

AGENDA
SPECIAL MEETING OF THE CAPE CORAL
CHARTER SCHOOL GOVERNING BOARD
Friday, July 13, 2018
City of Cape Coral Charter School-
Oasis High School - JROTC Briefing Room, 2nd Floor, 3519 Oasis
Blvd., Cape Coral, FL 33914
9:00 AM

1. CALL TO ORDER:

A. Chairman Michael Campbell

2. MOMENT OF SILENCE:

A. Chairman Campbell

3. PLEDGE OF ALLEGIANCE:

A. Chairman Campbell

4. ROLL CALL:

A. Chairman Michael Campbell, Vice-Chair Tami Traiger, Sam Fisher, Vanessa Metzger, Robert Miniaci (PR), Jennifer I. Nelson, District 4 (CM), Angela Ticich (Edu), Russell Winstead

5. AGENDA ITEMS:

- A. NEW BUSINESS: Discussion and Approval of the "City of Cape Coral Charter School Authority SB 7026 School Mental Health Plan (2018-2019)" - Superintendent Collins
- B. NEW BUSINESS: Approval of Job Description and Salary for "School Social Worker" - Superintendent Collins
- C. NEW BUSINESS: Discussion of Potential Need for Temporary Bus Lease Agreement - Superintendent Collins
- D. NEW BUSINESS: Approval of Yondr "Phone-free Learning Environment" Lease Agreement for Oasis Middle School - Donnie Hopper, Principal, Oasis Middle School and Danielle Jensen, Director of Procurement and Food Services
- E. NEW BUSINESS: Discussion of Charter School Authority Parent Involvement Policy Volunteer Hours - Chairman Campbell
- F. NEW BUSINESS: Approval of Job Description and Salary for "Trades Specialist" - Superintendent Collins
- G. NEW BUSINESS: Approval of Job Description and Salary for "Maintenance Specialist" - Superintendent Collins

6. TIME AND DATE OF NEXT MEETING:

A. The next Regular Governing Board Meeting will be held on Tuesday, August 14, 2018 at 5:30p.m. in Cape Coral City Council Chambers, 1015 Cultural

7. ADJOURNMENT:

Members of the audience who address the Board/Commission/Committee shall step up to the speaker's lectern and give his/her full name, address and whom he/she represents. Proper decorum shall be maintained at all time. Any audience member who is boisterous or disruptive in any manner to the conduct of this meeting shall be asked to leave or be escorted from the meeting room.

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

Item Number:	1.A.
Meeting Date:	7/13/2018
Item Type:	Call to Order

AGENDA REQUEST FORM
CITY OF CAPE CORAL



TITLE:

Chairman Michael Campbell

SUMMARY:

ADDITIONAL INFORMATION:

Item Number: 2.A.
Meeting Date: 7/13/2018
Item Type: Moment of Silence

AGENDA REQUEST FORM
CITY OF CAPE CORAL



TITLE:

Chairman Campbell

SUMMARY:

ADDITIONAL INFORMATION:

Item Number: 3.A.
Meeting Date: 7/13/2018
Item Type: Pledge of Allegiance

AGENDA REQUEST FORM
CITY OF CAPE CORAL



TITLE:

Chairman Campbell

SUMMARY:

ADDITIONAL INFORMATION:

Item Number:	4.A.
Meeting Date:	7/13/2018
Item Type:	Roll Call

AGENDA REQUEST FORM
CITY OF CAPE CORAL



TITLE:

Chairman Michael Campbell, Vice-Chair Tami Traiger, Sam Fisher, Vanessa Metzger, Robert Miniaci (PR), Jennifer I. Nelson, District 4 (CM), Angela Ticich (Edu), Russell Winstead

SUMMARY:

ADDITIONAL INFORMATION:

Item Number: 5.A.
Meeting Date: 7/13/2018
Item Type: Agenda Items

AGENDA REQUEST FORM
CITY OF CAPE CORAL



TITLE:

NEW BUSINESS: Discussion and Approval of the "City of Cape Coral Charter School Authority SB 7026 School Mental Health Plan (2018-2019)" - Superintendent Collins

SUMMARY:

On the Agenda is the Discussion and Approval of the "City of Cape Coral Charter School Authority SB 7026 School Mental Health Plan (2018-2019)," according to the mandates set forth in *Senate Bill 7026: "Mental Health Assistance Allocation"*

Senate Bill 7026(Chapter 2018-3, Laws of Florida) Section 29: Comprehensively addresses school safety, in part, through a Mental Health Assistance Allocation and district implementation plans.

Section 36: Appropriates \$69,237,286 in recurring funds from the General Revenue Fund for the 2018-19 fiscal year to fund the mental Health Assistance Allocation, created pursuant to s. 1011.62(16), F.S., within the Florida Educational Finance Program.

Funds for this allocation are to be allocated each year in the General Appropriations Act (GAA), with each school district receiving a minimum of \$100,000, and the remaining balance to be distributed to school districts proportionately based on their total unweighted full-time equivalent student enrollment.

Before receiving funds, school districts (and charter schools) are required to annually develop and submit a plan outlining the local program and planned expenditures to their school boards for approval.

Plans must be focused on delivering evidence-based mental health care treatment to children include: (1) provision of mental health assessment, diagnosis, intervention, treatment and recovery services. (2) Coordination of services with a student's primary care provider or other mental health providers caring for the student. (3) Direct employment of service providers or a contract-based collaborative effort or partnership with one or more local community mental health programs, agencies or providers.

This year our Charter School Authority deadline is by mid-July so that our sponsor district, Lee County, can include our plan in their submission and meet the Federal deadline of August 1, 2018.

ADDITIONAL INFORMATION:

ATTACHMENTS:

Description	Type
▣ CME MENTAL HEALTH PLAN 2018-2019	Backup Material
▣ OES MENTAL HEALTH PLAN 2018-2019	Backup Material
▣ OMS MENTAL HEALTH PLAN 2018-2019	Backup Material
▣ OHS MENTAL HEALTH PLAN 2018-2019	Backup Material

Christa McAuliffe Elementary –Mental Health Plan



The City of Cape Coral Charter School Authority (CCCSA) is a charter school system located in Lee County, Florida, comprising four schools: Christa McAuliffe Elementary, Oasis Elementary, Oasis Middle School, and Oasis High. The CCCSA is fully committed to meeting the expectations for SB 7026 established by Lee County.

As such, our school system fully believes that the provision of mental health services and supports within the schools is essential in creating and sustaining safe schools. Further, the CSA believes that increased access to mental health services and supports is vital to not only improving the physical and psychological safety of our students and staff members, but also to improving positive academic outcomes and a vibrant, healthy community. Additionally, in the aftermath of a crisis, embedded mental health professionals provide supports that facilitate the return to normalcy, are sustainable, and can help to identify and assist students with more intense needs.

Our team is committed to ensuring the safety of all students and staff within the City of Cape Coral Charter School Authority.

Threat Assessment Team

The Christa McAuliffe Elementary Threat Assessment Team will monitor the implementation of the school mental health plan. The Team will determine risk factors, tier interventions, and discuss the progress and monitoring of students identified as “at risk”. Please note that should a crisis or immediate threat occur, the team will meet immediately to assess the crisis / threat, formulate a plan, and move forward quickly in order to provide for a safe and secure environment for students and staff.

Kevin Brown, Principal

Kelly Weeks, Assistant Principal

Kolby Baty, ESE Teacher

Gene Raphael, School Resource Officer, Cape Coral Police Department

TBA, Consultant (Contracted Mental Health Agency)

TBA, School Social Worker

Melanie Klages, School RN

Christa McAuliffe Elementary –Mental Health Plan

Amy Ursitti, Teacher

Carrie Abes, Teacher

Tiered System of Supports for Christa McAuliffe Elementary School

Behavioral tiered interventions will be established by the Threat Assessment Team and monitored through collaboration of school and contracted staff. Behavioral instruction at the Tier 1 level involves all students, in all settings, and is preventative in nature. “Secondary,” or Tier 2, interventions are for those students identified as “at-risk”, may still be preventative, but can also be responsive in nature. “Tertiary,” or Tier 3 interventions are assessments based and more intensive in nature (www.pbis.org/school/mtss).

Tiered Interventions include (but are not limited to):

Tier 1 (Universal Interventions)

- * All students will receive Tier I instruction through school counselor sessions during specials times. These services will be provided by the school counselor or student support teacher.
- * Encourage reporting to teachers and leadership regarding student threats or at-risk behavior.
- * Positive behavioral (PBIS) rewards for students who demonstrate activities that lead to safe schools. PAWS presented on the news weekly. PAWS posters displayed around campus.

Tier 2 (At-risk students, small group)

- *Explicitly teach Social and Emotional Skills to students utilizing Second Step Curriculum
- *Implement mentoring program through Check and Connect, or other research-based mentor program (Check in / Check out), through the guidance department.
- * Implement behavior contracts for students, monitored by leadership staff, and counselor.
- * Conduct small group counseling sessions with those students with at-risk behaviors, focusing on problem-solving strategies as needed to reduce at-risk behaviors.

Tier 3 (Individual students)

- * Students will be evaluated using research-based assessments.

Christa McAuliffe Elementary –Mental Health Plan

- * Students will be provided ongoing mental health supports in a one-on-one environment by certified school staff or contracted mental health service providers.
- * Students may be referred for CINS-FINS referrals through local agencies.

Planned Expenditures

Contract with psychological consultations/psychiatric referrals;

Tentative Costs for contacted psychological services to be paid by CSA:

- * School Student Consultation: \$125

Tentative costs per quote by contracted mental health provider to be paid by parent or insurance:

- * Psychological evaluation: \$200
- * On-going medical and/or medication appointments: \$125
- * Mental Health / Substance use assessments: \$15
- * On-going therapy: \$10
- * CSA will hire a Licensed Social Worker (salary \$40,000-\$50,000). This expense is to be split between all four schools.

Contracted Mental Health Provider will provide:

- * Psychological consultations/psychiatric referrals to serve students identified through Threat Assessment Teams.
- * Will provide mental health treatment services that are part of a stipulated agreement in lieu of expulsion, a stipulated order of expulsion, or is included in the Threat Assessment Teams recommendations.

Licensed Social Worker will provide:

- * Complete risk and threat assessments as needed.
- * Identify and assess the need for a Baker Act and diagnose accordingly.
- * Provide training & leadership for threat assessment teams.
- * Provide training in mental health awareness for students and school staff.
- * Communicate with other agencies and staff as needed and appropriate.
- * Communicate and collaborate with parents and guardians.
- * Document all Threat Assessment Team services provided.
- * Provide or refer existing researched or evidenced-based programs.
- * Develop or collaborate on the development of treatment plans and safety plans.

Christa McAuliffe Elementary –Mental Health Plan

- * Provide appropriate follow-ups for recovery services.
- * Maintain a list of resources available for Threat Assessment teams.
- * Provide Tier 2 & Tier 3 consultative support for targeted individuals.
- * Coordinate services with primary care/mental health providers involved in a student's care.

Professional Development & Implementation Costs: \$1500.00

* Cost includes PD stipend as needed; travel expenses, registration costs for related workshops, trainings, and technical workshops.

There will also be required training to specifically address:

- *Emergency procedures including active shooter training, and school safety and security (for students & staff).
- *Threat assessment, risk assessment and crisis response training, (for school based mental health staff & SRO's).
- *Threat assessment team training (for all school-based threat assessment team members-attended in Lee County).
- *Mental health awareness and assistance for students and staff.
- *Substance Abuse awareness and assistance for students and staff.
- *Training on the use and implementation of evidenced based programs.
- *Funding expenditures listed above are approximations and may change.

Threat Assessment Teams

Duties: Threat Assessment teams will meet for the coordination of resources, and assessment and interventions with individuals whose behavior may pose a threat to the safety of school staff or students. Interventions may include but are not limited to: a referral to the respective CSA Threat Assessment Team, referral for mental health services, and/or referrals to existing evidenced based programs and services. After providing emergency intervention and assessment, an SRO trained in crisis intervention may determine the need for a Baker Act if there is an imminent threat to self or others. The team will contact other agencies involved with the student and any known service providers to share information and coordinate any necessary follow-up actions.

Teams will identify who to report threats to in the school community, and provide guidance to students, faculty, and staff regarding recognition of possible threats to the community, school or self. Teams may obtain criminal record information if necessary for assessment(s), but this information must remain confidential.

Christa McAuliffe Elementary –Mental Health Plan

Upon determination of a threat, the team will immediately report its determination to the Principal's designee, and the Assistant Principal who will immediately attempt to notify the student's a parent/legal guardian.

Threat Assessment Teams are required to report data regarding its activities to the office of safe schools.

Collaboration:

School-Community-Agency collaboration is critical to providing the full continuum of mental health service to our students. Our Threat Assessment Teams will communicate, collaborate, and coordinate efforts to serve students with the agencies and programs that provide services to students experiencing or at risk of an emotional disturbance, substance abuse issue, or mental illness. Including:

- * State and local law enforcement agencies
- * The Department of Juvenile Justice
- * The Department of Children & Families (www.dcf.state.fl.us)
- * The Behavioral Health Center (www.leememorial.org/caring/ops/services.asp)
- * Children's Advocacy Center of SW Florida (www.cac-swfl.org)
- * Children's Network of SW Florida (www.childnetswfl.org)
- * Lutheran Services of SW Florida (www.lsfnet.org)
- * The Agency for Health Care Administration; The Agency for Persons with Disabilities; The Statewide Guardian Ad Litem Office;
- * Multi-agency network for students with emotional and behavioral disabilities (www.sednetfl.info)

Researched and Evidenced- Based Programs and Services:

The following programs are available for implementation at the CSA discretion and will be available as needed to targeted students.

- * Signs of Suicide
- * Schoolwide PBIS Programs
- * Life Skills Training
- * Strengthening Families
- * Check & Connect
- * Check In, Check Out
- * Behavior Contracts

Christa McAuliffe Elementary –Mental Health Plan

- * CINS-FINS (Children In Need of Services-Families In Need of Services)
- * SOS (Student Outreach Services)
- * The CAST (www.reconnectingyouth.com/programs/cast/) evidence- based programs addressing the following areas will be researched for possible implementation to address: Anger Management, Decision Making, Coping Skills, and Bullying.

Estimated cost to Christa McAuliffe Elementary School: \$16,500.00 (not including potential mental health contracted fees as needed per student).

The 2018-2019 Annual Mental Health Assistance Allocation Plan is hereby approved by the Cape Coral Charter School Authority Governing Board.

DATED THIS _____ DAY OF _____ 2018

ATTEST:

Jacquelin Collins, Superintendent, City of Cape Coral Charter School Authority

Michael Campbell, Chairman, City of Cape Coral Charter School Authority
Governing Board

Oasis Elementary - Mental Health Plan 2018-2019



The City of Cape Coral Charter School Authority (CCCSA) is a charter school system located in Lee County, Florida, comprising four schools: Christa McAuliffe Elementary, Oasis Elementary, Oasis Middle School, and Oasis High. The CCCSA is fully committed to meeting the expectations for SB 7026 established by Lee County.

As such, our school system fully believes that the provision of mental health services and supports within the schools is essential in creating and sustaining safe schools. Further, the CCCSA believes that increased access to mental health services and supports is vital to not only improving the physical and psychological safety of our students and staff members, but also to improving positive academic outcomes and a vibrant, healthy community. Additionally, in the aftermath of a crisis, embedded mental health professionals provide supports that facilitate the return to normalcy, are sustainable, and can help to identify and assist students with more intense needs.

Our team is committed to ensuring the safety of all students and staff within the City of Cape Coral Charter School Authority.

Threat Assessment Team

The Oasis Elementary School Threat Assessment Team will monitor the implementation of the school mental health plan. The Team will determine risk factors, tier interventions, and discuss the progress and monitoring of students identified as “at risk”. Please note that should a crisis or immediate threat occur, the team will meet immediately to assess the crisis / threat, formulate a plan, and move forward quickly in order to provide for a safe and secure environment for students and staff.

Christopher Cann, Principal

Marybeth Grecsek, Assistant Principal

Stefanii Foster, Guidance Counselor

Lisa Haba, ESE Teacher

Mike Anderson, School Resource Officer, Cape Coral Police Department

TBA, Consultant (Contracted Mental Health Agency)

TBA, School Social Worker

Oasis Elementary - Mental Health Plan 2018-2019

Melanie Klages, School RN

Tiered System of Supports for Oasis Elementary School

Behavioral tiered interventions will be established by the Threat Assessment Team and monitored through collaboration of school and contracted staff. Behavioral instruction at the Tier 1 level involves all students, in all settings, and is preventative in nature. “Secondary,” or Tier 2, interventions are for those students identified as “at-risk”, may still be preventative, but can also be responsive in nature. “Tertiary,” or Tier 3, interventions are assessment based and more intensive in nature (www.pbis.org/school/mtss).

Tiered Interventions include (but are not limited to):

Tier 1 (Universal Interventions)

- * All students will receive Tier 1 instruction through school counselor lessons during specials times. These services will be provided by the school counselor or student support teacher.

Encourage reporting to teachers and leadership regarding student threats or at-risk behavior.

- * Positive behavioral (PBIS) rewards for students who demonstrate activities that lead to safe schools. PAWS presented on the news weekly. PAWS posters displayed around campus.

Tier 2 (At-risk students, small group)

- * Explicitly teach Social and Emotional Skills to students utilizing Second Step Curriculum

- * Implement mentoring program through Check and Connect, or other research-based mentor program (Check in / Check out), through the guidance department.

- * Implement behavior contracts for students, monitored by leadership staff, and counselor.

- * Conduct small group counseling sessions with those students with at-risk behaviors, focusing on problem-solving strategies as needed to reduce at-risk behaviors.

Tier 3 (Individual students)

- * Students will be evaluated using research based assessments.

- * Students will be provided ongoing mental health supports in a one-on-one environment by certified school staff or contracted mental health service providers.

- * Students may be referred for CINS-FINS referrals through local agencies.

Oasis Elementary - Mental Health Plan 2018-2019

Planned Expenditures

Contract with psychological consultations/psychiatric referrals.

Tentative costs for contracted psychological services to be paid by CSA:

* School Consult: \$125

Costs per quote by Southwest Psychological Services to be paid normally by parent or insurance:

* Psychological evaluation: \$200

* On-going medical/medication appointments: \$125

* Mental Health / Substance use assessments: \$15

* On-going therapy: \$100

Contracted Mental Health Provider will provide:

* Will provide psychological consultations/psychiatric referrals to serve students identified through Threat Assessment Teams.

* Will provide mental health treatment services that are part of a stipulated agreement in lieu of expulsion, a stipulated order of expulsion, or is included in the Threat Assessment Teams recommendations.

CCCSA will hire a Licensed Social Worker (salary \$40,000-\$50,000).

Licensed Social Worker will provide:

* Complete risk and threat assessments as needed.

* Identify and assess the need for a Baker Act and diagnose accordingly.

* Provide training & leadership for threat assessment teams.

* Provide training in mental health awareness for students and school staff.

* Communicate with other agencies and staff as needed and appropriate.

* Communicate and collaborate with parents and guardians.

* Document all Threat Assessment Team services provided.

* Provide Tier 1 & Tier 2 interventions and support for targeted individuals.

* Provide or refer existing researched or evidenced-based programs.

* Develop or collaborate on the development of treatment plans and safety plans.

* Provide appropriate follow-ups for recovery services.

* Maintain a list of resources available for threat assessment teams.

Contract Licensed Psychologist will provide:

* Complete risk and threat assessments as needed.

Oasis Elementary - Mental Health Plan 2018-2019

- * Identify and assess the need for a Baker Act and diagnose accordingly.
- * Provide training & leadership for threat assessment teams.
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- * Communicate with other agencies and staff as needed and appropriate.
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- * Coordinate services with primary care/mental health providers involved in a student's care.

Professional Development (PD) & Implementation Costs: \$1500.00

- * Cost includes PD stipend as needed; travel expenses, registration costs for related workshops, trainings, and technical workshops.

There will also be required training to specifically address:

- *Emergency procedures including active shooter training and school safety and security (for students & staff).
- *Threat assessment, risk assessment and crisis response training, (for school based mental health staff & SRO's).
- *Threat assessment team training (for all school-based threat assessment team members-attended in Lee County).
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Oasis Elementary - Mental Health Plan 2018-2019

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- * Referral to the respective CCCSA Threat Assessment Team.
- * Referral for mental health services, and/or referrals to existing evidenced based programs and services.
- * After providing emergency intervention and assessment, an SRO trained in crisis intervention may determine the need for a Baker Act if there is imminent threat to self or others.
- * The team will contact other agencies involved with the student and any known service providers to share information and coordinate any necessary follow-up actions.
- * Teams will identify who to report threats to in the school community and provide guidance to students, faculty, and staff regarding recognition of possible threats to the community, school or self.
- * Teams may obtain criminal record information if necessary for assessment(s), but this information must remain confidential.
- * Upon determination of a threat, the team will immediately report its determination to the Principal's designee, and the Assistant Principal who will immediately attempt to notify the student's a parent/legal guardian.

Threat Assessment Teams are required to report data regarding its activities to the office of safe schools.

Collaboration:

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- * State and local law enforcement agencies
- * The Department of Juvenile Justice
- * The Department of Children & Families (<http://www.dcf.state.fl.us>)
- * The Behavioral Health Center (<http://www.leememorial.org/caring/ops/services.asp>)
- * Children's Advocacy Center of SW Florida ([http:// www.cac-swfl.org](http://www.cac-swfl.org))

Oasis Elementary - Mental Health Plan 2018-2019

- * Children's Network of SW Florida ([http:// www.childnetswfl.org](http://www.childnetswfl.org))
- * Lutheran Services of SW Florida ([http:// www.lsfnet.org](http://www.lsfnet.org))
- * The Agency for Health Care Administration; The Agency for Persons with Disabilities; The Statewide Guardian Ad Litem Office
- * Multi-agency network for students with emotional and behavioral disabilities; (<http://www.sednetfl.info>)

Researched and Evidenced Based Programs and Services:

The following programs are available for implementation at the CCCSA discretion and will be available as needed to targeted students.

- * Signs of Suicide
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- * CINS-FINS
- * SOS (Student Outreach Services)

The CAST (<http://www.reconnectingyouth.com/programs/cast/>) evidenced-based programs addressing the following areas will be researched for possible implementation to address: Anger Management, Decision Making, Coping Skills, and Bullying.

Estimated cost to Oasis Elementary School: \$17,000.00 (not including potential mental health contracted fees as needed per student).

Oasis Elementary - Mental Health Plan 2018-2019

The 2018-2019 Annual Mental Health Allocation Plan is hereby approved by the City of Cape Coral Charter School Authority Governing Board.

DATED THIS _____ DAY OF _____ 2018

ATTEST:

Jacquelin Collins, Superintendent, City of Cape Coral Charter School Authority

Michael Campbell, Chairman, City of Cape Coral Charter School Authority
Governing Board



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Our team is committed to ensuring the safety of all students and staff within the City of Cape Coral Charter School Authority.

Threat Assessment Team for Oasis Middle School

Threat Assessment Team

The Oasis Middle School (OMS) Threat Assessment Team will meet monthly to monitor the implementation of the school mental health plan. The Team will determine risk factors, tier interventions, and discuss the progress and monitoring of students identified as “at risk”. Please note that should a crisis or immediate threat occur, the team will meet immediately to assess the crisis / threat, formulate a plan, and move forward quickly in order to provide for a safe and secure environment for students and staff.

Teacher Who Refers Student to Team

Donnie Hopper, Principal

Katie Scibetta, School Counselor

Amy Picciolo, Dean of Students

Jen King, ESE Resource Teacher

Karen Brown, Teacher

Ann Milaski, School Psychologist

TBA, School Resource Officer

Melanie Klages, School Nurse

TBA, Contracted Mental Health Agency

TBA, School Social Worker

Tiered System of Supports for Oasis Middle School

Behavioral tiered interventions will be established by the Threat Assessment Team and monitored through collaboration of school and contracted staff. Behavioral instruction at the Tier 1 level involves all students, in all settings, and is preventative in nature. "Secondary," or Tier 2, interventions are for those students identified as "at-risk", may still be preventative, but can also be responsive in nature. "Tertiary," or Tier 3, interventions are assessment based and more intensive in nature (www.pbis.org/school/mtss).

Tiered Interventions include (but are not limited to):

Tier 1 (Universal Interventions)

- Reporting mechanisms available to students (anonymous or other): mailboxes outside guidance office and reporting link on school website. Encourage reporting to teachers and leadership regarding student threats or at-risk behavior.
- PBIS - school-wide program to recognize all students for positive behavior
- Social skills/life skills training - all 6th grade students - looking at Second Step program.
- Promoting week-long activities such as Red Ribbon Week.

Tier 2 (At-risk students, small group)

- Implement mentoring program through Check and Connect, or other research-based mentor program (Check in / Check out), through the guidance department.
- Implement behavior contracts for students, monitored by leadership staff, guidance.
- Conduct small group counseling sessions with those students with at-risk behaviors, focusing on problem-solving strategies as needed to reduce at-risk behaviors.

Tier 3 (Individual students)

SB 7026 CAPE CORAL CHARTER SCHOOLS AUTHORITY MENTAL HEALTH PLAN

- Students will be evaluated using research based assessments.
- Students will be provided ongoing mental health supports in a one-on-one environment by certified school staff or contracted mental health service providers.
- Students may be referred for CINS-FINS referrals through local agencies.

Planned Expenditures

Contract with psychological consultations/psychiatric referrals.

Tentative Costs for contracted psychological services to be paid by CSA:

- School Consult : \$125

Tentative costs per quote by contracted mental health provider to be paid by parent or insurance:

- Psychological evaluation : \$200
- On-going med appointments: \$125
- Mental Health / Substance use assessments: \$15
- On-going therapy: \$100

Contracted Mental Health Provider will provide:

- Will provide psychological consultations/psychiatric referrals to serve students identified through Threat Assessment Teams
- Will provide mental health treatment services that are part of a stipulated agreement in lieu of expulsion, a stipulated order of expulsion, or is included in the Threat Assessment Teams recommendations.

Hired CCCSA Licensed Social Worker

(salary \$40,000-\$50,000)

- Complete risk and threat assessments as needed
- Identify and assess the need for a Baker Act and diagnose accordingly
- Provide training & leadership for threat assessment teams
- Provide training in mental health awareness for students and school staff
- Communicate with other agencies and staff as needed and appropriate
- Communicate and collaborate with parents and guardians
- Document all Threat Assessment Team services provided
- Provide Tier 1 & Tier 2 interventions and support for targeted individuals
- Provide or refer existing researched or evidenced-based programs

SB 7026 CAPE CORAL CHARTER SCHOOLS AUTHORITY MENTAL HEALTH PLAN

- Develop or collaborate on the development of treatment plans and safety plans
- Provide appropriate follow-ups for recovery services
- Maintain a list of resources available for threat assessment teams

Contract Licensed Psychologist

- Complete risk and threat assessments as needed
- Identify and assess the need for a Baker Act and diagnose accordingly
- Provide training & leadership for threat assessment teams
- Provide training in mental health awareness for students and school staff
- Communicate with other agencies and staff as needed and appropriate
- Communicate and collaborate with parents and guardians
- Document all Threat Assessment Team services provided
- Provide or refer existing researched or evidenced-based programs
- Develop or collaborate on the development of treatment plans and safety plans
- Provide appropriate follow-ups for recovery services
- Maintain a list of resources available for threat assessment teams
- *Provide Tier 2 & Tier 3 consultative support for targeted individuals*
- *Coordinate services with primary care/mental health providers involved in a student's care*

Professional Development & Implementation Costs:

***1500.00**

- Cost includes PD stipend as needed; travel expenses, registration costs for related workshops, trainings, and technical workshops
- There will also be required training to specifically address:
 - Emergency procedures including active shooter training and school safety and security (for students & staff)
 - Threat assessment, risk assessment and crisis response training, (for school based mental health staff & SRO's)
 - Threat assessment team training (for all school-based threat assessment team members-attended in Lee County)
 - Mental health awareness and assistance for students and staff
 - *Substance Abuse awareness and assistance for students and staff*

- Training on the use and implementation of evidenced based programs

*Funding expenditures listed above are approximations and may change.

Threat Assessment Teams

Duties: Threat assessment teams will meet monthly for the coordination of resources, assessment and interventions with individuals whose behavior may pose a threat to the safety of school staff or students. Interventions may include but are not limited to: a referral to the respective CCCSA Threat Assessment Team, referral for mental health services, and/or referrals to existing evidenced based programs and services. After providing emergency intervention and assessment, an SRO trained in crisis intervention may determine the need for a Baker Act if there is imminent threat to self or others. The team will contact other agencies involved with the student and any known service providers to share information and coordinate any necessary follow-up actions.

Teams will identify who to report threats to in the school community and provide guidance to students, faculty, and staff regarding recognition of possible threats to the community, school or self. Teams may obtain criminal record information if necessary for assessment(s), but this information must remain confidential.

Upon determination of a threat, the team will immediately report its determination to the Principal's designee, and the Assistant Principal who will immediately attempt to notify the student's a parent/legal guardian.

Threat Assessment Teams are required to report data regarding its activities to the office of safe schools.

Collaboration:

School-Community-Agency collaboration is critical to providing the full continuum of mental health service to our students. Our Threat Assessment Teams will communicate, collaborate, and coordinate efforts to serve students with the agencies and programs that provide services to students experiencing or at risk of an emotional disturbance, substance abuse issue, or mental illness. Including:

- State and local law enforcement agencies
- The Department of Juvenile Justice
- The Department of Children & Families(www.dcf.state.fl.us)
- The Behavioral Health Center (www.leememorial.org/caring/ops/services.asp)
- Children's Advocacy Center of SW Florida (www.cac-swfl.org)
- Children's Network of SW Florida (www.childnetswfl.org)
- Lutheran Services of SW Florida (www.lsfnet.org)
- The Agency for Health Care Administration; The Agency for Persons with Disabilities; The Statewide Guardian Ad Litem Office

- Multi-agency network for students with emotional and behavioral disabilities (www.sednetfl.info)

Researched and Evidenced Based Programs and Services:

The following programs are available for implementation at the CCCSA discretion and will be available as needed to targeted students.

- Signs of Suicide
- Schoolwide PBIS Programs
- Life Skills Training
- Strengthening Families
- Check & Connect
- Check In, Check Out
- Behavior Contracts
- CINS-FINS
- SOS (Student Outreach Services)
- The CAST (<http://www.reconnectingyouth.com/programs/cast/>) evidenced based programs addressing the following areas will be researched for possible implementation to address: Anger Management, Decision Making, Coping Skills, and Bullying.
- National Association of Independent Schools High School Survey of Student Engagement (HSSSE) Researched based programs and services section and

SB 7026 CAPE CORAL CHARTER SCHOOLS AUTHORITY MENTAL HEALTH PLAN

Estimated cost to Oasis Middle School: \$12,722.00 (not including potential mental health contracted fees as needed per student).

The 2018-2019 Annual Mental Health Allocation Plan is hereby approved by the Cape Coral Charter School Authority Governing Board.

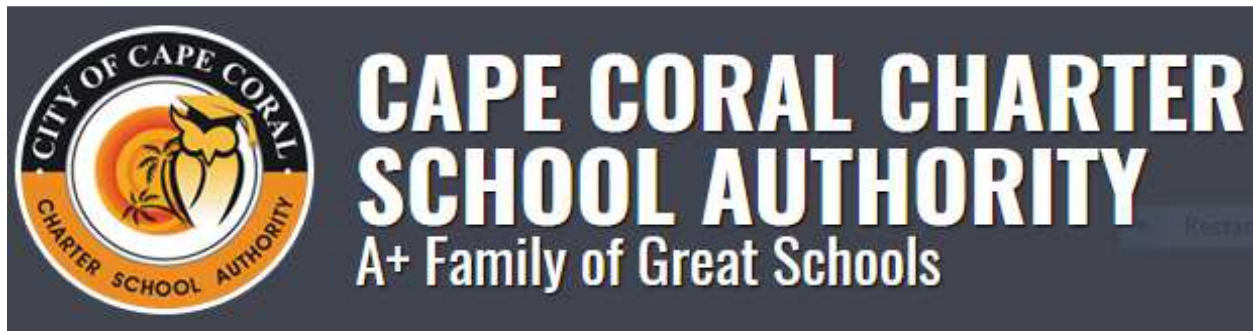
DATED THIS _____ DAY OF _____ 2018

ATTEST:

Jacquelin Collins, Superintendent, City of Cape Coral Charter School Authority

Michael Campbell, Chairman, City of Cape Coral Charter School Authority Governing Board

Oasis High School Mental Health Plan 2018 - 2019



The City of Cape Coral Charter School Authority (CCCSA) is a charter school system located in Lee County, Florida, comprising four schools: Christa McAuliffe Elementary, Oasis Elementary, Oasis Middle School and Oasis High. The CCCSA is fully committed to meeting the expectations for SB 7026 established by Lee County.

As such, our school system fully believes that the provision of mental health services and supports within the schools is essential in creating and sustaining safe schools. Further, the CCCSA believes that increased access to mental health services and supports is vital to not only improving the physical and psychological safety of our students and staff members, but also to improving positive academic outcomes and a vibrant, healthy community. Additionally, in the aftermath of a crisis, embedded mental health professionals provide supports that facilitate the return to normalcy, are sustainable, and can help to identify and assist students with more intense needs.

Our team is committed to ensuring the safety of all students and staff within the City of Cape Coral Charter School Authority.

Threat Assessment Team for Oasis High School

Threat Assessment Team

The Oasis High School Threat Assessment Team will meet monthly to monitor the implementation of the school mental health plan. The Team will determine risk factors, tier interventions, and discuss the progress and monitoring of students identified as “at risk”. Please note that should a crisis or immediate threat occur, the team will meet immediately to assess the crisis / threat, formulate a plan, and move forward quickly in order to provide for a safe and secure environment for students and staff.

Dr. Christina Britton, Principal

Tod Baldwin, Assistant Principal

Tim Loughran, Assistant Principal

TBA, Guidance Counselor

TBA, Guidance Counselor

SB 7026 OASIS HIGH SCHOOL MENTAL HEALTH PLAN

Karen Wolters, ESE Teacher

Clint Atkinson, School Resource Officer, Cape Coral Police Department

TBA, Contracted Mental Health Agency

TBA, School Social Worker

Melanie Klages, School RN

Tiered System of Supports for Oasis High School(OHS)

Behavioral tiered interventions will be established by the Threat Assessment Team and monitored through collaboration of school and contracted staff. Behavioral instruction at the Tier 1 level involves all students, in all settings, and is preventative in nature. "Secondary," or Tier2, interventions are for those students identified as "at-risk", may still be preventative, but can also be responsive in nature. "Tertiary," or Tier 3, interventions are assessment based and more intensive in nature (www.pbis.org/school/mtss).

Tiered Interventions include (but are not limited to):

Tier 1 (Universal Interventions)

- Reporting mechanisms available to students (anonymous or other): mailboxes outside guidance office, in library, reporting link on school website. Encourage reporting to teachers and leadership regarding student threats or at-risk behavior.
- Positive behavioral (PBIS) rewards for students who demonstrate activities that lead to safe schools (no tardies, no discipline referrals, student of the month rewards, etc).
- At risk behaviors, signs of suicide, presentations provided by OHS guidance department, contracted service providers.

Tier 2 (At-risk students, small group)

- Implement mentoring program through Check and Connect, or other research-based mentor program (Check in / Check out), through the guidance department.
- Implement behavior contracts for students, monitored by leadership staff, guidance.
- Conduct small group counseling sessions with those students with at-risk behaviors, focusing on problem-solving strategies as needed to reduce at-risk behaviors.

Tier 3 (Individual students)

- Students will be evaluated using research based assessments.
- Students will be provided ongoing mental health supports in a one-on-one environment by certified school staff or contracted mental health service providers.
- Students may be referred for CINS-FINS referrals through local agencies.

Planned Expenditures

Contract with psychological consultations/psychiatric referrals.

Tentative costs for contracted psychological services to be paid by CSA:

- School Student Consultation: \$125-child is not a patient

SB 7026 OASIS HIGH SCHOOL MENTAL HEALTH PLAN

Tentative costs per quote by contracted mental health provider to be paid by parent or insurance:

- Psychological evaluation: \$200
- On-going med appointments \$125
- Mental Health / Substance use assessments: \$15
- On-going therapy: \$100

Contracted Mental Health Provider will provide:

- Will provide psychological consultations/psychiatric referrals to serve students identified through Threat Assessment Teams
- Will provide mental health treatment services that are part of a stipulated agreement in lieu of expulsion, a stipulated order of expulsion, or is included in the Threat Assessment Teams recommendations.

CCCSA will hire a Licensed Social Worker

(salary \$40,000-\$50,000)

Licensed Social Worker:

- Complete risk and threat assessments as needed.
- Identify and assess the need for a Baker Act and diagnose accordingly.
- Provide training & leadership for threat assessment teams.
- Provide training in mental health awareness for students and school staff.
- Communicate with other agencies and staff as needed and appropriate.
- Communicate and collaborate with parents and guardians.
- Document all Threat Assessment Team services provided.
- Provide Tier 1 & Tier 2 interventions and support for targeted individuals.
- Provide or refer existing researched or evidenced-based programs.
- Develop or collaborate on the development of treatment plans and safety plans.
- Provide appropriate follow-ups for recovery services.
- Maintain a list of resources available for threat assessment teams.

Contract Licensed Psychologist

- Complete risk and threat assessments as needed.
- Identify and assess the need for a Baker Act and diagnose accordingly.
- Provide training & leadership for threat assessment teams.
- Provide training in mental health awareness for students and school staff.
- Communicate with other agencies and staff as needed and appropriate.
- Communicate and collaborate with parents and guardians.
- Document all Threat Assessment Team services provided.
- Provide or refer existing researched or evidenced-based programs.
- Develop or collaborate on the development of treatment plans and safety plans.
- Provide appropriate follow-ups for recovery services.
- Maintain a list of resources available for threat assessment teams.
- *Provide Tier 2 & Tier 3 consultative support for targeted individuals.*
- *Coordinate services with primary care/mental health providers involved in a student's care.*

SB 7026 OASIS HIGH SCHOOL MENTAL HEALTH PLAN

Professional Development (PD) & Implementation Costs: * \$1500.00

- Cost includes PD stipend as needed; travel expenses, registration costs for related workshops, trainings, and technical workshops
- There will also be required training to specifically address:
 - Emergency procedures including active shooter training and school safety and security (for students & staff)
 - Threat assessment, risk assessment and crisis response training, (for school based mental health staff & SRO's)
 - Threat assessment team training (for all school-based threat assessment team members-attended in Lee County)
 - Mental health awareness and assistance for students and staff
 - *Substance Abuse awareness and assistance for students and staff*
 - Training on the use and implementation of evidenced based programs

*Funding expenditures listed above are approximations and may change

Threat Assessment Teams

Duties: Threat assessment teams will meet monthly for the coordination of resources, assessment and interventions with individuals whose behavior may pose a threat to the safety of school staff or students. Interventions may include but are not limited to:

* Referral to the respective CCCSA Threat Assessment Team.

* Referral for mental health services, and/or referrals to existing evidenced based programs and services. After providing emergency intervention and assessment, an SRO trained in crisis intervention may determine the need for a Baker Act if there is imminent threat to self or others.

* The team will contact other agencies involved with the student and any known service providers to share information and coordinate any necessary follow-up actions.

* Teams will identify who to report threats to in the school community and provide guidance to students, faculty, and staff regarding recognition of possible threats to the community, school or self.

* Teams may obtain criminal record information if necessary for assessment(s), but this information must remain confidential.

Upon determination of a threat, the team will immediately report its determination to the Principal's designee, and the Assistant Principal who will immediately attempt to notify the student's a parent/legal guardian.

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Collaboration:

SB 7026 OASIS HIGH SCHOOL MENTAL HEALTH PLAN

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- The Department of Juvenile Justice
- The Department of Children & Families ([http:// www.dcf.state.fl.us](http://www.dcf.state.fl.us))
- The Behavioral Health Center (<http://www.leememorial.org/caring/ops/services.asp>)
- Children's Advocacy Center of SW Florida ([http:// www.cac-swfl.org](http://www.cac-swfl.org))
- Children's Network of SW Florida([http:// www.childnetswfl.org](http://www.childnetswfl.org))
- Lutheran Services of SW Florida([http:// www.lsfnet.org](http://www.lsfnet.org))
- The Agency for Health Care Administration; The Agency for Persons with Disabilities; The Statewide Guardian Ad Litem Office
- Multi-agency network for students with emotional and behavioral disabilities (<http://www.sednetfl.info>)

Researched and Evidenced Based Programs and Services:

The following programs are available for implementation at the CCCSA discretion and will be available as needed to targeted students.

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- Behavior Contracts
- CINS-FINS
- SOS (Student Outreach Services)
- The CAST (<http://www.reconnectingyouth.com/programs/cast/>) evidenced based programs addressing the following areas will be researched for possible implementation to address: Anger Management, Decision Making, Coping Skills, and Bullying.
- National Association of Independent Schools High School Survey of Student Engagement (HSSSE) Researched based programs and services section

Estimated cost to Oasis High School: \$16,000.00 (not including potential mental health contracted fees as needed per student).

The 2018-2019 Annual Mental Health Allocation Plan is hereby approved by the Cape Coral Charter School Authority Governing Board.

DATED THIS _____ DAY OF _____ 2018

SB 7026 OASIS HIGH SCHOOL MENTAL HEALTH PLAN

ATTEST:

Jacquelin Collins, Superintendent, City of Cape Coral Charter School Authority

Michael Campbell, Chairman, City of Cape Coral Charter School Authority Governing Board

Item Number: 5.B.
Meeting Date: 7/13/2018
Item Type: Agenda Items

AGENDA REQUEST FORM
CITY OF CAPE CORAL



TITLE:

NEW BUSINESS: Approval of Job Description and Salary for "School Social Worker" - Superintendent Collins

SUMMARY:

ADDITIONAL INFORMATION:

ATTACHMENTS:

Description	Type
▯ SOCIAL WORKER JOB DESCRIPTION 2018	Backup Material



CITY OF CAPE CORAL
Established Date:
Revision Date:

Charter School Social Worker

Class Code:

SALARY RANGE

\$40,000 - \$50,000 Annual

GENERAL STATEMENT OF JOB:

Under the general supervision of the Superintendent, the School Social Worker works to strengthen the school systems' mission by providing services which enhance home, school, and community partnerships. Social Workers actively address barriers that interfere with student performance and achievement by providing services and assistance to families in accessing appropriate community resources. Social Workers are often involved in helping students and families with attendance, learning, and behavior concerns.

Individual(s) assigned to this classification must report to work per their assigned schedule.

SPECIFIC DUTIES AND RESPONSIBILITIES:

Serve as a liaison between home, school, and community.

Advocate for children ensuring that students' and families' rights are observed.

Interview students and parents to discuss issues related to non-attendance and develop a plan of action.

Assist the school in following school board regulations for excessive absences and truancy; attend truancy intervention meetings and court proceedings.

Serve on the Child Study Team at each school to assist students experiencing attendance, academic, social, emotional, and/or health problems.

Participate in staffings with local school personnel, parents, and appropriate community agency staff to provide coordinated evaluation and planning.

Conduct home visits as a method to access the family and offer support in response to school referrals.

Provide individual and/or group counseling in response to school-wide crises.

Conduct parent interviews to acquire social developmental information as needed for special education referrals.

Analyze data to implement best practices.

Utilize community resources to serve family and student needs.

Encourage an understanding of, and sensitivity to, multicultural values and traditions.

Maintain complete, up-to-date, and accurate records as required by law, policy, and administrative regulation.

Collaborate with community agencies and other resources to meet student needs; refers families to agencies when appropriate.

Participate in professional development activities aimed at current trends and best practices for the provision of comprehensive school social work services.

Adhere to the National Association of Social Workers (NASW) Professional Code of Ethics.

Attend staff meetings and participate in conferences and other trainings to enhance job performance.

Seek out professional development opportunities and maintain professional licensure and certifications.

May be required to operate a motor vehicle in performance of assigned tasks.

Performs other related duties and assignments as required.

ADDITIONAL JOB FUNCTIONS

MINIMUM QUALIFICATIONS:

Bachelor's degree in Social Work from an accredited college or university.

Must possess a valid Florida Professional Educator Certificate in School Social Work.

Must possess a valid state driver's license and obtain a valid Florida driver's license within thirty (30) days of hire or promotion.

Knowledge in:

Federal, state, and local employment laws, requirements, and regulations as they relate to job functions, specifically including Florida Statutes Title XLVIII and Title X, or the means by which to access such.

Research methods and techniques and methods of presentation.
Advanced modern office support functions.

Report and record maintenance principles and techniques.

Business English, grammar, punctuation and spelling; the application of such to a variety of formats, styles, and editing principles and techniques.

Industry-standard computer applications.

Skill in:

Written, verbal, electronic, and visual communications for effective expression and clarity.

Customer relations.

Operation of various computer or other electronic devices and applications used, e.g., word processors, spreadsheet programs, and databases.

Organization, prioritization, and time management.

Ability to:

Learn City Charter, Charter School policies, and other regulatory documents as required to complete tasks and assignments.

Relate and respond to a diverse range of people beyond giving and receiving instructions, to include applying consistent respect, courtesy and tact in considerable public contact and/or in delicate or confrontational situations.

Establish and maintain effective working relationships with supervisor, support staff, staff from other departments and other local, state and federal government agencies.

Adapt to performing under frequent deadlines, re-prioritization of tasks and assignments, and in response to emergencies.

Apply sound judgment and interpretation based on acquired knowledge in circumstances where limited standardization exists.

Read and interpret various materials, ranging from moderate to complex terminology, associated with job functions.

Add, subtract, multiply and divide, calculate decimals and percentages; understand and perform advanced mathematical skills, e.g., graphs, tables.

Exercise high level of discretion due to the sensitive and confidential nature of

information processed.

Analyze and interpret problems, and draw conclusions.

Perform duties independently with minimal supervision and review.

Written, verbal, electronic, and visual communications for effective expression and clarity.

Work with diverse group of people.

MINIMUM STANDARDS REQUIRED:

Physical Requirements: Tasks are essentially sedentary, with some unassisted lifting, carrying, pushing and/or pulling of lightweight objects up to 20 pounds. Tasks may require prolonged periods of visual concentration.

Data Conception: Requires the ability to compare and/or judge the readily observable, functional, structural or composite characteristics (whether similar to or divergent from obvious standards) of documentation, accounting, and applications.

Interpersonal Communication: Requires the ability of speaking and/or signaling people to convey or exchange information. Includes giving and receiving instructions, assignments or directions.

Language Ability: Requires the ability to read a variety of materials relevant to municipal policy, procedure, and ordinance. Requires the ability to communicate with numerous individuals from a broad array of backgrounds.

Intelligence: Requires the ability to apply principles of rational systems; to solve practical problems and deal with a variety of concrete variables in situations where standardization exists.

Verbal Aptitude: Requires the ability to record and deliver information, to explain procedures, to issue and follow oral and written instructions. Must be able to communicate effectively and efficiently in standard English.

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

Form/spatial aptitude: Requires the ability to inspect items for proper length, width and shape.

Motor coordination: Requires the ability to coordinate hands and eyes in utilizing modern office equipment.

Manual Dexterity: Must have minimal levels of eye/hand/foot coordination.

Color Discrimination: Requires the ability to differentiate between colors or shades of color.

Interpersonal Temperament: Requires the ability to deal with people beyond giving and receiving instructions. Includes considerable public contact, and potential confrontational situations.

Physical Communication: Requires the ability to talk and/or hear: (Talking: expressing or exchanging information by means of spoken words. Hearing: perceiving nature of sounds by ear).

Environmental requirements: Tasks are generally performed without exposure to adverse environmental conditions.

Item Number:	5.C.
Meeting Date:	7/13/2018
Item Type:	Agenda Items

AGENDA REQUEST FORM
CITY OF CAPE CORAL



TITLE:

NEW BUSINESS: Discussion of Potential Need for Temporary Bus Lease Agreement -
Superintendent Collins

SUMMARY:

ADDITIONAL INFORMATION:

Item Number: 5.D.
Meeting Date: 7/13/2018
Item Type: Agenda Items

AGENDA REQUEST FORM
CITY OF CAPE CORAL



TITLE:

NEW BUSINESS: Approval of Yondr "Phone-free Learning Environment" Lease Agreement for Oasis Middle School - Donnie Hopper, Principal, Oasis Middle School and Danielle Jensen, Director of Procurement and Food Services

SUMMARY:

ADDITIONAL INFORMATION:

ATTACHMENTS:

Description	Type
▣ YONDR Lease Agreement June 2018- OMS	Backup Material

Yondr Program Agreement

This Yondr Program Agreement (together with all schedules and exhibits attached hereto, the "**Agreement**") dated as of June 14, 2018 (the "**Effective Date**"), is entered into by and between Focally, LLC, a Delaware limited liability company dba Yondr ("**Yondr**" or "**Company**"), and Cape Coral Charter School Authority ("**Client**").

Introduction	Yondr has developed a program for creating phone free environments inside schools and classrooms through the use of certain Equipment. Client wishes that Yondr create such environments at Client's school as specified herein.
Services	Yondr shall provide the Equipment and Training, as set forth on Exhibit A (collectively, the " Services "). Exhibit A may be amended by mutual consent if there is any material change to the Services or pricing.
Locations/ Schools:	The Services shall be provided at the following location(s): <ul style="list-style-type: none">• Oasis Middle School, Cape Coral Charter School Authority
Term	The term of this Agreement shall commence on the Effective Date and shall continue for a period of one (1) Year; thereafter, the parties may agree to renew the agreement for additional one-year periods. Consent to renewals, if any, will be evidenced by the Client's issuance of a purchase order. Client may terminate the Services upon thirty (30) day written notice to the Company. In the event of early termination of this Agreement, Yondr will refund any prepaid fees paid by Client on a monthly prorated basis based on the number of months elapsed at the time of termination (i.e., if Client terminates the contract 6 months into the annual contract, the Client will be refunded for the remaining 6 months of the Term).
Pricing	The term pricing for the Services shall be set forth on Exhibit A (the " Total Term Cost "). Exhibit A may be amended by mutual consent if there is any material change to the Services or pricing.
Payment Schedule	In each year of the Term, Client shall pay Yondr 100% of the Total Annual Cost prior to the commencement of the Services for such year, within 30 days of receipt of an invoice from Yondr.
Equipment	The Equipment is being provided "as-is" without any warranties, express or implied. Client shall not be charged for replacement Equipment or repairs to damaged Equipment so long as Client takes reasonable care in administering the Yondr program. Yondr shall, at all times, retain ownership and title of the Equipment.
Governing Law	Florida

The Parties have caused this Agreement to be executed by their duly authorized representatives effective as of the Effective Date.

FOCALLY, LLC

Signed: _____

Name: Andrew Byrd _____

Title: Partnerships Lead _____

Cape Coral Charter School Authority

Signed: _____

Name: _____

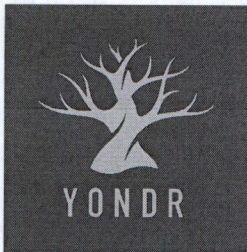
Title: _____

APPROVED AS TO FORM: _____

By: _____

City Attorney's Office

Date: 7/19/18



Focally, LLC dba Yondr
1427 Valencia St.
San Francisco, CA
94110

Yondr Education Program - Payment Details

Payment Terms: 30 days upon receipt of product

Payment Methods

Check:

Please make checks payable to:

Focally, LLC dba Yondr
1427 Valencia St.
San Francisco, CA, 94110

Wire/ACH Transfer:

Bank name: Bank of America

Address: P.O. Box 25118, Tampa, FL 33622-5118

Account Name: Focally, LLC

Account Number: 3250 4087 1204

Routing Number: 026009593

Exhibit A
Service Specifics and Pricing

Effective Start Date: June 14, 2018

Effective End Date: June 30, 2019

Product Name	Quantity	Price/Term	Total
Large Cases	850	\$16 <i>36% Discount</i>	\$13,600
Spare Cases	50	\$0	\$0
Unlocking Bases	50	\$0	\$0
Distribution Totes	50	\$0	\$0

Contract Value: \$13,600

Shipping: \$450

Total Due: \$14,050

Program Details

Program Includes:

- System to support 850 students, including:
 - 850 Yondr Cases
 - 50 spare Yondr Cases
 - 50 Unlocking Bases
 - 50 Distribution Totes
 - As-needed software and implementation documents
- Free replacements of damaged equipment promptly upon notice from Client. It is Yondr's policy to ship replacement equipment within 10 days of Client request, barring major weather event and subject to availability.
- Implementation support, including as-needed implementation specialist, best practices, documents, and software
- Year-round customer support

Item Number: 5.E.
Meeting Date: 7/13/2018
Item Type: Agenda Items

AGENDA REQUEST FORM
CITY OF CAPE CORAL



TITLE:

NEW BUSINESS: Discussion of Charter School Authority Parent Involvement Policy Volunteer Hours - Chairman Campbell

SUMMARY:

ADDITIONAL INFORMATION:

ATTACHMENTS:

Description	Type
▣ Parent Involvement Policy 2018	Backup Material



Jacquelin Collins, Interim Superintendent
3519 Oasis Boulevard
Cape Coral, FL 33914

Phone: 239-424-6100
Fax: 239-541-1039

Parent Involvement Policy 2018

Student success improves with parent participation. Parent/Guardian Volunteer Hours are required for all families in our school system. Each family must participate in a minimum of 12 volunteer hours each school year in order to maintain their child's seat in our system. Parents/Guardians can volunteer in any of the four schools, regardless of the location in which their child attends. The City of Cape Coral Charter Authority will not accept monetary or material donations in place of volunteer hours. Parents must volunteer their time and/or expertise in order to receive volunteer hours. Families can only receive a maximum of two volunteer hours for PTO Meetings. No hours will be provided for the attendance of events, (such as open house, athletic games, book fairs, holiday performances, birthday parties, holiday celebrations, etc.). Nor will parents receive volunteer hours for eating lunch with their child. The Superintendent shall have discretion for the assignment of volunteer hours as long as not expressly prohibited in this policy.

Each volunteer must have a background clearance on file at one of the City of Cape Coral Charter Schools. An updated application must be completed each year to renew a parent's clearance. Parents will not be allowed in the classroom building if their clearance is not complete.

All volunteers must check in at the front office each time they come on campus. It is the parent's responsibility to sign in and out in the front office to ensure the accuracy of the time recorded. If a volunteer assists off site or after hours, the teacher will complete an off-site hours form and have those hours approved by an administrator.

Parents can volunteer in their child's classroom at the teacher's discretion.

Guidelines for School Volunteers:

1. Be dependable and reliable.
2. Be a role model for students.
3. Dress appropriately.
4. Keep every student's school work and behavior in confidence.
5. Never administer corporal punishment or determine punishment.
6. Never remove a student from campus.
7. Never contact a student's parent regarding performance or behavior of a student.

Item Number: 5.F.
Meeting Date: 7/13/2018
Item Type: Agenda Items

AGENDA REQUEST FORM
CITY OF CAPE CORAL



TITLE:

NEW BUSINESS: Approval of Job Description and Salary for "Trades Specialist" - Superintendent Collins

SUMMARY:

ADDITIONAL INFORMATION:

ATTACHMENTS:

Description	Type
▢ TRADES SPECIALIST JOB DESCRIPTION AND SALARY	Backup Material



Cape Coral Charter Schools

Trades Specialist

SALARY RANGE

\$20.60 - \$32.23 Hourly

\$42,848.00 - \$67,038.40 Annually

GENERAL STATEMENT OF JOB

SAFETY SENSITIVE: Yes

FINGERPRINTING REQUIRED: Yes

Under the general direction of a designated supervisor, performs routine to complex maintenance, repair and skilled trades work in a variety of disciplines throughout all school buildings, facilities and grounds. Performs in several of the disciplines, and periodically has supervisory duties depending on the task assignment. Monitors, maintains, improves and protects the integrity of all school properties, structures and facilities. Collaborates with a wide variety of staff from multiple departments, as well as citizens of the community.

SPECIFIC DUTIES AND RESPONSIBILITIES

The intent of this job description is to provide a representative summary of the major duties and responsibilities performed by incumbents of this job. Incumbents may be requested to perform job-related tasks other than those specifically presented in this description.

- Depending on area of assignment, performs skilled to highly skilled trades work in carpentry (i.e., building and repairing office furniture, tables and cabinets), plumbing (i.e., potable water systems, waste systems), mechanical (i.e., ventilation systems, refrigeration), construction (i.e., concrete work, roof repair), and/or electrical.
- Performs skilled installation and repair/modification, site layout, advanced demolition, troubleshooting, diagnostics, or marine construction within assigned trades.
- Performs general maintenance tasks for all school buildings, facilities and grounds, i.e., changing air conditioning filters, replacing doors and windows, painting and pressure cleaning.
- Operates various manual and electrical tools in the performance of tasks (i.e., power saws, drills and sanders), and drives all Charter School Authority vehicles in the transport of materials to and from work sites.

- Collaborates with department management or directors for consulting, comprehensive planning, pricing, and job implementation; requires reviewing blueprints or architectural drawings and building code interpretation, as it applies; may include hiring various outside contractors.
- Estimates personnel and materials necessary to complete tasks and maintains records of time and materials used.
- Obtains price quotes from various suppliers concerning materials and equipment estimates to ensure economic efficiency in task performance.
- Utilizes enterprise software system to complete electronic data entry, reporting and tracking.
- Under the direction of the superintendent designs and implements preventive maintenance programs, i.e., backflow preventer program, HVAC, etc. to ensure compliance with sanitary and health codes.
- Performs Lead Worker duties when tasks require more than one individual.
- May be required to operate a motor vehicle in performance of assigned tasks.
- Performs other related duties as required.

MINIMUM QUALIFICATIONS

Education and Experience

- High school diploma/GED.
- Five (5) years of trades work experience that provides extensive knowledge and experience in various disciplines of construction.

Licenses or Certifications

- Must possess a valid state driver's license and obtain a valid Florida CDL B driver's license within ninety (90) days of hire or promotion.

OTHER JOB REQUIREMENTS

- None.

PREFERRED QUALIFICATIONS

- State certification in assigned trade(s).

ADDITIONAL MINIMUM QUALIFICATIONS REQUIRED: KNOWLEDGE, SKILLS, AND ABILITIES

Knowledge of:

- Effective supervisory principles and techniques.
- Practices, processes, materials and tools used in the trade(s) of assignment.
- The occupational hazards, safety precautions and personal protective equipment observed in the trade(s) of assignment.
- General housekeeping practices.
- Basic report and record maintenance principles and practices.

- Business English, the application of such to a variety of formats and styles, and editing principles and techniques.

Skill in:

- The efficient and safe operation of trade specific tools and equipment.
- Troubleshooting and repair within assigned trade(s).
- Written, verbal, electronic, and visual communications for effective expression and clarity.
- Use of modern office equipment and various computer programs and applications, to include Microsoft Outlook.
- Organization, attention to detail, prioritization, and time management.

Ability to:

- Relate to people beyond giving and receiving instructions, to include applying consistent courtesy and tact in considerable public contact and/or confrontational situations.
- Establish and maintain effective working relationships with supervisors, other employees and the public.
- Adapt to performing under frequent deadlines and/or in response to emergencies.
- Convey a sense of authority and influence.
- Apply sound judgment and interpretation based on acquired knowledge in circumstances where limited standardization exists.
- Read and interpret various technical materials, blueprints and sketches, ranging from moderate to complex terminology, associated with job functions.
- Operate manual and power hand tools, and other heavy equipment and machinery.
- Inspect equipment, supplies, and materials for quality, and to estimate time and materials for assigned projects.
- Compare and/or judge the readily observable, functional, or composite characteristics of equipment, materials and work sites.
- Comprehend general construction terminology in a broad array of disciplines.
- Apply common sense understanding to performing semi-repetitive tasks and principles of influence and rational systems.
- Add, subtract, multiply and divide and calculate decimals, percentages and other basic construction-related formulas.
- Utilize a variety of modern office equipment, i.e., computers, calculators and facsimile machines.
- Organize and review work for efficient results and accuracy.
- Compare and/or judge the readily observable, functional, or composite characteristics have recorded data, materials, equipment and supplies.
- Communicate efficiently and effectively in Standard English.
- Inspect items for proper length, width and shape, and visually read various types of information.

MINIMUM QUALIFICATIONS

Education and Experience

- High school diploma/GED.
- Two (2) years of experience in trades work with various disciplines of construction.

Licenses or Certifications

- Must possess a valid state driver's license and obtain a valid Florida CDL B driver's license within ninety (90) days of hire or promotion.

OTHER JOB REQUIREMENTS

- None.

PREFERRED QUALIFICATIONS

- Skilled trades or construction experience.

ADDITIONAL MINIMUM QUALIFICATIONS REQUIRED: KNOWLEDGE, SKILLS, AND ABILITIES

Knowledge of:

- Practices, processes, materials and tools used in the trade(s) of assignment.
- The occupational hazards, safety precautions and personal protective equipment observed in the trade(s) of assignment.
- Proper use of paints, sealers, and stains.
- General housekeeping practices.
- Basic report and record maintenance principles and practices.
- Business English, the application of such to a variety of formats and styles, and editing principles and techniques.

Skill in:

- The efficient and safe operation of trade specific tools and equipment.
- The operation of various specialized equipment.
- Written, verbal, electronic, and visual communications for effective expression and clarity.
- Use of modern office equipment and various computer programs and applications, to include Microsoft Outlook.
- Organization, attention to detail, prioritization, and time management.

Ability to:

- Relate to people beyond giving and receiving instructions, to include applying consistent courtesy and tact in considerable public contact and/or confrontational situations.
- Establish and maintain effective working relationships with supervisors, other employees and the public.
- Apply sound judgment and interpretation based on acquired knowledge in circumstances where limited standardization exists.
- Read and interpret various technical materials, blueprints and sketches, ranging from moderate to complex terminology, associated with job functions.
- Compare and/or judge the readily observable, functional, or composite characteristics of equipment, materials, and work sites.
- Operate manual and power hand tools, and other heavy equipment and machines.
- Inspect equipment, supplies and materials for quality, and to estimate time and materials for assigned projects.
- Utilize a variety of modern office equipment, i.e., computers, calculators and facsimile machines.
- Organize and review work for efficient results and accuracy.
- Handle a multitude of diverse tasks simultaneously while maintaining an attention to detail for the purpose of ensuring accuracy in task performance.
- Compare and/or judge the readily observable, functional, or composite characteristics have recorded data, materials, equipment and supplies.
- Draw valid conclusions in task processing and prioritization.
- Communicate efficiently and effectively in Standard English.
- Add, subtract, multiply and divide, calculate decimals and percentages and compute discount, ratio and proportion and profit and loss.
- Inspect items for proper length, width and shape, and visually read various types of information.

MINIMUM STANDARDS REQUIRED

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job.

Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The position involves *heavy physical demands*, such as exerting up to 100 lbs. of force occasionally, and/or up to 50 lbs. of force frequently, and/or up to 20 lbs. of force constantly to move objects. Tasks involve frequent walking, standing, climbing, bending, stooping, some unassisted lifting, carrying, pushing and/or pulling of moderately heavy objects up to 50 pounds and occasionally heavy objects up to 100 pounds with the assistance of other employees and/or equipment as appropriate. Requires excellent eye/hand/foot coordination for operating standard and specialized electrical and gas- operated equipment.

Requires the ability to speak, hear (perceive sound) and/or signal people to convey and exchange information; differentiate between colors or shades of color; read a variety of materials, at times complex; apply principles of rational problem-solving; record and deliver information, explain procedures, issue and follow oral and written instructions; and communicate effectively and efficiently in Standard English.

Item Number: 5.G.
Meeting Date: 7/13/2018
Item Type: Agenda Items

AGENDA REQUEST FORM
CITY OF CAPE CORAL



TITLE:

NEW BUSINESS: Approval of Job Description and Salary for "Maintenance Specialist" - Superintendent Collins

SUMMARY:

ADDITIONAL INFORMATION:

ATTACHMENTS:

Description	Type
▢ MAINTENANCE SPECIALIST JOB DESCRIPTION AND SALARY	Backup Material



Cape Coral Charter Schools
Maintenance Specialist
SALARY RANGE
\$17.79 - \$27.84 Hourly
\$37,003.20 - \$57,907.20 Annually

GENERAL STATEMENT OF JOB

SAFETY SENSITIVE: Yes

FINGERPRINTING REQUIRED: Yes

Under the general supervision of a departmental supervisor, performs routine maintenance and semi-skilled to skilled trades work in a variety of disciplines throughout all school buildings, facilities, and grounds. Generally incumbent performs in several of the disciplines, but may be assigned to one specific functional area.

SPECIFIC DUTIES AND RESPONSIBILITIES

The intent of this job description is to provide a representative summary of the major duties and responsibilities performed by incumbents of this job. Incumbents may be requested to perform job-related tasks other than those specifically presented in this description.

- Performs semi-skilled to skilled carpentry work such as building framing and trimming.
- Performs semi-skilled to skilled plumbing work such as repairing lavatory facilities, toilets, faucets, urinals, minor water leaks, etc.
- Performs semi-skilled to skilled mechanical work such as installing sinks, pumps, garbage disposals, filters, screens, bulbs, etc.
- Performs semi-skilled to skilled construction work such as hanging and finishing drywall, masonry tasks, minor welding and roof repair.
- Performs semi-skilled electrical work in instances of minor repair.
- Performs general maintenance tasks for buildings, facilities, and grounds, i.e., changing air conditioning filters, replacing doors and windows, pressure cleaning, painting, roofing repairs and small roof replacements.
- Performs preventative maintenance tasks as required on equipment used, replaces disposable parts, i.e., blades, brushes.
- Operates various manual and electrical tools in the performance of tasks (i.e., power saws, drills and sanders), and drives Charter School Authority vehicles in the transport of materials to and from work sites.

- Estimates personnel and materials necessary to complete tasks and maintains records of time and materials used.
- Responds to city emergencies as directed.
- Helps maintain cleanliness and aesthetics of buildings and facilities.
- Monitors assigned equipment condition or observed structural issues and reports required repairs to supervisor.
- Performs vehicle cleaning, safety, and operation inspections on assigned vehicle.
- Follows occupational safety protocol, Safety Data Sheets, and personal protective equipment guidelines.
- Performs administrative report and record maintenance duties, i.e., timesheets, activity logs.
- May be required to operate a motor vehicle in performance of assigned tasks.
- Performs other related duties as required.

MINIMUM QUALIFICATIONS

Education and Experience

- High school diploma/GED.
- Two (2) years of experience in trades work with various disciplines of construction.

Licenses or Certifications

- Must possess a valid state driver's license and obtain a valid Florida CDL B driver's license within ninety (90) days of hire or promotion.

OTHER JOB REQUIREMENTS

- None.

PREFERRED QUALIFICATIONS

- Skilled trades or construction experience.

ADDITIONAL MINIMUM QUALIFICATIONS REQUIRED: KNOWLEDGE, SKILLS, AND ABILITIES

Knowledge of:

- Practices, processes, materials and tools used in the trade(s) of assignment.
- The occupational hazards, safety precautions and personal protective equipment observed in the trade(s) of assignment.
- Proper use of paints, sealers, and stains.
- General housekeeping practices.
- Basic report and record maintenance principles and practices.

- Business English, the application of such to a variety of formats and styles, and editing principles and techniques.

Skill in:

- The efficient and safe operation of trade specific tools and equipment.
- The operation of various specialized equipment.
- Written, verbal, electronic, and visual communications for effective expression and clarity.
- Use of modern office equipment and various computer programs and applications, to include Microsoft Outlook.
- Organization, attention to detail, prioritization, and time management.

Ability to:

- Relate to people beyond giving and receiving instructions, to include applying consistent courtesy and tact in considerable public contact and/or confrontational situations.
- Establish and maintain effective working relationships with supervisors, other employees and the public.
- Apply sound judgment and interpretation based on acquired knowledge in circumstances where limited standardization exists.
- Read and interpret various technical materials, blueprints and sketches, ranging from moderate to complex terminology, associated with job functions.
- Compare and/or judge the readily observable, functional, or composite characteristics of equipment, materials, and work sites.
- Operate manual and power hand tools, and other heavy equipment and machines.
- Inspect equipment, supplies and materials for quality, and to estimate time and materials for assigned projects.
- Utilize a variety of modern office equipment, i.e., computers, calculators and facsimile machines.
- Organize and review work for efficient results and accuracy.
- Handle a multitude of diverse tasks simultaneously while maintaining an attention to detail for the purpose of ensuring accuracy in task performance.
- Compare and/or judge the readily observable, functional, or composite characteristics have recorded data, materials, equipment and supplies.
- Draw valid conclusions in task processing and prioritization.
- Communicate efficiently and effectively in Standard English.
- Add, subtract, multiply and divide, calculate decimals and percentages and compute discount, ratio and proportion and profit and loss.
- Inspect items for proper length, width and shape, and visually read various types of information.

MINIMUM STANDARDS REQUIRED

WORK ENVIRONMENT/ CONDITIONS

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Tasks are performed outside, subject to weather conditions and uneven terrain, and risk of exposure to toxic agents/chemicals, pathogens, and smoke.

PHYSICAL DEMANDS

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The position involves *heavy physical demands*, such as exerting up to 100 lbs. of force occasionally, and/or up to 50 lbs. of force frequently, and/or up to 20 lbs. of force constantly to move objects. Tasks involve frequent walking, standing, bending, stooping, some unassisted lifting, carrying, pushing and/or pulling of moderately heavy objects up to 50 pounds and occasionally heavy objects up to 100 pounds with the assistance of other employees and/or equipment as appropriate. Requires excellent eye/hand/foot coordination for operating standard and specialized electrical and gas operated equipment.

Requires the ability to speak, hear (perceive sound) and/or signal people to convey and exchange information; differentiate between colors or shades of color; read a variety of materials, at times complex; apply principles of rational problem-solving; record and deliver information, explain procedures, issue and follow oral and written instructions; and communicate effectively and efficiently in Standard English.

Item Number:	6.A.
Meeting Date:	7/13/2018
Item Type:	Date and Time of Next Meeting:

**AGENDA REQUEST
FORM**
CITY OF CAPE CORAL



TITLE:

The next Regular Governing Board Meeting will be held on Tuesday, August 14, 2018 at 5:30p.m. in Cape Coral City Council Chambers, 1015 Cultural Park Blvd., Cape Coral, FL 33990

SUMMARY:

ADDITIONAL INFORMATION: