



General Meeting of the Mascotte Charter School Governing Board

July 13, 2020 at 10:00am via Zoom and Media Center

<https://zoom.us/j/7858980808>

**1. Opening Items**

- a. Call to Order, Moment of Silence, Pledge of Allegiance
- b. Public Input Card: If anyone would like to have public input on the agenda items, please pick up an input card at this time and submit it to the Board Scribe.

**2. Changes, Amendments, Additions or Deletions to Agenda**

**3. Quorum**

**4. Approval of Minutes**

- a. June 15, 2020-General Meeting

**5. Public Comment:** At this point in the meeting the Board will hear comments and concerns from the citizens. If the concern raised is not on the agenda, action will not be taken by the Board. If a response is needed, the Chairman and/or Principal may have staff contact the citizen by the contact information they provided. Public comment shall be limited to **2 minutes per person**.

**6. Financials:** Tarsha Jacobs

**7. Board Discussion**

**8. Principal Report**

**9. Consent Items:**

- a. Mental Health Plan
- b. Re-Opening 2020-21 Plan
- c. Technology Budget/Purchase
- d. Table/Desk purchases

**10. Time and Date of Next Meeting-** 8/17/2020 5:30 pm

**11. Adjournment**



## Mascotte Charter School Governing Board

### Meeting MINUTES

**Date and Time:** June 15, 2020 at 10:00am

**Zoom:** <https://zoom.us/j/7858980808>

#### 1. Opening Items

- Call to Order by Board Chairman @ 10:00am.
- Public Comment: None

#### 2. Changes, Amendments, Additions or Deletions to Agenda – None

#### 3. Quorum= YES

Voting Members	Role	Present	Absent
Richard Backus	Board Member	X	
Joann Jones	Board Chairman	X	
Diana Leist	Board Member	X	
Stacy Gaines	Board Member	X	
Elizabeth Villanueva	Board Co-Chairman		X

Others present: Tiffany Mayhugh (Principal), Radean Johnson (AP), Tarsha Jacobs (CPA), Yvonne McEwen (Scribe)

#### 4. Approval of Minutes

- May 26, 2020

Voting Members	Motio	Yes	No	Abstain	Absent
Richard Backus	2nd	x			
Joanne Jones		x			
Diana Leist	MM	x			
Stacy Gaines		x			
Elizabeth Villanueva					
<b>Vote Count Total: 4-0 Yes</b>					

- Financials:** Tarsha Jacobs discussed where the school is currently regarding audit and about preparing for end of year budget and expenses.

6. **Consent Items:**

- a. Reading Plan 2020-21SY
- b. Compact 2020-21SY
- c. Title I Parent Family Engagement Plan 2020-21SY
- d. Bus Maintenance/Transportation Agreements 2020-2021SY

Voting Members	Motion	Yes	No	Abstain	Absent
Richard Backus	MM	x			
Joanne Jones		x			
Diana Leist	2nd	x			
Stacy Gaines		x			
Elizabeth Villanueva					
Vote Count Total: 4-0 Yes					

7. **Principal Report** – Discussion around CARES Act and how it will impact re-opening plans for schools. Mascotte Charter is in need of purchasing updated computers. Ipads are generation 2 and no longer support academic/curriculum programs used at the school. Added additional class to 4<sup>th</sup> and 5<sup>th</sup> grades need 2 class sets of chromebooks and need to complete the chromebook sets for 3<sup>rd</sup> grade. A proposal will be presented to the board in July.
8. **Adjournment** - 10:30am



# MASCOTTE CHARTER SCHOOL

Tiffany Mayhugh-Rego, Principal  
Radean Johnson, Assistant Principal

460 Midway Avenue  
Mascotte, FL 34753

P. 352-429-2294  
F. 352-429-4836

## **2020-2021 Mental Health Assistance Allocation Plan**

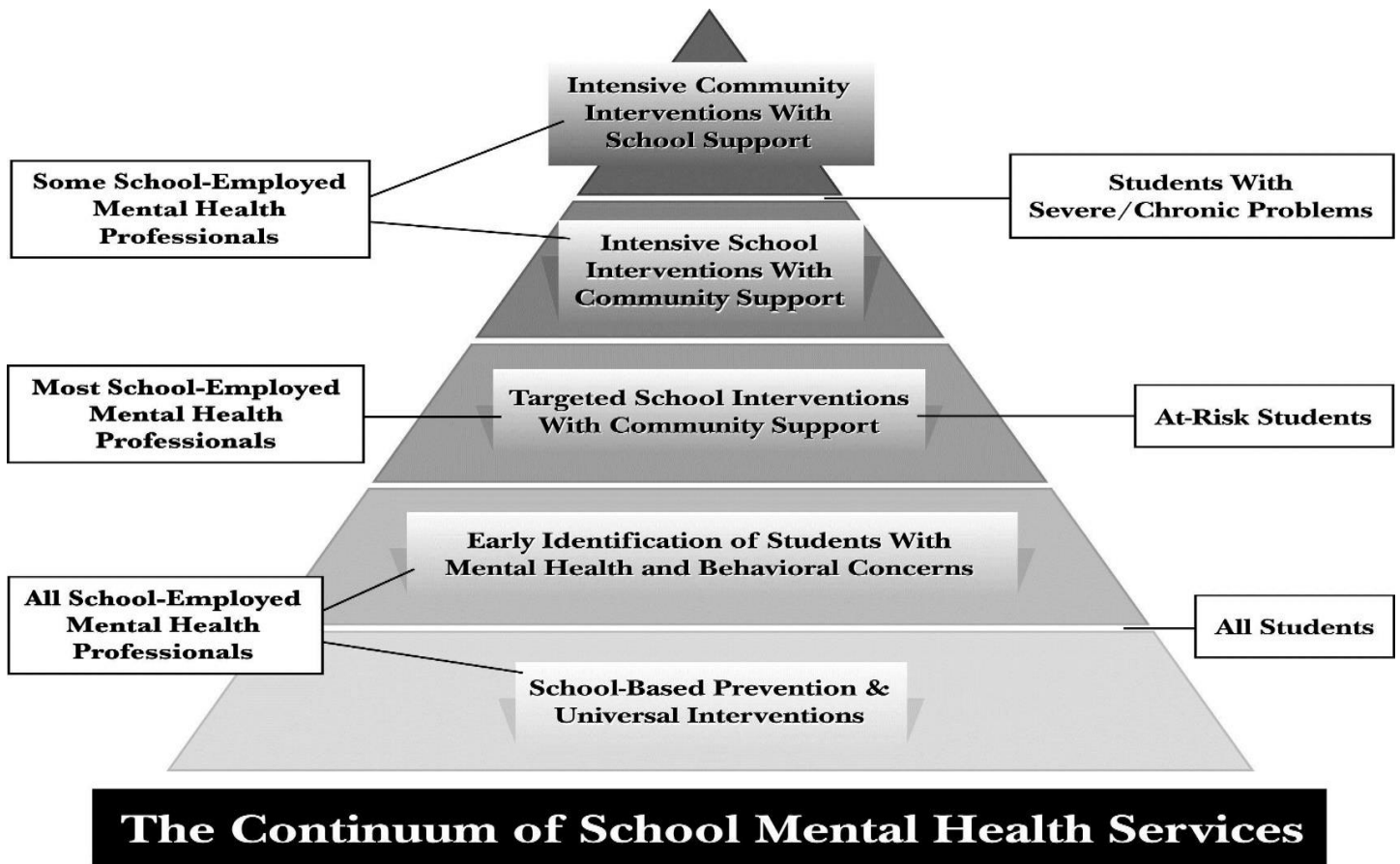
The school setting is one of the primary locations that a child having difficulties with their mental health can be identified. Research has shown that one in five children suffer from a mental health disorder. Of those, more than sixty percent do not receive any help due to stigma or lack of services. In the past, schools placed a huge emphasis mainly on the academic component of a student's progress or lack of progress. However, today's educational institutions and society overall is gaining a greater understanding of the importance of the social and emotional aspects of a student's life and how their mental health affects every area of their life.

Addressing the mental health needs of our youth is important due to a number of factors. It is imperative that mental health services are provided to a child at an early age. Dependent on the early warning risk factors that are identified, a foundation for coping skills can be learned and put into action quickly. Mental health interventions and coping skills will assist our youth in navigating through adverse childhood experiences they have been exposed to and can assist them with specific skills related to mental health diagnoses they may receive. The most prevalent diagnoses in school-aged children are ADHD, anxiety and depression. The mental health interventions and coping skills will educate and prepare our youth, not only during their school-aged years, but will continue to assist them with their future endeavors concerning career choices, how to positively function within their relationships with family and friends and the ability to cope with life's challenges overall.

**LEARN.GROW.ACHIEVE**

<https://mse.lake.k12.fl.us>  
[www.facebook.com/mascottecharterschool](https://www.facebook.com/mascottecharterschool)

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



Adapted from "Communication Planning and Message Development: Promoting School-Based Mental Health Services" in *Communiqué*, Vol. 35, No. 1, National Association of School Psychologists, 2006.

Mascotte Charter School has a comprehensive MTSS system to address the social, emotional, and behavioral concerns of our students. The MTSS team members may include, but are not limited to, Administration, Certified School Counselors, Licensed Mental Health Counselor, School Psychologist, ESE Specialist, Registered Nurse, Teachers, Parents, Guidance Potential Specialist, Pass Instructor, Literacy Coach, Curriculum Resource Teacher, and the Instructional Dean. MTSS focuses on serving all of our students through a continuum of care. An active and working system is in place to identify students through early warning signs, utilize evidence based need services that coincide with the student's specific social, emotional and/or behavioral needs and frequent monitoring of student progress to make sound decisions to either continue/update the intervention or goals or proceed to the next tier level.

## **Mascotte Charter School MTSS Interventions**

<b>Tier</b>	<b>Target Population</b>	<b>Team Members</b>	<b>Target Behavior</b>	<b>Possible Interventions</b>	<b>Intervention Documentation</b>	<b>Data Measures</b>	<b>Progress Monitoring Tools</b>
<b>Tier 1 Universal</b>	School Wide, Grade Level, Classroom	Teachers, Parents or Legal Guardian, School Counselors, Instructional Dean, Guidance Potential Specialist, Administration	School Rules and Expectations  Possible Replacement Behaviors	Universal Screener, PBIS, Review School Rules/Expectations, Classroom Management, Classroom Guidance Lessons, Restorative Practices, Sanford Harmony, Mental Health Awareness, Anti-Bullying Curricula, LEAPS	Teacher Notes, Parent Communication,	Class, Grade and School Level Behavioral Data, Early Warning Signs Indicators	PBIS, Teacher Notes, Early Warning Signs Indicator Comparison
<b>Tier 2 Supplemental</b>	Additional interventions required beyond Tier 1, Students identified as receiving mental health services on registration form, Small group with similar target behaviors	Teacher, Parents or Legal Guardian, School Counselors, Licensed Mental Health Counselors, School Psychologist, Social Worker, ESE Specialist, Instructional Dean, PASS Instructor, Guidance Potential Specialist, Administration	School Rules and Expectations  Specific Problem Target Behavior	Universal Screener, PBIS, Restorative Practices, Sanford Harmony, Check in/Check Out, Zones of Regulation, Academic Advisement, Peer Mentoring, LEAPS, Token System, Behavior Chart, Home Visits, Behavior Modification Strategies	Graphs, Fidelity Logs, Observation Logs	Early Warning Indicators, Discipline Referrals, Academic Performance, Classroom Daily Conduct, Measure for target behavior (percentage, frequency, or duration)	Early Warning Signs Indicator Comparison, Discipline Referrals (School and Bus), Daily Logs, Self-Reporting Chart, Behavior Summary
<b>Tier 3 Intensive</b>	Students requiring more individualized support beyond Tier 2, Diagnosed with one or more co-occurring mental health or substance abuse disorders	School Counselors, Licensed Mental Health Counselor, School Psychologist, Social Worker, ESE Specialist, Registered Nurse, and Parents or Legal	Addresses student's individual specific needs related to Mental Health Diagnosis, Substance Abuse Disorder, Social/Emotional Development, Academic Performance, and Behavioral Needs	Individual Counseling, Group Counseling, Family Systems Counseling, FBA/BIP, Referral to ESE services, LEAPS, Referral to Outside Agencies for Mental Health or Substance Abuse, Referral for Case Management Services or Crisis Stabilization,	Graphs, Fidelity Logs, Observation Logs	Early Warning Indicators, Discipline Referrals, Academic Performance, Classroom Daily Conduct, Measure for target behavior (percentage,	Early Warning Signs Indicator Comparison, Discipline Referrals (School and Bus), Daily Logs, Self-Reporting Chart, Behavior Summary, Information

		Guardian, Administration		Collaboration with outside providers (Medical or Mental Health), Return to School Teams (Baker Act, H/H)		frequency, or duration)	received from other medical providers
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**Evidence Based Modalities of Therapy that may be used during individual/group counseling:**

- Cognitive Behavioral Therapy - explores the connection between our thoughts, beliefs, and actions. Students learn how to challenge maladaptive thinking patterns and develop more proactive ways of viewing themselves and their circumstances.
- Motivational interviewing - therapy that uses intentional questioning to help students identify their goals and a direction for their future.
- Behavioral Therapies – consist of various types. May involve modeling, behavioral parent training, behavioral classroom management, and/or behavioral peer involvement.
- Family Systems Therapy - helps individuals resolve their problems in the context of their family units, where many issues are likely to begin. Each family member works together with the others to better understand their group dynamic and how their individual actions affect each other and the family unit as a whole.
- Interpersonal Therapy - focuses on the interpersonal relationships of the depressed person. The idea of interpersonal therapy is that depression can be treated by improving the communication patterns and how people relate to others.
- Play Therapy – generally used with children aged 3 through 11 and provides a way for them to express their experiences and feelings through a natural, self-guided and self-healing process. As children’s experiences and knowledge are often communicated through play, it becomes an important vehicle for them to know and accept themselves and others.

**1. Mental Health Support Staff/Team at Mascotte Charter School includes:**

- ❖ Professional School Counselors (2) – Serve the entire student population, PreK-5<sup>th</sup> grade, by providing various services, which includes providing classroom, small group and individual counseling promoting the academic, career, and social/emotional development of all students. The school counselors also assist with the implementation and direct services provided to students, which include MTSS, ESOL and 504. School counselors administer assessments to identify a student’s area of need or strengths. There is also consistent collaboration with teachers and parents to ensure academic and social/emotional success of all students. Professional school counselors will serve as mental health liaisons and collaborate with other professionals to address more intensive and various mental health needs of a student.
- ❖ Licensed Mental Health Counselor (1) – Identify, assess, and treat students’ symptoms related to their specific diagnosis or social/emotional/behavioral needs. The LMHC will also monitor student’s progress, collaborate with parents and school staff, create treatment plans, and process referrals as needed.
- ❖ Registered Nurse – Manages student healthcare plans, participates in the 504 eligibility and annual review process for students requiring a medical 504, trains staff to work with students’ various healthcare needs, collaborates with school staff, parents, teachers and healthcare professionals regarding students’ medical concerns, manages the school clinic (illnesses or injuries), maintains clinic records and monitors medication distribution on campus for students.

- ❖ Licensed Practical Nurse – Assist Registered Nurse with managing student healthcare plans, assist RN to prepare and deliver staff medical trainings, collaborate with school staff, parents, teachers and healthcare professionals regarding students' medical concerns, manage the school clinic (illnesses or injuries), maintain clinic records and monitor medication distribution on campus for students.
- ❖ Instructional Dean – Investigates problems of a disciplinary nature, documents information, and reports findings and decisions to Administration. Serves as a central resource person for pupil personnel services to include the counsel of students and parents where behavioral problems are involved. Guides students to appropriate school personnel regarding academic, personal, and social adjustments.
- ❖ PASS Instructor – Provides a supervised and structured environment for students assigned to the in-school suspension program. The PASS Instructor will work with classroom teachers to coordinate the academic activities of assigned students and support students in completing the assigned work along with the implementation of social/emotional learning, behavioral and academic support.
- ❖ Guidance Potential Specialist – Will track and record the number of students who are referred, screened, assessed and receive services/assistance through Mascotte Charter School and outside agencies. The mental health folder will remain in a locked storage area and data will be compiled and documented at the end of the school year to comply with the Marjory Stoneman Douglas Public School Safety Act (SB7026), Mental Health Assistance Allocation Plan.
- ❖ ESE Specialist – Assist with the assessment, identification and eligibility process for students who may be in need of additional support services related to academic, emotional and behavioral support. This may include completion of a FBA/BIP directly corresponding to the student's individual needs.

**2. Screening/Assessment tools that may be utilized for assessment, diagnosis, to identify treatment needs/goals and support recovery:**

- The screeners may include information from the Early Warning Signs Indicators (Grades, Referrals, Attendance), answers to questions referencing mental health needs on the registration forms, SAEBRs, the Strength and Difficulties Questionnaire, Brief Problem Checklist, Child PTSD Symptom Checklist and the Revised Child Anxiety and Depression Scale.
- Students will be screened within 15 days of a referral based on individual student need, parent or teacher request, MTSS Team request, or mental health specific information documented on the school registration forms.
- Based on the identification and needs indicated from the assessment, in school mental health services will be initiated within 15 days.
- If a student requires an additional level of care beyond the in-school mental health services, a referral will be completed for services to be provided by the community based mental health agency. Follow up will occur with the agency to confirm initiation of services within 30 days of referral.

**3. Procedures for referring students to school-based mental health interventions and community-based mental health providers for treatment:**

- Based on information from screeners, data, or parent request, an academic, behavioral, or mental health concern will be referred to the MTSS process. The MTSS team may refer the parent of a student or the parent themselves may at any time request for a referral to a school based or local community health provider for support and interventions.
- If a student presents symptoms or behaviors related to a substance abuse concern, a referral will be made to the appropriate referral source for counseling services and appropriate treatment.
- The school may contact local law enforcement if a student is exhibiting **imminent** danger to themselves or others. An evaluation will occur by the law enforcement officer and a determination may be made to Baker Act. Transport of student may be required to a local mental health facility for



a psychiatric evaluation, further observation and treatment. Upon return to school, a designated Mascotte Charter School Mental Health Team member(s) will meet with the student as an intervention to ensure positive reentry into the school environment. Student will be made aware of points of contact they are able to communicate with at the school regarding any concerns they have. Mental health resources that are available to the student will also be reviewed.

#### **4. Collaborative Partnerships, Community Partners and Agencies:**

The Mascotte Charter School Mental Health Team will coordinate mental health services and seek to establish partnerships with community based agencies and mental health providers. The focus of these partnerships will be to provide interventions, counseling, trainings, education, and follow-up services. These partnerships may include:

- LifeStream Behavioral Services:
  - Children’s Community Action Team (CAT) - The program offers parents and caregivers of youth with serious behavioral health issues a safe and effective alternative to out-of-home placement. The CAT model utilizes a team approach that “wraps around” the family to address their unique challenges with community-based treatment.
  - Mobile Crisis Response Team Services – A mobile unit, staffed with mental health service providers, whom respond directly to the location of an individual that may be experiencing a mental health crisis. Immediate assistance and evaluation is provided, as well as referrals for additional services if required. This is a collaboration with the Lake County Sheriff’s Office and the Clermont Police Department.
  - Youth and Family Recovery Program (YAFR) - provides services to youth who are abusing primarily marijuana and alcohol and who would be appropriate for an outpatient level of care.
- Private Practice Agencies located throughout Lake County
- Florida Department of Children and Families - Collaborates with our school in regards to students in the foster care system and in instances where there are allegations of abuse and/or neglect.
- The Department of Health - Collaborates with our school to insure the accessibility of health care for all students.
- State and local law enforcement -State and Local law enforcement assist in situations when students are considered to be a threat to themselves or others.
- Sandy Hook Promise – Know the Signs Programs
- NAMI – The National Alliance on Mental Illness, is the nation’s largest grassroots mental health organization dedicated to building better lives for the millions of Americans affected by mental illness. NAMI provides education to the community, advocates on behalf of those diagnosed

with a mental illness and their families, and works to fight the stigma regarding mental health and encourage understanding.

- SEDNET –Multi-Agency Network for Students with Emotional and Behavioral Disabilities. In Florida’s system of care, SEDNET works with education, mental health, child welfare, and juvenile justice professionals; along with other agencies and families, to ensure that children with mental, emotional and behavioral problems, and their families, have access to the services and supports they need to succeed.
- Be Free Lake - Collaborate with community stakeholders to focus on youth substance abuse and violence reduction and prevention while maximizing resources and providing opportunities for health and wellness in order for children and families to be self-sufficient, productive contributors in Lake County and society.
- Guardian Ad Litem, Lake County 5<sup>th</sup> Circuit – Strongly advocates for the best interests of youth that have been abused, abandoned and/or neglected.

**5. Coordination of Mental Health Services with a Student’s Primary Mental Health Care Provider and Other Mental Health Provider’s involved in the student’s care:**

- A mental health services database will be developed and will keep track of all students receiving or referred for mental health services.
- A member of the Mascotte Charter School Mental Health team will request parent permission and completion of the Mascotte Charter School Release of Information form to coordinate services, exchange information and/or collaborate with outside mental health providers and/or primary care providers.

**6. Mental Health Professional Development for Mascotte Charter School Staff:**

- Youth Mental Health First Aid Training – All Mascotte Charter School Mental Health Team members are certified. Teachers will receive training during the 2020-2021 school year.
- All staff will receive training on Suicide Awareness and Prevention and Mandatory Child Abuse Identification and Reporting Guidelines at the beginning of the school year.
- All teachers will receive professional development regarding Trauma Informed Care.
- Staff will be provided the opportunity to participate in quarterly mental health and self-care awareness trainings.

**7. Provide Mental Health Information and Resources for Parents:**

- The Mascotte Charter School Mental Health Team will present training opportunities to parents specific to mental health awareness, bullying, substance abuse, and parent/child communication.
- Identify resources for at-risk families based on student needs and information obtained from the universal screeners and assessments.

**8. Provide Social Emotional Learning Skills Content to Students and Staff:**

- Counselors and Guidance Potential Specialist will teach and review the following SEL core competencies with students: Self-Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decision-Making (CASEL - Collaborative for Social and Emotional Learning, Chart illustration below).

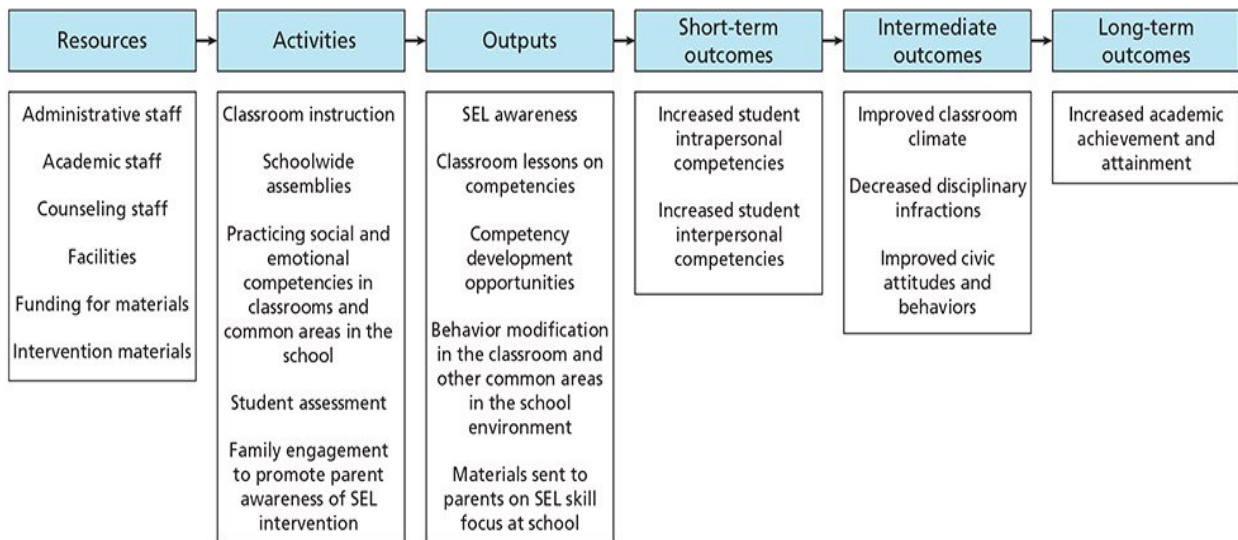
## Social & Emotional Learning Core Competencies



- Mental Health Team will collaborate with school staff to implement and build a school infrastructure that will support social emotional learning skills.
- Counselors and Guidance Potential Specialist will assist in preparing staff readiness to teach and implement SEL skills within the classroom setting and throughout the school.
- School staff will provide consistent and ongoing opportunities for students to practice and demonstrate SEL skills.

Figure 6.1

### Example Logic Model for a Schoolwide SEL Intervention



Contextual Factors: The school and classroom culture and climate may influence the quality of SEL interventions; important features of these cultures or climates are healthy relationships, instructional support, and classroom management. School discipline and academic standards may also influence SEL interventions. In addition, community norms, as well as district, state, and federal policy, may affect program implementation.

## 8. Number and Credentials of Mascotte Charter School Mental Health Providers

Service Provider	Number	Credentials
Professional School Counselors	2	Master's level degree from an accredited University. Certification in Guidance & Counseling by the State of Florida.
School Psychologist (District Assigned)	1	Master's and/ or EdS Level Degree from an accredited University. Certification in School Psychology by the State of Florida.
School Social Worker	1	Masters of Social Work
Licensed Mental Health Counselor	1	Master's Level Degree Licensed by the Florida Dept. of Health
Registered Nurse	1	Bachelor's Level Degree Licensed by the Florida Dept. of Health

### B. EXPENDITURES

The charter mental health assistance allocation is estimated \$27,000.00. The funds will be used for direct mental health services at the school site, to enhance school-based student services and increase awareness among instructional and school administrative staff.

### C. EXPENDITURE ASSURANCES

- Mascotte Charter School will use 100% of the Mental Health Assistance Allocation to support mental health direct services for our students, without supplanting other funding sources, increasing salaries, or providing staff bonuses.
- Mascotte Charter School will maximize the use of other funding sources, Medicaid and federal grants (when applicable), to assist in providing mental health services when necessary.

Item	Description	Quantity	Cost Each	Total Cost
ChromeBooks	Small Laptops for Students (1:1; Grades 2-5)	400	\$ 243.25	\$ 97,300.00
GoGuardian	Management Software for Chromebooks (Grades 2-5)	400	\$ 17.50	\$ 7,000.00
Carts	Charging Carts for ChromeBooks in Classroom	21	\$ 990.32	\$ 20,796.72
Chargers	Power for ChromeBooks	200	\$ 40.42	\$ 8,084.00
Wireless Mouse	Wireless Mouse for Chromebooks (Grades 2 -5)	350	\$ 15.00	\$ 5,250.00
HotSpots - 30, montly cost	Hotspots for Teachers and Students (Total cost over 10 months for 30 devices; \$36.10 ea)	10	\$ 1,083.00	\$ 10,830.00
iPads	iPads with cover & ApplCare+ for Students (15 iPads available for each classrom; Grades K & 1)	280	\$ 377.95	\$ 105,826.00
Laptops	Laptops for Teachers to assist with Remote Learning	10	\$ 1,243.95	\$ 12,439.50
Hardware	Motherboards, Power Boxes, Network Cables, Doc Cams, Batteries, Headphones,Keyboards, Mice, etc		\$ 8,500.00	\$ 8,500.00
Update Computer Lab	Add additional electrical outlets in Lab.		\$ 3,000.00	\$ 3,000.00
CiscoSmartNet Renewal	Software for Hardware in our Network Rooms.		\$ 7,000.00	\$ 7,000.00

**Total Cost** **\$ 286,026.22**

ADDITIONAL FUNDING	Items	Quantity	Cost Each	Total Funding
GRANT: CSP	ChromeBooks for Students	200	\$ 243.25	\$ 48,650.00
GRANT: CARES Act	Items Listed Above			\$ 150,000.00
<b>Total Additional Funding</b>				<b>\$ 198,650.00</b>

Total Cost	\$ 286,026.22
Funding	(198,650.00)
<b>Difference</b>	<b>\$ 87,376.22</b>



<b>Prepared For:</b>	Mascotte Charter School
<b>Phone:</b>	352-429-2294
<b>Fax:</b>	
<b>Attention:</b>	Radean Johnson
<b>Contract #</b>	<a href="mailto:johnsonr@lake.k12.fl.us">johnsonr@lake.k12.fl.us</a>

<b>Quote Number:</b>	Tim 7-11-2020
<b>Delivery Address:</b>	460 Midway Ave. Mascotte, FL. 34753
<b>Prepared by:</b>	Tim Morris
<b>Cell:</b>	352-874-6322
<b>Email:</b>	<a href="mailto:tmorris@erniemorris.com">tmorris@erniemorris.com</a>

[illegible]

<b>Top Choice:</b>	tbd	<b>Sub Total</b>	<u>\$13,655.00</u>
<b>Paint Choice:</b>	n/a	<b>Installation</b>	<u>\$955.85</u>
<b>Fabric Choice:</b>	n/a	<b>Total</b>	<b>\$14,610.85</b>

<b>Quoted By:</b>	Tim Morris	<b>7/9/20</b>
	Signed	Date



<b>Prepared For:</b>	Mascotte Charter School
<b>Phone:</b>	352-429-2294
<b>Fax:</b>	
<b>Attention:</b>	Radean Johnson
<b>Contract #</b>	<a href="mailto:johnsonr@lake.k12.fl.us">johnsonr@lake.k12.fl.us</a>

<b>Quote Number:</b>	Tim 7-11-2020-1
<b>Delivery Address:</b>	460 Midway Ave. Mascotte, FL. 34753
<b>Prepared by:</b>	Tim Morris
<b>Cell:</b>	352-874-6322
<b>Email:</b>	<a href="mailto:tmorris@erniemorris.com">tmorris@erniemorris.com</a>

[illegible]

Top Choice:	tbd	Sub Total	\$26,680.00
Paint Choice:	n/a	Installation	\$1,867.60
Fabric Choice:	n/a	Total	\$28,547.60

**Quoted By:** Tim Morris 7/9/20  
Signed \_\_\_\_\_ Date \_\_\_\_\_



**Prepared For:** Mascotte Charter School

**Phone:** 352-429-2294

**Fax:**

**Attention:** Radean Johnson

**Contract #** [johnsonr@lake.k12.fl.us](mailto:johnsonr@lake.k12.fl.us)

**Quote Number:** Tim 7-9-2020

**Delivery Address:** 460 Midway Ave.

Mascotte, FL. 34753

**Prepared by:** Tim Morris

**Cell:** 352-874-6322

**Email:** [tmorris@erniemorris.com](mailto:tmorris@erniemorris.com)

[illegible]

**Top Choice:** bannister oak

<b>Sub Total</b>	<b>\$12,645.00</b>
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**Paint Choice:** black

Installation	\$885.15
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**Fabric Choice:** n/a

**Total      \$13,530.15**

**Quoted By:** Tim Morris

Signed

**7/9/20**

Date \_\_\_\_\_