

**AGENDA**  
**REGULAR MEETING OF THE CAPE CORAL**  
**CHARTER SCHOOL GOVERNING BOARD**  
**Tuesday, November 8, 2016**  
**Oasis Middle School**  
**6:00 P.M.**

**CALL TO ORDER**

1. **INVOCATION:** Chair Cosden
2. **PLEDGE OF ALLEGIANCE:** Chair Cosden
3. **ROLL CALL:** Boyer, Cosden, Donaldson, Fisher, Jackson, Lucas-Ross, McMillan, Traiger, Winstead, Zivkovic
4. **APPROVAL OF MINUTES:** October 11, 2016 Regular Meeting Minutes
5. **APPROVAL OF AGENDA REGULAR MEETING:**
6. **PUBLIC COMMENT:** Limited to 3 Minutes per Individual, 45 Minute Total Limit
7. **SUPERINTENDENT REPORT:** Nelson Stephenson
8. **CHAIRMAN REPORT:** Jessica Cosden
9. **FOUNDATION REPORT:**
10. **STAFF COMMENT:** Mary Anne Moniz, Danielle Jensen, Christa McAuliffe Charter Elementary School, Oasis Charter Elementary School, Oasis Charter Middle School, Oasis Charter High School
11. **UNFINISHED BUSINESS:**
  - A. Strategic Plan-Nelson Stephenson
  - B. NEOLA-Nelson Stephenson
12. **NEW BUSINESS:**
  - A. Approval of the 2017 Governing Board Meeting Dates-Nelson Stephenson
  - B. Approval of the OHS Oasis Model United Nations Conferences for 2016-2017-Shannon Treece
  - C. Approval of the OHS JROTC Fall Camping Trip at MacDill Air Force Base in Tampa, FL., November 18-20, 2016-Shannon Treece
  - D. Approval of the OHS Service Trip to Haiti During Spring Break 2017-Shannon Treece
  - E. Approval of the CME Overnight Field Trip to Kennedy Space Center in Titusville, FL., January 13-14, 2017-Jacque Collins
  - F. Discussion of the Superintendent Contract Evaluation-Bill Buztrey
  - G. Discussion of Superintendent Evaluation Tool - Rob Zivkovic
13. **FINAL BOARD COMMENT AND DISCUSSION:**

14. TIME AND DATE OF NEXT MEETING:

**Regular Governing Board Meeting will be held on December 13, 2016 at 9:00 a.m. in Council Chambers.**

15. ADJOURNMENT:

Members of the audience who address the Board/Commission/Committee shall step up to the speaker's lectern and give his/her full name, address and whom 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 § 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.

**MINUTES OF THE**  
**CAPE CORAL**  
**CHARTER SCHOOL AUTHORITY GOVERNING BOARD**  
**REGULAR MEETING**

**Tuesday, October 11, 2016**  
**City of Cape Coral Council Chambers**  
**9:00 a.m.**

**CALL TO ORDER:** The Cape Coral Charter School Authority Governing Board of Lee County, Florida, met on October 11, 2016, at Council Chambers, a Regular Governing Board Meeting. Chair Cosden called the meeting to order at 9:01 a.m.

**INVOCATION:** Chair Cosden

**PLEDGE OF ALLEGIANCE TO THE FLAG OF THE UNITED STATES OF AMERICA:**  
All in attendance

**ROLL CALL:** Boyer, Cosden, Donaldson, Fisher, Lucas-Ross, McMillan, Traiger, Winstead, Zivkovic  
Jackson -excused

**ALSO PRESENT:** Bill Buztrey, Assistant City Attorney  
Nelson Stephenson, Superintendent, Cape Coral Charter School Authority  
Shannon Treece, Principal, Oasis Charter High School  
Keith Graham, Principal, Oasis Charter Middle School  
Donnie Hopper, Principal, Oasis Charter Elementary School  
Jacque Collins, Principal, Christa McAuliffe Charter Elementary School  
Danielle Jensen, Director of Procurement and Food Services, Cape Coral Charter School Authority  
Mary Anne Moniz, Business Manager, Cape Coral Charter School Authority  
Vicki McAtee, City of Cape Coral, Human Resource Liaison to Charter Schools  
Tim Bloch-Parent

**APPROVAL OF MINUTES:**

Motion to approve the minutes for the Regular Governing Board Meeting of September 27, 2016 was made by member Boyer and seconded by member Fisher.

**Board vote: Boyer, Cosden, Donaldson, Fisher, Winstead, Zivkovic**

**All "Yes's," motion carries.**

**APPROVAL OF THE AGENDA REGULAR MEETING:**

Motion was made by Member Donaldson and seconded by Member Boyer to approve the agenda with the addition of two field trips.

**Board vote: Boyer, Cosden, Donaldson, Fisher, Winstead, Zivkovic**

**All "Yes's," motion carries.**

**SUPERINTENDENT REPORT:**

Mr. Stephenson welcomes Ms. Tami Traiger as the parent representative for Christa McAuliffe Elementary School.

Mr. Stephenson states that he will attend the Florida State Charter School Conference in Daytona Beach on November 1-3, 2016.

Mr. Stephenson states that we are using creative financing such as DonorsChoose as a way to get technology. The one-to-one upgrade will cost us somewhere around 1.2 million dollars. There are two or three teachers at each school who have been selected to participate in this initial campaign. Parents are able to donate money online then DonorsChoose will buy the requested equipment and give it to us.

Mr. Stephenson states that on November 1-3, 2016 the Chick-fil-A on Pine Island Road will give 20% of your bill back to our system. All you have to do is go in during breakfast, lunch or dinner and tell them you are there for one of our schools. You will have to name a specific school.

Mr. Stephenson states that Chick-fil-A is also delivering lunches to our schools every other week. Those who ordered the first time were given a surprise when Chick-fil-A gave them their lunch for free. Staff just goes online to order and picks it up in front of the school on the selected day.

Mr. Stephenson states that Mr. Grable of Grable Services has been working on an upgrade for a myriad of software solutions for our system. The cost of the software is somewhere around \$100,000.00 to \$150,000.00 a year but will cost us \$1.00. In exchange for the \$1.00 we have agreed to let Mr. Grable use us as a demonstration site. Mr. Fennell has done a lot of individualized work with Mr. Grable on this project.

Mr. Stephenson states that the Principal's Meeting locations rotate around to each school. At the end of every meeting the administrative team walks the campus and visits classrooms. The intent is for staff to see the administrative team working together and for the administrative team to see what's happening in the other schools.

*Discussion held.*

**CHAIRMAN REPORT:**

Chair Cosden states that she went to the exhibition night at Oasis High School and was very impressed.

Chair Cosden welcomes Ms. Traiger to the board.

**FOUNDATION REPORT:**

Mr. Stephenson states that the Foundation is moving ahead in assisting with the rally.

Mr. Stephenson states that Jami DiMaria will remain on as rally coordinator this year.

Mr. Stephenson states there have been night meetings for the rally. Typically 25 to 30 people attend.

**PUBLIC COMMENT:**

None

**STAFF COMMENT:**

**Business Manager**

Mary Anne Moniz states that we have received the student enrollment numbers and they are impacting our FEFP funding. We are short 73 students from our anticipated number. This equates to an approximate shortage of \$635,000.00. The principals are trying to fill the empty student seats. If the funding doesn't come in during the October survey we will have to reduce expenditures or have reserves cover the shortages.

Mary Anne Moniz states that our Public Education Capital Outlay (PECO) funding did come in higher than anticipated. It is approximately \$143,000.00 higher than expected but historically declines in the last quarter of the year.

Mary Anne Moniz states that Title II, which is our teacher's professional development funds, came in approximately \$538.00 higher than anticipated.

Mary Anne Moniz states we received Teacher Lead money of \$257.60 per eligible teacher. It is \$4.10 less per teacher this year compared to last year.

Mary Anne Moniz states our budgets are running slightly under.

Mary Anne Moniz states we still have several large items that are waiting to be paid.

Mary Anne Moniz states that we will continue to monitor expenses closely while continuing to support our educational needs.

*Discussion held.*

### **Director of Procurement and Food Services**

Danielle Jensen states she implemented the National School Lunch Program (NSLP) in our schools six years ago.

Danielle Jensen states we are currently at 35% enrollment rate for the National School Lunch Program and she expects that number to increase. The verification process has started and 3% of the NSLP applicants have been chosen and notified. The verification information must be received by November 15, 2016.

Danielle Jensen states February 8, 2017 will be the day our schools will be audited for the National School Lunch Program.

Danielle Jensen states the August numbers came in strong and we are within budget.

Danielle Jensen states the \$100,000.00 list of projects is complete.

Danielle Jensen states that due to recent storms we have had a lot of issues with A/C's and fire panels.

*Discussion held.*

### **Christa McAuliffe Charter Elementary School**

Jacque Collins states their Boosterthon is kicking off this week. Their goal is \$40,000.00.

Jacque Collins states they have kicked off the 1<sup>st</sup> grade launch for Chromebooks. Six teachers have asked for six Chromebooks each through donorschoose.org.

Jacque Collins states that conference week is next week. Every grade level holds parent/teacher/student conferences. A lot of the grade levels will have student led conferences. Student led conferences incorporate ownership in the students' grades and effort.

Jacque Collins states they are in search of an ESE teacher/reading coach/reading interventionist.

*Discussion held.*

### **Oasis Charter Elementary School (OES)**

Donnie Hopper states the intensive reading time will be called *What I Need* (WIN). WIN began on 10/10/16 in third and fourth grades. Fifth grade will begin next week.

Donnie Hopper states that Oasis Elementary also has teachers on donorschoose.org asking for Chromebooks.

Donnie Hopper states that tonight and tomorrow night (10/11/16 and 10/12/16) are family nights for the book fair.

Donnie Hopper states the 1<sup>st</sup> grade will be going to Broadway Palms to see Junie B. Jones.

Donnie Hopper states 4<sup>th</sup> grade will take a field trip to the Shell Museum in a couple of weeks.

Donnie Hopper states the week of October 24, 2016 is their parent/teacher conference week.

Donnie Hopper states their Boosterthon raised \$39,000.00.

Donnie Hopper states the Fall Festival is coming up on November 5, 2016. Wristbands are only \$10.00.

Donnie Hopper states Mr. Fennell and he recognize 2 students from every classroom each week as *Super Students of the Week*.

Donnie Hopper states that tomorrow, October 12, 2016 they will recognize their first *Most Improved Student*. One student from each class will be recognized monthly.

Donnie Hopper states that when you go to Chick-fil-A on November 1-3, 2016 don't forget to mention Oasis Elementary.

*Discussion held.*

### **Oasis Charter Middle School (OMS)**

Keith Graham states that yesterday was *Pink Day*. This day raised funds for cancer research.

Keith Graham states they are doing a two week coin drive by grade level.

Keith Graham states that Red Ribbon week is set for October 21-28, 2016. Red Ribbon week helps educate students on the dangers associated with drugs and alcohol as well as raise awareness of abuse.

Keith Graham states the Lee County Sheriff's Office Shake-Down Team is coming to do a presentation.

Keith Graham states the Cape Coral S.W.A.T. Team is coming to do their presentation and demonstrations.

Keith Graham states the Mothers Against Drunk Driving group is coming to do a presentation to the students.

Keith Graham states the school announcements and news will contain various statistics and data in addition to the curriculum pieces already in place.

Keith Graham states that he has two teachers at a S.T.E.M. conference in Missouri.

Keith Graham states this coming Monday is professional duty day. There will be training on secondary strategies for the MTSS (Multi-Tiered System of Support) process and Schoology.

Keith Graham states that girls and boys volleyball starts October 18, 2016.

Keith Graham welcomes Sandra Schantz to the OMS team as the new 7<sup>th</sup> grade PE teacher.

Keith Graham states that Mr. Fairfield is moving out of the area. He is the 7<sup>th</sup> grade technology teacher as well as the TSA chapter supervisor.

Keith Graham states they have about half of their projects on donorschoose.org filled. Exxon Mobil and Think It Up are doubling donations made toward OMS projects. There are currently 8 projects open.

*Discussion held.*

### **Oasis Charter High School (OHS)**

Shannon Treece states that she wants to recognize three teachers, Shannon George, Jennifer Downes and Janet Omundsen who were able to implement PBL (Project Based Learning). It is a different style of teaching and planning. Students have a lot of input. The exhibition night was the result of how the students internalized the learning.

Shannon Treece states the OHS engineering class is moving forward. There are challenges but they are working through them. Many of the students are enjoying the class.

Shannon Treece states that TSA is growing and is very much student led.

Shannon Treece states the coffee shop program has continued this year. A couple of students have designed an app that will allow you to order your coffee before you get to school. The coffee shop students will be able to see the order, make the order and reply that it's in process. The next goal is for the coffee to be delivered to the classroom.

Shannon Treece states that AICE training is ongoing. There are teachers in training this week.

Shannon Treece states the Google Summit will happen. It's as much for teacher training as it is for recruitment.

Shannon Treece states the nine-weeks is coming to a close.

Shannon Treece states Schoology training will continue.

Shannon Treece states they continue to address their gaps in curriculum. Math is the biggest concern.

Shannon Treece states that for lesson plans the leadership team is working on developing a growth focus/reflection focus form that describes what strategies they are using; is it working; how do we know if it's working?

Shannon Treece states their recent pep rally was the best she's ever seen. There was a lot of energy and excitement.

Shannon Treece states they recognized three students who received perfect scores on their end of course exams. Those students were: Jake Zivkovic who earned a perfect score in science, Matthew Wolf who earned a perfect score in US History and Anastasia Carrow who earned a perfect score on 10<sup>th</sup> grade ELA (English Language Arts).

Shannon Treece states the PTSO is still meeting. The membership form will go out this week.

Shannon Treece states that volleyball senior night is tonight, October 11, 2016.

Shannon Treece states the volleyball girls play rival Ida Baker Thursday night, October 13, 2016.

Shannon Treece states that football Friday is at Donahue. There will be a couple of student pep buses going from OHS.

Shannon Treece states that next week is homecoming week. There will be dress up days during the week, homecoming game on Friday and the homecoming dance on Saturday.

### **UNFINISHED BUSINESS**

#### **A. Strategic Plan-Nelson Stephenson**

Mr. Stephenson states the board will have the strategic plan in November.

#### **B. NEOLA-Nelson Stephenson**

Mr. Stephenson states there are currently 14 statutory updates. They will come to the board in November for review.

Mr. Stephenson states he is holding the link to the NEOLA policies until the errors have been fixed. Once the revisions have taken place it will go out to staff members.

Mr. Stephenson states that Mr. Grable from Grable Services toured the high school and was very impressed by what he saw. Mr. Grable would like to see our students helping him as his company develops some of the things we're doing.

*Discussion held.*

### **NEW BUSINESS**

#### **A. Approval of the 2016-2017 Best & Brightest Teacher Scholarship Program Applicants-Nelson Stephenson**

Motion was made by Member Boyer and seconded by Member Donaldson to approve the 2016-2017 Best & Brightest Teacher Scholarship Program. Teacher Janet Altini's approval is contingent on her ACT & SAT scores.

**Board vote: Boyer, Cosden, Donaldson, Fisher, Winstead, Zivkovic**

**All "Yes's," motion carries.**

#### **B. Approval of the Oasis Model United Nations Conferences-Shannon Treece**

Motion was made by Member Boyer and seconded by Member Donaldson to approve the immediate trip on November 18-20, 2016 and table the rest until the field trip form can be used..

*Discussion held.*

**Board vote: Boyer, Cosden, Donaldson, Fisher, Winstead, Zivkovic**

**All "Yes's," motion carries.**

**C. Approval of the JROTC Out-of-State Trip, Raider Nationals, Molena, GA., November 4-6, 2016-Shannon Treece**

Motion was made by Member Boyer and seconded by Member Donaldson to approve the JROTC Out-of-State Trip, Raider Nationals, Molena, GA., November 4-6, 2016.

**Board vote: Boyer, Cosden, Donaldson, Fisher, Winstead, Zivkovic**

**All "Yes's," motion carries.**

**D. Approval of the JROTC Fall Camping Trip, MacDill Air Force Base, Tampa, FL., November 18-20, 2016-Shannon Treece**

Motion was made by Member Boyer and seconded by Member Donaldson to approve the JROTC Fall Camping Trip, MacDill Air Force Base, Tampa, FL., November 18-20, 2016 contingent on receiving the field trip form at the November meeting.

**Board vote: Boyer, Cosden, Donaldson, Fisher, Winstead, Zivkovic**

**All "Yes's," motion carries.**

**E. Approval for Culinary Arts Trip to the Dali Museum, St. Petersburg, FL., November 2, 2016-Shannon Treece**

Motion was made by Vice Chair Zivkovic and seconded by Member Donaldson to approve the Culinary Arts Trip to the Dali Museum, St. Petersburg, FL., November 2, 2016.

**Board vote: Boyer, Cosden, Donaldson, Fisher, Winstead, Zivkovic**

**All "Yes's," motion carries.**

**F. Approval of the JROTC Anclote High School Raider Meet, Holiday (Pasco County), FL., October 15, 2016-Shannon Treece**

Motion was made by Vice Chair Zivkovic and seconded by Member Donaldson to approve the JROTC Anclote High School Raider Meet, Holiday (Pasco County), FL., October 15, 2016.

**Board vote: Boyer, Cosden, Donaldson, Fisher, Winstead, Zivkovic**

**All "Yes's," motion carries.**

**G. Discussion of Superintendent Evaluation Instrument-Rob Zivkovic**

Vice Chair Zivkovic wanted to open a discussion about what the board feels they don't like about the current evaluation tool and what they might be able to approve. The Superintendent's contract ends this year in June so he feels the evaluation should be done earlier. There could be financial penalties if certain decisions are not made within certain time frames.

*Discussion held.*

**FINAL BOARD COMMENT AND DISCUSSION:**

Member Lucas-Ross states that so far it has been a really great school year. She thanked everyone for what they do.

Member Winstead thanks the board for their investment and the administrators for their leadership. It has been a good start to the year and he is excited to see the progress being made across the board.

Member Fisher states that he would like an excused absence for the next meeting. It is Election Day and it will be a busy day for him.

Member Fisher thanks everyone for putting the strategic planning session together.

Member Cosden states she recently heard that the Christ Lutheran Church Campus is back on the market for \$3.9 million. The city looked at it in 2014 and said it needed about \$500,00.00 worth of work to make it useable. Is this something we should be thinking about or let it slide past?

*Discussion held.*

**Motion was made by Member Winstead and seconded by Vice Chair Zivkovic to a joint meeting with the governing board and the city council about Christ Lutheran Church.**

**Board vote: Boyer, Cosden, Donaldson, Fisher, Winstead, Zivkovic**

**All "Yes's," motion carries.**

Vice Chair Zivkovic welcomes Member Traiger to the board.

Vice Chair Zivkovic thanked Ms. Moniz for going over the student numbers.

Vice Chair Zivkovic states that when there are needs in the schools he would like to hear the steps being taken for resolution.

Vice Chair Zivkovic states the board received a letter from a parent last night. The thoughts shared by the parent in the letter have been heard by him from other parents. It is something that should be looked into further and paid attention to. He has heard the issues from more than one parent. Mr. Stephenson is working on the issue.

Member Donaldson states that she attended the project based learning with Ms. Treece this past week. She congratulates the three teachers. She hopes the elementary and middle schools are following suit.

Member Donaldson states that after observing the German schools she feels we are blessed.

Member Traiger states that she looks forward to being a part of the system this year.

Member McMillan states that she also received the parent email referenced by Vice Chair Zivkovic. She has not heard the issues from other parents. She states that they need to be careful when they look into the issues and consider all perspectives of the middle school students.

Member McMillan thought the strategic planning was a great session.

Mr. Stephenson states that he wants to remind the board to please forward parent communications to him.

Mr. Stephenson states that he would like to change future agendas by moving the Public Comment section to before the Superintendent Report.

**Motion was made by Member Boyer and seconded by Member Donaldson to change the *Public Comment* portion of the agenda to come right after the *Approval of the Agenda* section.**

**Board vote: Boyer, Cosden, Donaldson, Fisher, Winstead, Zivkovic**

**All "Yes's," motion carries.**

### **Time and Date of Next Meeting**

Regular Governing Board Meeting: Tuesday November 8, 2017, 6:00 p.m. in the Oasis Middle School Cafeteria.

### **Adjournment**

There being no further business, the meeting adjourned at 11:52 a.m.

Respectfully submitted,  
Shannon Arthur  
Executive Assistant to the Superintendent  
Cape Coral Charter School Authority

# STRATEGIC PLAN

## City of Cape Coral Municipal Charter School System

### Governing Board Members

Jessica Cosden- Board Chair and City Council Member Liaison
Rob Zivkovic- Vice Chair
Sam Fisher- Board Member
Russell Winstead- Board Member
Pascha Donaldson- Board Member
Amy Jackson- Board Member
Bill Buztrey (Assistant City Attorney)
Odette Boyer- Board Member
Jennifer Lucas-Ross- Parent Representative OES
Tami Traiger- Parent Representative CME
Kristi McMillan- Parent Representative OMS
PARENT REPRESENTATIVE (OHS) OPEN

<http://capecharterschools.org/governingboard>

**Nelson Stephenson**

**Superintendent**

**City of Cape Coral Municipal Charter School System**

In our system the strategic planning process was done in collaboration with a variety of stakeholders. It is my belief that effective planning cannot occur in a vacuum and so it was my driving passion to include the ideas and suggestions from as many stakeholders as possible. Our planning process allowed for those involved to provide constructive, thoughtful, and valuable input. The recommendations that were made were vetted by the entire group and at the end of our session I am confident that we came up with a very strong plan.

Our systems strengths have always been its stakeholders. Parents, staff, students, community members, governing board members and others were contributed to this plan. I want to thank each and every one of them for volunteering their time and energy to this very important process. With our plan in place I look forward to building upon the very strong foundation that exists within the City of Cape Coral Municipal Charter School System.

Thank you,

**Nelson Stephenson, M.P.A. M.Ed.**  
**Superintendent**

## **What We Want to Accomplish**

## **VISION/PURPOSE**

**“The Dream, The Future”**

We believe that everyone can succeed and reach their dreams and personal visions.

## **MISSION/DIRECTION**

**“Partnering for Excellence”**

Our schools will be a community-nurturing system that will optimize learning through teaching and parental involvement.

## **CORE VALUES**

The schools in the Cape Coral Charter School System believe:

- That a school should teach knowledge and cultural literacy within a rigorous curriculum that is relevant to students' needs, and stimulates their natural curiosity, imagination, and thinking skills.
- That student achievement is a result of high staff expectations, quality lessons, challenging curricula, and differentiation in teaching and learning.
- That our schools have created a unique environment and family atmosphere where a sense of community and citizenship are valued, and a collective responsibility is created to promote student success.
- That by focusing on our true customers-the students, we are able to infuse the character traits of love, kindness, respect, teamwork, compassion, and cooperation into their daily lives, making our schools the happy and positive environments for which they are recognized.

## EXECUTIVE SUMMARY

This Strategic Plan will be implemented to address the various needs of our rapidly growing system. The plan is grounded on research and best practices, including:

1. Recommendations made by those in attendance at our Strategic Planning Session.
2. Survey data received from those attending the strategic planning session as well as those received from our variety of stakeholders.
3. A review of other strategic plans from other school systems.
4. Best practice research from other institutions.
5. Utilizing our working relationship with the City of Cape Coral to assist us where applicable.

In our strategic planning session we reinforced our belief in our eight system priority goals developed in the 2014 strategic planning session and then heavily revised in the 2015/16 strategic planning session. Updates were made on each of the priority goals and in an effort to accomplish each goal, the system will use a series of SMART (specific, measurable, attainable, realistic, timely) Key Performance Indicators (KPI's). These performance indicators are critical in ensuring that our system stays on track with each priority goal.

In addition to the eight priority goals adopted and updated at our strategic planning session we also prioritized four of the most important short-term objectives for our system. Although each of these four has some grounding within the eight priorities goals we felt that it was important to isolate them as specific goals to assist the superintendent in guiding our system through the next fiscal year. These goals are as follows:

1. Expand the Christa McAuliffe campus so that we can rid our campus of the four portables currently in-place and build for future classroom expansion opportunities. Currently the CME campus has a long waiting list of students and this expansion would not only allow for the transfer of students from portables to secure classrooms, but would also allow us to add more students and make positive strides toward our waiting list.
2. With the 2019 1-to-1 device date looming we need to immediately begin to prepare our system's plan to address this statutory requirement. To ensure that our plan is thoughtful and well planned we need to investigate all financing options including purchasing, leasing, and donation opportunities. In addition, we need to ensure that our current Wi-Fi network is robust and able to handle the increase in computer use that will naturally occur. We also need to ensure that we have in place teacher training for the utilization of these devices within the curriculum. We also need to make sure that we have developed and appropriate Acceptable Use Policy (AUP) to provide clear understanding of student, parent, and staff responsibility. In addition to this important component we also need to look at the replacement of staff computers to ensure that they have equipment that is as robust as the new computers we will be buying for students.
3. To continue to provide students impactful instruction opportunities it is critical that we provide professional development opportunities for our staff that are inclusive and mindful of the systemic prek-12 vertical and horizontal curriculum alignment need. AdvancED Accreditation review pointed out that our system operates more in a "silo" mentality. To avoid the continuance of this thinking providing our staff with training opportunities that will assist them with the variety of learning opportunities that will expand their abilities will be vital for future sustained academic growth.

4. Our system has grown exponentially since its inception a little over ten years ago. What started with a handful of students has now grown into a system of over 3,200 students and over 425 employees. Our waiting list is currently hovering around 300 students. With this sort of astronomical growth we have been proud to maintain a high academic standard. In order for this to continue we have determined that we need to create a schedule of capital needs that are long-term in nature. We are needing to look at our infrastructure needs to ensure the maintenance of our strong foundation that will allow us to continue to provide excellent facilities for students and staff to learn and grow.

**8 system priority goals listed below:**

**1. PRIORITY GOAL #1: STUDENT LEARNING AND ACHIVEMENT**

- INITIATIVE 1.1: Provide highly effective instruction in every classroom that ensures consistent delivery of quality curriculum using strategies that address the learning needs of all students and provides real world applications.
- INITIATIVE 1.2: Foster a quality environment where every student will achieve personal and academic growth.

**2. PRIORITY GOAL #2: A HEALTHY AND SAFE ENVIRONMENT**

- INITIATIVE 2.1: Provide a healthy environment conducive to teaching and learning.

**3. PRIORITY GOAL #3: STAKEHOLDER INVOLVEMENT**

- INITIATIVE 3.1: Actively pursue and cultivate parents, community and business relationships with the Cape Coral Municipal Charter School System.

**4. PRIORITY GOAL #4: DATA ANALYSIS**

- INITIATIVE 4.1: Develop a K-12 data collection system where staff will collect, analyze and apply data to improve student learning and school performance.

**5. PRIORITY GOAL #5: ENHANCE FINANCIAL SUSTAINABILITY**

- INITIATIVE 5.1: Establish a Budget Committee consisting of all four school principals, Superintendent, Business Manager and Finance team to develop an annual budget process and regular financial status updates.

**6. PRIORITY GOAL #6: EFFECTIVE MANAGEMENT OF CAPITAL ASSETS**

- INITIATIVE 6.1: Develop an annual assets improvement/maintenance plan to improve or maintain current infrastructure to position the Charter Schools to meet the future needs of the community.

**7. PRIORITY GOAL #7: TECHNOLOGY**

- INITIATIVE 7.1: Provide opportunities for students to be technologically literate and use technology beginning at the elementary level.

**8. PRIORITY GOAL #8: HIGHLY QUALIFIED STAFF AND PROFESSIONAL DEVELOPMENT**

- INITIATIVE 8.1: Recruit, develop and maintain highly qualified staff.

**It is our belief that the implementation of our eight priority goals accompanied by our four short-term priority objective will ensure a strong foundation in which our system can flourish. It is our succinct goal to maintain high academic standards while also addressing the pressures of growth and expansion that comes from having a successful system that has over 300 students waiting to enter. We feel that it is imperative to build this strong foundation and our goal is to one day not have any waiting list so that every student in Cape Coral will have the opportunity to attend our system.**

## PRIORITY GOAL #1: STUDENT LEARNING AND ACHIEVEMENT

**INITIATIVE 1.1:** Provide highly effective instruction in every classroom that ensures consistent delivery of quality curriculum using strategies that address the learning needs of all students and provides real world applications.

### Team Members:

Activities for accomplishing each goal (curriculum, design, data, analysis, professional development, etc)	Responsibility: Who will carry out this work	Timeline: When will this be accomplished?	Measures
1. Provide teacher development in highly effective instructional practices that support the delivery of quality curriculum.			
a) Staff development			
Book study or best practices training on effective instructional practices for teachers, for example: "Whatever It Takes" by Eaker and DuFour, Teach Like A Pirate, Marzano, Danielson, or any other text that focuses on best instructional practices.	Principals and teacher leads K-12	one/school/year	Instructional practices will be monitored through walkthrough data, principals will disaggregate data each month and shared w/teacher leaders for review of effective practice data
Teacher leaders review data to share with collaborative teams (grade levels and content)	Principals and Teacher Leads	monthly teachers will meet with principals	Monthly data focus on instructional practices and growth for individual department/grade level foci.
Monitoring student growth and identification of learning needs of all students (linking instructional practices to student performances via grading practices)	Principals, School Counselor, and Teacher Leads	monthly	MTSS Referral Data and Schoology (Mastery Platform)
Teacher Leader Training in PBL (Project Based Learning) to achieve meaningful real world applications through instructional lessons	Principals register teachers	Summer 2017	Teachers from each school will attend PBL training provided by Magnify Learning
2. Develop a written curriculum that ensures quality, equitable to all students, is clear, consistent, and includes benchmark assessments (all developed by teachers).			
a) Develop quality Academic Plans (Scope & Sequence)			

Administration defines format and timelines for completion of the work for the 2017-2018 school year.	Principals	May	Written plan developed with all administration defining format and timeline for the 2017-2018 school year.
Teachers develop local curriculum maps for each area. The maps should include: Unit/Standards, scope, and sequence	Teachers	one time per semester	Completed documents collected by administration.
Utilize Schoology to culminate instructional materials for blended learning environments.	Principals	Spring 2018	Training in the utilization of the tools embedded in Schoology.

### 3. Implement an **effective** employee **evaluation system**.

#### a) Develop minimum expectations for evaluations, walkthroughs, deliberate practices, and instructional practices.

Develop walkthrough form	Superintendent and Principals	Fall 2016 (in process)	Completed form created and utilized by all principals
Develop walkthrough timelines (to meet expectations)	Superintendent and Principals	Fall 2016 (in process)	Validation that number of walkthroughs each semester meets required number.
Develop formal evaluation system procedures (based on current policy) and Florida Department of Education expectations.	Superintendent and Principals	By Summer 2017	Written and developed evaluation training designed to present to teacher in the CCCSA by August, 2018 for the 2017-2018 school year.
Student Feedback Surveys	School Counselors	Spring 2017	Create surveys to be completed by the students (middle and high school).

### 4. Integrate instructional technology to enhance effective instruction, provide real world applications and equity to all student learners in meeting their personal learning needs.

#### a) Provide instructional support in blended learning environments

Teacher training to support balanced implementation of technology to enhance classroom instruction.	Principals and Teacher	Begin now, ongoing	Student and teacher surveys on technology use in the classroom and effectiveness.
Utilize Schoology to culminate instructional materials for blended learning environments.	Principals	Spring 2018	Training in the utilization of the tools embedded in Schoology.
Teacher training in most effective educational tools, add-on, or applications for education advancement of curriculum.	Principals	2016-2017 school year, ongoing	Walkthrough data (evidence of use of technology)

## PRIORITY GOAL #2: **A HEALTHY AND SAFE ENVIRONMENT**

**INITIATIVE 2.1:** Provide a healthy environment conducive to teaching and learning.

**Team Members:** Donnie Hopper, Shannon Treece, Steve Dudas, Joe Guller, Marjorie Gaylon

Activities for accomplishing each goal (curriculum, design, data, analysis, professional development, etc)	Responsibility: Who will carry out this work	Timeline: When will this be accomplished?	Measures
<b>1. Create system-wide safety procedures for various emergency situations.</b>			
Update evacuation procedures / review other procedures.	Administrators	Nov. 1, 2016	Each school submits evacuation plans to Superintendent.
Purchase walkie-talkies for all four schools, allowing communication across entire system.	Maintenance Team	Nov. 1, 2016	All schools will have walkie-talkies.
Establish procedures for inclement weather - installation of lightning prediction system.	Superintendent	ASAP	Installation of ThorGuard system.
Communicate emergency procedures with all staff / students.	Administrators	Preschool, 2016	Agendas from preschool meetings with teachers, and/or faculty meetings.
Set up mock drill with key individuals - fire drills, bomb drills, tornado drills, lockdown drills.	Administrators	Throughout year	Report all drills on Lee County School District web-based portal.

Establish effective procedures for completing background screening of visitors.	Administrators	Nov. 1, 2016	
Identify process / procedures of who needs to be contacted in emergency situations.	Administrators	Nov. 1, 2016	
Formalize process for student records box in the event of an emergency.	Administrators	Nov. 1, 2016	
Addition of a school nurse at high school.	Mrs. Treece	ASAP	Hiring of a nurse for Oasis High.
<b>2. Identify, develop, and support facility renovations to assure safe, secure school environment.</b>			
Limit access to the elementary and middle schools campuses - breezeway gates.	Administrators	Jan. 1, 2017	Gate installed at Oasis Elementary, Oasis Middle, and Christa McAuliffe.
Security personnel for high school front gate.	Mrs. Treece	ASAP	Hiring of security personnel.
Conduct monthly safety meetings which address current and long term issues.	Administrators	Monthly	Minutes from school's safety meetings.
Identify issues to be corrected from yearly inspection.	Administrators	As inspections are conducted...	Final inspection report.
Security cameras - ensure they are in proper working condition - updates captured in Technology section.	Administrators	Yearly checks	
<b>3. Increase school, community, and parent collaborations to promote safe school environments.</b>			
Train in K-12 alert system to communicate emergency issues to parents.	Administrators		

Update school system websites to include communication portal for parents.	Administrators		
Provide information through newsletters and websites.	Administrators		

#### PRIORITIES:

1. Security Guard - Oasis High Gate
2. Parent Communication Portal
3. Limited Access to Buildings
4. Inclement Weather Warning System

#### NOW:

- Updated Emergency Plans
- Background Screenings of Parents/Visitors

### PRIORITY GOAL #3: STAKEHOLDER INVOLVEMENT

**INITIATIVE 3.1: Actively pursue and cultivate parents, community and business partnerships with the City of Cape Coral Municipal Charter School System.**

**Team Members: Jacquelin Collins, Melissa Meehan, John Omundsen**

Activities for accomplishing each goal (curriculum, design, data, analysis, professional development, etc)	Responsibility: Who will carry out this work	Timeline: When will this be accomplished?	Measures
1. Continue to promote collaboration between business leaders, educators and other stakeholders that support school improvement efforts.			
a) Continue with the Charter School Authority Rally	Foundation Administration	Each school year	Dollar amount of funds raised from RALLY
b) Provide opportunities for businesses to provide sponsorships for a variety of needs within the system. Foundation should organize as a Stakeholder Committee to recruit and support corporate and deep pocket stakeholders	Foundation	Each school year	
c) School created community events and activities and/or existing community activities in which the schools participate.	Superintendent School Administrators Foundation	Each school year	Fall Festivals Technology Fund Dinner Luau for Life Chamber of Commerce Events Art Gallery Exhibit
d) Local businesses/community members/company owners/medical specialists/scientists and researchers, etc. integrated into PBL classroom environments for curricular enhancement and application to real world problem solving.	Principals Teachers	Each School Year	Improvement in test scores, Improvements in curriculum alignment between schools admissions into collegiate programs, and/or dual enrollment Preferred job internships
e) DonorsChoose.com system wide program (and other available grant programs) that can be used to met technology requirements and the curricular needs of our system	Teachers Foundation	Current	Schools will inventory confirmed grant products received

f) Cape Coral Leadership Association	Principals	Rotate so that each principal has the opportunity to participate	Improved community recognition and relations
2. Afford opportunities for parents to participate in activities, training and workshops that promote high-quality education for their children			
a) Create system wide "volunteer Opportunity" link on all home pages for school events	Individual school administrations	Monthly	Increased volunteerism in all buildings
b) Sign-up Genius to be used for all system wide events for volunteers	Event Chairpersons	As needed	Increased volunteerism for system wide events
c) Implement local school based organizations and committees in which community and parents can participate i.e. Watch D.O.G.S (K - 12), United Way "Reading Pals", K - Kids, S.A.B.E.R.S, etc.	Teachers Parents Organization Chairpersons	On-going	Increased volunteerism in all buildings
d) Conduct Parent Workshops Google Docs Schoolology Updates Curriculum nights Financial Aid	Teachers/staff Administrator	On-going As needed	Increased parental participation
3. Increase school, community and parent collaborations to promote safe school environments			
K - 12 Alerts to be used as official site to communicate with parents and community (as necessary)	Superintendent Administrators	On-going	
Full implementation of K.I.D.S. data base system between schools	Information Specialists I.T. Teachers/staff	2017	
Unified Platform across system	Administration	2017 - 2018	Increased communication between parents/academic plans/grading
Superintendent to develop a list of families and their professions to help support classroom and system wide needs. Publicize this list to help support families and their businesses.	Superintendent	2017 - 2018	

## PRIORITY GOAL #4: DATA ANALYSIS

**INITIATIVE 4.1:** Develop a K-12 grade data collection system where staff will collect, analyze, and apply data to improve student learning and school performance.

**Team Members:** Keith Graham, Shannon George, Charlene Long, John Omundsen, Alison Kinch, Dana Gibbs, Kristen Totten, Deanna Brock, and Odette Boyer.

Activities for accomplishing each goal (curriculum, design, data, analysis, professional development, etc)	Responsibility: Who will carry out this work	Timeline: When will this be accomplished?	Measures
<b>1. Establish a clearly defined and comprehensive student assessment system K-12 that will gauge student progress and drive instruction.</b>			
Common Assessments: <b>STAR360</b>	Lee County contacts, Superintendent, Site based Admin. Team	Start of 2017/2018. Math initiatives immediately followed by Reading.	School grades, Achievement Levels, and Student Growth scores, and Individual Student Scale Scores
Current student assessment data loaded into performance matters	Lee County contacts, building admin. requests	2017/2018 School Year	Teacher access to individual student assessment data to drive individual student instruction.
Utilize the dynamic reporting available within <b>Performance Matters</b> (Unify)	School-based Admin.	Start disseminating immediately to teachers for individual student performance goals.	<ul style="list-style-type: none"> <li>Teacher access to individual student assessment data to drive individual student instruction.</li> <li>Individual scale scores leading to improved performance.</li> </ul>
<b>2. Training for all staff in the interpretation and use of data.</b>			
Attend district trainings via Peoplesoft for Performance Matters On-site on-going training to assist teachers for best practices and interpretation of data.	Lee County contacts, Superintendent, Site based Admin. Team	By start of 2017/2018 school year.	Teachers utilize data to assist and verify student grow. Key staff to be trained via PeopleSoft to be train the trainers.
To create individualized learning plans via the school-based LMS to improve student performance.	Site based Admin. Team and teachers	Based on common assessment decisions.	Identification of student needs/strengths to assist in their academic plans.

## **PRIORITY GOAL #5: Enhance Financial Stability**

**INITIATIVE 5.1:** Establish a budget Committee of all Four school principals, superintendent, business manager and financial team to develop an annual budget process and regular financial status updates.

**Team Members:** Elisa Collins - Assistant Principal Oasis Middle School

Amy Picciolo            Susan Taylor  
Danielle Jensen        Tammy Traiger  
Mary Ann Moniz        Robert Zivkovic  
Penny Faulkner

Activities for accomplishing each goal (curriculum, design, data, analysis, professional development, etc)	Responsibility: Who will carry out this work	Timeline: When will this be accomplished?	Measures
1. Establish and Implement a 3 year budget to better project into the future what our needs will be.			
a) As our budget is incorporated into the City of Cape Coral budget we need to create a 3 year budget and post said budget to our webpages.			
Weekly budget reports to principals City Budget monthly reports Create a budget team comprised of administration from all four schools, superintendent, business manager and financial manager	Mary Ann Moniz	This fiscal year	Budget will, be posted to website and parents will be made aware that this is available for the public to be aware of..
Budget meeting off site cost of rental facility Food for participants			
2.Implement a cost saving initiate in each school. Team S.A.V.E.			

a) Create a challenge at each school to identify one area where with team work and possible alternative sources each school could cut \$5,000. from their budget.

Each school forms a S.A.V.E. Team meet with Danielle Jensen to understand where we spend our money and brainstorm ways to cut back. Strategic About Variable Expenses.	Principals and staff School bookkeeper	Begin at October faculty mtg October	Compare last year's school expenditures with the current year
Bookkeeper and others will look over the individual school expenses for areas where we could cut back without sacrificing quality of education IE copies/ copy paper.	staff/admin of each school.		
System wide cost awareness for teachers, staff, admin, etc. Instead of talking to teachers about cutting resources. Talk to them about being aware of where our dollars are going in an attempt to get them to partner with us on areas where waste can be identified.	principals/staff of each school	ASAP	
Plan paper drives at each school to cut down on the cost associated with making copies	PTO/Admin	As soon as possible	
Develop a policy for field trip fees, per student for all trips using school buses.	Admin in each school	ASAP	
<ul style="list-style-type: none"> <li>Transportation route efficiency- Currently we drive all the way out to NE Cape to pick up kids. Should we be doing this?</li> <li>Transportation policy (how far do we bus?) *3 communities</li> </ul>	Admin and Transportation	ASAP	
Asset List needs to be drawn up with the help of the maintenance and purchase and procurement teams		ASAP.	

## PRIORITY GOAL #6: Effective Management of Capital Assets

**INITIATIVE 6.1** Develop an annual assets improvement and maintenance plan to improve or maintain current infrastructure to position the Charter Schools to meet the future needs of the community.

**Team Members:** Kevin Brown, Danielle Jensen, Paul Pescatrice, Steve Dudas, Vic Rachoza, Shaun McDuffie

Activities for accomplishing each goal (curriculum, design, data, analysis, professional development, etc)	Responsibility: Who will carry out this work	Timeline: When will this be accomplished?	Measures
1. Develop a three year plan for capital and maintenance needs.			
A. Continue Capital Assets strategic planning sessions with follow updates B. Budget workshop for Governing Board Authority C. Hold regular meetings with Administration Team.	Superintendent, Budget Manager, Administration Team	Annual  Annual Ongoing	Capital Plan
2. Work with Budget Committee to prioritize funding			
A. Utilize Budget Committee B. Monitor progress	Superintendent, Administrative Team	October, 2017	Formation of Budget Committee
3. Assure that implementation plans related to infrastructure and operations support the system			
A. Hold regular meetings with Administration Team	Superintendent,, Budget Manager, Administration Team	Ongoing	Capital Plan Review

## PRIORITY GOAL #7: Technology

**INITIATIVE 1.1:** Provide teachers and students technology resources to leverage higher order thinking activities around the teaching and learning process.

**Team Members:** Christopher Fennell, Adam Prawitz, Matthew Laubhan, Steve Beuerle, Rick Theriault, Tony Iannacone, Steve Cole, William Buztrey

Activities for accomplishing each goal (curriculum, design, data, analysis, professional development, etc)	Responsibility: Who will carry out this work	Timeline: When will this be accomplished?	Measures
1. Complete needs analysis			
a) Available technology: Complete or update current technology inventory	IT	October 2016	Each school will provide an updated inventory to the superintendent.
b) Student data: Collect and analyze student data and determine academic proficiencies. Create priority goals for each school.	Administration	October 2016	School improvement plans (SIP), Florida Standards Assessment (FSA), other standardized assessments, and other data deemed fit to evaluate student success.
c) Current uses of technology: Develop a technology stages of concern survey or Concern Based Adoption Model <a href="#">(CBAM) survey</a> . This will evaluate the perspective of instructional staff being asked to implement more technology.	Technology committee/ instructional staff	October 2016	Instructional staff will complete survey. Data collected from CBAM survey will be evaluated by technology committee.

d) 21st Century Practices Survey: Determine where instructional staff is on the spectrum of 21st century skills integration. Use that information to prepare for future 21st century skills in the classroom.	Technology committee/ instructional staff	October 2016	Use <a href="#">MILE Guide</a> to survey instructional staff. Data collected from MILE Guide will be evaluated by technology committee.
2. Prioritize needs			
a) Technology plan requests: Administration and technology committee will work together to create a list of student and staff technology needs based on needs analysis in step 1. Plans are prepared based on priority. Refer to <a href="#">technology refresh spreadsheet</a> .	Administration/ technology committee	November 2016	Prioritized hardware and software lists from each school. Documentation shared with technology committee. Plan submitted to superintendent for approval.
b) Develop professional development plan: Use the needs analysis data to help focus instructional development need pertaining to technology. Determine where the instructional staff falls among the stages of adoption spectrum.	Strategic Plan Goal 1 and 8 Teams/ Administration/ technology committee	November 2016	Plan submitted to superintendent for approval.
3. Addressing needs			
a) Implement professional development plan	Strategic Plan <a href="#">Goal 1</a> and <a href="#">Goal 8</a> Teams/ Administration/ technology committee	January 2017 and ongoing	Instructors will complete survey upon completion of professional development activities. Differentiation of professional development to support instructional needs.
b) Funding: Collect all funding resources to support technology initiative. Develop a plan for sustainable funding of technology	Strategic Plan Goal <a href="#">Goal 5</a> Team/ Administration/ technology committee	December 2016	Plan submitted to superintendent for approval.
c) Identifying leaders: Instructional staff that will support the technology initiative. This includes additional professional development and supporting staff through professional development and daily tasks.	Administration	December 2016	Each school will identify leaders.
4. Implementation			

a) Pricing options: Determine what hardware and software will be purchased and prioritize purchasing based on budget and collected funds.	Superintendent/ Administration	May 2017	Based on budget and funding collected.
<b>5. Evaluation/Institutionalization</b>			
a) Future budgeting: Evaluate and adjust the sustainable technology action plan. To be continually maintained and supported.	Superintendent/ Administration/ Technology committee	Yearly	Repeat process from step 1. Evaluate results and determine needs.
b) Professional development: Continual and ongoing	Strategic Plan <a href="#">Goal 1</a> and <a href="#">Goal 8</a> Teams/ Administration/ technology committee	Ongoing	Instructors will complete survey upon completion of professional development activities. Differentiation of professional development to support instructional needs.

Priority:

1. Infrastructure: Meraki access points
  - a. Lease option \$29,666.79/year for 5 years with \$1 buyout at end of lease
  - b. Purchase \$150,000 all at once.
2. Chromebook for every student (including charging cart or cases, monitoring software)
  - a. Lease: Pricing varies depending on what we want included. At least \$100 per device per year.
  - b. Purchase: Base price for purchase \$1,117,450
3. Computers for teachers (including all software)- \$145,668
4. Other high priority hardware needs \$400,035
5. Medium priority hardware needs \$485,320
6. Low priority hardware needs \$190,245

Now:

1. Professional development plan- need to determine plan and know how much to budget. Cost up to \$200,000.

**PRIORITY GOAL #8: HIGHLY QUALIFIED STAFF AND PROFESSIONAL DEVELOPMENT**

**INITIATIVE 8.1: Recruit, develop and maintain highly qualified staff.**

**Team Members: Amanda Sanford, Charlene Long, Vicki McAtee**

Activities for accomplishing each goal (curriculum, design, data, analysis, professional development, etc)	Responsibility: Who will carry out this work	Timeline: When will this be accomplished?	Measures
1. Advertise employment opportunities in multiple listings to reach the broadest range of potential candidates.			
a) Improve job advertisements to attract applicants and improve accessibility to postings; broaden our reach			
City of Cape Coral Website	HR Manager	May 2017	Number of qualified applicants
Teachers-Teachers and/or other outside publications	HR Manager	May 2017	Number of qualified applicants
Charter School Authority Website	HR Manager	May 2017	Number of qualified applicants
Improve relationships with career departments at the local colleges	HR Manager	May 2017	Number of qualified applicants
2. Improve application and hiring procedures. Decrease processing time of hires.			
Specify minimum qualification and application requirements on the job posting through the job description. Change the verbiage to reflect these desired job specifications. Create specific supplemental questions to narrow the pool.	Principal	May 2017 / Ongoing	NEOGOV Data
Improve system based process once application is received. HR Manager confirm applicants and notifies applicant with included position/school specific procedures. School principals or designee is then notified of application confirmation.	HR Manager	May 2017 / Ongoing	NEOGOV Data
School reviews applications and selects those to be interviewed within 5 days	Principal / Designee	Immediate	NEOGOV Data

of closing. Non-interviewed applicants are notified. HR Manager is notified of those interviewed, not interviewed, and any decisions made through NEOGOV. Notify all interviewees once decision is made.			
Establish a checklist for principal/designee and applicant to ensure that each step of the process is being completed.	HR Manager	Immediate	Improved hiring
Interview questions are created from a system-wide question bank and all completed original interviews are submitted to HR Manager.	Principal / Designee	May 2017	Question Bank
Improve processing time for employment. <ul style="list-style-type: none"> <li>• Address Letter of Engagement</li> <li>• Salary Scale and contract verbiage</li> <li>• Add-pays</li> <li>• Benefits (Clarify choices and start date of coverage)</li> <li>• Experience Verification</li> </ul>	Superintendent / HR Manager / Financial Manager	August 2017	Increase in hiring highly qualified employees
Improve the Human Resources Department by making HR Manager full-time site based. In addition hire a part-time assistant for monitoring and processing procedures. Or re-delegate duties to other personnel to improve proficiency.	Superintendent	Immediate	Improved hiring and retention
<b>3. Retention</b>			
<b>a) Increase the retention of highly-qualified employees</b>			
Provide a New Teacher Orientation prior to the pre-school week that introduce them to the system as a whole and individual school procedures.	Principals	August 2017	Staff Retention Data / Survey
System-wide induction program (APPLES). To ensure that all new employees complete the induction program within their first year of employment.	Assistant Principals	August - May each school year	Program Completion / Survey
Increase the number of clinically certified educators within the system to provide effective mentorship and internship possibilities.	Principals	May 2017	Program Completion and Number of qualified mentors
Provide a clear understanding of employee compensation <ul style="list-style-type: none"> <li>• Clarification of paychecks</li> <li>• Add-pays (Degrees, Supplemental positions)</li> <li>• Summer pay</li> <li>• Benefits (Medical, etc.)</li> </ul>	HR Manager	Upon hire / contract	Staff Retention Data / Survey
Contracts (timely renewal; include annualized hourly rate); Improve	HR Manager	April 2017	Staff Retention Data /

communication of contract salary and add pays for upcoming year.			Survey
Professional Development - effective training to assist all employees to become highly qualified.	Principals / Superintendent	Ongoing	Participation Rate / School Performance Assessment Data
Certification Monitoring and Assistance <ul style="list-style-type: none"> <li>• Highly qualified status</li> <li>• Correct Certifications</li> <li>• ESOL</li> <li>• ESE</li> <li>• Instructor Temporary to Professional Certification</li> <li>• Certification Renewal</li> <li>• Fingerprints (Every 5 years)</li> <li>• Inservice Points / Higher Education Courses</li> <li>• Understand process between District and State</li> <li>• Establish a program that employees can utilize to verify completion and increase accountability.</li> </ul>	HR Manager & Assistant / Assistant Principals / Site Inservice Representative	Ongoing	Staff Retention Data  Highly Qualified Staff
Bring consistency to employee calendars; paid days and holidays (specific number of contracted days for particular positions; administration, instructors, maintenance, custodians, etc.)	HR Manager / Superintendent	July 2018	Staff Retention Data
Provide a better evaluation system for employee professional growth. Ongoing clarity and feedback to employees. Efficient use of action plan procedures for employee improvement. All formal evaluations are submitted to HR for employee files.	Principal / Designee	May 2017 / Ongoing	Increase the number of highly qualified staff  Staff Retention Data
Employee incentives <ul style="list-style-type: none"> <li>• Length of service</li> <li>• Awards and recognition</li> </ul>	Superintendent / Principals	Ongoing	Staff Retention Data
<b>4. Non-returning Employees and Termination</b>			
<b>a) Better understand employee turnover and improve procedures</b>			
Upon notice of resignation/termination, administrators and HR conduct an exit interview or provide an exit survey to determine the main reason(s). Purpose is to seek system improvement.	Principal / HR Manager	April 2017 / use upon receipt	Staff Retention Data / Survey
Notify HR by providing a change notice; HR will notify employee of paycheck procedures, benefits/COBRA, the employee separation notice, and obtain keys, swipe card, etc. upon employee's last day.	Principal / HR Manager	April 2017 / use upon receipt	Staff Retention Data / Survey

**NEOLA**

**REVISED POLICY – VOL. 17, NO. 1**

**BULLYING AND HARASSMENT**

The ~~School Governing~~ Board is committed to providing an educational setting and workplace that is safe, secure, and free from bullying and harassment for all students and employees.

The Board will not tolerate unlawful bullying and harassment of any type. Conduct that constitutes bullying and harassment, as defined herein, is prohibited:

- A. during any education program or activity conducted by the ~~District~~Authority;
- B. during any school-related or school-sponsored program or activity or on a school bus of the ~~Authority~~District;
- C. through the use of data or computer software that is accessed through a computer, computer system, or computer network within the scope of the ~~Authority~~District; or
- D. through the use of data or computer software that is accessed at a nonschool-related location, activity, function, or program or through the use of technology or an electronic device that is not owned, leased, or used by the ~~Authority~~District or school, if the bullying substantially interferes with or limits the victim's ability to participate in or benefit from the services, activities, or opportunities offered by the ~~Authority~~District or school or substantially disrupts the education process or orderly operation of a school.

This policy has been developed and reviewed in consultation with ~~Authority~~District students, parents, teachers, administrators, school staff, school volunteers, community representatives, and local law enforcement agencies as prescribed in F.S. 1006.147 and in conformity with the Florida Department of Education (FLDOE) revised Model Policy (July 2013).

**THE SCHOOL BOARD OF THE GOVERNING BOARD  
OF THE CITY OF CAPE CORAL CHARTER SCHOOL AUTHORITY**

STUDENTS  
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Pursuant to State law, ~~Authority District~~ students, parents, teachers, administrators, school staff, school volunteers, community representatives, and local law enforcement agencies shall be involved in the review of this policy. After the revised policy has been adopted, it shall be submitted to the Florida Department of Education not later than ~~[x] September 30th [-]~~ (date).

~~[NOTE: In a memo dated April 22, 2016, FLDOE announced a deadline of September 30, 2016 for submission of the revised bullying policy.]~~

This review process shall be conducted not less than every three (3) years thereafter.

The Superintendent shall develop a comprehensive plan intended to prevent bullying and harassment and to cultivate the school climate so as to appropriately identify, report, investigate, and respond to situations of bullying and harassment as they may occur on school grounds, at school-sponsored events, and through school computer networks. Implementation of the plan by each principal will be ongoing throughout the school year and will be integrated with the school curriculum, the bullying and prevention program, ~~Authority District~~ disciplinary policies, and violence prevention efforts.

**Definitions**

"Bullying" includes "cyberbullying" and means systematically and chronically inflicting physical hurt or psychological distress on one (1) or more students or employees. It is defined as any unwanted and repeated written, verbal, or physical behavior, including any threatening, insulting, or dehumanizing gesture, by an adult or student, that is severe or pervasive enough to create an intimidating, hostile, or offensive educational environment; cause discomfort or humiliation; or unreasonably interfere with the individual's school performance or participation; and may involve:

- A. teasing;
- B. threats;
- C. intimidation;

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- D. stalking;
- E. cyberstalking;
- F. physical violence;
- G. theft;
- H. sexual, religious, or racial harassment;
- I. public or private humiliation; or
- J. destruction of property; and
- K. social exclusion.

**"Cyberbullying"** means bullying through the use of technology or any electronic communication, which includes, but is not limited to, any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic system, photo-electronic system, or photo-optical system, including, but not limited to, electronic mail, Internet communications, instant messages, or facsimile communications. Cyberbullying includes the creation of a webpage or weblog in which the creator assumes the identity of another person, or the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in the definition of bullying. Cyberbullying also includes the distribution by electronic means of a communication to more than one (1) person or the posting of material on an electronic medium that may be accessed by one (1) or more persons, if the distribution or posting creates any of the conditions enumerated in the definition of bullying.

**"Cyberstalking"** means to engage in a course of conduct to communicate, or to cause to be communicated, words, images, or language by or through the use of electronic mail or electronic communication, directed at a specific person, causing substantial emotional distress to that person and serving no legitimate purpose.

**"Harassment"** means any threatening, insulting, or dehumanizing gesture, use of data or computer software, or written, verbal or physical conduct directed against a student or school employee that:

- A. places a student or school employee in reasonable fear of harm to his/her person or damage to his/her property;
- B. has the effect of substantially interfering with a student's educational performance, opportunities, or benefits; or
- C. has the effect of substantially disrupting the orderly operation of a school.

**"Bullying"** and **"harassment"** also encompass:

- A. Retaliation against a student or school employee by another student or school employee for asserting or alleging an act of bullying or harassment. Reporting an act of bullying or harassment that is not made in good faith is considered retaliation.
- B. Perpetuation of conduct listed in the definition of bullying and/or harassment by an individual or group with intent to demean, dehumanize, embarrass, or cause emotional or physical harm to a student or school employee by:
  - 1. incitement or coercion;
  - 2. accessing or knowingly and willingly causing or providing access to data or computer software through a computer, computer system, or computer network within the scope of the Authority District school system; or
  - 3. acting in a manner that has an effect substantially similar to the effect of bullying or harassment.

- [x] "Harassment" also means electronically transmitted acts (i.e., internet, e-mail, cellular telephone, personal digital assistance (PDA), or wireless hand-held device) that a student(s) or a group of students exhibits toward another particular student(s) and the behavior both causes mental and physical harm to the other student and is sufficiently severe, persistent, or pervasive that it creates an intimidating, threatening, or abusive educational environment for the other student(s).

**Sexual Cyberharassment**

Pursuant to Florida law, "sexual ~~cyberharassment~~ **cyberharassment**" means to publish a sexually explicit image of a person that contains or conveys the personal identification information of the depicted person to an Internet website without the depicted person's consent, for no legitimate purpose, with the intent of causing substantial emotional distress to the depicted person. Sexual cyberharassment may be a form of sexual harassment.

"Within the scope of the **Authority District**" means regardless of ownership, any computer, computer system, or computer network that is physically located on school property or at a school-related or school-sponsored program or activity.

**Expected Behavior**

The **Authority District** expects students to conduct themselves in keeping with their levels of development, maturity, and demonstrated capabilities with a proper regard for the rights and welfare of other students and school staff, the educational purpose underlying all school activities, and the care of school facilities and equipment.

- [x] Such behavior is essential in maintaining an environment that provides each student the opportunity to obtain a high quality education in a uniform, safe, secure, efficient, and high quality system of education.

The standards for student behavior shall be set cooperatively through interaction among students, parents/guardians, staff, and community member, producing an atmosphere that encourages students to grow in self-discipline. The development of such an atmosphere requires respect for self and others, as well as for ~~AuthorityDistrict~~ and community property on the part of students, staff, and community members. School administrators, faculty, staff, and volunteers serve as role models for students and are expected to demonstrate appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment or bullying.

- | [x] | Students are expected to conform to reasonable standards of socially acceptable behavior; respect the person, property, and rights of others; obey constituted authority; and respond to those who hold that authority.
- | [x] | The ~~AuthorityDistrict~~ shall provide for appropriate recognition and positive reinforcement for good conduct, self-discipline, good citizenship, and academic success.

### **Consequences**

Consequences and appropriate remedial action for students who commit acts of bullying or harassment or found to have wrongfully and intentionally accused another as a means of bullying or harassment may range from positive behavioral interventions up to and including suspension or expulsion, as outlined in the Code of Student Conduct.

Consequences and appropriate remedial action for a school employee found to have committed an act of bullying or harassment or found to have wrongfully and intentionally accused another as a means of bullying or harassment shall include discipline in accordance with ~~AuthorityDistrict~~ policies and administrative procedures, ~~and the collective bargaining agreement~~. Egregious acts of harassment by certified educators may result in a sanction against an educator's State-issued certificate. (See the Principles of Professional Conduct of the Education Profession in Florida - F.A.C. 6A-10.081)

Consequences and appropriate remedial action for a visitor or volunteer found to have committed an act of bullying or harassment or found to have wrongfully and intentionally accused another as a means of bullying or harassment shall be determined by the school administrator after consideration of the nature and circumstances of the act, including reports to appropriate law enforcement officials.

**Procedure for Reporting**

The Board designates the principal as the person responsible for receiving all ~~complaints~~ **alleged acts** of bullying. Any student or student's parent/guardian who believes s/he has been or is the victim of bullying or harassment should immediately report the situation to the school principal. Complaints against the principal should be filed with the Superintendent. Complaints against the Superintendent should be filed with the Board Chair.

All school employees are required to report alleged violations of this policy and alleged acts of bullying and harassment to the principal or as described above. The alleged violations and acts must be reported by school employees to the principal within twenty-four (24) hours.

All other members of the school community, including students, parents, volunteers, and visitors, are encouraged to report any act that may be a violation of this policy to the principal or as described above.

Written and oral reports shall be considered official reports. Reports may be made anonymously, but formal disciplinary action may not be based solely on the basis of an anonymous report.

The principal shall establish and prominently publicize to students, staff, volunteers, and parents the procedure for reporting bullying and how such a report will be acted upon. A victim of bullying and/or harassment, anyone who witnessed the act, and anyone who has credible information that an act of bullying and/or harassment has taken place may file a report.

**Procedure for Investigation**

The investigation of a reported act of bullying or harassment is deemed to be a school-related activity and begins with a report of such an act. All complaints about bullying and/or harassment that may violate this policy shall be promptly investigated by an individual, designated by the principal, who is trained in investigative procedures. Documented interviews of the victim, alleged perpetrator, and witnesses shall be conducted privately and shall be confidential. The investigator may not be the accused perpetrator or victim. At no time shall the accused perpetrator and victim be interviewed together. The investigator shall collect and evaluate the facts including, but not limited to, the following:

- A. a description of the incident, the nature of the behavior, and the context in which the incident occurred;
- B. how often the conduct occurred;
- C. whether there were past incidents or past continuing patterns of behavior;
- D. the relationship between the parties involved;
- E. the characteristics of the parties involved;
- F. the identity of the alleged perpetrator, including whether the individual was in a position of power over the individual allegedly subjected to bullying or harassment;
- G. the number of alleged bullies/harassers;
- H. the age of the alleged bully/harasser;
- I. where the bullying and/or harassment occurred;
- J. whether there have been other incidents in the school involving the same or other students;
- K. whether the conduct adversely affected the student's education or educational environment;

- L. the date, time, and method in which the parent(s) of all parties involved were contacted.

In accordance with State law, Authority~~District~~ staff may monitor as part of any bullying or harassment investigation any nonschool-related activity, function, or program.

If, during an investigation of reported acts of bullying and/or harassment, the principal or his/her designee believes that the reported misconduct may have created a hostile learning environment and may have constituted unlawful discriminatory harassment based on race, color, national origin, sex (including sexual orientation, transgender status, or gender identity), disability (including HIV, AIDS, or sickle cell trait), pregnancy, marital status, age (except as authorized by law), religion, military status, ancestry, or genetic information which are classes protected by State and/or Federal law (collectively "protected classes"), the principal or his/her designee will report the act of bullying and/or harassment to one (1) of the Compliance Officers so that it may be investigated in accordance with the procedures set forth in Policy 5517 - Anti-Harassment.

Upon the completion of the investigation to determine whether or not a particular action or incident constitutes a violation of the policy, the designated individual who has conducted the investigation shall make a determination based on all the facts and surrounding circumstances and shall include:

- A. a recommendation of remedial steps necessary to stop the bullying and/or harassing behavior; and
- B. a written report to the principal.

A maximum of ten (10) days should be the limit for the completion of the investigative procedural steps and submission of the incident report. While ten (10) days is the expectation for completion of the investigative procedural steps, more time may be needed based on the nature of the investigation and the circumstances affecting that investigation. The investigator shall document in his/her report the reasons for needing additional time beyond ten (10) days. The highest level of confidentiality possible shall be provided regarding the submission of a complaint or a report of bullying and/or harassment and for the investigative procedures that are employed.

The physical location or time of access of a computer-related incident cannot be raised as a defense in any disciplinary action initiated pursuant to this policy.

**Scope**

The investigator will provide a report on the results of the investigation with recommendations for the principal to make a determination if an act of bullying or harassment falls within the scope of [Authority District](#) authority. Computers without web-filtering software or computers with web-filtering software that is disabled shall be used when complaints of cyberbullying are investigated. If the action is within the scope of the [Authority District](#), [Authority District](#) procedures for investigating bullying and/or harassment shall be followed. If the action is outside the scope of the [Authority District](#), and believed to be a criminal act, the action shall be referred to the appropriate law enforcement agency. If the action is outside the scope of the [Authority District](#) and believed not a criminal act, the principal shall inform parents/guardians of all minor parties.

**Parent Notification**

The principal shall report the occurrence of an incident of bullying as defined by [Authority District](#) policy to the parent/guardian of all students known to be involved in the incident on the same day an investigation of the incident has been initiated. Notification shall be by telephone or by personal conference and in writing by first-class mail and shall be consistent with the student privacy rights under applicable provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA). The notice shall advise the individuals involved of their respective due process rights including the right to appeal any resulting determination or action to the State Board of Education.

If the bullying incident results in the perpetrator being charged with a crime, the principal shall inform by first class mail or by telephone the parent/guardian of the identified victim(s) involved in the bullying incident about the Unsafe Schools Choice Option (No Child Left Behind (NCLB), Title IX, Part E, Subpart 2, Section 9532) that states, in pertinent part, as follows:

"....a student attending a persistently dangerous public elementary school or secondary school, as determined by the State in consultation with a representative sample of local educational agencies, or who becomes a victim of a violent criminal offense, as determined by State law, while in or on the grounds of a public elementary school or secondary school that the student attends, be allowed to attend a safe public elementary school or secondary school within the local educational agency, including a public charter school."

Upon the completion of the investigation and if criminal charges are to be pursued against the perpetrator, the appropriate law enforcement agencies shall be notified by telephone and/or in writing.

#### **Counseling Referral**

The ~~Authority~~District shall provide a referral procedure for intervening when bullying or harassment is suspected or when a bullying incident is reported. The procedure will include:

- A. a process by which the teacher or parent may request informal consultation with school staff (e.g., school counselor, school psychologist, etc.) to determine the severity of concern and appropriate steps to address the concern;
- B. a referral process to provide professional assistance or services that may include a process by which school personnel or parent/guardian may refer a student to the school intervention team (or equivalent school-based team with a problem-solving focus) for consideration of appropriate services (parent/guardian involvement is required at this point); or

If a formal discipline report or formal complaint is made, the principal must refer the student(s) to the school intervention team for determination of counseling support and interventions (parent/guardian is required at this point).

- C. a school-based action to address intervention and assistance as determined appropriate by the intervention team that includes:
  - 1. counseling and support to address the needs of the victim(s) of bullying or harassment;
  - 2. interventions to address the behavior of students who bully and harass others (e.g., empathy training, anger management, etc.);
  - 3. interventions which include assistance and support for parents, as may be deemed necessary or appropriate.

#### **Data Report**

The ~~Authority District~~ will utilize Florida's School Environmental Safety Incident Reporting (SESIR) Statewide Report on School Safety and Discipline Data as prescribed. If a bullying (including cyberbullying) and/or harassment incident occurs it will be reported in SESIR, coded appropriately using the relevant incident code and the related element code. Discipline and referral data will be recorded in Student Discipline/Referral Action Report and Automated Student Information System. In a separate section, the ~~Authority District~~ shall include each ~~reported~~ alleged incident of bullying or harassment that does not meet the criteria of a prohibited act under this policy with recommendations regarding such incidents.

The AuthorityDistrict will provide bullying incident, discipline, and referral data to the Florida Department of Education (FLDOE) in the format requested, through Surveys 2, 3, and 5 from Education Information and Accountability Services, and at designated dates provided by the Department. Data reporting on bullying, harassment, unsubstantiated bullying, unsubstantiated harassment, sexual harassment, and threat/intimidation incidents, as well as any bullying-related incidents that have as a basis sex, race, or disability should include the incident basis. Victims of these offenses should also have the incident basis (sex, race, or disability) noted in their student record.

#### **Training and Instruction**

Students, parents, teachers, school administrators, counseling staff, and school volunteers shall be provided training and instruction, at least annually, on the AuthorityDistrict's policy and administrative procedures regarding bullying and harassment. The instruction shall include evidence-based methods of preventing bullying and harassment, as well as information about how to effectively identify and respond to bullying in schools. Instruction regarding bullying, harassment, and the AuthorityDistrict's violence prevention and school safety efforts shall be integrated into District curriculum at the appropriate grade levels. The training and instruction shall include recognizing behaviors that lead to bullying and harassment and taking appropriate preventative action based on those observations. The programs of training and instruction authorized by the AuthorityDistrict shall include, but not be limited to,:

~~( ) — creating a safe and respectful environment in the nation's classrooms~~

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~~( ) — creating a safe and respectful environment on the nation's school buses~~

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~~( ) — [stopbullying.gov](http://stopbullying.gov) Prevention at School~~

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~~1. — [Misdirections in Bullying Prevention and Intervention \(pdf\)](#)~~

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- 2. Stop It on the Spot Formatted: Level 2 List
- 3. Involvement of Law Enforcement Officers in Bullying Prevention (pdf) Formatted: Level 2 List
- ( ) U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention's model programs guide Formatted: Level 1 List
- ( ) The Safe and Supportive Schools Technical Assistance Center (SSSTA) Formatted: Level 1 List
- ( ) The ABCs of Bullying: Addressing, Blocking, and Curbing School Aggression (curriculum) Formatted: Level 1 List
- ( ) National Registry of Evidence-based Programs and Practices: Anti-bullying curriculum for K-12 students (enter "bullying" as the keyword) Formatted: Level 1 List
- ( ) Bullying Programs OJJDP Model Programs Guide Formatted: Level 1 List
- (x) Safe Schools software Formatted: Level 1 List
- ( ) \_\_\_\_\_
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**Victim's Parent Reporting**

The principal shall report the occurrence of an incident of bullying as defined herein to the parent/guardian of students known to be involved in the incident on the same day an investigation of the incident has been initiated. Notification shall be by telephone and in writing by first-class mail and shall be consistent with the student privacy rights under applicable provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA). According to the level of infraction, the victim's parents will be notified by telephone and/or in writing of actions being taken to protect the child; the frequency of notification will depend on the seriousness of the bullying or harassment incident.

### **Policy Publication**

At the beginning of each school year, the Superintendent shall, in writing, inform school staff, parents/guardians/other persons responsible for the welfare of a student of the [AuthorityDistrict](#)'s student safety and violence prevention policy.

The [AuthorityDistrict](#) shall provide notice to students and staff of this policy in the Code of Student Conduct, employee handbooks, and via the [AuthorityDistrict](#)'s official website. The Superintendent will also provide such notification to all District contractors.

Each principal shall implement a process for discussing, at least annually, the [AuthorityDistrict](#) policy on bullying and harassment with students in a student assembly or other reasonable format. Reminders of the policy and bullying prevention messages will be displayed, as appropriate, at each school and at [AuthorityDistrict](#) facilities.

### **Immunity**

A school employee, school volunteer, students, parent/guardian, or other persons who promptly reports in good faith an act of bullying or harassment to the appropriate school official and who makes this report in compliance with the procedures set forth in [AuthorityDistrict](#) policy is immune from a cause of action for damages arising out of the reporting itself or any failure to remedy the reported incident.

Submission of a good faith complaint or report of bullying or harassment will not affect the complainant or reporter's future employment, grades, learning or working environment, or work assignments. Such immunity from liability shall not apply to any school employee, school volunteer, student, parent/guardian, or other person determined to have made an intentionally false report about harassment, intimidation, and/or bullying.

### **Privacy/Confidentiality**

The [AuthoritySchool District](#) will respect the privacy of the complainant, the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the Board's legal obligations to investigate, to take appropriate action, and to conform with any discovery

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or disclosure obligations. All records generated under this policy and its related administrative procedures shall be maintained as confidential to the extent permitted by law.

Nothing in this policy shall be construed to abridge the rights of students or school employees that are protected by the First Amendment to the Constitution of the United States.

F.S. 110.1221, 784.048, 1002.20, 1006.13, 1006.147  
Florida Department of Education Revised Model Policy (July 2013)  
No Child Left Behind (NCLB), Title IX, Part E, Subpart 2, Section 9532

REVISED POLICY VOL. 16, NO. 1REMOVAL, OUT-OF-SCHOOL SUSPENSION, AND EXPULSION OF  
STUDENTS

The School Board recognizes that exclusion from the educational program of the schools, whether by emergency removal, suspension, or expulsion, is the most severe sanction that can be imposed on a student in the the District Authority, and one that cannot fairly be imposed without due process.

No student is to be removed, suspended, expelled, or excluded from an activity, program, or a school unless his/her behavior represents misconduct as specified in the student/parent handbook approved by the Board. The handbook shall also specify the procedures to be followed by school officials. In addition to the procedural safeguards and definitions set forth in this policy and the student/parent handbook, the procedures set forth in Policy 5605 shall apply to students identified as disabled under the IDEA and/or Section 504 of the Rehabilitation Act of 1973.

~~For purposes of this policy and the Superintendent's administrative procedures, the following shall apply:~~

- A. ~~"Emergency removal" shall be the exclusion of a student who poses a continuing danger to District property or persons in the District or whose behavior presents an on-going threat of disrupting the educational process provided by the District.~~
- B. ~~"Suspension" shall be the temporary exclusion of a student from the District's program for a period not to exceed ten (10) school days.~~
- C. ~~"Expulsion" shall be the exclusion of a student from the schools of this District for the number of school days remaining in a semester or term in which the incident that gives rise to the expulsion takes place and one (1) additional school year.~~

**REMOVAL FROM CLASS**A. Referral

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~~When a~~ teacher has the authority to send ~~refer~~ a disruptive student to the office. In that circumstance, the Principal will provide oral and/or written feedback to the teacher with regard to ~~present and/or future action taken or proposed to be taken~~ concerning the student's behavior. Disruptive behavior will include, but not be limited to, the following:

1. assault on staff or students,
2. threat(s) or violence,
3. willful disregard of a teacher's directions, interfering with the class or activity,
4. malicious vandalism,
5. possession of weapons of any type,
6. continuing use of profane language or obscene gestures, and
7. instigation of violence or mass disobedience to legitimate directions.

The teacher may request a conference with the Principal and the student's parent(s)/guardian(s) prior to the student being returned to his/her classroom. A disruptive student will not normally be returned to the classroom where he/she exhibited the disruptive behavior ~~until the teacher has received the feedback~~ before such conference occurs.

B. Removal

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Pursuant to F.S. 1003.32, a teacher may remove a student from his/her class whose behavior the teacher determines interferes with the teacher's ability to effectively communicate with other students in the class or with the ability of the student's classmates to learn.

The principal may not return a student who has been removed by a teacher from the teacher's class without the teacher's consent, unless the Placement Review Committee established herein determines that such placement is the best or only available alternative.

The teacher and the Placement Review Committee must render decisions within five (5) working days of the removal of the student from the classroom.

In accordance with State law, each school shall establish a Placement Review Committee(s) to determine if a student is to be returned to a teacher's class after that student has been removed by the teacher and the teacher has withheld consent for that student to be returned to the teacher's class. Committee membership shall be as set forth in State law. The Placement Review Committee(s) will be selected during preschool planning.

A teacher, who removed a student from his/her class and who has withheld consent for the return of that student to his/her class, shall not serve on the committee when the committee makes its decision regarding the return of the student.

**OUT-OF- SCHOOL SUSPENSION FROM SCHOOL OR FROM RIDING SCHOOL BUS**

A. When a student's actions are so disruptive to himself/herself or to the school as to violate law, Board policies, or school rules, the student may be suspended by the ~~principal or designated representative~~ Principal. ~~Suspension dictates that the~~ student who is suspended shall not be allowed to attend his/her regular classes or school-sponsored activities for a prescribed number of days not to exceed ten (10). The principal or designated representative may refer the student during the period of the suspension to in-school suspension, a center for special counseling or shall remand the student to the custody of his/her parent or guardian. ~~Prior to suspending a student, except in emergencies, the principal or designee shall make an effort to employ parental assistance or alternative methods of dealing with the student and shall document such efforts.~~

"Suspension", also referred to as "out-of-school suspension", means the temporary removal of a student from all classes of instruction on school grounds and all other school-sponsored activities, except as authorized by the principal, for a period not to exceed ten (10) school days and remanding of the student to the custody of the student's parent, with specific homework assignments to complete.

"Serious breach of conduct" includes, but is not limited to, willful disobedience, open defiance of authority of a member of the staff, actual or threatened violence against persons or property, or any other act that substantially disrupts the orderly conduct of the school.

The principal may suspend a student from school (x ) for a period not to exceed ten (10) school days (-) for a period not to exceed three (3) school days. With advance approval from the Superintendent or designee, the student may be suspended for more than three (3) days but not to exceed ten (10) days. Before suspending a student, except in emergencies or disruptive conditions that require immediate suspension or in the case of a serious breach of conduct, the Principal or designee shall make a good faith effort to employ parental assistance or alternative methods of dealing with the student and shall document such efforts.

~~B.~~In no case shall a teacher suspend a student from school or class, nor shall a bus driver suspend a student from riding a school bus. A student may not be suspended for unexcused tardiness, lateness, absence, or truancy.

Prior to a suspension, the student will receive oral and written notice of the charges and an explanation of the evidence against him/her. The Principal will hold an informal hearing to give the student an opportunity to explain his/her side of the story. The hearing will be held on the day of the alleged infraction, unless it would be impossible or unreasonably difficult to do so.

~~C.~~Prompt notice of a suspension shall be given.~~The Principal will make a good faith effort to contact the student's parent or guardian by telephone to the student's parent or guardian, if possible immediately after making the decision to suspend.~~

The Principal will send F~~ormal written notification notice~~ to the student's parent or guardian by U.S. Mail, informing of the length of the suspension and the reasons for it. and The Principal will also report each suspension to the Superintendent shall be initiated in writing within twenty-four (24) hours of the time the student is informed of the suspension.

~~D.~~Except in the event of emergencies or disruptive conditions which require immediate suspension or in the case of a serious breach of conduct that is defined as willful disobedience, open defiance of authority of a member of the school staff, violence against persons or property, or any other act which substantially disrupts the orderly conduct of the school, all out-of-school suspensions shall not begin prior to the beginning of the at the end of the next school day following of the infraction, unless the parents or guardians have been notified and are able to pick up the student at school. The school will provide homework assignments for the student to complete.

~~E.~~Prior to the suspension, the student shall be given an informal and impartial hearing before the principal and shall be informed of the charge(s) against him/her that may result in suspension. If the student denies the charge(s), s/he shall be given an explanation of the evidence, and an opportunity to present his/her version of the case, and notification of the action taken by the principal. In cases of extremely disruptive or dangerous behavior persons or groups involved may be immediately suspended and ejected from the school campus without the necessity of a prior hearing. In such instances, each student shall be afforded an informal hearing before the principal prior to the expiration of the third day of suspension.

~~F. The principal, or designated representative, may suspend a student from school and/or from riding the school bus for a period not to exceed three (3) school days. With advance approval from the Superintendent or designee, the student may be suspended for more than three (3) days but not to exceed ten (10) days. Students~~ A student shall be given the opportunity to make up schoolwork and course requirements missed while absent due to out-of-school suspension. The student shall have a reasonable amount of time up to five (5) school days following suspension to complete the school work missed and shall do so on his/her own initiative.

~~G. When~~ Lee County School Board action on a recommendation for the expulsion of a student is pending, the superintendent may extend the suspension assigned by the principal beyond ten (10) school days if such suspension expires before the next regular or special meeting of the Lee County School Board.

~~H. In the case of students with disabilities, suspensions shall be pursuant to the procedures outlined in the~~ Student Code of Student Conduct.

☒ Appeal

☒ The Lee County School Board designates the Superintendent as its it-s representative at all hearings regarding the appeal of a suspension.

☒ The notice to the parent will include an explanation of the right of the student or parent to appeal to the (x ) Superintendent (-) Board, the right to be represented at the appeal, and the right to request the hearing be held in executive session if before the Lee County School Board.

☒ Delayed Admission

The Board-Authority Board authorizes the superintendent to delay the admission of a student who has been suspended by another public or private school for an act that would have been grounds for suspension according to the Board-adopted Student Code of Student-Conduct for a period equal to that of the suspension.

## **II WAIVER OF SUSPENSION**

~~The Superintendent may grant to a principal the approval to waive mandatory suspension policies if the principal has submitted a request for the waiver and has an existing educational alternative program. Students at schools without alternative programs may attend alternative programs at another school with the approval of both principals and area superintendent.~~

## **EXPULSION**

~~The Board recognizes that expulsion from the educational program of the schools is the most severe sanction for a student in this District and one that cannot fairly be imposed without due process.~~

~~A principal may recommend to the Superintendent the expulsion of a student who has committed a serious breach of conduct. The principal shall provide the Superintendent an adequate history of~~ A recommendation of expulsion will include a detailed report on the student's actions and alternative measures taken relevant to before the recommendation.

"Expulsion" means the removal of the right and obligation of a student to attend a public school for a period of time and under conditions set by the Board not to exceed the remainder of the term or school year and one (1) additional year of attendance.

"Serious breach of conduct" includes, but is not limited to, willful disobedience, open defiance of authority of a member of the staff, violence against persons or property or any other act that substantially disrupts the orderly conduct of the school.

A student and his/her parent or guardian will be given written notice of the principal's recommendation and the reasons therefore and an opportunity to meet with the Superintendent or designee to answer the charges.

When the ~~s~~Superintendent makes a recommendation for expulsion to the Lee County School Board, written notice shall be given to the student and his/her parent or guardian of the recommendation setting forth the charges against the student, with a summary of the factual, legal, and policy grounds for the recommendation, and advising the student and his/her parent or guardian of their right of due process.

The student and parent or representative will have the opportunity to meet with the ~~Superintendent or designee~~ to challenge the proposed action or to otherwise explain the student's actions. The written notice will state the time and place to appear, which must not be earlier than three (3) school days nor later than five (5) school days after the notice is given, unless the Superintendent grants an extension upon request of the student or parent.

Within one (1) school day of the meeting, the Superintendent will notify the parents, guardians, or custodians of the student and Fiscal Officer of the Lee County School Board whether s/he intends to recommend to the Lee County School Board that the student be expelled. The notice will include the reasons for recommendation and the right of the student, parent, guardian, or custodian to appeal to the Lee County School Board, the right to be represented at the appeal, and the right to request the hearing be held in a public meeting if before the Lee County School Board.

- B- ~~Expulsion is the removal of the right and obligation of a student to attend a public school for a period of time and under conditions set by the Board not to exceed the remainder of the term or school year and one (1) additional year of attendance.~~

C- All students who are ~~candidates recommended~~ for expulsion shall undergo screening to determine if they ~~qualify for exceptional education programs~~ may be a student with a disability and due the procedural rights and safeguards afforded such students.

A parent or adult student may make a written request for a hearing within ten (10) days from receipt of the Superintendent's notice.

#### Expulsion Hearing

The hearing ~~( ) will (x )~~ may be conducted by the entire Lee County School Board ~~(x )~~ or by an individual appointed by the Board to serve as hearing officer. ~~who may be ( ) a single Board member ( ) a former school administrator ( ) an attorney appointed by the Board who is a member in good standing of the Florida Bar.~~

All parties will be given reasonable notice of the hearing of not less than fourteen (14) days; however, the fourteen (14) day requirements may be waived by the ~~(x )~~ Board ~~or (x ) hearing officer~~ without the consent of the parties.

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Failure to timely request a hearing or failure to appear at a hearing after notice of the date and time of the hearing shall be deemed to be a waiver of any hearing on the matter. However, upon presentation of good and sufficient reasons for non-appearance, the presiding officer may direct that the hearing be re-scheduled.

Hearings will be conducted in accordance with Florida statutes and the Uniform Rules of Procedure. Reasonable flexibility in method or order of presentation shall be permitted. No parent or adult student shall be prohibited from presenting reasonable matters because of insubstantial procedural irregularities. A parent or adult student may be represented at the hearing by an adult, whether as legal counsel or qualified representative. Expulsion hearings are exempt from the public meetings law; however, the parent may elect to have the hearing held as a public meeting.

#### **No Disputed Issue(s) of Material Fact**

If there is no disputed issue of material fact, the parent or adult student, or their counsel, will have the opportunity at the hearing to present written or oral evidence in opposition to the proposed action or a written statement challenging the propriety of the proposed action.

#### **IF A PRESIDING OFFICER IS USED, SELECT THE FOLLOWING OPTION**

- ☐ The presiding officer's recommendation for Board action will be served upon the parent or adult student, the student's representative, if any, and the Superintendent.

#### **Disputed Issue(s) of Material Fact**

If there is a disputed issue of material fact, all parties will have an opportunity at the hearing to respond, to present evidence, and argument on all issues involved, to conduct cross examination and submit rebuttal evidence, to submit proposed findings of fact and orders.

#### **If using a hearing officer, selection the following option.**

- ☐ and to file exceptions to the hearing officer's recommended order.

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Findings of fact shall be based on a preponderance of the evidence and shall be based exclusively on the evidence of record and on matters officially recognized.

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All parties may submit proposed findings of fact, conclusions of law, orders, and memoranda on the issues within a time designated by the ( ) Board ( ) hearing officer.

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**IF USING A HEARING OFFICER, PLEASE SELECT THE FOLLOWING OPTION**

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☐ The hearing officer's findings of fact, conclusions of law, and recommendation for Board action will be set forth in a recommended order served upon the parent or adult student, the student's representative, if any, and the superintendent. Each party shall have fifteen (15) days from receipt to submit written exceptions to the recommended order.

#### Board Action

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**IF THE HEARING IS BEFORE THE BOARD, PLEASE SELECT THE FOLLOWING OPTION**

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☐ At the conclusion of the hearing, or at a later time designated by the Board, the Board will consider all the evidence and argument presented and by majority vote will decide whether to uphold the superintendent's recommendation or to impose a different penalty or no penalty.

**IF THE HEARING IS BEFORE A HEARING OFFICER, PLEASE SELECT THE FOLLOWING OPTION**

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☐ The hearing officer's recommended order will be submitted to the Board for action. The parent, adult student, or representative may appear at the Board meeting and speak to the recommended action. The parent, adult student or representative will be allowed ( ) ten (10) ( ) minutes to address the Board. The Superintendent's attorney will be allowed ( ) ten (10) ( ) minutes to respond. No new evidence will be received at the Board meeting.

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**Final Order**

The Lee County School Board will enter a written final order, including findings of fact, if any, and conclusions of law separately stated. The final order will include a ruling on each exception, if any, in accordance with Florida statutes.

The final order will be served on all parties.

**Appeal**

A party may seek judicial review of the final order in accordance with F.S. 120.68.

**D-[x]** Application Requirements for Earned Return of Expelled and/or Students Whose Expulsion is Held in Abeyance.

Students expelled from school and eligible for earned return may apply for re-admission in accordance with Lee County School Board policies.

Any student who has been expelled for violent behavior (acts of assault, violence, intimidation, or fighting), possession of weapons, or the sale or transfer of alcoholic beverages, narcotics, illegal drugs and/or prohibited substances as defined in Board Policy 5500 (B)(2) shall not be considered eligible for an earned return under this rule.

Students expelled from school and eligible for earned return may apply for re-admission in accordance with this rule. Applicants must provide documentation of the following:

- 1A. The student has made successful progress in a State approved rehabilitation and/or counseling treatment program.
- 2B. During the expulsion period the student has demonstrated continued academic progress in the District approved off-site abeyance alternative program or other Board approved program.
- 3C. A controlled urine screen immediately prior to application to verify s/he is medically clean of drugs, if requested.

The parent(s)/guardian of a student eligible for earned return may complete one or more parenting classes. The classes and the parent/guardian's involvement in the process are to be considered by the principal in making a recommendation.

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~~A student and parent(s) or guardian may apply for return to the regular school program commencing the semester following completion of the requirements for earned return of expelled students. The student shall return to school at the beginning of the semester or summer session following final approval of the application. Application can be made in the same semester or term that the expulsion occurs. The application for earned return shall be submitted to the principal of the school where the student was last enrolled and expelled. It shall be accompanied by a written conduct agreement between the principal/designee, the student and the parent(s)/guardian delineating responsibilities if the student is re-admitted to the regular school program. Such agreement shall outline conditions of the earned return and may include provisions such as, use of periodic controlled urine screening, student responsibility for attendance, school performance, discipline procedures, special services, or other provisions. It shall include a provision stating that if a student does not meet the requirements of this contract, the original expulsion order remains effective. If a final order of expulsion has not been entered by the Board, the student will return to the off-site abeyance program.~~

The principal and superintendent shall review the application and approve or disapprove.

~~If a student is expelled for more than twenty (20) school days or for any period of time that extends into the next school year, the superintendent shall provide the student and his/her parents with the names, addresses, and telephone numbers of those public or private agencies in the community that offer programs or services that help to rectify the student's behaviors and attitudes that contributed to the incident(s) that caused the expulsion.~~

□ ~~The superintendent is authorized to establish a training program for parents of students who have been suspended or expelled for violations of the Code of Student Conduct. Notification of the time, date, and location of the training program is to be provided with the notice of intent to suspend or expel. If a parent fails to attend or complete the training program, the Superintendent shall report the parent to law enforcement authorities for parent education neglect, a fourth degree misdemeanor if found guilty.~~

~~The principal may suspend a student from any or all co-curricular or extra-curricular activities for violations of the Code of Student Conduct.~~

~~The Board authorizes the superintendent to provide for options to suspension/expulsion of a student from school which may include alternative educational options.~~

**Denial of Admission**

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A student seeking to enroll in an District Authority school who has been expelled for an act that would have been grounds for expulsion according to the Board Authority-adopted Student Code of Student Conduct by an in-state or out-of-state public district school board or private school, or lab school may be denied admission to the District's Authority's school for a period equal to that of that expulsion.

Prior to making a recommendation regarding admission or denial thereof, the Superintendent ~~[ ] shall [x]~~ **may** offer the student an opportunity for a hearing to review the circumstances of the expulsion and any other factors the Superintendent determines to be relevant.

The Superintendent may recommend that the Lee County School Board honor the final order of expulsion from the student's previous district of attendance and deny admission to the student, or that the Board waive the final order of expulsion and admit the student.

Acting upon the recommendation of the Superintendent, the Lee County School Board may deny the admission of a student who has been expelled by any in-state or out-of-state public district school board or private school for a period equal to that of the expulsion for an act that would have been grounds for expulsion according to the Board-adopted Student Code of Student Conduct. A final order of expulsion shall be recorded in the records of the District Authority, and the student and his/her parents shall be advised of the final order of expulsion.

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However, the Lee County School Board may, with or without the Superintendent's recommendation, waive the expulsion, admit the student, and direct that s/he be placed in an appropriate educational program.

~~The Board designates the Superintendent as its representative at all hearings regarding the appeal of a suspension. The Board will hear the appeal of an expulsion.~~

~~The Superintendent shall develop administrative procedures that provide appropriate procedures for implementing to implement this policy and ensure compliance with applicable statutes.~~

A copy of this policy is to be made accessible to students and parents in the District's Authority's online policy manual, and shall be provided in hard copy to students and parents upon request. Key provisions of this policy should also be included in the Student Code of Student Conduct.

F.S. 120.569, 120.57, 1002.20, 1003.02, 1003.32, 1006.07, 1006.09  
F.A.C. 6A-6.03312 Chapter 28-106  
18 U.S.C. Section 921

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## 1 IN-SCHOOL DISCIPLINE

2 It is the purpose of this policy to allow for an alternative to out-of-school suspension.  
3 The availability of in-school discipline options is dependent upon the financial ability  
4 of the Governing Board to support them.

5 In-school suspension" means the temporary removal of a student from the school's  
6 regular school program and placement in an alternative program under the  
7 supervision of Board personnel for a period not to exceed ten (10) school days.

8 In-school discipline will only be offered at the discretion of the Principal for offenses  
9 found in the Student Code of Conduct/Student Discipline Code.

10 The Superintendent is to establish administrative procedures for the proper  
11 operation of such programs. As long as the in-school disciplinary alternatives are  
12 served entirely in the school setting, they will not require any notice, hearing, or  
13 appeal rights.

14 F.S. 1006.07

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## SUSPENSION OF BUS RIDING/TRANSPORTATION PRIVILEGES

Students on a bus or other authorized Governing Board transportation vehicles are under the authority of and directly responsible to the bus/vehicle driver. The driver has the authority to enforce the established regulations for bus/vehicle conduct. Disorderly conduct or refusal to submit to the authority of the driver will be sufficient reason for refusing transportation service to any student.

A student may be suspended from school bus/vehicle riding privileges for all or part of a school year for any violation of established regulations for bus conduct and/or for conduct occurring on the bus/vehicle in violation of the Student Code of Conduct/Student Discipline Code. The Principal may suspend a student from riding the school bus for a period not to exceed (x) ten (10) school days. With advance approval from the Superintendent, the student may be suspended for more than three (3) days but not to exceed ten (10) days.

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Before a suspension from bus/vehicle riding privileges is imposed, the Superintendent or other designated Authority personnel will provide a student with notice of an intended suspension. Disciplinary suspension periods will be commensurate with the infraction(s) committed as determined by the ~~Superintendent or designated Authority personnel.~~ Principal for a suspension of ten (10) days or less, or as determined by the Board upon the recommendation of the Superintendent for a suspension longer than ten (10) days.

Any additional procedures regarding conduct on school buses/vehicles, as well as general information about the school transportation program, will be made available to all parents and students and posted in a central location.

F.S. 1006.07, 1006.10  
F.A.C. 6A-3.0171

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REVISED POLICY VOL. 16, NO. 1 Version #1

DUE PROCESS RIGHTS

The School Board Authority recognizes the importance of safeguarding a student's constitutional rights, particularly when subject to the District's Authority's disciplinary procedures.

To better ensure appropriate due-process is provided a student, the Board Authority establishes the following regulations:

A. Students subject to suspension:

~~A~~Prior to a suspension, a student ~~must be given both~~will receive oral and written notice of his/her ~~suspension~~the charges and the reasons therefore and ~~then~~an explanation of the evidence against him/her. The Principal will hold an informal hearing to give the student an opportunity ~~to appear and respond to the charges against him/her prior to the suspension~~to explain his/her side of the story. An appeal may be addressed to the principal, whose decision will be final.

B. Students subject to expulsion:

A student and his/her parent or guardian ~~must~~will be given written notice of the ~~intention to expel~~principal's recommendation and the reasons therefore, and an opportunity to ~~appear~~meet with a representative ~~before~~of the Superintendent to answer the charges.

The student and/or his/her parent or guardian shall also be provided a brief description of the student's rights and of the hearing procedure. The Lee County School Board shall act on any ~~appeal to~~recommendation for an expulsion.

The Superintendent shall ensure that all members of the staff use the above regulations when dealing with students. In addition, this statement of due process rights is to be placed in all student handbooks in a manner that will facilitate understanding by students and their parents.

| F.S. 1001.51, 1002.20, 1006.07, 1006.09, ~~1001.51, 1002.20~~

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## CONTROL OF CASUAL-CONTACT COMMUNICABLE DISEASES

The Governing Board recognizes that control of the spread of communicable disease spread through casual contact is essential to the well-being of the school community and to the efficient Authority operation.

For purposes of this policy, "casual-contact communicable disease" shall include diphtheria, scarlet fever and other strep infections, whooping cough, mumps, measles, rubella, and/or others designated by the Florida Department of Public Health.

In order to protect the health and safety of the students, Authority personnel, and the community at large, the Board shall follow all State statutes and Health Department regulations which pertain to immunization (see also Policy 5320) and other means for controlling communicable disease spread through normal interaction in the school setting.

If a student exhibits symptoms of a communicable disease, then the Principal will isolate the student in the building, contact the school nurse, and attempt to contact the parents. Isolation of a student means the separation of a student who is reasonably believed to be infected with a communicable disease from individuals who are not infected to prevent the possible spread of the disease. The Authority will follow directives from the Lee County Health Department regarding notification of that department when a student appears to have, or have been, exposed to a communicable disease, as well as directives from the Lee County Health Department regarding whether or not the student should be excluded from school for a prescribed period of time.

The Superintendent shall follow administrative procedures established by The School Board of Lee County regarding the control of communicable disease.

F.S. 381.00315, 1003.22

REVISED POLICY VOL. 16, NO. 1USE OF AUTOMATED EXTERNAL DEFIBRILLATORS (AED)

The ~~School Board~~Authority has determined that the Florida ~~statutes~~ law authorizes the placement of an automated external defibrillator (AED) in school buildings owned or leased by the ~~District~~Authority for the purpose of saving the life of a person in cardiac arrest. The location of each AED shall be registered with a local emergency medical services medical director.

~~[OPTION - The District must select this option if any District school is a member of the Florida High School Athletic Association.]~~

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[x] Each ~~public~~ school in the ~~District~~Authority that is a member of the Florida High School Athletic Association (FHSA) must have an operational AED on school grounds.

[END OF OPTION]

An AED is a medical device ~~that contains a heart monitor and defibrillator that is used to administer~~ designed to analyze the heart rhythm and deliver an electric shock through a person's chest wall to the heart to victims of ventricular fibrillation to restore the heart rhythm to normal. The built-in computer system of the AED assesses the patient's heart rhythm, determines whether defibrillation is needed, and then administers a shock, if necessary. Audible and/or visual prompts guide the user through the process of using the AED. Ventricular fibrillation is the uncoordinated heart rhythm most often responsible for sudden cardiac arrest. Sudden cardiac arrest occurs when ventricular fibrillation takes place or when the heart stops beating altogether. Without medical attention, the victim collapses, loses consciousness, becomes unresponsive, and dies. Many victims have no prior history of heart disease and are stricken without warning.

All employees or volunteers who are reasonably expected to use an AED will be required to complete appropriate training, including completion of a course in cardiopulmonary resuscitation (CPR) or a basic first aid course that includes CPR and demonstrated proficiency in the use of an AED. In accordance with State law, any ~~trained person~~, including District employees or volunteers who uses or attempts to use an AED device—on a victim of a perceived medical emergency, without objection of the victim of the perceived medical emergency, is immune from civil liability for any harm resulting from the use or attempted use of such AED, subject to certain exceptions set forth in Florida law.

If an AED device is placed in a building, the Board directs the Superintendent to develop procedures that govern AEDs, including, but not limited to, the use of the AED, placement of the AED, training, and maintenance and testing of the devices. In promulgating these procedures, the Superintendent shall follow the procedures and recommendations developed pursuant to State law by the Secretary of the Department of Health.

21 C.F.R. 801.109  
F.S. 401.2915, 768.13, 768.1325, 1006.165

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## STUDENT ABUSE, ABANDONEMENT AND NEGLECT

The Governing Board is concerned with the physical and mental well-being of the students of the Authority and requires that school employees comply with the mandated identification and reporting of known or suspected cases of child abuse, abandonment, or neglect in accordance with law.

### Reporting Known or Suspected Cases

- A. Any person, including teachers, administrators, support personnel, and other Authority and school personnel who knows, or has reasonable cause to suspect that a child or a student has been abused, abandoned, or neglected by a parent, legal custodian, caregiver, adult, or other person responsible for the child's welfare or that a child is in need of supervision and care and has no parent, legal custodian, or responsible adult relative immediately known and available to provide supervision and care shall report such knowledge or suspicion to the Department of Children and Families in a manner prescribed by law. ~~A person who is required to report known or suspected child abuse, abandonment, or neglect and who knowingly and willfully fails to do so, or who knowingly and willfully prevents another person from doing so is guilty of a misdemeanor of the first degree.~~

Further any person, including teachers, administrators, support personnel, and other Authority and school personnel, who knows, or has reasonable cause to suspect, that a child or a student is the victim of childhood sexual abuse or the victim of a known or suspected juvenile sexual offender, shall report such knowledge or suspicion to the Department of Children and Families in a manner prescribed by law.

A person who is required to report known or suspected child abuse, abandonment, or neglect and who knowingly and willfully fails to do so, or who knowingly and willfully prevents another person from doing so commits a felony of the third degree.

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B. The proper procedure for reporting known or suspected cases of child abuse, abandonment, and neglect is:

1. Make a report immediately to the Department of Children and Families central abuse hotline, using the single Statewide toll-free telephone number: 1-800-96-ABUSE (1-800-962-2873), or via fax, web-based chat, or web-based report. School employees reporting such cases are required to provide their names to the hotline staff. The names of reporters shall be entered into the record of the report, but shall be held confidential and exempt as provided by law.

2. As soon as practicable after making the report, the school staff member shall inform the principal or supervisor of ~~their~~ his/her knowledge or suspicions, and advise that individual that the report has been made.

~~3. A notice regarding this reporting requirement shall be posted in a prominent place in each school in the Authority.~~

C. School employees are to be advised that reporting their knowledge or suspicions of suspected abuse to a principal, or supervisor, or other school or Authority personnel does not comply with the mandatory reporting requirements of the law. The principal, supervisor, and other school or Authority personnel who are informed of suspected abuse, abandonment, and neglect likewise have an obligation to report to the central abuse hotline as required by law.

D. No employee of the Authority shall be subject to reprisal or discharge because of his/her actions in reporting abuse or neglect pursuant to the requirements of F.S. 39.203.

E. No Board employee may agree, as a condition of receiving information about child abuse, neglect, or abandonment from a victim, a perpetrator, witness, or other person, that the Board employee will not report this information as required by law and this Board policy.

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## False Reports

A person who knowingly and willfully makes a false report of child abuse, abandonment, or neglect, or who advises another to make a false report, is guilty of a felony of the third degree and may be subject to other penalties in accordance with Florida law.

## Posting of Notices

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### Each school in the District shall:

A. post in a prominent place in each school a notice that, pursuant to F.S. Chapter 39, all employees and agents of the Board have an affirmative duty to report all actual or suspected cases of child abuse, abandonment, or neglect; have immunity from liability if they report such cases in good faith; and have a duty to comply with child protective investigations and all other provisions of law relating to child abuse, abandonment, and neglect;

The notice shall also include the Statewide toll-free telephone number of the central abuse hotline.

B. post in a prominent place at each school site and on each school's Internet website, if available, the policies and procedures for reporting alleged misconduct by instructional personnel or school administrators which affects the health, safety, or welfare of a student; the contact person to whom the report is made; and the penalties imposed on instructional personnel or school administrators who fail to report suspected or actual child abuse or alleged misconduct by other instructional personnel or school administrators;

C. post in a prominent place, in a clearly visible location and public area of the school, readily accessible to and widely used by students, a sign in English and Spanish that contains:

1. the Statewide toll-free telephone number of the central abuse hotline as provided in F.S. Chapter 39;

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2. instructions to call 911 for emergencies; and
3. directions for accessing the Department of Children and Families Internet website for more information on reporting abuse, neglect, and exploitation.

The notice must be on at least one (1) posted in each school, on a sheet that measures at least 11 inches by 17 inches, produced in large print, and placed at student eye level for each viewing.

## Training

All teachers and instructional staff members in grades K-12 are required to participate in the continuing education training provided by the Department of Children and Family Services on identifying and reporting child abuse and neglect.

## Liaison

The Superintendent will act as a liaison to the Department of Children and Families and the child protection team, when a case of suspected child abuse, abandonment, or neglect or an unlawful sexual offense involving a child is referred to such a team.

The Superintendent shall also serve, or nominate a designee to represent the District, on the Local Child Abuse Death Review Committee as required by State law. The Superintendent shall also require Authority staff, who, in a professional capacity, dealt with a child whose death is verified as caused by abuse or neglect, or with the family of the child, to attend any meetings of the local committee at which the child's case is reviewed.

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F.S. 39.01(47), 39.201, 39.202, 39.203, 39.204, 39.205, 39.206, 39.303,  
F.S. 383.402, 1001.41, 1006.061, 1012.98

REVISED POLICY - VOL. 16, NO. 1FOOD SERVICE PROGRAM

~~The School Board shall, upon the recommendation of the Superintendent, employ the staff necessary to a food service program in each school in accordance with Federal and State laws, regulations, Board policies, and District procedures~~

~~{}~~ that are set forth in \_\_\_\_\_ (title of Food Service Manager's Handbook).

~~The Food Services Program shall participate in the National School Lunch and Breakfast Programs and comply with all Federal and State regulations pertaining to the program.~~

A. Food Service Program

~~The District recognizes the importance of good nutrition to each student's educational performance.~~

~~This program shall be operated primarily as a service to students by providing:~~

- ~~1. attractive and nutritious meals for students;~~
- ~~2. food service facilities designed to achieve the maximum in efficiency and cleanliness;~~
- ~~3. worthwhile learning experiences which will contribute to the emotional, spiritual, aesthetic, and social development of students;~~
- ~~4. the opportunity for developing in the students good eating and social habits;~~
- ~~5. competitive food items and beverages that are available for sale to students a la carte in the dining area that comply with the current USDA Dietary Guidelines for Americans. (see also Policy 8550, Competitive Foods)~~

**B. Staffing****1. Administrative Responsibility**

~~The direct responsibility for supervision and administration of the food service program shall be delegated to a director of county wide food services who shall provide system wide coordination and supervision directed toward the most efficient and nutritional operation at the lowest possible cost to the student.~~

**2. Principal**

~~The principal and local school staff shall have the following responsibilities:~~

- ~~a. to comply with Federal and State laws, regulations, and the Board's policies~~
- ~~b. to effect, through classroom instruction and learning experiences outside the classroom, ways to increase the students knowledge of nutrition~~
- ~~c. to schedule students to effect the greatest participation in the school food service program~~
- ~~d. to comply with food holds and recalls in accordance with USDA regulations.~~

**3. Food Service Manager**

~~The Food Service Manager shall work under the direct supervision of the principal of the assigned school in accordance with Board policy, State law, and other applicable legal requirements.~~

**4. Other Food Service Personnel**

~~Additional personnel shall be employed in accordance with established procedures and job classifications.~~

5. **Employment of Minors**

~~The rate of pay for employed minors shall be that of a beginning cafeteria worker. Length of workday and duties performed shall be in compliance with the Child Labor Laws. No student shall be required to work for a free or reduced-price meal.~~

G. **General Provisions**

1. **Availability of Meals**

~~Students, employees of the Board, Board members, and the invited guests of school principals are the only persons who may eat in the school cafeteria.~~

2. **Commodities**

~~U.S. Department of Agriculture (USDA) commodities shall be used in accordance with current USDA and applicable State rules and regulations.~~

3. **Sanitation**

~~A copy of each school's most recent sanitation inspection report shall be posted in a publicly visible location and on the school website.~~

4. **Food Safety**

~~As required by law, a food safety program based on the principles of the Hazard Analysis and Critical Control Points (HACCP) system shall be implemented with the intent of preventing food borne illnesses. For added safety and security, access to the facility and food stored therein shall be limited to food service staff and other authorized personnel.~~

**D. Cost of Meals**

~~The food service program shall be operated on a nonprofit basis. The price of meals shall be set by the Board upon the recommendation of the Superintendent. Food service employees are given a lunch as part of their salary; other adults shall pay the Board-adopted adult sale price.~~

**E. Eligibility for Free or Reduced Price Meals**

~~It is the intent of the Board to participate in the National School Lunch and Breakfast Program and to offer paid, free, or reduced price meals in accordance with the USDA guidelines.~~

**F. School Breakfast Program**

~~[NOTE: F.S. 1006.06(5)(b) requires the Board to conduct two (2) public hearings before adopting or rejecting a policy which makes universal free school breakfast meals available.~~

~~Following the public hearings, the Board may choose whether or not to include either Option 1 or the second paragraph of Option 2 in this section of the policy.]~~

**Option 1**

- ~~(-) Breakfast meals shall be available to all students in each elementary, middle, and high school. The Board will do so by participating in the National School Breakfast Program and offering paid, free, and reduced price breakfast meals in accordance with the USDA Guidelines.~~

~~Further, regardless of the percentage of students in a school who qualify for free or reduced price meals, the Board shall offer breakfast meals free of charge to all students in each of the District's elementary, middle, and high school in accordance with USDA guidelines.~~

**Option 2**

(-) ~~Breakfast meals shall be available to all students in each elementary, middle, and high school. The Board will do so by participating in the National School Breakfast Program and offering paid, free, and reduced price breakfast meals in accordance with USDA Guidelines.~~

(-) ~~Further, the Board shall offer breakfast meals free of charge to all students in each elementary, middle, and high school in which eighty percent (80%) or more of the students are eligible for free or reduced price meals.~~

2. ~~Eligibility~~

~~Those persons who are eligible for free or reduced price meals shall be approved and properly accounted for by the principal in accordance with criteria established by the USDA or other authority.~~

3. ~~Identification~~

~~The identification of students receiving free or reduced price meals shall be safeguarded and confidential.~~

G. Accounting

1. ~~Superintendent~~

~~The Superintendent shall be responsible for the accurate accounting of all commodities, equipment, supplies, and cash in accordance with School District requirements and for making such reports as required.~~

A periodic review of the food ~~service~~ accounts shall be made by the ~~\_\_\_\_\_~~. Any surplus funds ~~from the National School Lunch Program~~ shall be used to ~~reduce the cost of the service to students or to purchase~~ cafeteria equipment. Surplus funds from a la carte ~~foods~~ ~~purchased using funds from the nonprofit food service~~ account must accrue to the nonprofit food service account.

2. **Principal**

The principal shall be responsible for the food service ~~manager's accurate~~ accounting of all commodities, equipment, supplies, and cash in accordance with School District requirements, and for ~~making such reports as required.~~

The School Board Authority shall provide cafeteria facilities in all school facilities where space and facilities permit and will provide food service for the purchase and consumption of lunch for all students. The Authority Board shall annually encumber the funds needed to operate the program.

It is the intent of the Authority Board to participate in the National School Lunch and School Breakfast Program and to offer paid, free, or reduced-price meals in accordance with the Child Nutrition Program, the National School Lunch Act, and Florida law. The operation of the food service program shall also be in compliance with the regulations set forth in State law and the Florida Administrative Code.

Students who are eligible for free or reduced-price meals shall be approved and properly accounted for by the Principal in accordance with criteria established by the Child Nutrition Program and National School Lunch Act. The Board requires that the identity of students receiving free or reduced-price meals be safeguarded and kept confidential.

Each elementary, middle, and high school shall make a breakfast meal available if a student arrives at school on the bus less than fifteen (15) minutes before the first bell rings and shall allow the student at least fifteen (15) minutes to eat the breakfast.

The operation and supervision of the food service program shall be the responsibility of the ~~( ) School Nutrition Program Director~~ ☒ Director of Food Services. The District Authority will adhere to the professional standards for school nutrition personnel who manage and operate the food service program, including the requirements related to hiring and training that are set forth in USDA regulations and AP 8500B.

Further, as required by USDA regulations and upon recommendation of the Superintendent, the Board will annually certify:

- A. the ~~Director of Food Services School Nutrition Program Director~~ meets the hiring standards and training requirements set forth in USDA regulations; and
- B. each employee in the food service program has completed the applicable training requirements set forth in USDA regulations.

~~[NOTE: F.S. 595.405(4) requires the Board to conduct two (2) public hearings before adopting or rejecting a policy which makes universal-free school breakfast meals available to all students in each elementary, middle, and high school in which eighty percent (80%) or more of the students are eligible for free or reduced-price meals. Following the public hearings, the Board may choose whether or not to include either Option 1 or the second paragraph of Option 2 in this section of the policy.]~~

#### Option 1

~~Breakfast meals shall be available to all students in each elementary, middle, and high school. The Board will do so by participating in the National School Breakfast Program and offering paid, free, and reduced-price breakfast meals in accordance with the USDA Guidelines.~~

~~The food service program shall comply with Federal and State regulations pertaining to the selection, preparation, consumption, and disposal of food and beverages, including but not limited to the current USDA Dietary Guidelines for Americans and the USDA Smart Snacks in School nutrition standards as well as to the fiscal management of the program.~~

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**Option 2**

Breakfast meals shall be available to all students in each elementary, middle, and high school. The Board Authority will do so by participating in the National School Breakfast Program and offering paid, free, and reduced-priced breakfast meals in accordance with USDA Guidelines.

- ☐ Further, the Board shall offer breakfast meals free of charge to all students in each elementary, middle, and high school in which eighty percent (80%) or more of the students are eligible for free or reduced-price meals.

**END OF OPTIONS**

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The Board shall provide a Federal food service program for students during summer intervention programs that are mandated under Federal law. If the Board determines that it is unable to provide a Federal food service program during the summer, for financial reasons, the Board will communicate that decision to its residents in a manner it determines to be appropriate.

The AuthorityBoard shall approve and implement nutrition standards governing the types of food and beverages that may be sold on the premises of its schools and shall specify the time and place each type of food or beverage may be sold.

In adopting such standards, the AuthorityBoard shall:

- A. consider the nutritional value of each food or beverage;
- B. consult with a dietitian licensed under F.S. 468.509, a dietetic technician registered by the commission on dietetic registration, or a school nutrition specialist certified or credentialed by the school nutrition association;
- C. consult and incorporate to the maximum extent possible the dietary guidelines for Americans jointly developed by the United States Department of Agriculture (USDA) and the United States Department of Health and Human Services; and

- D. consult and incorporate the USDA Smart Snacks in School nutrition guidelines.

No food or beverage may be sold on any school premises except in accordance with the standards approved by the Authority Board.

Substitutions to the standard meal requirements shall be made, at no additional charge, for students for whom a health care provider who has prescriptive authority in the State of Florida has provided medical certification that the student has a disability that restricts his/her diet, in accordance with the criteria set forth in 7 C.F.R. Part 15b. To qualify for such substitutions the medical certification must identify:

- A. the student's disability and the major life activity affected by the disability;
- B. an explanation of why the disability affects the student's diet; and
- C. the food(s) to be omitted from the student's diet and the food or choice of foods that must be substituted (e.g., caloric modifications or use of liquid nutritive formula).

[x] On a case-by-case basis, substitutions to the standard meal requirements may be made, at no additional charge, for students who are not "disabled persons," but have a signed statement from a qualified medical authority that the student cannot consume certain food items due to medical or other special dietary needs. To qualify for such consideration and substitutions the medical statement must identify:

- A. the medical or dietary need that restricts the student's diet; and
- B. the food(s) to be omitted from the student's diet and the food(s) or choice of foods that may be substituted.

For non-disabled students who need a nutritionally equivalent milk substitute, only a signed request by a parent or guardian is required.

In addition to students, lunches sold by the school may be purchased staff members and community residents in accordance with administrative guidelines established by the Superintendent. Lunches may be made available, free of charge, to senior citizens who are serving as volunteers to the District.

During all times while the food service program is operating and students are being served food, at least one (1) employee shall be present in the area in which the food is being consumed who has received instruction in methods to prevent choking and demonstrated an ability to perform the Heimlich maneuver.

In addition, as required by law, a food safety program that is based on the principles of the Hazard Analysis and Critical Control Point (HACCP) system shall be implemented with the intent of preventing food-borne illnesses. For added safety and security, access to the facility and the food stored and prepared therein shall be limited to food service program staff and other authorized persons.

In accordance with Federal law, the Director of Food Services shall take such actions as are necessary to obtain a minimum of two (2) food safety inspections per school year, which are conducted by the State or local governmental agency responsible for food safety inspections. The report of the most recent inspection will be posted in a publicly visible location, and a copy of the report will be available upon request. [Please note: Schools participating in more than one (1) child nutrition program are only required to obtain two (2) food safety inspections per school year if the nutrition programs offered use the same facilities for the preparation and service of meals. Also, the requirement for two (2) inspections does not apply to schools that only offer the Special Milk Program.]

A periodic review of the food-service accounts shall also be made by the Director of Food Services. Any surplus funds from the National School Lunch Program shall be used to reduce the cost of the service to students or to purchase cafeteria equipment. Surplus funds from a-la-carte foods may accrue to the food-service program.

With regard to the operation of the school food service program, the Superintendent shall require:

- A. the maintenance of sanitary, neat premises free from fire and health hazards;
- B. the preparation of food that complies with Federal food safety regulations;
- C. the purchase of food and supplies in accordance with State and Federal law, USDA regulations, and Board policy; (see Policy 1129, Policy 1214, Policy 3129, Policy 3214, Policy 4129, Policy 4214, and Policy 6460)
- D. the accounting and disposition of food-service funds pursuant to Federal and State law and USDA regulations;
- E. the safekeeping and storage of food and food equipment pursuant to USDA regulations;
- F. the regular maintenance and replacement of equipment.

The Superintendent will require that the food service program serve foods in the schools of the District Authority that reinforce the nutrition concepts taught in the classrooms.

No foods or beverages, other than those associated with the Authority District's food-service program, are to be sold during food-service hours. The Authority District shall serve only nutritious food in accordance with the nutritional standards adopted by the Authority Board in compliance with the current USDA Dietary Guidelines for Americans and the USDA Smart Snacks in School nutrition guidelines. Foods and beverages in competition with the District's food-service program must comply with the current USDA Dietary Guidelines for Americans and the USDA Smart Snacks in School nutrition guidelines, and may only be sold in accordance with Board Policy 8550.

The Superintendent/Director of Food Services is responsible for implementing the food service program in accordance with the adopted nutrition standards and shall provide a report regarding the Authority/District's compliance with the standards at one of its regular meetings annually.

See also AP 8500A and AP 8500B.

F.S. 595.405, 1001.41, 1001.42, 1001.51, ~~1006.06~~, 1013.12

F.A.C. 5P-1.002, ~~6A-7.0411~~ 5P-1.003, 6A-7.41, 6A-7.42(2), ~~6A-7.421~~ 5P-1.004

F.A.C. 6A-7.455P-1.005, ~~6A-7.46~~

42 U.S.C. 1758

Health, Hunger-Free Kids Act of 2010 and Richard B. Russell National School Lunch Act, 42 U.S.C. 1751 et seq.

Child Nutrition Act of 1966, 42 U.S.C. 1771 et seq.

7 C.F.R. Parts 15b, 210, 215, 220, 225, 226, 227, 235, 240, 245, 3015

80 F.R. 11077

OMB Circular No. A-87 USDA Smart Snacks in School Food Guidelines (effective July 1, 2014)

SP 32-2015 Statements Supporting Accommodations for Children with Disabilities in the Child Nutrition Programs

# policy

## THE GOVERNING BOARD OF THE CITY OF CAPE CORAL CHARTER SCHOOL AUTHORITY

OPERATIONS  
8600/page 1 of 5

1

### TRANSPORTATION

2 It is the policy of the Governing Board to provide transportation for those students  
3 whose distance from their school makes this service necessary within the limitations  
4 established by State law and the regulations of the State of Florida. Such laws and  
5 rules shall govern any question not covered by this policy.

6 School buses shall be purchased, housed, and maintained by the Authority for the  
7 transportation of resident students between their home areas and the schools of the  
8 Authority to which they are assigned.

9 Students living more than two (2) miles from their home school will be eligible for  
10 Authority provided bus transportation. Students who attend school out of their  
11 home school zone will not be eligible for Authority provided transportation.  
12 Students shall board the bus at the nearest designated stop and will not enter or  
13 leave the bus at any other designated stop, except upon approval of the principal or  
14 principal's designee.

15 Students living within two (2) miles of school may be provided Authority bus  
16 transportation under the following conditions:

- 17 A. Permanently disabled students, whose Individual Education Plan  
18 requires special transportation.
- 19 B. Temporarily disabled students upon request and verification of  
20 disability and length of time of disability.
- 21 C. Elementary students in kindergarten through sixth grade who must  
22 walk through an area that meets the State criteria for hazardous  
23 walking conditions or area designated by the Board.
- 24 D. Elementary students residing within two (2) miles of their school  
25 may be provided bus transportation at the discretion of the principal  
26 and upon payment of a fee established by the Board. This  
27 transportation will only be provided if seats are available on existing  
28 buses serving the school and the student gets to an established bus  
29 stop.

# policy

## THE GOVERNING BOARD OF THE CITY OF CAPE CORAL CHARTER SCHOOL AUTHORITY

OPERATIONS  
8600/page 2 of 5

1 Students eligible for transportation who are beyond the accessibility of school bus  
2 transportation shall be provided isolated transportation by payment to the parent of  
3 an amount established by the Board. Payment of the amount established will be  
4 based upon the date of the application or the date the service began whichever  
5 occurred first during the current attendance reporting period.

6 Parents of students who become or are determined to be non-eligible for school bus  
7 transportation shall be notified in writing. The student will be allowed to ride the  
8 bus for a minimum of three (3) additional days depending on the circumstances of  
9 the non-eligibility. If the student was riding the school bus illegally, removal from  
10 the bus will be immediate.

11 The bus routes are established annually. The Superintendent is authorized to make  
12 any necessary changes in the approved route.

13 The Board authorizes the installation and use of video recording devices in the  
14 school buses to assist the drivers in providing for the safety and well being of the  
15 students while on a bus.

16  
17 Hazardous walking conditions will be identified and corrected in accordance with  
18 F.S. 1006.23. The Board will work cooperatively with local governmental entities to  
19 identify such conditions and provide transportation to students subjected to such  
20 conditions. Such transportation shall be provided until correction of the hazardous  
21 walking condition or upon the projected completion date, whichever occurs first.  
22

23 The Superintendent shall comply and require the compliance by the Director of  
24 Transportation, Principals, and bus drivers with State Board of Education Rules  
25 governing transportation, which are found in F.A.C. Chapter 6A-3, and shall take  
26 steps necessary so that the Director of Transportation, bus drivers, principals and  
27 parents are fully and timely informed of their respective powers and responsibilities.

28 The Superintendent shall require that bus operators, and attendants if used, be  
29 instructed as to their responsibilities for students who are transported at public  
30 expense as follows:

31 A. The operator or attendant of a bus transporting students shall  
32 remain with the bus so that students aboard will be under  
33 supervision at all times, except to call for assistance in case of an  
34 emergency or accident involving the students or bus.

35 B. In cases where a student with physical disabilities is unable to leave  
36 the area of a student stop without assistance, the school bus

# policy

## **THE GOVERNING BOARD OF THE CITY OF CAPE CORAL CHARTER SCHOOL AUTHORITY**

OPERATIONS  
8600/page 3 of 5

- 1 operator shall not assume responsibility for such assistance except
- 2 in an emergency that threatens the safety of such student or
- 3 students.

# policy

## **THE GOVERNING BOARD OF THE CITY OF CAPE CORAL CHARTER SCHOOL AUTHORITY**

OPERATIONS  
8600/page 4 of 5

1           C.     The operator and attendant (if used) shall be provided training  
2                 related to students; however, the operator and attendant (if used)  
3                 shall not give medicine and shall limit his/her assistance to that  
4                 which may normally be expected of a reasonable, prudent person or  
5                 as specified in the student's Individual Educational Plan.

6     The Superintendent shall require that bus operators and attendants are provided  
7     instructions, in writing, as to any special conditions or non-medical care which a  
8     student may need while on the bus.

9     Further, the Superintendent shall require the Director of Transportation to consider  
10    the knowledge, skills and abilities related to student management techniques, as  
11    well as the characteristics of students with disabilities, when selecting or assigning  
12    operators and attendants for routes serving ESE students.

13    Parents, guardians, and students shall be informed at least annually in writing of  
14    their responsibilities for the following:

15           A.     to ensure the safe travel of their students during the portions of  
16                 each trip to and from school and home when the students are not  
17                 under the custody and control of the Authority, including during  
18                 each trip to and from home and the assigned bus stop when the  
19                 Authority provides bus transportation;

20           B.     to ensure that students ride only on their assigned school buses and  
21                 get off only at assigned bus stops, except when the Authority has  
22                 approved, upon the request of the parent or guardian, alternative  
23                 buses or arrangements;

24           C.     to ensure students are aware of and follow the Authority's adopted  
25                 Code of Student Conduct while the students are at school bus stops  
26                 and provide necessary supervision during times when the bus is not  
27                 present;

# policy

**THE GOVERNING BOARD OF THE CITY OF  
CAPE CORAL CHARTER SCHOOL AUTHORITY**

**OPERATIONS  
8600/page 5 of 5**

- 1           D.       to ensure that, when the physical disability of the student renders  
2                   the student unable to get on and off the bus without assistance, the  
3                   parent or guardian provides the necessary assistance to help the  
4                   student get on and off at the bus stop, as required by Authority  
5                   policy or the student's individual educational plan.

6 | F.S. 316.183(3), 316.217(1)(b), 1006.21, 1006.22, 1006.23, 1011.68. 1012.45  
7 | F.A.C. Chapter 6A-3

8    © NEOLA 2012

# 12 A

Approval of the 2017 Governing Board Meeting Calendar.

Nelson Stephenson

# GOVERNING BOARD MEETING DATES

## 2017

---

**THURS. 1.12.17**

9 am-11:00 am  
Council Chambers

**TUES. 2.14.17**

9 am-11 am  
Council Chambers

**TUES. 3.14.17**

6 pm-8 pm  
CME-Cafeteria

**TUES. 4.11.17**

9 am-10:15 am  
Council Chambers  
*Regular Board Meeting followed by Budget  
Workshop in the Green Room*

**TUES. 5.9.17**

9 am-11 am  
Council Chambers

**TUES. 6.13.17**

9 am-11 am  
Council Chambers

**JULY**

**NO  
MEETING**

**TUES. 8.8.17**

9 am-11 am  
Council Chambers

**TUES. 9.12.17**

9 am-11 am  
Council Chambers

**TUES. 10.10.17**

9 am-11 am  
Council Chambers

**TUES. 11.14.17**

6 PM-8 PM  
OMS Cafeteria

**TUES. 12.12.17**

9 am-11 am  
Council Chambers

# 12 B

Approval of the OHS Oasis Model United Nations Conferences for 2016-2017.

Shannon Treece

Oasis Model United Nations Conferences - 2016-2017

Old City Model United Nations Conference (OCMUNC)

Pedro Menendez High School, St. Augustine, FL

November 18-20, 2016

Gator Model United Nations Conference (GatorMUN)

University of Florida, Gainesville, FL

January 20-22, 2017

Northwestern Model United Nations Conference (NUMUN)

Northwestern University, Evanston, IL

April 20-23, 2017

# Oasis Model United Nations (/)

Questions? Email us! (<mailto:ohsmodelunited>)

[HOME \(/\)](#)   [ABOUT \(/ABOUT.HTML\)](#)   [CALENDAR OF EVENTS \(/CALENDAR-OF-EVENTS.HTML\)](#)

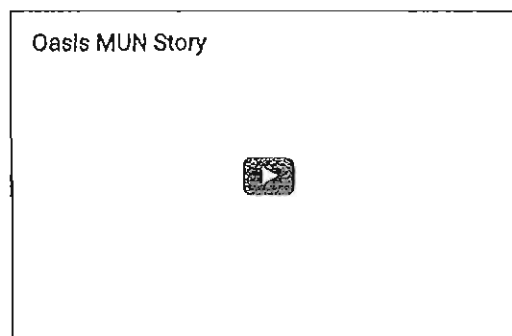
[MINUTES \(HTTPS://DOCS.GOOGLE.COM/DOCUMENT/D/1ZAHGMYQM1DGCZT9DGVQ-XACKHQPVSEFP8KQJ\\_2Q7F8/EDIT?USP=SHARING\)](https://docs.google.com/document/d/1ZAHGMYQM1DGCZT9DGVQ-XACKHQPVSEFP8KQJ_2Q7F8/EDIT?USP=SHARING)

[RESEARCH \(/RESEARCH.HTML\)](#)

## What is Model United Nations?

Model United Nations is similar to a debate team, but, in addition to a topic, students are given a country. Taking on this country's stance, students are tasked with the mission of working alongside other delegates - other countries - to reach an all-encompassing, detailed solution to real-world issues. Not only do we gain perspective, but we gain public speaking, leadership, teamwork and research skills in the process. Click here (<http://bestdelegate.com/what-is-model-united-nations/>) to learn more.

Watch the video to listen to our own delegates explain what Model UN is!



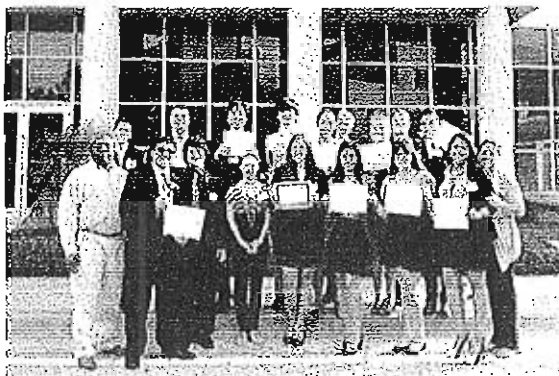
## Oasis High School Model United Nations

Our Model United Nations team consists of high school students who travel throughout the country to participate against elite delegates from around the world. We all strive to do the best research, reach the best solutions, and win the best delegation awards—a task that proves a lot easier said than done.

Click below to learn more about our team!

And click here ([/conferences.html](#)) to see what kind of conferences we attend!

[AC \(/accolades.html\)](#) **COLADES**



([/accolades.html](#))

[AD \(/advisors--officers.html\)](#) **VISORS & OFFICERS**



([/advisors--officers.html](#))



THE CITY OF CAPE CHARTER SCHOOLS  
REQUEST FOR SPECIAL TRANSPORTATION

Shannon Vreese / 10/21/16  
Signature of Principal Date

☒ Out of County ☐ In County Shark van request ☒ (max.10 passengers) Cargo van bus  
request ☒

Number of students to be transported 10 Number of staff 2 Number of  
parents 0

School Oasis High / Clint Mills Teacher in Charge  
Name School ID# 4881

Location of Loading Area  
3519 Oasis Blvd.

Transportation to Pedro Munedez Address (Required)  
High School 600 State Road 206 West St. Augustine, FL  
32086

Other Stop N/A Time Address (Required)

Departure Time from School 7:00 AM PM  
Arrival time Destination 11:14 AM PM

Departure from Destination AM 6:00 PM  
Return to School AM 10:14 PM

TRANSPORTATION USE ONLY

Bus Operator(s) Assigned to Trip \_\_\_\_\_ Bus  
No. \_\_\_\_\_

Cancelled: Date \_\_\_\_\_ Time \_\_\_\_\_

[← Field Trip Request](#) All changes saved in Drive

SEND



QUESTIONS

RESPONSES

5

5 responses



SUMMARY

INDIVIDUAL

Accepting responses



2 of 5



Responses cannot be edited

# Field Trip Request

\* Required



**Name of your Group? \***

MUN

**Sponsor? \***

Clint Mills

**Where? \***

Pedro Menendez High School, St. Augustine Florida

**When? \***

If you are going for multiple days, please include the range.

November 18-20, 2016

**Who? \***

(How many students)

approximately 10

**Purpose of Trip**

This is an MUN competition. Model United Nations, also known as Model UN or MUN, is an extra-curricular activity in which students typically roleplay delegates to the United Nations and simulate UN committees. This activity takes place at MUN conferences, which is usually organized by a high school or college MUN club.

How many chaperones?

1

Overnight? \*

☐ No

☒ Yes

If overnight, how many nights?

2

Out of Lee County? \*

☐ No

☒ Yes

Transportation \*

☐ Charter School System Bus (Cost per student = \$15/hr of trip divided by students, 4 hour trip = \$60/25 students = \$2.50)

☐ Renting a Charter Bus (Cost per estimate/invoice)

☐ Shark Van

☒ Other : Van or Bus, depends on number of students

### **Cost estimate per student? \***

**Include price of ticket, transportation, hotel etc. Plus \$105 for each substitute teacher.**

**Not sure at this point, depends on how many students attend.**

---



THE CITY OF CAPE CHARTER SCHOOLS  
REQUEST FOR SPECIAL TRANSPORTATION

Shannon Creece / 10/21/16  
Signature of Principal Date

☒ Out of County request ☐ In County request ☐ Shark van request ☐ (max.10 passengers) ☐ Cargo van bus

Number of students to be transported 13 Number of staff 2 Number of parents 0

School Oasis High / Chant Mills Teacher in Charge  
Name School ID# 4181

Location of Loading Area  
University of Florida Gainesville, FL 32611

Transportation to 3519 Oasis Blvd Address (Required)

Other Stop ALA Time Address (Required)

1/20 Departure Time from School 7:00 AM PM  
Arrival time Destination 10:39 AM PM

1/22 Departure from Destination AM 10:00 PM  
Return to School AM 9:39 PM

TRANSPORTATION USE ONLY

Bus Operator(s) Assigned to Trip \_\_\_\_\_ Bus No. \_\_\_\_\_

Cancelled: Date \_\_\_\_\_ Time \_\_\_\_\_

Gainesville, FL



## Field Trip Request

All changes saved in Drive



SEND



QUESTIONS

RESPONSES

5

5 responses



SUMMARY

INDIVIDUAL

Accepting responses



3 of 5



Responses cannot be edited

## Field Trip Request

\* Required



**Name of your Group? \***

MUN

**Sponsor? \***

Clint Mills

**Where? \***

University of Florida, Gainesville, FL

**When? \***

If you are going for multiple days, please include the range.

January 20-22, 2017

**Who? \***

(How many students)

10-15

**Purpose of Trip**

This is an MUN competition. Model United Nations, also known as Model UN or MUN, is an extra-curricular activity in which students typically roleplay delegates to the United Nations and simulate UN committees. This activity takes place at MUN conferences, which is usually organized by a high school or college MUN club.

How many chaperones?

2-3 (depends on how many students actually participate)

Overnight? \*

☐ No

☒ Yes

If overnight, how many nights?

2

Out of Lee County? \*

☐ No

☒ Yes

Transportation \*

☐ Charter School System Bus (Cost per student = \$15/hr of trip divided by students, 4 hour trip = \$60/25 students = \$2.50)

☐ Renting a Charter Bus (Cost per estimate/invoice)

☐ Shark Van

☒ Other : Depends on number of students, van or bus

### Cost estimate per student? \*

Include price of ticket, transportation, hotel etc. Plus \$105 for each substitute teacher.

TBD

Evanston, IL - April 20-23, 2017

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← Field Trip Request All changes saved in Drive



SEND



QUESTIONS

RESPONSES

5

5 responses



SUMMARY

INDIVIDUAL

Accepting responses



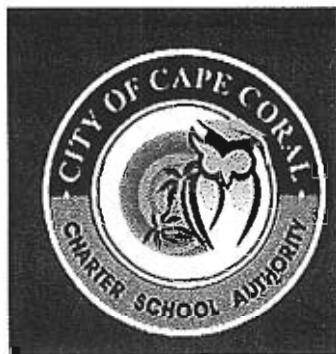
5 of 5



Responses cannot be edited

# Field Trip Request

\* Required



**Name of your Group? \***

MUN

**Sponsor? \***

Clint Mills

**Where? \***

Northwestern Model United Nations, Evanston, IL

**When? \***

If you are going for multiple days, please include the range.

April 20-23, 2017

**Who? \***

(How many students)

approximately 10

**Purpose of Trip**

This is an MUN competition. Model United Nations, also known as Model UN or MUN, is an extra-curricular activity in which students typically roleplay delegates to the United Nations and simulate UN committees. This activity takes place at MUN conferences, which is usually organized by a high school or college MUN club.

How many chaperones?

2-3 (depends on number of students who actually attend)

Overnight? \*

☐ No

☒ Yes

If overnight, how many nights?

4

Out of Lee County? \*

☐ No

☒ Yes

Transportation \*

☐ Charter School System Bus (Cost per student = \$15/hr of trip divided by students, 4 hour trip = \$60/25 students = \$2.50)

☐ Renting a Charter Bus (Cost per estimate/invoice)

☐ Shark Van

☒ Other : Airplane

### Cost estimate per student? \*

Include price of ticket, transportation, hotel etc. Plus \$105 for each substitute teacher.

TBD

---

# 12 C

Approval of the OHS JROTC Fall Camping Trip at MacDill Air Force Base in Tampa, FL., November 18-20, 2016.

Shannon Treece

# Field Trip Request

All changes saved in Drive



SEND



QUESTIONS

RESPONSES

7

7 responses



SUMMARY

INDIVIDUAL

Accepting responses



7 of 7



Responses cannot be edited

## Field Trip Request

\* Required

Name of your Group? \*

OHS JROTC Elite Teams

Sponsor? \*

JROTC - SFC Smith, COL Epkins Plus 8 Adult Chaperones

Where? \*

MacDill Air Force Base, Tampa, Florida

When? \*

If you are going for multiple days, please include the range.

18-19-20 November 2016

Who? \*

(How many students)

70

Purpose of Trip

To Build Team Unity; Further Develop Cadet Leadership Skills; and teach Cadets the proper way to destroy our Nation's Flag when they are torn, tattered and discolored.

How many chaperones?

10 Adults Total - 2 JROTC Instructors and 8 Adult Parent Chaperones

Overnight? \*



No



Yes

If overnight, how many nights?

2 overnights

Out of Lee County? \*

☐ No

☒ Yes

Transportation \*

☐ Charter School System Bus (Cost per student = \$15/hr of trip divided by students, 4 hour trip = \$60/25 students = \$2.50)

☐ Renting a Charter Bus (Cost per estimate/invoice)

☐ Shark Van

☒ Other : School Bus

Cost estimate per student? \*

Include price of ticket, transportation, hotel etc. Plus \$105 for each substitute teacher.

JROTC Funds Plus Each Student being charged \$10.00 to attend.

# 12 D

Approval of the OHS Service Trip to Haiti during Spring Break 2017.

Shannon Treece

## Field Trip Request



QUESTIONS

RESPONSES 1

SUBMIT

RESET

Accepting responses



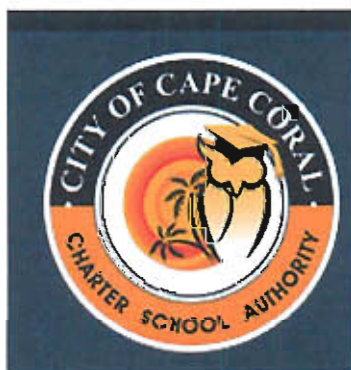
1 of 1



Responses cannot be edited

## Field Trip Request

\* Required



Name of your Group? \*

OHS Student Group

Sponsor? \*

Shannon Treece/Clint Mills

## Field Trip Request



QUESTIONS

RESPONSES 1

When? \*

2016-04-08

Who? \*

(How many students)

approximately 20

## Purpose of Trip

Provide students an opportunity to service the needs of others while also learning about another country. While in Haiti students will be assembling desks and chalkboards to deliver to schools throughout the area. They will also be providing food to families throughout our service trip.

\*Students approached Mrs. Treece last summer about the possibility of a service trip beyond the walls of Oasis. They have worked diligently to secure a partner.

How many chaperones?

1 adult/10 students

Overnight? \*

- ☐ No
- ☒ Yes

## Field Trip Request



QUESTIONS

RESPONSES 1

Transportation \*

- ☐ Charter School System Bus (Cost \$3.50 per student)
- ☐ Renting a Charter Bus (Cost per estimate/invoice)
- ☐ Shark Van (Cost \$3.50 per student)
- ☒ Other: Airport

Cost estimate per student? \*

Include price of ticket, transportation, hotel etc. Plus \$105 for each substitute teacher.

\$1200/no substitutes needed, occurring during Spring Break



# Haiti Construction 2016 Team Information

AG

**GENERAL INFORMATION: Project #14896**

## Team Leaders

Contact Builders International's teams department ([teams@buildersintl.org](mailto:teams@buildersintl.org)) to schedule your team. We will get you started with registration, and connect you to your host missionary in Haiti.

## Weather

Temperatures range from the 70s-mid-90s, usually toward the higher number. Hurricane season runs from about June to November.

## Airport

- Fly into PAP Airport in Port-Au-Prince, Haiti.
- Luggage & carry-on weight: please check with your carrier. Because of the hot, humid air and short runway at PAP, there are absolute baggage restrictions in summer.

## Customs Fees and Forms

- All team members must have a valid passport for travel to Haiti, with at least two empty pages.
- The immigration form, provided either on the flight into Haiti or just inside the door at Immigration, requires an address where you will be staying, that address is:
  - 12B Rue Praslin, Delmas 77, Port-au-Prince.
  - The phone number there is 509-4939-7468
- Be sure to keep the small green card that the immigration officer will place in your passport. You will need it to leave.

## Inoculations

- Current tetanus booster .
- CDC recommends typhoid vaccine for travelers to Haiti.
- Ask your doctor about anti-malarial drugs. Not all teams or team members use them, but they are recommended.

## Costs

- **Per Diem costs:**
  - Groups of 1-7: Cost is \$90 per person per night.
  - Groups of 8-20: Cost is \$75 per person per night.
  - Groups over 20: Custom quote
  - The *per diem* covers lodging, meals, in-country transportation and a fun day outing.
- **Construction materials funds** recommended: \$10,000 per 12-person team. (Construction teams only)
- **Required Travel Insurance:** \$4.50 person/day (AGWM Travel Insurance)
- **Immigration Fee:** \$10/person cash paid at airport (make sure to have exact change!)

## Where to send Funds

Builders International  
PO Box 1969  
Ozark, MO 65721

## Typical Schedule

- Breakfast: 6:00 AM
- Departure for the site: 6:30 AM
- Lunch: around noon on the job-site.
- Dinner: 6:00 PM at guest house.
- Free time will be between arrival back at the guest house and bed time.
- If the team leader and missionary host choose, a free day of shopping and scenic sight-seeing is included
- No leaving the guest house compound after dark.

## What I Need to Bring

- **Tools:** According to the planned work, confirm with Richard Green at [richard.green@buildersintl.org](mailto:richard.green@buildersintl.org)
- **Passport:** Each team member needs to bring a color copy of their passport
- **Packing List:** Closed toe shoes for work site. The Guest House provides bedding and towels.

Team Registration required at:

<http://mapsteams.wideopenmissions.org>

### Team Host:

Richard and Kelly Green  
AGWM Short-Term  
Volunteer Abroad

[richard.green@buildersintl.org](mailto:richard.green@buildersintl.org)  
509-4939-7468

Visit our website:  
[www.richardgreenhaiti.com](http://www.richardgreenhaiti.com)



### USA Contact to Schedule a Team:

Builders International:  
Attn: Teams Department  
P.O. Box 1969  
Ozark, MO 65721  
Phone: 417-582-0003  
Fax: 582-1530

[teams@buildersintl.org](mailto:teams@buildersintl.org)  
[www.buildersintl.org](http://www.buildersintl.org)



# 12 E

Approval of the CME Overnight Field Trip to Kennedy Space Center in Titusville, FL., January 13-14, 2017.

Jacque Collins

# Field Trip Request

\* Required



Name of your Group? \*

5th Grade Accelerated Classes

Sponsor? \*

CME

Where? \*

Kennedy Space Center

When? \*

If you are going for multiple days, please include the range.

Friday, January 13 - Saturday, January 14, 2017

**Who? \***

(How many students)

approx. 50

**Purpose of Trip**

The purpose of our Kennedy Space Center visit is to give students a deeper understanding of the space program, its past, present and future. Also to learn more about its importance to Florida as well as gain more knowledge on the solar system and space travel.

**How many chaperones?**

1:4 (one chap for every 4 students)

**Overnight? \***☐ No☒ Yes**If overnight, how many nights?**

1

**Out of Lee County? \***☐ No☒ Yes

**Transportation \***

- ☐ Charter School System Bus (Cost per student = \$15/hr of trip divided by students, 4 hour trip = \$60/25 students = \$2.50)
- ☒ Renting a Charter Bus (Cost per estimate/invoice)
- ☐ Shark Van
- ☐ Other :

**Cost estimate per student? \***

Include price of ticket, transportation, hotel etc. Plus \$105 for each substitute teacher.

\$200.00

**SUBMIT**

Never submit passwords through Google Forms.

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Google Forms



# 12 F

Discussion of the Charter School Superintendent Contract Evaluation.

Bill Buztrey



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## CITY ATTORNEY'S OFFICE MEMORANDUM

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**TO:** Charter School Governing Board

**FROM:** William P. Buztrey, Assistant City Attorney

**DATE:** October 28, 2016

**SUBJECT:** Evaluation of Superintendent

I have been asked to advise Board members regarding the evaluation of the Superintendent and how the time frames in the Superintendent's contract would affect his evaluation. A copy of the Superintendent's executed contract is appended to this memorandum.

By way of background, especially for the more recently appointed members might be in order. The current contract with Superintendent Stephenson was entered into on November 12, 2014, with a term commencing December 15, 2014 and ending June 30, 2017. Because a former Superintendent abruptly resigned at the end of a school year, the then Board wanted some disincentives and incentives in any contract with a new Superintendent to discourage any abrupt resignations, leaving the system without a leader during crucial periods such as the start of a new school year. This was accomplished by inserting provisions in the current contract assessing a \$100 per day deduction from the Superintendent's salary for each day less than the required 90 day notice required by the Superintendent to be given for his intended resignation. As an inducement to the Superintendent to remain with the Authority for his entire contract term, a payment of \$ 5,350.00 is payable to the Superintendent for remaining under contract for the contract's full term.

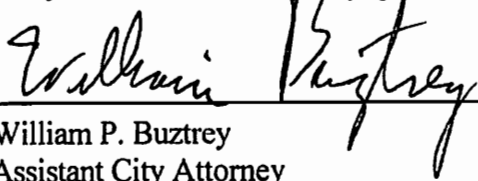
The primary disincentive to early resignation is a provision requiring the resigning Superintendent to buy out and pay the Authority up to 20 weeks of his salary or the remaining amount of time until contract expiration, whichever is less. This certainly would tend to discourage early resignation by the Superintendent. Correspondingly, the Board must provide the Superintendent 90 days' notice of non-renewal prior to the expiration of his contract. If such notice of non-renewal is provided with less than 60 days remaining until contract expiration, the Authority is required to pay the Superintendent \$1,000.00..

Section 5 of the contract provides that the Board must evaluate the Superintendent at the June Board meeting every calendar year. The Board is permitted one continuance to the next regularly scheduled Board meeting. Failure by the Board to evaluate the Superintendent at the June meeting or after the one continuance will automatically entitle the Superintendent to a 2% salary increase.

abate this provision.

Given the notice requirements required for non-renewal and the importance of this matter, the Board, after the first of the New Year should give serious thought to reviewing, revising, modifying, and adopting a new contract for the Superintendent.

If any Board member has any questions, please do not hesitate to contact me.



---

William P. Buztrey  
Assistant City Attorney

cc: Nelson Stephenson

## **ADMINISTRATOR EMPLOYMENT AGREEMENT**

This **EMPLOYMENT AGREEMENT** is made this 12th day of November, 2014 by and between the Cape Coral Charter School Authority, a public body corporate and politic in the City of Cape Coral, Lee County, Florida, (hereinafter "Authority"), and Frankie Nelson Stephenson (hereinafter "Administrator").

Witnesseth:

**WHEREAS**, the Authority operates and manages, on behalf of the City of Cape Coral, any and all municipal charter schools for which a charter is held by the City of Cape Coral; and

**WHEREAS**, the Authority is currently operating a municipal charter school system and is charged with the responsibility of implementing the charter school contracts (hereinafter the "Charter") that have been entered into between the City of Cape Coral and the Lee County School District, and

**WHEREAS**, Administrator is an individual who has significant education, training, and experience in charter school administration, and

**WHEREAS**, the Authority and Administrator agree that entering into this Employment Agreement is for the mutual benefit of both parties and furthers the goal of the City of Cape Coral to meet the academic needs of the children and young people of the community through charter schools that provide opportunities for academic success and personal development in a challenging, safe, and nurturing environment that also instills a desire for lifelong learning and growth.

**NOW, THEREFORE**, be it mutually agreed between the Authority and Administrator as follows:

### **SECTION 1: TERM**

The initial term of this agreement shall commence on December 15, 2014 and terminate on June 30, 2017.

### **SECTION 2: DUTIES**

Administrator shall be employed by the Authority as Charter School Administrator (Administrator). Administrator shall devote his full time and attention to performing the functions and duties of Administrator, pursuant to the Charter and Chapter 26 of the City of Cape Coral Code of Ordinances, as same may hereafter be amended, as well as the duties set forth in Exhibit "A" which is attached hereto and incorporated herein. Administrator shall comply with and abide by all rules and regulations promulgated by Authority and all pertinent statutes, rules, and regulations of the State of Florida. The Authority shall have the power to determine the standard of performance to be maintained by the Administrator. For purposes of this Agreement, the term "Administrator" shall mean the person in charge of directing and operating the City of Cape Coral Municipal Charter Schools directly under the direction and control of the Charter School Board Authority. The duties of the Administrator may be changed or modified at any time by the

mutual agreement of the Authority and Administrator. During the term of this Agreement the term "Administrator" may be changed to "Superintendent". Notwithstanding such change in terminology all provisions of this Agreement applicable to Administrator shall automatically apply to the person designated Superintendent without the necessity of having to amend this Agreement. The Administrator shall not be required to live in the City of Cape Coral.

### **SECTION 3: COMPENSATION**

In consideration of the services rendered under this Agreement, Administrator shall receive an annual salary of \$115,000 commencing on the first day of the effective date of this contract and payable in bi-weekly installments. Administrator shall be paid for time worked biweekly in arrears and his compensation shall be annualized. Administrator will work all non-weekend days pursuant to the school calendar adopted for that school year except as otherwise may be provided herein. Administrator shall be considered a 12 month employee. Administrator shall work 261 days during the school year which shall be defined as the period from July 01 of one calendar year to June 30 of the next calendar year or a pro rata number of days if work is commenced in the middle of a school year. Where there is a discrepancy between the number of work days stated in this Agreement and the adopted school calendar for any school year, the work days for the Administrator indicated by the school calendar adopted for any school year shall prevail. Administrator's compensation shall not be changed because of the differing number of days Administrator works during any school year unless the Charter School Authority Board expressly amends this Agreement changing the number of days Administrator is to work during any school year. The adopted school year calendar for each school year that is covered by this Agreement or any amendments or modifications thereto is incorporated herein by reference and made a part of this Agreement. The number of work days and non-work days may be modified by the state of Florida or the Authority for good cause, including but not limited to, emergencies and operational necessity. Such calendar modifications shall be considered to be incorporated into this Agreement.

### **SECTION 4: RETENTION PAYMENT AND PENALTY FOR EARLY TERMINATION**

Providing Administrator has not tendered a written or oral intent to terminate this Agreement prior to the termination date of this Agreement or the Authority has not terminated or provided a notice of termination to Administrator prior to the termination of this Agreement, Administrator shall be entitled to payment of a retention payment in the amount of \$5,350, payable within ten days of the natural expiration of this Agreement. The retention payment will be in addition to any other compensation to which Administrator may be entitled.

If Administrator resigns prior to the expiration of this Agreement, Administrator agrees to pay the Authority as a buyout up to twenty (20) weeks of his annual salary or the remaining amount of time until the contract expires, whichever is less. Administrator agrees that Authority may deduct from any compensation or moneys owed to him the amount of any buyout owed by Administrator to the Authority. Further, Administrator agrees that if the amount of his buyout obligation exceeds the compensation and moneys due and owing to him, that Authority has the right to sue Administrator personally to recover any difference and that, if the Authority prevails, Administrator will be liable for all of the Authority's costs of collection, including reasonable attorney's fees.

## **SECTION 5: EVALUATION**

At the June board meeting of each calendar year, except as otherwise may be provided herein, the Authority shall evaluate the Administrator based on criteria to be determined by the Authority which in its sole discretion may consider, a merit salary increase for Administrator based on performance and available budgeted funds. In lieu of or in addition to any merit salary increase to which Administrator may be entitled, Authority, may authorize the payment of a lump sum or other compensation to Administrator, in amounts and on terms determined by the Authority in its sole discretion. This Agreement will be automatically amended without the parties having to take any further action to reflect any salary modification, payments or other compensation authorized and approved by the Authority.

At the June 2015 meeting Administrator will be evaluated by the Authority Board based on criteria determined and promulgated by the Board. At this evaluation Administrator will not be eligible to receive any salary increase or other payment. At each subsequent June Board meeting during the term of this Agreement Administrator will be evaluated and eligible for a salary increase and/or lump sum payment to be determined by the Board in its sole discretion. The Board is obligated to evaluate the Administrator at every June meeting except that the Board is entitled to one continuance of the Administrator's evaluation to the next regularly scheduled Board meeting. Failure by the Board to evaluate the Administrator by June of the calendar year or after the one continuance will automatically grant the Administrator a two (2) percent base salary increase. Administrator will not receive any salary increase or bonus if he resigns or is terminated prior to his scheduled evaluation.

## **SECTION 6: BENEFITS**

The Charter School Authority shall pay the employer's share of any Florida Retirement System (FRS) option for which Administrator qualifies. Initially Administrator shall be enrolled in the regular class of the FRS; however, upon mutual agreement of the Authority and Administrator, he may be enrolled in a different class of FRS option without this Agreement having to be amended. Administrator will pay any statutorily required contribution for his participation in the FRS. Authority will provide at no cost to Administrator medical insurance for any of the available plan(s) offered to charter school employees, or for any successor or replacement plan(s) during the term of this Agreement. The effective date of such plan shall be governed by the provisions of the plan in effect as of the date of this Agreement. In addition for himself only, Authority will provide and pay for life insurance, accidental death and dismemberment insurance, long term disability, dental insurance, and vision insurance. At his own expense Administrator may participate in the Authority's supplemental life insurance, deferred compensation and other benefits. Details of the above benefits are on file with the Authority and may be reviewed by Administrator.

## **SECTION 7: LEAVE**

Administrator shall earn leave time at a rate of twenty five (25) days per school year credited in advance at the beginning of each school year. Such leave not used during the school year may be carried over to the next school year up to a maximum of ninety (90) days of total leave. Once ninety (90) days of total leave are accrued by Administrator, he shall accrue no further leave until his leave accumulation falls below ninety (90) days. For record keeping and pay roll purposes, each leave day shall be deemed equivalent to eight (8) hours and leave may be taken

in amounts of less than one day and converted into hours. Administrator shall also be eligible to receive up to ten (10) 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 the Administrator. This vacation leave will not be deducted from other accumulated leave, will be on a use or lose basis, will not be carried over if not used, and Administrator will not be paid for any vacation leave days upon termination or resignation. In addition, Administrator shall be entitled up to ten (10) days each school year of additional professional leave in order to participate in outside educational activities that enhance Administrator's educational knowledge that would benefit the charter school system. Such leave shall not unduly disrupt the charter school system. Upon the termination of this contract or the Administrator's leaving the employ of the Authority, Administrator will be paid for any unused leave time at his then current rate of pay, but will not be paid for any unused professional leave. Authority, chairperson, or in the absence of the chairperson, the vice-chairperson, is required to approve Administrator's request for any leave. Administrator may be denied leave because of operational requirements of the Municipal Charter schools or the Authority. The leave accumulation established in this Agreement may only be changed during the term of this Agreement by mutual consent of the parties to this agreement; except that Authority may change the leave accumulation rate in this Agreement at any time there is a substantial change in the number of hours or days Administrator is required to work during a school year. Benefits, except for leave accumulation, may be changed at any time during the term of this Agreement by the Authority. Authority will provide at least thirty (30) days' written notice preceding any change or modification of benefits and thirty (30) days' written notice if leave accumulation is changed.

## **SECTION 8: GENERAL BUSINESS EXPENSES**

The Authority may approve payment of or reimbursement to Administrator for the following:

Reasonable professional dues and subscriptions;

1. Reasonable educational expenses incurred to maintain or improve Administrator's professional skills as well as expenses for travel, room, and meals for attending professional conferences, workshops, conventions, and seminars; and

2. Other expenses that may from time to time be approved by the Authority in its sole discretion that may include, but not be limited to, reasonable membership fees and/or dues to enable the Administrator to become an active member in local civic clubs or organizations.

Administrator's expenses shall not exceed the amount approved by the Authority in its annual budget.

The Authority shall provide Administrator with a computer, software, fax/modem, and cell phone allowance of \$80.00 per month for Administrator to perform his job and to maintain communication. This Agreement will be amended to reflect any modification of the cell phone allowance authorized and approved by the Authority. The Authority may pay for additional expenses incurred above and beyond any cell phone allowance provided such expenses are related to the performance of Administrator's duties as established under this Agreement. Within five (5) days after termination of employment, whether voluntary or involuntary, Administrator shall

return to Authority or its designee all equipment or items in the possession of former Administrator that are the property of Authority. For any equipment or items not returned to Authority, Administrator hereby authorizes Authority to withhold from any funds due Administrator upon termination the replacement cost for any equipment or items not returned within the five (5) day period.

## **SECTION 9: QUALIFICATIONS FOR POSITION**

Administrator must possess a current, valid Florida certificate in educational leadership at all times to serve as Administrator. This Agreement is conditioned on Administrator being legally qualified to hold the position(s) for which Administrator is employed in the State of Florida by possessing, if required by law or the Authority, the necessary valid Florida certification(s) required for such position(s). Administrator shall be required to submit to a background investigation, a drug screening test, finger printed and, if the Authority deems it necessary, a physical examination. Failure to pass the background investigation will result in Administrator not being hired, or if hired, being immediately terminated for breach of this Agreement. If Administrator's certificate(s), indicia, or authorization is under revocation or suspension; or there are pending disciplinary actions or investigations against Administrator in Florida or any other jurisdiction that Administrator is or should be aware of; or there is disciplinary action pending or likely to be filed because of conduct or actions by Administrator then Administrator shall be deemed to have failed the background investigation. Administrator shall report whether any teaching or other educational certificate ever held by Administrator was ever suspended or revoked in any jurisdiction. Administrator is under an affirmative duty and obligation to report to the Authority any suspension or revocation of his teaching or other educational certificate, any investigation of Administrator by any authority, or any act committed by Administrator that could lead to disciplinary action against Administrator or that would adversely reflect on Administrator's ability to continue serving the Authority.

## **SECTION 10: DISQUALIFICATION**

Failure to possess a valid Florida certificate, if required, for the position(s) for which Administrator is employed or to disclose information at any time during the term of this Agreement which would disqualify Administrator for the position(s) for which Administrator is employed will cause immediate termination of this Agreement by the Authority.

## **SECTION 11: TRAINING**

Authority shall have the right to require Administrator's attendance at various training seminars, meetings, or conferences for the purposes of professional advancement. These training sessions or meetings may be held on or off the school site. Failure to attend required training or meetings will be grounds for termination of this Agreement by the Authority.

## **SECTION 12: TERMINATION**

Administrator has no property rights or other rights in his continued employment except as provided herein, and nothing in this Agreement shall prevent, limit, or otherwise interfere with the right of the Authority to terminate this Agreement with or without cause at any time. Commission of any of the following acts by the Administrator constitute grounds for the

Authority to immediately terminate Administrator "for cause" under this Agreement: Administrator is charged with a felony crime; Administrator commits a crime of moral turpitude such as an act of fraud or other crime involving dishonesty; Administrator violates the Authority's Drug Free Workplace policy as it may be amended from time to time.

In the event of termination for cause, Authority shall have no obligation to Administrator for any salary, severance, or other compensation, or any other form of benefits under this Agreement except for: (a) compensation earned prior to the effective date of termination, (b) vested benefits Administrator 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). Also, in the case of termination for cause, Authority shall reimburse Administrator for all appropriately documented expenses incurred by Administrator before the termination date that are otherwise reimbursable to Administrator under this Agreement.

In the event of termination without cause by the Board, Administrator shall receive four (4) months' severance pay, paid in bi-weekly increments. In exchange for the severance, Administrator waives any rights available pertaining to such termination.

If Authority elects not to renew this Agreement with Administrator, Authority shall provide Administrator at least ninety (90) days written notice of non-renewal prior to the expiration of this Agreement to be sent to the address for Administrator listed in this Agreement, as it may be changed from time to time. Notwithstanding the foregoing, Authority may provide notice of non-renewal to Administrator at any time prior to the expiration of this Agreement. However, if Authority provides notice of non-renewal with fewer than sixty (60) days remaining until the expiration of the contract, Authority shall make a one-time payment of \$1,000 to Administrator. After providing notice of non-renewal to Administrator, Authority may, at its sole discretion place administrator on paid leave with duties to be determined by Authority while Administrator is on paid leave.

Nothing in this Agreement shall prevent, limit, or otherwise interfere with the right of Administrator to resign at any time from his position provided, however, that Administrator shall give the Authority written notice at least ninety (90) days prior to the effective date of such resignation. Authority may, at its sole discretion, shorten the time of notice and may allow Administrator to terminate his position earlier and pay Administrator severance pay in an amount of not more than four (4) months of his then annual salary. If Administrator resigns without providing Authority ninety (90) days notice, Authority reserves the right to deduct from any compensation or funds due Administrator the sum of \$100 for each day the Administrator's notice is less than the required ninety (90) days. By way of example, if Administrator provides Authority with 60 days rather than the required 90 days notice, the Authority will have the right to withhold \$3,000 (30x\$100) from any compensation or funds due Administrator.

### **SECTION 13: HOURS OF WORK**

Administrator is expected to be present at his assigned school or work station each and every scheduled work day indicated by the school calendar during the term of this Agreement unless he schedules leave, if available, takes unscheduled leave for illness, is on a holiday recognized by Authority, or his absence is otherwise approved by Authority. The parties acknowledge and agree that Administrator must, without additional compensation, devote

additional time outside of the normal work day to properly perform his assigned duties.

#### **SECTION 14: OUTSIDE ACTIVITIES**

Administrator shall devote his full attention and effort to the position and shall perform the duties and functions assigned to him in a professional manner. Administrator agrees that at all times during the term of this Agreement, he will place the best interests of the Authority above any interest he might have in any other enterprise. Other than those benefits contained herein, Administrator agrees that he will not attempt to gain any advantage or benefit for himself, any business enterprise with which he may be associated, or any other party as a result of his employment under this Agreement. Administrator is expected to devote his full time and attention to the operation and administration of the City of Cape Coral Municipal Charter Schools and secondary employment by the Administrator is discouraged. However, the Authority will consider secondary or outside employment by the Administrator on a case by case basis. Before accepting any secondary employment Administrator shall notify Authority in writing. The Authority shall consider the Administrator's written request and at its discretion decide whether to consent or not to the Administrator's request for such secondary employment

#### **SECTION 15: INDEMNIFICATION**

To the extent permitted by law, the Authority shall defend, hold harmless, and indemnify Administrator against any tort, professional liability claim, demand, or other legal action, groundless or otherwise, arising from any act, either alleged or real, or omission which may occur within the scope of Administrator's employment and performance of the Administrator's duties as Charter School Administrator. The Authority may compromise and settle any claim or suit and pay the amount of any settlement or judgment rendered thereon, together with attorney's fees associated therewith, if any. Authority at its own expense will purchase School Leaders' Liability and Employment Practices liability insurance insuring Administrator in an amount not less than \$1,000,000.

#### **SECTION 16: NOTICE**

Notice pursuant to this Agreement shall be given by depositing in the custody of the United States Postal Service, postage prepaid, addressed as follows:

**AUTHORITY:** City of Cape Coral  
1015 Cultural Park Blvd. Cape  
Coral, FL 33915  
Attn: Human Resources Director

**ADMINISTRATOR:** Frankie Nelson Stephenson  
Oasis High School 3519  
Oasis Boulevard  
Cape Coral, FL 33914

Administrator shall promptly notify the Authority of any change of address to which notices shall be sent.

## SECTION 17: MISCELLANEOUS TERMS

A. This Agreement shall constitute the entire agreement between the parties, and shall be binding upon and inure to the benefit of the parties, their heirs, and successors. No amendment or variation of the terms or conditions of this Agreement shall be valid unless in writing and executed by the parties unless otherwise provided for herein.

B. Administrator's rights and obligations under this agreement are personal and not assignable by Administrator.

C. This Agreement shall become effective upon its execution by all parties.

D. If any provision of this agreement is held to be unconstitutional, invalid, or unenforceable by a court of competent jurisdiction, the remainder of the Agreement or any portion thereof, shall be deemed severable, and the balance of this Agreement shall not be affected and shall remain in full force and effect.

E. In any suit brought to enforce the provisions of this Agreement, the parties agree that venue for any such action shall be in Lee County, Florida.

IN WITNESS WHEREOF, the parties have executed this Agreement at the City of Cape Coral, Lee County Florida, on this \_\_\_\_\_ day of \_\_\_\_\_, 2014.


ADMINISTRATOR

  
Frankie Nelson Stephenson

CAPE CORAL MUNICIPAL  
CHARTER SCHOOL AUTHORITY

  
Amy Jackson, Chairwoman

APPROVED AS TO FORM:

 12/05/14  
William Buztrey  
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 Southern 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.**

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 ear).

**Environmental Requirements:** Tasks are regularly performed without exposure to adverse environmental conditions, e.g., dirt, cold, rain, fumes.

# 12 G

Discussion of Superintendent Evaluation Tool.

Rob Zivkovic



# **The City of Cape Coral Municipal Charter School Authority Model System for Superintendent Evaluation**

## **Part VI: Implementation Guide for Superintendent Evaluation**

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June, 2016

City of Cape Coral Municipal Charter School System Governing Board  
3519 Oasis Blvd., Cape Coral, Fl. 33914  
Phone (239) 424-6100  
[www.capecharterschools.org](http://www.capecharterschools.org)

## Appraisal Information

Name: Nelson Stephenson	
Position: Superintendent	Months in the Position: 1 ½ years
Date of Appraisal:	School Year: 2015-16
Appraisal Period Start: 7/01/2015	Appraisal Period End: 06/14/2016
Name of Governing Board Member Completing This Evaluation:	

## SUPERINTENDENT'S PERFORMANCE EVALUATION

The primary purpose of the Superintendent's evaluation is the improvement of performance. The essence of performance evaluation requires the Board and Superintendent to address what the Superintendent is attempting to accomplish, to assess how well the Superintendent is doing, and to define the area and priorities for improvement. An effective evaluation process should provide the foundation for a good Superintendent-Board relationship.

### PROCEDURES:

- Each Governing Board Member should complete an individual Superintendent performance evaluation. In this phase of the evaluation process, each Board Member works independently, without consulting any other Board Member, to rate the performance of the Superintendent. Written comments to any item are encouraged. The form should be completed in whole, then printed and signed by the evaluating Governing Board Member.

The performance of the Superintendent is to be rated against the four performance Standards as defined below:

*Unsatisfactory* performance is merited when performance has not significantly improved following a rating of Needs Improvement, or performance is consistently below the requirements of a standard and is considered inadequate, or both.

A rating of *Needs Improvement* represents performance that is below the requirements of a standard but is not considered to be Unsatisfactory at the time. Improvement is necessary and expected.

*Proficient* performance is understood to be fully satisfactory. For the superintendent, this is the rigorous expected level of performance. It is a demanding, but attainable level of performance.

*Exemplary* performance represents a level of performance that exceeds the already high standard of Proficient. A rating of Exemplary is reserved for performance on an indicator or standard that is of such a high level that it could serve as a model for other leaders.

Governing Board Members should rate the Superintendent in all standards using one of the four ratings: *Exemplary*, *Proficient*, *Needs Improvement* or *Unsatisfactory*.



## Superintendent's Performance Rating for Standard I: Community Relations

Check one box for each indicator and circle the overall standard rating.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-A. Participates in community activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-B. Is visible to staff, parents, and students. Regularly attends school or community-based functions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-C. Promotes CCCCSA's curricular and co-curricular activities to the community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-D. Effectively represents CCCCSA to other governmental units.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-E. Maintains good relations with the media.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Overall Rating for Standard I**  
(Circle one.)

The education leader promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the district and its schools.

Unsatisfactory

Needs Improvement

Proficient

Exemplary

Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*):

Examples of evidence superintendent might provide (note: this list is neither comprehensive and/or all items are not necessary for evaluation purposes):

- |  |  |   |
|--|--|---|
| <input type="checkbox"/> Sample District and School Newsletters              | <input type="checkbox"/> Authority Minutes | <input type="checkbox"/> Evidence of Community Support and/or Engagement        |
| <input type="checkbox"/> Internal Communication with Staff (samples)         | <input type="checkbox"/> Staff Recognition | <input type="checkbox"/> Accounts of District/School Accomplishments in Various |
| <input type="checkbox"/> Membership/Participation in Community Organizations | <input type="checkbox"/> Other             | Forms in Public Media   |



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

Check one box for each indicator and circle the overall standard rating.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-A. Stays informed and promotes "Best Practices."	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-B. Makes cost-effective choices when spending school funds.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-C. Maintains physical facilities in good condition.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-D. Provides educational leadership.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-E. Provides accurate financial costs information to the authority.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Overall Rating for Standard 2**  
(Circle one.)

The education leader promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and training.

Unsatisfactory

Needs Improvement

Proficient

Exemplary

Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*):

Examples of evidence superintendent might provide (note: this list is neither comprehensive and/or all items are not necessary for evaluation purposes):

- ☐ Leadership Team Schedule
- ☐ Internal Communication with Staff (samples)
- ☐ Membership/Participation in Professional Organizations

- ☐ Professional Development
- ☐ External Reviews and Audits
- ☐ Other

- ☐ Purchase Order Samples Related to Facilities
- ☐ Purchase Order Samples Related to Facilities Repair/Enhancement



## Superintendent's Performance Rating for Standard 3: Authority Relations

Check one box for each indicator and circle the overall standard rating.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-A. Provides timely, adequate and accurate information to the authority.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-B. Supports and executes Authority decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-C. Follow and implements Authority policy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-D. Is responsive.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-E. Makes recommendations demonstrating good judgement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Overall Rating for Standard 3**  
(Circle one.)

The education leader promotes the learning and growth of all students and the success of all staff by working with the Governing Board Authority to ensure policies, goals, and long-term growth are focused on student academic success.

Unsatisfactory

Needs Improvement

Proficient

Exemplary

Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*):

Examples of evidence superintendent might provide (note: this list is neither comprehensive and/or all items are not necessary for evaluation purposes):

- ☐ Internal Communication with Staff/Board (samples)
- ☐ Executive Memoranda
- ☐ Board Meeting Agenda or Notes

- ☐ Professional Development
- ☐ NEOLA
- ☐ Other

- ☐ Communication with Lobbyist
- ☐ AvancED Accreditation Process Documents



## Superintendent's Performance Rating for Standard 4: Cultural Leadership

Check one box for each indicator and circle the overall standard rating.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-A. Routinely seeks the advice of teachers, principals, staff, board members, and other stakeholders.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-B. Celebrates staff/school/student/administrators accomplishments and rewards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-C. Develops a sense of efficacy and empowerment among staff which influences the system's identity, culture, and performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-D. Develops internal capacity for leadership succession. Works on a plan to prepare future school leaders.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-E. Establishes an environment of trust among staff, students, parents, and the community at large.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Overall Rating for Standard 4**  
(Circle one.)

The education leader promotes the learning and growth of all students and the success of all staff by understanding how the system came to their current state, and how to connect with their traditions in order to move forward to build and support the system's efforts to achieve individual and collective goals.

Unsatisfactory

Needs Improvement

Proficient

Exemplary

Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*):

Examples of evidence superintendent might provide (note: this list is neither comprehensive and/or all items are not necessary for evaluation purposes):

- ☐ Leadership Team Schedule/Materials
- ☐ Internal Communication with Staff (samples)
- ☐ Leadership Development/Succession Plan

- ☐ Professional Development
- ☐ Survey
- ☐ Newsletters

- ☐ Communication Samples
- ☐ Attendance PTO/SAC etc.
- ☐ Other



## Superintendent's Performance Rating for Standard 5: Instructional Leadership

Check one box for each indicator and circle the overall standard rating.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-A. Ensures that instructional time is valued and protected across the system.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-B. Sets high expectations and concrete district goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-C. Celebrates with the larger professional community practices and procedures that have resulted in improved student achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-D. Provides instructional staff access to provide feedback on academic systems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-E. Attends professional development activities that ensures superintendent knowledge of current best practices and encourages and supports staff professional development opportunities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Overall Rating for Standard I**  
(Circle one.)

The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.

Unsatisfactory

Needs Improvement

Proficient

Exemplary

Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*):

Examples of evidence superintendent might provide (note: this list is neither comprehensive and/or all items are not necessary for evaluation purposes):

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> Leadership Team Schedule/Materials          | <input type="checkbox"/> Professional Development (Teacher) | <input type="checkbox"/> Professional Development (Personal) |
| <input type="checkbox"/> Internal Communication with Staff (samples) | <input type="checkbox"/> Survey                             | <input type="checkbox"/> Strategic Plan                      |
| <input type="checkbox"/> Student/School Performance Goals            | <input type="checkbox"/> School Improvement Plans           | <input type="checkbox"/> Other                               |



## Superintendent's Performance Rating Assessment Summary

Check one box for each indicator and circle the overall standard rating.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
1. Community Relations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Management and Operations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Authority Relations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Cultural Leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Instructional Leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OVERALL PERFORMANCE ASSESSMENT RATING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

OVERALL COMMENTS:

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Signature of Evaluating Governing Board Member	Date
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