



7145 Babcock Street, S.E.
Palm Bay, Florida 32909
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www.royalpalmcharter.com

7/28/21 @ 5:30 PM
Board of Directors Meeting Agenda

Directors:

Lori Grodecky, President
Erik Brown, Vice President
Alisha D'Alessandro Rozynski, Secretary
Kyley Haynes, Treasurer

- I. Call to Order** *Haynes motioned to call meeting to order, Rozynski 2nd 5:34pm*
- II. Roll Call** *Grodecky, Brown, Rozynski, Haynes via Zoom, Shupe present*
- III. Reports and Presentations:**

1. Budget Update *Mrs. Shupe reviewed the attached balance sheet and Final Budget – the school finished with a higher net income than anticipated. Discussed additional funds received from the tax surplus funds that will go toward capital expenses and the new building in particular. Rozynski brought up to the board that this was amazing and gave kudos to Mrs. Shupe for doing such a wonderful job managing the school fiscally as well as staff/students in this crazy of a year. She felt that Mrs. Shupe deserved a bonus for all of her hard work and efforts. Board members agreed. She asked Mrs. Shupe what she felt would be a good number and she deferred to the board. Rozynski suggested to the board \$10,000 and the members agreed, Rozynski motioned to add a \$10,000 bonus for Mrs. Shupe to the consent agenda, Brown 2nd. Mrs. Shupe mentioned in the board packet were three RBT packets – these are packets for behavior techs that work with students in the school. They all worked with students last year as well. Mrs. Shupe also shared that the FSA scores had come in. They were lower than anticipated, but not too far from the other schools in our area. She discussed that 4th and 5th grades again came in very low while there was some progress in Middle School which was good. She shared the score sheet attached.*
 - i. Balance Sheet
 - ii. 20-21 Final Budget
2. Admin Update – Shupe
 - i. Enrollment *Mrs. Shupe discussed attached enrollment chart that showed current enrollment numbers, she said total student numbers are remaining consistent with little fluctuation. VPK, K, 2nd, and 6th grades are full.*
 - ii. New Building Update *Mrs. Shupe said that we are still in progress that plans have gone to the city and county for approval as appropriate, just a process. She discussed that she has spoken with the Ameris representative regarding funding for the new building utilizing the USDA program as we did with the Middle School building.*
3. Discuss John Hancock 401K Plan *Mrs. Shupe discussed that when the school switched from the payroll service of Paychex to Heartland it was recommended to move the 401K as well based on platform compatibility – the school did do that, but the transition was arduous and once completed the staff cannot see their individual totals that were transferred into their accounts. Human Interest has said it is a “known glitch” in the system and they are working on it. Still to this date it has not been corrected so it has been decided to switch 401K providers for transparency purposes. After talking with the Edward Jones rep the school has previously worked with it was recommended to go with John Hancock – they are one of the leading providers and will still integrate with our system. The fees will be less and the platform offers more options for employees.*
4. Discuss RPCS Mental Health Plan *Mrs. Shupe reviewed the attached policy – very similar to last year’s plan*

5. Discuss RPCS Wellness Policy *Mrs. Shupe reviewed the attached policy – only changes made were staff names updated*
6. Discuss PTO (Paid Time Off) Pay Out *Brown mentioned that at previous meetings the board has discussed some options for incentivizing employees that do not use all of their PTO throughout the year. Mrs. Shupe discussed how a teacher's absence drastically affects student progress and that some teachers take days because they either use it or lose it. At this time employees can only transfer 8 hours forward to the next school year because you cannot have teachers out for extended periods of time. Haynes agreed that she would like to see the teachers awarded for their dedication. Rozynski said that the staff has a flexible schedule with the breaks that they can arrange appointments and etc but we know things come up, so this is not negatively impacting anyone that uses their PTO – just rewards those that don't; like Ms. Stefani and Justin in the office. Mrs. Shupe shared the BPS policy as well. It was discussed that staff would get paid 80% of the daily rate for each whole day left at the end of the year. Mrs. Shupe stressed the importance of that payment not occurring until they complete their contracted work days. Additionally, Rozynski felt that staff that used 0 days should be compensated even more – suggested they be paid at 100% of daily rate. Mrs. Shupe said that she would compile what the board discussed here for the next meeting.*
7. Discuss Out of Field Teachers
 - i. ESOL: Melissa Todd & Justin Clermont *Mrs. Shupe added Debbie Graham to these two teachers – all three are out of field in ESOL but are currently in process of taking the courses needed and are in compliance*

IV. Consent Agenda: *Haynes motioned to adopt the consent agenda adding bonus for Mrs. Shupe, Approval of John Hancock 401K switch, and Out of Field teachers*

1. Approve 20-21 Final Budget
2. Approve Mental Health Plan
3. Approve Wellness Policy
4. Approve RBT packets – Sara Glover, Rebecca Courtney, and Kayla Hadley
5. Approve Board Meeting Minutes 6/23/21
6. Approve \$10,000 Bonus for Mrs. Shupe
7. Approve Switch to John Hancock Retirement Policy
8. Approve Out of Field Teachers – Clermont, Graham, Todd


V. Non-Consent Agenda:

1. Next Meeting: Wednesday, October 27, 2021 at 5:30PM

VI. Public Comment: *None*

VII. Motion to Adjourn: *Brown motioned to adjourn, Haynes 2nd 6:15pm*

Board Approval


Erik J Brown
Vice President

11/3/21



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II. Roll Call

III. Reports and Presentations:

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 - i. Balance Sheet
 - ii. 20-21 Final Budget
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 - ii. New Building Update
3. Discuss John Hancock 401K Plan
4. Discuss RPCS Mental Health Plan
5. Discuss RPCS Wellness Policy
6. Discuss PTO (Paid Time Off) Pay Out
7. Discuss Out of Field Teachers
 - i. ESOL: Melissa Todd & Justin Clermont

IV. Consent Agenda:

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VI. Public Comment:

VII. Motion to Adjourn:

**Royal Palm Charter
Balance Sheet
As of June 30, 2021**

Accrual Basis

	Jun 30, 21
ASSETS	
Current Assets	
Checking/Savings	
1000 - Chase Bank - Operating	850,287.98
1103 - Chase Bank - PTO	3,126.88
Total Checking/Savings	853,414.86
Accounts Receivable	
1130 - Accounts receivable	100,632.89
1131 - Capital Outlay Recievable	13,009.00
Total Accounts Receivable	113,641.89
Other Current Assets	
1234 - Deposits - FPL	5,022.00
1235 - Prepaid expenses	8,504.40
Total Other Current Assets	13,526.40
Total Current Assets	980,583.15
TOTAL ASSETS	980,583.15
LIABILITIES & EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	
2100 - Accounts Payable	22,587.22
Total Accounts Payable	22,587.22
Other Current Liabilities	
2111 - Salary Payable-L*	81,383.63
Total Other Current Liabilities	81,383.63
Total Current Liabilities	103,970.85
Total Liabilities	103,970.85
Equity	
Retained Earnings	655,130.26
Net Income	221,482.04
Total Equity	876,612.30
TOTAL LIABILITIES & EQUITY	980,583.15

**Royal Palm Charter
Profit & Loss Budget vs. Actual
July 2020 through June 2021**

	Jul '20 - Jun '21	Budget	\$ Over Budget	% of Budget
Ordinary Income/Expense				
Income				
3200 . Federal through state and local	6,293.53	4,500.00	1,793.53	139.9%
3230 . IDEA Funds	223,951.97	194,577.00	29,374.97	115.1%
3240 . Title I	126,387.02	48,000.00	78,387.02	263.3%
3261 . School Lunch Reimbursement	76,118.99			
3270 . ESSR CARES				
Total 3200 . Federal through state and local	432,751.51	247,077.00	185,674.51	175.1%
3300 . State sources				
3310 . FEFP	2,384,317.08			
3311 . ED Fac Security Grant	5,007.38	2,359,911.00	24,406.08	101.0%
3330 . Classroom Supply Assistance	6,226.78			
3363 . Teacher Salary Allocation	55,410.89			
3371 . VPK	68,387.46			
3397 . Capital Outlay Funds	168,586.00	181,297.00	-12,711.00	93.0%
3399 . Miscellaneous State Sources	38,067.96			
Total 3300 . State sources	2,726,003.55	2,541,208.00	184,795.55	107.3%
3400 . Revenue from Local Sources				
3398 . Sales surtax	59,535.90			
3440 . Donations	0.00	1,000.00	-1,000.00	0.0%
3451 . Student Lunches	495.55	10,000.00	-9,504.45	5.0%
3473 . School-Age Child Care Fees	9,552.92			
3477 . Clubs & Sports	5,311.88			
3490 . Miscellaneous Local Sources				
3495 . Other Misc Local Sources	-6,269.90			
3490 . Miscellaneous Local Sources - Other	2,836.61			
Total 3490 . Miscellaneous Local Sources	-3,433.29			
Total 3400 . Revenue from Local Sources	71,462.96	11,000.00	60,462.96	649.7%
3474 . PTO	3,207.62			
Total Income	3,233,425.64	2,799,285.00	434,140.64	115.5%
Gross Profit	3,233,425.64	2,799,285.00	434,140.64	115.5%
Expense				
100 . Salaries				
110 . Administrator	314,371.44	306,896.00	7,475.44	102.4%
111 . Administrator - Bonus	5,405.88			
120 . Classroom Teacher	1,310,593.77	1,249,444.00	61,149.77	104.9%
121 . Classroom Teacher - Bonus	18,587.05			
130 . Other Certified	-218.05			
160 . Other Support Personnel	103,027.76	89,339.00	13,688.76	115.3%
Total 100 . Salaries	1,751,767.85	1,645,679.00	106,088.85	106.4%

Royal Palm Charter
Profit & Loss Budget vs. Actual
 July 2020 through June 2021

	Jul '20 - Jun 21	Budget	\$ Over Budget	% of Budget
200 . Employee Benefits				
210 . Retirement	9,154.44	34,915.00	-25,760.56	26.2%
220 . Social Security	125,297.56	122,682.00	2,615.56	102.1%
230 . Group Insurance	194,195.50	131,733.00	62,462.50	147.4%
240 . Worker's Compensation	2,039.71	8,875.00	-6,835.29	23.0%
250 . Unemployment Compensation	1,626.13	8,441.00	-6,814.87	19.3%
200 . Employee Benefits - Other	16.57			
Total 200 . Employee Benefits	332,329.91	306,646.00	25,683.91	108.4%
300 . Purchased Services				
310 . Professional & Technical Svcs	71,243.93	114,600.00	-43,356.07	62.2%
320 . Insurance and Bond Premiums	35,588.74	12,360.00	23,228.74	287.9%
330 . Travel	0.00	3,400.00	-3,400.00	0.0%
350 . Repairs and Maintenance	5,983.19	6,275.00	-291.81	95.3%
360 . Rentals	82,053.67	44,058.00	37,995.67	186.2%
365 . Software Subscriptions	1,057.30			
370 . Communications	16,566.97	6,600.00	6,42.86	109.7%
380 . Public Utility Services	7,242.86			
390 . Other Purchased Services	108,465.46	75,050.00	33,415.46	144.5%
Total 300 . Purchased Services	326,202.12	262,343.00	65,859.12	125.1%
400 . Energy Services				
430 . Electricity	32,278.28	32,000.00	278.28	100.9%
Total 400 . Energy Services	32,278.28	32,000.00	278.28	100.9%
500 . Materials & Supplies				
510 . Supplies	82,960.96	105,020.00	-22,059.04	79.0%
511 . Parental Involvement materials	0.00	6,000.00	-6,000.00	0.0%
520 . Textbooks	111,908.90	56,315.00	55,593.90	198.7%
570 . Food	59,305.63			
500 . Materials & Supplies - Other	14.96			
Total 500 . Materials & Supplies	254,190.45	167,335.00	86,855.45	151.9%
600 . Capital Outlay				
620 . Audio-Visual Materials	2,242.00			
621 . Capitalized AV Materials	828.53			
622 . Noncapitalized AV Materials				
Total 620 . Audio-Visual Materials	3,070.53			
640 . Furniture, Fixtures & Equipment				
641 . Capitalized F F & E	0.00	12,384.00	-12,384.00	0.0%
642 . Noncapitalized F F & E	1,599.96			
643 . Capitalized Computer Hardware	38,720.00			
644 . Noncap Computer Hardware	10,318.00			
Total 640 . Furniture, Fixtures & Equipment	50,637.96	12,384.00	38,253.96	408.9%
Total 600 . Capital Outlay	53,708.49	12,384.00	41,324.49	433.7%
630 . Buildings & Fixed Equipment	0.00	30,000.00	-30,000.00	0.0%

**Royal Palm Charter
Profit & Loss Budget vs. Actual
July 2020 through June 2021**

	Jul '20 - Jun '21	Budget	\$ Over Budget	% of Budget
700 . Other Expenses				
710 . Redemption of Principal	34,548.71	34,585.00	-36.29	99.9%
720 . Interest	198,946.57	198,922.00	24.57	100.0%
730 . Dues & Fees	24,520.15	8,900.00	15,620.15	275.5%
790 . Miscellaneous Expense	679.69			
79017 . Student Activity - Clubs	742.53			
700 . Other Expenses - Other	28.85			
Total 700 . Other Expenses	259,466.50	242,407.00	17,059.50	107.0%
Total Expense	3,011,943.60	2,698,794.00	313,149.60	111.6%
Net Ordinary Income	221,482.04	100,491.00	120,991.04	220.4%
Net Income	221,482.04	100,491.00	120,991.04	220.4%

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21-22	Enrolled
VPK	30*
K	36*
1ST	35
2ND	36*
3RD	30
4TH	39
5TH	28
6TH	44*
7TH	43
8TH	42
	K-8 332 (362)

2020-2021 Assessment Results

3rd FSA ELA	
Pineapple WM	83
Pineapple Cove	77
Odyssey	76
Odyssey Prep	60
ROYAL PALM	58
McCauliffe	57
Lockmar	56
Turner	54
Westside	50
Port Malabar	49
Sunrise	47
Discovery	47
Riviera	47
Jupiter	41
Columbia	41
Palm Bay	39
Palm Bay Acad	33
DISTRICT	60
STATE	54

3rd Math	
Odyssey	89
Odyssey Prep	57
ROYAL PALM	31
Pineapple Cove	77
McCauliffe	58
Port Malabar	36
Lockmar	44
Discovery	45
Pineapple WM	60
Westside	38
Turner	38
Sunrise	39
Palm Bay	36
Columbia	55
Jupiter	42
Riviera	51
Palm Bay Acad	34
DISTRICT	54
STATE	51

70

4th FSA ELA	
Pineapple Cove	76
Pineapple WM	76
Odyssey	65
Port Malabar	63
Sunrise	62
Odyssey Prep	62
McCauliffe	60
Lockmar	56
Westside	56
Palm Bay Acad	54
Columbia	50
Discovery	42
Riviera	41
ROYAL PALM	41
Turner	40
Jupiter	35
Palm Bay	21
DISTRICT	58
STATE	52

4th FSA Math	
Pineapple WM	80
Odyssey	79
Pineapple Cove	69
Odyssey Prep	64
Turner	61
McCauliffe	60
Westside	60
Port Malabar	55
Riviera	51
Columbia	51
Lockmar	44
Discovery	39
Jupiter	39
Sunrise	37
Palm Bay Acad	36
Palm Bay	32
ROYAL PALM	28
DISTRICT	58
STATE	53

52

5th FSA ELA	
Pineapple Cove	83
Pineapple WM	76
Odyssey Prep	63
Odyssey	61
Port Malabar	60
Westside	56
McCauliffe	55
Sunrise	51
Discovery	48
Columbia	48
Jupiter	47
Lockmar	43
ROYAL PALM	41
Riviera	39
Palm Bay Acad	33
Palm Bay	30
Turner	23
DISTRICT	59
STATE	54

5th FSA Math	
Pineapple Cove	81
Odyssey	68
Pineapple WM	76
Riviera	45
Sunrise	58
Odyssey Prep	52
Westside	45
Discovery	45
McCauliffe	50
ROYAL PALM	32
Lockmar	39
Jupiter	32
Port Malabar	37
Turner	19
Palm Bay	27
Columbia	62
Palm Bay Acad	19
DISTRICT	54
STATE	51

53

5th FCAT Science	
Pineapple Cove	71
Pineapple WM	69
Columbia	64
Odyssey	54
Lockmar	53
Odyssey Prep	49
Riviera	49
Port Malabar	45
McCauliffe	45
Discovery	45
Sunrise	43
Jupiter	36
Westside	35
Turner	34
Palm Bay	23
Palm Bay Acad	23
ROYAL PALM	22
DISTRICT	52
STATE	47

42

6th FSA ELA	
Pineapple Cove	77
Pineapple WM	76
Westside	68
Sunrise	67
Odyssey	63
Lockmar	59
Port Malabar	55
ROYAL PALM	55
Columbia	55
Turner	53
Riviera	52
Discovery	51
Odyssey Prep	50
Palm Bay	49
McCauliffe	46
Jupiter	43
Palm Bay Acad	31
DISTRICT	62
STATE	52

51

6th FSA Math	
Sunrise	73
Odyssey	70
Port Malabar	53
Pineapple WM	89
Pineapple Cove	72
Westside	57
Riviera	63
Odyssey Prep	42
McCauliffe	54
Lockmar	53
Jupiter	45
Columbia	52
Palm Bay	50
Discovery	41
Palm Bay Acad	38
ROYAL PALM	38
Turner	40
DISTRICT	63
STATE	45

40

7th EOC Civics	
Odyssey	89
Pineapple WM	85
Pineapple Cove	82
ROYAL PALM	81
Central	72
Palm Bay Acad	63
South West	48
Stone	44
DISTRICT	71
STATE	64

83

7th FSA ELA	
Pineapple Cove	69
Pineapple WM	66
ROYAL PALM	63
Odyssey	54
Central	49
Palm Bay Acad	47
South West	40
Stone	33
DISTRICT	52
STATE	48

60

7th FSA Math	
ROYAL PALM	79
Pineapple Cove	79
Pineapple WM	70
Odyssey	64
Central	44
South West	34
Stone	32
Palm Bay Acad	28
DISTRICT	52
STATE	44

37

8th FSA ELA	
Pineapple WM	74
Odyssey	67
ROYAL PALM	65
Pineapple Cove	64
Central	49
Stone	36
South West	35
Palm Bay Acad	34
DISTRICT	54
STATE	52

49

8th FSA Math	
Odyssey	65
Pineapple WM	52
ROYAL PALM	48
Pineapple Cove	42
Palm Bay Acad	29
Central	15
Stone	11
South West	9
DISTRICT	21
STATE	37

45

8th FCAT Science	
Odyssey	66
Pineapple WM	60
ROYAL PALM	56
Pineapple Cove	53
Central	43
South West	33
Stone	27
Palm Bay Acad	25
DISTRICT	48
STATE	45

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FLORIDA DEPARTMENT OF

fldoe.org



2021-2022 Mental Health Application

Part I: Youth Mental Health Awareness Training Plan

Part II: Mental Health Assistance Allocation Plan

(Royal Palm Charter)

Deadline for submission to ShareFile:

<https://fldoe.sharefile.com/r-rc3dac894fc9c4e6c9ff43fbc331a4286>

on or before August 1, 2021

2021-2022 Mental Health Application

Purpose

The purpose of the combined mental health application is to streamline and merge two programs into one application. The Youth Mental Health Awareness Training (YMHAT) Plan and the Mental Health Assistance Allocation (MHAA) Plan are to provide supplemental funding to districts so schools can establish, expand and/or improve mental health care, awareness and training and offer a continuum of services. These allocations are appropriated annually to serve students and families through resources designed to foster quality mental health. This application is separated into two primary sections: Part I includes the YMHAT Plan and Part II includes the MHAAP

Part I. Youth Mental Health Awareness Training Plan

In accordance with section (s.) 1012.584, Florida Statutes (F.S.), the YMHAT allocation is to assist districts with providing an evidence-based youth mental health awareness and assistance training program to help school personnel identify and understand the signs of emotional disturbance, mental illness and substance use disorders, and provide such personnel with the skills to help a person who is developing or experiencing an emotional disturbance, mental health or substance use problem.

Part II. Mental Health Assistance Allocation Plan

In accordance with s. 1011.62(16), F.S., the MHAA Plan allocation is to assist districts in establishing or expanding school-based mental health care; training educators and other school staff in detecting and responding to mental health issues; and connecting children, youth and families who may experience behavioral health issues with appropriate services.

Submission Process and Deadline

The application must be submitted to the Florida Department of Education (FDOE) ShareFile <https://fldoe.sharefile.com/r-rc3dac894fc9c4e6c9ff43fbc331a4286> by the deadline **August 1, 2021**.

There are two submission options for charter schools:

- Option 1: District submission includes charter schools in both parts of the application.
- Option 2: Charter school(s) submit a separate application from the district.

Part I. Youth Mental Health Awareness Training Plan

YMHAT Objective: provide an evidence-based youth mental health awareness and assistance training program to help school personnel identify and understand the signs of emotional disturbance, mental illness and substance use disorders, and provide such personnel with the skills to help a person who is developing or experiencing an emotional disturbance, mental health or substance use problem.

2021-2022 Mental Health Application

Part I. Youth Mental Health Awareness Training Plan and Projected Budget

Section A: YMHAT Training Plan

1. What is the percentage of employees currently trained and certified in YMHAT?
2. Explain the training goal(s) for the upcoming 2021-2022 school year.
3. In addition, the annual goal for the 2021-2022 school year is to train:
4. Explain the training goal(s) for the next 3-5 years.
5. What is the procedure for training new personnel to the district?
6. Explain how the district will utilize the following three YMHAT programs:
• Youth Mental Health First Aid (YMHFA)
• YMHFA Recertification
• Kognito At-Risk Modules (at all three levels: elementary, middle, high school)

Section B: YHHAT Projected Budget

Categories	Detailed Description, number of activities within each category	Cost Per/Each	Total Projected Budget by Category
1. Stipends (Detailed # of personnel and stipend cost per person)			
2. Materials (Detail # of units x individual unit cost, plus shipping)			
3. National Council (YMHFA) Training (Detailed description of each training activity to include # of personnel and individual training costs)			
4. Additional Kognito Modules (Provide the name of training module and cost)			
TOTAL 2021-2022 BUDGET:			
5. Additional narrative (optional):			

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2021-2022 Mental Health Application

Part II. Mental Health Assistance Allocation Plan s. 1011.62 (16), F.S.

Section A: MHAA Plan Assurances

Part II. Mental Health Assistance Allocation Plan s. 1011.62 (16), F.S.

Section A: MHAA Plan Assurances

The district assures...

- ☐ 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 or incentives.
- ☐ Maximizing the use of other sources of funding to provide school-based mental health services (e.g., Medicaid reimbursement, third-party payments and grants).
- ☐ Collaboration with FDOE to disseminate mental health information and resources to students and families
- ☐ The district website includes local contacts, information and resources for mental health services for students and families.
- ☐ Includes a system for tracking the number of students at high risk for mental health or co-occurring substance use 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 school board policy or procedure has been established for...

- ☐ Students referred for a mental health screening assessed within 15 calendar days of referral.
- ☐ School-based mental health services initiated within 15 calendar days of identification and assessment.
- ☐ Community-based mental health services initiated within 30 calendar days of referral coordinating mental health services with a student's primary mental health care provider and other mental health providers involved in student care.
- ☐ Assisting a mental health services provider or a behavioral health provider as described in s. 1011.62, F.S., respectively, or a school resource officer or school safety officer who has completed mental health crisis intervention training in attempting to verbally de-escalate a student's crisis situation before initiating an involuntary examination pursuant to s. 394.463, F.S. Procedures include must include strategies to de-escalate a crisis situation for a student with a developmental disability as that term is defined in s. 393.063, F.S.
- ☐ The requirement that in a student crisis situation, the school or law enforcement personnel must make a reasonable attempt to contact a mental health professional who may initiate an involuntary examination pursuant to s. 394.463, F.S., unless the child poses an imminent danger to self or others before initiating an involuntary examination pursuant to s. 394.463, F.S. Such contact may be in person or using telehealth, as defined in s. 456.47, F.S. The mental health professional may be available to the school district either by contracts or interagency agreements with the managing entity, one or more local community behavioral health providers, or the local mobile response team, or be a direct or contracted school district employee.

2021-2022 Mental Health Application

Identify one or two specific and measurable outcomes for your district's plan to achieve through the 2021-2022 evidence-based mental health program.

1. Staff will demonstrate improved knowledge and confidence in supporting students exhibiting mental health issues.
2. There will be a decrease in discipline referrals due to intervention for social/behavioral inappropriateness in the school setting.

Section C: District Program Implementation

Please include the following in this section:

1. Evidence-Based Program (EBP) and Description

Name and provide the essential elements of the EBP you will be implementing through a Multi-Tiered System Supports (MTSS) using one or more of the preferred EBP/Practices found in Blue Menu of Evidence-Based Psychosocial Interventions for Youth and the SAMHSA Evidence-Based Practices Resource Center.

Describe the key EBP components that will be implemented as well as any related activities, curricula, programs, services, policies and strategies.

***If you will be using another EBP other than those provided above please explain using the same format listed.**

2. EBP Implementation

This should include:

- Explain how your district will implement evidence-based mental health services for students to improve the early identification of social, emotional, behavioral problems or substance use disorders, as well as the likelihood of at-risk students developing social, emotional, behavioral problems, depression, anxiety disorders, suicidal tendencies and how these will assist students dealing with trauma and violence.
- Explain how the supports will deliver evidence-based mental health care assessment, diagnosis, intervention, treatment and recovery services to students with one or more mental health or co-occurring substance abuse diagnoses and to students at high risk of such diagnoses.

3. Outcome Measures

- Provide the outcome measures of your EBPs and how each aligns with your overall annual program goals in Section 2.

4. Multi-tiered System of Support (MTSS)

- Identify the tier(s) of the EBP being implemented.

Appendix Examples

2021-2022 Mental Health Application

EBP and Description	EBP Implementation	Outcome Measures	1	2	3
Botvin Life Skills Botvin Life Skills is a substance abuse and violence prevention program. Program learning objectives includes personal self-management skills, general social skills and drug resistance skills. The program is aligned to CASEL'S social and emotional learning competencies.	The School Counselor will teach social behavioral skills such as resistance skills, anxiety reduction and self-esteem. The program consists of 8 class sessions per year across 3 years. Grades 3, 4, and 5 all receiving 8 class sessions 30-45 minute class sessions taught one time per week for 8 weeks.	Students develop skills that enhance self-esteem, develop problem-solving skills, stress and anxiety reduction, and anger management. Students develop skills of clear communication, relationship building, assertiveness, and avoiding violence. Students will understand the importance of resisting pressures to use tobacco, alcohol and other drugs.		X	
Monique Burr Foundation Child/Teen Safety Matters. Monique Burrs curricular is based on public health and social ecological frameworks for prevention. Prevention best practices includes cognitive behavioral theory, healthy sexual development, and trauma informed practices, with a focus on developmental stages and different learning styles of children. Lessons are presented in an engaging way.	School Counselor will administer Child Trafficking prevention education to grades k-8. Substance Use and Abuse health education to grades K-8 and mental and emotional health to grades 6-8 in a classroom setting; teaching 5 safety rules of prevention. Student engagement through question/answer and video. Lesson 1 is digital safety, Lesson 2 is physical /emotional safety. Supplemental lessons include mental health and substance use divided into 3 lessons. Lessons are 45 minutes taught weekly.	Increase knowledge build preventative and resistance skills. Engage safe adults and address risk and protective factors. Students will be educated and empower students with strategies to prevent, recognize, and respond appropriately to child abuse (physical, emotional, sexual, neglect); exploitation/trafficking, bullying, cyberbullying, digital dangers, mental illness and substance use/abuse.		X	



2021-2022 Mental Health Application

Leader In Me is an evidence-based comprehensive educational leadership and school improvement model for social emotional learning. It boosts school and student leadership development with teaching methods, classroom techniques and social emotional learning systems.	Instructional staff will teach, as part of their lesson planning, direct leadership lessons daily, for 30 minutes focusing on 7-Habits of effective leaders. Students will be taught to understand and manage their emotions, set and achieve positive goals; feel and show empathy for others, establish and maintain positive relationships.	Students learn how to become self-reliant, take initiative, plan ahead, set and track goals, manage their emotions, be considerate of others, resolve conflicts, value differences. Students develop skills and self-confidence to succeed in school.	X		
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2021-2022 Mental Health Application

Table 2: MHAA Plan Direct Employment

Position	Current Ratio as of August 1, 2021	2021-2022 Proposed Ratio by June 30, 2022
School Counselor	1 (RPC)	
School Social Worker	0	
School Psychologist	1 (BPS assigned)	1
Other Licensed Mental Health Provider	1 (BPS assigned)	2
Direct employment policy, roles and responsibilities	Description	
Explain how direct employment of school-based mental health services providers (school psychologists, school social workers, school counselors and other licensed mental health professionals) will reduce staff to-student ratios.	<p>Royal Palm Charter has a goal of continuously meeting the social emotional and mental health need of the students and families we service. Employment of school based mental health service providers will reduce staff-to-student ratios. Adding a service provider would enhance school-based student services. This goal can be improved upon by contracting with a mental health agency to address student/family counseling needs that demand a greater volume of time/treatment than what can be provided by the certified school counselor. Contracting with an outside school agency could intensify needed mental health services by providing a full scope of services to include in-home counseling, family counseling and case management services.</p>	
Describe your district's established policies and procedures 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.	<p>Royal Palm Charter's School Counselor provides the following supports. Complete risk assessments, provide trainings in mental health awareness, coordinated services with mental health providers, teach small and whole group social skills. Communicate and collaborate with parents and guardians. Develop behavioral treatment and safety plans. Provide and develop recovery plans. Facilitate meetings with Administration regarding mental health concerns.</p> <p>If approved Royal Palm will commit to an interagency contract with a licensed family and child counseling agency. This contract would allow more counseling availability to students and families. The contracted agency could also cover deficits in staff, family and student mental health training, thus freeing up the school counselor for more needed individual counseling with students.</p>	
Describe the role of school based mental health providers and community-based partners in the	<p>For the 2021-2022 school year it is Royal Palm Charter's goal to contract with Holding Hands Florida, a licensed mental health agency. Holding Hands Florida will provide training to</p>	

2021-2022 Mental Health Application

implementation of your evidence based mental health program.	<p>staff and stakeholders targeting anxiety, substance misuse, and attention deficit hyperactivity disorder. Holding Hands Florida will also provide student and family counseling and case management services to meet the demands of Royal Palm Charter's mental health needs. This contract is in addition to the interagency contract made available to Royal Palm Charter by Brevard Public School District (BPS). The BPS contract specifies, in-school mental health services for only those students having Medicaid as a primary insurance.</p> <p>Brevard Public Schools (BPS) School Psychologist provides intervention services such as supports in consultation in at-risk behaviors of students, recovery services, and mental health assessments. Also included, is the BPS Mobile Crisis Response Team. Law Enforcement agencies participate in response to school threats and emergency drills, and involuntary Baker-Acts. SEDNET is a multi-agency network for students with emotional and behavioral disabilities. School-based counseling is contracted through BPS.</p>
--	---

List the contracts or interagency agreements with local behavioral health providers or Community Action Team (CAT) services and specify the type of behavioral health services being provided on or off the school campus.

Table 3: MHAA Plan Contracts or Interagency Agreements and Services Provided

Mental Health Provider:	Agency:	Services Provided:	Funding Source:
Millie Nieves	Holding Hands Florida Counseling Center	Family and Individual Counseling coupled with case management services.	
Rochelle Bonds	Kinder Konsulting	School-based counseling, case management.	Medicaid

Section E: Planned Expenditures

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Table 4: MHAA Planned Expenditures

2021-2022 Mental Health Application

Allocation Expenditure Summary	Total
Unexpended Mental Health Assistance Allocation funds from previous fiscal years:	0
School district expenditures for mental health services provided by staff who are employees of the school district:	
School district expenditures for mental health services provided by contract-based collaborative efforts or partnerships with community-based mental health program agencies or providers:	1500
Other expenditures (see below):	11896.46
Total MHAA expenditures:	\$13,396.46

Other expenditures (specify details such as type, supplies, training and amount):

Type: Narrative description with detailed cost	Total Amount
School based Guidance Counselor	9796.46
Leader in Me Materials (SEL Curriculum)	2100.00
Total Other Expenditures:	11,896.46

2021-2022 Mental Health Application

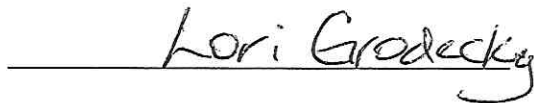
This application certifies that the Royal Palm Charter School Board approved the district's Mental Health Assistance Allocation Plan, which outlines the local program and planned expenditures to establish or expand school based mental health care consistent with the statutory requirements for the mental health assistance allocation in accordance with section 1011.62(16), F.S.

School (MSID) Number	Charter School Name
6509	Royal Palm Charter School

Note: Charter schools not listed above will be included in the school district youth mental health awareness plan and mental health assistance allocation plan. If you have more Charter schools to add, please list them on a separate sheet.



Signature of District Superintendent



Printed Name of District Superintendent



Board Approval Date

APPENDIX

2021-2022 Mental Health Application

Resources for Program Implementation

1. Evidence-Based Program and Description

This is a three-module series about implementing evidence-based programs. The modules in this series are as follows:

Module 1: Selecting Evidenced-Based Programs for School Settings, which covers using data to inform EBP selection, engaging stakeholders, assessing and building readiness, and reviewing and selecting EBPs; **Module 2:** Preparing to Implement Evidence-Based Programs in School Settings, which covers creating an implementation plan and team, understanding fidelity and adaptations, building staff and organizational competencies, and scheduling implementation; and **Module 3:** Implementing Evidenced-Based Programs in School Settings, which covers executing implementation, collecting data and monitoring progress, overcoming barriers and challenges, and planning for sustainability.

Below is a series of interactive, self-paced learning modules on selecting, preparing for and implementing EBPs in school settings.

- [Selecting Evidence-Based Programs for School Settings](#)
- [Preparing to Implement Evidence-Based Programs in School Settings](#)
- [Implementing Evidence-Based Programs in School Settings](#)

Since the publication of Module 1, SAMHSA has phased out the NREPP website. In April 2018, SAMHSA launched the [Evidence-Based Practices Resource Center](#) that aims to provide communities, clinicians, policy makers and others in the field with the information and tools they need to incorporate evidence-based practices into their communities or clinical settings.

- [Selecting Evidence-Based Programs](#)
- [Evidence-Based Module Series](#)

2. Assessment Resources

The [SHAPE System Screening and Assessment Library](#) includes instruments appropriate for use in school mental health. Search for the screening or assessment tools that fit your school(s) by focus area (academic, school climate or social/emotional/behavioral), assessment purpose, student age, language, reporter and cost. The Center for School Mental Health team has carefully reviewed every measure to provide a brief summary of each with direct links to copies of the instrument and scoring information.

- [School Mental Health Screening Playbook](#)
- [Desrochers, J., & Houck, G. \(2013\). Depression in Children and Adolescents: Guidelines for School Practice. Handout H: Mental Health Screening in Schools](#)

2021-2022 Mental Health Application

3. EBP/Practice Implementation for Co-Occurring Mental Health or Substance Use Diagnoses

Co-Occurring Mental Health or Substance Use Diagnoses Treatment Considerations for Youth and Young Adults with Serious Emotional Disturbances and Serious Mental Illnesses and Co-Occurring Substance Use

Blue Prints This interactive search enables you to identify Blueprints – certified interventions based on specific criteria – and browse through a wide range of interventions that match those criteria. Select only a few criteria of importance, as the number of interventions may be reduced by selecting multiple items ACROSS categories or increased by selecting multiple items WITHIN categories.

Model and Model Plus programs are listed separately from promising programs. This is because only Model and Model Plus programs have demonstrated efficacy for changing outcomes over time and are recommended for largescale implementation. Promising programs show promise of efficacy but require follow-up research before being recommended for large-scale adoption.

Table 5: District Program Implementation Examples

1. EBP and Description	2. EBP Implementation	3. Outcome Measures	4. MTSS		
			1	2	3
Example 1 <u>Bounce Back</u> Bounce Back based on the <u>Cognitive Behavioral Intervention for Trauma in Schools (CBITS)</u> is comprised of 10 one-hour group sessions, two to three individual sessions and one to three parent education sessions that last over a three-month period. Group sessions are typically held during school hours and cover a range of topics such as relaxation training, cognitive restructuring, social problem solving, positive activities, trauma-focused intervention strategies and emotional regulation and coping skills. These topics and methods derive from established successful interventions for children with post-traumatic stress disorder (PTSD), including a gradual approach of anxiety-provoking situations and a modified trauma narratives approach.	School Social Workers and Family Therapists will administer the sessions to students ages 5-11. Students will learn to identify feelings, and their links to thoughts and actions, using published storybooks to relate concepts and connect engagement activities and create personal storybooks as an age-appropriate concrete trauma narrative. Student participation will be encouraged with games and activities specific to age groups and with “courage cards” tailored to each student. Group sessions are very structured and include agenda setting; review of activity assignments; introduction of new topics through games, stories and experiential activities; and assigning activities for the next group meeting. Group sessions are small, with only four to six students all in the same age range. The School Social Worker and Family Therapist review the skills the children are learning in Bounce Back, with the student’s parent.	Improve: Post-traumatic stress symptoms (parent and child reported), anxiety symptoms (child reported), emotional regulation (parent reported) and emotional/behavioral problems (parent reported). In terms of risk and protective factors, improve on measures of social adjustment (child reported).		X	

2021-2022 Mental Health Application

1. EBP and Description	2. EBP Implementation	3. Outcome Measures	4. MTSS		
			1	2	3
	<p>Parents can support the children practicing the skills at home.</p> <p>The School Social Worker and Family Therapist will help each child develop a "My Story" trauma narrative. Near the end of the program, the School Social Worker and Family Therapist meets with the parent and child to share the child's story.</p> <p>The Bounce Back program is a trauma-informed equitable program; appropriate for children and families of diverse ethnic and social backgrounds.</p>				
<p>Example 2 <u>Support for Students Exposed to Trauma (SSET)</u> A school-based group intervention for students who have been exposed to traumatic events and are suffering from symptoms of PTSD.</p>	<p>SSET is delivered in an easy-touse lesson plan format that is ideal for educators. Teachers and School Counselors will use SSET as a non-clinical adaptation of the CBITS Program.</p> <p>Teachers and School Counselors will teach many cognitive and behavioral skills, such as social problem solving, psychoeducation and relaxation.</p> <p>The program consists of 10 45minute lessons designed to be delivered during one class period. These lessons focus on:</p> <ul style="list-style-type: none"> • common reactions to trauma • relaxation techniques • coping strategies • learning to approach difficult situations • developing a trauma narrative • problem solving 	<p>Through the use of this evidence-based program, middle school students ages 10-14 will learn to deal with real-life problems and stressors and increase levels of peer and parent support</p> <p>To increase skill-building techniques to reduce current problems with:</p> <ul style="list-style-type: none"> • anxiety or nervousness • withdrawal or isolation • depressed mood • acting out in school • impulsive or risky behavior 	X	X	

2021-2022 Mental Health Application

Section C: District Program Implementation

Table 1: Additional Narrative

i. EBP Description	ii. EBP Practice Implementation	iii. Outcome Measures	Tiers		
			1	2	3

Royal Palm Charter Wellness Policy



Florida Department of Agriculture and Consumer Services

Wellness Policy for Royal Palm Charter

Wellness Policy Committee

Area Represented	Committee Member Name
Parent	Amy Rodriguez
Student	Brody Shupe
School Food Service Personnel	Wendy Bobango
School Board	Lori Grodecky
School Administrator	Tresa Vernon
Local Health Professional	Eileen MacGilvary
¹ Health Education Staff	Brandon Wilson/Ron Bravo
¹ Teachers of Physical Education	Brandon Wilson/Ron Bravo

¹Recommended but not required to have on LSWP committee.

An LSWP cannot be developed and written by one or two individuals in the school. The school community must be involved.

The committee met on the following date(s) to assess the school's nutrition and physical activity environment needs: July 13, 2021

Date: 7/13/2021

School Administrator: 

1. Nutrition Education

- Supply information to families and staff that encourages them to teach their children about health and nutrition in making healthier food choices and providing nutritious meals for their families.
- Students will have access to useful nutrition information. Posters, worksheets and brochures will be available in classrooms and throughout the school campus.

2. Physical Education and Activity

- State-certified physical education instructors teach all physical education classes.
- Students will receive education that promotes a physically active lifestyle. The students shall receive education that teaches them the skills needed for lifelong physical fitness.
- All elementary school students will have daily recess. The school will provide space, equipment and an environment conducive to safe and enjoyable play.

3. Other School-Based Activities

- Provide for an interdisciplinary, sequential, skill-based health education program, K through 8, based upon state standards and benchmarks.
- Encourage students to interact with family members on assignments and projects.
- Teach communication skills, goal setting and decision making skills that enhance personal, family and community relationships.
- The teachers will use non-food rewards for their students. Teachers will replace the use of these rewards with alternatives such as excess recess time, game time or other physical activity and mind stimulus time.
- Students will be provided an adequate amount of time to consume their meal with a minimum of 20 minutes after receiving their food from the line.

4. Nutrition Promotion

- The school environment, including the cafeteria and classroom, shall provide clear and consistent messages that promote and reinforce healthy eating.
- Food services will provide families with opportunities for input and monitoring of their children's food purchases at the K-8 level.
- The school will provide parents with healthy snack ideas, lists of foods for healthy celebrations and opportunities for physical activity before and after school.

5. Assurance

- We assure that the guidelines for reimbursable meals shall not be less restrictive than regulations and guidance issued by USDA.

6. Guidelines for All Foods Served and Sold

- All foods served or sold at this school will meet the following nutrition guidelines. The guidelines also apply to fundraisers and class parties.
 - 200 calories or fewer per portioned package
 - No more than 35 percent of total calories from fat per serving size
 - Calories from saturated fat must be below 10 percent
 - Total sugar must be at or below 35 percent by weight
 - Sodium must be at or below 480 mg per side dish and at or below 600 mg per main dish
 - Consistent with the Dietary Guidelines
 - Contributes to developing healthy eating habits

7. Inform/update the public about the content/implementation of the LSWP

- The school will provide all parents with a complete copy of the LSWP at the beginning of the school year and will ensure that the most updated version of the policy is always available on the school website for the public to view.
- The wellness team shall prepare a report annually evaluating the implementation of the policy and include any recommended changes or revisions.
- Parents/guardians will advise the school of any food allergy and of any dietary restrictions and provide medical documentation as required.

8. Provide a plan for evaluating and measuring the implementation of the LSWP

- The wellness team shall meet annually to review nutrition and physical activity policies, evidence on student health impact and effective programs and program elements.
- School food service staff will ensure compliance with nutrition policies within school food service areas.

9. Ensure all stakeholders may participate in the development, implementation and periodic review and update of the LSWP

- Students will be given the opportunity to provide input on local, cultural and favorite ethnic foods.
- The food service director will be available to speak with parents during open house and allow for parents to make suggestions as to what they would like to see occurring within the school.

10. Designate one or more LEA/school official to ensure that each school complies with the LSWP

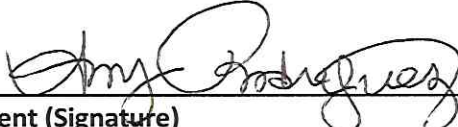






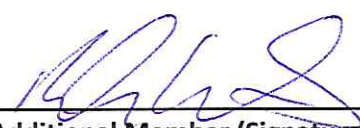
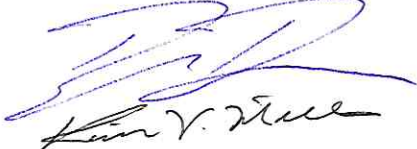
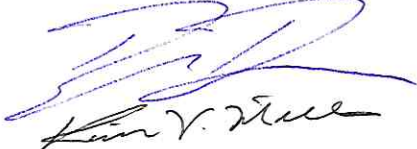
Wendy Bobango, Cafeteria Manager

11. Website address for the LSWP (if public or charter school)

<http://www.royalpalmcharter.com/wellness>

Policy Adoption and Approval Signatures

The following signatures represent the approval of this LSWP. When a change or revision is made to this policy, an updated board-approved, signed copy will be provided to the Office of Food, Nutrition and Wellness along with a copy of the board agenda and board minutes.

<u>Amy Rodriguez</u> Parent (Print)	<u></u> Parent (Signature)	<u>7.13.2021</u> Date
<u>Brody Shupe</u> Student (Print)	<u></u> Student (Signature)	<u>7/13/21</u> Date
<u>Wendy Bobango</u> School Food Service Personnel (Print)	<u></u> School Food Service Personnel (Signature)	<u>7-13-21</u> Date
<u>Lori Grodecky</u> School Board (Print)	<u></u> School Board (Signature)	<u>7-13-21</u> Date
<u>Tresa Vernon</u> School Administrator (Print)	<u></u> School Administrator (Signature)	<u>7-13-21</u> Date
<u>Eileen MacGilvary</u> Local Health Professional (Print)	<u></u> Local Health Professional (Signature)	<u>07/13/2021</u> Date
<u>Cynthia Dickens</u> Additional Member (Print)	<u></u> Additional Member (Signature)	<u>7/13/2021</u> Date
<u>Brandon Wilson</u> Additional Member (Print)	<u></u> Additional Member (Signature)	<u>7/13/21</u> Date
<u>RON BRAVO</u> <u>Rian Mills</u>	<u></u> <u></u>	<u>7/13/21</u> <u>7/13/21</u>

Policy Adoption Date: 7/29/21

Sick Leave Buy Back Employee Notice

PLEASE READ CAREFULLY

The School Board has a provision whereby employees may exercise the option of receiving payment for a portion of their unused sick leave as described below. Provisions of this option are as follows:

"Employees may receive payment of unused sick leave calculated at 80% of their present daily rate. Up to 10 days of unused sick leave may be requested for payment."

ELIGIBILITY REQUIREMENTS

- Employees must have earned the number of sick leave days for which they are requesting payment.
- Employees subject to BFT contract agreement language are allowed **four (4)** days absence. All other employees are allowed **five (5)** days absence. All employees must work the entire contract year.
- Time used as Encouraged Time Off and Personal Charged to Sick during spring break are excluded from this requirement.
- Approved paid time off is also excluded from this requirement, with the exception of paid sick leave, paid personal charged to sick, and paid sick bank.

PROCEDURES

Applications must be submitted between **Monday, April 5, 2021 and 11:59 pm on Friday, April 30, 2021**, using the My Information Center (MIC) online portal located in the Staff section of the District website at www.brevardschools.org.

PAYMENT SCHEDULE

Sick Buy Back payments will be by Direct Deposit on the following days:

June 30, 2021 for employees covered under the BFT Contract and **July 15, 2021** for all other employees.

Please note!

Sick leave buy back payments will be direct deposited to your bank account on file. The direct deposit pay stub will be available on the MIC employee portal the day before payment.

If between the time of submitting the application and the end of your work year, you are absent and become ineligible, you will not receive payment.

Please be advised that if you receive payment for accumulated sick leave, such payment will be made at 80% of your current hourly pay rate and a full day will be deducted from your accumulated sick leave balance for each day paid.

Sick Buy Back payments are considered a supplemental wage and as such will have a flat 22% Federal Income Tax rate deducted from the payment as well as Social Security and Medicare Withholding Taxes of 6.2% and 1.45% respectively.



7145 Babcock Street, S.E.
Palm Bay, Florida 32909
Phone (321) 723-0650
Fax (321) 722-1117
www.royalpalmcharter.com

**ESOL
OUT-OF-FIELD FOR ELL APPROVAL REQUEST**
for Language Arts/English and Reading Teachers

Melissa Todd
LAST NAME, FIRST (teacher)

Royal Palm Charter
SCHOOL

954561701
Employee Identification Number

7/14/2021
Date of Out-of-Field Assignment in ESOL
(The date an ELL student is placed in the Language Arts/English and Reading teacher's class.)

Check one or both of the statements below:

☐ The Language Arts/English and Reading teacher signed pre-service ESOL Training Agreement (Teachers employed beginning with the 1995-96 school year.)

AND/OR

☒ The Language Arts/English and Reading teacher will be completing ESOL training according to the timeline in State Board Rules.

Melissa Todd 7/28/21
Signature of Teacher Date

Shannon Guy 7/28/21
Signature of Principal Date

SUPERINTENDENT/BOARD APPROVAL

[Signature]
Signature of Superintendent Designee

7/28/21
Date

Please send this form to Dinah Kramer in Human Resources
(within 30 days of assignment)

Keep a copy of this form and parent notification at your school for auditing purposes.



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Palm Bay, Florida 32909
Phone (321) 723-0650
Fax (321) 722-1117
www.royalpalmcharter.com

**ESOL
OUT-OF-FIELD FOR ELL APPROVAL REQUEST**
for Language Arts/English and Reading Teachers

Justin Clermont
LAST NAME, FIRST (teacher)

Royal Palm Charter
SCHOOL

989210144
Employee Identification Number

7/14/2021
Date of Out-of-Field Assignment in ESOL
(The date an ELL student is placed in the Language Arts/English and Reading teacher's class.)

Check one or both of the statements below:

☐ The Language Arts/English and Reading teacher signed pre-service ESOL Training Agreement (Teachers employed beginning with the 1995-96 school year.)

AND/OR

☒ The Language Arts/English and Reading teacher will be completing ESOL training according to the timeline in State Board Rules.

[Signature] 7/28/21
Signature of Teacher Date

Shannon Shupe 7/28/21
Signature of Principal Date

SUPERINTENDENT/BOARD APPROVAL

[Signature]
Signature of Superintendent Designee

7/28/21
Date

Please send this form to Dinah Kramer in Human Resources
(within 30 days of assignment)

Keep a copy of this form and parent notification at your school for auditing purposes.



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Fax (321) 722-1117
www.royalpalmcharter.com

ESOL
OUT-OF-FIELD FOR ELL APPROVAL REQUEST
for Language Arts/English and Reading Teachers

Debbie Wallace-Graham
LAST NAME, FIRST (teacher)

Royal Palm Charter
SCHOOL

964443783
Employee Identification Number

7/14/2021
Date of Out-of-Field Assignment in ESOL

(The date an ELL student is placed in the Language Arts/English and Reading teacher's class.)

Check one or both of the statements below:

☐ The Language Arts/English and Reading teacher signed pre-service ESOL Training Agreement (Teachers employed beginning with the 1995-96 school year.)

AND/OR

☒ The Language Arts/English and Reading teacher will be completing ESOL training according to the timeline in State Board Rules.

[Signature] 9/2/21
Signature of Teacher Date

Shannon Shup 7/28/21
Signature of Principal Date

SUPERINTENDENT/BOARD APPROVAL

[Signature]
Signature of Superintendent Designee

7/28/21
Date

Please send this form to Dinah Kramer in Human Resources
(within 30 days of assignment)

Keep a copy of this form and parent notification at your school for auditing purposes.



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6/23/21 @ 5:30 PM

Board of Directors Meeting Agenda

Directors:

Lori Grodecky, President
Erik Brown, Vice President
Alisha D'Alessandro Rozynski, Secretary
Kyley Haynes, Treasurer

- I. Call to Order** *Haynes motioned to begin meeting at 5:35pm, Rozynski 2nd Brown motioned to adopt agenda moving investment policy to next meeting, Haynes 2nd*
- II. Roll Call** *Grodecky, Brown, Rozynski, Haynes Becka, Shupe present via Zoom*
- III. Reports and Presentations:**
1. Budget Update *Becka reviewed balance sheet and BVA documents (see attachment) On target with projections, the few areas over were unplanned Covid expenditures, additional ESSIR funds received to cover purchases plus CSP grant received for computers*
 - i. Balance Sheet
 - ii. BVA
 2. Admin Update – Shupe
 - i. Enrollment *See attachment*
 - ii. New Building Update *moving along, current hurdle is water meter*
 - iii. LEAD Brevard *Mrs. Shupe registered to participate in LEAD Brevard – a networking professional development year long course – hoping to make community connections, also way to recruit new board members*
 - iv. Site Visit *Reviewed site visit (see attachment) Visit was great, no areas of concern*
 3. Discuss Board Members
 - i. Candidates for Board Member *Discussed the need to add additional board member(s) – board members tasked to think about possible options*
 4. 21-22 Strategic Plan *Mrs. Shupe discussed attached Strategic plan*
 - i. Curriculum – *updated reading curriculum – CKLA major purchase for this year*
 - ii. Technology
 - iii. Staff – *proposed 2% increase for all returning staff*
 5. 21-22 Preliminary Budget *Discussed attached preliminary budget with Strategic Plan items already included*
 6. Discuss tax bill and options *2019 tax bill for 7145 building – the exemption was not filed by SCCU, school's attorney is going to request the tax bill be prorated – Mrs. Shupe was previously told deadline for review had already passed, but attorney believes it is not too late for request. Exemption was due 3/1 and closed on building purchase 3/19*
 7. Discuss Investment Policy – *moved to next meeting*
 8. Proposal of updated Drug Use Policy – *Medical Marijuana reviewed attachment*
 9. Discuss Request for Extension of Temporary Certificate *Nathan Smith reviewed attachments*
- IV. Consent Agenda:** *Haynes motioned to approve the consent agenda, minus #4, Rozynski 2nd*
1. Approve New Hires (Elliott, Philpott, Graham, Bronson, Heer)
 2. Approve Strategic Plan
 3. Approve 21-22 Preliminary Budget
 4. Approve Investment Policy

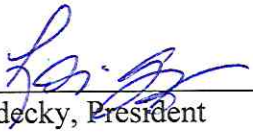
5. Approve Drug Use Policy
6. Approve Board Meeting Minutes 5/19/21
7. Approve Board Meeting Calendar 21-22

V. Non-Consent Agenda:

1. Next Meeting: Wednesday, July 21, 2021 at 5:30PM

VI. Public Comment: *None*

VII. Motion to Adjourn: *Brown motioned to adjourn 6:49 pm, Haynes 2nd*



Lori Grodecky, President

7/28/21

ROYAL PALM CHARTER

BOARD MEETING

NOTICE

WEDNESDAY, 7/28/21

5:30PM

PUBLIC INVITED

Reports and Presentations:

1. Budget Update
 - i. Balance Sheet
 - ii. 20-21 Final Budget
2. Admin Update – Shupe
 - i. Enrollment
 - ii. New Building Update
3. Discuss Board Members
4. Discuss John Hancock 401K Plan
5. Discuss RPCS Mental Health Plan
6. Discuss RPCS Wellness Policy
7. Discuss PTO (Paid Time Off) Pay Out
8. Discuss Out of Field Teachers

Join Zoom Meeting

<https://us04web.zoom.us/j/77728170215?pwd=cnZUVVo5NWt4enhJOFhxMjFHTkNCdz09>

Meeting ID: 777 2817 0215

Passcode: royalpalm