

2020-21 MENTAL HEALTH ASSISTANCE ALLOCATION
PLAN CERTIFICATION FORM

ATTENTION: Andrew Weatherill
Andrew.Weatherill@fldoe.org

Due: August 1, 2020

Richard Corcoran, Commissioner
Florida Department of Education

Dear Commissioner Corcoran:

This letter certifies that the Wakulla County School Board approved the district's Mental Health Assistance Allocation Plan on 7/20/20, which outlines the local program and planned expenditures to establish or expand school-based mental health care consistent with the statutory requirements for the mental health assistance allocation in accordance with section 1011.62(16), Florida Statutes (see attached Mental Health Assistance Allocation Plan Checklist). This letter further certifies that legislative funding allocated to implement the district's plan does not supplant funds already allocated for school-based mental health services and the funds will not be used to increase salaries or provide bonuses. The district's approved plan with expenditures and Mental Health Assistance Allocation Plan Checklist are attached

School (MSID) Number	Charter School Name
0005	COAST Charter School

Note: Charter schools not listed above will be included in the school district Mental Health Assistance Allocation Plan.



Signature of District Superintendent

Robert Pearce

Printed Name of District Superintendent

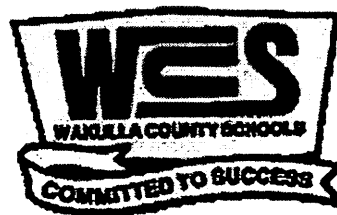
Attachments: Mental Health Assistance Allocation Plan Checklist
District Mental Health Assistance Allocation Plan
Charter School Mental Health Assistance Allocation Plans

MENTAL HEALTH ASSISTANCE ALLOCATION PLAN CHECKLIST
Due August 1, 2020

District:

Mental Health Assistance Allocation Plan (s. 1011.62(16)(a) and (b), F.S.)	
Delivers evidence-based, mental health assessment, diagnosis, intervention, treatment and recovery, through a multi-tiered system of supports.	
Focuses on evidence-based mental health services for students with one or more co-occurring mental health or substance abuse diagnoses and students at high risk of such diagnoses.	
Includes direct employment of school-based mental health services providers (i.e., school psychologists, school social workers, school counselors and other licensed mental health professionals) to reduce staff-to-student ratios and meet student mental health assistance needs.	
Identifies strategies to increase the amount of time student services personnel spend providing direct mental health services (e.g., review and revision of staffing allocations based on school or student mental health assistance needs).	
Includes contracts or interagency agreements with local behavioral health providers or Community Action Team services to provide behavioral health services on or off the school campus (plan must specify the type of services that are provided in the agreement).	
States how the plan will establish school board policies and procedures that ensure for all schools, including charter schools, to ensure: <ol style="list-style-type: none"> Students referred for a mental health screening are assessed within 15 days of referral; School-based mental health services are initiated within 15 days of identification and assessment; and Community-based mental health services for students are initiated within 30 days of referral. 	
Describes process for coordinating mental health services with a student's primary mental health care provider and other mental health providers involved in the student's care.	
Identifies strategies or programs to reduce the likelihood of at-risk students developing social, emotional or behavioral problems; depression; anxiety disorders; suicidal tendencies; or substance abuse disorders.	
Describes the process for coordinating mental health services for students at charter schools that are part of the school district's plan.	
Identifies strategies to: <ol style="list-style-type: none"> Improve the early identification of social, emotional or behavioral problems or substance abuse disorders; Improve the provision of early intervention services; and Assist students dealing with trauma and violence. 	
Expenditures (s. 1011.62(16), F.S.)	
Number of school-based mental health providers funded by the allocation and licensure/certification for each.	
Number of community-based mental health providers funded by the allocation and licensure for each.	
School district expenditures for services provided by contract-based collaborative efforts or partnerships with community mental health program agencies or providers.	
Other expenditures (specify type and amount).	
Expenditure Assurances (s. 1011.62(16), F.S.)	
One hundred percent of state funds are used to expand school-based mental health care; train educators and other school staff in detecting and responding to mental health issues; and connect children, youth and families with appropriate behavioral health services.	
Mental health assistance allocation funds do not supplant other funding sources OR increase salaries or provide staff bonuses.	
Describes how district will maximize use of other sources of funding to provide school-based mental health services (e.g., Medicaid reimbursement, third-party payments and grants).	
Program Implementation and Outcomes (s. 1011.62(16)(d), F.S.)	
Identifies the number and ratios of FDOE-certified or licensed, school-based mental health services providers employed by the district (i.e., school psychologists, school social workers, school counselors and other mental health services providers by licensure type).	
Includes system for tracking the number of students at high risk for mental health or co-occurring substance abuse disorders who received mental health screenings or assessments; number of students referred to school-based mental health services providers; number of students referred to community-based mental health services providers; number of students who received school-based interventions, services or assistance; and number of students who received community-based interventions, services or assistance.	
Plan Approval and Submission (s. 1011.62(16)(c), F.S.)	
Local school board approved the district plan.	Date of Approval:
Approved plan was submitted to the Commissioner of Education by August 1, 2019 (attached).	

Wakulla County School District 2020-21 Mental Health Assistance Allocation Plan



A. Mental Health Assistance Allocation Plan

- Describe the delivery of evidence-based mental health assessment, diagnosis, intervention, treatment and recovery through a multi-tiered system of supports.

The Wakulla County School District County is improving the quality of mental health care for children by identifying evidence-based treatments and providing effective strategies for implementing and supporting their delivery. School-based mental health services will be delivered within a multi-tiered tiered system of supports – universal/prevention, targeted intervention, and intensive intervention. Each tier of support represents a mental and behavioral health service which may be provided for students in both general and special education. Universal preventions (Tier I) are provided for all students and address the needs of 80-90% of the student population. Secondary or targeted (Tier II) interventions are provided for students at-risk of developing mental health challenges. These efforts address the needs of 5-15% of the students. Tertiary or intensive interventions (Tier III) address the needs of 1-5% of the student population, reducing the effects of symptoms that may already be problematic. Tier II and Tier III interventions are anchored in Tier I interventions and are natural extensions or intensified extensions of Tier I. For example, students who do not sufficiently respond to school-wide positive behavior interventions and supports (Tier I), receive targeted interventions at Tier II, and students whose problem behavior persists despite Tier I and Tier II intervention, receive intensive intervention at Tier III. Examples of interventions include, but are not limited to:

Tier I: Social-Emotional Learning Curriculums implemented in K-5, 6th grade and 9th grade which include suicide prevention lessons; PBIS (district-wide); Kagan (district wide); AVID (middle and high school); Pre-K- Good Behavior Game; Changing/Growing (district-wide 4th grade); ELA/Social Studies (Florida Standards district wide curriculum, elementary classroom instruction); Guidance Lessons (district wide, elementary); Substance Abuse and Violence Education (S.A.V.E.) for 5th graders district-wide.

Tier II: Targeted interventions through SEL curriculum or PBIS, small group or individual instruction/support on topics such as managing grief (loss); conflict resolution; making healthy decisions; developing positive communication skills; anger management; self- advocacy; organizational skills; executive functioning; strategies for coping with anxiety; coping with depression; suicide prevention; and time management. Instruction or support will be done by school counselors, deans of student services, and mental health professionals from agencies contracted or partnering with Wakulla County School District. Typical support will last 6-8 weeks.

Tier III: Intensive interventions through SEL curriculum or PBIS; Individual counseling based on the individual's diagnosis or referral. This counseling is typically provided on a weekly basis by a licensed mental health professional. Types of therapies will vary by the needs of the student but can include any of the following evidence based treatments:

- *Cognitive-Behavioral Therapy (CBT) (e.g., relationship between thoughts, feelings, and behaviors; identifying triggers and developing adaptive coping skills, challenging cognitive distortions such as "black and white" or "all or nothing" thinking styles)
- *Dialectical Behavior Therapy (DBT) (e.g. empirically-based framework to increase Distress Tolerance skills, Interpersonal skills, Emotion Regulation skills, and Mindfulness)
- *Social Perspective Taking (e.g. thinking about what others are thinking)
- *Self-Regulation Behavioral Strategies (e.g., deep breathing, progressive muscle relaxation, visualization)

***Assertive Communication Strategies**

***Problem-Solving Strategies**

***Solution-Focused Problem Solving (e.g., identifying barriers to desirable outcomes such as coming to school and strategies to overcome those barriers)**

***School and parent behavioral consultation (e.g., establishing self-monitoring forms with teacher prompting, use of check-and-connect for truancy)**

- State how the plan will focus on evidence-based mental health services for students with one or more co-occurring mental health or substance abuse diagnoses and students at high risk of such diagnoses.

Students with One or More Co-occurring mental health or substance abuse diagnoses will be identified based on parent/student disclosure on school registration and/or school medical information. While commonly used to refer to the combination of substance-use and mental disorders, the term co-occurring disorder also refers to other combinations such as mental disorders and intellectual disability. Individuals with co-occurring disorders are best served through integrated treatment. This treatment requires collaboration across disciplines (e.g. psychiatrist, pediatrician, clinical therapist, and educator). The treatment planning addresses both mental health and substance abuse, each in the context of the other disorder. In the Wakulla County School District, students with serious emotional disorders and at-risk of co-occurring substance abuse are provided a specialized Individual Educational Plan (IEP) and related services. Related services may include intervention by a school social worker or a contracted behavior analyst through Behavior Management Consultants (BMC) who provides highly structured, individualized behavioral intervention during the school day. School social workers provide intensive intervention (individual and/or group counseling) and case management. The Apalachee Center is often involved with these students also providing additional therapeutic counseling and psychiatric services (e.g. crisis intervention) during afterschool hours. Students with autism spectrum disorders and co-occurring mental health disorders requiring intensive educational intervention receive specialized support services from a school-based speech-language pathologist and behavior analyst (BMC). The WCSD facilitates additional services for families through the Center for Autism and Related Disabilities (CARD).

Students will be monitored through the EWS, behavior intervention plans, and individualized education plans to ensure that supports are effective. If the student is need of more intense services/accommodations, the school RtI or IEP team will meet and problem solve. Students who have been evaluated and referred to the psychiatric center two or more times will be referred to the district Community Action Team (CAT) and information will be shared with the school Threat Assessment Team.

Evidence Based services are provided at each Tier. At Tier I, classroom teachers are trained to use social emotional learning curriculums that are evidence based and approved by the Collaborative for Social Emotional Learning (CASEL). Student services personnel are trained and use evidence based small group programs and individual support on topics such as coping with anxiety, conflict resolution, and making healthy decisions at Tier II. At Tier III, types of evidence based treatments used by mental health professionals can include: Cognitive-Behavioral Therapy, Dialectical Behavior Therapy, Intensified Instruction for Social Skills, Social Perspective Taking, Self-Regulation Behavioral Strategies, Assertive Communication Strategies, Problem-Solving Strategies, Solution-Focused Problem Solving, School and parent behavioral consultation.

- Describe the process for coordinating mental health services for students at charter schools that are part of the school district's plan.

The COAST charter school uses the funds allocated to develop and implement their own mental health plan. The WCSD collaborates with COAST charter to share informational resources and best practices.

- Include direct employment of school-based mental health services providers (i.e., school psychologists, school social workers, school counselors and other licensed mental health professionals) to reduce staff-to-student ratios and meet student mental health assistance needs. The WCSB has expanded school-based mental health services to focus on early identification and use of evidence-based interventions for social-emotional or mental health issues. The Wakulla County School District will use the Mental Health Assistance Allocation funds to pay the salaries of a Mental Health Coordinator and two School Social Workers.

- Identify strategies to increase the amount of time student services personnel spend providing direct mental health services (e.g., review and revision of staffing allocations based on school or student mental health assistance needs).

Based on our districts mental health needs, the Wakulla County School District has employed a mental health coordinator to provide coordination of care with student services, community agencies and mental health professionals. In addition, we have employed three social workers that serve the students of our district by providing therapy, case management, and crisis assessments.

- State how the plan will establish school board policies and procedures for all schools, including charter schools, to ensure:

1. Students referred for a mental health screening are assessed within 15 days of referral;
2. School-based mental health services are initiated within 15 days of identification and assessment; and
3. Community-based mental health services are initiated within 30 days of referral.

The Wakulla County School Board, in collaboration with the Panhandle Area Educational Consortium, is in the process of aligning current school board policy with recent legislation. When finalized, the Mental Health Handbook, contracts with service providers, and Memorandums of Understanding with local service providers will be revised to include all statutory requirements.

The Wakulla County School District has updated our data management system to include the dates of referrals, initial assessments, and initiation of services with school based or community based providers.

- Describe the process for coordinating mental health services with a student's primary mental health care provider and other mental health providers involved in the student's care.

The Wakulla County School District supports a System of Care approach for coordination and continuity of mental services between schools, agencies, and community providers, especially for those youth who are involved in multiple agencies. Regularly scheduled meetings between the Mental Health Coordinator and primary mental health care providers are held monthly to monitor progress of students provided with services and to troubleshoot barriers that might be preventing progress and ensure continuity of care. Student services personnel meet quarterly with the District Mental Health Coordinator to discuss group or individual counseling and other tiered mental health supports provided in the schools.

- Identify strategies or programs to reduce the likelihood of at-risk students developing social, emotional or behavioral problems; depression; anxiety disorders; suicidal tendencies; or substance abuse disorders.

During the 2018-19 school year, the WCSD contracted with the FSU Multidisciplinary Center to fully implement "The Good Behavior Game" social emotional learning (SEL) curriculum in Pre-K. We will continue to provide this SEL during the 2020-21 school year. The Wakulla County School District fully

implemented “Sanford Harmony” social emotional learning curriculum during the 2019-20 school year and this will continue in the 2020-21 school year. This will be for Kindergarten through fifth grades. During the 2019-20 school year, middle schools implemented the “5 Star Life” social emotional learning curriculum in 7th grade and the high school implemented SEL in 9th grade. This will continue during the 2020-21 school year.

- Identify strategies to:

1. Improve the early identification of social, emotional or behavioral problems or substance abuse disorders;
2. Improve the provision of early intervention services; and
3. Assist students dealing with trauma and violence.

Behavioral, social and emotional health needs are identified by school administrators, teachers, school nurses, school counselors, contracted psychology interns, and other school staff. A school-based problem solving team supports the at-risk student by identifying and resolving the academic, behavioral, and/or social problem. Early warning system indicators (screening) including but not limited to, attendance, discipline, course performance, and state assessment data are considered in making decisions. In collaboration with the parent, a Response to Intervention Plan is developed, implemented, and progress monitored. Adjustments to the interventions are data driven decisions. Individual student assessments are conducted when written parental consent is obtained. The WCSD contracts with the FSU Multidisciplinary Center to provide psychology interns, operating under the supervision of Dr. Anne Selvey, Ph.D., Dr. Amber Farrington, Ph.D. or Dr. Lauren Hutto Ph.D. to be part of the school-based problem-solving team. Part of their role is to complete assessments of a student’s social-emotional functioning and how it affects educational performance. This assessment administered individually requires informed parent consent. The school psychologist does not give a medical/psychiatric diagnosis within the school system. Based on data, the school-based team determines the level of student support/intervention needed, and monitors their progress. If necessary, the team at each school determines if a student meets eligibility criteria for an exceptionality under the Individuals with Disabilities Education Act (IDEA).

All Wakulla County School Board Employees (instructional and non-instructional) that come into contact with students either have been trained in Youth Mental Health First Aid, or are scheduled for training during the 2020-21 school year. This training has improved the early identification of social, emotional, or behavioral problems and substance use disorders. The role of Mental Health Coordinator is to improve provision of early intervention services by monitoring referrals, intakes, and continuity of care. All schools are given professional development in “Trauma Informed Care” which instructs all employees in the use of universal precautions and creates an awareness of the signs and symptoms of trauma. This assists in the identification and treatment of students dealing with trauma and violence. In addition, all employees are trained in mandatory reporting. Wakulla County School District contracts with Florida State University Multidisciplinary Center for psychology interns to provide Tier II/III mental health counseling; Behavior Management Consultants to provide behavioral interventions by Board Certified Behavioral Analysts and develop Functional Behavioral Assessments(FBA) and Behavior Intervention Plans(BIP); an art therapist to provide services to elementary students with emotional/behavioral disorders and a music therapist for students with disabilities who have sensory needs. The district maintains Memorandums of Understanding with Disc Village to provide counselors for substance abuse and decision making in secondary schools, a Memorandum of Understanding with Capital City Youth Services to work with homeless youth and provide counseling within the schools or in their local office. A Memorandum of Understanding with Wakulla County Health Department utilizes their health educators to provide Tier I lessons on decision making; assisting parents/families with understanding cyber bullying and recognizing risky

technology applications. A Memorandum of Understanding with Big Bend Community Based Care and Department of Children and Families provides the opportunity to share information regarding students in the Dependency System and problem solve to provide interventions to meet their needs.

B. Expenditures

Expenditures	Total Allocation \$266,580.00
Mental Health Coordinator	\$94,172.18
2 Social Workers	\$111,802.42
Contracted Mental Health Services	\$15,000.00
COAST Charter School	\$7,089.00

- Number and licensure/certification of school-based mental health providers funded by the allocation.

The Wakulla County School District has employed two registered clinical social workers that have a Masters in Social Work. Both are participating in a supervised internship program to become Licensed Clinical Social Workers. Each currently holds a "Registered Clinical Social Work Intern" license for the state of Florida. Mental Health Allocation Funds in the amount of \$111,802.42 were used to add these two social workers.

- Number and licensure of community-based mental health providers funded by the allocation.

The Wakulla County School District uses MHAA funds to contract with the FSU Multidisciplinary Center to provide mental health services. We contract for one therapist who is a Ph.D intern working under the supervision of licensed psychologist, Dr. Amber Farrington, Ph.D. Mental Health Allocation Funds in the amount of \$15,000.00 were used for this contract.

- School district expenditures for services provided by contract-based collaborative efforts or partnerships with community-based mental health program agencies or providers.

FSU Multidisciplinary Center \$30,000.00

Behavior Management Consultants \$90,000.00

Art Therapist \$20,612.00

- Other expenditures.

MHAAP funds budgeted for training in 2019-20 school year were not used due to the Project AWARE grant that SEDNET acquired, which paid for our Youth Mental Health First Aid training. Therefore, roll over funds from the 2019-20 school year are being used to purchase additional Social Emotional Learning Curriculums, required five hour Mental and Emotional Health Education curriculum, a laptop and docking station for the Mental Health Coordinator and materials and supplies for mental health trainings.

C. Expenditure Assurances

- State how 100 percent of funds are used to expand school-based mental health care; train educators in responding to mental health issues; and connect children, youth and families with appropriate behavioral health services.

The WCSD will spend approximately \$15,000.00 for contracted mental health services with the FSU Multidisciplinary Center. Three positions are funded by Mental Health Assistance Allocation funds. A Mental Health Coordinator (Principal on Special Assignment), at the cost of about \$94,172.18, to progress monitor Tier I, Tier II and Tier III services and student progress. The Mental Health Coordinator will also insure that MOUs and contracts are in place with community service providers; facilitate referrals to the Community Action Team(CAT); facilitate mental health training for

faculty/staff; insure communication between therapists, counselors, deans of student services and school Threat Assessment Teams. Two Registered Clinical Social Work Interns' salaries are paid at the cost of \$111,802.42. Our charter schools portion of the Mental Health Allocation will be approximately \$7,089.00.

- Provide a statement that ensures the Mental Health Assistance Allocation does not supplant other funding sources, increase salaries or provide staff bonuses.

The Mental Health Coordinator (Principal on Special Assignment) and one social worker position was created in 2018-19 with the Mental Health Assistance Allocation funds. We added one additional social worker position for the 2019-20 school year. The contract with the Multidisciplinary Center to provide mental health services was created in 2018-19 with the Mental Health Assistance Allocation funds. These expenditures do not supplant other funding sources.

- Describe how the district will maximize the use of other sources of funding to provide school-based mental health services (e.g., Medicaid reimbursement, third-party payments and grants). IDEA funding provides art and music therapy, behavioral services and mental health counseling for students with disabilities. Medicaid Fee for Services helps cover salaries of paraprofessionals needed for student safety and Medicaid Administrative Claiming helps fund a Licensed Clinical Social Worker.

D. Program Implementation and Programs

- Identify the number and ratios of Florida Department of Education-certified or licensed school-based mental health services providers employed by the district (i.e., school psychologists, school social workers, school counselors and other mental health services providers by licensure type).

Mental Health Provider	Number of Providers	Ratio of Provider to Student
Certified School Counselors	4	1 : 1,272
Associate Deans of Student Services (Certified teacher serving in the role of school counselor)	8	1 : 636
Registered Social Work Interns	2	1 : 2,544
Licensed Clinical Social Worker	1	1 : 5,088

- Describe a system for tracking the number of students at high risk for mental health or co-occurring substance abuse disorders who received mental health screenings or assessments; the number of students referred to school-based mental health services providers; the number of students referred to community-based mental health services providers; the number of students who received school-based interventions, services or assistance; and the number of students who received community-based interventions, services or assistance.

A Mental Health Assistance Plan Outcomes Report will be submitted to the Department of Education, annually, by September 30th each year, pursuant to requirements of the District's receipt of funds for the expansion of school mental health services. Data entry systems are in place to track the number of students at high risk for mental health or co-occurring substance abuse disorders who received mental health screenings or assessments; the number of students referred to school-based mental health services providers; the number of students referred to community-based mental health services providers; the number of students who received school-based interventions, services or assistance; and the number of students who received community-based interventions, services or assistance. Data is entered into the systems and monitored by the Mental Health Coordinator and school counselors.



COAST Charter School

48 Shell Island Rd, St. Marks, Florida 32355

Telephone (850) 925-6344

2020-2021 Mental Health Assistance Allocation Plan

The overall intent of COAST Charter Allocation

Youth in Wakulla County are experiencing increasing rates of mental health issues and are less likely to receive mental health services than in previous generations. Children and adolescent mental health services are fragmented in our area and are often ineffective or more likely difficult to obtain. Although our school cannot afford a full-time professional counselor, administration and board members recognize that professional teachers who are adaptly trained in spotting and identifying mental health issues are vital for our students. COAST feels that if left untreated, mental health issues can have a direct impact on students' learning and academic performance. Although we actively promote positive mental health initiatives in our school, the need for a professional is still very evident.

We feel that if our staff is trained in skills such as, Mental Health First Aid, Trauma-Informed Care, and Suicide Prevention we would be able to provide specific aid in identifying individuals who would need assistance from a professional therapist. While identifying these individuals, we would aim to receive help from local services, such as Capital City Youth Services, Florida State Multidisciplinary Center, or even Apalachee Mental Health. Identifications for students with one or more co-occurring mental health or substance abuse diagnosis would receive initial identification through staff and receive referrals to facilities as mentioned earlier, as appropriate.

A. Mental Health Assistance Allocation Plan

Coast Charter School is striving to increase awareness and improve the quality of mental health care that our students receive by providing different strategies and types of support. Students receive a Tier I style of support with teachers in their classroom based on Whole Brain, Kagan, and PBIS strategies. Tier I would encompass 90-95% of our student population. Tier II style of support would include targeted interventions with curriculum, one on one counseling or support with therapy animals, and our Peer to Peer program (CHARM). The estimation of Tier-II would be 4% of our student population. Finally, a Tier III support would include intensive intervention with curriculum, support from outside agencies, and any on-site licensed professionals. Tier III support would be an estimated 1% of our student population.

With the allocation being for teacher identification, students with one or more co-occurring mental health or substance abuse diagnoses and students at high risk of such diagnoses will receive support based on our tier support model beginning with identification by trained staff.

As in previous years, COAST will have as many mental health professionals as possible to provide service. The majority of service rendered, however, will be through local services such as Capital City Youth Services, Florida State Multidisciplinary Center, or even Apalachee Mental Health. This plan intends to follow all written policies and procedures with oversight provided by the Dean of Students as well as the Principal. Students referred by the trained staff will follow:

1. Students referred for a mental health screening are assessed within 15 days of referral;
2. School-based mental health services are initiated within 15 days of identification and assessment; and
3. Community-based mental health services are initiated within 30 days of referral.

Data concerning these individuals will be documented in FOCUS, specifically in the MIS portion of student records.

Coordination with mental health services will be conducted promptly by phone or face to face meetings with providers. By training staff to properly to identify students who may be at risk, we will be able to place students into the correct tier of need and seek additional assistance from local agencies.

B. Expenditures

As stated previously, due to funding we are not able to have school-based mental health providers on campus, but we are opting to train teachers accordingly so that we may identify, assess, aid, and help students receive services. We will do this by providing our staff with the necessary training to identify, assess, and guide students to the appropriate services.


C. Expenditure Assurances

The majority of our funding will be spent training our staff. New and some existing staff member will need training in Youth Mental Health First Aid. The cost will be used for the purchase of books, materials, trainers, and stipends for staff. Additional trainings, preferably in mental health, trauma-informed care, stress brain studies are in demand. COAST is also inquiring about Sanford Harmony and providing stipends for teachers during the 2021 summer break. If additional funding is available, travel reimbursement for our Animal Therapy Program provided by Tallahassee Memorial Hospital maybe needed.

D. Program Implementation and Programs

As stated previously, students who are identified will be tracked using the MIS tab in FOCUS. This includes intake, referrals to providers, and general needs and concerns for student well being. Follow up will occur in the 15 and 30-day intervals, as stated in section "A."

It is the responsibility of the COAST Charter Principal to ensure completion, submission, approval, and implementation of these plans.



Jeffrey LaChapelle
Principal
Jeffrey.LaChapelle@coastcharter.us
48 Shell Island Rd.
St. Marks, FL 32355
850-925-6344

8/06/2020

Date

COAST Charter School Board Chair / Representative

Date

7/27/2020

COAST Board Approval Date

Board Meeting

Minutes

COAST Charter School

Monday, July 27th, 2020

6:00 p.m.

➤ **Called to Order**

6:07 P.M.

➤ **Attendance- Virtual via Google**

➤ Nancy Stokely, John Nichols, Alan Wittmier, Jeff LaChapelle, Christine Dichio, Lesley Gerrell,
Tim Roach

➤ **District Update – none**

➤ **Add to Agenda:**

Request addition of re-opening plan added to the agenda. A. Wittmier made a motion to add re-open plan to the agenda for tonight's meeting. John Nichols seconded the motion. All in favor. Motion to add re-open plan to the agenda for tonight's meeting was carried.

➤ **Public Comments**

No public comments

No Teacher comments

(Link was posted for Public notice)

➤ **Approval of Minutes**

- J. Nichols motioned to approve the minutes from the board meeting held on July 13, 2020.
- A. Wittmier seconded the motion. All in approval - minutes approved as written.

➤ **City of St. Marks Update:**

- New lease with changes from the city was given to board at the meeting on July 13th, 2020. Discussion opened on changes.
- J. LaChapelle also presented an additional copy to board members in preparation for meeting tonight.
- J. LaChapelle shows concern and opens discussion with #8 and #10 in lease.
- N. Stokely - #8 questions on what the city is looking for in asking for Department of Health reports and HVAC inspections. We need more clarification on expectations of these inspection reports.
- J. Nichols – Health inspections are public records and the city is able to look up at any time so this should not be part of the lease. HVAC – need clarification
- Quarterly inspections – amend to scheduling a time with principal and board chair to be sure all safety precautions are followed and all school safety measures and policies are followed. We would also want to be sure to schedule so that class interruptions are minimized and we have no interruptions to testing or closed sessions. Request a minimum of 48 hour notice.
- N. Stokely: #13 contradicts #15 – We will need to clear this up (property vs building)
- N. Stokely: Change to electronic mail to principal and not directly to Jeff LaChapelle – showing the school attachment and not the individual
- J. Nichols: #7 – Need language to show the city is responsible when they use the building, provide security (insurance). City will need to provide insurance for events to cover general liability, theft, etc)
- J. LaChapelle will send concerns of the lease to the city and provide them with the suggested

modifications. Motion was made by Tim Roach and seconded by Alan Wittmier.

➤ **Principal Contract:**

- J. Nichols made a motion to accept principal contract as written with a review of the contract at the December 07, 2020 meeting due to no salary increase. T. Roach seconded the motion. All in Favor. Motion carried.

➤ **Loan Review:**

- J. LaChapelle- Discussed with auditor and Melissa (bookkeeper) about money on hand requirements discussed in last meeting. No requirement restrictions unless it is written in our charter policy. Auditor suggested that we hold off loan payoff until after school gets started and see how things go.
- Our cash balance to expenses is a little high. Currently we are looking at ending around 30% and goal should be around 25%. School closure had some impact on this rise.
- Jeff LaChapelle suggested waiting until the next meeting to see how the opening goes and to see if we want to pay off both loans or just pay off one.
- Board agrees to table the decision again until the next meeting and get more budget accurate budget information after opening of school.
-

➤ **Technology Plan**

- J. LaChapelle- Presented the Digital Technology Plan.
- Explained the changes in expenditures from last year's plan.
- T. Roach inquired about the program being used (i-Ready) and if there are alternatives.
- J. LaChapelle explained the program along data from the previous year. Also included information concerning moving away from the program in middle school but added that the change would not impact the cost of the program.
- John Nichols made a motion to accept the plan as written. Tim Roach seconded the motion. All in Favor. Motion carried.

➤ **Mental Health Plan**

- J. LaChapelle- Discussed the similarity and difference between the 2020-2021 plan and 2019-2020 plan as very little changed.
- Discussed training opportunities for staff and the Sanford Harmony Program.
- Jeff LaChapelle explained about mental health problems that may occur due to the pandemic and how long that could impact students, and how we may need to proceed.
- A. Wittmier made a motion to accept the plan as written. J. Nichols seconded the motion. All in Favor. Motion carried.

➤ **Re-Opening Plans**

- Amendment to Plan – way of working amendments to opening plans – J. LaChapelle will provide input so that they can vote on the suggested amendment and the board will vote on it at the next meeting. Alan Wittmier made a motion of this way of working the amendments and John Nichols seconded the motion. All in favor – motion carried.
- Addition of KG and First grade for Distance Learning
- Parents would sign an agreement on what distance responsibilities are and complete a distance learning application.

- Jeff LaChapelle will send out amendments to the plan if needed for board input/discussion by email before changes happen and they will be acted on at the next board meeting.
- Suggested to explore pushing back the opening date of school. Jeff LaChapelle asked if we should survey parents on what they think and get their thoughts. Tim Roach recommends that we go with the county school student start date and the board was in agreement.

➤ **Principal Update:**

- Budget amount based on 145 students and we are now at 154 students.
- Explained that more of a fluctuation may still occur due to unease of parents and staff.

➤ **Adjourn**

- 7:23pm
- Motion to adjourn by J. Nichols and Seconded by A. Wittmier- All in Favor- Motion Carried.