOL RESOURCE OFFICERS OPTION]**

**[ ] Commissioned School Safety Officers**

The Superintendent shall recommend, and the School Board may appoint, one (1) or more school safety officers. School safety officers must be certified law enforcement officers as defined in F.S. 943.10(1), certified under the provisions of F.S. Chapter 943, and employed by either a law enforcement agency or the Board. School safety officers must undergo criminal background checks, drug testing, and a psychological evaluation.

School safety officers have and shall exercise the power to make arrests for violations of law on Board property and to arrest persons, whether on or off such property, who violate any law on such property under the same conditions that deputy sheriffs are authorized to make arrests. School safety officers have authority to carry weapons when performing their official duties.

The Board may enter into mutual aid agreements with one or more law enforcement agencies as provided in F.S. Chapter 23.

A school safety officer's salary may be paid jointly by the Board and law enforcement agency.

**[END OF COMMISSIONED SCHOOL SAFETY OFFICERS OPTION]**

**[ ] School Guardians (The Coach Aaron Feis Guardian Program)**

The School Board may utilize school guardians pursuant to The Coach Aaron Fels Guardian Program. School guardians do not have the power of arrest or the authority to act in any law enforcement capacity except to the extent necessary to prevent or abate an active assailant incident on a District school premises.

Prior to appointing school guardians, ☐ the Superintendent must provide the Board with evidence from the \_\_\_\_\_ Sheriff demonstrating that potential school guardians have met all the requirements set forth in F.S. 30.15. **OR** ☐ the Superintendent must verify through evidence provided by the \_\_\_\_\_ Sheriff that potential school guardians have met all the requirements set forth in F.S. 30.15.

Individuals who exclusively perform classroom duties as classroom teachers as defined in F.S. 1012.01(2)(a) are prohibited from serving as school guardians, unless such individuals are classroom teachers of a Junior Reserve Officers' Training Corps program, current service members as defined in F.S. 250.01, or current or former law enforcement officers as defined in F.S. 943.10(1), (6), or (8).

**[END OF SCHOOL GUARDIANS OPTION]**

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Legal                      F.S. 30.15  
                                    F.S. 1006.12

Last Modified by Jacquelin Collins on August 31, 2018

Book	Policy Manual
Section	Special Release - School Safety
Title	REVISED POLICY - SPEC. REL. - SCHOOL SAFETY - CRISIS EVENT INTERVENTION AND RESPONSE
Code	po8410 12/12/18 jc
Status	
Adopted	April 12, 2016

### **REVISED POLICY - SPEC. REL. - SCHOOL SAFETY**

#### **8410 - CRISIS EVENT INTERVENTION AND RESPONSE**

The School Board ~~is committed to maintaining a safe school environment for students, school personnel, and visitors~~ believes that the employees, and students of the District, as well as visitors, are entitled to function in a safe school environment. In this regard, the Board has adopted policies related to conduct in the school setting as well as those that address the need for crisis intervention before, during, and following a critical incident event.

The Superintendent shall promulgate administrative procedures for responding to the need of an individual or group of individuals in the ~~District~~ Authority who are experiencing stress as the result of a critical incident event or personal crisis that impacts the mental health of an individual or the educational environment.

The crisis response actions, on the part of counselors, may be limited to one school or may include a number of schools, requiring a more comprehensive counseling strategy coordinated by the ~~Authority~~ District. The comprehensive counseling strategy may include community- counseling resources as well as District resources. At the school level, the school-based counselor coordinates the counseling response with the principal. When the event requires additional resources, the school-based counselor will coordinate activity with the ~~District-level resource teacher~~ School Social Worker for guidance.

Each school will have a counseling plan that:

- A. provides an effective intervention for students who may show warning signs that relate to violence or other troubling behaviors;
- B. provides a process that screens all threats, when the threatening party is known, and determines the level of concern and action required;
- C. requires employees to report unsafe, potentially harmful, dangerous, violent, or criminal activities, or the threat of these activities, in accordance with Policy 8406;
- D. is dynamic and interactive with other school counselors and community-based counselors to support the needs of students and staff during stressful events.

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Legal	F.S. 1001.43
	F.S. 1006.07

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Book Policy Manual

Section REVISED School Safety Special Release

Title REVISED POLICY - SPEC. REL. - SCHOOL SAFETY - EMERGENCY MANAGEMENT, EMERGENCY PREPAREDNESS, AND EMERGENCY RESPONSE AGENCIES 6.24.18

Code po8420 New to Cape Coral Please review 8/31/18 jc

Status

Adopted April 12, 2016

### **REVISED POLICY - SPEC. REL. - SCHOOL SAFETY**

#### **8420 - EMERGENCY MANAGEMENT, EMERGENCY PREPAREDNESS, AND EMERGENCY RESPONSE AGENCIES**

##### **Emergency Management and Emergency Preparedness**

The ~~Authority School Board~~ recognizes that its responsibility for the safety of students and staff requires that it formulate and prescribe in consultation with appropriate public safety agencies emergency management and emergency preparedness procedures for all public schools in the District, including emergency notification procedures for life- threatening emergencies, including, but not limited, fires; natural disasters; bomb threats; weapon-use, ~~and hostage~~ and active shooter situations; hazardous materials or toxic chemical spills; weather emergencies, including hurricanes, tornadoes, and severe storms; and exposure as a result of a manmade emergency and that such emergencies are best met by preparedness and planning.

The active shooter situation training for each school must engage the participation of the School Safety Specialist, threat assessment team members, faculty, staff, and students and must be conducted by the law enforcement agency or agencies that are designated as first responders to each school's campus.

Pursuant to Policy 8405 - School Safety and Security, the Superintendent (in conjunction with the School Safety Specialist) shall develop, and revise as necessary, a School Safety Plan to provide for the safety and welfare of the students and staff, as well as a system of emergency preparedness and accompanying procedures that provide for the following:

- A. a listing of the commonly used alarm system response for specific types of emergencies and verification by each school that drills have been provided as required by law and fire protection codes;
- B. ~~{ }~~the health and safety of students and staff are safeguarded;
- C. ~~{ }~~embraces a collaborative effort with community emergency responders;
- D. ~~{ }~~the time necessary for instructional purposes is not unduly diverted;
- E. ~~{ }~~minimum disruption to the educational program occurs;
- F. ~~{ }~~students are helped to learn self-reliance and trained to respond sensibly to emergency situations;
- G. ~~{ }~~the system is supported by ongoing training that will include practical application and appropriate "drills" as required by F.S. 1001.42;
- H. ~~{ }~~evacuation drills should represent actual emergencies, including, but not limited to firearm, natural disasters, and bomb threats;
- I. drills for active shooter and hostage situations shall be conducted at least as often as other emergency drills;
- J. ~~{ }~~floor plans of each school must be provided to all community emergency responders in support of evacuation procedures.

All threats to the safety of District facilities, students and staff shall be identified by appropriate personnel and responded to promptly in accordance with the plan for emergency preparedness. Any aspect of the emergency preparedness plan and/or

procedures that are included in the School Safety Plan shall remain confidential and exempt from public records disclosure in accordance with State law.

The Superintendent, as part of the development of the emergency preparedness plan and procedures, shall ~~further review and implement Board Policy 7440.01~~ establish a schedule to test the functionality and coverage capacity of all emergency communication systems and determine if adequate signal strength is available in all areas of school campuses.

**List of Primary Emergency Response Agencies**

~~The primary emergency response agencies that are responsible for notifying the District for each type of emergency are as follows:~~

**~~A. Fires:~~**

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**~~B. Natural Disasters:~~**

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**~~C. Bomb Threats:~~**

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**~~D. Weapon Use, and Hostage, and Active Shooter Situations:~~**

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**~~E. Hazardous Materials or Toxic Chemical Spills:~~**

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**~~F. Weather Emergencies, Including Hurricanes, Tornadoes, and Severe Storms:~~**

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**~~G. Exposure as a Result of a Manmade Emergency:~~**

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~~The individual(s) responsible for contacting the primary emergency response agencies listed above are as follows:~~

- A. [ ] \_\_\_\_\_;
- B. [ ] \_\_\_\_\_;
- C. [ ] \_\_\_\_\_;

The Superintendent shall develop administrative procedures for the implementation of this policy.

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Legal                      F.S. 1001.43  
                                 F.S. 1006.07  
                                 F.S. 1013.13

Cross References      po7440.01 - PROTECTION OF PERSONNEL AND PROPERTY  
                                 po8405 - SCHOOL SAFETY AND SECURITY  
                                 ap8420 - EMERGENCY PROCEDURES  
                                 ap8420A - SEVERE WEATHER AND TORNADOES

Last Modified by Jacquelin Collins on August 31, 2018

<b>Item Number:</b>	<b>9.A.</b>
<b>Meeting Date:</b>	<b>5/14/2019</b>
<b>Item Type:</b>	<b>SUPERINTENDENT REPORT:</b>

**AGENDA REQUEST FORM**  
City Of Cape Coral Charter School  
Authority

**TITLE:**

Oasis High School End of Year Updates including Graduation 2019, Student Presentations and Awards: Dr Christina Britton, OHS graduating students, Carrie Guffy and student playwrights.

**SUMMARY:**

**ADDITIONAL INFORMATION:**

**RECOMMENDED ACTION:**



<b>Item Number:</b>	<b>9.B.</b>
<b>Meeting Date:</b>	<b>5/14/2019</b>
<b>Item Type:</b>	<b>SUPERINTENDENT REPORT:</b>

**AGENDA REQUEST FORM**  
City Of Cape Coral Charter School  
Authority

**TITLE:**

Education First (EF) Student Summer Tours to Boston and Japan: Donnie Hopper, Principal, Oasis Middle School

**SUMMARY:**

**ADDITIONAL INFORMATION:**

**RECOMMENDED ACTION:**

**ATTACHMENTS:**

<b>Description</b>	<b>Type</b>
▣ EF SUMMER TOURS BOSTON/JAPAN 2019	Backup Material

## EF Explore America-Historical Boston Tour

(June 18-22, 2019)

### Itinerary:

#### Day 1: Arrive in Boston

- Take a walking tour of Boston
  - Newbury Street
  - Public Garden
  - Boston Common
  - Beacon Hill
  - Public Library
  - Cheers
- Dinner at Quincy Market

#### Day 2: Boston and Cambridge • Lexington and Concord

- Take a guided tour of Boston and Cambridge
  - Paul Revere House
  - Old North Church
  - USS *Constitution*
  - Bunker Hill
  - Freedom Trail
  - Harvard Square
- Take a guided tour of Lexington and Concord
  - Lexington Battle Green
  - Old North Bridge
  - Author's Row
- Visit Orchard House or the Old Manse
- Visit the Prudential Center Skywalk Observatory

#### Day 3: Boston • Plymouth

- Visit the Edward M. Kennedy Institute
- Visit Plymouth Plantation
- Visit the Massachusetts State House
- Enjoy an evening activity

#### Day 4: Salem • Boston

- Visit the Witch Dungeon Museum, Gallows Hill or Witch Museum
- Visit the House of the Seven Gables
- Enjoy free time in Boston
- Enjoy an evening activity

#### Day 5: Boston

- Visit the Museum of Science
- Make a photo stop at the historic piece of the Berlin Wall outside EF's Cambridge headquarters
- Depart for home

Group leader: Lisa DeWitt

Nickolas Brown

Van Collier

Carlie Cooper

Jamie Cooper

Ronald DeWitt

Ryan DeWitt

Adrian Garay

Leonard Greco

Eve Harrington

Nathan Henry

Samantha Hernandez

Kathryne Jones

Alyssa Lopez

Kristen McGrath

Holly Mills

Mallory Morano

Emma Osinski

Madelaine Osinski

Caden Pille

John Quigley

Jennifer Schoenbeck

Kaylee Schoenbeck

Brooke Zeh

Flight Information: South West Airlines

- June 18

7:10AM-9:30AM (RSW - Baltimore)

12:05PM-1:40PM (Baltimore - Boston)

- June 22

4:35PM-6:20PM (Boston - Baltimore)

7:05PM -9:35PM (Baltimore - RSW)

# Japan: Land of the Rising Sun

JUNE 2019 • 1957007DX

OVERVIEW

GROUP

TO-DOS

ITINERARY

48 days until your tour!

In search of some travel inspiration? Like EF on [Facebook](#) and follow us on [Instagram](#) for a whole new perspective on the world.



Chris Levine



[GET IN TOUCH](#)



[What's new on the site?](#)

Tour Info

## Alerts & Reminders

DUE NOW

Remind travelers to submit their passport info—there is one who hasn't yet.



## Group Snapshot

[View details](#)

22

INTERESTED

19

TRAVELING

2

FREE SPOTS EARNED

<i>2019 Japan</i>
<i>June 24 - July 2</i>
<i>Travelers (19)</i>

- 1 Desroches, Jane (Group Leader)
- 2 Collins, Elisa (Chaperone)
- 3 Calleja, Valentina
- 4 Curtin, Kathleen (Adult)
- 5 Desroches, Alec Darron (Adult)
- 6 Harvey, Emma
- 7 Hernandez, Isabella
- 8 Kuchuk, Leah
- 9 Metzger, Ariel
- 10 Metzger, Mark (Adult)
- 11 Schenck, Richard (Adult)
- 12 Slattery, Isabel
- 13 Trelles, Felipe
- 14 Wagner, Aiden
- 15 Wagner, Jennifer (Adult)
- 16 Wooldridge, Anthony (Adult)
- 17 Wooldridge, Brighton
- 18 Wooldridge, Kayla (Adult)
- 19 Wooldridge, Mariah

**Fw: Helloooooo Travelers!!!:)**

jane desroches <janedesroches@hotmail.com>

Tue 5/7/2019 12:08 PM

To: Jane Desroches <Jane.Desroches@capecharterschools.org>

[EXTERNAL]

---

**From:** jane desroches

**Sent:** Thursday, March 28, 2019 9:59 PM

**Subject:** Helloooooo Travelers!!!:)

Hello Hello Hello!!!:)

The Flights Are In!!!:)

Yay!!!:)

American Airlines

Flight to Japan

7:20am departure Ft Myers to 9:14am arrival Dallas

11:00am departure Dallas to 2:05pm arrival Narita Japan ... Whoo Hoo!!!:)

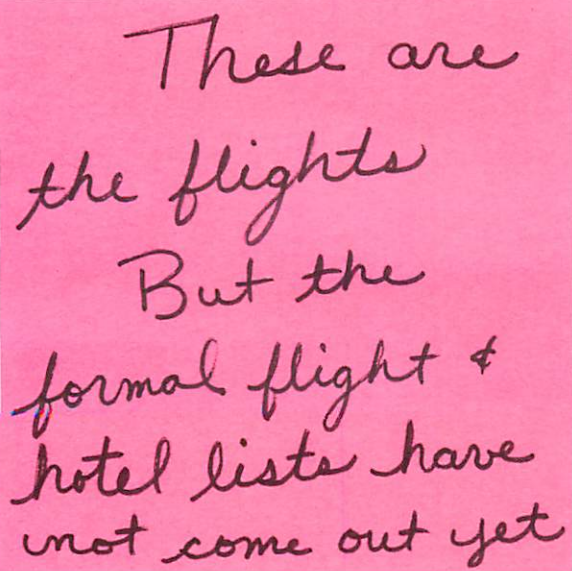
Flight to USA

8:00am departure Osaka to 9:25am arrival Narita

10:50am departure Narita to 8:40am arrival Dallas (we have to go through Customs and we have a Meal Allowance from EF as well:))

2:50pm departure Dallas to 6:28pm arrival Ft Myers

Talk to you soon,  
Jane



These are  
the flights  
But the  
formal flight &  
hotel lists have  
not come out yet





## Educational Tours

Watch videos, read  
reviews, and enroll on your  
teacher's Tour Website;

[eftours.com/](http://eftours.com/)

This is also your tour number

# JAPAN: LAND OF THE RISING SUN

9 or 11 days | Japan

Japan has had many identities through the centuries; its story is a fascinating one. Tokyo is the modern-day center of pop culture and business, while Kyoto remains the most traditional of the big cities. The country has unsurpassed natural beauty—see it from the window of the high-speed shinkansen train and in the majestic lakes and mountains of Hakone National Park.

### EVERYTHING YOU GET:

-  **Full-time Tour Director**
-  **Sightseeing:** 2 sightseeing tours led by expert, licensed local guides; 1 walking tour
-  **Entrances:** Meiji Shinto Shrine; Asakusa Kannon Temple; Learn about sumo; Technology Showroom; Hachimangu Shrine; Lake Ashi cruise; Mount Komagatake ropeway; Nijo Castle; Gold Pavilion; kimono show; Fushimi Inari Shrine; *with extension:* Itsukushima Shrine; Peace Memorial Museum; Himeji Castle
-  **Experiential Learning:** Local exchange
-  **weShare:** Our personalized learning experience engages students before, during, and after tour, with the option to create a final, reflective project for academic credit.
-  **All of the details are covered:** Round-trip flights on major carriers; comfortable motorcoach; bullet train; 7 overnight stays in hotels with private bathrooms (9 with extension); breakfast and dinner daily



Asakusa Kannon Temple



Heian Shrine

Anyone can see the world.

## YOU'RE GOING TO EXPERIENCE IT.

As you can see, your EF tour includes visits to the places you've learned about in school. That's a given. But it's so much more than that. Immersing yourself in new cultures—surrounded by the people, the language, the food, the way of life—creates inspirational moments that can't be listed in an itinerary. They can only be experienced.

And the experience begins long before you get your passport stamped and meet your **Tour Director** in your arrival city. It begins the moment you decide to go. Whether it's connecting with other travelers on Facebook, Twitter, or Instagram, or delving deeper into your destinations with our personalized learning experience, **weShare**, the excitement will hit you long before you pack your suitcase.

When your group arrives abroad, everything is taken care of so you can relax and enjoy the experience. Your full-time Tour Director is with your group around the clock, handling local transportation, hotels, and meals while also providing their own insight into the local history and culture. **Expert local guides** will lead your group on sightseeing tours, providing detailed views of history, art, architecture or anything you may have a question about.

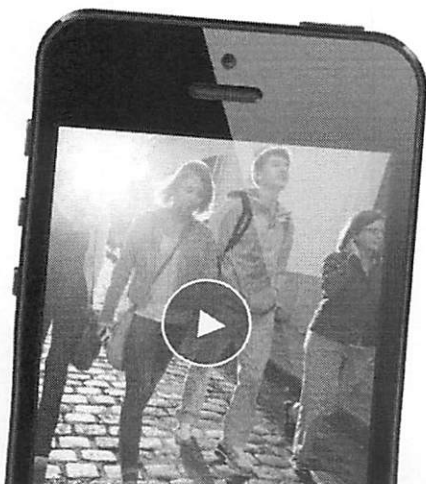
When your journey is over and you're unpacking your suitcase at home, you'll realize the benefits of your life-changing experience do not end. They have just begun.

*@EFtours I attribute my college semester abroad to the love for travel I discovered on an EF Tour in high school #traveltuesday*

— MELISSA, TRAVELER



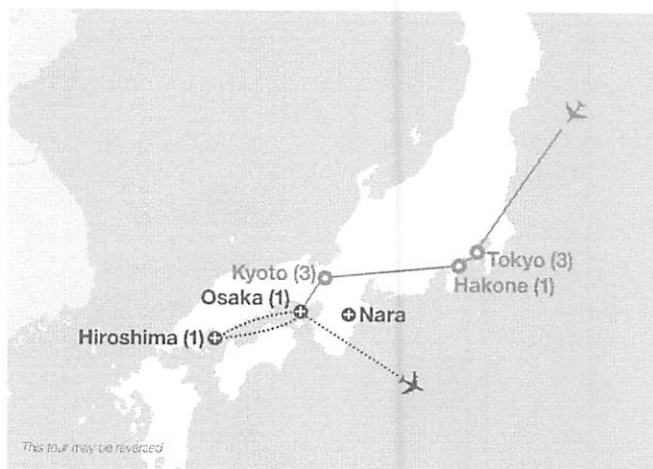
Via Twitter



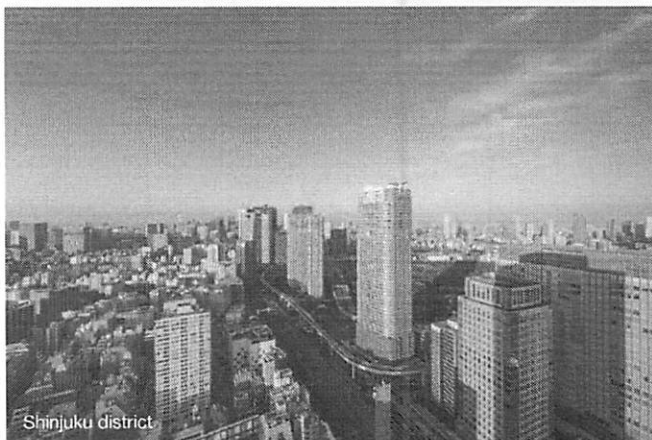
### CHECK OUT WHAT A TOUR IS ALL ABOUT

Watch the videos at  
[eftours.com/](http://eftours.com/)

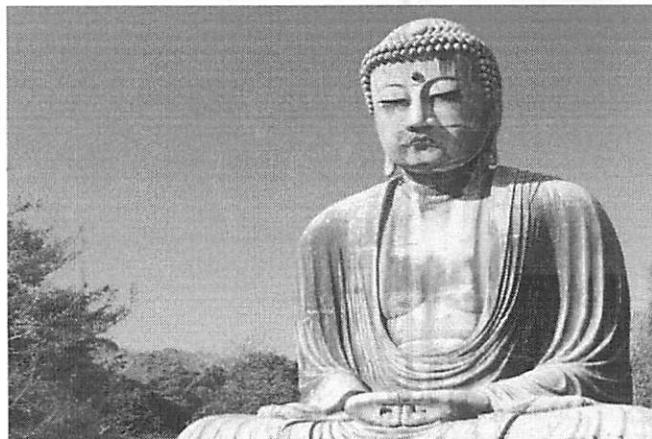
Your teacher's Tour Website



Learn from your Tour Director and expert local guides



Shinjuku district



## What you'll experience on your tour

### Day 1: Fly overnight to Japan

#### Day 2: Tokyo

- Meet your Tour Director at the airport in Tokyo, city of contrasts.

#### Day 3: Tokyo

- Take an expertly guided tour of Tokyo: Ginza district; Imperial Palace Plaza; Shinjuku district.
- Counteract the bustle of Tokyo's streets with a visit to the Meiji Shrine. Quiet and stillness reign inside its elaborate Inner Garden, a wooded oasis in the middle of the city.
- Visit Asakusa Kannon Temple, the city's largest Buddhist temple. Here, restaurants, theaters, and cinemas surround a five-story pagoda—a perfect symbol of Tokyo's enduring past and ultramodern future.
- Learn about sumo, a Japanese style of wrestling and the country's national sport.

#### Day 4: Tokyo

- Visit a Technology Showroom.
- Take a tour of Akihabara and participate in a scavenger hunt.
- Enjoy free time to explore Tokyo or
  - participate in a local exchange.

#### Day 5: Kamakura | Hakone

- Stop in Odaiba as you make your way to Kamakura.
- Visit the Hachimangu Shrine.
- See the Great Buddha.
- Continue on to Hakone, an alpine city known for its gurgling hot springs and awe-inspiring views of Mount Fuji.

#### Day 6: Hakone | Kyoto

- Travel to Owakudani.
- Tour Hakone National Park.
- Take a cruise on sparkling Lake Ashi.
- Ride a cable car up Mount Komagatake.
- Stop for a photo at Odawara Castle.
- Transfer to Odawara Station.
- Travel by bullet train to Kyoto, a city that conjures up images of sunlit walks around tiered pagodas and quiet lakes lined with cherry blossom trees.

#### Day 7: Kyoto

- Take an expertly guided tour of Kyoto. As the national capital for over a millennium, Kyoto offers you a unique glimpse into the history of Imperial Japan.
- On your visit to Nijo Castle, wander through the Japanese cypress halls where the powerful Tokugawa shogunate kept a second home.
- Visit the tranquil Gold Pavilion, a Zen Buddhist temple painted in delicate gold leaf.
- Enjoy a kimono show at the Textile Center.
- Visit Fushimi Inari Shrine, located near the base of the Inari mountain. Originally constructed to honor the god of rice, the elaborate complex features stone foxes, the known messengers of Inari.

#### Day 8: Kyoto

- Take a tour of Arashiyama, known for its shrines and temples—and most of all—its incredible Bamboo Forest.
- Time to see more of Kyoto or
  - visit Nara: Todai Temple; Deer Park; Kasuga Shrine.

#### Day 9: Depart for home

#### • 2-DAY TOUR EXTENSION

##### Day 9: Kyoto | Hiroshima

- Travel by bullet train to Hiroshima.
- Take an excursion to Miyajima Park.
- Visit Itsukushima Shrine.
- Visit Hiroshima Peace Park and Memorial Museum.

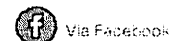
##### Day 10: Osaka

- Visit Himeji Castle.
- Return to Osaka.

##### Day 11: Depart for home

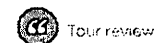
*The Land of the Rising Sun was an amazing trip! I highly recommend it to everyone! We saw and experienced so many things. Japan is a beautiful country with very welcoming people. Looking forward to my next EF Tour!*

– JENNIFER, GROUP LEADER



*This was the best trip I have ever been on. Japan was absolutely beautiful and so very clean. The dining experiences were fascinating and something I would like to dive into again. Although if you like sushi, then the food is way better than what I thought. The shopping in Kyoto and Tokyo were fantastic (I wish I took more money with me). Everything in Japan is just so... so...efficient!*

– SAMANTHA, TRAVELER



## TOP THREE THINGS I WILL SEE, DO, TRY, OR EXPLORE

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



— The easiest ways to —  
**ENROLL TODAY**



**Enroll on our website**  
eftours.com/enroll



**Enroll by phone**  
800-665-5364



**Enroll by mail**  
EF Educational Tours  
Two Education Street  
Cambridge, MA 02141

*Our child came home a citizen of a global community with a greater understanding of their part in the world. Now, they understand that there is so much more out there than our everyday*

—CHARLOTTE, DAUGHTER TRAVELED JUNE 2015



Tour review

**THE WORLD LEADER IN  
INTERNATIONAL EDUCATION**

For over 50 years EF has been working toward one global mission: Opening the World Through Education. Your teacher has partnered with EF because of our unmatched worldwide presence, our focus on affordability, and our commitment to providing experiences that teach critical thinking, problem solving, collaboration, and global competence. What's more:

- We always offer the lowest prices, guaranteed so more students can travel.
- We're fully accredited, just like your school, so you can earn credit while on tour.
- All of our educational tours feature experiential learning activities and visits to the best sites.
- We're completely committed to your safety. We have more than 500 schools and offices in over 50 countries around the world, so local EF staff members can react quickly and in person wherever you travel.
- Your full-time Tour Director is with your group every step of the way on tour, providing insight about your destinations as well as great local tips.





## **Educational Tours**

### **2019 SAMPLE TOUR SCHEDULE: JAPAN: LAND OF THE RISING SUN**

**\*\*Note:** The below is an example of how this tour may run. All times and durations are subject to change, and the order of activities may be switched or substituted as needed based on availability. \*\*

#### **Day 1: Overnight flight to Japan**

Depart North America on an overnight flight to Japan.

#### **Day 2: Arrive in Tokyo**

Arrive in Tokyo in late afternoon or evening depending on your international flight. Upon arrival at the airport the group should be prepared to wait up to 2 hours for consolidated groups to arrive. The Tour Director will meet you outside of baggage claim. Transfer to the hotel. After checking in, the group will either have dinner at a restaurant or at the hotel.

#### **Day 3: Sightseeing of Tokyo | Sumo-style Hot Pot Dinner**

- Morning: Depart the hotel and pick up the local guide for the sightseeing of Tokyo. Sightseeing (4.5 hours) including Imperial Palace Plaza, Harajuku and Meiji Shinto Shrine. Free time for lunch (on own) in the Harajuku area.
- Afternoon: Afterwards, visit Asakusa Kannon Temple.
- Evening: Enjoy a sumo-style hot pot dinner at a local restaurant in Tokyo.

#### **Day 4: Technology Showroom | Akihabara | Scavenger Hunt**

- Morning: Visit a Technology Showroom. Then head into Akihabara for TD-led sightseeing of Tokyo's famous electric town. While in Akihabara the group will have the option to do a scavenger hunt to find and experience some staples of Japan's mecca for "Otaku" pop culture.
- Afternoon: Free time to enjoy Tokyo or

*Add this in-depth excursion: Local exchange*

Spend time conversing with locals, pick up a few Japanese phrases, and get a first-person perspective of everyday life in Japan. Activities offered depend on local's schedules and the schedule of your group. Examples include: learning to fold origami, learning calligraphy, and sharing a meal with local students.

- Evening: Dinner at a local restaurant in Tokyo.

#### **Day 5: Visit Hachimangu Shrine in Kamakura | Great Buddha Statue | Transfer to the Hakone-Atami Region**

Before departing the hotel, the group will need to pack a small bag for their overnight in Hakone and the transfer to Kyoto. The luggage will be sent from Tokyo to Kyoto since it cannot travel on the bullet train and will meet the group in Kyoto when they arrive at the Kyoto hotel.

- Morning: Transfer to Kamakura (2hrs). Visit the Hachimangu Shrine (1hr). Free time for lunch.
- Afternoon: Visit the Great Buddha statue (1hr) and continue to the Hakone region (2hrs). While in Hakone, groups will experience staying at a traditional ryokan-style hotel where travelers will sleep on futon mattresses on top of tatami mats (NOTE: single and twin rooms will have western style beds. The traditional accommodation is provided for student type/triples/quads rooms only). The group can spend time in the hot springs before dinner.
- Evening: Enjoy a traditional dinner at the hotel.

#### **Day 6: Transfer to Owakudani | Hakone National Park | Odawara Castle**

- Morning: Transfer to Owakudani. Tour Hakone National Park (1hr). Cruise on Lake Hakone. Mount Komagatake Ropeway.
- Afternoon: The group will then stop at the Odawara Castle for a photo stop before taking the bullet train to Kyoto (2hrs).
- Evening: Dinner will be at the hotel or a restaurant upon arrival.

#### **Day 7: Sightseeing of Kyoto | Textile Center | Inari Taisha Shrine**

- Morning: Depart the hotel and pick up the local guide for the guided sightseeing of Kyoto (4hrs). Visit Nijo Castle and the Gold Pavilion.
- Afternoon: Watch a Kimono Show at the Textile Center. Visit the Fushimi Inari Shrine.
- Evening: Dinner at the hotel or a restaurant in Kyoto.

#### **Day 8: Arashiyama Bamboo Forest | *Optional Excursion to Nara***

- Morning: Depart hotel and transfer to Arashiyama to explore beautiful nature, including the famous Bamboo Forest.
- Afternoon: Free afternoon in Kyoto.

*Add this in-depth excursion: Nara*

Transfer to Nara (1hr30min) and visit the Nara Deer Park and Todaiji Temple (2hrs). Continue the visit to Kasuga Shrine and view thousands of stone lanterns. There are numerous deer walking in the park and around the temple that the group can see up close and they will have an opportunity to feed them. It is advised to wear comfortable walking shoes on this excursion. [Those not participating in the optional excursion will have a free afternoon in Kyoto and meet the group at dinner when they return].

- Evening: Dinner at a restaurant in Kyoto.

#### **Day 9: Transfer to Osaka airport**

Transfer to the Osaka airport (2hrs) for the return flight home.

## **2-Day Extension**

#### **Day 9: Hiroshima Peace Park and Museum | Miyajima Island**

- Morning: Prepare for an early departure from the hotel for the bullet train to Hiroshima. Pack a small bag for one night in Hiroshima, and the larger suitcases will be shipped to the hotel. The bullet train is about 1hr45min and arrival time is around 10am. Transfer by bus (45min) to Hiroshima Peace Park and Peace Museum and spend two hours exploring this area.
- Afternoon: Transfer to the ferry (45min) and ride to Miyajima Island (10min). Explore the park and Itsukushima Shrine (2hrs). Return to Hiroshima to check into the hotel.
- Evening: Dinner at the hotel or restaurant in Hiroshima.

#### **Day 10: Himeji Castle | Osaka**

- Morning: Transfer to Himeji Castle (1.5hr) and have time to visit the castle and have lunch.
- Afternoon: Transfer to Osaka (4hrs). Upon arrival, check into hotel.
- Evening: Dinner at the hotel or restaurant in Osaka.

#### **Day 11: Transfer to Osaka airport**

Transfer to the airport for the return flight home.

## **TIPPING**

Tour Director: 8 days \* \$6/day = \$48/traveler (add \$12 for extension)

Bus Driver: 8 days \* \$3/day = \$24/traveler (add \$9 for extension)

Local Guides: 2 guides \* \$2/guide = \$4/traveler (add \$2 for extension)

Total recommended per traveler = \$76 (\$99 for extension)

*\*Suggested tipping does not include optional excursions.*

#### **Note:**

*The above is an example of how this tour may run. All times and durations are subject to change, and the order of activities may be switched or substituted as needed based on availability.*

Item Number:	9.C.
Meeting Date:	5/14/2019
Item Type:	SUPERINTENDENT REPORT:

**AGENDA REQUEST FORM**  
City Of Cape Coral Charter School  
Authority

**TITLE:**

Charter School Authority Superintendent Jacquelin Collins

**SUMMARY:**

**ADDITIONAL INFORMATION:**

**RECOMMENDED ACTION:**

**Item Number: 10.A.**  
**Meeting Date: 5/14/2019**  
**Item Type: CHAIRMAN REPORT:**

**AGENDA REQUEST FORM**  
City Of Cape Coral Charter School Authority

**TITLE:**

Discussion of Superintendent's Performance Evaluation: Chairman Campbell

**SUMMARY:**

**ADDITIONAL INFORMATION:**

**RECOMMENDED ACTION:**

**ATTACHMENTS:**

<b>Description</b>	<b>Type</b>
▣ SUPER EVAL SCORE MAY-JUNE 2019	Backup Material



**CITY OF CAPE CORAL CHARTER SCHOOL AUTHORITY**  
**SUPERINTENDENT'S PERFORMANCE EVALUATION 2019**

**SUPERINTENDENT'S NAME:** Ms. Jacquelin Collins

**GOVERNING BOARD  
CHAIRMAN**

Mr. Michael Campbell

**GOVERNING  
BOARD VICE-  
CHAIRMAN**

Ms. Tami Traiger

**REVIEW PERIOD**

Dec 15, 2018 – May 2, 2019

**FINAL SCORE  
AND RATING**

**3.45/Highly Effective**

Charter School Authority Governing Board Members participating in this evaluation: Campbell, Metzger, Nelson, Traiger

Scores and selected comments regarding the performance of the superintendent based upon their skills and responsibilities in each of the following categories.

**Score Ranges:**

Highly Effective: 3.250 – 4.000    Effective: 2.500 – 3.249    Needs Improvement: 1.750 – 2.499    Unsatisfactory: 1.000 - .749

**Superintendent's Performance Rating for Standard 1: Information and Communication**  
**RATING AVERAGE: 3.5/Highly Effective**

"You have done a great job navigating through all the changes you have faced..."

**Superintendent's Performance Rating for Standard 2: Leadership and Management**  
**RATING AVERAGE: 3.5/Highly Effective**

"Mrs. Collins has made significant strides to work collaboratively with City management..."  
"It's great to see such a huge improvement from last year..."

**Superintendent's Performance Rating for Standard 3: Support for Teaching and Learning**  
**RATING AVERAGE: 3.3/Highly Effective**

"Still have concerns with some exist interviews but starting to see more positive responses..."

**Superintendent's Performance Rating for Standard 4: Strategic Planning and Continuous Improvement**  
**RATING AVERAGE: 3.5/Highly Effective**

"Mrs. Collins has done an excellent job developing relationships with stakeholders this year..."

**Coda**

A copy of this evaluation will be submitted to the agenda for approval during the Charter School Authority Regular Governing Board Meeting, May 14, 2019 in City Council Chambers. The Board approved version will be forwarded to the Human Resources Department for inclusion in the superintendent's personnel file.



## Superintendent's Performance Rating for Standard 1: Information and Communication

Check one box for each indicator and circle overall standard rating.		HE (4 pts)	E (3 pts)	NI (2 pts)	U (1 pt)
Strategic Plan Goal #1: Strategy 1, Strategy 2, Strategy 3					
I-A	Strives to develop positive relationships with all stakeholders.	X			
I-B	Communicates in a timely manner system wide information, goals, and critical issues to the board members and other stakeholders.	X			
I-D	Establishes positive staff morale through flexibility, support, and recognition of groups and individuals working toward system wide improvement	X			
I-E	Directs the collection and maintenance of information data appropriate to the monitoring of the Strategic Plan.	X			
I-F	Communicates overall Strategic Plan requirements to administrative staff.	X			
To find an average score for this category, add rating points and divide by the number of questions. Place your score in the box on the right.		4			

HE - Highly Effective

E - Effective

NI - Needs Improvement

U - Unsatisfactory

Comments: Great Communication with the Governing Board, as well as City Council and staff.



## Superintendent's Performance Rating for Standard 2: Leadership and Management

Check one box for each indicator and circle overall standard rating.		HE (4 pts)	E (3 pts)	NI (2 pts)	U (1 pt)
Strategic Plan Goal #2: Strategy 1, Strategy 3 Strategic Plan Goal #3: Strategy 1, Strategy 2					
2-A	Models good leadership by using quality improvement principles, processes and practices in daily administration of the system or area of responsibility.	X			
2-B	Models a collaborative leadership style to involve board members and other stakeholders in establishing and achieving the system's Strategic Plan.	X			
2-C	Implements NEOLA policies and decisions and keeps Board Members well informed.	X			
2-D	Works effectively with City management and departments.	X			
2-E	Understands the prudent use of social networking as a potential vehicle for communicating system wide with the community.		X		
To find an average score for this category, add rating points and divide by the number of questions. Place your score in the box on the right.		3.8			

**HE** - Highly Effective

E - Effective

NI - Needs Improvement

U - Unsatisfactory

Comments: In process of developing branding and social media marketing plan. Policies have been reviewed and refined in coordination with the City Attorney.





## Superintendent's Performance Rating for Standard 3: Support for Teaching and Learning

Check one box for each indicator and circle overall standard rating.		HE (4 pts)	E (3 pts)	NI (2 pts)	U (1 pt)
Strategic Plan Goal #1: Strategy 1, Strategy 2, Strategy 3 Strategic Plan Goal #2: Strategy 2, Strategy 3, Target 5					
3-A	Ensures that training plans are developed to provide skills to employees to accomplish tasks in alignment with the Strategic Plan.	X			
3-B	Appropriately and professionally manages personnel issues including recommendations, evaluations, staff deficiencies, and retention.		X		
3-C	Provides feedback on professional performance and offers assistance to strengthen weaknesses in performance.		X		
3-D	Ensures schools are safe and secure by effectively evaluating and addressing the needs in facilities, staffing, training, monitoring and enforcement.	X			
3-E	Understands and enhances curriculum development to ensure a high quality education for all students.	X			
To find an average score for this category, add rating points and divide by the number of questions. Place your score in the box on the right.		3.6			

**HE** - Highly Effective

E - Effective

NI - Needs Improvement

U - Unsatisfactory

Comments: Still working on final safety features to be implemented. Coordinated Staff liaison position that is working with teachers on personnel issues.



## Superintendent's Performance Rating for Standard 4: Strategic Planning and Continuous Improvement

Check one box for each indicator and circle overall standard rating.		HE (4 pts)	E (3 pts)	NI (2 pts)	U (1pt)
Strategic Plan Goal #2; Target 1, Strategy 1, Target 2, Strategy 2, Target 3, Strategy 3 Target 4, Strategy 4					
4-A	Develops and monitors the Strategic Plan in alignment with the System's mission and goals.	X			
4-B	Manages the implementation of the Strategic Plan in collaboration with the Governing Board.	X			
4-C	Allocates or utilizes resources consistent with the implementation of the Strategic Plan aligning it with budget development.	X			
4-D	Maintains transparency in the budget and budget process to explain how, and why, resources are being allocated.	X			
4-E	Keeps informed on the needs of the system platform - plant, facilities, technology, equipment and supplies.	X			
4-F	Analyzes and uses data for decision making to review or improve actions, plans, processes, and systems.		X		
To find an average score for this category, add rating points and divide by the number of questions. Place your score in the box on the right.		3.83			

HE - Highly Effective

E - Effective

NI - Needs Improvement

U - Unsatisfactory

Comments:



## Superintendent's Performance Rating Assessment Summary

Write average assessment rating per standard.		HE (4 pts)	E (3 pts)	NI (2 pts)	U (1pt)
S-1	Information and Communication	X			
S-2	Leadership and Management	X			
S-3	Support for Teaching and Learning		X		
S-4	Strategic Planning and Continuous Improvement	X			
	Overall average (all four categories combined)	3.75			
	Overall Performance Assessment Rating (check box)	X			

The following scale will be used to determine the overall performance rating:

Highly Effective	3.250 - 4.000	Needs Improvement	1.750 - 2.499
Effective	2.500 - 3.249	Unsatisfactory	1.000 - 1.749

Signature of Evaluating Governing Board Member

*Michael Campbell*

Date

4/26/2019





# Superintendent's Performance Rating for Standard 1: Information and Communication

Check one box for each indicator and circle overall standard rating.		HE (4 pts)	E (3 pts)	NI (2 pts)	U (1 pt)
Strategic Plan Goal #1: Strategy 1, Strategy 2, Strategy 3					
I-A	Strives to develop positive relationships with all stakeholders.		3		
I-B	Communicates in a timely manner system wide information, goals, and critical issues to the board members and other stakeholders.		3		
I-D	Establishes positive staff morale through flexibility, support, and recognition of groups and individuals working toward system wide improvement		3		
I-E	Directs the collection and maintenance of information data appropriate to the monitoring of the Strategic Plan.		3		
I-F	Communicates overall Strategic Plan requirements to administrative staff.		3		
To find an average score for this category, add rating points and divide by the number of questions. Place your score in the box on the right.		3.0			

HE - Highly Effective

☒ E - Effective

NI - Needs Improvement

U - Unsatisfactory

Comments:

Doing much better. Better communication with parents school wide.





## Superintendent's Performance Rating for Standard 2: Leadership and Management

Check one box for each indicator and circle overall standard rating.		HE (4 pts)	E (3 pts)	NI (2 pts)	U (1 pt)
Strategic Plan Goal #2: Strategy 1, Strategy 3 Strategic Plan Goal #3: Strategy 1, Strategy 2					
2-A	Models good leadership by using quality improvement principles, processes and practices in daily administration of the system or area of responsibility.		3		
2-B	Models a collaborative leadership style to involve board members and other stakeholders in establishing and achieving the system's Strategic Plan.		3		
2-C	Implements NEOLA policies and decisions and keeps Board Members well informed.		3		
2-D	Works effectively with City management and departments.		3		
2-E	Understands the prudent use of social networking as a potential vehicle for communicating system wide with the community.		3		
To find an average score for this category, add rating points and divide by the number of questions. Place your score in the box on the right.		3.0			

HE - Highly Effective

E - Effective

NI - Needs Improvement

U - Unsatisfactory

Comments: Great see huge improvement in this area.



# Superintendent's Performance Rating for Standard 3: Support for Teaching and Learning

Check one box for each indicator and circle overall standard rating.		HE (4 pts)	E (3 pts)	NI (2 pts)	U (1 pt)
Strategic Plan Goal #1: Strategy 1, Strategy 2, Strategy 3 Strategic Plan Goal #2: Strategy 2, Strategy 3, Target 5					
3-A	Ensures that training plans are developed to provide skills to employees to accomplish tasks in alignment with the Strategic Plan.		3		
3-B	Appropriately and professionally manages personnel issues including recommendations, evaluations, staff deficiencies, and retention.			2	
3-C	Provides feedback on professional performance and offers assistance to strengthen weaknesses in performance.			2	
3-D	Ensures schools are safe and secure by effectively evaluating and addressing the needs in facilities, staffing, training, monitoring and enforcement.		3		
3-E	Understands and enhances curriculum development to ensure a high quality education for all students.		3		
To find an average score for this category, add rating points and divide by the number of questions. Place your score in the box on the right.		2.6			

HE - Highly Effective

☒ E - Effective

NI - Needs Improvement

U - Unsatisfactory

Comments:

Still have concerns with some staff, exiting interviews, starting to see more response that is positive



# Superintendent's Performance Rating for Standard 4: Strategic Planning and Continuous Improvement



Check one box for each indicator and circle overall standard rating.		HE (4 pts)	E (3 pts)	NI (2 pts)	U (1pt)
Strategic Plan Goal #2; Target 1, Strategy 1, Target 2, Strategy 2, Target 3, Strategy 3 Target 4, Strategy 4					
4-A	Develops and monitors the Strategic Plan in alignment with the System's mission and goals.		3		
4-B	Manages the implementation of the Strategic Plan in collaboration with the Governing Board.			2	
4-C	Allocates or utilizes resources consistent with the implementation of the Strategic Plan aligning it with budget development.			2	
4-D	Maintains transparency in the budget and budget process to explain how, and why, resources are being allocated.		3		
4-E	Keeps informed on the needs of the system platform - plant, facilities, technology, equipment and supplies.		3		
4-F	Analyzes and uses data for decision making to review or improve actions, plans, processes, and systems.		3		
To find an average score for this category, add rating points and divide by the number of questions. Place your score in the box on the right.		2.67			

HE - Highly Effective

E - Effective

NI - Needs Improvement

U - Unsatisfactory

Comments:

## Superintendent's Performance Rating Assessment Summary



Write average assessment rating per standard.		HE (4 pts)	E (3 pts)	NI (2 pts)	U (1pt)
S-1	Information and Communication			2	
S-2	Leadership and Management		3		
S-3	Support for Teaching and Learning			2	
S-4	Strategic Planning and Continuous Improvement		3		
	Overall average (all four categories combined)		2.82		
	Overall Performance Assessment Rating (check box)		<input checked="" type="checkbox"/>		

The following scale will be used to determine the overall performance rating:

Highly Effective 3.250 - 4.000

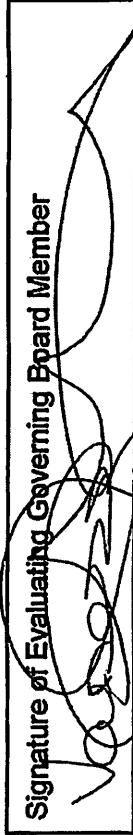
Effective 2.500 - 3.249

Needs Improvement

Unsatisfactory

1.750 - 2.499

1.000 - 1.749

Signature of Evaluating Governing Board Member 	Date 4/13/19
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## Superintendent's Performance Rating for Standard 1: Information and Communication

Check one box for each indicator and circle overall standard rating.		HE (4 pts)	E (3 pts)	NI (2 pts)	U (1 pt)
Strategic Plan Goal #1: Strategy 1, Strategy 2, Strategy 3					
I-A	Strives to develop positive relationships with all stakeholders.	x			
I-B	Communicates in a timely manner system wide information, goals, and critical issues to the board members and other stakeholders.		x		
I-D	Establishes positive staff morale through flexibility, support, and recognition of groups and individuals working toward system wide improvement		x		
I-E	Directs the collection and maintenance of information data appropriate to the monitoring of the Strategic Plan.		x		
I-F	Communicates overall Strategic Plan requirements to administrative staff.	x			
To find an average score for this category, add rating points and divide by the number of questions. Place your score in the box on the right.		3.4			

HE - Highly Effective

E - Effective

NI - Needs Improvement

U - Unsatisfactory

Comments: Jackie, you have done a great job increasing communication throughout the stakeholders. I encourage you to distribute quarterly updates as you feel appropriate.





## Superintendent's Performance Rating for Standard 2: Leadership and Management

Check one box for each indicator and circle overall standard rating.		HE (4 pts)	E (3 pts)	NI (2 pts)	U (1 pt)
Strategic Plan Goal #2: Strategy 1, Strategy 3 Strategic Plan Goal #3: Strategy 1, Strategy 2					
2-A	Models good leadership by using quality improvement principles, processes and practices in daily administration of the system or area of responsibility.		x*		
2-B	Models a collaborative leadership style to involve board members and other stakeholders in establishing and achieving the system's Strategic Plan.	x			
2-C	Implements NEOLA policies and decisions and keeps Board Members well informed.		x		
2-D	Works effectively with City management and departments.	x			
2-E	Understands the prudent use of social networking as a potential vehicle for communicating system wide with the community.		x*		
To find an average score for this category, add rating points and divide by the number of questions. Place your score in the box on the right.		3.4			

HE - Highly Effective

E - Effective

NI - Needs Improvement

U - Unsatisfactory

Comments: \* Jackie, I'm not aware of quality improvement processes that you use in daily administration. I look forward to hearing more about this in the future.

\*\* It is my understanding that we are still updating the neola practices and decisions decisions to be consistent with Chapter 26 I appreciate your collaboration with City management and department heads



# Superintendent's Performance Rating for Standard 3: Support for Teaching and Learning

Check one box for each indicator and circle overall standard rating.		HE (4 pts)	E (3 pts)	NI (2 pts)	U (1 pt)
Strategic Plan Goal #1: Strategy 1, Strategy 2, Strategy 3 Strategic Plan Goal #2: Strategy 2, Strategy 3, Target 5					
3-A	Ensures that training plans are developed to provide skills to employees to accomplish tasks in alignment with the Strategic Plan.		x*		
3-B	Appropriately and professionally manages personnel issues including recommendations, evaluations, staff deficiencies, and retention.		x**		
3-C	Provides feedback on professional performance and offers assistance to strengthen weaknesses in performance.		x		
3-D	Ensures schools are safe and secure by effectively evaluating and addressing the needs in facilities, staffing, training, monitoring and enforcement.	x			
3-E	Understands and enhances curriculum development to ensure a high quality education for all students.		x		
To find an average score for this category, add rating points and divide by the number of questions. Place your score in the box on the right.		3.2			

HE - Highly Effective

E - Effective

NI - Needs Improvement

U - Unsatisfactory

Comments: \* Jackie, I'm not versed in your training plan as they are developed. I trust they are in alignment with our training plan, I look forward to the future development of our staff.  
 \*\* I received two complaints from previous teachers who were unable to find their evaluations. I encourage you and your team to put out a standard operating procedure in place to eliminate their concerns in the future (you may have already completed this)



# Superintendent's Performance Rating for Standard 4: Strategic Planning and Continuous Improvement



Check one box for each indicator and circle overall standard rating.		HE (4 pts)	E (3 pts)	NI (2 pts)	U (1pt)
Strategic Plan Goal #2; Target 1, Strategy 1, Target 2, Strategy 2, Target 3, Strategy 3 Target 4, Strategy 4					
4-A	Develops and monitors the Strategic Plan in alignment with the System's mission and goals.	x			
4-B	Manages the implementation of the Strategic Plan in collaboration with the Governing Board.	x			
4-C	Allocates or utilizes resources consistent with the implementation of the Strategic Plan aligning it with budget development.	x			
4-D	Maintains transparency in the budget and budget process to explain how, and why, resources are being allocated.	x			
4-E	Keeps informed on the needs of the system platform - plant, facilities, technology, equipment and supplies.	x			
4-F	Analyzes and uses data for decision making to review or improve actions, plans, processes, and systems.		x		
To find an average score for this category, add rating points and divide by the number of questions. Place your score in the box on the right.		3.83			

HE - Highly Effective

E - Effective

NI - Needs Improvement

U - Unsatisfactory

Nelson 5

Comments:

Jackie, please continue to capture and use metrics in making decisions especially with large expense departments such as police and facility.



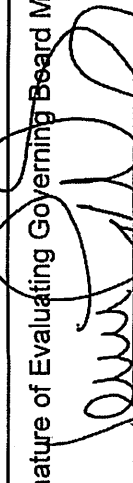
## Superintendent's Performance Rating Assessment Summary

Write average assessment rating per standard.		HE (4 pts)	E (3 pts)	NI (2 pts)	U (1pt)
S-1	Information and Communication	x			
S-2	Leadership and Management	x			
S-3	Support for Teaching and Learning		x*		
S-4	Strategic Planning and Continuous Improvement	x			
	Overall average (all four categories combined)	x			
	Overall Performance Assessment Rating (check box)	x			
<ul style="list-style-type: none"><li>Jackie, I encourage your development plan for teach and learning. I'm sure this occurs on a consistent basis but I'm not privy to your day-to-day business with these standards. You have done a great job navigating through all the challenges that you are faced with. Thank you, all your do!</li></ul>					

The following scale will be used to determine the overall performance rating:

Highly Effective	3.250 - 4.000	Needs Improvement	1.750 - 2.499
Effective	2.500 - 3.249	Unsatisfactory	1.000 - 1.749

3.45

Signature of Evaluating Governing Board Member	Date
	5-2-19



Trauger



## Superintendent's Performance Rating for Standard 1: Information and Communication

Check one box for each indicator and circle overall standard rating.		HE (4 pts)	E (3 pts)	NI (2 pts)	U (1 pt)
Strategic Plan Goal #1: Strategy 1, Strategy 2, Strategy 3					
I-A	Strives to develop positive relationships with all stakeholders.	4			
I-B	Communicates in a timely manner system wide information, goals, and critical issues to the board members and other stakeholders.		3		
I-D	Establishes positive staff morale through flexibility, support, and recognition of groups and individuals working toward system wide improvement	4			
I-E	Directs the collection and maintenance of information data appropriate to the monitoring of the Strategic Plan.	4			
I-F	Communicates overall Strategic Plan requirements to administrative staff.	4			
To find an average score for this category, add rating points and divide by the number of questions. Place your score in the box on the right.		3.8			

HE - Highly Effective

E - Effective

NI - Needs Improvement

U - Unsatisfactory

Comments:

Mrs. Collins has done an excellent job with developing relationships with stakeholders this year.



## Superintendent's Performance Rating for Standard 2: Leadership and Management

Check one box for each indicator and circle overall standard rating.		HE (4 pts)	E (3 pts)	NI (2 pts)	U (1 pt)
Strategic Plan Goal #2: Strategy 1, Strategy 3 Strategic Plan Goal #3: Strategy 1, Strategy 2					
2-A	Models good leadership by using quality improvement principles, processes and practices in daily administration of the system or area of responsibility.	4			
2-B	Models a collaborative leadership style to involve board members and other stakeholders in establishing and achieving the system's Strategic Plan.		3		
2-C	Implements NEOLA policies and decisions and keeps Board Members well informed.	4			
2-D	Works effectively with City management and departments.	4			
2-E	Understands the prudent use of social networking as a potential vehicle for communicating system wide with the community.	4			
To find an average score for this category, add rating points and divide by the number of questions. Place your score in the box on the right.		3.8			

HE - Highly Effective

E - Effective

NI - Needs Improvement

U - Unsatisfactory

Comments:

Mrs. Collins has made significant strides to work collaboratively with City management.



## Superintendent's Performance Rating for Standard 3: Support for Teaching and Learning

Check one box for each indicator and circle overall standard rating.		HE (4 pts)	E (3 pts)	NI (2 pts)	U (1 pt)
Strategic Plan Goal #1: Strategy 1, Strategy 2, Strategy 3 Strategic Plan Goal #2: Strategy 2, Strategy 3, Target 5					
3-A	Ensures that training plans are developed to provide skills to employees to accomplish tasks in alignment with the Strategic Plan.	4			
3-B	Appropriately and professionally manages personnel issues including recommendations, evaluations, staff deficiencies, and retention.	4			
3-C	Provides feedback on professional performance and offers assistance to strengthen weaknesses in performance.	4			
3-D	Ensures schools are safe and secure by effectively evaluating and addressing the needs in facilities, staffing, training, monitoring and enforcement.	4			
3-E	Understands and enhances curriculum development to ensure a high quality education for all students.	4			
To find an average score for this category, add rating points and divide by the number of questions. Place your score in the box on the right.		4			

HE - Highly Effective

E - Effective

NI - Needs Improvement

U - Unsatisfactory

Comments:



## Superintendent's Performance Rating for Standard 4: Strategic Planning and Continuous Improvement



Check one box for each indicator and circle overall standard rating.		HE (4 pts)	E (3 pts)	NI (2 pts)	U (1pt)
Strategic Plan Goal #2; Target 1, Strategy 1, Target 2, Strategy 2, Target 3, Strategy 3 Target 4, Strategy 4					
4-A	Develops and monitors the Strategic Plan in alignment with the System's mission and goals.	4			
4-B	Manages the implementation of the Strategic Plan in collaboration with the Governing Board.	4			
4-C	Allocates or utilizes resources consistent with the implementation of the Strategic Plan aligning it with budget development.	4			
4-D	Maintains transparency in the budget and budget process to explain how, and why, resources are being allocated.	4			
4-E	Keeps informed on the needs of the system platform - plant, facilities, technology, equipment and supplies.	4			
4-F	Analyzes and uses data for decision making to review or improve actions, plans, processes, and systems.	4			
To find an average score for this category, add rating points and divide by the number of questions. Place your score in the box on the right.		4			

HE - Highly Effective

E - Effective

NI - Needs Improvement

U - Unsatisfactory

Comments:

## Superintendent's Performance Rating Assessment Summary



Write average assessment rating per standard.		HE (4 pts)	E (3 pts)	NI (2 pts)	U (1pt)
S-1	Information and Communication	3.8			
S-2	Leadership and Management	3.8			
S-3	Support for Teaching and Learning	4			
S-4	Strategic Planning and Continuous Improvement	4			
	Overall average (all four categories combined)	3.9			
	Overall Performance Assessment Rating (check box)	x			

The following scale will be used to determine the overall performance rating:

Highly Effective	3.250 - 4.000	Needs Improvement	1.750 - 2.499
Effective	2.500 - 3.249	Unsatisfactory	1.000 - 1.749



Signature of Evaluating Governing Board Member Tamisen Traiger	Date 5/5/19
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**Item Number: 10.B.**  
**Meeting Date: 5/14/2019**  
**Item Type: CHAIRMAN REPORT:**

**AGENDA REQUEST FORM**  
City Of Cape Coral Charter School Authority

**TITLE:**

Discussion of Superintendent's Contract Renewal: Vice-Chair Tami Traiger

**SUMMARY:**

**ADDITIONAL INFORMATION:**

**RECOMMENDED ACTION:**

**ATTACHMENTS:**

Description	Type
▢ SUPERINTENDENT'S CONTRACT RENEWAL JUNE 2019	Backup Material

## **SUPERINTENDENT EMPLOYMENT AGREEMENT**

This employment contract made and entered this \_\_\_\_ day of June 2019, by and between the Cape Coral Charter School Authority (hereinafter referred to as Authority) and Jacquelin D. Collins, (hereinafter referred to as Superintendent).

WHEREAS, Authority desires to provide Superintendent with a written employment contract to enhance administrative stability and continuity within the Cape Coral Charter Schools, which Authority believes improves the quality of its overall educational program; and

WHEREAS, Authority and Superintendent believe that a written employment contract is necessary to describe the relationship and to serve as the basis of effective communication between them as they fulfill their governance and administrative functions in the operation of the education program of the schools;

NOW, THEREFORE, Authority and Superintendent, for the consideration herein specified, agree as follows:

### **SECTION 1: DUTIES**

Superintendent agrees during the period of this contract to faithfully perform her duties and obligations in such capacity for the Authority including, but not limited to, those duties required by federal law, state law, the City Charter of the City of Cape Coral, Chapter 26 of the City of Cape Coral Code of Ordinances, as amended, as well as the duties set forth in the Superintendent's job description attached as Exhibit "A". Superintendent shall devote her full time, attention and energy to the business of the Cape Coral Charter Schools. She will not accept any form of employment other than that as Superintendent of the Cape Coral Charter Schools during the term of this and any subsequent contracts if she is employed as Superintendent of the Cape Coral Charter Schools unless specifically approved by the Authority.

### **SECTION 2: TERM**

Authority, in consideration of the promises herein contained of Superintendent, hereby employs and Superintendent hereby accepts employment as Superintendent of Cape Coral Charter Schools for a term commencing July 1, 2019 and ending June 30, 2022.

Upon the expiration of the original term, Superintendent's employment shall be automatically renewed for one (1) year terms unless either party gives the other party written notice of non-renewal at least six (6) months prior to the expiration of the current term.

Superintendent shall provide the Authority Board with written notice of her good faith intent not to renew this contract no later than December 31, 2021, and each December 31<sup>st</sup> thereafter. If Superintendent fails to provide notice, Superintendent shall

forfeit all accrued leave hours provided in Section 5 herein unless otherwise approved by the Authority Board.

### SECTION 3: COMPENSATION

Authority shall pay Superintendent at an annual salary rate of one hundred thirty thousand dollars (\$130,000.00) per year. Superintendent's compensation will be increased by a minimum of three-percent (3%) per year provided the Superintendent receives a favorable evaluation by four voting members of the board in accordance with Section 7 of this Agreement. Superintendent is not eligible to receive pay increases authorized for instructional staff or non-instructional administrators, unless the Superintendent position is expressly included in the authorization.

### SECTION 4: BENEFITS

Authority agrees to provide benefits that include, but are not limited to, health, term life/accidental death & dismemberment (AD&D) and long-term disability (LTD) to Superintendent. Authority will also make the employer contributions to the Florida Retirement System. Authority may make available to Superintendent a deferred compensation or other supplemental retirement plan in its sole discretion. Benefits may be changed at any time during the term of this contract by Authority. Authority will provide at least thirty (30) days' notice preceding any change or modification of benefits. Changes may include, but are not limited to, a requirement that Superintendent pays a portion of a benefit previously provided at no cost, the type of benefit plan offered, a change in group healthcare coverage, or the group health care provider. The terms, conditions, and provisions of the policy that is in effect at the time any claim is made will govern and control the procedures for filing any claim and any benefits due and owing under the policy.

### SECTION 5: LEAVE

Upon the execution of this Agreement continuing her employment with the Authority, the Superintendent is entitled to carry over her accumulated leave that she earned under her prior contracts with the Authority up to a maximum of 600 hours. Superintendent shall accumulate earned leave time at a rate of 13.33 hours per month for each month worked. Such leave not used during the school year may be carried over to the next school year up to a maximum of 720 hours of total leave. If Superintendent fails to use all accrued leave exceeding 720 hours by the end of the school year, Superintendent shall forfeit all leave hours exceeding 720 hours. Upon termination or resignation, Superintendent will be paid up to the amount of Superintendent's accrued leave at the time of resignation or termination not to exceed 720 hours, except as provided in paragraph 9.C. Superintendent shall also be eligible to receive up to five (5) days of vacation leave that must be taken during June or July at a time when the operational requirements of the charter school system do not require the presence of Superintendent. This vacation leave will not be deducted from other accumulated leave, will not be on a use or lose basis, will not be carried over if not used, and Superintendent will not be paid for any of these vacation leave days upon termination or resignation. In addition, Superintendent shall be entitled to military reserve leave time pursuant to Florida law.

Superintendent shall submit written requests for leave to the Cape Coral Charter School Authority Board Chair, or in the Chair's absence, to the Vice-chair. Written approval by the Authority Board Chair, or in the Chair's absence, by the Vice-chair is required to approve Superintendent's requests for leave. Notice of requests and approvals will be provided by the Superintendent to all members of the Authority Board. Unless she is on a scheduled leave, the Superintendent is expected to be at work, or otherwise available by telephone. During winter and spring breaks, if the operational requirements of the charter school system do not require the presence of the Superintendent, she is expected to be available by telephone.

## SECTION 6: GENERAL BUSINESS EXPENSES

The Superintendent may apply for payment of or reimbursement of actual and necessary expenses related to the performance of Superintendent's duties including but not limited to the following:

- a) Reasonable professional dues and subscriptions;
- b) Reasonable educational expenses to maintain or improve Superintendent's professional skills as well as expenses for travel, room, and meals for attending professional conferences, workshops, conventions, and seminars; and
- c) Reasonable membership fees or dues to enable the Superintendent to become an active member in local civic clubs or organizations.

The Superintendent shall obtain the approval of the Authority Board prior to incurring any fees or travel expenses that require the Superintendent to miss more than five (5) consecutive school days. In no case shall the Superintendent's expenses exceed the amount approved by the Authority in its annual budget.

Time utilized by the Superintendent performing Superintendent's duties out of the office or away from school campuses will not be deducted from the Superintendent's accumulated leave time.

The Authority shall provide Superintendent with a computer, software, fax/modem, and cell phone allowance of \$80.00 per month for Superintendent to perform her job and to maintain communication. Within five (5) days after termination of employment, whether voluntary or involuntary, Superintendent shall return to Authority or its designee all equipment or items in the possession of former Superintendent that are the property of Authority. For any equipment or items not returned to Authority, Superintendent hereby authorizes Authority to withhold from any funds due Superintendent upon termination the replacement cost for any equipment or items not returned within the five (5) day period.

## SECTION 7: EVALUATION OF SUPERINTENDENT

The Authority shall evaluate Superintendent by May 15, 2020 and by May 15 of each subsequent year during the term of this Agreement.

## SECTION 8: INDEMNIFICATION/PROFESSIONAL LIABILITY

Authority agrees that it shall defend, hold harmless and indemnify Superintendent from all demands, claims, suits, actions and legal proceedings, if any, brought against Superintendent in her individual capacity or in her official capacity as agent or employee of the Authority, provided the incident arose while Superintendent was acting within the scope of her employment and excluding criminal litigations. The Authority shall cover legal expenses in defense of claims and payment of judgments resulting from her functioning as Superintendent. In no case will individual Authority Board Members be considered personally liable for indemnifying Superintendent against such demands, claims, suits, action and legal proceedings

## SECTION 9: TERMINATION OF CONTRACT

A. Termination by Authority with Cause. Superintendent has no property rights or other rights to continued employment except as provided herein, and nothing in this Contract shall prevent, limit, or otherwise interfere with the right of the Authority to terminate this Contract with or without cause at any time. Examples of acts by the Superintendent that will constitute grounds for the Authority to immediately terminate Superintendent "for cause" under this Contract include, but are not limited to: Conviction of a felony crime; conviction of a crime of moral turpitude such as an act of fraud or other crime involving dishonesty; violation of the Authority's Drug Free Workplace policy as it may be amended from time to time; or breach of any provision of this Contract.

In the event of termination for cause, Authority shall have no obligation to Superintendent for any salary, severance, or other compensation, or any other form of benefits under this Contract except for: (a) compensation earned prior to the effective date of termination, (b) vested benefits Superintendent has accrued under any retirement or deferred compensation plan sponsored by Authority, or (c) other benefits mandated under state or federal law for departed employees (such as COBRA health benefits).

B. Termination by Authority Without Cause. The Authority may terminate the employment of Superintendent without cause upon a vote of at least four voting members of the board. In the event of termination without cause by the Authority, Superintendent shall receive ninety (90) days of salary as severance payable in a lump sum. If notice of renewal of this Agreement had been given prior to termination, the renewal will be automatically rescinded, be null and void, and of no effect. In exchange for the severance, Superintendent waives any rights available pertaining to such termination.

C. Termination by Superintendent. Superintendent shall provide the Authority Board at least ninety (90) days' advanced written notice of her intent to terminate this contract, or otherwise resign her position for any reason. If Superintendent fails to provide notice, Superintendent shall forfeit all accrued leave hours provided for in paragraph 5 above unless otherwise approved by the Authority Board.

## SECTION 10: SAVINGS CLAUSE

If, during the term of this contract, it is found that a specific clause of the contract is illegal in federal or state law, the remainder of the contract not affected by such a ruling shall remain in force.

## SECTION 11: APPLICABLE LAW

This contract shall be governed by and construed in accordance with the laws of the state of Florida. In the event of any litigation with respect to this contract, the parties agree that venue shall be in Lee County, Florida.

## SECTION 12: ASSIGNMENT

This contract shall inure to the benefit of and shall be binding upon Authority and Superintendent, but may not be assigned by Superintendent.

## SECTION 13: NOTICES

Any notice required or permitted to be given under this contract, shall be sufficient if in writing and delivered to the party involved.

## SECTION 14: ATTORNEY'S FEES

Subject to Section 768.28, Florida Statutes, if either party breaches this contract and the other party is required to enforce the terms of this contract, the prevailing party in any litigation shall be entitled to recover all costs incurred to and including reasonable attorney's fees prior to trial, at trial and/or on appeal. Notwithstanding the foregoing, Superintendent and Authority acknowledge and agree that Authority is entitled to the benefits of sovereign immunity as provided by Florida law and in no event, shall the Authority's liability under this section exceed the liability limits established by Section 768.28, Florida Statutes.

## SECTION 15: ENTIRE AGREEMENT

This contract contains the entire agreement concerning employment arrangements between Authority and Superintendent. This contract may not be changed, modified or amended except by a writing signed by both parties.

## SECTION 16: PARAGRAPH HEADINGS

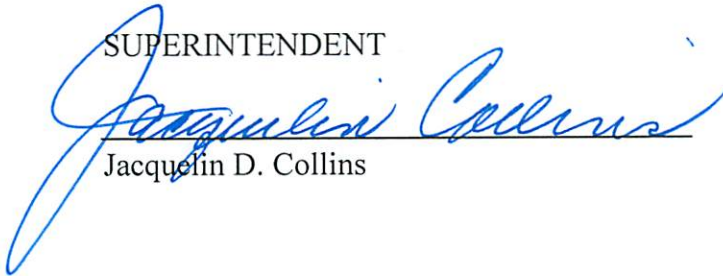
The paragraph headings contained herein are for reference only and shall not in any way affect the meaning or interpretation of this contract.

## SECTION 17: REVOCATION OF PREVIOUS CONTRACT

All previous contracts of employment entered by Superintendent and Authority are hereby declared null and void.

IN WITNESS WHEREOF, Authority has approved this employment contract at a regular meeting and Superintendent has approved this employment contract on the day and year specified above.

SUPERINTENDENT



Jacquelin D. Collins

CHARTER SCHOOL AUTHORITY

---

Michael Campbell, Chair

APPROVED AS TO FORM:

---

Gail G. Prosser  
Assistant City Attorney



## Exhibit A

# CHARTER SCHOOL SUPERINTENDENT

### Duties

#### GENERAL STATEMENT OF JOB'

Under the Direction of the Charter School Board, the Charter School Superintendent will exercise independent judgment and initiative, while complying with city, state and federal codes, ordinances, and regulations. The incumbent will report to the Board and shall have the right to participate in all discussions of the Board, but will not be a voting member. The Charter School Superintendent will be the most senior employee of the Charter School Authority. Direct reports to the Charter School Superintendent shall include school principals and others, as deemed in the best interest of the school system.

The Charter School Superintendent shall exercise all powers and perform all duties as required to initiate and maintain the highest standards of operation for the Charter School System. The Charter School Superintendent shall recommend the establishment, organization, and operation of such schools, classes, and services as are needed to provide adequate educational opportunities for all children in the Charter Schools. The Charter School Superintendent shall be responsible for directing the work of the personnel of the Cape Coral Charter Schools.

The Charter School Superintendent shall prepare an annual budget to be submitted to the Board for adoption and, when adopted, submit such budget by the required dates to the appropriate agencies or authorities as required. The Charter School Superintendent shall cooperate with federal, state, county, and municipal agencies in the enforcement of laws and rules pertaining to all matters relating to education and child welfare.

#### SPECIFIC DUTIES AND RESPONSIBILITIES: ESSENTIAL JOB FUNCTIONS

##### Service Delivery

Direct the overall activities of planning, developing, coordinating, implementing and evaluating all Charter School services.

Direct all activities related to the Charter School's learning delivery system and program management cycle.

Initiate the development of programmatic goals and learning objectives on a Charter

School-wide basis within the scope of School Board policy, administrative directives, assessed student needs, and operational constraints.

Coordinate all reporting requirements.

Direct and supervise the implementation of the Charter School's Pupil Progression Plan.

Direct and supervise the implementation of the Charter School's Strategic Plan.

#### Inter/ Intra-Agency Communication and Delivery

Maintain liaison with social, professional, civic, volunteer and other community agencies, and groups having an interest in the schools.

Maintain good public relations with parents and community groups for dissemination of information and feedback.

Provide leadership in interpreting the programs, philosophy, and policies of the Charter School to staff, students, and the community.

Provide leadership in School Improvement and Accountability, in the development of school improvement plans at school sites and the implementation of the strategic plan.

Maintain a close working relationship with Charter School employees to ensure information exchange, coordination of efforts, and general support for the decision-making process.

Establish necessary procedures for referral and cooperative planning with other agencies.

Maintain contact with other Charter Schools in Florida and other states to share and receive information on effective programs and practices.

Respond to inquiries and concerns in a timely manner.

Keep Board Members informed of potential problems or unusual events.

Serve on District, state, and community councils or committees as appropriate.

#### Professional Growth and Improvement

Keep informed about current research, trends, and best practices in all areas and disseminate information to appropriate personnel.

Maintain a network of peer contacts through professional organizations.

Keep informed about current research, trends, and best practices and disseminate information to appropriate personnel.

Maintain expertise to fulfill project goals and objectives.

Attend training sessions, conferences, and workshops as appropriate to keep abreast of current practices, programs character education, and legal issues.

### **Systemic Functions**

**Serve as liaison between the State Department of Education, the Lee County School Board and the Charter Schools in communicating and planning program requirements of the state statutes, State Board of Education rules and regulations, and mandated federal programs.**

**Work cooperatively with the Charter School Superintendent and Executive Directors in planning, organizing, developing, and evaluating the implementation of the school-based management plan of the Charter School.**

**Provide leadership in the development of educational specifications for new facilities and equipment.**

**Report on the status of curriculum and learning programs and services at the request of the Board Members.**

**Provide leadership in the preparation for and conducting of collective bargaining negotiations.**

Provide leadership in the development of policies and administrative guidelines.

Prepare School Board meeting agendas.

Coordinate annual performance appraisals and make recommendations for appropriate employment action on all personnel.

Develop, recommend, and administer the Charter School budget.

Provide leadership to the Charter School Superintendent's Executive Team.

Provide process and leadership in projecting FTE.

Assist in the selection of all administrative staff.

Model characteristics of citizenship, character education (as defined by the Character Counts! Program), and literacy.

Perform other incidental tasks consistent with the goals and objectives of this position.

#### **Leadership and Strategic Orientation**

Provide overall leadership and appropriate resources for ongoing Charter School-wide curriculum development.

Provide leadership for purposeful articulation among all instructional levels as well as between basic and special programs.

Establish and provide leadership for a collaborative team to ensure that curriculum and learning development initiatives are student focused and aligned with the Charter School mission and beliefs, school goals and improvement plans.

Provide leadership and assistance to school personnel in the use of assessment data for the improvement of instruction.

Provide leadership in planning and acquiring appropriate teaching materials, textbooks and equipment.

Provide leadership for the Southisn Association of Colleges and Schools accreditation process.

Provide leadership for school improvement initiatives.

Provide leadership for emerging, innovative, and special programs.

Provide leadership and direction for assigned areas of responsibility.

Provide leadership and guidance in the development of annual goals and objectives for assigned department or program.

Implement the Charter School's goals and strategic commitment.

Exercise proactive leadership in promoting the vision and mission of the Charter Schools.



Set high standards and expectations and promote professional growth for self and others.

Utilize appropriate strategies and problem-solving tools to make decisions regarding planning, utilization of funds, delivering services, and evaluation of services provided.

Demonstrate initiative in identifying potential problems or opportunities for improvement and take appropriate action.

Use appropriate styles and methods to motivate, gain commitment, and facilitate task accomplishment.

#### **ADDITIONAL JOB FUNCTIONS**

Performs related work as required.

#### **MINIMUM QUALIFICATIONS:**

A Bachelor's degree from an accredited college or university in Education, Public Administration, Finance, Business or related field. Graduation from an accredited university with a Masters Degree in Education, Public Administration, Finance, Business, or related field. A PhD in Education is preferred. 7+ years of increasingly responsible professional management experience in an educational institutional setting. Previous Florida School System experience, Charter School System experience, and a secondary language (Spanish preferred) preferred.

#### **ADDITIONAL MINIMUM QUALIFICATIONS REQUIRED: KNOWLEDGE, SKILLS, AND ABILITIES:** Knowledge of effective school concepts and principles.

Knowledge of state-of-the-art research and proven best practices in K-12 education.

Knowledge of principles and concepts for continuous quality improvement in education.

Knowledge of learning theory, program planning, curriculum development, and management of instructional programs.

Knowledge of statutory and regulatory requirements in areas of school budget and finance, educational facilities, and human resources.

Ability to supervise people.

Ability to plan and present information to the public.

Ability to facilitate various size groups using facilitative leadership skills.

Ability to make decisions based on relevant information.

Ability to understand the Course Code Directory and Florida Statutes.

Extensive understanding of the Pupil Progression Plan.

Ability to balance several job functions at one time and work under a heavy workload.

Ability to work cooperatively with School Board members, school personnel, community, and other departments and agencies. Good interpersonal and communication skills.

Ability to analyze statistical data for trends and standard performance in various programs and to develop strategies for improvement.

Ability to represent the Charter Schools at state and regional functions.

Ability to use computers and software applications.

Ability to assign and review the work of subordinate employees and to provide effective leadership at all times.

Ability to establish and maintain working relationships with supervisor, support staff and other City departments.

Ability to develop and maintain effective working relationship with the general public, other public agencies, the media, City Officials, etc.

Ability to promote the Charter Schools and to network with other school Superintendents.

Ability to successfully complete criminal and financial background check, physical exam, drug screen and other appropriate job-related testing.

Ability to obtain a valid Florida Drivers' License within 30 days.

Ability to attend evening and weekend Board meetings and other meetings as required. Knowledge of advanced office software and equipment.

Has extensive knowledge of advanced modern office support functions.

Has extensive knowledge of report and record maintenance principles and techniques.

Has thorough knowledge of principles and practices of effective administration, to include directing, planning, evaluating, and organizing.

Has thorough knowledge of business English, the application of such to a variety of formats and styles, and editing principles and techniques.

Is skilled in both written and oral communications for effective expression and clarity.

Is able to analyze situation quickly and objectively.

Is able to effectively utilize a variety of modern office equipment, i.e., computers, facsimile machines, and copiers.

Is able to demonstrate consistent tact and courtesy in frequent public contact.

**MINIMUM STANDARDS REQUIREP:**

Physical Requirements: Tasks involve some walking, standing; some unassisted lifting, carrying, pushing and/or pulling of moderately heavy objects up to 50 pounds. Tasks may

involve extended periods of time at a keyboard, with extended periods of visual concentration.

**Data Conception:** Requires the ability to compare and/or judge the readily observable, functional, or composite characteristics (whether similar to or divergent from obvious standards) of documentation, accounts, permits, evidence, and reports.

**Interpersonal Communication:** Requires the ability to speak and/or writing to convey or exchange information. Includes giving and receiving instructions, assignments and/or directions.

**Language Ability:** Requires the ability to read a variety of materials relevant to government, legal, and city administration operations that range from moderate to complex levels. Requires the ability to communicate with numerous individuals from a broad array of backgrounds.

**Intelligence:** Requires the ability to analyze and interpret problems, and draw valid conclusions in task processing and prioritization. Requires the ability to coordinate accurate completion of multiple tasks within established time frames, i.e., moderate to long range planning principles and techniques.

**Verbal Aptitude:** Must communicate efficiently and effectively in Standard English, both oral and in writing. Must speak with poise, confidence, and voice control.

**Numerical Aptitude:** Requires the ability to add, subtract, multiply and divide; calculate decimals and percentages to interpret plans and graphs.

**Form/Spatial Aptitude:** Requires the ability to inspect items for proper length, width and shape, and visually read various information.

**Motor Coordination:** Requires the ability to coordinate hands and eyes accurately in handling, sorting, and filing documents, and in processing keyboard tasks.

**Manual Dexterity:** Requires the ability to utilize a variety of modern office equipment. Must have minimal levels of eye/hand/foot coordination.

**Color Discrimination:** May require the ability to differentiate between colors or shades of color depending on department of assignment.

**Interpersonal Temperament:** Requires the ability to deal with people from a variety of departments in both giving and receiving instructions. Requires the ability to apply consistent tact and courtesy in frequent public contact. Must be able to perform under stress of deadlines.

**Physical Communication:** Requires the ability to talk and hear: (talking: expressing or exchanging information by means of spoken words; hearing: perceiving nature of sounds by

**Environmental Requirements:** Tasks are regularly performed without exposure to adverse environmental conditions, e.g., dirt, cold, rain, fumes.



**Item Number: 11.A.**

**Meeting Date: 5/14/2019**

**Item Type: FOUNDATION REPORT:**

## **AGENDA REQUEST FORM**

City Of Cape Coral Charter School Authority

**TITLE:**

Gary Cerny, Foundation President

**SUMMARY:**

**ADDITIONAL INFORMATION:**

**RECOMMENDED ACTION:**

<b>Item Number:</b> 12.A. <b>Meeting Date:</b> 5/14/2019 <b>Item Type:</b> STAFF COMMENT:
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**AGENDA REQUEST FORM**  
City Of Cape Coral Charter School Authority

**TITLE:**

Charter School Authority Management Updates: MaryAnne Moniz, Business Manager

**SUMMARY:**

**ADDITIONAL INFORMATION:**

**RECOMMENDED ACTION:**

**Item Number: 13.A.**

**Meeting Date: 5/14/2019**

**Item Type: UNFINISHED BUSINESS:**

## **AGENDA REQUEST FORM**

City Of Cape Coral Charter School Authority

**TITLE:**

No Activity

**SUMMARY:**

**ADDITIONAL INFORMATION:**

**RECOMMENDED ACTION:**

<b>Item Number:</b>	<b>14.A.</b>
<b>Meeting Date:</b>	<b>5/14/2019</b>
<b>Item Type:</b>	<b>NEW BUSINESS:</b>

**AGENDA REQUEST FORM**  
City Of Cape Coral Charter School Authority

**TITLE:**

Approval of Emergency Purchase and Replacement of Oasis High School Air Conditioning Chiller  
Unit: Danielle Jensen, Director of Procurement and Food Services

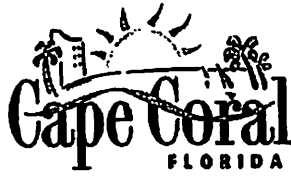
**SUMMARY:**

**ADDITIONAL INFORMATION:**

**RECOMMENDED ACTION:**

**ATTACHMENTS:**

<b>Description</b>	<b>Type</b>
▯ EMERGENCY CHILLER OHS MAY 2019	Backup Material



**CAPE CORAL CHARTER SCHOOL AUTHORITY**

**ADMINISTRATION DIVISION**

**TO:** Cape Coral Charter School Authority Governing Board  
**THRU:** Jacquelin Collins, Superintendent  
**FROM:** Danielle Jensen, Director of Procurement and Food Services  
**DATE:** May 14, 2019  
**SUBJECT:** Cape Coral Charter School Authority - Oasis High School Air Conditioning Chiller Unit Replacement

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**BACKGROUND:**

In 2017, all air conditioning units were evaluated and a timeline was established to handle replacements. The high school's chiller unit was identified to be replaced in 2021. In April, it was identified that one set of coils need to be replaced at a cost of \$24,000 to ensure the unit will continue to run efficiently. This replacement does not guarantee that the 2<sup>nd</sup> set of coils will remain functional for any length of time and may need to be replaced within the year. In addition, the thorough evaluation done on the unit by an outside company does not guarantee other items will not need to be replaced as well. The Charter School has a quote to replace the entire chiller unit at a cost of \$170,900. The current unit is 13 years old and was originally installed in another facility and was 5 years old when it was installed at the high school. Even with the purchase order issued the week of May 13, there is 10-12 week lead time. This would put the delivery right before the school year starts. The unit delivery will be closely monitored to ensure the project is completed by the time school starts.

**RECOMMENDATION:**

The Charter School is recommending the replacement of the chiller as an emergency repair. The cost to replace one coil system is \$24,000. To do these large repairs on a system that is scheduled to be replaced in a year does not make sense especially since there is no guarantee that this will be the only issue on a system this old. The Charter School, along with city facilities, is recommending the chiller be replaced at an installed cost of \$170,900. The amount to cover this purchase will need to be covered by reserves. In addition, the Charter Schools will ask for a 10% contingency for any potential issues during the installation of the unit. The total estimated cost of the project will be \$187,990.

The recommendation is to ratify the emergency purchase order request to proceed with ordering the 1 120-ton chiller unit which will allow the unit to be manufactured. Due to the long time frame to get the unit built, the Governing Board will need to waive the procurement process because it jeopardizes the health and safety of its students. In addition, the Governing Board will need to approve that \$187,990 taken from reserves to cover the cost of the project.

# CITY OF CAPE CORAL

## EMERGENCY PURCHASE FACT SHEET

DATE: 5-14-2019  
DEPARTMENT: Maintenance  
DIVISION: OHS

REQUESTER: Brent Richardson  
REQUISITION #: \_\_\_\_\_  
AMOUNT: \$187,990

### EQUIPMENT/FACILITY REQUIRING EMERGENCY ACTION:

Replace chiller unit at OHS school with 120 ton unit. Unit's coils are failing in a 13 year old system. So recommending to replace entire chiller unit. School is working with a vendor to keep the current units operating until the units can be replaced.

### DESCRIBE CONSEQUENCES IF NOT HANDLED AS AN EMERGENCY:

The current chiller system is operating at 50% capacity. To maintain the system, the Charter needs to either replace one set of coils at \$24,000 but that would not ensure the 2<sup>nd</sup> set of coils will remain functioning for another year since the system is already 13 years old. Unit needs to be ordered now to be built so that we can replace before the school year starts in August. Repairs will be done to the existing chiller as needed to keep it running even at not full capacity. The Charter School will include 10% contingency to the cost of the project for a total estimate cost of \$187,990.

### NAMES OF COMPANIES CONTACTED AND THEIR QUOTES:

COMPANY NAME	CONTACT	AMOUNT
1. <u>B &amp; I</u>	<u>Rick Adolph</u>	<u>\$170,900</u>
2. _____	_____	_____
3. _____	_____	_____

### REASON(S) FOR NOT OBTAINING QUOTES:

Working with vendors to obtain quotes, but with 10-12 week lead time, we need to get units ordered now.

### SIGNATURES:

DEPARTMENT DIRECTOR: \_\_\_\_\_ DATE: \_\_\_\_\_

PROCUREMENT MANAGER: Danielle Jensen DATE: 5-14-19

CITY MANAGER: \_\_\_\_\_ DATE: \_\_\_\_\_

*In accordance with The City of Cape Coral Ordinance, Chapter 2, Article VII, Division 1, Sec. 2-144(d) "Emergency Purchases", The City Manager shall approve all emergency requisitions in excess of \$20,000.00. Any emergency purchases in excess of \$50,000 must be approved by the City Council either before or as soon as practicable after the purchase.*

*Notwithstanding any other provisions of this ordinance, the Procurement Manager may make, or authorize others to make, emergency purchases of supplies, services, or construction items when there exists a threat to public health, welfare, or safety; provided that such emergency purchases shall be made with such competition as is practicable under the circumstances.*

### FOR PROCUREMENT USE ONLY:

PURCHASE ORDER # \_\_\_\_\_

COUNCIL APPROVAL DATE: \_\_\_\_\_



## CAPE CORAL CHARTER SCHOOLS

### OASIS HIGH SCHOOL



LOCATION: 3519 OASIS BLVD. CAPE CORAL, FL. 33914

PROJECT: CHILLER REPLACEMENT & [8] 3-WAY CONTROL VALVE INSTALLATION

EQUIPMENT: DAIKIN 120TON AIR COOLED SCROLL CHILLER

SITE CONTACT: BRENT RICHARDSON

PREPARED BY: Rick Adolph [Service Sales B&I Contractors]



*B&I Contractors was asked to provide a Budget for the Chiller replacement at Oasis High School due to recent findings of failing condenser coils. This estimate includes Chilled Water [CHW] pipe transitions to new Chiller and modifications to existing Pumps that is typical for this type of installation. Electrical Circuit will be brought down to the new requirements for a 120 Ton Chiller and capacity was pulled from original schedule on "as built" blue prints. Existing McQuay 170 Ton Chiller was repurposed from the Middle School during construction of High School and as mentioned above is having issues. New Chillers will be tied back into existing Building Automation System [BAS] and includes a Factory Start-up.*

*[4] Air Handler Units [AHU] are interconnected to the Chiller and each have a Return Air Coil along with an Outside Air Coil. Currently all [8] Control Valves are 2-way and 3-way are preferred as for better control of cycle rates on Compressors and loading capabilities of New Chiller with proper flow rates through Heat Exchanger at all times.*

*This estimate will be followed up with a formal Proposal upon request and a full take off will be performed for selected equipment.*

CHILLER REPLACEMENT: \$159,000

[8] 3-Way Valve Project \$11,900

**Total Estimate: \$170,900**

PREPARED BY: Rick Adolph [Service Sales B&I Contractors]



<b>Item Number:</b>	<b>14.B.</b>
<b>Meeting Date:</b>	<b>5/14/2019</b>
<b>Item Type:</b>	<b>NEW BUSINESS:</b>

**AGENDA REQUEST FORM**  
City Of Cape Coral Charter School Authority

**TITLE:**

Approval of Job Description and Salary Range for Charter School Authority Human Resources  
Manager: Superintendent Collins

**SUMMARY:**

**ADDITIONAL INFORMATION:**

**RECOMMENDED ACTION:**

**ATTACHMENTS:**

	<b>Description</b>	<b>Type</b>
▣	CSA HUMAN RESOURCES MANAGER MAY 2019	Backup Material

	<b>City of Cape Coral Charter School Authority Job Description</b>		
<b>Classification Title</b>	Charter School Human Resources Manager		
<b>FLSA Status</b>	Exempt	<b>Revision Date</b>	5/3/19
<b>Pay Range</b>	<b>Annual:</b> \$58,905.60 - \$95,825.60	<b>Hourly</b> \$28.32 - \$46.07	

## **GENERAL SUMMARY**

Under general supervision of the Charter School Superintendent, in coordination with City of Cape Coral Human Resources, performs a range of specialized HR functions and projects to include: employee relations, coordination and development of HR policies and procedures, training, talent acquisition, compensation, benefits, disciplinary process, events and assisting in consultation with supervisors. Performs special projects as assigned. Work involves responsibility for planning, implementing and coordinating programs and activities to enhance relationships between management and employees and to provide timely and sound advice to clients throughout the organization. Position exercises executive level discretion due to the sensitive and confidential nature of information processed. Performs related work as required.

## **ESSENTIAL DUTIES & RESPONSIBILITIES**

*The intent of this job description is to provide a representative summary of the major duties and responsibilities performed by incumbents of this job. Incumbents may be requested to perform job-related tasks other than those specifically presented in this description.*

- Assists management and employees with employee relations, personnel policies and facilitates a wide array of HR areas including recruiting and staffing logistics; organization development; employment and compliance to regulatory concerns and reporting; employee orientation; policy development and documentation; employee relations; compensation and benefits administration; and employee services.
- Coordinates with and assists the Charter School Superintendent regarding personnel policies and procedures; participates in the development and administration of new/revised programs; initiates, completes or assists in special projects, events, programs or reports as directed.
- Assists management and employees with resolving issues, conflicts, and clarifying work place policies and procedures.
- Supervises assigned staff including selection, promotion, discipline, evaluation, and training of staff.
- Promotes goal-setting and effective communication between the Charter Schools and City Human Resources for HR initiatives.
- Assists staff in design, development, implementation and administration of training, education and development programs.

- Recommends mandatory compliance training, education and development of policies and procedures based on state and federal mandates and regulations.
- Performs talent acquisition functions, to include: screening resumes, interviewing candidates, administering appropriate assessments and reference/background checking; makes recommendations for hire (or not hire) and extends conditional employment offers that includes negotiation for both exempt and nonexempt positions.
- Communicates important employment information during delivery of employment offers (e.g., benefits, compensation).
- Works with hiring managers to ensure compliance with all federal/state laws and regulations.
- Conducts classification review and analysis in evaluating positions for reclassification or modifying descriptions. Creates new position descriptions or archives positions in compliance with Charter School rules and regulations.
- Conducts compensation review and analysis in verifying pay rates for new hires, promotions, transfers, demotions and other direct compensation.
- Investigates the facts of employee behavior and performance cases and determines whether disciplinary action is appropriate. Provides direction and training to supervisors in discipline and discharge cases.
- Audits and reviews information which monitors employees' satisfaction with policies or working conditions. These include adequate complaint procedures, communications of these to employees and adequate follow up with management to resolve problems.
- Consults with management on programs to improve the quality of effective supervisory practices.
- Assists management and employees with performance appraisal programs.
- Coordinates with the City Attorney's office on Human Resource issues which have legal implications.
- Makes presentations as needed to Charter School Governing Board on HR projects or processes.
- Researches and analyzes special projects relating to Human Resources inquiries/problems, recommends solutions and possible alternatives; prepares complex written reports.
- Interacts with staff and the public with courtesy and tact while responding to inquiries, complaints, and information requests and explaining HR procedures.
- Manages the grievance and appeal procedure outlined in Charter School policy. Meets with management and/or employees to narrow contentious issues, offers compromise solutions. Advises Charter School Board on grievances within their purview. Attends and prepares cases for federal mediations.
- May be required to operate a motor vehicle in performance of assigned tasks.

- Performs other related duties and assignments as required.

## **MINIMUM QUALIFICATIONS**

### **Education and Experience**

- Bachelor's degree from an accredited college or university in Human Resources, Public Administration, Business Administration or closely related field.
- Six (6) years of progressively responsible human resources experience.
- Three (3) years of successful supervisory experience.
- One (1) year of employee relations experience.

### **Licenses or Certifications**

- Must possess a valid state driver's license and obtain a valid Florida driver's license within thirty (30) days of hire or promotion.

## **OTHER JOB REQUIREMENTS**

- None.

## **PREFERRED QUALIFICATIONS**

- Experience in an education environment.
- Professional in Human Resources (PHR) SHRM Certified Professional (SHRM-CP) or similar human resources professional certification.

## **KNOWLEDGE, SKILLS AND ABILITIES REQUIRED**

### **Knowledge of:**

- Human resources practices and principles, to include employee relations, equal employment opportunity, recruitment and placement, benefit programs, hourly and salary personnel administration, personnel development, organization planning, and employee database maintenance.
- Principles and practices of effective management, organizational structures, administration, and leadership.
- Employment regulations, personnel administration, and fiscal responsibility to include strategic planning, delegating, problem-solving, listening, and analyzing information.
- Research methods and techniques and methods of presentation.
- Modern office support functions.
- Report and record maintenance principles and techniques.
- Business English, grammar, punctuation and spelling; the application of such to a variety of formats, styles, and editing principles and techniques.
- Modern office equipment and various computer programs and applications.

**Skill in:**

- Public speaking and public relations.
- Leadership development, management practices, coaching/counseling and supervisory techniques.
- Written, verbal, electronic, and visual communications for effective expression and clarity.
- The operation of various computer or other electronic devices.
- Planning, organization, prioritization, and time management.

**Ability to:**

- Convey a sense of authority and influence.
- Perform duties in a fair and impartial manner.
- Understand and manage highly complex, diverse projects or programs; and balance multiple assignments.
- Assemble, organize and present, in written and oral form, statistical, financial or factual information derived from a variety of sources.
- Learn Cape Coral Charter School Authority policies and other regulatory documents as required to complete tasks and assignments.
- Relate and respond to people beyond giving and receiving instructions, to include applying consistent courtesy and tact in considerable public contact and/or confrontational situations.
- Establish and maintain effective working relationships with supervisor, support staff, staff from other departments and other local, state and federal government agencies.
- Give and receive instructions and apply consistent courtesy and tact in public contact and/or confrontational situations.
- Adapt to performing under frequent deadlines, re-prioritization of tasks and assignments, and in response to emergencies.
- Apply sound judgment and interpretation based on acquired knowledge in circumstances where limited standardization exists.
- Read and interpret various materials, ranging from moderate to complex terminology, associated with job functions.
- Understand and perform advanced mathematical skills, i.e., formulas, graphs, and charting principles.
- Exercise high level of discretion due to the sensitive and confidential nature of information processed.
- Perform duties independently with minimal supervision and review with emphasis in achieving results on Charter School initiatives.

- Analyze and interpret problems, and draw conclusions.

**WORK ENVIRONMENT/ CONDITIONS**

*The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

Tasks are generally performed in a common office environment.

**PHYSICAL DEMANDS**

*The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

The position involves *light physical demands*, such as exerting up to 20 lbs. of force occasionally, and/or up to 10 lbs. of force frequently, and/or a negligible amount of force constantly to move objects. Tasks may require prolonged periods of visual concentration and require moderate levels of eye/hand/foot coordination.

Requires the ability to speak, hear (perceive sound) and/or signal people to convey and exchange information; differentiate between colors or shades of color; read a variety of materials, at times complex; apply principles of rational problem-solving; record and deliver information, explain procedures, issue and follow oral and written instructions; and communicate effectively and efficiently in Standard English.

<b>Item Number:</b>	<b>14.C.</b>
<b>Meeting Date:</b>	<b>5/14/2019</b>
<b>Item Type:</b>	<b>NEW BUSINESS:</b>

**AGENDA REQUEST FORM**  
City Of Cape Coral Charter School Authority

**TITLE:**

Approval of Job Description and Salary Range for Charter School Authority Cashier:  
Superintendent Collins

**SUMMARY:**

**ADDITIONAL INFORMATION:**

**RECOMMENDED ACTION:**

**ATTACHMENTS:**

<b>Description</b>	<b>Type</b>
▣ CSA CASHIER MAY 2019	Backup Material



CITY OF CAPE CORAL  
Established Date: May 14, 2019  
Revision Date:

## Charter School Cashier

Class Code:

### **SALARY RANGE**

**\$32,510.40 - \$50,835.20**

### **GENERAL STATEMENT OF JOB:**

Under general supervision of the Superintendent or her designee, performs professional work in the collection, handling, receipt, processing, and temporary custody of cash and cash items received over the counter, electronically, and through the mail and drop box. Assists in general office and clerical work for section. Employees in this class are responsible for balancing cash drawers on a daily basis. Work is subject to automatic and periodic verification through system controls, post-audits and supervisory review for accuracy and conformity with established policies and procedures.

**Individual(s) assigned to this classification must report to work per their assigned schedule.**

### **SPECIFIC DUTIES AND RESPONSIBILITIES:**

- Ensures all cash, check or credit/debit card payments are processed accurately and in a timely manner.
- Maintains responsibility for ensuring customer service is a high priority and that customers are treated courteously.
- Protects the assets of the Cape Coral Charter School Authority through sound loss prevention practices, identifying and detection of counterfeit bills, and securing all deposits and cash drawers in locked vault when not in use or at the end of each day.
- Opens, sorts and prepares mail for payment postings. Records all totals from credit card, checks and currency received from all sites in the Daily Account Balance report for Charter School Bookkeeper to review and reconcile.
- Prepares and maintains proper records in accordance with accepted accounting practices and established department procedures.
- Performs daily reconciliation of all cash, checks and credit card payments received. Dual control and verification by Charter School Bookkeeper is required to ensure total accuracy before releasing deposits to the Bank. Counts beginning cash drawer to ensure accuracy and accountability.
- Analyzes multiple accounts for payment accuracy. Analyzes customers' accounts for misapplied payments. Logs and mails checks returned unprocessed to customers (endorsement missing, sent in error, not payable to Cape Coral Charter School Authority, amount missing, etc.).
- Assists other departments and/or customers with locating, researching and/or providing receipts of payment.
- Assists in general office and clerical work in Cashier's Office.
- In the event of an electronic system failure, uses and maintains manual receipts.



When system returns to working order, all manual receipts are then processed, and any credit card numbers provided are destroyed.

- Performs other related duties as required.

### **MINIMUM QUALIFICATIONS:**

#### **Education and Experience**

- High school diploma/GED and additional six months of advanced study or technical training in Excel.
- Two (2) years of experience in cash handling, banking or accounting.

#### **Licenses or Certifications**

None.

#### **OTHER JOB REQUIREMENTS**

None.

### **PREFERRED QUALIFICATIONS**

Associate's degree from an accredited college or university in Accounting, Business Administration or a related field.

### **KNOWLEDGE, SKILLS, AND ABILITIES:**

#### **Knowledge of:**

- Modern office support functions.
- Report and record maintenance principles and techniques.
- Business English, grammar, punctuation and spelling; the application of such to a variety of formats and styles and editing principles and techniques.
- Modern office equipment and various computer programs and applications, to include Microsoft Office (with emphasis on Word and Excel) and cash handling equipment.
- Principles and operational methods of cash handling and accounts receivable.
- Accounting principles and business mathematics.

#### **Skill in:**

- Written, verbal, electronic, and visual communications for effective expression and clarity.
- The operation of various computer or other electronic devices.
- Planning, organization, prioritization, attention to detail and time management.
- Customer service.
- Basic accounting principles and practice.

#### **Ability to:**

- Learn Government accounting principles, and City/Department-specific regulations and applications as required to complete tasks and assignments.
- Assemble, organize and present, in written and oral form, statistical, financial or factual information derived from a variety of sources.
- Relate and respond to people beyond giving and receiving instructions, to include applying consistent courtesy and tact in considerable public contact and/or confrontational situations.
- Establish and maintain effective working relationships with supervisor, support staff, staff from other departments and other local, state and federal government agencies.
- Adapt to performing under frequent deadlines, re-prioritization of tasks and

assignments, and in response to emergencies.

- Apply sound judgment and interpretation based on acquired knowledge in circumstances where limited standardization exists.
- Read and interpret various materials, ranging from moderate to complex terminology, associated with job functions.
- Add, subtract, multiply and divide; calculate decimals and percentages. Requires a high degree of accuracy.
- Analyze and interpret problems and draw conclusions.
- Organize and review work for efficient results and accuracy.

**MINIMUM STANDARDS REQUIRED:**

**WORK ENVIRONMENT/ CONDITIONS**

*The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

Tasks are performed in a common office environment.

**PHYSICAL DEMANDS**

*The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

The position involves *light physical demands*, such as exerting up to 20 lbs. of force occasionally, and/or up to 10 lbs. of force frequently, and/or a negligible amount of force constantly to move objects. Tasks may require prolonged periods of visual concentration and require moderate levels of eye/hand/foot coordination.

Requires the ability to speak, hear (perceive sound) and/or signal people to convey and exchange information; differentiate between colors or shades of color; read a variety of materials, at times complex; apply principles of rational problem-solving; record and deliver information, explain procedures, issue and follow oral and written instructions; and communicate effectively and efficiently in Standard English.

<b>Item Number:</b>	<b>14.D.</b>
<b>Meeting Date:</b>	<b>5/14/2019</b>
<b>Item Type:</b>	<b>NEW BUSINESS:</b>

**AGENDA REQUEST FORM**  
City Of Cape Coral Charter School Authority

**TITLE:**

Approval of Charter School Authority Educator New Hire Salaries including VAM Scores and Pay Parity Adjustments for 2019-2020 School Year: Superintendent Collins

**SUMMARY:**

**ADDITIONAL INFORMATION:**

Reference and Support materials regarding this agenda item are in development and will be delivered *post-haste*. Thank You for your patience.

**RECOMMENDED ACTION:**

**ATTACHMENTS:**

<b>Description</b>	<b>Type</b>
▢ teach salary 2019	Backup Material

Effective August 1, 2019, the minimum experience credit granted for New Hire Teachers is:

<b>Instructional Experience</b>	<b>Minimum Salary</b>
0	\$40,000
1	\$40,500
2	\$41,000
3	\$41,500
4	\$42,000
5	\$42,500
6	\$43,000
7	\$43,500
8	\$44,000
9	\$44,500
10	\$45,000
11	\$45,500
12	\$46,000
13	\$46,500
14	\$47,000
15	\$47,500
16	\$48,000
17	\$48,500
18	\$49,000
19	\$49,500
20	\$50,000

**Instructional Experience:** To be eligible, creditable experience must have been attained after the person held a valid teaching certificate and a four-year degree except when specified otherwise by Florida certification rules.

**In-State Experience:** All years experience in Florida public school districts shall be recognized for salary credit, up to a maximum of twenty (20) years experience.

**Out-of-State Experience:** A maximum of ten (10) years experience in out-of-state public schools, state colleges and universities, U.S. government schools for dependents, public school in the American Virgin Islands, Guam, American Samoan Islands, and Puerto Rico shall be allowed for salary credit.

Documentation of experience must be provided to Human Resources within 120 days of the employee's first day of employment.

Position	Annual	DOH	YOS 8/15/2019	Whole YOS	Target	\$ Behind Target	VAM	New Salary
1 CS CM Teacher	\$ 47,141.84	7/27/2006	13.06	13	46,500.00	-	1,000.00	48,141.84
2 CS OM Teacher	\$ 47,141.84	7/27/2006	13.06	13	46,500.00	-	1,000.00	48,141.84
3 CS CM Speech Pathologist	\$ 64,700.01	8/3/2017	2.03	2	41,000.00	-	1,000.00	65,700.01
4 CS OH Teacher	\$ 46,009.67	8/3/2018	1.03	1	40,500.00	-	-	46,009.67
5 CS OE Teacher	\$ 42,075.01	8/3/2018	1.03	1	40,500.00	-	750.00	42,825.01
6 CS OE Teacher	\$ 41,464.22	8/1/2013	6.04	6	43,000.00	1,535.78	1,000.00	44,000.00
7 CS OH Teacher	\$ 48,205.91	8/3/2017	2.03	2	41,000.00		1,000.00	49,205.91
8 CS CM Teacher	\$ 50,180.81	8/3/2018	1.03	1	40,500.00		750.00	50,930.81
9 CS CM Teacher	\$ 42,459.01	8/3/2016	3.03	3	41,500.00		750.00	43,209.01
10 CS CM VPK Director/Instructor	\$ 38,598.63	1/22/2018	1.56	1	40,500.00	1,901.37	-	40,500.00
11 CS OM Teacher	\$ 41,464.22	8/8/2014	5.02	5	42,500.00	1,035.78	1,000.00	43,500.00
12 CS OM Teacher	\$ 50,605.82	8/3/2018	1.03	1	40,500.00		1,000.00	51,605.82
13 CS OM Teacher	\$ 42,260.30	2/28/2011	8.47	8	44,000.00	1,739.70	750.00	44,750.00
14 CS OE Teacher	\$ 40,800.01	8/3/2018	1.03	1	40,500.00		-	40,800.01
15 CS OE Teacher	\$ 46,374.49	8/17/2015	4.00	3	41,500.00		1,000.00	47,374.49
16 CS CM Teacher	\$ 42,075.01	8/3/2018	1.03	1	40,500.00		750.00	42,825.01
17 CS OE Teacher	\$ 41,039.21	8/1/2013	6.04	6	43,000.00	1,960.79	-	43,000.00
18 CS OH Teacher	\$ 40,362.76	8/10/2017	2.01	2	41,000.00	637.24	750.00	41,750.00
19 CS CM Teacher	\$ 40,675.23	8/3/2017	5.03	5	42,500.00	1,824.77	1,000.00	43,500.00
20 CS OE Teacher	\$ 40,800.01	8/3/2018	1.03	1	40,500.00		-	40,800.01
21 CS OH Teacher	\$ 39,873.64	8/3/2017	2.03	2	41,000.00	1,126.36	750.00	41,750.00
22 CS OH Teacher	\$ 47,712.41	7/27/2005	14.06	14	47,000.00		1,000.00	48,712.41
23 CS OE Teacher	\$ 41,464.22	8/18/2014	4.99	4	42,000.00	535.78	1,000.00	43,000.00
24 CS OM Teacher	\$ 45,282.49	8/17/2015	4.00	3	41,500.00		1,000.00	46,282.49
25 CS OM Teacher	\$ 46,803.49	9/19/2016	2.90	2	41,000.00		1,000.00	47,803.49
26 CS OE Teacher	\$ 47,712.41	7/27/2005	14.06	14	47,000.00		1,000.00	48,712.41
27 CS OM Teacher	\$ 45,944.11	8/3/2018	1.03	1	40,500.00		750.00	46,694.11
28 CS OE Teacher	\$ 39,370.60	8/3/2018	1.03	1	40,500.00	1,129.40	-	40,500.00
29 CS OH Teacher	\$ 50,615.86	8/7/2017	2.02	2	41,000.00		750.00	51,365.86
30 CS OH Teacher	\$ 43,295.83	8/1/2011	8.04	8	44,000.00	704.17	1,000.00	45,000.00
31 CS CM Teacher	\$ 42,069.01	8/3/2016	3.03	3	41,500.00		750.00	42,819.01
32 CS OE Teacher	\$ 48,833.17	7/27/2005	14.06	14	47,000.00		1,000.00	49,833.17
33 CS OH Teacher	\$ 40,800.01	8/3/2018	1.03	1	40,500.00		-	40,800.01
34 CS OM Teacher	\$ 41,889.49	8/3/2016	3.03	3	41,500.00		1,000.00	42,889.49
35 CS OH Teacher	\$ 42,275.10	4/2/2018	1.37	1	40,500.00		750.00	43,025.10
36 CS CM Teacher	\$ 43,295.83	8/1/2013	6.04	6	43,000.00		1,000.00	44,295.83
37 CS OM Teacher	\$ 42,669.08	8/13/2010	9.01	9	44,500.00	1,830.92	750.00	45,250.00
38 CS OE Teacher	\$ 46,821.26	8/1/2013	6.04	6	43,000.00		1,000.00	47,821.26
39 CS OM Teacher	\$ 50,000.01	8/14/2009	10.01	10	45,000.00		-	50,000.01
40 CS CM Teacher	\$ 44,125.36	8/14/2009	10.01	10	45,000.00	874.64	1,000.00	46,000.00
41 CS OE Teacher	\$ 39,370.60	8/3/2018	1.03	1	40,500.00	1,129.40	-	40,500.00
42 CS CM Teacher	\$ 41,858.12	8/1/2012	7.04	7	43,500.00	1,641.88	1,000.00	44,500.00
43 CS OH Teacher	\$ 47,141.84	8/1/2006	13.05	13	46,500.00		1,000.00	48,141.84
44 CS OE Teacher	\$ 45,186.55	8/1/2011	8.04	8	44,000.00		1,000.00	46,186.55
45 CS OH Teacher	\$ 39,370.60	8/3/2018	1.03	1	40,500.00	1,129.40	-	40,500.00
46 CS OH Teacher	\$ 40,645.51	3/7/2016	3.44	3	41,500.00	854.49	750.00	42,250.00
47 CS OM Teacher	\$ 49,646.86	7/27/2006	13.06	13	46,500.00		-	49,646.86

48 CS OM Teacher	\$ 44,354.70	8/14/2009	10.01	10	45,000.00	645.30	-	45,000.00
49 CS OM Teacher	\$ 47,712.41	7/27/2005	14.06	14	47,000.00		1,000.00	48,712.41
50 CS OE Teacher	\$ 41,035.51	8/7/2015	4.02	4	42,000.00	964.49	750.00	42,750.00
51 CS CM Teacher	\$ 46,611.61	9/9/2009	9.94	9	44,500.00		1,000.00	47,611.61
52 CS OM Teacher	\$ 40,645.61	8/3/2018	1.03	1	40,500.00		750.00	41,395.61
53 CS OH Teacher	\$ 39,370.60	8/3/2018	1.03	1	40,500.00	1,129.40	-	40,500.00
54 CS OM Teacher	\$ 41,464.22	8/1/2012	7.04	7	43,500.00	2,035.78	1,000.00	44,500.00
55 CS OM Teacher	\$ 41,464.22	8/1/2013	6.04	6	43,000.00	1,535.78	1,000.00	44,000.00
56 CS OE Teacher	\$ 47,712.41	7/27/2005	14.06	14	47,000.00		1,000.00	48,712.41
57 CS CM Teacher	\$ 50,180.81	8/3/2018	1.03	1	40,500.00		750.00	50,930.81
58 CS OH Teacher	\$ 42,500.02	8/3/2018	1.03	1	40,500.00		1,000.00	43,500.02
59 CS OM Teacher	\$ 40,645.51	8/3/2016	3.03	3	41,500.00	854.49	750.00	42,250.00
60 CS OE Teacher/Guid Counselor	\$ 40,188.47	8/3/2018	1.03	1	40,500.00	311.53	-	40,500.00
61 CS OE Media Specialist	\$ 47,712.41	7/27/2005	14.06	14	47,000.00		1,000.00	48,712.41
62 CS OM Teacher	\$ 44,339.69	8/8/2014	5.02	5	42,500.00		1,000.00	45,339.69
63 CS OE Teacher	\$ 46,716.83	7/27/2006	13.06	13	46,500.00		750.00	47,466.83
64 CS OE Teacher	\$ 41,070.49	8/17/2015	4.00	3	41,500.00	429.51	1,000.00	42,500.00
65 CS OH Teacher	\$ 50,605.82	8/3/2018	1.03	1	40,500.00		1,000.00	51,605.82
66 CS OE Teacher	\$ 39,370.50	8/3/2016	3.03	3	41,500.00	2,129.50	-	41,500.00
67 CS Athletic Director	\$ 57,699.99	8/13/2010	9.01	9	44,500.00		1,000.00	58,699.99
78 CS OE Exceptional Teacher	\$ 46,598.25	8/11/2008	11.02	11	45,500.00		1,000.00	47,598.25
69 CS OM Teacher	\$ 49,646.86	8/13/2007	12.01	12	46,000.00		1,000.00	50,646.86
70 CS CM Teacher	\$ 46,171.30	8/1/2011	8.04	8	44,000.00		1,000.00	47,171.30
71 CS OM Teacher	\$ 41,065.19	8/4/2017	2.03	2	41,000.00		750.00	41,815.19
72 CS OM Teacher	\$ 41,700.01	8/3/2017	2.03	2	41,000.00		1,000.00	42,700.01
73 CS CM Teacher	\$ 47,712.41	7/27/2006	13.06	13	46,500.00		1,000.00	48,712.41
74 CS OM Teacher	\$ 51,700.02	8/3/2018	1.03	1	40,500.00		1,000.00	52,700.02
75 CS OE Teacher	\$ 42,493.99	2/27/2017	7.46	7	43,500.00	1,006.01	1,000.00	44,500.00
76 CS OH Teacher	\$ 38,598.63	2/4/2019	0.53	0	40,000.00	1,401.37	-	40,000.00
77 CS OH Teacher/Guid Coun	\$ 43,942.00	8/3/2018	1.03	1	40,500.00		-	43,942.00
78 CS OM Teacher	\$ 41,700.01	8/3/2017	2.03	2	41,000.00		1,000.00	42,700.01
79 CS CM Exceptional Teacher	\$ 45,199.42	7/31/2010	9.05	9	44,500.00		1,000.00	46,199.42
80 CS OH Teacher	\$ 49,678.75	8/7/2008	11.03	11	45,500.00		1,000.00	50,678.75
81 CS CM Teacher	\$ 41,889.49	8/3/2016	3.03	3	41,500.00		1,000.00	42,889.49
82 CS OE Teacher	\$ 47,709.68	8/3/2018	1.03	1	40,500.00		1,000.00	48,709.68
83 CS OH Teacher	\$ 39,370.60	7/9/2018	1.10	1	40,500.00	1,129.40	-	40,500.00
84 CS CM Teacher	\$ 49,647.90	8/3/2017	2.03	2	41,000.00		1,000.00	50,647.90
85 CS OE Teacher	\$ 47,712.41	7/28/2005	14.06	14	47,000.00		1,000.00	48,712.41
86 CS CM Teacher	\$ 42,075.01	8/3/2018	1.03	1	40,500.00		750.00	42,825.01
87 CS OH Teacher	\$ 43,295.83	8/1/2011	8.04	8	44,000.00	704.17	1,000.00	45,000.00
88 CS OM Exceptional Teacher	\$ 44,854.66	8/3/2018	1.03	1	40,500.00		750.00	45,604.66
89 CS OH Teacher	\$ 46,382.52	8/3/2017	2.03	2	41,000.00		750.00	47,132.52
90 CS OH Teacher	\$ 27,381.50	8/25/2015	3.98	3	21,500.00		1,000.00	28,381.50
91 CS OM Teacher	\$ 41,275.01	11/27/2017	1.72	1	40,500.00		750.00	42,025.01
92 CS CM Teacher	\$ 49,646.86	8/11/2008	11.02	11	45,500.00		1,000.00	50,646.86
93 CS OM Teacher	\$ 49,578.56	8/1/2011	8.04	8	44,000.00		1,000.00	50,578.56
94 CS CM Teacher	\$ 40,645.51	8/3/2016	3.03	3	41,500.00	854.49	1,000.00	42,500.00
95 CS OM Teacher	\$ 44,645.31	8/7/2008	11.03	11	45,500.00	854.69	750.00	46,250.00
96 CS CM Teacher	\$ 44,339.69	8/8/2014	5.02	5	42,500.00		1,000.00	45,339.69

97	CS OE Teacher	\$ 49,136.02	8/3/2018	1.03	1	40,500.00		1,000.00	50,136.02
98	CS OH Teacher	\$ 44,669.10	8/3/2018	1.03	1	40,500.00		-	44,669.10
99	CS CM Teacher	\$ 45,944.11	8/3/2018	1.03	1	40,500.00		750.00	46,694.11
100	CS CM Teacher	\$ 43,091.08	7/31/2010	9.05	9	44,500.00	1,408.92	1,000.00	45,500.00
101	CS CM Teacher	\$ 39,873.64	8/3/2017	2.03	2	41,000.00	1,126.36	750.00	41,750.00
102	CS OE Teacher	\$ 42,685.31	8/1/2011	8.04	8	44,000.00	1,314.69	1,000.00	45,000.00
103	CS OE Teacher	\$ 49,646.86	7/27/2005	14.06	14	47,000.00		1,000.00	50,646.86
104	CS OH Teacher	\$ 45,738.01	1/7/2014	5.61	5	42,500.00		1,000.00	46,738.01
105	CS OE Teacher	\$ 53,457.01	8/23/2017	1.98	1	40,500.00		750.00	54,207.01
106	CS OE Teacher	\$ 44,645.31	8/11/2008	11.02	11	45,500.00	854.69	1,000.00	46,500.00
107	CS OE Teacher	\$ 47,709.68	8/3/2018	1.03	1	40,500.00		1,000.00	48,709.68
108	CS OH Teacher	\$ 46,009.67	8/3/2018	1.03	1	40,500.00		-	46,009.67
109	CS OM Teacher	\$ 46,611.61	8/14/2009	10.01	10	45,000.00		1,000.00	47,611.61
110	CS OH Teacher	\$ 41,070.49	8/17/2015	4.00	3	41,500.00	429.51	1,000.00	42,500.00
111	CS OH Teacher	\$ 50,001.78	3/26/2018	1.39	1	40,500.00		1,000.00	51,001.78
112	CS OE Teacher	\$ 45,186.55	8/1/2012	7.04	7	43,500.00		1,000.00	46,186.55
113	CS OE Teacher	\$ 38,598.63	1/24/2019	0.56	0	40,000.00	1,401.37	-	40,000.00
114	CS CM Teacher	\$ 46,821.26	7/1/2012	7.13	7	43,500.00		1,000.00	47,821.26
115	CS OH ROTC Instructor	\$ 71,826.52	9/1/2017	1.95	1	40,500.00		750.00	72,576.52
116	CS OE Teacher	\$ 45,186.55	8/1/2012	7.04	7	43,500.00		1,000.00	46,186.55
117	CS OM Teacher	\$ 39,873.64	8/3/2017	2.03	2	41,000.00	1,126.36	750.00	41,750.00
118	CS OE Teacher	\$ 41,433.11	8/1/2013	6.04	6	43,000.00	1,566.89	750.00	43,750.00
119	CS OH Teacher	\$ 49,646.86	8/14/2009	10.01	10	45,000.00		1,000.00	50,646.86
120	CS OE Teacher	\$ 41,700.01	8/3/2017	2.03	2	41,000.00		1,000.00	42,700.01
121	CS CM Teacher	\$ 44,339.69	8/1/2013	6.04	6	43,000.00		1,000.00	45,339.69
122	CS OH Teacher	\$ 44,755.99	8/7/2015	4.02	4	42,000.00		1,000.00	45,755.99
123	CS CM Teacher	\$ 40,645.51	8/7/2015	4.02	4	42,000.00	1,354.49	750.00	42,750.00
124	CS OM Dean of Students	\$ 52,826.40	8/1/2013	6.04	6	43,000.00		1,000.00	53,826.40
125	CS OM Teacher	\$ 42,075.01	8/3/2018	1.03	1	40,500.00		750.00	42,825.01
126	CS CM Teacher	\$ 44,877.01	11/9/2015	3.77	3	41,500.00		750.00	45,627.01
127	CS CM Teacher	\$ 43,293.49	10/26/2015	7.81	7	43,500.00	206.51	1,000.00	44,500.00
128	CS OE Teacher	\$ 41,070.49	8/3/2016	3.03	3	41,500.00	429.51	1,000.00	42,500.00
129	CS OM Teacher	\$ 43,917.49	8/7/2015	4.02	4	42,000.00		1,000.00	44,917.49
130	CS OE Teacher	\$ 40,645.51	8/7/2015	4.02	4	42,000.00	1,354.49	750.00	42,750.00
131	CS OH ROTC Instructor	\$ 61,610.99	5/5/2017	2.28	2	41,000.00		750.00	62,360.99
132	CS OE Teacher	\$ 39,873.64	8/3/2017	2.03	2	41,000.00	1,126.36	750.00	41,750.00
133	CSA Social Worker	\$ 40,630.20	10/8/2018	0.85	0	40,000.00		-	40,630.20
134	CS OM Teacher	\$ 44,125.36	8/14/2009	10.01	10	45,000.00	874.64	1,000.00	46,000.00
135	CS CM Teacher	\$ 43,914.68	8/8/2014	5.02	5	42,500.00		750.00	44,664.68
136	CS OE Teacher	\$ 41,039.21	8/15/2012	7.00	7	43,500.00	2,460.79	750.00	44,250.00
137	CS OE Teacher	\$ 44,248.99	8/3/2016	3.03	3	41,500.00		1,000.00	45,248.99
138	CS CM Teacher	\$ 38,598.63	2/4/2019	0.53	0	40,000.00	1,401.37	-	40,000.00
139	CS OM Teacher	\$ 55,402.99	8/14/2009	10.01	10	45,000.00		1,000.00	56,402.99
140	CS CM Teacher	\$ 44,755.99	8/7/2015	4.02	4	42,000.00		1,000.00	45,755.99
141	CS OH Teacher	\$ 39,873.64	8/3/2017	2.03	2	41,000.00	1,126.36	750.00	41,750.00
142	CS OE Speech Pathologist	\$ 59,262.45	1/8/2019	0.60	0	40,000.00		1,000.00	60,262.45
143	CS OM Teacher	\$ 41,070.49	10/10/2016	2.85	2	41,000.00		1,000.00	42,070.49
144	CS OM Teacher/Guid Counselor	\$ 43,109.49	8/1/2012	7.04	7	43,500.00	390.51	1,000.00	44,500.00
145	CS OE Teacher	\$ 47,946.87	7/27/2005	14.06	14	47,000.00		-	47,946.87

146 CS OH Teacher	\$ 41,888.48	8/3/2018	1.03	1	40,500.00		1,000.00	42,888.48
147 CS OE Teacher	\$ 40,645.51	10/7/2016	2.85	2	41,000.00	354.49	750.00	41,750.00
148 CS OH Career Specialist	\$ 48,846.86	8/3/2018	1.03	1	40,500.00		1,000.00	49,846.86
149 CS OH ROTC Instructor	\$ 64,895.34	8/16/2010	9.00	9	44,500.00		1,000.00	65,895.34
150 CS CM Teacher	\$ 47,141.84	7/27/2006	13.06	13	46,500.00		1,000.00	48,141.84
151 CS OM Teacher	\$ 42,291.41	8/8/2014	5.02	5	42,500.00	208.59	1,000.00	43,500.00
152 CS OE Teacher	\$ 42,500.02	8/3/2018	1.03	1	40,500.00		1,000.00	43,500.02
153 CS CM Teacher	\$ 45,644.90	7/27/2006	13.06	13	46,500.00	855.10	1,000.00	47,500.00
154 CS OM Teacher	\$ 46,374.49	8/7/2015	4.02	4	42,000.00		1,000.00	47,374.49
155 CS OE Teacher	\$ 40,645.51	8/3/2016	3.03	3	41,500.00	854.49	750.00	42,250.00
156 CS CM Teacher	\$ 47,712.41	8/13/2010	11.01	11	45,500.00		1,000.00	48,712.41
157 CS OM Teacher	\$ 40,298.62	1/8/2018	1.60	1	40,500.00	201.38	1,000.00	41,500.00
158 CS OE Teacher	\$ 41,464.22	1/7/2014	5.61	5	42,500.00	1,035.78	1,000.00	43,500.00
159 CS OE Teacher	\$ 53,959.99	7/27/2005	14.06	14	47,000.00		1,000.00	54,959.99
160 CS OH Teacher	\$ 40,800.01	8/3/2018	1.03	1	40,500.00		-	40,800.01
161 CS OM Teacher	\$ 41,100.44	8/3/2017	2.03	2	41,000.00		1,000.00	42,100.44
162 CS OH Teacher	\$ 43,700.38	8/14/2009	10.01	10	45,000.00	1,299.62	750.00	45,750.00
163 CS CM Teacher	\$ 47,141.84	7/27/2006	13.06	13	46,500.00		1,000.00	48,141.84
164 CS OE Teacher	\$ 40,189.50	8/3/2016	3.03	3	41,500.00	1,310.50	-	41,500.00
165 CS CM Teacher	\$ 40,645.51	8/3/2016	3.03	3	41,500.00	854.49	750.00	42,250.00
166 CS CM Teacher	\$ 41,700.01	8/3/2017	9.03	9	44,500.00	2,799.99	1,000.00	45,500.00
167 CS OM Teacher	\$ 46,807.53	8/3/2017	2.03	2	41,000.00		1,000.00	47,807.53
168 CS OH Teacher	\$ 48,205.91	8/3/2017	2.03	2	41,000.00		1,000.00	49,205.91
169 CS OE Teacher	\$ 42,221.40	11/26/2018	0.72	0	40,000.00		-	42,221.40
170 CS CM Teacher	\$ 43,524.53	11/18/2016	2.74	2	41,000.00		750.00	44,274.53
171 CS OE Teacher	\$ 43,295.83	8/1/2011	8.04	8	44,000.00	704.17	1,000.00	45,000.00
172 CS OE Teacher	\$ 39,873.64	8/3/2017	2.03	2	41,000.00	1,126.36	750.00	41,750.00
173 CS OM Teacher	\$ 42,291.41	8/1/2012	7.04	7	43,500.00	1,208.59	1,000.00	44,500.00
174 CS OH Teacher	\$ 45,732.49	8/11/2008	11.02	11	45,500.00		1,000.00	46,732.49
175 CS OE Teacher	\$ 45,169.51	9/19/2016	2.90	2	41,000.00		750.00	45,919.51
176 CS OH Teacher	\$ 44,734.95	9/17/2018	0.91	0	40,000.00		-	44,734.95
177 CS CM Teacher	\$ 42,576.01	12/14/2015	3.67	3	41,500.00		750.00	43,326.01
178 CS OE Teacher	\$ 44,774.44	8/13/2010	9.01	9	44,500.00		750.00	45,524.44
179 CS CM Teacher	\$ 41,039.21	8/8/2014	5.02	5	42,500.00	1,460.79	750.00	43,250.00

8/15/2019

<b>Base Cost</b>	\$	71,805.94	\$	138,750.00
<b>Benefit Cost</b>	\$	11,812.08	\$	22,824.38
<b>Total Cost</b>	\$	83,618.02	\$	161,574.38

Base Annual	\$ 40,000.00
Increase per Year	\$ 500.00



Annual	\$40,000.00	Benefit %	Comment
\$39,873.64	\$ 126.36	16.45%	
\$39,764.21	\$ 235.79	16.45%	
\$38,598.63	\$ 1,401.37	16.45%	Mid-Year start, manually adjusted to minimum
\$39,873.64	\$ 126.36	16.45%	
\$39,873.64	\$ 126.36	16.45%	
\$39,370.50	\$ 629.50	16.45%	
\$39,370.60	\$ 629.40	16.45%	
\$38,598.63	\$ 1,401.37	16.45%	Mid-Year start, manually adjusted to minimum
\$39,873.64	\$ 126.36	16.45%	
\$38,598.63	\$ 1,401.37	16.45%	
\$39,873.64	\$ 126.36	16.45%	
\$39,873.64	\$ 126.36	16.45%	
\$39,370.60	\$ 629.40	16.45%	
\$38,598.63	\$ 1,401.37	16.45%	Mid-Year start, manually adjusted to minimum
\$38,598.63	\$ 1,401.37	16.45%	Mid-Year start, manually adjusted to minimum
\$39,370.60	\$ 629.40	16.45%	
\$39,370.60	\$ 629.40	16.45%	
\$39,370.60	\$ 629.40	16.45%	
\$39,370.60	\$ 629.40	16.45%	
<b>Base Cost</b>	\$ 12,406.70		
<b>Benefit Cost</b>	\$ 2,040.90		
<b>Total Cost</b>	\$ 14,447.60		

Assumes Benefits Cost of:

FICA	6.20%
Med	1.45%
FRS	8.26%
WC	0.54%
	16.45%

Teachers under \$ 40k only

<b>Item Number:</b>	<b>15.A.</b>
<b>Meeting Date:</b>	<b>5/14/2019</b>
<b>Item Type:</b>	<b>FINAL BOARD COMMENT AND DISCUSSION:</b>

**AGENDA REQUEST FORM**  
City Of Cape Coral Charter School  
Authority

**TITLE:**

Board Master Calendar: Chairman Campbell

**SUMMARY:**

Reminder the next meeting on June 11th is our final meeting of the school year; we are in recess the month of July. Let's have full attendance and positivity as we close out the year strong.

Please be prepared to return to the dais on Tuesday, August 13th. Our Charter Schools will have already started their new school year the day before.

In case of emergency over the summer break, please make sure the board secretary has your updated contact information in case she needs to send us some materials , or call us to the dais.  
Thank You

**ADDITIONAL INFORMATION:**

**RECOMMENDED ACTION:**

Item Number:	16.A.
Meeting Date:	5/14/2019
Item Type:	TIME AND DATE OF NEXT MEETING

**AGENDA REQUEST FORM**  
City Of Cape Coral Charter School  
Authority

**TITLE:**

The next Regular Governing Board Meeting will be held on Tuesday, June 11, 2019 at 5:30p.m. in Cape Coral City Council Chambers, 1015 Cultural Park Blvd., Cape Coral, FL 33990

**SUMMARY:**

**ADDITIONAL INFORMATION:**

**RECOMMENDED ACTION:**