TALLAHASSEE COLLEGIATE ACADEMY

Governing Board Meeting

Monday, February 19, 6:00PM

TCC Fine & Performing Arts Center – Room 104

VISION

Tallahassee Collegiate Academy graduates will be lifelong learners and contributors to society through STEM careers and continued education.

MISSION

Tallahassee Collegiate Academy will prepare a diverse population of students for high-demand, high wage positions through rigorous coursework leading to an associate degree in a science, technology, engineering, or mathematics (STEM) field concurrent with a high school diploma.

Agenda

1. **Call to Order**
2. **Approval of Minutes from January Meeting**
3. **Board Member Opening Comments**
4. **New Business**
   a. Principal's Report
      i. Poetry Out Loud Recap and Student Performances
   b. Enrollment Update
   c. Academic Update
   d. Budget Update
      i. Budget Committee Update
      ii. Auditor Information & RFP
   e. Safety & Security Update
5. **Items for Consideration**
   a. Purchase of Computers for 2024-2025 School Year
6. **Announcements**
   a. Upcoming Events Report
7. **Public Comment**
8. **Adjourn**

Next Meeting: Monday, March 18, 2024

Minutes
Tallahassee Collegiate Academy
Charter School Office
444 Appleyard Drive
Tallahassee, FL 32304
Tuesday, January 16, 2024

Board Meeting

On January 16, 2024, the Tallahassee Collegiate Academy (TCA) Board of Trustees meeting was called to order by Trustee Karen Moore at 6:00 p.m.

Members Present: Board Chair Moore, Vice-Chair Clark, Trustees Pople, Kelling, and Taylor.

    Absent: None
    Via Phone/Zoom: None

Others Present: Jessica Chapman, Patricia Pagozalski, Calandra Stringer, Barbara Willis, Melanie Larson, and Brandi Faison.

COMMENTS:
    i. **Board Chair** – Trustee Moore thanked the Trustees for attending the exhibition night, as well as Trustee Taylor for assisting in sharing what TCA is doing and showcasing this in the Florida Technology Magazine.
    ii. **Board Members-** Trustee Kelling said TCA had a great end to the year with the school exhibition night event. Trustee Pople mentioned the most impressive part of the exhibition night event was the communication skills the students at TCA had. Trustee Clark concurred with the statements regarding the exhibition night, saying the event was incredible. He also noted that Principal Chapman was featured on the front page of the 2024 Florida Technology Magazine, Legislative Edition. Trustee Taylor shared how impressed he was in how the TCA students were excited to share and show off what they are doing in the classroom.

APPROVAL OF MINUTES
    1. January 16, 2024
        Requested Board approve November board meeting minutes as presented.
        MOTION: Trustee Pople **SECOND:**   Trustee Kelling
          Motion passed unanimously.

NEW BUSINESS
    a. **Principal's Report**
      Principal Chapman introduced guest speaker Brandi Faison, TCA teacher. Faison shared some of what her students are doing in her classes, physical science and forensics, and tying that into the degree pathways TCA offers. Students in physical science worked on a project with nurdles, which are microplastics found in everyday household products; forensics students worked on an Innocence Project where DNA was used to exonerate people from crimes they were incarcerated for. Faison also oversees the Robotics team and presented what the students are working on and developing, and how they are approaching robotics from the mindset of a whole.
          For information only, no Board action required.

    b. **Enrollment Update**

Update provided by Principal Chapman. At the time of the memorandum, there were 147 students enrolled.

> For information only, no Board action required.

c. **Academic Update**
Update provided by Principal Chapman and Assistant Principal Pagozalski. The update outlined each core subject and where students are in regard to academic goals, as well as where TCA is providing support for student academic achievement.

> For information only, no Board action required.

d. **Budget Update**
Update provided by Principal Chapman. The TCA finance committee met on January 10th, 2024. An update on the TCA budget was provided; a summary of revenues and expenses as of December 31st, 2024 was provided.

> For information only, no Board action required.

ITEMS FOR CONSIDERATION

a. **HR Report**
Principal Chapman requested Board approval for US History teacher, Katie Seitzinger, be approved to teach HOPE out of field to fulfill the PE graduation requirement.
MOTION: Trustee Pople   **SECOND:**   Trustee Kelling

> Motion passed unanimously.

b. **Calendar Update**
Principal Chapman requested Board approval for rescheduling school days due to severe weather to be in compliance with the number of instructional days required by the school charter. Due to the school closure on January 9th, 2024, the missed school day will be made up on June 6th, 2024. Principal Chapman thanked TCC for their communication, and their Emergency Management team.
MOTION: Trustee Taylor   **SECOND:**   Trustee Pople

> Motion passed unanimously.

c. **Public Notice of Meetings**
Principal Chapman requested Board approval to amend the current method of publicly noticing the TCA Board Meetings in order to reach a broader audience. TCA Board Meetings will be publicly noticed on the TCA school website on the notification bar.
MOTION: Trustee Clark   **SECOND:**   Trustee Kelling

> Motion passed unanimously.

ANNOUNCEMENTS
a. Upcoming Events Report
Principal Chapman provided upcoming events for the month of January and part of February. TCA Literacy Week Celebration events were shared.

PUBLIC COMMENTS
None

NEXT MEETING DATE
February 19, 2024 at 6:00 p.m.   Location: **TCC Main Campus**

ADJOURNMENT

Chair Moore adjourned at 7:15 p.m.

Minutes approved at the business meeting of the Board of Trustees on February 19, 2024.

_____   _____
Karen Moore   **Jim Murdaugh, Ph.D.**
Chair   **President/Superintendent**

February 19, 2024

M E M O R A N D U M

TO: Governing Board for Tallahassee Collegiate Academy

FROM: Jessica Chapman, Principal

SUBJECT: Enrollment Update

Item Description
This item provides an overview of the current enrollment numbers for the 2023-2024 school year.

Overview and Background
TCA has 146 students enrolled. There are 83 9th graders, 49 10th graders, and 14 11th graders.

Funding/ Financial Implications
None

Past Actions by the Board
None

Recommended Action
Presented as an information item only.

TALLAHASSEE
COLLEGIATE
ACADEMY

444 Appleyard Drive
Tallahassee, Florida 32304-2895
850.5046300 | www.tca.fl.edu

February 19, 2024

M E M O R A N D U M

TO: Governing Board for Tallahassee Collegiate Academy

FROM: Jessica Chapman, Principal

SUBJECT: Academic Update

Item Description

This item provides an update regarding academics and student progress at TCA, as well as an update regarding the school grade calculation changes.

Overview and Background

During the October meeting, the TCA board approved the academic achievement goals for the year. This item provides an academic update on the goals and the school grade calculation changes.

ELA: PM2 Test given on January 11th, 2024.
Data:

- 75 students increased their overall score
- 32 students moved up an entire level or more (more than one year academic growth in a semester).
- 13 students moved to grade level proficiency.
- 6 level 1 students moved to a level 2

As reported to the board during the October board meeting, the way school grades are calculated this year has been amended. We have spent time learning about the changes and applying the changes to our current student data to have a clear picture of where we stand academically. In accordance with these changes, adjustments have been made to the school grade point thresholds. FLDOE's goal with the adjustments was to ensure that the results align statistically with those in the previous academic year.

Previously, our grading scale maintained that any score of 62% or higher would correspond to an A grade across all school types. However, under the revised grading scale, different thresholds have been established for each school type. Notably, high schools now have the highest threshold to attain an A grade.

The revised grading scale for high school is as follows:
A: 70% of points or greater
B: 60-69% of points
C: 40-59% of points
D: 23-39% of points
F: 22% of points or less

It is important to note that under the old calculation method, we were tracking as an A school. However, the new calculation places us at a B. Nevertheless, our commitment remains steadfast: we are striving for excellence and aiming to achieve an A grade. We are dedicated to providing the very best education for our TCA students.

Past Actions by the Board
The board approved the 2023-2024 academic achievement goals during the October board meeting, and has received an academic update at each board meeting thereafter.

Recommended Action
Presented as an information item only.

2022 School Grades Overview

Each school is graded based on the components for which it has sufficient data.

School grades provide an easily understandable way to measure the performance of a school. Parents and the general public can use the school grade and its components to understand how well each school is serving its students. Schools are graded A, B, C, D, or F.

Components: In 2021-22, a school's grade may include up to eleven components. There are four achievement components, four learning gains components, a middle school acceleration component, as well as components for graduation rate and college and career acceleration. Each component is worth up to 100 points in the overall calculation.

Four Achievement Components: The four achievement components are English Language Arts (ELA), Mathematics, Science, and Social Studies. These components include student performance on statewide standardized assessments, including the comprehensive assessments and end-of-course (EOC) assessments. The component measures the percentage of full-year enrolled students who achieved a passing score.

Four Learning Gains Components: These components are learning gains in English Language Arts and Mathematics, as well as learning gains for the lowest performing 25% of students in English Language Arts and Mathematics. These components include student performance on statewide standardized assessments including the comprehensive assessments and EOC assessments for the current year and the prior-prior year. The components measure the percentage of full year enrolled students who achieved a learning gain from the prior year to the current year.

English Language Arts (FSA & FSAA)	Mathematics (FSA, FSAA, EOCs)	Science (NGSSS, FSAA, EOCs)	Social Studies (EOCs)	Graduation Rate	Acceleration Success
Achievement (0% to 100%)	Achievement (0% to 100%)	Achievement (0% to 100%)	Achievement (0% to 100%)	4-year Graduation Rate (0% to 100%)	High School (AP, IB, AICE, Dual Enrollment, Clock-Hour Dual Enrollment or Industry Certification) (0% to 100%)
Learning Gains (0% to 100%)	Learning Gains (0% to 100%)				Middle School (EOCs or Industry Certification) (0% to 100%)
Learning Gains of the Lowest 25% (0% to 100%)	Learning Gains of the Lowest 25% (0% to 100%)				

Percent Tested: Schools must test at least 95 percent of their eligible students.

Middle School Acceleration: This component is based on the percentage of eligible students who passed a high school level EOC assessment or industry certification.

Graduation Rate: The graduation rate is based on an adjusted cohort of ninth grade students and measures whether the students graduate within four years.

College and Career Acceleration: This component is based on the percentage of graduates from the graduation rate cohort who earned a passing score on an acceleration examination (qualifying AP, IB, or AICE), earned a passing grade in a dual enrollment course that qualified for college credit, earned 300 clock hours through career dual enrollment courses in the same approved program, or earned an industry certification.

School Grades Calculation: The number of points earned for each component is added together and divided by the total number of available points to determine the percentage of points earned.

School Grading Scale: A = 62% of points or greater, B = 54% to 61% of points, C = 41% to 53% of points, D = 32% to 40% of points, F = 31% of points or less

2023 Informational Baseline School Grades Overview

School grades provide an easily understandable way to measure the performance of a school. Parents and the general public can use the school grade and its components to understand how well each school is serving its students. Schools are graded A, B, C, D, or F. Each school is graded based on the components for which it has sufficient data. Schools must test at least 95% of their students.

Components: In 2022-23, a school's grade may include up to seven components. There are four achievement components, a middle school acceleration component, as well as components for graduation rate and college and career acceleration. Each component is worth up to 100 points in the overall calculation. Learning gains will not be calculated in 2022-23 because there is only one year of the Florida Assessment of Student Thinking (FAST) assessment results available. Learning gains will return to the school grades calculation for the 2023-24 school year.

Four Achievement Components: The four achievement components are English Language Arts (ELA), Mathematics, Science, and Social Studies. These components include student performance on statewide standardized assessments, including the comprehensive assessments and end-of-course (EOC) assessments. The component measures the percentage of full-year enrolled students who achieved a passing score.

English Language Arts	Mathematics	Science	Social Studies	Graduation Rate	Acceleration Success
Achievement (0% to 100%)	Achievement (0% to 100%)	Achievement (0% to 100%)	Achievement (0% to 100%)	4-year Graduation Rate (0% to 100%)	High School (0% to 100%)
Learning Gains (0% to 100%)	Learning Gains (0% to 100%)				Middle School (0% to 100%)
Learning Gains of the Lowest 25% (0% to 100%)	Learning Gains of the Lowest 25% (0% to 100%)				

Middle School Acceleration: This component is based on the percentage of eligible students who passed a high school level EOC assessment or industry certification.

Graduation Rate: The graduation rate is based on an adjusted cohort of ninth grade students and measures whether the students graduate within four years.

College and Career Acceleration: This component is based on the percentage of graduates from the graduation rate cohort who earned a passing score on an acceleration examination (qualifying AP, IB, or AICE), earned a passing grade in a dual enrollment course that qualified for college credit, earned 300 clock hours through career dual enrollment courses in the same approved program, earned an Armed Services Qualification Test score and two course credits within the same military branch, or earned an industry certification

School Grades Calculation: The number of points earned for each component is added together and divided by the total number of available points to determine the percentage of points earned.

School Grading Scale: 6A-1.09981(4)(e)3., F.A.C., pursuant to s. 1008.34(3)(c)1., F.S., has been amended so that, following the calculation of the 2022-23 Informational Baseline School Grades using the new assessment cut scores, school grade point thresholds will be established, by school type, to ensure the results are statistically equivalent to the 2021-22 results. The grading scale for **elementary schools** is as follows: A=62% of points or greater; B=50% to 61% of points; C=33% to 49% of points; D=22% to 32% of points; and F=21% of points or less. The grading scale for **middle schools** is as follows: A=68% of points or greater; B=58% to 67% of points; C=40% to 57% of points; D=31% to 39% of points; and F=30% of points or less. The grading scale for **high schools** is as follows: A=70% of points or greater; B=60% to 69% of points; C=40% to 59% of points; D=23% to 39% of points; and F=22% of points or less. The grading scale for **combination schools** is as follows: A=67% of points or greater; B=56% to 66% of points; C=35% to 55% of points; D=23% to 34% of points; and F=22% of points or less.

February 19, 2024

M E M O R A N D U M

TO: Governing Board for Tallahassee Collegiate Academy

FROM: Jessica Chapman, Principal

SUBJECT: Budget Update

Item Description

This item provides an update on the TCA Budget, including a summary of revenues and expenses as of January 31, 2023.

Overview and Background

In accordance with Florida Statute1002.33(9) the governing board of the charter school shall annually adopt and maintain an operating budget. The LEA and School monitors the operating fund activity to ensure approved budget limits are maintained. This form is provided in accordance with Statute, which requires charter schools to provide annual financial report and program cost report information in the state-required formats for reporting.

Our most recent finance committee meeting was held on February 8, 2024 and attended by Trustee Pople, Jessica Chapman, Dr. Barbara Wills, and Dr. Calandra Stringer. We reviewed the current TCA budget, how TCA is funded and began looking at future funding models.

Funding/ Financial Implications
None

Past Actions by the Board
The Board approved the operating budget for the Tallahassee Collegiate Academy at the meeting on June 20, 2023. A budget workshop was also presented to the Board at the meeting on July 17, 2023. A detailed budget presentation was provided on August 21, 2023.

Recommended Action
Presented as an information item only.

Governmental Accounting Standards Board Statement of Revenue, Expenditures, and Changes in Fund Balance (Unaudited)   CC0293

For Month or Quarter Ended and for the Year Ending: _____

Florida DOE Form IEPC - F1

	Account Number	Annual Budget	Year To Date As Of 013124
Revenues			
Federal Sources			
Federal Direct	3100	$0.00	
Federal through State and Local	3200	$328,497.00	
State Sources			
FEFP	3310	$0.00	
Capital outlay	3397	$0.00	
Class size reduction	3355	$0.00	
School reconigition	3361	$0.00	
Other state revenue	33XX	$1,568,460.00	$914,935.00
Local Sources			
Interest	3430	$0.00	
Local Capital Improvement Tax Other local revenue	3413	$0.00	
Other local revenue	34xx	$0.00	$2,649.43
			0
Total Revenues		$1,896,957.00	$917,584.43

	Account Number	Annual Budget	Year To Date As Of 013124
Expenditures			
Instruction	5000	$695,151.44	
Teacher Salary & Benefits		$520,536.64	$ 201,653.48
Teacher Professional Development $4,000/teacher		$28,000.00	
Substitute Teachers - 10 days per teacher at $120/day		$8,400.00	
.5 FTE Dean of Students related to ESE instruction		$41,214.80	
Student Technology Device Replacement Y1 (10% at $1000)		$20,000.00	
Faculty Technology Device Replacement Y1 (5% at $2000)		$2,000.00	
Instructional Material Replacement		$10,000.00	7473.00
Lab Equipment		$10,000.00	
Consumables		$10,000.00	
Supplemental Instructional Materials		$15,000.00	2986.62
Dual Enrollment Instruction		$20,000.00	
Dual Enrollment Textbooks		$5,000.00	
ESE Direct Services		$5,000.00	
Instructional support services	6000	$259,769.60	
Support personnel (non instructional and non administrative)		$183,769.60	$ 29,125.75
Support Staff Professional Development $2,000/each		$6,000.00	
Copies, Postage, Office Supplies		$10,000.00	
Communication Materials		$35,000.00	
Travel Costs		$15,000.00	3156.00

Contracted services for Therapy		$5,000.00	
Student Health Materials		$5,000.00	
Board	7100	$60,000.00	
Expense		$0.00	66.36
Legal Services		$50,000.00	
Liability Insurance		$10,000.00	
School administration	7300	$267,986.40	
School Administrators Salary & Benefits 2.5 FTE		$256,986.40	$ 155,087.77
Administrator Technology Device Replacement at $2000 each		$2,000.00	
Communication Devices		$3,000.00	
Travel Costs		$6,000.00	
Facilities and acquisition	7400	$33,513.00	
Energy costs calculated based on DOE formula; 33,582 sf*DOE OEF for Leon County rate of .99		$33,513.00	
Fiscal Services	7500	$169,232.97	
Financial Fee of 1% of FTE - budgeting, reporting, accounting, purchasing		$15,684.60	
Financial Audit Estimate		$25,000.00	
HR Service Fee (Recruiting, Payroll, Leave, Benefits, EAP, Workers Compensation, Employee Relations, Legal liability). Calculated based on 5% of total personnel costs.		$50,125.37	$ -
Indirect Rate 5% of FTE per FS for contract management, FTE and data reporting, testing administration, SIS, etc.		$78,423.00	
Food Services	7600	$161,760.00	
Contract for Services for Student Lunches		$161,760.00	
Central Services	7700	$0.00	
Pupil Transportation Services	7800	$0.00	
Operation of Plant	7900	$124,925.00	
Operational Costs calculated based on DOE formula: 33,582 sf*DOE OEF for Leon County rate of $3.72		$124,925.00	
Administrative Technology services	8100	$0.00	
support - provided by College		$0.00	
Community Services	8200	$0.00	
Debt Service	9100	$0.00	
	9200		
Total Expenditures		$1,772,338.41	$ 347,270.02
Excess (Deficiency) of Revenues over Expenditures		$124,618.59	$570,314.41
Other Financing Sources (Uses)			

Transfers in			
Transfers out		$0.00	
Total other Financing Sources (uses)		$0.00	0
Net Change in Fund Balance			
Fund balances, beginning		$0.00	0
Adjustments to beginning fund balance		$124,618.59	$570,314.41
Fund Balances, Beginning as Restated		$0.00	0
Fund Balances, Ending		$124,618.59	$570,314.41

TALLAHASSEE
COLLEGIATE
ACADEMY

444 Appleyard Drive
Tallahassee, Florida 32304-2895
850.5046300 | www.tca.fl.edu

February 19, 2024

M E M O R A N D U M

TO: Governing Board for Tallahassee Collegiate Academy

FROM: Jessica Chapman, Principal

SUBJECT: Safety & Security Update

Item Description

This item provides an update on Safety and Security processes and procedures.

Overview and Background

Recently, our school had an unannounced compliance visit from FLDOE's Office of Safe Schools. The Office of Safe Schools conducted a thorough review of various aspects of our operations, ranging from facility safety measures to meeting procedural requirements and requesting that we pull documentation on demand, as well as the execution of required drills and protocols for visitor check in and out procedures. Their meticulous examination included scrutinizing all relevant documentation with a keen eye for detail. I am proud to share that the report reflected commendable adherence to safety protocols across the board. However, there was one area identified for improvement on the visit, as well as one best practice recommendation.

In the attached corrective action plan, we outline our plan to include meeting times on our threat meeting documentation as well as the plan to implement window tinting for all classrooms by the end of February.

Funding/ Financial Implications
None

Past Actions by the Board
N/A

Recommended Action
Presented as an information item only.

February 1, 2024

RE: FLDOE's Safe Schools Monitoring Visit at TCA on Monday, January 22nd, 2024

Dr. Stringer and Sgt. Tiffiany Echoles,

On Monday, January 22nd, FLDOE conducted a safe schools monitoring visit of TCA's campus.

The overall assessment of the campus revealed compliance with all statutory standards that schools are mandated to implement. The 21 page report is included for your review beginning on page 4. The report highlighted one minor finding and one "best practice" recommendation.

As a result, I submit this corrective action plan to address the finding. The following is a summary of the finding.

Finding #1: Threat management meeting documentation does not include **times** meetings took place.

Requirement: 6A-1.0018(10)(f), F.A.C, states:

 "Districts must adopt policies requiring threat assessment teams to maintain documentation of their meetings, including meeting dates and **times**, team members in attendance, cases discussed, and actions taken."

Corrective Action Plan:

1. Immediate Action:
   a. We will implement a standardized format for threat management meeting documentation that includes a template that lists all required elements of the meeting documentation, to include the time slot that the meeting took place. This was an oversight in documentation as our meeting times are documented in Outlook. Please see template included on page 3 of this document.

2. Documentation Review:
   a. We will review all recent threat management meeting documentation and Outlook calendar meeting times and we will correct all existing documentation to include the times the meetings took place.

3. Communication/Awareness:
   a. We will communicate these corrective actions to all relevant stakeholders emphasizing the significance of using the template and including the time the meeting was held in the documentation.

Best Practice Recommendation: "School does not use classroom door window coverings".

Implementation Plan:
1. While this is not a finding and is a best practice recommendation, TCA strives to implement ALL FLDOE's best practice recommendations. Currently, TCA Implements 4 out of 5 of ALL best practice recommendations. Currently 42% of our windows are tinted/covered. By the end of February, we plan to have the remaining 58% of our windows tinted/covered to include all classroom windows.

Overall, I am proud of the work that TCA and TCC are doing together. It is worth highlighting that, despite launching operations only one semester ago, we have thoroughly implemented all essential safety compliance components in a brand new school. This achievement underscores our commitment to work collaboratively, and to uphold a rigorous standard of compliance and operational excellence that both TCA and TCC believes in.

Thank you for your continued support,

Jessica Chapman
Principal
Tallahassee Collegiate Academy
444 Appleyard Drive, Tallahassee, FL 32304
Jessica.Chapman@tcc.fl.edu
(850) 504-6300
Fax: (850) 504-6310
Visit Our Website

MTSS and Threat Management Meeting

Meeting Date:
Time:
Location:
Threat Management Team Members: (List All)
Meeting Attendees:
Members Absent:

Meeting Agenda:

(insert agenda items here)

FDOE Safe Schools Monitoring Visit 2023-2024 - North

Overview

Asset information

Address

Tallahassee Collegiate Academy (0100)

444 Appleyard Drive

Tallahassee , Florida 32304

Assessment Information

Start date: Mon Jan 22 2024

End date: None

Status: Submitted

On time submission: N/A

Owner: sabrina.arendts@fldoe.org

Assigned to: sabrina.arendts@fldoe.org

Created date: Mon Jan 22 2024
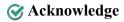
1. About

1.1 Purpose

1.1.1 The purpose of this assessment is to provide a tool for the Florida Department of Education (FDOE), Office of Safe Schools (OSS) staff to use when conducting school safety compliance visits at school districts and public schools, including charter schools. The questions in this template cover both best practices as well as basic requirements under Florida law for school safety. OSS staff may review additional best practices and school safety requirements not covered in this assessment template. OSS staff will note or attach visit findings to this assessment within the Florida Safe Schools Assessment Tool. All findings noted by OSS staff indicate observations made on the school campus at the time of the compliance visit. Findings may also include any information provided by the school or school district. All items within this report denoted by an asterisk are required by Florida law or rule.

Pursuant to section (s.) 1001.212, Florida Statutes (F.S.), and 6A-1.0018, F.A.C., the OSS shall monitor compliance with requirements relating to school safety by school districts and public schools, including charter schools. The office shall report incidents of noncompliance to the Commissioner of Education pursuant to s. 1001.11(9), F.S. and the state board; pursuant to s. 1008.32, F.S. and other requirements of law, as appropriate.

✅ **Acknowledge**

1.2 Disclaimer

1.2.1 Information contained in the Florida Safe Schools Assessment Tool (FSSAT) is confidential and exempt from release as a public record pursuant to sections 119.071(3), 281.301, 286.0113(4), and 1006.1493(5), Florida Statutes. Copying or sharing this information outside the context in which it was provided is strictly prohibited. When generating a printed version of this assessment, it is the responsibility of the user to also print out and attach a cover sheet to the report, which contains confidentiality information and handling instructions. A pre-formatted coversheet for this purpose is located in the Help section within FSSAT. (The file name is: Assessment Cover Sheet.pdf)

✅ **Acknowledge**

2. CHECK-IN

2.1 Check-in

2.1.1 Upon arrival, check in via the Mobile Haystax / Field Report application.

☑ **Acknowledge**

2.1.2 Drive the school perimeter and note any observations.

See School Security Risk Assessment 3.2. Note additional information about the general perception of security and how well the school seems to be maintained. Also add any observations about the location of the campus within the community such as nearby businesses or facilities, particularly high-risk areas (railroads, major highways, chemical facilities, or nodes, water treatment facilities, etc.). Add photos as applicable.

☑ **Acknowledge**

School is on Tallahassee Community College's campus. LE vehicle on TCA campus as well as around TCC campus.

WIN_20240122_ ...   WIN_20240122_ ...

2.1.3 Purpose of visit (select all that apply)

☑ **Routine visit**

Compliance concern

Request by district

Media report

Request by OSS

Other

3. PERIMETER CHECK

3.1 Perimeter Check

3.1.1 Is the campus fenced?

Best practice: Make note of the type of fence (chain link, wrought iron, concrete, brick, steel, wood, etc.) as well as height. Campuses should be fenced with single ingress points. (MSDHS Public Safety Commission, Initial Report, p. 347). For large campuses, this may mean implementing a multi-layered fencing strategy that includes a perimeter fence and secondary fence to separate non-exclusive zones from the campus core, or exclusive zones.

Yes

✅ **No**

Not applicable

3.1.2 Does secondary/building-to-building fencing exist that prevents access to campus beyond the SPoE?

Best practice: Make note of the type of fence (chain link, wrought iron, concrete, brick, steel, wood, etc.) as well as height. Campuses should be fenced with single ingress points. (MSDHS Public Safety Commission, Initial Report, p. 347). For large campuses, this may mean implementing a multi-layered fencing strategy that includes a perimeter fence and secondary fence to separate non-exclusive zones from the campus core, or exclusive zones.

Yes

✅ **No**

Not applicable

3.1.3 Are all exterior gates/doors either secured or staffed (except for the single point of entry gate)?

Best practice. See School Security Risk Assessment sections 4.6, 4.7, & 4.8

✅ **Yes**

No

Not applicable

3.1.4 Are there features available that restrict visibility into the school? (Select all that apply)

Best practice: Limit visibility into critical assets/areas such as student-occupied spaces. Describe available features that restrict visibility into classrooms, lunchroom, assembly areas, or other student gathering spaces.

✅ **Deployable shade**

✅ **Window tint**

✅ Window screening

Shutters

Other (describe)

None

WIN_20240122_ ...   WIN_20240122_ ...

3.1.5 Is the visitor entrance clearly marked or include wayfinding signage?

Best practice. See School Security Risk Assessment6.3.2.

✅ Yes

No (explain)

WIN_20240122_ ...

3.1.6 What type of security measures are used in the school's main/visitor entrance? (Select all that apply)

Best practice: Single point of entry should be secured. Note if any areas are not being used to their maximum security potential or intended purpose (e.g. propped exterior doors, unsecured vestibules, unmonitored security cameras).

✅ Locked exterior door

Monitored video surveillance at front entry

✅ Remote door unlock

Secure vestibule (locked entry area or waiting area)

✅ Intercom

✅ Video doorbell

Held in waiting area

Security Staff at exterior gate

None of the above

Other (describe)

Staff met OSS staff at main office door to escort OSS staff to the office to be vetted.

3.1.7 How were you vetted at check-in? (Select all that apply)

Best practice: Vet all visitors at check-in at the single point of entry. Note any exceptions observed (e.g. not asked to sign-in although a sign-in system/process exists).

☑ **Asked for employee identification**

☑ **Asked for government issued identification (e.g. driver's license)**

☑ **Electronic visitor management system used**

  Sign-in

  Escorted by district personnel

  Not vetted

  Other (describe)

  Visitor Aware

3.1.8 Were you challenged on campus prior to being vetted?

Best practice: Staff members should be trained to challenge, if appropriate, or report anyone unauthorized to be on campus or any vehicle not parked in an authorized area (e.g. without an ID or proper credentials). This should be part of a documented staff security training.

  Yes

  No

☑ **Not applicable**

4. WALK-THROUGH

4.1 Physical Security Measures

4.1.1 *Select all SSO types that were on campus at the time of the visit?

Requirement: Safe-school officer means a school resource officer, a school safety officer, a school guardian, or a school security guard, as identified in Sections 1006.12(1)-(4), F.S., and 6A-1.0018, F.A.C.

  School Resource Officer (SRO)

☑ **School safety officer/school district police**

  School guardian

  Guardian certified school security guard

Other (describe)

None

4.1.2 How many additional dedicated security staff are on campus (apart from the safe-school officer)?

Best practice: This includes, but is not limited to, security monitors and non-guardian certified security officers.

✅ **0**

1-2

3-4

5-9

10+

4.1.3 Were any classroom doors found unlocked/propped open while occupied by students during instruction time?

Best practice: See School Security Risk Assessment sections 7.10

Yes (describe)

No

✅ **NA (no doors/door locks)**

Students had dismissed at time of campus walk-through

4.1.4 Are there features available that restrict visibility into classrooms? (Select all that apply)

Best practice: See School Security Risk Assessment sections 7.10

Deployable window covers

✅ **Deployable shades**

Window tint

Window screening

Shutters

Other (describe)

None

WIN_20240122_ ...   WIN_20240122_ ...

4.1.5 Is there a security camera system in place?

Best practice: See School Security Risk Assessment sections 4.5 and 8.2.

☑ **Yes**

No (explain)

Interior and exterior

WIN_20240122_ ...   WIN_20240122_ ...

4.1.5.1 Approximately how many cameras are on campus

Refer to SSRA question 8.2A.2

45

4.1.5.2 Does law enforcement have live access to the camera system off campus?

Best practice: See School Security Risk Assessment section 8.2A.7

☑ **Yes**

No

Not applicable

TCCPD

5. PROCEDURES

5.1 Drills and Emergencies

5.1.1 Are safe corners/safer areas identified in the classrooms and other areas on campus?

Best practice: See School Security Risk Assessment section 7.10.

☑ **Yes**

No (explain)

WIN_20240122_ ...

5.1.2 *Is your Alyssa's Alert system available to all staff members?

Requirement: 6A-1.0018(8b), F.A.C, states (b) Mobile panic alert systems must include mobile devices placed throughout each school campus. In determining the number and placement of devices needed to afford all staff members the ability to silently and easily activate a panic alert in the event of an on-campus emergency, districts must consider using a combination of fixed panic alert buttons, mobile and desktop applications, landline phone capabilities, and wearable panic alerts (such as on a lanyard). s. 1006.07(4)(c), F.S. states "Beginning with the 2021-2022 school year, each public school, including charter schools, shall implement a mobile panic alert system capable of connecting diverse emergency services technologies to ensure real-time coordination between multiple first responder agencies. Such system, known as "Alyssa's Alert," must integrate with local public safety answering point infrastructure to transmit 911 calls and mobile activations." See School Security Risk Assessment section 4.10.

✅ **Yes**

   No (explain)

   Eagle Safe App (TCC)

5.1.3 *What type of panic alert system is currently in use (Select all that apply)?

Requirement: 6A-1.0018(8b), F.A.C, states (b) Mobile panic alert systems must include mobile devices placed throughout each school campus. In determining the number and placement of devices needed to afford all staff members the ability to silently and easily activate a panic alert in the event of an on-campus emergency, districts must consider using a combination of fixed panic alert buttons, mobile and desktop applications, landline phone capabilities, and wearable panic alerts (such as on a lanyard). s. 1006.07(4)(c), F.S. states "Beginning with the 2021-2022 school year, each public school, including charter schools, shall implement a mobile panic alert system capable of connecting diverse emergency services technologies to ensure real-time coordination between multiple first responder agencies. Such system, known as "Alyssa's Alert," must integrate with local public safety answering point infrastructure to transmit 911 calls and mobile activations." See School Security Risk Assessment section 4.10.

✅ **Mobile application**

   Lanyards/wearables

Desktop applications

Fixed panic alert buttons

Other (describe)

Does not exist

5.1.3.1 Approximately what percentage of staff have the mobile application downloaded?

100%

✅ **75-99%**

50-74%

25-49%

0-24%

5.1.4 Additional systems/capabilities for communicating emergencies (Select all that apply)

Best practice: See School Security Risk Assessment question 4.10.

Additional fixed panic alert buttons

✅ **Telephones**

✅ **Radios**

✅ **PA system**

✅ **Intercom buttons**

✅ **Other**

Radios: admin, 1 teacher per floor, SRO

Emergency phones in hallways connect to 911

WIN_20240122_ ...   WIN_20240122_ ...

5.1.5 *Have all school personnel received annual training on the applicable school district or charter school active assailant response plan/procedures and does the training plan include school personnel hired throughout the school year?

Requirement: s. 1006.07(6)(c), F.S. states "Each district school board and charter school governing board must adopt an active assailant response plan. By October 1, 2019, and annually thereafter, each district school superintendent and charter school principal shall certify that all school personnel have

received annual training on the procedures contained in the active assailant response plan for the applicable school district or charter school." See School Security Risk Assessment section 5.11.

✅ **Yes**

No (explain)

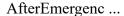Director attests all staff have been trained.

5.1.6* Are emergency drills conducted according to the requirements? (Documentation Required)

Per Rule 6A-1.0018, Emergency drill is defined as "a method of testing emergency plans and responses to incidents other than fire, including active threats, natural disasters, severe weather, hazardous materials, reunification, and other critical incident scenarios." Frequency: Elementary, middle and high schools are required to conduct six (6) emergency drills every school year that are nonconcurrent with fire drills. One emergency drill must take place within the first ten (10) days of the beginning of the school year, and the remaining drills must take place at least every forty-five (45) days that school is in session. Four (4) of the six (6) emergency drills must address active threats. The remaining two (2) drills must address other emergency events, such as severe weather, natural disasters, hazardous materials, or reunification.

✅ **Yes**

No (explain)

AfterEmergenc ...   Document_01_2 ...

5.1.7 *Are Law Enforcement Officers responsible for responding to the school in the event of an active assailant emergency physically present and involved in the execution of active assailant drills?

Requirement: s. 1006.07(4)(a), F.S. states " Law enforcement officers responsible for responding to the school in the event of an active assailant emergency, as determined necessary by the sheriff in coordination with the district's school safety specialist, must be physically present on campus and directly involved in the execution of active assailant emergency drills. School districts must notify law enforcement officers at least 24 hours before conducting an active assailant emergency drill at which such law enforcement officers are expected to attend."

☑ **Yes**

    No (explain)

5.1.7.1 Are you keeping documentation of Law Enforcement attendance at active assailant drills?

☑ **Yes**

    No (explain)

5.1.8 Are you completing after-action reports and submitting the after-action reports to the district for review? (Documentation required)

Per 6a-1.0018 section 15(b)2 "An after-action report must be completed following each emergency drill and fire drill. After-action reports must identify the type of drill, location and date of the drill, participants, and involvement of law enforcement or other public safety agencies. In addition, the after-action report must describe actions taken by participants, must analyze areas of success and areas where improvement is needed, and include input from public safety agencies and a plan for corrective action. After-action reports must be submitted to the district school safety specialist for review fifteen (15) calendar days following drill completion."

☑ **Yes**

    No

    Dean of Students completes report with entire admin team. See 5.1.6.

5.1.9 *Are you familiar with and trained on your adopted reunification plan and reunification location(s)?

Requirement: s. 1006.07(6)(e), F.S. states "Each district school board and charter school governing board shall adopt, in coordination with local law enforcement agencies and local governments, a family reunification plan to reunite students and employees with their families in the event that a school is closed or unexpectedly evacuated due to a natural or manmade disaster. This reunification plan must be reviewed annually and updated, as applicable."

☑ **Yes**

    No (explain)

    Off-campus: TCC Performing Arts Center and Gym
    Secondary: SAIL HS auditorium

5.1.10 Does the school have Stop the Bleed kits?

☑ **Yes**

    No

5.1.10.1 Where are the stop the bleed kits located and approximately how many on campus?

(15) One in each classroom, and each team member

5.1.10.2 Is the staff trained in the use of Stop the Bleed Kits?

☑ **Yes**

No

SRO trained. Training scheduled in February for all staff.

5.2 FortifyFL and Crisis Hotline

5.2.1 *How does the school meet the requirements for FortifyFL? (Select all the apply)

Requirement: s. 943.082(4)(b), F.S. states "The district school board shall promote the use of the mobile suspicious activity reporting tool by advertising it on the school district website, in newsletters, on school campuses, and in school publications, by installing it on all mobile devices issued to students, and by bookmarking the website on all computer devices issued to students."

☑ **On the school district website***

☑ **On school campuses (describe)***

☑ **In newsletters***

Do not issue newsletters

In school publications (describe)*

☑ **No additional publications**

☑ **Installed on all mobile devices issued to students***

Do not issue mobile devices

☑ **Website bookmarked on all computer devices issued to students***

Do not issue computer devices

Other (describe)

FortifyFL posters in hallways throughout school. Director attested that FortifyFL is downloaded on all devices (students were dismissed at time of walk-through)

WIN_20240122_ ...

Document_01_0 ...

5.2.2 *Do identification cards issued to students include the telephone numbers for national or statewide crisis and suicide hotlines and text lines?

Requirement: s. 1008.386(3), F.S. states "Beginning with the 2021-2022 school year, any student identification card issued by a public school to students in grades 6 through 12 must include the telephone numbers for national or statewide crisis and suicide hotlines and text lines."

✅ **Yes**

No

Not applicable (K-5 school)

School does not issue ID cards

WIN_20240122_ ...

5.3 Threat Assessment Teams

5.3.1 *What is the composition of the school's threat assessment team? (Select all that apply)

Requirement: 6A-1.0018(10), F.A.C, states "Each school's threat assessment team must include persons with expertise in counseling, instruction, school administration, and law enforcement, as provided in Section 1006.07(7)(a), F.S. 1. The counseling team member must be a school-based mental health services provider that is able to access student mental health records. 2. The law enforcement team member must be a sworn law enforcement officer, as defined by Section 943.10(1), F.S., including a School Resource Office, school-safety officer, or other active law enforcement officer. At a minimum, a law enforcement officer serving on a threat assessment team must have access to local Records Management System information, the Criminal Justice Information System, and the Florida Crime Information Center and National Crime Information Center databases. Officers serving on school-

based threat assessment teams must also have clearance to review Criminal Justice Information and Criminal History Record Information. 3. A school guardian, as defined under Section 1006.12(3), F.S., or a school security guard, as defined under Section 1006.12(4), F.S., may not serve as the law enforcement member of a threat assessment team." See School Security Risk Assessment section 5.3.

✅ **Administrator(s)***

✅ **Law enforcement***

✅ **Mental health counselor(s)***

✅ **Teacher(s)/Instructors***

Other (describe)

None

Admin: Matthew Greggory

LE: Chequita Lockwood

MH: Quashier Flood

Teacher/instructor: Patricia Pagozalski

5.3.1.1 What LE agency?

TCCPD

5.3.2 *Does the threat assessment team meet at least monthly for proactive engagement?

Requirement: 6A-1.0018(10)(f), F.A.C, states "Each school-based threat assessment team must meet as often as needed to fulfill its duties of assessing and intervening with persons whose behavior may pose a threat to school staff or students, but no less than monthly. See School Security Risk Assessment section 5.3.

✅ **Yes**

No (explain)

5.3.3 *Does the threat assessment team maintain documentation of their meetings, including dates and times, team members in attendance, cases discussed, and actions taken? (Documentation Required)

Requirement: 6A-1.0018(10)(f), F.A.C, states "Districts must adopt policies requiring threat assessment teams to maintain documentation of their meetings, including meeting dates and times, team members in attendance, cases discussed, and actions taken."

Yes

✅ **No (explain)**

Time is needed for when threat assessment meeting was held.

TCAMTSSMeetin ...

5.3.4 *Have the team members completed the required training? (Documentation Required)

Per Rule 6A-1.0019, CSTAG training is required for at least one team member through December 31, 2023. By January 1, 2024, the team members should be trained in the Florida Threat Management model."

☑ **Yes**

No

Chapman JC_Da ...

Chapman JC_Da ...

Flood Q Certi ...

Lockwood Cert ...

MG Model Trai ...

MG Model Trai ...

PP_Day1_FMTra ...

PP_VC_FMTrain ...

5.3.6 Has the school principal selected a chair and vice chair?

☑ **Yes**

No

Not applicable until January 1, 2024

C: Matthew Gregory

V: Patricia Pagozalski

5.3.7 *Are all threat assessment team members involved in the threat assessment process and final decision making?

Requirement: s. 1006.07(7)(a), F.S. states "A threat assessment team shall include persons with expertise in counseling, instruction, school administration, and law enforcement. All members of the

threat assessment team must be involved in the threat assessment process and final decisionmaking."

⊘ **Yes**

    No (explain)

5.4 School Environmental Safety Incident Reporting (SESIR)

5.4.1 *Have the staff members responsible for SESIR reporting participated in the required training? (Documentation Required)

Requirement: 6A-1.0017(11)(a), F.A.C states "Each public school principal, including charter school principals or equivalent, must ensure that all persons at the school responsible for SESIR information participate in the training set forth in subsection (10) of this rule and must ensure that SESIR data is accurately and timely reported." See School Security Risk Assessment section 2.3

⊘ **Yes**

    No (explain)

    Director and AD report SESIR. Director attests both have been trained.

5.4.2 *How does the principal ensure accurate reporting of school safety and discipline data? (Select all that apply)

Requirement: s. 1006.09(6), F.S. states "each school principal must ensure that standardized forms prescribed by rule of the State Board of Education are used to report data concerning school safety and discipline to the department. The school principal must develop a plan to verify the accuracy of reported incidents". See School Security Risk Assessment section 2.3

    Meet regularly to review data

    District data review

⊘ **Other (describe)**

    School is newly established and has not had any SESIR incidents this school year.

5.5 Notifications and Reporting

5.5.1 *Is there a process or procedure for the school to make a reasonable attempt to notify a parent, guardian or other known emergency contact following the decision to initiate an involuntary examination of a student?

Requirement s. 1002.20(l)1., F.S. states "The public school principal or the principal's designee shall make a reasonable attempt to notify the parent of a student before the student is removed from school, school transportation, or a school-sponsored activity to be taken to a receiving facility for an involuntary examination pursuant to s. 394.463. For purposes of this subparagraph, "a reasonable attempt to notify" means the exercise of reasonable diligence and care by the principal or the principal's designee to make contact with the student's parent, guardian, or other known emergency contact whom the student's parent or guardian has authorized to receive notification of an involuntary examination. At a minimum, the principal or the principal's designee must take the following actions: a. Use available methods of communication to contact the student's parent, guardian, or other known emergency contact, including, but not limited to, telephone calls, text messages, e-mails, and voice mail messages following the decision to initiate an involuntary examination of the student. b. Document the method and number of attempts made to contact the student's parent, guardian, or other known emergency contact, and the outcome of each attempt. A principal or his or her designee who successfully notifies any other known emergency contact may share only the information necessary to alert such contact that the parent or caregiver must be contacted. All such information must be in compliance with federal and state law". See School Security Risk Assessment section 5.3.6

✅ **Yes**

No (explain)

Admin or counselor will call home. Works with MRT, Apalachee Center. Baker Acts are through TCCPD.

5.5.2 *Is there a process or procedure for the school to provide parents timely notification of threats, unlawful acts and significant emergencies?

Requirement: s. 1002.20(24), F.S. states "Parents of public school students have a right to timely notification of threats, unlawful acts, and significant emergencies pursuant to s. 1006.07(4) and (7)." See School Security Risk Assessment section 5.3.7

✅ **Yes**

No (explain)

Listserv mass communication. Works with TCCPD for consistency in messaging.

6. FINAL OBSERVATIONS

6.1 Summary of findings

6.1.1 List any staff with whom you met and any additional findings or observations.

Jessica Chapman (Director)

Matthew Gregory (Dean of Students)

Tiffiany Echoles (SSS)

Grea Bevis (Emergency Manager and Safety Coordinator)

School keeps crisis flip chart in safe corner.

Signs are on exterior doors reminding students that the doors are alarmed and should not be used.

School has gurney located next to stairs.

WIN_20240122_ ...   WIN_20240122_ ...   WIN_20240122_ ...

6.1.2 Suspected compliance deficiencies

Safe school officer not present

Threat assessment team membership not complete

Threat assessment team training not complete

Monthly Threat assessment team meetings not complete

All threat assessment team members not involved in threat assessment process and final decision making

✅ **Threat assessment team meeting documentation not complete**

Emergency drills not completed as required

All staff not trained in Active Assailant Procedures

LE officers not present at active assailant drills

FortifyFL not advertised on campus

FortifyFL not advertised on website

FortifyFL not advertised in newsletter/publications

FortifyFL not on student devices

Crisis hotline not found on back of student IDs

Appropriate staff not trained in SESIR

Principal does not ensure accurate reporting of school safety and discipline data

No process or procedure for the school to make a reasonable attempt to notify a parent, guardian or emergency contact following the decision to initiate an involuntary examination of a student

No process or procedure for the school to provide parents timely notification of threats, unlawful acts and significant emergencies

Reunification plans not in place

Alyssa's Alert System not in place

Alyssa's Alert system not accessible by all staff members

After-action reports not completed as required

✅ **Requested documentation was not provided at the time of site visit - See 6.1.2.1**

None of the above

Please address the following finding(s) in the linked Follow-Up Assessment by uploading proper documentation, submitting corrections or a corrective action plan that address item(s) noted below.

Finding #1 - Threat management meeting documentation does not include times meetings took place.

Requirement: 6A-1.0018(10)(f), F.A.C, states "Districts must adopt policies requiring threat assessment teams to maintain documentation of their meetings, including meeting dates and times, team members in attendance, cases discussed, and actions taken."

6.1.2.1 Documentation not provided at the time of the site visit

Please complete the linked Follow-Up Assessment by uploading proper documentation for the item(s) noted below: At least one SESIR certificate/proof of training

6.1.3 Suspected best practice deficiencies

Classroom doors not closed/locked when occupied by students

Exterior entrances not secured (gates, doors, etc.)

Exterior Window covering availability

Front entry/vetting procedures

Identified safe spaces

✅ **Other (describe)**

None of the above

School does not use classroom door window coverings.

Asset photos

Caption: TCA Reunification Plan

Caption: TCA Critical Response Plan

TALLAHASSEE
COLLEGIATE
ACADEMY

444 Appleyard Drive
Tallahassee, Florida 32304-2895
850.5046300 | *www.tca.fl.edu*

February 19, 2024

MEMORANDUM

TO: Governing Board for Tallahassee Collegiate Academy

FROM: Jessica Chapman, Principal

SUBJECT: Budget Amendment Request for Computer Purchase

Item Description

This item provides details about computer equipment needed for the 2024-2025 School Year and requests a budget amendment for computer purchase.

Overview and Background

Due to the anticipated increase in student enrollment – projected to be approximately 125 new students, we must ensure that our technology resources are adequately equipped to meet the demands of our growing student body. Taking into consideration the lead time needed for this expense and to ensure that IT has adequate time to assist us with preparing the computers to be issued, we need to procure approximately 90 new student computers.

Recognizing the significance of this expenditure, I have taken a fiscally conservative approach in managing our budget throughout the previous periods. This financial management has been aimed at situations like this, where we must have the funds to make the investment to support the needs of our students.

To maintain our commitment to provide high-quality education and to effectively support the learning environment for our students, I request a budget amendment to allocate the necessary funds for the purchase of the required computer equipment.

Funding/ Financial Implications
$90,000.00

Past Actions by the Board
The Board approved the operating budget for the Tallahassee Collegiate Academy at the meeting on June 20, 2023. A budget workshop was also presented to the Board at the meeting on July 17, 2023. A detailed budget presentation was provided on August 21, 2023.

Recommended Action
Approve a budget amendment in the amount of $90,000.00 allocated to purchase new student computers.

February 19, 2024

M E M O R A N D U M

TO: Governing Board for Tallahassee Collegiate Academy

FROM: Jessica Chapman, Principal

SUBJECT: Upcoming Events Report

Item Description
This item details the upcoming events at Tallahassee Collegiate Academy for the month of February and March, 2024.

Overview and Background

2/15 TCA Middle School Shadow Day 8-11:30am
2/17 Ducks Unlimited Field Trip 8am-2pm
2/19 Presidents Day- no school & TCA Board Meeting 6-7pm
2/20 TCA Shadow Day 8-11:30am & Club/Group Photos
2/22 TCA Shadow Day 8-11:30am
2/27 TCA Schoolwide Back History Month Field Trip – Tour of Tallahassee
3/4-3/8 STEM Immersion Week
3/11-3/15 Spring Break – No School
3/18 Teacher Planning Day / Project Based Learning Training (All Staff)
3/22 End of Quarter 3

Funding/ Financial Implications
None

Past Actions by the Board
None

Recommended Action
This item was presented for informational purposes only.