

STA/STPA/SAC  
GOVERNING BOARD  
STSC FOUNDING BOARD  
MEMBER PACKET  
REGULAR MEETING  
JANUARY 17, 2019

SouthTech Charter  
Academy, Inc.

SouthTech Preparatory Academy, Inc.

SouthTech Success Center, Inc.  
Founding Board

Jim Kidd, Superintendent

John-Anthony Boggess – Deputy Superintendent

Eileen Turenne, STA High School Principal

Nicole Handy, STPA Middle School Principal

Maynard Harvey, STSC Principal

**SOUTHTECH CHARTER ACADEMY, INC.**  
**SOUTHTECH PREPARATORY ACADEMY, INC.**  
**SOUTHTECH SUCCESS CENTER, INC.**  
**STA/STPA Governing Board/SAC/STSC Founding Board Meeting Agenda**  
**January 17, 2019**

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**1. Call to Order**

**2. Pledge of Allegiance**

**3. Roll Call: Board Secretary – Confirm Quorum Present**

Aram Bloom	Roger Dunson	Ayesha Edmond
Russell Feldman	Jonathan Flah	Dan Heller
Diane Heinz	Carl McKoy	James Notter
Suzanne Nicolini		

**4. Open Meeting Act Statement**

Chairperson asks if public notice has been made.

**5. Public Presentation:** Donna Baize recognition – Presentation by Mr. Kidd

**6. Approval of the Minutes for the STA/STPA Governing Board/SAC-STSC Founding Board Emergency Meeting on December 13, 2018.**

Introduced by: \_\_\_\_\_ Seconded by: \_\_\_\_\_

All in favor: \_\_\_\_\_ Opposed: \_\_\_\_\_

**7. Treasurer's/Financial Report for STA/STPA: Current monthly Bank Reconciliation and Disbursement Report**

**8. Reports**

- a. Superintendent
- b. Deputy Superintendent/Principal – STA/STPA/Adult Ed
- c. Principal – SouthTech Academy
- d. Principal – SouthTech Preparatory Academy
- e. Principal – SouthTech Success Center
- f. Committees – None.

**9. Public Comments on Agenda Items – *Five (5) Minutes Maximum Each Person***  
SouthTech Academy  
SouthTech Preparatory Academy

**10. Introduction of Consent Agenda for SOUTHTECH ACADEMY – *Superintendent Jim Kidd:***

**Old Business**

**None.**

**Administrative Items**

**A-1** I recommend that the Board approve the donations for the period from December 13, 2018 to January 17, 2019.

**A-2** I recommend that the Board approve Policy 1.02 Governing Board revision.

**A-3** I recommend that the Board approve the Exceptional Student Education Policies & Procedures for 2017-2018 through 2019-2020.

**Personnel Items**

**B-1** I recommend that the Board approve the Personnel actions for the previous month.

**Financial Items**

**C-1** I recommend that the Board approve and ratify the monthly Charter school bank account reconciliation for month ending November 30, 2018 as required by the Sponsor.

**C-2** I recommend that the Board approve and ratify the Charter school monthly Disbursement Report for month ending November 30, 2018 as required by the Sponsor.

**C-3** I recommend that the Board approve and ratify the monthly financial statements for month ending November 30, 2018 as required by the Sponsor.

**C-4** I recommend that the Board approve the SouthTech Academy Amended Budget for SY19.

**Emergency Items**

None.

**11. Poll Board for Items to be Pulled for Comment or Questions**

**12. Approval of Consent Agenda Except for Items Pulled**

Introduced by \_\_\_\_\_ Seconded by \_\_\_\_\_  
All in favor \_\_\_\_\_ Opposed \_\_\_\_\_

**13. Approval of Each Pulled Item (Item-by Item) – *Introduction by Superintendent***

**14. Public Comments on non Agenda Items – *Five (5) Minutes Maximum Each Person***

**15. Introduction of Consent Agenda for SOUTHTECH PREPARATORY ACADEMY – *Superintendent Jim Kidd***

**Old Business**

None.

**Administrative Items**

**PA-1** I recommend that the Board approve Policy 1.02 Governing Board revision.

**PA-2** I recommend that the Board approve the charter renewal agreement with the Palm Beach County School District for South Tech Preparatory Academy (STPA) and authorize the chairman to execute all related documents.

**Personnel Items**

None.

**Financial Items**

**PC-1** I recommend that the Board approve and ratify the monthly Charter school bank account reconciliation for month ending November 30, 2018 as required by the Sponsor.

**PC-2** I recommend that the Board approve and ratify the Charter school monthly Disbursement Report for month ending November 30, 2018 as required by the Sponsor.

**PC-3** I recommend that the Board approve and ratify the monthly financial statements for month ending November 30, 2018 as required by the Sponsor.

**PC-4** I recommend that the Board approve the SouthTech Preparatory Academy Amended Budget for SY19.

**Emergency Items**

**None.**

**16. Poll Board for Items to be Pulled for Comment or Questions**

**17. Approval of Consent Agenda Except for Items Pulled**

Introduced by \_\_\_\_\_ Seconded by \_\_\_\_\_

All in favor \_\_\_\_\_ Opposed \_\_\_\_\_

**18. Approval of Each Pulled Item (Item-by Item) – *Introduction by Superintendent***

**19. Public Comments on non Agenda Items – *Five (5) Minutes Maximum Each Person***

**20. Introduction of Consent Agenda for SOUTHTECH SUCCESS CENTER FOUNDING BOARD – *Superintendent Jim Kidd:***

**Administration**

**SCA-1** I recommend that the Board approve Policy 1.02 Governing Board revision.

**21. Poll Board for Items to be Pulled for Comment or Questions**

**22. Approval of Consent Agenda Except for Items Pulled**

Introduced by \_\_\_\_\_ Seconded by \_\_\_\_\_

All in favor \_\_\_\_\_ Opposed \_\_\_\_\_

**23. Approval of Each Pulled Item (Item-by Item) – *Introduction by Superintendent***

**25. GOVERNING BOARD IN THE CAPACITY OF SCHOOL ADVISORY COUNCIL (SAC)**

**South Tech Academy:**

**School Improvement Steering Committee (SISC) Report – *Russ Feldman, Chairperson; Suzanne Nicolini, Alternate Chairperson***

**Introduction of the SouthTech Academy SAC Consent Agenda – *Russ Feldman, Chairperson* –None.**

**26. Poll SAC for Items to be Pulled from the SAC Consent Agenda for Comment or Questions: N/A**

**27. Approval of SAC Consent Agenda Except for Items Pulled: N/A**

Introduced by: \_\_\_\_\_ Seconded by: \_\_\_\_\_

All in favor: \_\_\_\_\_ Opposed: \_\_\_\_\_

**28. Approval of Each Pulled Item (Item-by Item) – *Introduction by Russell Feldman, Chairperson N/A***

**29. South Tech Preparatory Academy:**

**School Improvement Steering Committee (SISC) Report** –*Ayesha Edmond, Chairperson; Diane Heinz, Alternate Chairperson*

**Introduction of the SouthTech Preparatory Academy SAC Consent Agenda** – *Ayesha Edmond, Chairperson* – N/A

**30. Poll SAC for Items to be Pulled from the SAC Consent Agenda for Comment or Questions:** N/A

**31. Approval of SAC Consent Agenda Except for Items Pulled:** N/A

Introduced by: \_\_\_\_\_ Seconded by: \_\_\_\_\_

All in favor: \_\_\_\_\_ Opposed: \_\_\_\_\_

**32. Approval of Each Pulled Item (Item-by Item)** – *Introduction by School Improvement Steering Committee Chairperson, Ayesha Edmond. N/A*

**33. Board Comments**

**34. Motion to Adjourn**

Introduced by: \_\_\_\_\_

All in favor: \_\_\_\_\_ Opposed: \_\_\_\_\_

Time \_\_\_\_\_

**SOUTHTECH CHARTER ACADEMY, INC.3**  
**SOUTHTECH PREPARATORY ACADEMY, INC.**  
**SOUTHTECH SUCCESS CENTER, INC. FOUNDING BOARD**  
**December 13, 2018 Minutes of the Governing Board/SAC/Founding Board Meeting**

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1. *Call to order* by Mr. Notter at 3:04pm
2. *Pledge of Allegiance*
3. *Roll Call by Barbara Fraga:*

Present: Roger Dunson, Ayesha Edmond, Russ Feldman, Jonathan Flah, Diane Heinz, Carl McKoy, Suzanne Nicolini, James Notter

Absent: Aram Bloom, Dan Heller

**Quorum**

4. *Open Public Meetings Act Statement* – The meeting has been properly noticed.
5. *Public Presentation:* None.
6. *Approval of the Minutes for the STA/STPA Regular Governing Board/STSC Founding Board Meeting November 8, 2018:*

**Motion by: Mr. McKoy**                      **Second by: Ms. Heinz**  
**All in favor.**                                      **Motion carries.**

7. *Treasurer's/Financial Report:* In Mr. Heller's absence, Mr. Notter reported that the STA/STPA Finance Committee met prior to the Board meeting and they recommend approval for STA Items C-1 through C-4 and STPA Items PC-1 through C-4. Mr. Kidd served in Mr. Heller's role at the committee meeting, and the consensus was that the financials were in order and would be recommended for approval by the Board.

8A. *Superintendent's Report:*

**Transition-Construction Ongoing Meetings at Odyssey:** Mr. Kidd reported that the meetings at the new SouthTech site are going well and that 30% submission on the plans was made about two weeks ago. We are beginning to see some of the elevations in some areas. The footprint of the site itself is pretty well in place now. Mr. Kidd said he would like to get the Architect in for a meeting and let them discuss the project progression with the Board. The District finally got up to \$15.3million for the project. There was more discussion on the cost estimates of the project, and construction management at risk on the project did their preliminary estimates and came in \$23.1. We did our own and came up with between \$17-18 million. That should start some head scratching. We have been reasonable to low on every request and have not been over-budgeted on anything that we have requested.

**SouthTech Prep:** We have started some preliminary negotiations with the owners of the Prep facility, but nothing to bring to the Board as yet. We are talking some along the lines of trying to purchase that. Doug, the primary owner is going back to Canada and sold out everything except those two buildings, and he would like to see us in them. Mr. Kidd hopes to have more on that at the January or February Board meetings. Mr. Kidd said that he had not as yet involved the Facility Committee into what is going on because it has been a see-saw type of thing, and there has not been any decisions that require Board action to date.

**Donna Baize:** Donna could not attend tonight's meeting and we will recognize Donna at the January Board meeting for her service to the Board.

**Charter Negotiations:** Mr. Kidd said we still do not have one and the District continues to kick the can down the road. We have negotiated a charter for Prep, however, it is still hung up in Legal and has not gone to their attorney yet. Hopefully, Prep will be on their January meeting. Success Center and Academy will hopefully follow soon after. Prep will actually be working without a charter between December 31 and the District's next Board meeting. We have granted several extensions to them.

**Tax Referendum:** Mr. Kidd said that the District came out with the tax referendum, specifically excluding charter schools. It went to the November 6 elections for vote and was approved. The charter schools informed the District that there would be a law suit if they excluded charters and the early stages of that are now taking place. At the end of his report today, Mr. Kidd will tell the Board what he feels should be our position on it. It does not require Board action, but he will ask the Board to ratify his position on it, because that would show solidarity. There are a number of independent charter schools that will be plaintiffs in the law suit against the District for that money. The Corporate charter schools have decided to put their efforts into the Margaret Stoneman Douglas Act, trying to get equality in that and pushing that cause in Tallahassee. The new governor

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SOUTHTECH PREPARATORY ACADEMY, INC.  
SOUTHTECH SUCCESS CENTER, INC. FOUNDING BOARD**

**December 13, 2018 Minutes of the Governing Board/SAC/Founding Board Meeting Page 2**

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promotes choice, and there is a Republican House and Senate, who will favor choice. Choice within the state of Florida should have some real opportunities within the next two to four years. It is in SouthTech's favor. The Corporate charters will not be getting involved in local politics, but will still reap the benefits, if the charters prevail in this. There is a possibility that the courts will determine that the entire referendum was illegal because they did exclude the charters, and may throw it out completely. In that case, we will all lose. Mr. Kidd said that his position is that SouthTech Schools has a moral obligation to assist in bearing the financial burden of this lawsuit. It will be pro-rated on a per student basis. Shawn Arnold, on retainage to SouthTech Schools estimates that the suit in Palm Beach County will cost somewhere around \$75,000. How many schools will participate in the financial responsibility remains to be seen. The rewards, if it prevails, would be considerable. With three charters outstanding right now, and the fact that policy is being repurposed for SouthTech Academy, puts us in a position where we do not need to be a plaintiff in the suit, but we can support it financially. We need to show some respect to the District as our Sponsor, but at the same time we need to advocate for our students, and he believes this is a fair balance. Mr. Kidd asked Mr. Notter to stand with Mr. Kidd by Board action and see how it works out. Hopefully, we will come out of it and give our teachers' raises and to continue to compete on a fairly level playing field as the District.

Mr. Notter said he would absolutely will support Mr. Kidd and Mr. Boggess. He said that Palm Beach County has to stand strong for all public school children.

Further discussion followed.

Mr. Boggess added that the return of investment in the law suit just for STA and Prep would come to \$1.46 million over a four-year period. This does not include STSC in year one, \$135,000 and by year four, given the estimated growth of the school, nearly \$500,000. So the financial impact for all schools over the four-year period would be \$2 million.

**Mr. Notter asked for a motion to authorize the Superintendent to move forward to financially support on a prorated basis in the legal actions taken by select charter schools in Palm Beach County against the Palm Balm Beach County School Board in the recently passed 2018 Tax Referendum.**

**Motion: Mr. Feldman Second: Ms. Heinz**

**All in favor. Motion carries.**

*8B. Deputy Superintendent's Report:* Mr. Boggess said that what the season is all about was on display this afternoon, that we try to give more than we receive. A tradition has been set within SouthTech Schools that the Holiday Luncheon is a signature event, not only for the school, but for participants throughout the District and the community, who come for relationship with one another and with the staff. It comes down to what we do here – we serve. We started off the school year with the idea of servant-leadership, because we believe that you are not just going to become a better student or a better employee, but the idea is to become better people. He told the Board that their gift to the staff members means more than they will ever know, and he thanked them.

Mr. Boggess said there was a different lineup for the reason that we believe in growing our own, and in leadership, that is what you do. For that reason, the STA and STPA Assistant Principals would be giving the report this month.

**Erin Kurtz**, Assistant Principal of School Counseling & Assessment

- The school counseling department delivered the ADAP Curriculum to 9th grade medical students. ADAP stands for Adolescent Depression Awareness Program and aims to break the stigma of mental illness.
- We are nominating 3 students for Pathfinders this year. Matthew Koegler (technical vocational), Abigail Mesa (communications), and Christopher Hayot (art) will be competing for this prestigious scholarship. They working on their applications and will interview in March
- Several teachers hosted PBSC intro to education students this semester. These students completed observations. This will hopefully lead to a continued relationship and these students will hopefully come back as teacher applicants one day.
- We would like to see the Board at graduation on May 16 at 2 p.m. at the South Florida fairgrounds.

**SOUTHTECH CHARTER ACADEMY, INC.  
SOUTHTECH PREPARATORY ACADEMY, INC.  
SOUTHTECH SUCCESS CENTER, INC. FOUNDING BOARD**

**December 13, 2018 Minutes of the Governing Board/SAC/Founding Board Meeting Page 3**

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**Josh Wiglesworth**, Assistant Principal of Career and Technical Education

**Continuous School Improvement:**

- SouthTech Schools will work towards an “A”-rated system of schools and serve as a national model for career and technical programs.
  - 239 (74%) STA seniors have successfully completed at least one Industry Certification.
  - 186 of 239 (78%) STA seniors have successfully completed either an Industry Certification, AP Class, or a Dual Enrollment course.

**Program Expansion:**

- SouthTech Schools will create a 21<sup>st</sup> century learner who is collage and career-ready via a K-20 system in Palm Beach County.

**Facilities Improvement/Growth:**

- SouthTech schools will host the most current facilities for career and technical programs relevant to business and industry needs. The facilities will allow for project-based learning in both the academic classroom and career academies for real world learning.

**Government Relations:**

- SouthTech Schools will increase its involvement in the community, strengthening and expanding community, business and industry partnership, and increasing alumni engagement.

**Katie Spitzig**, Assistant Principal of Academics

**Continuous School Improvement:**

SouthTech Schools will work towards an “A”-rated system of schools and serve as a national model for career and technical programs.

- **Remind/Safety Update:** A remind account was set-up for all faculty and staff to be utilized in case of an emergency. This will allow all teachers/staff members to send important information and communicate in the event of an emergency. Remind was rolled-out today with DIL’s and all staff members will receive the information regarding Remind tomorrow morning.
- **PERT Results:** 39% of students who took the PERT earned a qualifying score. This is exciting news for our Math Department and Nicole Julien. In addition to these results, we currently have no seniors stills in need of the Algebra 1 graduation requirement!
- **Tutoring Updates/New system:** The tutoring team has revamped tutoring for 2019. Based on feedback, most students attending tutoring were there for computer access and not tutoring/teacher support. The team decided to create a time for students to use the Media Center to get computer-based assignments completed. Access for students will take place before school and during both lunches. For afterschool tutoring, students will be invited by an invitation from their teacher. This will create a smaller, more individualized environment to help students in need of tutoring services. NHS will also be there to assist their peers with homework.

**Program Expansion:**

SouthTech Schools will create a 21<sup>st</sup> century learner who is collage and career-ready via a K-20 system in Palm Beach County.

**Facilities Improvement/Growth:**

SouthTech schools will host the most current facilities for career and technical programs relevant to business and industry needs. The facilities will allow for project-based learning in both the academic classroom and career academies for real world learning.

**Government Relations:**

SouthTech Schools will increase its involvement in the community, strengthening and expanding community,



**SOUTHTECH CHARTER ACADEMY, INC.  
SOUTHTECH PREPARATORY ACADEMY, INC.  
SOUTHTECH SUCCESS CENTER, INC. FOUNDING BOARD**

**December 13, 2018 Minutes of the Governing Board/SAC/Founding Board Meeting Page 4**

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business and industry partnership, and increasing alumni engagement.

- **AMM Conference:** Shawna and I attended the conference. It was a great experience and we learned to network with ESE directors and their staff from around the state.

**Kevin Hardy**, STPA Assistant Principal

**Continuous School Improvement:**

- Mr. Hardy said they are writing the planning for the Professional Development Day on January 7, when the staff returns, working with the Systems Staff on the training regarding students with disabilities and Active Shooter Training.
- We are also planning our time with the PLC facilitators, with our touch points with them. In conjunction with our Administrative PLC group, we are focusing in the month of January in building expertise among our instructional staff, particularly with our Department Leaders.
- Bobby Newman, our Testing Coordinator, has completed his clinical (inaudible), so this is another staff member that can help with mentoring new teachers.

**Program Expansion and Government Relations are combined:**

- This is relative to our Guidance Department Counselor who is increasing mental health therapy opportunities and offerings, by including group therapy through partnership with Palm Beach Youth Services, so we are servicing more students in that area.

**Facilities Improvement/Growth:**

- We just received three new Smart Panels and our staff will be training on that next Monday.

Mr. Boggess asked Mr. Harvey if he had anything to report on SouthTech Success Center, since he does not have an Assistant Principal.

**Maynard Harvey:**

Mr. Harvey said he is in a holding pattern right now, actually executing a lot of things, primarily keeping us in planning, looking forward to doing some organizational things. Hopefully, the charter will move so when we come back after the break, that will allow us to move forward and be aggressive with obvious plans. Happy Holidays.

Mr. Boggess thanked the Administrative team and the SouthTech Schools team and the principals for all that they do. He thanked Mr. Kidd for his leadership and also the Board for their leadership. Mr. responded by thanking everyone for being part of what we all do well together.

8C. *High School Principal:* No report

8D. *Middle School Principal:* Assistant Principal, Mr. Hardy, gave the report.

8E. *SouthTech Success Center Principal:* No report.

8F. *SouthTech Adult Education Director:* No report.

8G. *Committee Reports:* Mr.

9. *Public Comments on Agenda Items* – Five (5 Minutes Maximum Each Person)

**SouthTech Academy – None.**

**SouthTech Preparatory Academy – None.**

10. *Introduction of Consent Agenda for SouthTech Academy* – Mr. Kidd introduced the Consent Agenda.

**Old Business**

**None.**

**Administrative Items**

**A-1** I recommend that the Board approve the donations for the period from November 8, 2018 to December 13, 2018.

**Personnel Items**

**B-1** I recommend that the Board approve the Personnel actions for the previous month.

**SOUTHTECH CHARTER ACADEMY, INC.  
SOUTHTECH PREPARATORY ACADEMY, INC.  
SOUTHTECH SUCCESS CENTER, INC. FOUNDING BOARD**

**December 13, 2018 Minutes of the Governing Board/SAC/Founding Board Meeting Page 5**

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**Financial Items**

- C-1** I recommend that the Board approve and ratify the monthly Charter school bank account reconciliation for month ending October 31, 2018 as required by the Sponsor.
- C-2** I recommend that the Board approve and ratify the Charter school monthly Disbursement Report for month ending October 31, 2018 as required by the Sponsor.
- C-3** I recommend that the Board approve and ratify the monthly financial statements for month ending October 31, 2018 as required by the Sponsor.
- C-4** I recommend that the Board approve the Internal Revenue Service Form 990 for SouthTech Academy, Inc.

**Emergency Items**

**None.**

11. *Poll Board for Items to be Pulled for Comment or Questions:* **None.**
12. *Approval of **SouthTech Academy** Consent Agenda with exception of the items pulled:*  
**Motion: Mrs. Nicolini Second: Ms. Heinz**  
**All in favor. Motion carries.**
13. *Approval of Each Pulled Item (Item-by-Item):* **N/A**
14. *Public Comments on non-Agenda Items:* **None.**
15. *Introduction of Consent Agenda for **SouthTech Preparatory Academy** – Mr. Kidd introduced the Consent Agenda.*

**Old Business**

**None.**

**Administrative Items**

**None.**

**Personnel Items**

**None.**

**Financial Items**

- PC-1** I recommend that the Board approve and ratify the monthly Charter school bank account reconciliation for month ending October 31, 2018 as required by the Sponsor.
- PC-2** I recommend that the Board approve and ratify the Charter school monthly Disbursement Report for month ending October 31, 2018 as required by the Sponsor.
- PC-3** I recommend that the Board approve and ratify the monthly financial statements for month ending October 31, 2018 as required by the Sponsor.
- PC-4** I recommend that the Board approve the Internal Revenue Service Form 990 for SouthTech Preparatory, Inc.

**Emergency Items**

**None.**

16. *Poll Board for Items to be Pulled for Comment or Questions:* **None.**
17. *Approval of **SouthTech Preparatory Academy** Consent Agenda:*  
**Motion: Ms. Heinz Second: Mrs. Nicolini**  
**All in favor. Motion carries.**
18. *Approval of Each Pulled Item (Item-by-Item):* **N/A**
19. *Public Comments on non-Agenda Items:* **None.**
20. *Introduction of Consent Agenda for **SouthTech Success Center** - Mr. Kidd introduced the Consent Agenda.*  
**No Agenda.**

**SOUTHTECH CHARTER ACADEMY, INC.  
SOUTHTECH PREPARATORY ACADEMY, INC.  
SOUTHTECH SUCCESS CENTER, INC. FOUNDING BOARD**

**December 13, 2018 Minutes of the Governing Board/SAC/Founding Board Meeting Page 6**

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21. *Poll Board for Items to be Pulled for Comment or Question: None.*  
22. *Approval of SouthTech Success Center Founding Board Consent Agenda: N/A*  
23. *Approval of Each Pulled Item (Item-by-Item):*

**None.**

24. *Public Comments on non-Agenda Items: None.*  
25. **Governing Board in the Capacity of School Advisory Council (SAC) for:**

**South Tech Academy:**

***School Improvement Steering Committee (SISC) Report – STA SISC – Mr. Feldman, Chairperson; Suzanne Nicolini, Alternate Chairperson.***

Mrs. Nicolini reported that everyone probably knows, we are an “A” school and therefore, we receive money. A vote was taken by the teachers as to how to distribute the money, which is \$111,202. Sixty-five of the teachers voted to receive \$1100 each, administration (6) - \$1100 each; the staff (22) - \$1100 each and STA for education purposes, \$904 and the taxes were taken out of the employee checks. Mrs. Nicolini said that a recommendation is needed from the Board to accept their motion and for approval.

**Introduction of the SouthTech Academy SAC Consent Agenda – Mrs. Nicolini: From the floor.**

**D-1 I recommend that the School Advisory Council (SAC) approve distribution of the School Recognition Funds as ultimately agreed upon by SouthTech Charter Academy, Inc. staff and the School Improvement Steering Committee.**

**Motion: Mr. Feldman Second: Mr. Dunson**

Mr. Feldman said that the distribution does recognize that this school operates as a family and as a team, and he is very proud of that. Often, he hears that when monies are distributed, one group gets one amount, while the other group gets a different amount, and he is very happy to see that there was an even distribution.

26. *Poll SAC for Items to be Pulled from the SAC Consent Agenda for Comment or Questions: None.*  
27. *Approval of SAC Consent Agenda Except for Items Pulled:*

Motion: Mr. Feldman Second: Mr. Dunson

All in favor. Motion carries.

28. *Approval of Each Pulled Item (Item-by Item) – Introduction by Chairperson: None.*  
29. **Governing Board in Capacity of School Advisory Council (SAC) for:**

**South Tech Preparatory Academy**

***School Improvement Steering Committee (SISC) Report – Ms. Edmond, Chairperson reported that there was no meeting.***

**Introduction of the SouthTech Preparatory Academy SAC Consent Agenda: N/A**

30. *Poll SAC for Items to be Pulled from the SAC Consent Agenda for Comment or Questions – N/A*  
31. *Approval of SAC Consent Agenda Except for Items Pulled: N/A*  
32. *Approval of Each Pulled Item (Item-by Item) – Introduction by Chairperson: N/A*  
33. *Board Comments:*

**Mr. McKoy** wished everyone Seasons Greetings and Happy Holidays and be safe. He looks forward to seeing everyone next year.

**Ms. Edmonds** wished the same and said for everyone to get some rest and enjoy your family and the holidays.

**Mr. Dunson** said he has a grandson who is a fifth grader at Plumosa Elementary School and he mentioned that SouthTech had been to his school and he and his buddies were very impressed. Mr. Dunson asked him what impressed him and he said that SouthTech has Engineering and Culinary. So whoever went to Plumosa did a great job and made a great impression on the students. Happy Holidays and enjoy your time off.

**Mr. Feldman** wished everyone Happy Holidays. He said that two things struck him as the staff was giving their report. What Josh Wiglesworth said that when we see students struggling in certain areas in industry certification, they counsel the student into other areas where they feel they would be more successful and potentially receive it. That is a great thing and he hopes the students are taking advantage of it. Mr. Feldman said he is very glad that they sent some of the staff to the AMM Conference (Administrative Management Meeting). He hopes that Mr. Harvey can attend with the staff next year because it would be quite valuable. Mr. Feldman also mentioned the Legal Issues in Special Ed Conference in May, that it is very expensive and he recommends it because you learn a lot. If four people go, perhaps they could share a room.

**SOUTHTECH CHARTER ACADEMY, INC.  
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SOUTHTECH SUCCESS CENTER, INC. FOUNDING BOARD**

**December 13, 2018 Minutes of the Governing Board/SAC/Founding Board Meeting Page 7**

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**Mrs. Nicolini** said that she appreciates everyone, and the one thing that she continues to emphasize to the Board is that we need you to volunteer. We have three Pathfinders Nominees coming up and they practice before the interviews. She said that they need judges for these interviews, and Mrs. Nicolini suggested that some of the Board members volunteer. This way we could show the students that the Board supports them. She has asked Guidance to let us know when this will happen, so that we can get our names on the list for judging. If there is anything else that staff needs us for, we are here for them. Mrs. Nicolini thanked everyone and told them it has been a great year.

**Ms. Heinz** said that one thing that she is good at is writing, and in a speech, it depends on who is listening. She remembered that they said we had one weakness and that was presentation skills. Ms. Heinz volunteered for any students that need to go to their Skills contest, and they need help with presentation and how to do it in a stronger manner. If there is any way that she could volunteer once a week for the students, before they go to their Skills contests on how to make their presentation. She would probably have to be tutored a little on what the parameters are, but she could probably help with that.

**Mr. Notter** said, that as Chair, he wishes everyone happiness during the holiday season. We will have challenges in 2019. He said that he has never, and still today, have worked with a more child-centered, student-focused Board, for the right things for kids, than this Board, and he has served on many Boards in his lifetime. He said that it blows him away, personally and professionally, to see the challenges that Mr. Kidd goes through the medical challenges on a day-to-day basis, and yet comes to work today, looking sharp, looking like he never had a surgery in his life, being able to go through the agenda. He is certainly a very special individual and so is everyone else in this room and this building on a day-to-day basis. Live life.

**Mr. Kidd** said someone once told him if you are going to be stupid, you have to be tough, so he tries to be tough. He greatly appreciates everybody's patience in putting up with him. Hopefully, this will be the last of these surgeries. Mr. Kidd said he never worries about the school, when he has to be out, because he knows that everyone here has their shoulder to the wheel, and will move it forward with or without him, on a daily basis and a minute-by-minute basis. He thanked everyone for all they do and told them they to enjoy their holidays and know that he loves each one.

34. *Motion to Adjourn:*

**Mrs. Nicolini motioned to adjourn at 5:00pm until the Regular Board meeting on January 17, 2019 at 7:00pm.**

Minutes Prepared by: \_\_\_\_\_ Approved by: \_\_\_\_\_  
Barbara J. Fraga James F. Notter, Chair

**SOUTHTECH CHARTER ACADEMY, INC.**  
**CONSENT AGENDA**  
**January 17, 2019**

**Old Business**

**None.**

**Administrative Items**

- A-1** I recommend that the Board approve the donations for the period from December 13, 2018 to January 17, 2019.
- A-2** I recommend that the Board approve Policy 1.02 Governing Board revision.
- A-3** I recommend that the Board approve the Exceptional Student Education Policies & Procedures for 2017-2018 through 2019-2020.

**Personnel Items**

- B-1** I recommend that the Board approve the Personnel actions for the previous month.

**Financial Items**

- C-1** I recommend that the Board approve and ratify the monthly Charter school bank account reconciliation for month ending November 30, 2018 as required by the Sponsor.
- C-2** I recommend that the Board approve and ratify the Charter school monthly Disbursement Report for month ending November 30, 2018 as required by the Sponsor.
- C-3** I recommend that the Board approve and ratify the monthly financial statements for month ending November 30, 2018 as required by the Sponsor.
- C-4** I recommend that the Board approve the SouthTech Academy Amended Budget for SY19.

**Emergency Items**

**None.**

**Board Meeting  
January 17, 2019**

**Governing Board of Directors  
SouthTech Charter Academy, Inc.**

**Agenda Item  
A-1**

**Motion:**

I recommend that the Board approve the donations for the period from December 13, 2018 to January 17, 2019.

**Summary Information:**

In following Board Policies 6.104 and 6.1041, these donations are brought forth for Board approval.

Attachments: Donations

**Presented By:**

Jim Kidd, Superintendent

**Financial Impact:**

The financial impact for this item varies depending on the various items donated.

# South Tech Academy Donations For The Governing Board

Donations
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## Cash

<u>First Name</u>	<u>Last Name</u>	<u>Business</u>	<u>Date</u>	<u>Contributions</u>
Margaret	Studdard		12/1/2018	\$25.00

## Non-Cash

<u>First Name</u>	<u>Last Name</u>	<u>Business</u>	<u>Date</u>	<u>Contributions</u>
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# South Tech Academy Donations For The Governing Board

## Donations

### Cash

<u>First Name</u>	<u>Last Name</u>	<u>Business</u>	<u>Date</u>	<u>Contributions</u>
		F.J. Vodolo & Associates, LLC	12/11/2018	\$132.68 (For The Purchase of 2 Student Caps and Gowns)

### Non-Cash

<u>First Name</u>	<u>Last Name</u>	<u>Business</u>	<u>Date</u>	<u>Contributions</u>
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# South Tech Academy Donations For The Governing Board

## Donations

### Cash

<u>First Name</u>	<u>Last Name</u>	<u>Business</u>	<u>Date</u>	<u>Contributions</u>
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### Non-Cash

<u>First Name</u>	<u>Last Name</u>	<u>Business</u>	<u>Date</u>	<u>Contributions</u>
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Suzie	Bojarski			
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			12/11/18	
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				Snap on Tools: Loose Tools Consisting of Sockets, Wrenches, Pliers and Ratchets. Pneumatic Tools Consisting Of Air Chisel and Chisel Set, Voltage Tester, Power Probe and Jumper Wires.
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# South Tech Academy Donations For The Governing Board

## Donations

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### Cash

<u>First Name</u>	<u>Last Name</u>	<u>Business</u>	<u>Date</u>	<u>Contributions</u>
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### Non-Cash

<u>First Name</u>	<u>Last Name</u>	<u>Business</u>	<u>Date</u>	<u>Contributions</u>
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John	Devine	FMSbonds,Inc	12/11/18	15 Viewsonic/Acer Monitors and a Box of Assorted Cables
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# South Tech Academy Donations For The Governing Board

Donations
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## Cash

<u>First Name</u>	<u>Last Name</u>	<u>Business</u>	<u>Date</u>	<u>Contributions</u>
			12/1/2018	\$500.00

## Non-Cash

<u>First Name</u>	<u>Last Name</u>	<u>Business</u>	<u>Date</u>	<u>Contributions</u>
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**Board Meeting  
January 17, 2019**

**Governing Board of Directors  
SouthTech Charter Academy, Inc.**

**Agenda Item  
A-2**

**Motion:**

I recommend that the Board approve Policy 1.02 Governing Board revision.

**Summary Information:**

At the November 8, 2018 Board meeting, Donna Baize tendered her resignation. This item reflects those changes.

Attachments: Policy 1.02 Governing Board

**Presented By:**

Jim Kidd, Superintendent

**Financial Impact:**

There is no financial impact for this item.

**GOVERNING BOARD**

The By-laws of SouthTech Charter Academy, Inc. specify that the Governing Board of SouthTech Charter Academy, Inc. be no less than nine (9) members and no more than fifteen members (15). These limits may be changed by revising the By-laws. The By-laws also specify that members are elected for a period of three (3) years, with one-third of the members elected each year. There are no term limits specified. To accomplish staggered terms, The Founding Board established terms defined below at it's meeting of October 16, 2003. Board members elected subsequent to that meeting assume the term of the Board member they replaced.

BOARD MEMBER		TERM ENDS
James Notter	Chair	September 30, 2019
Aram Bloom	Vice Chair	September 30, 2020
Dan Heller	Treasurer	September 30, 2020
	Secretary (vacant)	
Carl McKoy		September 30, 2020
Roger Dunson		September 30, 2021
Russ Feldman		September 30, 2021
Diane Heinz		September 30, 2021
Suzanne Nicolini		September 30, 2019
Ayesha Edmond		September 30, 2021
Jonathan Flah		September 30, 2020
Vacant		September 30, 2020
Vacant		September 30, 2019
Vacant		September 30, 2019
Vacant		September 30, 2019
Vacant		September 30, 2021

Authority: By-laws of SouthTech Charter Academy, Inc.

History: New: 11/18/2004, Revised: 04/07/05, 04/21/05, 07/07/05, 9/22/05, 12/01/05, 01/12/06, 02/02/06, 03/02/06, 09/21/06, 11/02/2006, 12/11/2006, 04/12/07,07/12/07, 09/20/2007, 09/25/08, 12/11/08, 04/06/09, 07/01/09, 9/3/09, 9/24/09, 12/10/09, 4/08/2010, 5/13/2010, 7/01/2010, 9/23/2010, 10/15/10, 11/11/10, 1/13/11, 3/10/11, 4/14/11, 6/09/11, 08/11/11, 09/22/11, 10/13/11; 03/08/12; 05/10/12; 09/27/12; 12/13/12; 10/10/13; 04/10/14; 6/26/14; 10/09/14; 07/31/15; 08/13/15; 11/12/15; 10/13/16; 12/8/16; 12/14/17; 08/09/18; 10/11/18; 01/17/19

**Motion:**

I recommend that the Board approve the Exceptional Student Education Policies & Procedures for 2017-2018 through 2019-2020.

**Summary Information:**

**ESE Policies & Procedures (SP&P)**

Section 1003.57(1)(b)4., Florida Statutes (F.S.), requires that district school boards submit to the Florida Department of Education (FDOE) proposed procedures for the provision of special instruction and services for exceptional students once every three years. Approval of this document by FDOE is required by Rule 6A-6.03411, Florida Administrative Code (F.A.C.), as a prerequisite for district's use of weighted cost factors under the Florida Education Finance Program (FEFP). This document also serves as the basis for the identification, evaluation, eligibility determination, and placement of students to receive exceptional education services, and is a component of the district's application for funds available under the Individuals with Disabilities Education Act (IDEA).

Attachments: Exceptional Student Education Policies and Procedures (SP&P) - Please read the attachment at the link below. There will be two or three copies available for your review at the Board meeting.

<http://www.beessgsw.org/Spp/Institution/71187c2e-8b14-45ab-a374-46ebbd44b755/Document/832bc245-2f2f-4d73-b9f4-2d39acef2205/Print/Public>

**Presented By:**

Jim Kidd, Superintendent

**Financial Impact:**

There is no financial impact for this item.

**FLORIDA DEPARTMENT OF EDUCATION**

**DIVISION OF K-12 PUBLIC SCHOOLS**

**BUREAU OF EXCEPTIONAL EDUCATION AND STUDENT SERVICES**

**School District**

**SouthTech**

**EXCEPTIONAL STUDENT EDUCATION  
POLICIES AND PROCEDURES (SP&P)**

**EFFECTIVE DATE:**

**2017-2018 through 2019-2020**

## **Part I. General Policies and Procedures**

### **Section A.1: Legal Requirements for General Policies and Procedures**

#### **Statutory and Regulatory Citations**

Title 34 Code of Federal Regulations(CFR) § 300.641  
Sections 1003.57, 1003.571, and 1003.573, Florida Statutes(F.S.)  
Rules 6A - 6.03411 and 69A - 58.0084, Florida Administrative Code(F.A.C.)

#### **Requirement Related to ESE Policies and Procedures**

For a school district to be eligible to receive state or federal funding for specially designed instruction and related services for exceptional students, it shall do the following:

1. Develop a written statement of policies and procedures for providing an appropriate program of specially designed instruction and related services for exceptional students
2. Submit its written statement of policies and procedures to the Bureau of Exceptional Education and Student Services (Bureau) for approval
3. Report to FDOE the total number of students in the school district receiving instruction in each special program for exceptional students in the manner prescribed by FDOE

The IDEA corresponding federal regulations, state statutes, and State Board of Education rules relating to special programs for exceptional students serve as criteria for the review and approval of the district's SP&P document.

The school district will submit the SP&P document in accordance with the timelines established in s. 1003.57, F.S., s. 1003.573, F.S., and Rule 6A-6.03411, F.A.C.

### **Section A.2: Legal Requirement Related to the Use of Restraint and Seclusion**

#### **District and School-Based Standards for Documenting, Reporting, and Monitoring the Use of Manual, Physical, or Mechanical Restraint and Seclusion Developed by the FDOE**

##### **District Level Standards**

##### **Districts shall:**

- Have written procedures for reporting incidents of restraint and seclusion using the FDOE web-based reporting system.
- Have policies and procedures for restraint and seclusion on file with the Bureau of Exceptional Education and Student Services.
- Have training for personnel on the use of restraint and seclusion and maintain records of such trainings. The records maintained should include, but not be limited to:
  - Names of personnel trained
  - Description of training received
  - Dates of trainings
- Have a written plan for reducing restraint and seclusion

##### **District Monitoring Standards**



**Districts shall:**

- Have written policies and procedures for monitoring the use of restraint and seclusion for students with disabilities at the classroom, building, school, and district levels.
- Have a plan for reviewing restraint and seclusion data and effectiveness of instructional and behavioral practices used to reduce the use of restraint and seclusion, to include when, where, and why the restraint or seclusion occurred.
- Have policies and procedures for monitoring the use of restraint and seclusion on file with the Bureau of Exceptional Education and Student Services.
- Implement a plan for the purpose of reducing the use of restraint and seclusion that includes activities, skills and resources.
- Ensure that rooms used for seclusion meet the requirements of Rule 69A-58.0084, F.A.C.

**School Level Standards**

**Schools shall:**

- Have written school-based procedures for reporting incidents of restraint and seclusion using the FDOE web-based reporting system.
- Have school-based personnel who are trained to enter and report incidents using the FDOE web-based reporting system.
- Follow procedures for written notification of incidents of restraint and seclusion on the day of the incident, including, but not limited to:
  - Providing parents with a notification in writing of any incident of restraint or seclusion. This written notification must include the type of restraint used and any injuries occurring during or resulting from the restraint.
  - Making reasonable efforts to contact the parent via telephone or email on the day of the incident.
  - Obtaining the parent's signed acknowledgement of receipt of the notification.
  - Maintaining the documentation of the parent's signed acknowledgement of notice.
- Follow procedures for written incident reporting, including, but not limited to:
  - Providing parents with a written incident report generated by the FDOE web-based reporting system by mail within three school days of any incident of restraint or seclusion.
  - Obtaining the parent's signed acknowledgement of receipt of the incident report.
  - Maintaining the documentation of the parent's signed acknowledgement of receipt of the incident.
- Make a minimum of two attempts to obtain written parent acknowledgement when parents fail to respond to initial notices or incident reports.

**Requirement Related to the Use of Restraint and Seclusion**

In accordance with s. 1003.573, F.S., *Use of restraint and seclusion on students with disabilities*, the district submitted policies and procedures related to the use of restraint and seclusion by January 31, 2012.

**One of the following must be selected:**

- The district has made no changes to their policies and procedures regarding the use of restraint and seclusion.
- The district has made changes to their policies and procedures regarding the use of restraint and seclusion.
- This section is not applicable for the district.

**District Policies Regarding Restraint and Seclusion**

**Physical restraint – One of the following must be selected:**

- In addition to this SP&P document, the district has a written policy regarding allowable use or prohibition of physical restraint. This policy is included in Appendix D.
- This SP&P document is the district's only written policy regarding the allowable use or prohibition of physical restraint.

**Seclusion – One of the following must be selected:**

- In addition to this SP&P document, the district has a written policy regarding allowable use or prohibition of seclusion. This policy is included in Appendix D.
- This SP&P document is the district's only written policy regarding the allowable use or prohibition of seclusion.

**Assurances**

1. School personnel will not use a mechanical restraint or a manual or physical restraint that restricts a student's breathing.
2. School personnel will not close, lock, or physically block a student in a room that is unlit and does not meet the requirements for seclusion time-out rooms provided in State Fire Marshal Rule 69A - 58.0084, F.A.C.

**Section A.3: Requirements Related To Documenting and Reporting Incidents of Restraint and Seclusion**

**Documentation and Incident Reporting**

1. Schools are required to notify the parent or guardian each time manual or physical restraint or seclusion is used with a student with a disability. Such notification will be in writing and provided before the end of the school day on which the restraint or seclusion occurred. In accordance with standards developed by FDOE, the notice must include the type of restraint used and any injuries occurring during or resulting from the restraint. Additionally, reasonable efforts will be taken to notify the parent or guardian by telephone or email, or both, and those efforts will be documented.
2. The school will obtain, and keep in its records, the parent's or guardian's signed acknowledgement that he or she was notified of the student's restraint or seclusion. In accordance with standards developed by FDOE, the district must make a minimum of two attempts to obtain written parent acknowledgement of receipt of the notification when the parent fails to respond to the initial notice.
3. The school will prepare an incident report within 24 hours after a student is released from restraint or seclusion. If the student's release occurs on a day before the school closes for the weekend, a holiday, or another reason, the incident report will be completed by the end of the school day on the day the school reopens. The school will provide the parent with the completed incident report in writing by mail within three school days after the student was manually or physically restrained or secluded.
4. The school will obtain, and keep in its records, the parent's or guardian's signed acknowledgement that he or she **received a copy of the incident report** . In accordance with standards developed by FDOE, the district must make a minimum of two attempts to obtain written parent acknowledgement of receipt of the incident report when the parent fails to respond to the initial report.
5. The following will be included in the incident report:
  - a. The name of the student restrained or secluded
  - b. The age, grade, ethnicity, and disability of the student restrained or secluded
  - c. The date and time of the event, and the duration of the restraint or seclusion
  - d. The location at which the restraint or seclusion occurred
  - e. A description of the type of restraint used in terms established by the FDOE
  - f. The name of the person(s) using or assisting in the restraint or seclusion of the student
  - g. The name of any nonstudent who was present to witness the restraint or seclusion

h. A description of the incident, including the following:

- i. The context in which the restraint or seclusion occurred
- ii. The student's behavior leading up to and precipitating the decision to use manual or physical restraint or seclusion, including an indication as to why there was an imminent risk of serious injury or death to the student or others
- iii. The specific positive behavioral strategies used to prevent and deescalate the behavior
- iv. What occurred with the student immediately after the termination of the restraint or seclusion
- v. Any injuries, visible marks, or possible medical emergencies that may have occurred during the restraint or seclusion, documented according to district policies
- vi. Evidence of steps taken to notify the student's parent or guardian

6. Incidents of restraint and seclusion are reported to FDOE via a website developed for this purpose, in a manner prescribed by FDOE.

## **Section A.4: District Procedures Related To Documenting and Reporting Incidents of Restraint and Seclusion**

### **District Procedures**

The district has in place policies and procedures that govern (1) parent notification, (2) incident reporting, (3) reporting of district data review, (4) monitoring, (5) training programs, to include a plan for the selection of personnel to be trained, and (6) the district's plan for reducing the use of restraint and seclusion. *(Charter schools, DJJ facilities, and contracted residential facilities must be included.)*

1. Describe the district's procedures for providing the parent with a copy of the **written notice on the day of the incident.**

**Describe how parents are provided written notice on the day the restraint or seclusion occurred.**

Notification must be in writing and provided before the end of the school day on which the restraint occurred.

**Specify personnel (by role or title) responsible for preparing the written notice.**

The principal or designee will prepare the written notice to parents or legal guardians each time physical restraint is used.

**Describe how reasonable efforts are made on the day of the incident to contact the parent by phone or email or both.**

The ESE Coordinator at each school will maintain current parent contact information regarding home, cell or work numbers and email addresses. Reasonable efforts will be made by the ESE Coordinator or designee via telephone or email to contact the parent(s) on the day of the incident and a log of these efforts will be maintained by the ESE Coordinator. In addition to the parent, notification on the day of the incident will be provided to the principal of the school. After the notice is provided on the day of the incident, a copy will be sent to the Director of Exceptional Student Education.

**Describe how records of the parent's acknowledgement that the written notice was received are retained, and actions that are taken in the event the parent does not provide a signed acknowledgement of the initial written notice.**

The records of the written notice signed by the parent and the written incident report will be maintained on file with the official notice in the ESE Coordinator's office. For each incident of restraint, a log will be kept to track the timeline and parental contact attempts. At the end of each school year, these will be filed in the student's ESE File with other IEP information. In the event the parent does not provide a signed copy of the written notice and/or of the written incident report, phone calls/emails will be made by the ESE Coordinator at each school site and recorded on a log as a method of follow-up and an attempt to obtain the signature of the parent(s). At least two attempts will be made to contact the parent and obtain the signed documents. For each incident of restraint, a log will be kept to track the timeline and parental contact attempts. These records will be maintained on file with the official notice in the ESE Coordinator's office. At the end of each school year, they will be filed in the student's ESE File with other IEP information.

2. Describe the district's procedures for providing parents with a copy of the incident report within three school days of the incident.

**Specify personnel (by role or title) responsible for preparing the incident report.**

The principal or designee shall prepare an incident report within twenty-four (24) hours after a student is released from restraint.

**Describe how the parents are provided a copy of the incident report within three school days of the incident.**

Schools will mail the completed incident report to parents, including a self-addressed stamped envelope for parents to return the signature page to school.

**Describe how records of the parent's acknowledgement that the written report was received are retained, and actions that are taken in the event the parent does not provide a signed acknowledgement of the initial incident report.**

The principal of the school will be provided a copy of the incident report, within 24 hours of completion of the report. The principal/designee will maintain a copy of the incident report at the school. Acknowledgements of receipt of the incident report will be attached to the original incident report and kept in the ESE Coordinator's office at the school site. When the parent does not provide acknowledgement, the phone log will serve as documentation of the attempts that have been made to inform, as well as to obtain the signature of the parent. At least two attempts will be made to contact the parent and obtain the signed documents. For each incident of restraint, a log will be kept to track the timeline and parental contact attempts. Other strategies could include home visits by administration or school personnel if the principal deems these are warranted. Documentation from a home visit, along with the phone log, will be maintained on file with the official notice in the ESE Coordinator's office. At the end of the school year, they will be filed in the student's ESE file with other IEP information. All required documentation shall be maintained in the student's confidential ESE file.

**How does the district monitor the implementation of restraint and seclusion practices to include reporting requirements in Charter schools, DJJ facilities, and Contracted residential facilities?**

N/A

## **Section A.5: District Procedures Related To Review of Data and Reporting Procedures (to include monitoring and training)**

3. Describe the district's review of data and reporting procedures.

**Specify personnel (by role or title) responsible for collecting data in the web-based reporting system within the school, and to whom it is reported at the school and district level. (e.g., principal, ESE director, superintendent).**

The ESE Coordinator at all South Tech Systems of Schools will be responsible for collecting data in the web-based reporting system within the school and will be responsible for informing the school principal and ESE director.

**Provide information regarding the timelines, process and documentation for review of data and reporting within the district.**

District-level administrators are responsible for regular oversight and data analysis of all restraint events. The ESE Coordinator or designee will monitor the restraints that have been reported. The ESE Department will provide quarterly reports to the School Board Members and President & CEO so that restraints can be carefully monitored. Restraints are reviewed on a monthly basis by the ESE Coordinator and President & CEO. All prone restraints are reported to the President & CEO on a weekly basis.

4. Describe the district's procedures for monitoring data collection and reporting and the use of restraint and seclusion at the classroom, building, and district level. These monitoring procedures must address when, where, and why students are restrained or secluded and the frequency of the occurrences of restraint or seclusion, including prone and mechanical restraint. *(Charter schools, DJJ facilities, and contracted residential facilities must be included.)*

**Describe how the district will monitor school practices related to the data collection and reporting to parents, including (a) data entry into the FDOE web-based system; (b) content of the written notice; (c) email or telephone attempts to contact parents on the day of the incident; (d) provision of written notice and incident reports to the parent within the required timelines; (e) maintaining documentation of the parent's acknowledgements of the receipt of written notices and reports; and (f) making additional attempts to obtain written parent acknowledgement when the parent fails to acknowledge the initial written notice or incident report.**

The FDOE data-base is monitored on a daily basis by the ESE Coordinator. All data as indicated above is reviewed for accuracy and compliance with the School District Policy. The data is also reviewed to ensure that effective behavioral strategies and instructional practices are being used with students who are frequently restrained.

**Describe how the district will monitor school practices related to when, where, and why students are restrained and secluded at the classroom, building, and district level.**

All restraints are reported weekly to the President and CEO, by the ESE Director or designee(s). The Principal or designee(s) will monitor school practices and enter the information into the FDOE web-based reporting system and maintain the required documentation. The ESE Director or designee(s) reviews daily entries to the FDOE web based reporting system. Quarterly reports are also completed and distributed to the President and CEO. Seclusion is not used within this District.

**Describe how information about restraint and seclusion data is (a) shared with school and classroom personnel directly involved in the use of restraint and seclusion and (b) reviewed to assess, develop or revise and implement effective behavioral strategies and instructional practices for students who are frequently restrained or secluded.**

The ESE Department monitors restraint incidents on a daily basis. The ESE Coordinator will provide technical assistance to school and classroom staff which may include additional training in prevention and de-escalation strategies, determination of effectiveness of behavioral strategies and interventions, instructional practices and the development of effective individualized behavior plans.

5. Describe the district's training for personnel on the use of restraint and seclusion and how records of such trainings are maintained. The records maintained should include, but not be limited to, names of personnel trained, description of training received, and dates of trainings. *(Charter schools, DJJ facilities, and contracted residential facilities must be included.)*

**Describe the programs the district uses to train personnel with regard to the use of restraint and seclusion; if multiple programs are used within the district, describe how decisions are made with regard to when a particular program is selected.**

Records including the date of training, staff name, school, position, type of physical restraint training (level 1 or level 2) are maintained in the ESE department, School Police Department and by the instructors. Personnel are notified when they need to re-certify in order to continue using the procedures. The School District will utilize two crisis management certification procedures. Professional Crisis Management (PCM) will be used by the Department of Exceptional Student Education and the Department of School Police utilizes Violence Intervention Techniques and Language (VITAL). District Personnel are authorized to physically restrain students with disabilities in the limited situations as provided in the Palm Beach School District Policy. Without exception, restraint decisions must be made by trained and certified District personnel, who will ensure that each restraint event is performed safely, for the least amount of time necessary, with the emphasis on de-escalation of potentially dangerous incidents, and affording the minimum risk to the student, classmates, teachers and staff.

**Describe how the district implements professional development on the selected training program(s).**

For Professional Crisis Management, the initial Practitioner training course can vary from 18-22 hours. A Level 1 Practitioner course is a three (3) day, 18 hour course, with a seven (7) hour annual re-certification course. Level 1 practitioners are authorized to use all non-physical interventions, personal safety, transportation, and vertical immobilization's. Level 2 Practitioner is a three (3) day, 22 hour course. A Level 2 practitioner is authorized to use all non-physical interventions, personal safety, transportation procedures and vertical and prone immobilization procedures. A seven (7) hour annual re-certification is needed in order to continue to be certified as a Practitioner. The District will provide professional development in VITAL as deemed necessary by the District and the District will follow VITAL training protocol.

**Describe how the district maintains records on the training of personnel with regard to restraint and seclusion.**

The ESE Department maintains a database of all trained PCM practitioners and VITAL certified personnel, monitors their certification dates and schedules re-certification annually as appropriate.

**If the training program used requires periodic "refresher training," indicate the intervals at which this occurs and how.**

PCM Practitioner recertification occurs annually and consists of a 7 hour course. An Instructor re-certification course is a minimum of eight (8) hours annually. VITAL designee(s) will also be re-certified as necessary.

**Describe the district's plan with regard to the selection of personnel to be trained in restraint and seclusion.**

The District selects individuals in behavioral support positions to be PCM and VITAL Instructors. The District does not utilize seclusion.

**Indicate whether all charter schools in the district use the same crisis management program as that described for use in district-operated schools.**

Our district are currently using the same crisis management program as is used in PBSO operated schools.

**If no, indicate by charter school the name of the crisis management program used?**

N/A

## **Section A.6: District Plan Related to Reducing the Use of Restraint**

6. The district is required to have a plan for reducing the use of restraint, particularly in settings where it occurs frequently or with students who are restrained repeatedly, and for reducing the use of prone restraint and mechanical restraint. The plan must include a goal for reducing the use of restraint and must include activities, skills, and resources needed to achieve that goal. Charter schools, DJJ facilities, and contracted residential facilities must be included. Activities may include, but are not limited to, the following:

- a. Additional training in positive behavioral support and crisis management
- b. Parental involvement
- c. Data review
- d. Updates of students' Functional Behavioral Assessments (FBAs) and Positive Behavioral Intervention Plans (PBIPs)
- e. Additional student evaluations
- f. Debriefing with staff
- g. Use of schoolwide positive behavior support
- h. Changes to the school environment

**Total number of incidents of restraints for the 2015-16 school year.**

0

**Total number of incidents of restraints for the 2016-17 school year.**

0

**Indicate the percentage of increase or decrease in the 2016-17 rate.**

South Tech 50D School District will maintain a 0% increase for restraint for the 2016-17 school year.

**Provide a rationale for the district's increase or decrease in incidents when comparing the data.**

At this time, we have 0% of restraint. However, if restraint was to be utilized, the FDOE data-base would be monitored on a daily basis by the department of Exceptional Student Education. All data is reviewed for accuracy and compliance with the School District Policy. The data is also reviewed to ensure that effective behavioral strategies and instructional practices are being used with students who are frequently restrained. The Director of ESE, or his/her designee, telephones school principals to provide more behavioral support to those schools for students who appear to be restrained frequently.

**Note whether or not the district attained the 2016-17 goal for rate reduction of restraint and the difference between 2016-17 percentage goal and the actual 2016-17 percentage rate.**

South Tech 50D School District will maintained a 0% increase for restraint for the 2016-17 school year.

**Does the district prohibit the use of restraint?**

- Yes
- No

**If the district allows the use of restraint, specify the district's measurable annual goal for the 2017-18 school year for reducing the number of incidents of restraint (goal must include a percentage for reduction).**

South Tech 50D School District will maintain a level of 0 incidents of restraint for the 2017-18 school year by implementing a behavioral matrix and SwPBS systems that are clearly developed and implemented across school settings.

**Does the district have a policy in place that prohibits the use of prone restraint?**

- Yes
- No

**If not, describe how and when prone restraint is being used.**

At this time, we have 0% of restraint. However, if prone restraint was to be utilized, the FDOE data-base would be monitored on a daily basis by the department of Exceptional Student Education. All data is reviewed for accuracy and compliance with the School District Policy. The data is also reviewed to ensure that effective behavioral strategies and instructional practices are being used with students who are frequently restrained. The Director of ESE, or his/her designee, telephones school principals to provide more behavioral support to those schools for students who appear to be restrained frequently.

**If there is no policy that prohibits the use of prone restraint, include a plan for reducing the use of prone restraint.**

At this time, we have 0% of restraint. However, if prone restraint was to be utilized, the FDOE data-base would be monitored on a daily basis by the department of Exceptional Student Education. All data is reviewed for accuracy and compliance with the School District Policy. The data is also reviewed to ensure that effective behavioral strategies and instructional practices are being used with students who are frequently restrained. The Director of ESE, or his/her designee, telephones school principals to provide more behavioral support to those schools for students who appear to be restrained frequently.

**Does the district have a policy in place that prohibits the use of mechanical restraint?**

- Yes  
 No

**If not, describe what mechanical restraints are being used and how they are being used.**

n/a

**If there is no policy that prohibits the use of mechanical restraint, include a plan for reducing the use of mechanical restraint.**

n/a

**Describe the data reviewed from the 2016-17 school year (which must include primary exceptionality and race or ethnicity of students restrained and type of restraint used).**

**Describe how the data and the problem-solving process informed your district's plan to reduce the use of restraint.**

**Describe how the data and the problem-solving process determined the measurable annual goal for the reduction of restraint for the 2017-18 school year.**

A) South Tech had zero incidents of restraint during the 2016-17 school year. B) South Tech will provide targeted professional development training activities for teachers, deans, administration, and ESE staff who support ESE students. Ongoing training is provided to teachers. In addition, professional development in the area of positive behavior support will be available. C) Previous data from incidents of restraints from previous years were reviewed. This data was analyzed using a problem solving process to establish the goal for the 2017-18 school year.

**The following are examples of activities that may be considered for the purpose of reducing the use of restraint.**

- Implement student-specific strategies such as: reviewing individual educational plans (IEPs) and Section 504 plans; conducting evaluations or reevaluations and FBAs; evaluating the effectiveness of PBIPs and health care plans specific to individual students' responses and progress
- Implement district and school strategies for increasing parental involvement
- Introduce or strengthen Multi-Tiered Systems of Support (MTSS), which could include schoolwide positive behavioral support



- Provide additional professional development training in positive behavioral support and crisis management
- Problem solve with school administrators to make data-driven decisions regarding school environments

**Describe the activities that are a part of the district's plan to reduce the use of restraint.**

South Tech Schools will implement student-specific strategies such as: reviewing individual educational plans (IEPs) and Section 504 plans; conducting evaluations or reevaluations and FBAs; evaluating the effectiveness of PBIPs and health care plans specific to individual students' responses and progress. South tech will also provide additional professional development training in positive behavioral supports and crisis management.

**Describe the resources that are a part of the district's plan to reduce the use of restraint.**

South tech and Safe Schools will provide targeted training for teachers and staff (such as deans, teachers and administration) as identified through monthly data collection. Restraint Subcommittee to reconvene and review data and action plan and update with next steps where necessary.

**Section A.7: District Plan Related to Reducing the Use of Seclusion**

7. The district is required to have a plan for reducing the use of seclusion, particularly in settings where it occurs frequently. The plan must include a goal for reducing the use of seclusion and must include activities, skills, and resources needed to achieve that goal. Charter schools, DJJ facilities, and contracted residential facilities must be included. Activities may include, but are not limited to, the following:

- Additional training in positive behavioral support and crisis management
- Parental involvement
- Data review
- Updates of students' Functional Behavioral Assessments (FBAs) and Positive Behavioral Intervention Plans (PBIPs)
- Additional student evaluations
- Debriefing with staff
- Use of schoolwide positive behavior support
- Changes to the school environment

**Total number of incidents of seclusion for the 2015-16 school year.**

0

**Total number of incidents of seclusion for the 2016-17 school year.**

0

**Indicate the percentage of increase or decrease in the 2016-17 rate.**

0% increase or decrease in the rate of seclusion incidents for 2016-17.

**Provide a rationale for the district's increase or decrease in incidents when comparing the data.**

n/a

Note whether or not the district attained the 2016-17 goal for rate reduction of seclusion and the difference between 2016-17 percentage goal and the actual 2016-17 percentage rate.

n/a

Does the district prohibit the use of seclusion?

- Yes  
 No

If the district allows the use of seclusion, specify the district's measurable annual goal for the 2017-18 school year for reducing the number of incidents of seclusion (goal must include a percentage for reduction).

n/a

Describe the district's procedures for ensuring that seclusion rooms meet the requirements of State Fire Marshal Rule 69A-58.0084, F.A.C., by addressing each of the following:

Who coordinates the inspection conducted by the Fire Marshal?

n/a

How is the safety of the seclusion rooms monitored?

n/a

How are the results of the inspection reported to the district?

n/a

Describe the district's procedures for correction when a seclusion room is found to be in violation of State Fire Marshal Rule 69A-58.0084, F.A.C.

n/a

Describe the district's use of seclusion rooms by addressing each of the following.

How many seclusion rooms does the district have that meet State Fire Marshal Rule 69A-58.0084, F.A.C.?

n/a

Where are the schools in which the seclusion rooms are located?

n/a

When are the seclusion rooms used?

n/a

How are the seclusion rooms used?

n/a

**Describe the data reviewed from the 2016-17 school year (which must include primary exceptionality and race or ethnicity of students secluded).**

**Describe how the data and the problem-solving process informed your district's plan to reduce the use of seclusion.**

**Describe how the data and the problem-solving process determined the measurable annual goal for the reduction of seclusion for the 2017-18 school year.**

The following are examples of activities that may be considered for the purpose of reducing the use of seclusion.

- Implement student-specific strategies such as: reviewing IEPs and Section 504 plans; conducting evaluations or reevaluations and FBAs; evaluating the effectiveness of PBIPs and health care plans specific to individual students' responses and progress
- Implement district and school strategies for increasing parental involvement
- Introduce or strengthen MTSS, which could include schoolwide positive behavioral support
- Provide additional professional development training in positive behavioral support and crisis management
- Problem solve with school administrators to make data-driven decisions regarding school environments

**Describe the activities that are a part of the district's plan to reduce the use of seclusion.**

n/a

**Describe the resources that are a part of the district's plan to reduce the use of seclusion.**

n/a

## **Section B.1: Assurances – Free Appropriate Public Education (FAPE)**

### **Statutory and Regulatory Citations**

Title 34 CFR §§99.7, 300.111, 300.172, 300.226, 300.613-300.621 and 300.646

Chapters 468, 486, 490 and 491, F.S.

Sections 393.17, 627.6686, 641.31098, 1002.20, 1002.22, 1003.4282, 1003.57, 1003.572, 1006.03, 1011.62, 1012.32 and 1012.321, F.S.

Rules 6A-1.0955, 6A-6.03028 and 6A-6.0311, F.A.C.

### **Full Educational Opportunity Goal (FEOG)**

The district assures provision of full educational opportunity to all children with disabilities, aged three through 21, using the kind and number of facilities, personnel, and services necessary to meet this goal. A Free Appropriate Public Education (FAPE) is available to all students with disabilities upon determination of need.

### **Information to be Provided at Initial Meeting of a Student's IEP Team**

In accordance with s. 1003.57(1)(j), F.S., the district school board shall provide each parent with information regarding the amount that the school district receives from the state appropriation for each of the five exceptional student education support levels for a full-time student. The school district shall provide this information at the initial meeting of a student's Individual Educational Plan (IEP) team.

### **Ages of Students Served**

**For students with disabilities who have not graduated with a standard diploma, the district will:**

- Provide services until the day the student turns twenty-two (22)
- Provide services until the end of the semester in which the student turns twenty-two (22)
- Provide services through the last instructional day of the school year for all students in the district in which the student turns twenty-two (22), provided that the student was twenty-one (21) years old on the first instructional day of school for all students in the district

**Indicate if the district (including charter schools) serves infants and toddlers with disabilities, ages birth through two, in collaboration with Local Early Steps:**

- Yes
- No

**Note:** Districts may provide FAPE to a child who will turn three during the school year. If this is the only circumstance for which the district would provide services to a child who is two years of age, no should be checked.

**Indicate if the district (including charter schools) serves prekindergarten children with disabilities, ages three through five:**

- Yes
- No

## **Section B.2: Parental Input and Meetings**

### **Parental Input and Meetings**

In accordance with section 1002.20 (21) (a), F.S., Meetings with school district personnel, parents of public school students may be accompanied by another adult of their choice at any meeting with school district personnel. School district personnel may not object to the attendance of such adult or discourage or attempt to discourage, through any action, statement, or other means, the parents of students with disabilities from inviting another person of their choice to attend any meeting. Such prohibited actions include, but are not limited to, attempted or actual coercion or harassment of parents or students or retaliation or threats of consequences to parents or students.

1. Such meetings include, but are not limited to, meetings related to: the eligibility for exceptional student education or related services; the development of an individual family support plan (IFSP); the development of an IEP; the development of a 504 accommodation plan issued under s. 504 of the Rehabilitation Act of 1973; the transition of a student from early intervention services to other services; the development of postsecondary goals for a student with a disability and the transition services needed to reach those goals; and other issues that may affect the educational environment, discipline, or placement of a student with a disability.
2. The parents and school district personnel attending the meeting shall sign a document at the meeting's conclusion stating whether any school district personnel have prohibited, discouraged or attempted to discourage the parents from inviting a person of their choice to the meeting.

## **Section B.3: Collaboration of Public and Private Instructional Personnel**

### **Collaboration of Public and Private Instructional Personnel**

Section 1003.572, F.S., provides:

1. As used in this section, the term "private instructional personnel" means:
  - a. Individuals certified under s. 393.17 or licensed under chapter 490 or chapter 491 for applied behavior analysis services as defined in ss. 627.6686 and 641.31098 ,F.S.
  - b. Speech-language pathologists licensed under s. 468.1185.
  - c. Occupational therapists licensed under part III of chapter 468.
  - d. Physical therapists licensed under chapter 486.

e. Psychologists licensed under chapter 490.

f. Clinical social workers licensed under chapter 491.

2. The collaboration of public and private instructional personnel shall be designed to enhance but not supplant the school district's responsibilities under the Individuals with Disabilities Education Act (IDEA). The school as the local education agency shall provide therapy services to meet the expectations provided in federal law and regulations and state statutes and rules. Collaboration of public and private instructional personnel will work to promote educational progress and assist students in acquiring essential skills, including, but not limited to, readiness for pursuit of higher education goals or employment. Where applicable, public and private instructional personnel shall undertake collaborative programming. Coordination of services and plans between a public school and private instructional personnel is encouraged to avoid duplication or conflicting services or plans.

3. Private instructional personnel who are hired or contracted by parents to collaborate with public instructional personnel must be permitted to observe the student in the educational setting, collaborate with instructional personnel in the educational setting, and provide services in the educational setting according to the following requirements:

a. The student's public instructional personnel and principal consent to the time and place.

b. The private instructional personnel satisfy the requirements of s. 1012.32 or s. 1012.321, F.S.

For the purpose of implementing this subsection, a school district may not impose any requirements beyond those requirements specified in this subsection or charge any fees.

4. The provision of private instructional personnel by a parent does not constitute a waiver of the student's or parent's right to a free and appropriate public education under IDEA.

### Written Agreements

The district assures that written agreements are on file in the district for multi-district programs and for the assignment of instructional personnel to a facility operated by another agency or organization. These written agreements have been developed and approved by all participating school boards or agencies. Each such agreement, in accordance with Rule 6A 6.0311, F.A.C., includes but is not limited to:

1. Designating responsibilities for the implementation of district procedures
2. Providing transportation
3. Providing program and staff supervision
4. Funding programs
5. Dissolving the agreement

**Written agreements are on file for the provision of special education and related services to this district's exceptional students through multi-district programs.**

- Yes  
 No

**If the answer to the above question is yes, include the name(s) of the district(s) providing services and the types of ESE services provided by each district.**

n/a

**Written agreements are on file for the provision of special education and related services to exceptional students from other districts through multi-district programs.**

- Yes  
 No

If the answer to the above question is yes, include the name(s) of the district(s) receiving services and the types of ESE services provided for each district.

n/a

Agreements for assigning instructional personnel to a facility operated by other agencies or organizations are on file in this district.

- Yes  
 No

If the answer to the above question is yes, include the name of each agency and the instructional personnel assigned for each facility.

n/a

## **Section B.4: Department of Juvenile Justice Facilities**

### **Department of Juvenile Justice Facilities**

#### **Statutory and Regulatory Citations**

Sections 1002.42, 1003.01, 1003.52, 1003.57, 1003.573, 1011.62 and 1012.42, F.S.  
Rules 6A-1.045111, 6A-1.0503, 6A-6.0334, 6A-6.0361 and 6A-6.05281, F.A.C.

The district school board of the county in which the residential or nonresidential Department of Juvenile Justice facility is located shall provide appropriate educational assessments and an appropriate program of instruction and special education services, including all services and documentation required by federal and state laws. Districts have the option of providing the educational services directly or may enter into a contract with a private provider to provide educational services.

In accordance with section 1003.01(11)(b), F.S., "Juvenile justice provider" means the Department of Juvenile Justice, the sheriff, or a private, public, or other governmental organization under contract with the Department of Juvenile Justice or the sheriff that provides treatment, care and custody, or educational programs for youth in juvenile justice intervention, detention, or commitment programs.

**How does the district provide educational programs for students with disabilities in the district's county jail?**

The District does not provide educational programs for students with disabilities in DJJ Facilities and the District's County Jail.

Districts that enter into a contract with a private provider are responsible for oversight. For exceptional students, districts should ensure that exceptional students have a current individual educational plan (IEP), that the IEP contains measurable annual goals (including academic and functional), that the IEP is being implemented, that parents are invited to the IEP team meeting, and that the appropriate team members are present at the meeting.

**Placement in a residential facility of a student with a disability by a public agency other than the school district**

1. In accordance with s. 1003.57(3), F.S., an exceptional student with a disability may be placed in a private residential care facility by the Department of Children and Families, Agency for Persons with Disabilities, or Agency for Health Care Administration. For this purpose, "placement" is defined as the funding or arrangement of funding by an agency for all or a part of the cost for an exceptional student with a disability to reside in a private residential care facility and the placement crosses school district lines.
2. The private residential care facility, or a residential facility that is operated, licensed, or regulated by a public agency shall ensure that, within 10 business days of a student with a disability being placed in the facility, written notification of the placement is provided to the school district where the student is currently enrolled and counted for funding purposes under s. 1011.62, F.S. (sending school district), and the school district where the residential facility is located (receiving school district). If the student is not currently counted for funding purposes in the school district in which the legal residence of the student is located, the school district in which

the legal residence of the student is located also shall be notified by the residential facility in writing within the required timeline. The placing agency shall collaborate with the residential facility to determine how that notification will be provided within the required timeline.

3. In accordance with subsection (3) of Rule 6A-6.0334, F.A.C., the sending school district shall take reasonable steps to promptly respond to the residential facility's request for transmittal of the student's educational records. If the student's placement in the residential care facility occurs while the notification and procedures regarding payment are pending, the student shall remain enrolled in the sending school district and the sending school district shall collaborate with the residential care facility to ensure that the student receives a free and appropriate public education, special education, and related services, including services comparable to those described in the current IEP, until the notification and procedures regarding payment are completed.

Each school district is responsible for assuring the proposed program at the nonpublic school or community facility is appropriate to meet the educational needs of the exceptional student with a disability, or early intervention needs of the infant or toddler with a disability, placed through a contractual agreement. This is not meant to limit the responsibility of agencies in the state other than the district school boards from providing or paying some or all of the cost of a free appropriate public education or early intervention services to be provided to children with disabilities ages birth through 21 years.

## **Contractual Arrangements with Private Schools**

### **Statutory and Regulatory Citations**

Section 1003.52, F.S.

Rules 6A-6.0361, F.A.C.

1. Each school district shall provide special education and related services to an exceptional student with a disability through a contractual agreement with an approved nonpublic school or community facility under any of the following circumstances:
  - a. When the school district determines that no special educational program offered by the district, a cooperating school district, or a state agency can adequately meet the educational program needs for a student
  - b. For the provision of the educational component of a residential placement for an exceptional student with a disability when such a placement is made by another public agency for the primary purpose of addressing residential or other noneducational needs. The student's IEP may reflect that the residential placement is not required for the student to benefit from special education that could otherwise be provided by the school district during the day
  - c. For the provision of a non-residential interagency program for an exceptional student with a disability that provides educational programming in accordance with the student's IEP
  - d. In collaboration with the Part C Early Steps Program for the provision of early intervention services for an infant or toddler with a disability when the school district has determined that a nonpublic or community facility can provide appropriate services for the infant or toddler in accordance with an Individualized Family Support Plan (IFSP)

The requirements of this subsection do not apply when a school district provides educational assessments and a program of instruction and special education services to students in the custody of Department of Juvenile Justice programs who are served in residential and nonresidential care facilities and juvenile assessment facilities located in the school district in accordance with section 1003.52(3), F.S.

### **District Responsibilities**

1. Before the school district executes a contract with a nonpublic school or community facility, the school district will determine that the school or facility:
  - a. Has qualified personnel as defined in Rule 6A-1.0503, F.A.C., or appropriate licensing entities and appoints noncertified instructional personnel according to the policies required in Rule 6A-1.0502, F.A.C. Personnel in an out-of-state nonpublic school or community facility shall be certified or licensed in accordance with the standards established by the state in which the nonpublic school or community facility is located.
  - b. Provides instructional school day and year consistent with s. 1011.61, F.S, taking into account the number of school hours or school days provided by the school district.

- c. Maintains current sanitation and health certificates and fire inspections for each appropriate building and will be open for inspection by appropriate authorities.
- d. Protects the confidentiality of student records and information and assures the provision to the parent or student whose rights have transferred upon reaching the age of majority (age 18), the right of access, copies, amendments, and hearings as specified in Rule 6A-1.0955, F.A.C.
- e. Designates staff member to be responsible for the administration of the provisions of the contract and supervision of the educational program provided to each student, or early intervention services provided to each child age birth through two years, under the contract.
- f. Has written procedures for admission, dismissal, and separation of students, if appropriate.
- g. Has a written description of the support services that are available and will be provided to each student placed under a contract in accordance with each student's IEP or each child's IFSP.
- h. Has written policies concerning: care of the student in emergencies; clinical and administrative records; personnel policies; staff duties; fee schedules; food services; and insurance coverage.
- i. Complies with requirements of: the Office for Civil Rights (OCR); the Americans with Disabilities Act (ADA); Section 504 of the Rehabilitation Act of 1973; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975; the Boy Scouts of America Equal Access Act (Section 9525 of the Elementary and Secondary Act of 1965, as amended by the No Child Left Behind Act of 2001).
- j. Files reports with the Department of Education as prescribed in s. 1002.42, F.S., if applicable.

## **Contents of Contract**

1. A contract between a district school board and a nonpublic school or community facility to provide educational programs for an exceptional student with a disability, or early intervention services to a child with a disability age birth through two, shall not extend beyond the school district's fiscal year, and shall include at least the following:
  - a. Written assurance that the nonpublic school or community facility is staffed by qualified personnel as defined by rule 6A-1.0503, F.A.C., or an appropriate and identified licensing entity.
  - b. A description of the scope of service provided by the nonpublic school or community facility and how it relates to the IEP of the exceptional student with a disability or the IFSP of the infant or toddler with a disability.
  - c. Provision for reporting to appropriate school district personnel and the parent on the student's progress in meeting the annual goals in accordance with the IEP or the child's and family's progress in meeting the major outcomes in accordance with the IFSP.
  - d. Provision for appropriate school personnel to review the program provided by the nonpublic school or community facility and to confer with the staff of the nonpublic school or community facility at reasonable times.
  - e. Provision for reporting to appropriate school district personnel any non-attendance of the exceptional student with a disability or the infant or toddler with a disability.
  - f. Provision for notifying appropriate school district personnel and the parent of the use of seclusion or restraint of the student, in accordance with section 1003.573, F.S.
  - g. The method of determining charges and sharing costs with other agencies for the placements under the contract, including the projected total cost to the school district.
  - h. Identification of financial responsibility.
  - i. Method of resolving interagency disputes. Such methods may be initiated by district school boards to secure reimbursement from other agencies.



- j. A schedule for review of the program being provided to the exceptional student with a disability or the infant or toddler with a disability, through the contract.
- k. Provision for terminating the contract.
- l. Written assurance of compliance with applicable provisions of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1974, and Section 504 of the Rehabilitation Act of 1973.

### **Additional District Responsibilities**

When contracting with a nonpublic school or community facility, in accordance with Rule 6A-6.0361, F.A.C., the school district shall be responsible for at least the following:

1. Selecting an appropriate nonpublic school or facility in consultation with the parent and other appropriate agency personnel
2. Providing for transportation for students age three through 21 years
3. Maintaining a case file including progress reports and periodic evaluations of the exceptional student with a disability, or infant or toddler with a disability
4. Verifying that the child is a resident of the school district and is enrolled in, or has made application for admittance to, a school district program
5. Providing for the cost of the student's educational program or early intervention services as specified in the contract
6. Maintaining documentation of the qualifications of personnel in nonpublic schools or community facilities as required in Rule 6A-6.0361, F.A.C., or by the appropriate licensing entity, including the out-of-field notification requirements of s. 1012.42, F.S.
7. Providing an appropriate educational program for the student in the least restrictive environment based on an annual or more frequent review of the student's IEP, or early intervention services in a natural environment based on a six-month or more frequent review of the child's IFSP
8. Maintaining copies of the IEPs or IFSPs in the district and providing copies of the IEPs of students who are in residential placements to the Department of Education, Bureau of Exceptional Education and Student Services
9. Reporting, data collection, and monitoring the use of seclusion or restraint of the student, in accordance with s.1003.573, F.S.

## **Section B.5: Florida Educational Finance Program (FEFP) Funds**

### **Florida Educational Finance Program (FEFP) Funds**

When an exceptional student with a disability, or infant or toddler with a disability, is enrolled in a nonpublic school or community facility program under contractual arrangement for providing a special educational program or early intervention services as provided herein, the student, or infant or toddler, shall generate FEFP funds for the school district in the appropriate cost categories as established in s. 1011.62, F.S., as outlined below.

1. The nonpublic school or community facility program meets the criteria referenced under **District Responsibilities**.
2. The student is regularly attending the program, and the length of the school day and minimum number of days are in compliance with Rule 6A-1.045111, F.A.C.
3. The student is appropriately identified as an exceptional student with a disability by the school district, or the infant or toddler has been determined eligible as an infant or toddler with a disability by the Part C Early Steps Program, but does not include students identified solely as gifted.
4. An IEP or IFSP for the student has been developed as required.
5. Full-time equivalent student membership for each exceptional student with a disability, or infant or toddler with a disability, under a contractual arrangement is included in the school district's report of membership.

6. Annually and prior to the first report of full-time equivalent membership for a student in a residential placement in a nonpublic or community facility program, a copy of the contracts signed by all participating parties shall be filed with the Department of Education, Division of Public Schools, Bureau of Exceptional Education and Student Services, 325 West Gaines Street, Tallahassee, Florida 32399.

When a school district contracts for the educational component of a residential placement for a group of students, one (1) contract with student names or individual contracts shall be filed.

**Notes:**

When an exceptional student with a disability is offered an appropriate educational program by the school district and the parent waives his opportunity in favor of a nonpublic program selected by the parent, the parent shall assume full financial responsibility for the student's education.

Section 1003.57(2)(a), F.S., states, "an exceptional student with a disability who resides in a residential facility and receives special instruction or services is considered a resident of the state in which the student's parent is a resident." The statute further indicates that nonresident students with disabilities being serviced in residential facilities "may not be reported by any school district for FTE funding in the Florida Education Finance Program (FEFP)."

The district contracts for special education and related services with nonpublic schools, residential facilities, or community facilities.

**One of the following must be selected:**

- Yes  
 No

If yes, describe the district's procedures for the following:

**Determining that the school or facility meets the required criteria before a contract with a nonpublic school or community facility is completed.**

N/A

**Maintaining documentation of the qualifications of personnel in nonpublic schools or community facilities as required in Rule 6A-6.0361, F.A.C., or by the appropriate licensing entity, including the out-of-field notification requirements of s. 1012.42, F.S.**

n/a

**Maintaining copies of the IEPs or IFSPs in the district and providing copies of the IEPs of students who are in residential placements to the Florida Department of Education, Bureau of Exceptional Education and Student Services.**

N/A

## **Section B.6: Limited English Proficiency (LEP) Students**

### **Limited English Proficiency (LEP) Students**

The school district assures that LEP students who are also students with disabilities have programming and services pursuant to federal and state laws and regulations

## **Section B.7: Child Find**

### **Child Find**

1. The State has assigned to local school districts and the Florida Diagnostic and Learning Resources System (FDLRS) associate centers the responsibility for fully informing parents about the requirements of identifying, locating, and evaluating students with

disabilities in accordance with 34 CFR 300.111 and ss. 1006.03 and 1003.57, F.S.

2. The focus for FDLRS's child find activities is children birth to five years of age and children attending **nonpublic** schools. FDLRS also serves as a link between school districts and the identification, location, and evaluation services of the local Early Steps programs, county health units, Head Start, Florida School for the Deaf and the Blind (FSDB), and the individual school districts.
  - a. In addition to these functions, FDLRS centers have been authorized to provide testing and evaluation services to nonpublic school pupils or other children who are not enrolled in public schools and to assist districts in providing testing and evaluation services for high-risk or infants and preschool children with disabilities.
3. For parentally-placed private school students, the district in which the private school is located has the responsibility for child find if the private school is **nonprofit**. If the private school is **for-profit**, the district of the student's residence has the child find responsibility.

## **Section B.8: Confidentiality of Student Records**

### **Confidentiality of Student Records**

In accordance with 20 United States Code (U.S.C.) § 1232g, 34 CFR §§300.613–300.621, section 1002.22, F.S., and Rule 6A-1.0955, F.A.C., the district assures that a formal policy is in place to guarantee the confidentiality of student records. This policy includes the following:

#### **1. Access rights**

- a. The district will permit parents to inspect and review any educational records relating to their children that are collected, maintained, or used by the district, without unnecessary delay and before any meeting regarding an IEP, IFSP, or educational plan (EP), or any hearing relating to the identification, evaluation, or educational placement of the child, or the provision of FAPE to the student, and in no case more than 30 days from the request. The parent has the right to:
  - A response from the district for reasonable explanation and interpretation of the records
  - Request that the district provide copies of the records if failure to do so would deprive the parent of the right to review the records
  - Have a representative of the parent inspect and review the records
- b. The district presumes that the parent has authority to inspect and review records relating to that parent's child unless otherwise advised that the parent does not have such authority.
- c. The district keeps a record of parties obtaining access to student records, other than the parent or authorized district or school employees, which includes the name of the party, the date access was given, and the purpose for which the party is authorized to use the records.
- d. When the educational record includes information about more than one student, the parent may review the information relating only to that parent's child.
- e. The district will provide the parent, upon request, a list of the types and locations of educational records relating to that parent's child.
- f. The district may charge a fee for copies of records if the fee does not prevent the parent from accessing the records. A search or retrieval fee may not be charged.

#### **2. Amendment of student records**

- a. The student's parent who believes that information within the student's educational records contains inaccurate or misleading information, or violates the privacy or other rights of the child, may request that the district amend the information.
- b. The district will decide whether to amend the information in accordance with the request within a reasonable period of time.

- c. If the district refuses to amend the information, it will inform the parent of the refusal and advise the parent of the right to a hearing, in accordance with the Family Educational Rights and Privacy Act (FERPA) of 1974.
- d. If, as a result of the hearing, the district decides that the information is inaccurate, misleading, or otherwise in violation of the privacy or other rights of the child, it will amend the record accordingly and inform the parent in writing.
- e. If, as a result of the hearing, the district decides that the information is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the child, it will inform the parent of the right to place in the record a statement commenting on the information or setting forth any reason for disagreement with the decision of the district.
- f. Any explanation placed in the student's record will be maintained by the district as part of the student's record as long as the district maintains the record or the contested portion. If the record is disclosed by the agency to any party, the explanation will also be disclosed.

### 3. Consent

- a. Parental consent will be obtained before personally identifiable information is disclosed to anyone other than officials of the district or other party with a legitimate interest in the record, or as specifically authorized by FERPA and s. 1002.22, F.S.
- b. Parental consent or the consent of an eligible student, who has reached the age of majority, must be obtained before personally identifiable information is released to officials of participating agencies that provide or pay for transition services.
- c. Parental consent or the consent of an eligible student, who has reached the age of majority, must be obtained before any personally identifiable information about a child is released between school district officials where a private school is located and officials in the school district of the parent's residence in situations involving parentally placed private school students.

### 4. Safeguards

- a. The district will protect the confidentiality of personally identifiable information during the collection, storage, disclosure, and destruction of records.
- b. The principal or designee at each school assumes responsibility for ensuring confidentiality of student records.
- c. All persons using or collecting personally identifiable information must receive training in confidentiality procedures.
- d. The district will maintain for public inspection a current listing of the names and positions of those employees within the district who have access to personally identifiable information.

### 5. Destruction of information

- a. The district will inform parents when personally identifiable information is no longer needed to provide education services to the student. This information must be destroyed at the request of the parent.
- b. A permanent record of the student's name, address, telephone number, grades, attendance record, classes attended, grade level completed, and year completed may be maintained without time limitation.

### 6. Annual written notice to parents

- a. The district will provide annual written notice to inform the adult student, or the parent or guardian, of the rights defined in s. 1002.22, F.S., and 34 CFR 99.7. Items to be included in the notice are:
  - The right to review and inspect the student's education records, including the procedures to exercise this right
  - The right to seek amendment of the student's education records that the parent or eligible student believes to be inaccurate, misleading, or otherwise in violation of the student's privacy rights, including the procedures to request an amendment
  - The right to consent to disclosure of personally identifiable information contained in the student's education records, except to the extent that FERPA and state statute permits disclosure without consent

- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the district to comply with the requirements of FERPA

b. The district will have developed alternate methods of notice for informing adult students or the parent or guardian unable to comprehend a written notice in English.

#### 7. Free Appropriate Public Education (FAPE)

The district assures that FAPE is available to all students with disabilities residing in the district between the ages of three and 22 years, including: students with disabilities who have been suspended or expelled from school; students with disabilities who have graduated with a special diploma or certificate of completion, but have not attained the age of 22; students in the care and custody of DJJ, and students with disabilities who attend public charter schools. FAPE is also available to students identified as gifted in kindergarten through Grade 12. FAPE no longer applies to students who have graduated from high school with a standard diploma and do not defer receipt of the diploma in accordance with s. 1003.4282(11)(c), F.S. A standard diploma does not include an alternative degree that is fully aligned with the state's academic standards, such as a certificate of completion or a General Educational Development credential (GED), in accordance with Rule 6A-6.03028(1)(a), F.A.C.

#### 8. Transition from Part C to Part B

Children participating in early intervention programs under Part C, who will participate in prekindergarten programs under Part B, will experience a smooth and effective transition to the prekindergarten program for children with disabilities. By the child's third birthday, an IEP or IFSP is developed and implemented. A representative of the school district participates in transition planning conferences arranged by Children's Medical Services (CMS), and Local Early Steps, the designated lead agency for Part C.

#### 9. Funding formula

The district assures that, in accordance with s. 1011.62, F.S., in order to generate funds using one of the two weighted ESE cost factors, a new matrix of services form is completed by trained personnel at the time of initial placement and at least once every three years. Additionally, the district ensures that matrices reflect current services. If services change as the result of an IEP team decision, the district will complete a new matrix. The nature and intensity of the services indicated on the matrix is consistent with the services described in each student's IEP, IFSP, or EP. Nothing listed in the matrix limits the services the school district provides in order to ensure that exceptional students are provided a free appropriate public education.

Students identified as exceptional who do not have a matrix of services will generate funds on the basis of full-time equivalent student membership in the FEFP at the same funding level per student as provided for basic students. These students will be reported at 111 for grades prekindergarten through 3, 112 for grades 4 through 8, and 113 for grades 9 through 12. Additional funding for these students is provided through the ESE Guaranteed Allocation component of the FEFP.

## **Section B.9: Coordinated Early Intervening Services (CEIS)**

### **Coordinated Early Intervening Services (CEIS)**

**IDEA regulations, 34 CFR §300.226, permit an local educational agency (LEA) to voluntarily use up to 15 percent of Part B funds to develop and implement coordinated early intervening services. CEIS is for students who have not been identified as students with disabilities under IDEA, but who have been identified as needing additional academic and behavioral supports to succeed in general education.**

CEIS may be used for:

- Direct instruction of students in kindergarten through Grade 12, with a particular emphasis on students in kindergarten through Grade three;
- Professional development for teachers and other school staff for the delivery of scientifically based academic instruction and behavioral interventions, including scientifically based literacy instruction and instruction in the use of adaptive and instructional software; and
- Educational and behavioral evaluations, services and supports.

Any LEA that uses Part B funds for coordinated early intervening services must annually report to the State Educational Agency (SEA) the number of students served by CEIS.

The SEA may require an LEA to reserve 15 percent of its Part B funds for CEIS, when significant disproportionately based on race or ethnicity is determined according to IDEA regulations 34 CFR §300.646(b)(2).

## **Section B.10: National Instructional Materials Access Center (NIMAC)**

### **National Instructional Materials Access Center (NIMAC)**

#### **Statutory and Regulatory Citations**

34 CFR §300.172

1. The school district assures compliance with the National Instructional Materials Accessibility Standard (NIMAS) to provide instructional materials to blind persons or other persons with print disabilities in a timely manner.
2. Instructional materials may be purchased through the NIMAC in the same manner and conditions as authorized by the state.
3. School districts may choose not to coordinate with the NIMAC, but must ensure that children with disabilities who need instructional materials in accessible formats receive those materials in a timely manner.

## **Section C.1: Exceptional Student Education Procedural Safeguards**

### **Statutory and Regulatory Citations**

34 CFR §300.500–300.536

Sections 1003.57 1003.571, 1002.22 and 1008.212, F.S.

Rules 6A-6.03311, 6A-6.03313, and 6A-1.0955, F.A.C.

### **Procedural Safeguards**

Parents of exceptional students are entitled to information about their rights. These rights, or *procedural safeguards*, are intended to ensure that parents have the opportunity to be partners in the educational decisions made regarding their children.

The procedural safeguards notice must be written in language understandable to the general public and provided in the native language of the parent or other mode of communication used by the parent, unless it is clearly not feasible to do so. If the native language or other mode of communication of the parent is not a written language, the district must take steps to ensure that the notice is translated orally or by other means to the parent in his or her native language or other mode of communication, that the parent understands the content of the notice, and that there is written evidence that these requirements have been met.

#### **1. Procedural safeguards for students with disabilities**

This applies to students with disabilities enrolled in public schools and to students with disabilities enrolled by their parents in nonprofit private schools.

The district assures that the *Notice of Procedural Safeguards for Parents of Students with Disabilities* is made available to parents at least one time a school year. In addition, a copy also must be given to the parents:

- o Upon initial referral or the parent's request for an evaluation
- o In accordance with the discipline procedures when a change of placement occurs
- o Upon receipt of the first state complaint in a school year
- o Upon the receipt of the first request for a due process hearing in a school year
- o Upon the parent's request to receive a copy
- o In accordance with the provisions of s. 1008.212, F.S., upon the school district superintendent's recommendation to the commissioner of education that an extraordinary exemption for a given state assessment administration be granted or denied.

**One of the following must be selected:**

- The district will use the Department of Education's Notice of Procedural Safeguards for Parents of Students with Disabilities, as posted on the Department's website, to inform the parents as required.
- The district will use a different notice of procedural safeguards for parents of students with disabilities to inform the parents as required. A copy of this notice is located in Appendix A.1

**2. Procedural safeguards for exceptional students who are gifted**

The district assures that the notice of the *Procedural Safeguards for Exceptional Students who are Gifted* is made available to parents of a child who is gifted, and must be given to the parents, at a minimum:

- o Upon initial referral for evaluation
- o Upon refusal of a parent's request to conduct an initial evaluation
- o Upon notification of each educational plan meeting
- o Upon receipt of a request for a due process hearing by either the school district or the parent

**One of the following must be selected:**

- The district will use the Department of Education's Procedural Safeguards for Exceptional Students who are Gifted , as posted on the Department's website to inform the parents as required.
- The district will use a different notice of procedural safeguards for parents of students who are gifted to inform the parents as required. A copy of this notice is located in Appendix A.2
- This section is not applicable for the district.

**Describe the district's policies and procedures to ensure that within 15 days (7 days if expedited) of receiving notice of a parent's due process hearing request, the district convenes a resolution meeting with the parent and the relevant member or members of the IEP team unless the parent and the district agree in writing to waive the meeting or use the mediation process.**

Within 24-48 hours of receiving a request for Due Process Hearing, the ESE Coordinator documents the date of receipt on a Grievance/Complaint log. Within the same time period, the ESE Coordinator sends a letter to the parent introducing themselves, outlining the Due Process procedures , attaches a copy of Procedural Safeguards, information for the Legal Aid Society as well as a Due Process pamphlet. Contained in the letter is information regarding mediation and letting the parent know they will be contacted shortly to schedule a possible resolution meeting. It is explained that the purpose of the resolution meeting is to attempt to resolve the issues and will involve the parent as well as relevant IEP team members. It is also explained that the meeting will not involve an attorney unless the parent brings an attorney but will include a district representative with decision-making authority. The ESE Coordinator also explains parent may choose to request mediation which must be agreed to by both parties and resolution may be waived in which case, issues will proceed to a hearing. When the meeting is scheduled, it is documented on the log. If parent does not respond to multiple attempts to schedule resolution meeting, it is noted on log and shared with Administrative Law Judge.

## **Section C.2: Parental Revocation of Consent for Special Education and Related Services**

### **Statutory and Regulatory Citations**

34 CFR §§300.9, 300.300 and 300.503

Section 1003.4282, F.S.

### **Procedures**

A parent of a student with a disability who has been receiving specially designed instruction and related services may revoke consent for such services.

1. The parent's request for revocation must be in writing.
2. The district will provide the parent with written notice under 34 CFR §300.503 before ceasing the provision of special education and related services.

3. The district may not continue to provide special education and related services to the child.
4. The district will not use mediation or due process procedures to challenge the parent's revocation of consent.
5. The district is not required to convene an IEP team or develop an IEP for further provision of special education and related services for the student.
6. The district is not required to amend the child's education records to remove any reference to the child's previous receipt of such services.
7. The district will not be considered to be out of compliance with IDEA for failure to provide a FAPE to an otherwise eligible child.

### **Requirements or Options No Longer Applicable**

When a parent of a student with a disability revokes consent for services, the requirements that previously applied solely as a result of the student's status as a student with a disability will no longer apply. Examples include:

1. The revocation applies to all services the student is receiving as a student with a disability, including instructional and testing accommodations; the revocation cannot be for some services but not others.
2. The procedural safeguards that apply to students with disabilities, including disciplinary protections, will no longer apply to the student.
3. The options in accordance with s. 1003.4282 (10), F.S., for a student with an individual educational plan to satisfy the standard high school diploma requirements will not be available.

### **Section C.3: Transfer of Parental Rights at Age of Majority**

#### **Statutory and Regulatory Citations**

34 CFR §§300.520 and 300.320

Chapter 744, F.S.

Section 393.12, F.S.

Rules 6A-6.03028, 6A-6.03011, 6A-6.0311 through 6A-6.0361, and 6A-6.03311, F.A.C.

#### **Procedures**

1. When a student with a disability reaches the age of 18, except for a student with a disability who has been determined incompetent under state law or who has had a guardian advocate appointed to make educational decisions as provided by s. 393.12, F.S., all rights afforded to parents under Rules 6A-6.0311 through 6A-6.0361, F.A.C., transfer to the student. However, the right to notice under Rules 6A-6.0311 through 6A-6.0361, F.A.C., is retained as a shared right of the parent and the student.
2. At least one year before the student's eighteenth birthday, the district will inform the student of his or her rights under Part B of the Individual with Disabilities Educational Act (IDEA), if any, that will transfer from the parent to the student on reaching the age of majority, which is 18 years of age. The student's individual educational plan will include a statement that the student has been informed of the rights, if any, that will transfer to the student at 18 years of age.
3. The school district will notify the student and the parent of the transfer of rights when the student attains the age of 18; this notice is separate and distinct from the notice that was provided to the student and the parent at least one year before the student's eighteenth birthday.
4. For a student with a disability who has attained age 18 and is incarcerated in a juvenile justice facility or local correctional facility, all rights accorded to parents under Part B of the IDEA transfer to the student, including the right to notice.
5. For students incarcerated in state correctional facilities, all rights accorded to parents under Part B of the IDEA transfer to the student, including notice, regardless of the age of the student.
6. If a student with a disability has reached the age of majority and does not have the ability to provide informed consent with respect to his or her educational program, procedures established by statute may be used by the parent to take one of the following actions:



- a. Have the student declared incompetent and the appropriate guardianship established in accordance with the provisions of Chapter 744, F.S.
- b. Be appointed to represent the educational interests of the student throughout the student's eligibility for Free Appropriate Public Education (FAPE) under Rules 6A-6.03011 through 6A-6.0361, F.A.C.
- c. Have another appropriate individual appointed to represent the educational interests of the student throughout the student's eligibility for FAPE under Rules 6A-6.0311 through 6A-6.0361, F.A.C., if the parent is not available in accordance with s. 393.12, F.S.

## **Section D: Surrogate Parents**

### **Statutory and Regulatory Citations**

34 CFR §300.519

Sections 39.0016 and 1002.22, F.S.

Rule 6A-6.0333, F.A.C.

### **Definition**

A surrogate parent is an individual appointed to act in the place of a parent in educational decision-making and in safeguarding a student's rights under IDEA and s. 39.0016, F.S., when no parent can be identified; the student's parent, after reasonable efforts, cannot be located by the school district; the student is a ward of the state under state law; the student is an unaccompanied homeless youth; or a court of competent jurisdiction over the student has determined that no person has the authority, willingness, or ability to serve as the educational decision maker for the student without judicial action.

### **Procedures**

1. A surrogate parent appointed by the district school superintendent or the court:
  - a. Must be at least 18 years old.
  - b. Must have no personal or professional interest that conflicts with the interests of the student to be represented.
  - c. Must not be an employee of the FDOE, the local school district, a community-based care provider, the Florida Department of Children and Families (DCF), or any other public or private agency involved in the education or care of the student.
    - This prohibition includes group home staff and *therapeutic* foster parents.
    - A person who acts in a parental role to a child, such as a foster parent or relative caregiver, is not prohibited from serving as a surrogate parent if he or she is employed by such agency, willing to serve, and knowledgeable about the child and the exceptional student education process.
    - The surrogate parent may be a court-appointed guardian ad litem or a relative or nonrelative adult who is involved in the child's life regardless of whether that person has physical custody of the child.
  - d. Must have the knowledge and skills acquired by successfully completing training using materials developed and approved by the FDOE to ensure adequate representation of the child.
2. Appointment of a surrogate parent for a student who has or is suspected of having a disability
  - a. A surrogate parent for a student who is eligible for or who is suspected of being eligible for special programs made available through a school district or agency under contract with the school district shall be appointed by the district's school superintendent not more than 30 days after the school district determines that the student needs a surrogate parent.
  - b. The surrogate parent for a student who is eligible for or who is suspected of being eligible for special programs made available through a contract from the FDOE shall be appointed by the individual specified in the contract.

- c. In the case of a student who is a ward of the state, the surrogate parent alternatively may be appointed by the judge overseeing the student's case, provided the surrogate meets the qualifications above.
- d. If a guardian ad litem has been appointed for a child, the district school superintendent must first consider the child's guardian ad litem when appointing a surrogate parent.
- The district school superintendent must accept the appointment of the court if he or she has not previously appointed a surrogate parent.
  - The court must accept a surrogate parent duly appointed by a district school superintendent.
- e. A surrogate parent appointed by the district school superintendent or the court must be accepted by any subsequent school or school district without regard to where the child is receiving residential care so that a single surrogate parent can follow the education of the child during his or her entire time in state custody.
- f. Nothing in s. 39.0016, F.S., or in Rule 6A-6.0333, F.A.C., shall limit or prohibit the continuance of a surrogate parent appointment when the responsibility for the student's educational placement moves among and between public and private agencies.
- g. For a child known to the DCF, the responsibility to appoint a surrogate parent resides with both the district school superintendent and the court with jurisdiction over the child.
- If the court elects to appoint a surrogate parent, notice shall be provided as soon as practicable to the child's school.
  - At any time the court determines that it is in the best interests of a child to remove a surrogate parent, the court may appoint a new surrogate parent for educational decision-making purposes for that child.
- h. The surrogate parent shall continue in the appointed role until the occurrence of one of the following circumstances:
- The child is determined to no longer be eligible or in need of special programs, except when termination of special programs is being contested
  - The child achieves permanency through adoption or legal guardianship and is no longer in the custody of DCF
  - The parent who was previously unknown becomes known, whose whereabouts were unknown is located, or who was unavailable is determined by the court to be available
  - The appointed surrogate no longer wishes to represent the child or is unable to represent the child
  - The superintendent of the school district in which the child is attending school, the FDOE contract designee, or the court that appointed the surrogate determines the appointed surrogate parent no longer adequately represents the child
  - The child moves to a geographic location that is not reasonably accessible to the appointed surrogate
- i. The appointment and termination of appointment of a surrogate shall be entered as an order of the court with a copy of the order provided to the child's school as soon as practicable.

**3. The person appointed as a surrogate parent:**

- a. Must be acquainted with the child and become knowledgeable about his or her disability and educational needs
- b. Must represent the child in all matters relating to identification, evaluation, and educational placement and the provision of a free and appropriate education to the child
- c. Must represent the interests and safeguard the rights of the child in educational decisions that affect the child

**4. The responsibilities of the person appointed as a surrogate parent shall not extend to the care, maintenance, custody, residential placement, or any other area not specifically related to the education of the child, unless the same person is appointed by the court for such other purposes.**

5. A person appointed as a surrogate parent shall enjoy all of the procedural safeguards afforded a parent with respect to the identification, evaluation, and educational placement of a student with a disability or a student who is suspected of having a disability.
6. A person appointed as a surrogate parent shall not be held liable for actions taken in good faith on behalf of the student in protecting the special education rights of the child.
7. A school district may compensate persons appointed as surrogate parents. A person acting as a surrogate parent is not an employee of the school district or FDOE-contracted program solely because he or she is paid by the school district or FDOE-contracted program to serve as a surrogate parent.
8. In the case of a student who is an unaccompanied homeless youth, appropriate staff of emergency or transitional shelters, independent living programs, and street outreach programs, as well as McKinney-Vento liaisons or other school district staff, may be appointed as temporary surrogate parents without regard to the requirements until a surrogate can be appointed who meets all of the requirements.

The following items from this section are not applicable for the district.

**Describe the district's procedures for determining when a student with a disability needs a surrogate parent, including documentation of reasonable efforts to locate or contact the parent, if applicable. (i.e., no clear evidence that parental rights have been terminated).**

The appointment of a surrogate parent for a student who has or is suspected of having a disability is determined after the school district has made due diligence efforts to locate the parent without success; the student is a ward of the State under State law; the student is an unaccompanied homeless youth; and/or by the verification of the status of parental rights. The student who has or is suspected of having a disability will be appointed a surrogate parent when the parental rights have been terminated; limited; or whereabouts are unknown; and the student's living arrangement is a specialized therapeutic foster home; shelter facility; group home; residential facility; or DJJ facility. An appointment of a surrogate parent for a student who has or is suspected of having a disability, may be made by a court of competent jurisdiction over the student. A surrogate parent will not be appointed when the parent retains their parental rights and their whereabouts are known; when by court order, parental rights have been terminated or limited to exclude educational decision making and the student either lives with a licensed foster care parent; a relative (non-licensed care giver); or a non-relative (non-licensed care giver) who is willing to serve, and knowledgeable about the child and the exceptional student education process

**Describe the district's procedures for recruiting and training surrogate parents, including those surrogates appointed by a judge.**

Recruitment and awareness activities consist of advertising and distributing surrogate parent information via a variety of local publications, community events and interagency partnerships.

## **Section E: Individual Educational Plans and Educational Plans for Transferring Exceptional Students**

### **Statutory and Regulatory Citations**

34 CFR §§99.31 and 300.323

Sections 1003.01 and 1003.57, F.S.

Rules 6A-6.030191, 6A-6.03028, 6A-6.0331, 6A-6.0334 and 6A-6.0361, F.A.C.

### **Definition**

A transferring exceptional student is one who was previously enrolled as an exceptional student in any other school district or agency and who is enrolling in a different Florida school district or in an educational program operated by the Florida Department of Education through grants or contractual agreements in accordance with s. 1003.57, F.S.

### **Procedures**

1. IEPs or EPs for students who transfer school districts within Florida

If an exceptional education student who had an IEP or EP that was in effect in a previous Florida school district transfers to the school district and enrolls in a new school, the new school district (in consultation with the parents or legal guardians) will provide FAPE to the student, which includes services comparable to those described in the child's IEP or EP from the previous Florida school district, until the school district does one of the following:

- a. Adopts the child's IEP or EP from the previous school district.
- b. Develops, adopts, and implements a new IEP that meets the applicable requirements of Rule 6A-6.03028 - 6A-6.0361, F.A.C.

2. IEPs or EPs for students transferring to or from a Florida school district and a full-time virtual program

If an exceptional education student who had an IEP or EP that was in effect in a previous Florida school or school district enrolls in a full-time virtual program (in accordance with s. 1002.37 or 1002.45, F.S.), the virtual program must determine if the student meets the profile for success in this educational delivery context. If the student meets the profile for success in this educational delivery context, the virtual program will provide FAPE to the student, which includes services comparable to those described in the student's IEP or EP from the previous school or school district, until the IEP team for the virtual program either:

- a. Adopts the student's IEP or EP from the previous school or school district, or
- b. Develops, adopts and implements a new IEP or EP that meets the applicable requirements of Rules 6A-3.03011 - 6A-6.0361, F.A.C. A virtual program may not deny or delay enrollment pending review of a student's IEP or EP.

When an IEP team of a school district determines that the full-time virtual program is appropriate for a student in accordance with s. 1003.57(5), F.S., within fifteen (15) business days prior to the withdrawal from the school district, the school district must convene an IEP team meeting with at least one (1) representative specific to the full-time virtual program to determine appropriate goals, supports and services for the student. The receiving virtual program may adopt and implement the student's existing IEP from the previous school district or may revise the IEP as needed, to meet the student's needs in the virtual environment.

When an IEP team for a virtual program determines that the full-time virtual program is not appropriate for a student in accordance with s. 1003.57(5), F.S., the full-time virtual program must, within fifteen (15) business days, convene an IEP team meeting to determine appropriate goals, supports and services for the student. A representative from the school district of residence for the student must participate in this meeting. A student may not be disenrolled from a full-time virtual program until after the IEP team has met and determined appropriate services for the student.

3. IEPs for students who transfer from outside Florida

If an exceptional education student who had an IEP that was in effect in a previous school district in another state transfers to the school district and enrolls in a Florida school district within the same school year, the new Florida school district (in consultation with the parents) will provide the student with FAPE (including services comparable to those described in the student's IEP from the previous school district) until the school district does both of the following:

- a. Conducts an initial evaluation in accordance with Rule 6A-6.0331, F.A.C., or determines that evaluation is not necessary.
- b. Develops, adopts, and implements a new IEP or EP, if appropriate, that meets the applicable requirements of Rules 6A-6.03011 through 6A-6.0361, F.A.C.

A student enrolls in another school district after the timeframe has begun and the parent and subsequent school district agree to a specific time when the evaluation will be completed.

If a transfer student enters the school district with a specific methodology or curriculum on their IEP that was provided through therapy as a related service (e.g., Handwriting without Tears®, sensory integration, neurodevelopmental treatment), and the particular program stated on the IEP is not used in the new school district, another comparable strategy or intervention can be used until the new school district is able to conduct an evaluation, if determined necessary, and develop, adopt and implement a new IEP, if appropriate.

4. EPs for gifted students who transfer from outside Florida

If a student who had a gifted plan that was in effect in a previous school district in another state transfers to a Florida school district and enrolls in a new school within the same school year, the new Florida school district (in consultation with the parents or legal guardians) must provide the student with services comparable to those described in the student's gifted plan from the previous

school district, until the new Florida school district develops, adopts and implements a Florida EP that meets the applicable requirements of Rule 6A-6.030191, F.A.C. In accordance with Rule 6A-6.0334, F.A.C., students who transfer with gifted eligibility from another state do not need to meet the requirements of Rule 6A-6.03019, F.A.C., for continued services. A gifted plan could include documentation from the previous school district in another state that the student was determined eligible for gifted services in accordance with the applicable requirements of that district or state and was receiving gifted services.

#### 5. Parental consent

The student's new school district is not required to obtain parental consent for the initial provision of services for transferring exceptional students determined eligible for services. However, written informed parental consent is required before the new school district can conduct an initial evaluation to determine if a student has a disability and needs special education and related services.

#### 6. Transmittal of records

To facilitate the transition for a student described in subsections 1 and 2 above, the new school district in which the student enrolls will take reasonable steps to promptly obtain the student's records, including the IEP or EP and supporting documents and any other records relating to the provision of special education or related services to the student, from the previous school district in which the student was enrolled, in accordance with 34 CFR §99.31; and the previous school district in which the student was enrolled must take reasonable steps to promptly respond to the request from the new school district.

## Section F: Access to a Student's Public Benefits or Insurance

### Statutory and Regulatory Citations

34 CFR §300.154

Rules 6A-6.03011 through 6A-6.0361, 6A-6.03028 and 6A-6.03311, F.A.C.

### Procedures

The school district may use the Medicaid or other public health benefits or insurance programs in which a student participates to provide or pay for services required under Rules 6A-6.03011 through 6A-6.0361, F.A.C., as permitted under the public benefits or insurance program, except as noted below:

1. With regard to services required to provide FAPE to an eligible student under the IDEA, the school district:
  - a. May not require parents to sign up for or enroll in public insurance programs in order for their student to receive FAPE under Part B of the IDEA.
  - b. May not require parents to incur an out-of-pocket expense such as the payment of a deductible or co-pay amount incurred in filing a claim for services provided pursuant to the IDEA— the district may pay the cost that the parent otherwise would be required to pay.
  - c. May not use a student's benefits under a public insurance program if that use would (any of the following):
    - Decrease available lifetime coverage or any other insured benefit.
    - Result in the family paying for services that would otherwise be covered by the public benefits or insurance program and that are required for the student outside of the time the student is in school.
    - Increase premiums or lead to the discontinuation of benefits or insurance.
    - Risk loss of eligibility for home and community-based waivers, based on aggregate health-related expenditures.
  - d. Prior to accessing the student's or parent's public benefits or insurance for the first time, and after providing notification to the student's parent as described in Rule 6A-6.03028(3)(q)1.e., F.A.C., the school district must obtain written, parental consent that specifies each of the following:
    - The personally identifiable information that may be disclosed, such as records or information about the services that may be provided to the student
    - The purpose of the disclosure, such as the purpose of billing for services

- The agency to which the disclosure may be made
  - The parent understands and agrees that the school district may access the insurance to pay for the services required under Rules 6A-6.03011 through 6A-6.0361, F.A.C.
- e. Prior to accessing a student's or parent's public benefits for the first time, and annually thereafter, the school district must provide written notification consistent with requirements found in Rule 6A-6.03311(1)(a) and (b), F.A.C., to the student's parents that includes all of the following:
- A statement of the parental consent provision in Rule 6A-6.03028(3)(q)1.d., F.A.C.
  - A statement of the no cost provisions of Rule 6A-6.03028(3)(q)1., F.A.C.
  - A statement that the parents have the right to withdraw their consent to disclose their child's personal identifiable information to the agency responsible for the administration of the State's public benefits or insurance at any time.
  - A statement that the withdrawal of consent or refusal to provide consent to disclose personally identifiable information to the agency responsible for the administration of the State's public benefits or insurance program does not relieve the school district of its responsibility to ensure that all required services are provided at no cost to the parents.
2. With regard to students with disabilities who are covered by private insurance, a school district may access a parent's private insurance proceeds to provide services required under the IDEA only if the parent provides written informed consent. Each time the school district proposes to access the parent's private insurance to provide services required under IDEA, the agency must obtain parental consent and inform the parents that their refusal to permit the school district to access their private insurance does not relieve the school district of its responsibility to ensure that all required services are provided at no cost to the parents.
3. If a school district is unable to obtain parental consent to use the parents' private insurance, or public benefits or insurance when the parents would incur a cost for a specified service required to ensure a FAPE, the school district may use its IDEA Part B funds to pay for the service. To avoid financial cost to parents who otherwise would consent to use private insurance, or public benefits or insurance if the parents would incur a cost, the school district may use its IDEA Part B funds to pay the cost that the parents otherwise would have to pay to use the parents' benefits or insurance (e.g., the deductible or co-pay amounts).

## **Section G: General Education Intervention Procedures**

### **Statutory and Regulatory Citations**

34 CFR §§300.302, 300.306, and 300.308–300.310

Sections 1008.25 and 381.0056, F.S.

Rules 6A-6.03018, 6A-6.03019, 6A-6.03020, 6A-6.0331 and 6A-6.03411, F.A.C.

### **Definition**

General education intervention procedures are activities conducted by a district for kindergarten through Grade 12 students enrolled in public schools who need additional academic or behavioral support to succeed in the general education environment. These activities are embedded in the district's responsibility to implement a multi-tiered system of supports that is integrated into a continuum of evidence-based academic and behavioral interventions. In implementing a data-based problem-solving process designed to develop a coordinated continuum of evidence-based instruction and intervention practices, a district may engage in activities that include educational and behavioral evaluations, services, supports, evidence-based literacy instruction and professional development for teachers and other school staff, and where appropriate, instruction on the use of adaptive and instructional technology.

### **General Education Intervention Procedures for K-12 Students Suspected of Having a Disability Who are Enrolled in Public Schools.**

1. Parent involvement in general education intervention procedures

The district provides opportunities for parents to be involved in a data-based problem-solving process to address the student's academic or behavioral areas of concern. There must be discussion with the parent regarding the data used to identify the problem, the plan for addressing the problem through intervention, the plan for monitoring student progress, the student's responses to instruction and interventions, modification of the interventions when needed and anticipated future action to address the student's learning or behavioral needs. The district must maintain documentation of parental involvement and communication.

**2. Observations of student in the educational environment**

The school district conducts observations of the student in the educational environment and, as appropriate, in other settings to document the student's academic or behavioral areas of concern. At least one observation must include an observation of the student's performance in the general education classroom.

**3. Review of data**

The school district reviews social, psychological, medical, and anecdotal records and achievement data in the student's cumulative folder and demonstrates through data that the student was provided appropriate instruction in the regular education settings, which was delivered by qualified personnel. Attendance records are reviewed and used as one indicator of a student's access to instruction.

**4. Sensory screenings and diagnostic assessments**

- a. Hearing and vision screenings are completed for the purpose of ruling out sensory deficits that may interfere with the student's academic and behavioral progress. Hearing and vision screenings are conducted in accordance with the school district's school health plan. In certain circumstances, a current evaluation by a medical professional may be used as the screening report.
- b. Additional screenings and assessments are conducted to assist in determining academic or behavioral interventions, as appropriate. Student screenings to determine instructional and behavioral intervention strategies are not considered to be an evaluation for eligibility for special education and related services.

**5. Implementation of evidence-based interventions**

- o The school district implements evidence-based interventions addressing the identified areas of concern in the **general education environment**.
- o The interventions selected for implementation should be determined by a team through a data-based problem-solving process that uses student performance data to identify and analyze the area(s) of concern, select and implement interventions, monitor effectiveness of the interventions and modify intervention or intensity when needed.
- o Interventions must be implemented as designed for a period of time sufficient to determine effectiveness, and with a level of intensity that matches the student's needs.
- o The district must collect pre-intervention and ongoing progress-monitoring data regarding academic or behavioral areas of concern and communicate the data to the parents in an understandable format, which may include, but is not limited to, graphic representation.

**6. General education interventions are not required for the following:**

- o Children younger than kindergarten-entry age who are not enrolled in kindergarten
- o Students suspected of being gifted as described in Rule 6A-6.03019, F.A.C.
- o Students who are being considered for eligibility for specially designed instruction for students who are homebound or hospitalized as described in Rule 6A-6.03020, F.A.C.
- o Students who are not enrolled in a public school.

General education interventions may not be required for students suspected of having a disability if the student demonstrates a speech disorder; or severe cognitive, physical, or sensory disorders; or severe social or behavioral deficits that require immediate intervention to prevent harm to the student or others, and a team comprised of qualified professionals and the parent determines that these general education interventions are not appropriate.

**Does the district have a Multi-Tiered System of Support (MTSS) procedures document or website?**

Yes

No

**If yes, how can this document or website be accessed?**

Information about School Based Teams is posted on the district website under the Department of Safe Schools Link  
[https://www.palmbeachschools.org/safeschools/rti\\_2015-ss/](https://www.palmbeachschools.org/safeschools/rti_2015-ss/)

**If no, describe district policies and procedures for integrating a data-based, problem-solving process within an MTSS.**

n/a

**What academic and behavior progress monitoring tools and data do teams use to monitor student response to intervention? How frequently are Tier 3 interventions reviewed and monitored?**

Various tools are used to monitor student response to intervention. Many academic systems and/or programs being used have embedded progress monitoring pieces that support Response to Intervention. Other tools for academics may include curriculum based measures such as AimsWeb, CBM and Dibels Next. The computer based programs being used by the school centers also have an initial diagnostic tool as well as progress monitoring that fits well with an MTSS framework. For Behavior, frequency data, duration recording, rating scales and daily progress report forms for Check-In/Check Out are used. When the intervention is matched to the appropriate function of the behavior, progress monitoring tools will vary. Supplemental/Tier 2 interventions may include Check in, Check out; which is an evidence/researched based program that provides students with frequent opportunities to check in and out with a trusted adult on campus. Goals are developed and tracked through a daily behavior sheet. The student meets with the trusted at the beginning of the day to review expectations and the end of the day in order to review progress. Specific feedback and modeling is provided by the interventionist. Another example may be Leveled Literacy Intervention which would be provided on a daily basis. Lesson length varies based on the system being used. (30-45 min) Progress monitoring occurs every 6-8 days using Leveled Literacy Intervention Running Record.

**How does the district monitor implementation and fidelity of problem identification, problem analysis, intervention development and intervention effectiveness?**

All individual problem solving/school based team meetings are documented on a district conferencing form. Attendance logs are also mandated. In addition, all formal meetings as well as those that include developing formalized interventions are entered in the District MainFrame. Data is collected frequently in order to inform both school and district based professional development. For Behavior, schools complete a Positive Behavior Support Checklist in the Fall and the Spring. They also complete a Benchmarks or Quality Evaluation at the end of each school year. Many schools also complete a Benchmark for Advanced Tiers in order to inform Tiered support. Fidelity at the school level is documented through meeting documentation, progress monitoring logs and case liaisons who are tasked with ensuring that implementation and progress monitoring is occurring. School Improvement Plans also drive MTSS implementation at each respective school center. This plan is monitored and adjusted based on student needs. The PS/SBT have a formal four-step problem solving process that informs decisions on when to fade and intensify interventions. PS/SBTs frequently review student progress monitoring data to inform student responsiveness. PS/SBTs base their decisions on when to fade or intensify interventions by analyzing graphic representations of student RtI data. MTSS flow charts are available to all school centers with specific directions for decision making. ( General Education flowchart, ESE flowchart and ELL flowchart.) There is also a district SharePoint site with resources to assist schools with MTSS implementation and monitoring.

**How are parents engaged in the problem-solving process? (Include the frequency and format for sharing student response to intervention data with parents.)**

Parents are informed throughout each level of the problem-solving process through MTSS, approximately every 8 weeks. There are documented conferences that indicate the students academic, behavioral and attendance concerns and that parents have been informed of the plan of action and supports that will be provided. Parents are invited and encouraged to attend SBT meetings and are informed throughout each level of support. Student progress is shared through progress monitoring plans, notes, graphs and evaluations.



7. Procedures for children who are below mandatory school age and who are not enrolled in kindergarten include the following:

- a. Review existing social, psychological, and medical data. Refer for a health screening when needed.
- b. Conduct vision and hearing screenings for the purpose of ruling out sensory deficits.
- c. Conduct additional screenings to assist in determining interventions as appropriate.

## **Section H.1: Initiating an Evaluation for Exceptional Student Education**

### **Statutory and Regulatory Citations**

34 CFR §§300.300–300.305

Chapter 490, F.S.

Sections 1003.57 and 1003.575, F.S.

Rules 6A-1.044, 6A-1.0502, 6A-4.0311, 6A-6.0331, 6A-6.03311 and 6A-6.03411, F.A.C.

### **Definition**

The school district must ensure that all students with disabilities or who are gifted and who are in need of exceptional student education (ESE) are identified, located, and evaluated, and FAPE is made available to them if it is determined that the student meets the eligibility criteria.

### **Procedures for Initiating an Evaluation**

Each school district must conduct a full and individual initial evaluation before the initial provision of ESE services. Either a parent of a kindergarten through Grade 12 student, or child age three to kindergarten-entry age, or a school district may initiate a request for initial evaluation to determine if the student is a student with a disability. Either a parent of a kindergarten through Grade 12 student or a school district may initiate a request for initial evaluation to determine if a student is gifted. The request for an evaluation is documented on the district's Consent for Evaluation form.

The school district must seek consent from the parent or guardian to conduct an evaluation whenever the district suspects that a kindergarten through Grade 12 student, or a child age three to kindergarten-entry age, is a student with a disability and needs special education and related services. Circumstances that would indicate that a kindergarten through Grade 12 student may be a student with a disability who needs special education and related services include, but are not limited to, the following:

1. When a school-based team determines that the kindergarten through Grade 12 student's response to intervention data indicates that intensive interventions implemented are effective but require a level of intensity and resources to sustain growth or performance that is beyond that which is accessible through general education resources;
2. When a school-based team determines that the kindergarten through Grade 12 student's response to interventions implemented indicates that the student does not make adequate growth given effective core instruction and intensive, evidence-based interventions; and
3. When a child age three to kindergarten entry age receives a developmental screening through the school district or the Florida Diagnostic and Learning Resources System and, based on the results of the screening, it is suspected that the child may be a child with a disability in need of special education and related services; or
4. When a parent requests an evaluation and there is documentation or evidence that the kindergarten through Grade 12 student or child age three to kindergarten-entry age who is enrolled in a school- district operated preschool program may be a student with a disability and needs special education and related services.

Within 30 days of a determination that a circumstance described in subsections 1., 2. or 3. above exists for a student in grades kindergarten through Grade 12 or a child age three to kindergarten entry age, the school district must request consent from the parent to conduct an evaluation, unless the parent and the school agree otherwise in writing.

If a parent requests that the school conduct an evaluation to determine whether their child is a child with a disability in need of special education and related services, the school district must within 30 days, unless the parent and the school agree otherwise in writing:

1. Obtain consent for the evaluation; or

2. Provide the parent with written notice in accordance with Rule 6A-6.03311, F.A.C., explaining its refusal to conduct the evaluation.

Prior to a school district request for an initial evaluation for students in Grade K through 12, school personnel must make one of the following determinations:

1. Whether the general education intervention procedures have been implemented as required under Rule 6A-6.0331, F.A.C., and that the data indicate that the student may be a student with a disability who needs special education and related services;
2. The evaluation was initiated at the parent's request and the general education activities will be completed concurrently with the evaluation but prior to the determination of the student's eligibility for special education and related services; or
3. The nature or severity of the student's areas of concern makes the general education intervention procedures inappropriate in addressing the immediate needs of the student

**Describe the district's procedure for obtaining parental consent for an evaluation when, through the FDLRS or school district child find process, it is suspected that a child ages three to kindergarten-entry age may be a child with a disability. In addition, describe how the district will ensure that the parent will be given the opportunity to provide consent within 30 days of the parent's request.**

When the district has reason to believe a student may be a student with a disability and in need of special education and related services, the parent will be invited to attend a CST meeting to request consent for evaluation. If the parent refuses to meet in a timely manner (within 30 days), a Prior Written Notice of Consent for Evaluation will be sent home indicating what assessments will be administered based on the CST team's review of data.

**Describe the district's procedures for responding within 30 days to a parent who requests that an evaluation be conducted to determine the student's eligibility for special education and related services.**

When a parent requests an evaluation and there is documentation or evidence that the child may be a student with a disability and needs special education and/or related services, the parent is notified via telephone and/or U.S. mail, inviting them to attend a CST meeting to request consent for evaluation. If the parents refuses to meet in a timely manner, a Prior Written Notice of Consent for Evaluation will be sent home indicating what assessments will be administered based on the CST team's review of data. When a parent requests an evaluation and there is a lack of documentation or evidence the child may be a student with a disability, the parent will be provided a written notice of refusal to conduct the evaluation.

**Describe the district's procedures for requesting an initial evaluation for students who may have disabilities and students who may be gifted who are enrolled in the school district.**

When the school district requests an evaluation and there is documentation or evidence that the child may be a student with a disability and needs special education and/or related services, the parent is notified via telephone and/or U.S. mail, inviting them to attend a CST meeting to request consent for evaluation. If the parent refuses to meet in a timely manner, a Prior Written Notice of Consent for Evaluation will be sent home indicating what assessments will be administered based on the CST team's review of data. Regarding students suspected of being eligible for gifted services, a student presently enrolled in the school district has the option of testing at the student's home zoned school or testing privately. If the child is tested by the school district, consent will be obtained within 30 school days and evaluation will be completed within 90 school days from date of consent. Private testing must be done by a state-licensed psychologist. If tested privately, the Psychological Assessment and the Academic Testing scores are brought to the ESE Contact at the school. The ESE Contact will give the appropriate Gifted Characteristic Checklist to the student's teacher(s) to be completed. Once the Checklist is returned, a meeting will be scheduled called a "meeting for eligibility". The parent will be invited to attend this meeting. If it is determined that the student meets eligibility for gifted services, he/she will be placed into the program. If the school does not have a gifted program, the parent will have a choice of staying at that school or transferring to the full time program at their homeschool. Middle school students attend the gifted program geographically closest to their home when their homeschool does not provide gifted services. If the student is on reassignment and found eligible for the gifted program, the student must return to the home zoned school for gifted services. If that school does not have a gifted program then the student is transferred to the receiver school or the home zoned school.

Describe the district's procedures for requesting an initial evaluation for students who may have disabilities and students who may be gifted who are enrolled in nonpublic schools or agency programs.

n/a

Describe the district's procedures for requesting an initial evaluation for students who may have disabilities and students who may be gifted who are not enrolled in any school.

n/a

## Section H.2: Conducting Student Evaluations and Reevaluations

### Statutory and Regulatory Citations

34 CFR §§300.131 and 300.300–300.305

Chapter 490, F.S.

Sections 1003.57 and 1003.575, F.S.

Rules 6A-1.044, 6A-1.0502, 6A-6.03013, 6A-6.03014, 6A-6.03022, 6A-4.0311, 6A-6.0331, and 6A-6.03411, 6A-6.0361 and 6A-10.019, F.A.C.

### Definitions

1. Evaluation means procedures used to determine whether a student has a disability or is gifted and in need of specially designed instruction and related services, and the nature and extent of the exceptional student education (ESE) that the student needs.
2. Reevaluation of a student with a disability is the process whereby existing evaluation data about the student is reviewed and additional data collected (if necessary) to determine whether the student continues to have a disability and be in need of specially designed instruction and related services, and the educational needs of the student.

### Procedures for Evaluation

#### 1. Responsibility for evaluation

- a. The school district is responsible for conducting a full and individual initial evaluation necessary to determine if the student is eligible for ESE services and to determine the educational needs of the student.
- b. Evaluations are conducted by qualified examiners (e.g., physicians, school psychologists, psychologists, speech language pathologists, teachers, audiologists, and social workers) as evidenced by a valid license or certificate to practice in Florida. In circumstances where the student's medical care is provided by a physician licensed in another state, at the discretion of the school district administrator for exceptional student education, a report of a physician licensed in another state may be accepted for the purpose of evaluation and consideration of eligibility as a student with a disability.
- c. Tests of intellectual functioning are administered and interpreted by a professional person qualified in accordance with Rule 6A-4.0311, F.A.C., or licensed under Chapter 490, F.S.
- d. Unless statutory restrictions apply, the responsibility for determining who is qualified to administer and interpret a particular assessment instrument lies with the local school district. In determining qualified evaluators, districts may consider the following:
  - State Board of Education rules and the requirements of the Individuals with Disabilities Education Act (IDEA)
  - Testing standards (e.g., *Standards for Educational and Psychological Testing*)
  - User qualifications recommended by the publisher in the test manual
  - Level of training, supervision, experience, and certification of the individual administering or interpreting the instrument

## 2. Evaluation timelines

- a. As of July 1, 2015, the school district shall ensure that initial evaluations of students and preschool-age children age three through kindergarten-entry age suspected of having a disability are completed within 60 calendar days after the school district's receipt of parent consent for evaluation. Rule 6A-6.0331(3)(g), F.A.C., states that the following calendar days shall not be counted toward the 60 calendar day requirement:
- i. All school holidays and Thanksgiving, winter and spring breaks as adopted by the district school board as required by Rule 6A-10.019, F.A.C.;
  - ii. The summer vacation period beginning the day after the last day of school for students and ending on the first day of school for students in accordance with the calendar adopted by the district school board as required by Rule 6A-10.019, F.A.C. However, the school district is not prohibited from conducting evaluations during the summer vacation period; and
  - iii. In the circumstance when a student is absent for more than eight school days in the 60 calendar day period, the student's absences shall not be counted toward the 60 calendar day requirement.
- b. For a signed consent for evaluation received by a school district on or before June 30, 2015, the school district shall ensure that initial evaluations of students suspected of having a disability are completed within 60 school days (cumulative) as defined in rule 6A-6.03411(1)(h), F.A.C., of which the student is in attendance, after the school district's receipt of the parental consent for evaluation. For prekindergarten children, initial evaluations must be completed within 60 school days after the school district's receipt of parental consent for evaluation.
- The determination of whether a student is "in attendance" must be made consistent with the school board's policies implementing Rule 6A-1.044, F.A.C., which requires the reporting of students' attendance.
- c. The 60-day timeline for evaluation does not apply if:
- The parent repeatedly fails or refuses to produce the student for the evaluation
  - A student's school district of enrollment changes after the timeline has begun and prior to a determination by the student's previous school district as to whether the student has a disability

This exception only applies when the current school district is making sufficient progress to ensure a prompt completion of the evaluation and the parent agrees to a specific time when the evaluation will be completed.

Assessments of students who transfer within the same school year must be coordinated between schools to ensure prompt completion of evaluations.

- d. The school district will ensure that students suspected of being gifted are evaluated within a reasonable time as defined in the district's ESE Policies and Procedures document as required by Rule 6A-6.03411(2), F.A.C., but no more than 90 school days that the student is in attendance after the school district's receipt of parental consent for the evaluation.

### **Describe the district's timeframe to ensure completion of gifted evaluations.**

The District will follow the ninety (90) school day time frame for completion of gifted evaluations taking into consideration the student's attendance.

## 3. Parent consent

- a. The school district will provide the parent written notice to the parent that describes any evaluation procedures the school district proposes to conduct. The school district will obtain written informed consent from the parent of a student to determine whether the student is a student with a disability or is gifted and needs ESE. Parental consent is not required before reviewing existing data as part of an evaluation or administering a test or other evaluation that is administered to all students unless, before administration of that test or evaluation, consent is required of parents of all students.

Parental consent for evaluation is not construed as consent for initial provision of exceptional student education services.

- b. The school district must make reasonable efforts to obtain the informed consent from the parent for an initial evaluation to determine whether the student is a student with a disability or gifted. In the event that the parent fails to respond to the district's request to obtain informed written consent, the district must maintain documentation of attempts made to obtain consent.
- c. Based on 34 CFR §300.300(a) (2), the school district is not required to obtain informed consent from the parent for an initial evaluation if the child is a ward of the State and is not residing with the parent if:
- The school district cannot discover the whereabouts of the parent,
  - The rights of the parent have been terminated, or
  - The rights of the parent to make educational decisions have been subrogated by a judge and consent for initial evaluation has been given by an individual appointed by the judge to represent the student.

Based upon the definition of parent in Rule 6A-6.03411(1)(bb), F.A.C., "Parent means" any of the following:

- i. A biological or adoptive parent of a student
  - ii. A foster parent
  - iii. A guardian generally authorized to act as the student's parent, or authorized to make educational decisions for the student (but not the State if the student is a ward of the State)
  - iv. An individual acting in the place of a biological or adoptive parent (including a grandparent, stepparent, or other relative) with whom the student lives, or an individual who is legally responsible for the student's welfare
  - v. A surrogate parent who has been appointed in accordance with Rules 6A-6.03011 through 6A-6.0361, F.A.C.
- d. If the parent refuses consent for an evaluation to determine eligibility as a student with a disability, the school district may continue to pursue consent for the evaluation by using the mediation or due process procedures. A district is not required to pursue an initial evaluation when the parent refuses consent and does not violate its child find or evaluation obligations if it declines to do so.
- e. The school district may not use a parent's refusal to consent to initial evaluation to deny the parent or student any other service of the school district, except as provided by Rule 6A-6.0331, F.A.C.

#### 4. Evaluation procedures

- a. As part of an initial evaluation, a team of qualified professionals and the parent, as appropriate, must take the following actions:
- i. Review existing evaluation data on the student, including:
    - Evaluations and information provided by the student's parents,
    - Current classroom-based, local, or State assessments and classroom-based observations, and
    - Observations by teachers and related services providers.
  - ii. Identify, on the basis of that review and input from the student's parents, what additional data, if any, are needed to determine the following:
    - Whether the student is a student with a disability
    - The educational needs of the student
  - iii. The group conducting this review may do so without a meeting.
  - iv. The school district shall administer tests and other evaluation measures as may be needed to produce the data that is to be reviewed under this section.

v. If the determination under this section is that no additional data are needed to determine whether the student continues to be a student with a disability and to determine the student's educational needs, the school district shall notify the student's parents of:

- That determination and the reasons for the determination; and
- The right of the parents to request an assessment to determine whether the student continues to be a student with a disability and to determine the student's educational needs. The school district is not required to conduct the assessment unless requested to do so by the student's parents.

vi. In conducting an evaluation, the school district:

- Uses a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the student within a data-based problem-solving process, including information about the student's response to evidence-based interventions as applicable, and information provided by the parent. This evaluation data may assist in determining whether the student is eligible for ESE and the content of the student's IEP or EP. The evaluation should include information that enables a student with a disability to be involved and progress in the general curriculum (or for a preschool child, to participate in appropriate activities) or identifies the needs beyond the general curriculum of a student who is gifted.
- Does not use any single measure or assessment as the sole criterion for determining eligibility or educational programming.
- Uses technically sound instruments that assess the relative contribution of cognitive and behavioral factors, in addition to physical and developmental factors.

b. The school district ensures that assessments and other evaluation materials and procedures used to assess a student:

- Are selected and administered so as not to discriminate on a racial or cultural basis
- Are provided and administered in the student's native language, or other mode of communication, and in the form that most accurately measures what the student knows and can do
- Are used for purposes for which the measures are reliable and valid
- Are administered by trained and knowledgeable personnel in accordance with any instructions provided by the producer of the assessments

c. Assessments are selected and administered to best ensure that, if administered to a student with impaired sensory, manual, or speaking skills, the assessment results accurately reflect the student's aptitude or achievement level, or whatever other factors the test purports to measure, rather than reflecting the student's sensory, manual, or speaking skills, unless those are the factors being measured.

d. Assessments and other evaluation materials and procedures include measures that assess specific areas of educational need rather than those merely designed to provide a single general intelligence quotient. The school district uses assessment tools and strategies that provide relevant information that directly assists in determining the educational needs of the student.

e. The student is assessed in all areas of the suspected disability, including, if appropriate, health; vision, hearing, social emotional status, general intelligence, academic performance, communicative status, and motor abilities. The evaluation is sufficiently comprehensive to identify all of the student's ESE needs, whether or not commonly linked to the suspected disability.

A [Web-based Evaluation Resource](http://sss.usf.edu/resources/topic/ese/ESE_Eval/General/General.html) developed to assist districts in selection of instruments for conducting diagnostic assessments, eligibility evaluations and for screening and progress monitoring is available at [http://sss.usf.edu/resources/topic/ese/ESE\\_Eval/General/General.html](http://sss.usf.edu/resources/topic/ese/ESE_Eval/General/General.html).

5. If the parent obtains an independent educational evaluation at their own expense, the results shall be considered by the school district when making decisions regarding the student, if the evaluation meets school district criteria.

6. Following completion of the student's evaluation, the school district shall not unreasonably delay the determination of a student's eligibility for ESE services.

**Describe the district's procedures for ensuring that a student's eligibility for ESE services is determined within a reasonable time following completion of the student's evaluation.**

When completed submission is received from evaluator, it will be date stamped upon receipt. ESE Contact at the school site will schedule a meeting for the first available date that all required participants can attend in order to review evaluation results, determine eligibility/ineligibility and develop an IEP, if appropriate, within 30 calendar days within the timeline that it was actually completed.

## **Procedures for Reevaluation**

1. Reevaluation is required in the following circumstances.

- a. Reevaluations must occur at least every three years, unless the parent and the school district agree that reevaluation is not needed. Reevaluation for Deaf/Hard-of-Hearing, Dual Sensory Impaired and Visually Impaired are not able to have reevaluation procedures waived.
- b. Reevaluation is required whenever the educational or related services needs of the student warrant a reevaluation or if the student's parent or teacher requests it.
- c. Reevaluation is required prior to the determination that the student is no longer a student with a disability in need of specially designed instruction and related services.
- d. Reevaluation of the student may not occur more than once a year, unless the parent and the school district agree otherwise.
- e. Reevaluation is not required for a student before termination of eligibility due to graduation with a standard diploma or exiting upon reaching the student's 22nd birthday. However, the school district will provide the student with a summary of the student's academic achievement and functional performance, including recommendations to assist the student in meeting the student's postsecondary goals.
- f. Based on 34 CFR §§300.130 and 300.131, the district is responsible for reevaluation of students with disabilities attending:
  - Nonprofit private schools located within the district
  - For-profit private schools and are residents in the district
  - Home education

## 2. Reevaluation procedures

As part of any reevaluation, the IEP team and other qualified professionals, as appropriate, must take the following actions:

- a. Review existing evaluation data on the student, including evaluations and information provided by the parents of the student and the student; current classroom-based district or state assessments and classroom-based observations by teachers and related services providers.
- b. Identify, on the basis of the review and parent input, what additional data, if any, are needed to determine the following:
  - Whether the student continues to have a disability;
  - The educational needs of the student;
  - The present levels of academic achievement and related developmental needs of the student;
  - Whether the student continues to need special education and related services; and
  - Whether any additions or modifications to the special education and related services are necessary to enable the student to meet the measurable annual goals set out in the student's IEP and to participate, as appropriate, in the general curriculum.

- c. The IEP team may conduct the review of existing evaluation data without a meeting.
- d. If the IEP team determines that no additional evaluation data are needed to determine whether the student continues to be a student with a disability, and to determine the student's educational needs, the reevaluation is complete and the school district shall notify the student's parent(s) of the following:

- The determination and the reasons for that determination and
- The right of the parents to request an assessment to determine whether the student continues to be a student with a disability and determine the student's educational needs.

The school district is not required to conduct the assessment unless requested to do so by the student's parents.

- e. Reevaluation is not required for a student before termination of eligibility due to graduation with a standard diploma or exiting upon reaching the student's 22nd birthday. However, the school district will provide the student with a summary of the student's academic achievement and functional performance, including recommendations to assist the student in meeting the student's postsecondary goals.

- f. The following rules require the administration of specific assessments as a part of a student's reevaluation:

- Rule 6A-6.03013, F.A.C., Students Who Are Deaf or Hard-of Hearing
- Rule 6A-6.03014, F.A.C., Students Who Are Visually Impaired
- Rule 6A-6.03022, F.A.C., Students Who Are Dual-Sensory Impaired

For students determined eligible under these rules, the administration of formal assessments at reevaluation must be completed in accordance with the requirements of these rules.

### 3. Parental consent when additional data are needed

- a. The school district must obtain informed parental consent prior to conducting any reevaluation of a student with a disability.
- b. Informed parental consent for reevaluation need not be obtained if the district can demonstrate that it made reasonable efforts to obtain such consent and the student's parent failed to respond.

### 4. Reevaluation timelines

- a. The district must complete a reevaluation every three years unless the parent and the school district agree that a reevaluation is unnecessary.
- b. If the IEP team identifies the need for additional data, the additional data collection must be completed within a reasonable time and prior to reevaluation due date if a triennial evaluation.
- c. If an IEP team makes a recommendation for a student with a disability to receive an assistive technology assessment, that assessment must be completed within 60 school days after the team's recommendation.

### **Describe the district's procedures for ensuring that a reevaluation is conducted at least every three (3) years.**

Current evaluation data is entered in the student database system. From this system, reports are run on a regular basis at both the school and district level in order to assist schools in monitoring and scheduling of evaluations in a timely manner.

### **Describe the district's procedures for ensuring that assessments and other data collection procedures are completed within a reasonable time following the review when the IEP team determines that additional data are needed.**

The designated ESE Coordinator at each school is responsible for providing copies of the reevaluation request and parent consent forms. The school LEA designee also monitors completion for evaluations. Reevaluations will be completed within 90 school days of receipt of consent.



Note: When a parent requests a reevaluation, the school's IEP team may request a meeting with the parent for the purpose of reviewing existing data and to determine what additional data may be needed. The school may then, at that meeting, obtain parental consent for reevaluation, if appropriate. If the parent refuses to meet in a timely manner, the school must send the parent one of the following:

- A Prior Written Notice of Consent for Reevaluation form indicating what assessments will be administered based on the IEP team's review of data, or
- A Prior Written Notice of Refusal.

**Describe the district's procedures in place when a parent requests a reevaluation.**

Upon parent request, the IEP team meets to review existing data. The IEP team will determine if any additional information is needed. The IEP team will request consent for reevaluation or issue a prior written notice of refusal.

**Describe the district's procedures for ensuring that an assistive technology assessment is completed within 60 school days after an IEP team makes the recommendation.**

District runs pending evaluation reports (including assistive technology assessments) listing date consent was received and number of days evaluation referral has been open for use in monitoring progress and scheduling evaluations within the 60 day time limit.

**5. Determination of continued need for special education and related services**

- a. A meeting of the individual educational plan team is convened to review all available information about the student, including reports from the additional evaluations, and to determine whether the student continues to be a student with a disability in need of special education and related services. If the student continues to be an eligible student, the student's individual educational plan is reviewed and revised, as appropriate, to incorporate the results of the reevaluation.
- b. If the reevaluation indicates that the student is no longer a student with a disability or that special education and related services are no longer needed, the parent must be provided prior written notice that these services will be discontinued.
- c. If the reevaluation indicates that the student's disability has changed (i.e., adding, deleting, or changing a disability category), the applicable eligibility staffing procedures are followed.

## **Section I: Independent Educational Evaluations**

### **Statutory and Regulatory Citations**

34 CFR §300.502

Rule 6A-6.03311, F.A.C.

### **Definition**

An independent educational evaluation (IEE) is an evaluation conducted by a qualified evaluation specialist who is not employed by the school district responsible for the education of the student in question.

### **General**

1. The parents of a student with a disability have the right to an IEE at public expense if the parent disagrees with an evaluation obtained by the school district.
2. The parent of a student with a disability is to be provided, upon request for an IEE, information about where an IEE may be obtained and the school district criteria applicable to IEEs.
3. Public expense means that the school district either pays for the full cost of the evaluation or ensures that the evaluation is otherwise provided at no cost to the parent.
4. Whenever an IEE is conducted, the criteria under which the evaluation is obtained, including the location of the evaluation and the qualifications of the evaluation specialist, shall be the same as the criteria used by the school district when it initiates an evaluation,

to the extent that those criteria are consistent with the parent's right to an IEE.

5. The school district may not impose conditions or timelines for obtaining an IEE at public expense other than those criteria described in rule 6A-6.03311, F.A.C.
6. If a parent requests an IEE at public expense, the school district must, without unnecessary delay, either :
  - o Ensure that an IEE is provided at public expense.
  - o Initiate a due process hearing under Rule 6A-6.03311, F.A.C. to show that its evaluation is appropriate or that the evaluation obtained by the parent did not meet the school district's criteria. If the school district initiates a hearing and the final decision from the hearing is that the school district's evaluation is appropriate, then the parent still has a right to an IEE but not at public expense.
7. If a parent requests an IEE, the school district may ask for the parent to give a reason why he or she objects to the district's evaluation. However, the explanation by the parent may not be required, and the school district may not unreasonably delay either providing the IEE at public expense or initiating a due process hearing to defend the district's evaluation.
8. A parent is entitled to only one IEE at public expense each time the school district conducts an evaluation with which the parent disagrees.
9. If the parent obtains an IEE at public expense or shares with the school district an evaluation obtained at private expense:
  - o The school district shall consider the results of such evaluation in any decision regarding the provision of FAPE to the student, if it meets appropriate school district criteria described in Rule 6A- 6.03311, F.A.C.
  - o The results of such evaluation may be presented by any party as evidence at any due process hearing regarding that student.
10. If an administrative law judge requests an IEE as part of a due process hearing, the cost of the evaluation must be at public expense.

**Describe the district's policies and procedures for responding to a parent's request for an IEE at public expense.**

1. School personnel must immediately inform their ESE Coordinator of the parent's request for an Independent Education Evaluation.
2. The school must provide the ESE Coordinator with the following information: student name and number, parent name and contact information, type of evaluation being requested, and a copy of the district evaluation with which the parent disagrees.
3. School personnel may also offer the ESE Coordinator any additional information (i.e. IEP, Conference Summary Notes, student assessments) that will assist the district with making a determination as to whether the district will request a due process hearing to establish the appropriateness of the district's evaluation(s) or proceed with payment for an Independent Education Evaluation.
4. District personnel will review the provided documentation and determine the adequacy of the report in light of the referral questions and concerns.
5. District personnel will inform the parent (in writing) as to the decision to provide the IEE or request a due process hearing. In addition, if district agrees to IEE, parent will be provided a list of qualified evaluators in the area as well as criteria for evaluation.
6. District personnel will inform the ESE Coordinator of the district's decision and they will inform their school. It is imperative that the procedures are followed without unnecessary delay.
7. The school district may ask the parent why there is an objection to the evaluation, but the parent is not required to provide a reason for the request.

**Describe the district's policies and procedures for consideration of the results of an IEE obtained at private expense.**

Upon receipt of the Independent Evaluation, the ESE Coordinator will assign a school psychologist to complete review of the evaluation. The ESE Coordinator will then work with the school to schedule a meeting, within a reasonable amount of time, to consider the results of the evaluation.

## **Part II. Policies and Procedures for Students with Disabilities**

### **Section A: Instructional Program**

## **Statutory and Regulatory Citation**

Rule 6A-6.03411, F.A.C.

The following applies to the instructional program for students with disabilities in general. In addition to the philosophical, curricular, and instructional support issues included here, there are disability-specific expectations or requirements for certain categories of disability. That information is provided in the relevant *Exceptional Student Education Eligibility* sections of this document.

### **Philosophy**

1. Each student with a disability is entitled to receive FAPE in the least restrictive environment that will enable the student to progress in the general curriculum to the maximum extent possible.
2. Special education, which refers to specially designed instruction and related services, is provided to meet the unique needs of the student that result from the student's disability and to prepare the student for further education, employment, and independent living. Related services are defined in Rule 6A-6.03411(1)(dd), F.A.C.
3. Specially designed instruction means adapting, as appropriate, the content, methodology, or delivery of instruction.
4. Specially designed instruction may employ universal design for learning, assistive technology, accommodations, or modifications.

### **Curriculum**

1. To maximize accessibility to the curriculum, students will access the state standards through appropriate programming, support from special education and regular education teachers, support in the use of assistive technology, and through the use of universal design principals.
2. For most students with disabilities, these supports provide progress toward a standard high school diploma.

### **Instructional Support**

1. Students receive instructional support through specially designed instruction and related services as determined through the IEP process.
2. Teachers are trained in designing and implementing individualized programs to address the learning needs of each student.
3. Teachers are provided with administrative support to assure reasonable class size and workload, adequate funds for materials, and professional development.
4. Teachers instruct students in the unique skills necessary to access and benefit from the core curriculum. These skills may include, but are not limited to, curriculum and learning strategies, compensatory skills, independent functioning, social emotional behavior, use of assistive technology, and communication.
5. A range of service delivery options is available to meet the student's needs: consultation, itinerant instruction, resource room, special class, separate school, residential placement, homebound or hospitalized, and community-based or home-based services.
6. School districts may provide professional development for teachers in coordination with community agencies, the Florida School for the Deaf and the Blind, discretionary projects funded by the Department of Education and other agencies of state and local government, including, but not limited to, the Division of Blind Services, the Division of Vocational Rehabilitation, Department of Children and Families, and the Department of Health, Children's Medical Services, as appropriate.

## **Section B.1: Exceptional Student Education Eligibility for Students with Autism Spectrum Disorder**

### **Statutory and Regulatory Citations**

34 CFR §300.8

Sections 1003.01 and 1003.57, F.S.

Rules 6A-6.03023, 6A-6.0331 and 6A-6.03411, F.A.C.

## **Definition**

Autism spectrum disorder (ASD) is a condition that reflects a wide range of symptoms and levels of impairment, which vary in severity from one individual to another. Autism spectrum disorder is characterized by an atypical developmental profile with a pattern of qualitative impairments in social interaction and social communication, and the presence of restricted or repetitive, patterns of behavior, interests, or activities, which occur across settings.

## **Eligibility Criteria**

A student is eligible for specially designed instruction and related services as a student with ASD if evidence of all of the following criteria are met:

1. Impairment in social interaction as evidenced by delayed, absent, or atypical ability to relate to individuals or the environment;
2. Impairment in verbal or nonverbal language skills used for social communication
3. Restricted or repetitive patterns of behavior, interests, or activities;
4. The core features identified in 1, 2, and 3 occur across settings.
5. The student demonstrates a need for special education as defined in rule 6A-6.03411(1)(kk), F.A.C.

## **Student Evaluation**

In addition to the provisions in Rule 6A-6.0331(5), F.A.C., the district shall conduct a full and individual evaluation that addresses the core features of ASD to include deficits in social interaction, social communication, and restricted or repetitive patterns of behavior, interests, or activities. An evaluation for determining eligibility shall include the following components:

1. Behavioral observations conducted by members of the evaluation team targeting social interaction, social communication skills, and restricted or repetitive patterns of behavior, interests, or activities across settings;
2. A social developmental history based on an interview with the parents(s) or guardian(s);
3. A psychological evaluation that includes assessment of academic, intellectual, social-emotional, and behavioral functioning and must include at least one standardized instrument specific to ASD;
4. A language evaluation that includes assessment of the pragmatic (both verbal and nonverbal) and social interaction components of social communication (an observation of the student's social communication skills must be conducted by a speech language pathologist);
5. A standardized assessment of adaptive behavior; and
6. If behavioral concerns are present, a functional behavioral assessment is conducted to inform behavioral interventions on the student's individual educational plan.

## **Unique Philosophical, Curricular, or Instructional Considerations**

1. While students with ASD share instructional needs with other students, there are characteristics that are specific to ASD, including the development and use of language and communication skills, the development of appropriate social skills, and the development of appropriate behavioral skills. The need to tailor instruction to the individual learning styles and needs of each student requires that teachers of students with ASD be knowledgeable in a variety of educational strategies.
2. Inherent in a program for students with ASD is the recognition that ASD is a developmental disability that adversely impacts the student's communication, social, and behavioral skills. It is important to take into consideration the student's strengths and needs in all three areas when tailoring educational services for the student.

**The school district has the option to include additional information regarding evaluations, qualified evaluators, or unique philosophical, curricular, or instructional considerations for students with autism spectrum disorders.**

**One of the following must be selected:**

- The school district has provided additional information for this section in Appendix B of this document.
- There is no additional information for this section.

## **Section B.2: Exceptional Student Education Eligibility for Students who are Deaf or Hard-of-Hearing**

### **Statutory and Regulatory Citations**

34 CFR §§300.8, 300.34, and 300.113

Sections 1003.01(3), 1003.55, and 1003.57, F.S.

Rules 6A-6.03013 and 6A-2.0010, 6A-6.03028 and 6A-6.0331, F.A.C.

### **Definition**

A student who is deaf or hard-of-hearing has a hearing loss, aided or unaided, that impacts the processing of linguistic information and which adversely affects performance in the educational environment. The degree of loss may range from mild to profound.

### **Eligibility Criteria**

A student is eligible for specially designed instruction and related services as a student who is deaf or hard-of-hearing if the following criteria are met:

1. **Medical:** An audiological evaluation documents a permanent or fluctuating hearing threshold level that interferes with progress in any one of the following areas: developmental skills or academic performance, social-emotional development, or linguistic and communicative skills as evidenced by:
  - a. 25 decibel (dB) + or - 5 dB or greater based on pure tone average or average of 500, 1000, and 2000 Hz unaided in the better ear; or
  - b. A high frequency hearing threshold level of 25 dB + or - 5 dB or greater based on pure tone average of 1000, 2000, and 3000 Hz unaided in the better ear; or
  - c. A unilateral hearing threshold level of 50 dB + or - 5 dB or greater based on pure tone average of 500, 1000, and 2000 Hz unaided; or
  - d. Auditory Evoked Potential responses evidencing permanent hearing loss at multiple frequencies equivalent to or in excess of the decibel hearing loss threshold criteria for pure tone audiometric testing specified above, and
2. The student demonstrates a need for special education.

### **Student Evaluation**

In addition to the provisions in Rule 6A-6.0331, F.A.C., regarding general education intervention procedures, the minimum student evaluation shall include all of the following:

1. Audiological evaluation
2. Evaluation of developmental skills or academic achievement, including information on the student's academic strengths and weaknesses
3. Evaluation of social development
4. Evaluation of receptive and expressive communication
5. A comprehensive nonverbal assessment of intellectual functioning or developmental scales, if more appropriate, for children under age seven

Selection of assessment instruments shall take into consideration the student's functioning level, degree of hearing loss, and method of communication.

## **Student Reevaluation**

A reevaluation will occur at least every three years and will include at a minimum an audiological evaluation and, if appropriate, any other formal evaluations addressed in the initial evaluation in accordance with the Student Evaluation section above.

## **Qualified Evaluators**

All evaluators must hold a valid license or certificate in the state of Florida, in accordance with Rule 6A-6.0331, F.A.C. The following are qualified evaluators for specialized evaluations:

1. An audiologist for an audiological evaluation
2. A teacher of the deaf or hard-of-hearing
3. A speech and language pathologist
4. A school psychologist

## **Unique Philosophical, Curricular, or Instructional Considerations**

1. All students who are identified as deaf or hard-of-hearing will be screened for Usher syndrome at least one time between grades 6 and 12. Qualified evaluators include: teachers of the deaf or hard-of-hearing, speech language pathologists, audiologists, teachers of the blind or visually impaired, and school health personnel who have been trained in Usher's screening procedures.
2. Students shall have access to instruction using the method of communication most readily understood by the student. Each student who is deaf or hard-of-hearing shall have the opportunity to develop expressive and receptive language skills using any or all of the following:
  - a. Residual hearing
  - b. Speech reading
  - c. Manual communication systems
  - d. Speech
  - e. Appropriate amplification
3. Rule 6A-6.03028(3)(g), F.A.C., requires the use of the Communication Plan form adopted by the State Board of Education during the development of the IEP for students who are deaf, hard of hearing or dual sensory impaired. Use of this plan will ensure that IEP teams are considering the instructional needs of these students in a more comprehensive manner. The school district shall consider the communication and language needs of students who are deaf or hard-of-hearing, including opportunities for direct communication with peers and professional personnel in the student's language and communication mode, academic level, and full range of needs, and opportunities for direct instruction in the student's language and communication mode.
4. Routine checking of hearing aids worn in school by students with hearing loss and the external components of surgically implanted medical devices (i.e., cochlear implants) is required to ensure that these devices are functioning properly.
5. Assistive technology and related services do not include a medical device that is surgically implanted, or the replacement of such device. Although cochlear implants are not considered assistive technology, children with cochlear implants maintain the right to receive related services that are determined by the IEP team to be necessary for the student. School districts are responsible for providing appropriate services for the students. However, appropriate services do not include maintaining, optimizing (i.e., mapping), or replacing cochlear implants.
6. Interpreting services includes the following, when used with respect to children who are deaf or hard-of-hearing: oral transliteration services; cued language transliteration services; sign language transliteration and interpreting services, and transcription services,

such as communication access real-time translation (CART), C-Print; and TypeWell; and special interpreting services for children who are deaf-blind.

7. Each learning environment shall have appropriate acoustic treatment, lighting, and auditory amplification equipment to meet the individual needs of each student. Auditory equipment shall be made available through the school district (e.g., Personal or Soundfield FM systems, infrared systems, induction loop systems, and other assistive listening devices). Auditory equipment will be calibrated annually, maintained, and considered for replacement on a five (5)-year cycle. Visual alarm devices shall be provided in all areas where students who are deaf or hard-of-hearing may be separated from persons with normal hearing—group bathrooms, corridors, specific areas designated for the deaf, etc., in accordance with Rule 6A-2.0010, F.A.C.
8. The school district will provide information describing the Florida School for the Deaf and the Blind and all other programs and methods of instruction available to the parent of a student with sensory impairments. This information will be provided annually.

**The school district has the option to include additional information regarding evaluations, qualified evaluators, or unique philosophical, curricular, or instructional considerations for students who are deaf or hard-of-hearing.**

**One of the following must be selected:**

- The school district has provided additional information for this section in Appendix B of this document.
- There is no additional information for this section.

## **Section B.3: Exceptional Student Education Eligibility for Prekindergarten Children who are Developmentally Delayed**

### **Statutory and Regulatory Citations**

34 CFR §§300.8 and 303.21

Sections 1003.01, 1003.21, and 1003.57, F.S.

Rules 6A-6.03026, 6A-6.03027, 6A-6.03028, 6A-6.03029, 6A-6.03031, 6A-6.0331 and 6A-6.03411, F.A.C.

### **Definitions**

1. For an infant or toddler from birth through two years of age, developmental delay is defined as delay in one or more of the following developmental domains: adaptive development; cognitive development; communication development; social or emotional development; or physical development.
2. For a child three through five years of age, developmental delay is defined as a delay in one or more of the following areas: adaptive or self-help development; cognitive development; communication development; social or emotional development; or physical development, including fine, gross, or perceptual motor.

### **Eligibility Criteria**

1. For a child three through five years of age

A child is eligible for specially designed instruction and related services as a student with developmental delay when the following criteria are met:

- a. The child is three through five years of age.
- b. There is documentation of one of the following:
  - A score of two standard deviations (SD) below the mean or a 25 percent delay on measures yielding scores in months in at least one area of development
  - A score of 1.5 SD below the mean or a 20 percent delay on measures yielding scores in months in at least two areas of development
  - Based on informed clinical opinion, the eligibility staffing committee makes a recommendation that a developmental delay exists and exceptional student education services are needed

- c. The eligibility staffing committee or multidisciplinary team, which includes the invited parent(s), makes a determination concerning the effects of the environment, cultural differences, or economic disadvantage.
2. For a child birth through two years of age (below 36 months)  
An infant or toddler is eligible for exceptional student education when a team of qualified professionals and the parent or guardian, in accordance with Rule 6A-6.0331(6), F.A.C., determine that all the following criteria are met:
    - a. The child is below the age of 36 months;
    - b. There is documentation of one of the following:
      - i. A score of 1.5 standard deviations below the mean in two or more developmental domains as measured by at least one appropriate diagnostic instrument and procedures, and informed clinical opinion; or
      - ii. A score of 2.0 standard deviations below the mean in one developmental domain as measured by at least one appropriate diagnostic instrument and procedures, and informed clinical opinion; or
      - iii. Based on informed clinical opinion a determination has been made that a developmental delay exists.
    - c. The requirements of Rule 6A-6.0331(2), F.A.C., have been met;
    - d. There is written evidence that the Department of Health, Children's Medical Services, Part C Local Early Steps has determined that the infant or toddler has a developmental delay as defined in section (2)(b) of this rule; and,
    - e. The infant or toddler needs early intervention services as defined in Rule 6A-6.03411(1)(i), F.A.C.

## **Child Evaluation**

In addition to the provisions in Rule 6A-6.0331(2), F.A.C., regarding procedures prior to initial evaluation for prekindergarten children, the evaluation for determination of eligibility shall include the following:

Procedures for evaluation for children three through five years:

1. The school district must seek consent from the parent or guardian to conduct an evaluation within 30 days, unless the parent and the school district agree otherwise in writing, whenever:
  - a. Florida Diagnostic and Learning Resource Center or the district's developmental screening results indicate that the child, three years to kindergarten- entry age, is a child with a disability and needs special education and related services.
  - b. A parent requests an evaluation and there documentation or evidence that the child may be a student with a disability in need of special education.
2. Developmental delay is documented by a multidisciplinary team using multiple measures of assessment, which include the following:
  - o Standardized instruments, judgement-based assessments, criterion-referenced instruments, systematic observation, functional skills assessments, or other procedures selected in consultation with the parent(s); or
  - o Informed clinical opinion using qualitative and quantitative information to determine the need for early intervention services; and
  - o Parent report, which can confirm or modify information obtained and describe behavior in environments that the district may not be able to access.
3. When a developmental delay cannot be verified by the use of standardized instruments, the delay(s) may be established through observation of atypical functioning in any one or more of the developmental areas. A report shall be written documenting the evaluation procedures used, the results obtained, the reasons for overriding those results from standardized instruments, and the basis for recommending eligibility.

## **Continued Eligibility for ESE Services**



1. For a child three through five years of age, continued eligibility as a student with a disability under another category will be determined before the child is six years old.
2. For a child birth through two years of age (below 36 months), continued eligibility as a child with a disability will be determined before the child's third birthday.

### **Unique Philosophical, Curricular, or Instructional Considerations**

1. For a child three through five years of age
  - a. As appropriate, the individualized family support plan (IFSP) or individual educational plan (IEP) shall be developed through interagency collaboration with the family and other providers of services to the child and family and in accordance with Rules 6A-6.03026, 6A-6.03028, and 6A-6.03029, F.A.C.
  - b. Because of the rapid development of young children, on-going observations and assessments shall be conducted as needed to plan for IFSP or IEP modifications.
2. For a child birth through two years of age (below 36 months)
  - a. The IFSP shall be developed in collaboration with the family and other providers of service to the child and family and in accordance with Rules 6A-6.03026, 6A-6.03029, and 6A-6.0331, F.A.C.
  - b. Because of the rapid development of young children and the changing needs of families, ongoing observations or assessments shall be conducted at least every six months for the purpose of completing the periodic review of the IFSP.

**The school district has the option to include additional information regarding evaluations, qualified evaluators, or unique philosophical, curricular, or instructional considerations for prekindergarten children with developmental delays.**

**One of the following must be selected:**

- The school district has provided additional information for this section in Appendix B of this document.  
 There is no additional information for this section.

## **Section B.4: Exceptional Student Education Eligibility for Students who are Dual-Sensory Impaired**

### **Statutory and Regulatory Citations**

34 CFR §§300.8, 300.34, 300.113, and 300.172 and 300.324  
Chapters 458 and 463, F.S.  
Sections 1003.55, 1003.57, and 1003.575, F.S.  
Rules 6A-2.0010, 6A-6.03014, 6A-6.03022 and 6A-6.0331, F.A.C.

### **Definition**

Dual-sensory impairment is defined to mean concomitant hearing and visual impairments, or etiology or diagnosed medical condition that indicates a potential dual sensory loss, the combination of which impacts communication, independence, and other developmental and educational needs.

### **Eligibility Criteria**

A student is eligible for specially designed instruction and related services as a student with a dual-sensory impairment if the following criteria are met:

1. One or more of the following visual impairments:
  - a. A visual acuity of 20/70 or less in the better eye after best correction;
  - b. A peripheral field so constricted that it affects the student's ability to function in an educational setting;

- c. A progressive loss of vision that may affect the student's ability to function in an educational setting, not including students who have learning problems that are primarily the result of visual perceptual and/or visual motor difficulties;
- d. For children birth to five years of age or students who are otherwise unable to be assessed, bilateral lack of central, steady, or maintained fixation of vision with an estimated visual acuity of 20/70 or less after best possible correction; bilateral central scotoma involving the perimacula area (20/80-20/200); bilateral grade III, IV, or V retinopathy of prematurity (ROP); or documented eye impairment as stated in rule 6A-6.03014(3)(a), F.A.C.; or
- e. Functional blindness;

and

2. One or more of the following hearing impairments:

- a. 25 decibel (dB) + or - 5 dB or greater based on pure tone average or average of 500, 1000, and 2000 Hz unaided in the better ear;
- b. A high frequency hearing threshold level of 25 dB + or - 5 dB or greater based on pure tone average of 1000, 2000, and 3000 Hz unaided in the better ear;
- c. A unilateral hearing threshold level of 50 dB + or - 5 dB or greater based on pure tone average of 500, 1000, and 2000 Hz unaided;
- d. Auditory evoked potential responses evidencing permanent hearing loss at multiple frequencies equivalent to or in excess of the decibel hearing loss threshold criteria for pure tone audiometric testing specified above; or
- e. Functional hearing loss;

and

3. The student demonstrates a need for special education.

**OR**

- 4. The student has a medical report from a physician licensed in Florida in accordance with Chapter 458 or Chapter 463, F.S., unless a report of medical examination from a physician licensed in another state is permitted in accordance with Rule 6A-6.0331(3)(e), F.A.C., confirming the existence of such a medical condition having the potential for dual sensory loss to include the diagnosis, its prognosis, and the potential for dual sensory loss; and
- 5. The student demonstrates a need for special education.

### **Student Evaluation**

In addition, to the procedures defined in rule 6A-6.0331(5), F.A.C., the minimum student evaluations include:

- 1. A medical eye exam by an ophthalmologist or optometrist licensed in Florida in accordance with Chapter 458 or Chapter 463, F.S., unless a report of medical examination from a physician licensed in another state is permitted in accordance with Rule 6A-6.0331(3)(e), F.A.C., describing etiology, diagnosis, treatment regimen, prognosis, near and distance vision, corrected and uncorrected acuity measures for left eye, right eye, and both eyes, measure of field of vision, and recommendations for lighting levels, physical activity, aids, or use of glasses, as appropriate;
- 2. An audiological evaluation;
- 3. A functional vision evaluation;
- 4. A functional hearing assessment;
- 5. An assessment of social development;
- 6. An evaluation of receptive and expressive communication by a speech and language pathologist;

7. A learning media assessment;
8. If appropriate, an orientation and mobility assessment and sign language assessment; and
9. If available, a medical report from a physician licensed in Florida in accordance with Chapter 458 or Chapter 463, F.S., unless a report of a medical examination from a physician licensed in another state is permitted in accordance with Rule 6A-6.0331(3)(e), F.A.C., describing the etiology or diagnosis of the student's medical condition that does, or has the potential to, result in dual sensory loss.

## **Student Reevaluation**

1. A reevaluation shall occur at least every three years and shall include, at a minimum, the following:
  - a. A functional vision evaluation;
  - b. A functional hearing assessment;
  - c. An assessment of social development;
  - d. An evaluation of receptive and expressive communication by a speech and language pathologist;
  - e. A learning media assessment;
  - f. If appropriate, an orientation and mobility assessment and a sign language assessment; and
  - g. Any other evaluations specified by an evaluation specialist and an exceptional student teacher after examination of available information in all areas addressed in the initial evaluation or in subsequent reevaluations of the student in accordance with Rule 6A-6.0331, F.A.C.

## **Qualified Evaluators**

All evaluators must hold a valid license or certificate in the state of Florida, in accordance with Rule 6A-6.0331, F.A.C.

The following are qualified evaluators for specialized evaluations:

1. An optometrist or ophthalmologist for a medical eye exam
2. A teacher of the visually impaired, orientation and mobility specialist, or low vision specialist for a functional vision assessment
3. An audiologist for an audiological evaluation
4. A teacher of the deaf or hard-of-hearing, speech and language pathologist, or audiologist for a functional hearing assessment:

## **Unique Philosophical, Curricular, or Instructional Considerations**

1. All students with visual impairments, including students with dual-sensory impairment, are registered for services from the Florida Instructional Materials Center for the Visually Impaired. Additionally, information regarding all students who are dual-sensory impaired shall be submitted to the state's annual census report for the national child count of students and youth who are both deaf and blind.
2. In accordance with 34 CFR §300.324, students will be provided with instruction in braille unless otherwise determined by the IEP team. This determination is based upon the student's present reading and writing skills, functional vision assessment, and learning media assessment, as well as documentation indicating the need for instruction or use of braille in the future.
3. Orientation and mobility is a related service provided to blind or visually impaired students if determined necessary by the IEP team that enables those students to attain systematic orientation to and safe movement within their environments in school, home, and community. Orientation and mobility instruction encompasses skill and conceptual awareness that includes, but is not limited to: spatial awareness, use of sensory information to maintain orientation, the use of mobility devices (i.e., long cane, distance low vision aids, assistive technology), and other skills and techniques used to travel safely and efficiently across a variety of settings.

4. Rule 6A-6.03028(3)(g), F.A.C., requires the use of the Model Communication Plan adopted by the State Board of Education during the development of the IEP for students who are deaf, hard of hearing or dual sensory impaired. Use of this plan will ensure that IEP teams are considering the instructional needs of these students in a more comprehensive manner. School districts shall consider the communication and language needs of students who are deaf or hard-of-hearing, including opportunities for direct communication with peers and professional personnel in the student's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode in accordance with 34 CFR §300.324.
5. Students shall have access to instruction using the method of communication most readily understood by the student. Each student who is deaf or hard-of-hearing shall have the opportunity to develop expressive and receptive language skills using any or all of the following:
  - a. Residual hearing
  - b. Speech reading
  - c. Manual communication systems
  - d. Speech
  - e. Appropriate amplification
6. Routine checking of hearing aids worn in school by students with hearing loss and the external components of surgically implanted medical devices (i.e., cochlear implants) is required to ensure that these devices are functioning properly.
7. Assistive technology and related services do not include a medical device that is surgically implanted, or the replacement of such device. Although cochlear implants are not considered assistive technology, children with cochlear implants maintain the right to receive related services that are determined by the IEP team to be necessary for the student. School districts are responsible for providing appropriate services for the students. However, appropriate services do not include maintaining, optimizing (i.e., mapping), or replacing cochlear implants.
8. Interpreting services include the following, when used with respect to children who are deaf or hard-of-hearing: oral transliteration services; cued language transliteration services; sign language transliteration and interpreting services; transcription services, such as CART, C-Print, and TypeWell; and special interpreting services, such as an intervener, for children who are deaf-blind.
9. Each learning environment shall have appropriate acoustic treatment, lighting, and auditory amplification equipment to meet the individual needs of each student. Auditory equipment shall be made available through the school district (e.g., personal or Soundfield FM systems, infrared systems, induction loop systems, and other assistive listening devices). Auditory equipment will be calibrated annually, maintained, and considered for replacement on a five-year cycle. Visual alarm devices shall be provided in all areas where students who are deaf or hard-of-hearing may be separated from persons with normal hearing, such as group bathrooms, corridors, specific areas designated for the deaf, etc., in accordance with Rule 6A-2.0010, F.A.C.
10. The school district will provide information describing the Florida School for the Deaf and the Blind and all other programs and methods of instruction available to the parent of a student with sensory impairments. This information will be provided annually. Additionally, in accordance with Rule 6A-6.03014, F.A.C., cooperative planning with the Division of Blind Services (DBS) may occur for students eligible for DBS services, with parent participation and agreement.

**The school district has the option to include additional information regarding evaluations, qualified evaluators, or unique philosophical, curricular, or instructional considerations for students with dual-sensory impairment.**

**One of the following must be selected:**

- The school district has provided additional information for this section in Appendix B of this document.
- There is no additional information for this section.

## **Section B.5: Exceptional Student Education Eligibility for Students with Emotional or Behavioral Disabilities**

## **Statutory and Regulatory Citations**

34 CFR §300.8

Sections 1003.01 and 1003.57, F.S.

Rules 6A-6.03016 and 6A-6.0331, F.A.C.

### **Definition**

A student with an emotional or behavioral disability (EBD) has persistent (is not sufficiently responsive to implemented evidence-based interventions) and consistent emotional or behavioral responses that adversely affect performance in the educational environment that cannot be attributed to age, culture, gender, or ethnicity.

### **Evidence-Based Interventions in General Education**

Prior to an evaluation, the district must meet the general education requirements in Rule 6A-6.0331(1), F.A.C., including the responsibility to implement evidence-based interventions for students requiring additional academic and emotional or behavioral support in the general education environment. General education activities and interventions conducted prior to an evaluation in accordance with Rule 6A-6.0331(1) F.A.C., may be used to satisfy the requirements of Rule 6A-6.03016, F.A.C.

### **Eligibility Criteria**

A student is eligible for specially designed instruction and related services as a student with emotional or behavioral disabilities if the following criteria are met:

1. A student with an emotional or behavioral disability demonstrates an inability to maintain adequate performance in the educational environment that cannot be explained by physical, sensory, socio-cultural, developmental, medical, or health (with the exception of mental health) factors; and one or more of the following characteristics:
  - a. Internal factors characterized by:
    - Feelings of sadness, or frequent crying, or restlessness, or loss of interest in friends or school work, or mood swings, or erratic behavior; or
    - The presence of symptoms such as fears, phobias, or excessive worrying and anxiety regarding personal or school problems; or
    - Behaviors that result from thoughts and feelings that are inconsistent with actual events or circumstances, or difficulty maintaining normal thought processes, or excessive levels of withdrawal from persons or events; or
  - b. External factors characterized by:
    - An inability to build or maintain satisfactory interpersonal relationships with peers, teachers, and other adults in the school setting; or
    - Behaviors that are chronic and disruptive such as noncompliance, verbal or physical aggression, or poorly developed social skills that are manifestations of feelings, symptoms, or behaviors as specified in section 1.a) above.
2. The characteristics described above are present for a minimum of six months duration and in two or more settings, including but not limited to, school, educational environment, transition to or from school, or home and community settings. At least one setting must include school.
3. The student demonstrates a need for special education.
4. In extraordinary circumstances, the general education requirements in Rule 6A-6.0331, F.A.C., and the criteria for eligibility relating to duration and setting described in 2. Above may be waived when immediate intervention is required to address an acute onset of an internal characteristic listed above in 1. a) of the Eligibility Criteria section.
5. The characteristics described below are not indicative of a student with an emotional or behavioral disability:
  - a. Normal, temporary (fewer than six months) reactions to life event(s) or crisis, or

b. Emotional or behavioral difficulties that improve significantly from the presence of evidence-based implemented interventions, or

c. Social maladjustment unless also found to meet the criteria for an emotional or behavioral disability

## **Student Evaluation**

In addition to the provisions in Rule 6A-6.0331, F.A.C., regarding general education intervention procedures, the minimum student evaluation shall include all of the following:

1. A functional behavioral assessment (FBA) must be conducted. The FBA must identify the specific behavior(s) of concern, conditions under which the behavior is most and least likely to occur, and function or purpose of the behavior. A review and, if necessary, a revision of an FBA completed as part of general education interventions may meet this requirement if it meets the conditions described in this section. If an FBA was not completed to assist in the development of general education interventions, one must be completed and a well-delivered scientific, research-based behavioral intervention plan of reasonable intensity and duration must be implemented with fidelity prior to determining eligibility.
2. The evaluation must include documentation of the student's response to general education interventions implemented to target the function of the behavior as identified in the FBA.
3. A social developmental history compiled from a structured interview with the parent or guardian that addresses developmental, familial, medical, health, and environmental factors impacting learning and behavior, and which identifies the relationship between social developmental and socio-cultural factors, and the presence or nonpresence of emotional or behavioral responses beyond the school environment.
4. A psychological evaluation conducted in accordance with Rule 6A-6.0331, F.A.C. The psychological evaluation should include assessment procedures necessary to identify the factors contributing to the development of an emotional or behavioral disability, which include behavioral observations and interview data relative to the referral concerns, and assessment of emotional and behavioral functioning, and may also include information on developmental functioning and skills. The psychological evaluation shall include a review of general education interventions that have already been implemented and the criteria used to evaluate their success.
5. A review of educational data that includes information on the student's academic levels of performance, and the relationship between the student's academic performance and the emotional or behavioral disability; additional academic evaluation may be completed if needed.
6. A medical evaluation must be conducted when it is determined by the administrator of the exceptional student program or the designee that the emotional or behavioral responses may be precipitated by a physical problem.

## **Unique Philosophical, Curricular, or Instructional Considerations**

1. When making a distinction between students with internalized or externalized characteristics, the IEP team will consider these presenting manifestations as they determine the needs of the students when recommending: goals and short-term objectives or benchmarks, if appropriate; specially designed instruction and related services; and the location of such services.
2. Services for students with EBD provide an integrated curriculum of academic, affective, and behavioral interventions. These services are designed to support the improvement of academic and social functioning through academic (e.g., differentiated instruction, mastery learning), affective (e.g., individual or group counseling, parent education and support), and behavioral (e.g., behavior support; consultation from mental health, medical, or other professionals) interventions. Student improvement is measured through continuous progress monitoring of responses to intervention. A critical component of effective EBD services is parent involvement and on-going communication about implementation and outcomes of interventions.

**The school district has the option to include additional information regarding evaluations, qualified evaluators, or unique philosophical, curricular, or instructional considerations for students with emotional or behavioral disabilities.**

**One of the following must be selected:**

- The school district has provided additional information for this section in Appendix B of this document.
- There is no additional information for this section.

## **Section B.6: Exceptional Student Education Eligibility for Infants or Toddlers Birth through Two Years Old who have Established Conditions**

### **Statutory and Regulatory Citations**

34 CFR §§303.21 and 303.300

Sections 1003.01, 1003.21, and 1003.57, F.S.

Rules 6A-6.03030, 6A-6.0331 and 6A-6.03411, F.A.C.

### **Definition**

An infant or toddler with an established condition is defined as a child from birth through two years of age with a diagnosed physical or mental condition known to have a high probability of resulting in developmental delay. Such conditions shall include genetic and metabolic disorders, neurological disorders, a severe attachment disorder, an autism spectrum disorder, a sensory impairment (vision or hearing), or the infant's birth weight was less than 1,200 grams.

### **Eligibility Criteria**

An infant or toddler is eligible for exceptional student education when a team of qualified professionals and the parent or guardian in accordance with Rule 6A-6.0331(6), F.A.C., determine that all the following criteria are met:

1. The infant or toddler is below the age of 36 months;
2. The requirements of Rule 6A-6.0331(2), F.A.C., have been met;
3. There is written evidence that the Department of Health, Children's Medical Services, Part C Local Early Steps has determined that the infant or toddler has an established condition as defined in section (1) of Rule 6A-6.03030, F.A.C.; and,
4. The infant or toddler needs early intervention services as defined in Rule 6A-6.03411(1)(i), F.A.C.

### **Continued Eligibility**

Continued eligibility for exceptional student education programs will be determined before the child's third birthday.

### **Unique Philosophical, Curricular, or Instructional Considerations**

The individualized family support plan (IFSP) shall be developed with the Local Early Steps, the family, and other providers of service to the child and family, and shall include services to provide the parent, guardian, or primary caregiver the opportunity to acquire specific skills and knowledge that will enable them to enhance the child's cognitive, physical, social, communication, and adaptive behavior. In the provision of an appropriate educational program for eligible children with disabilities ages birth through two years, home instruction may include direct instruction of the parent, guardian, or primary caregiver.

**The school district has the option to include additional information regarding evaluations, qualified evaluators, or unique philosophical, curricular, or instructional considerations for children birth through two years old with established conditions.**

**One of the following must be selected:**

- The school district has provided additional information for this section in Appendix B of this document.
- There is no additional information for this section.

## **Section B.7: Exceptional Student Education Eligibility for Students who are Homebound or Hospitalized**

### **Statutory and Regulatory Citations**

34 CFR §300.115

Chapters 458 and 459, F.S.

Sections 1003.01 and 1003.57, F.S.

## Definitions

1. A homebound or hospitalized student is a student who has a medically diagnosed physical or psychiatric condition that is acute or catastrophic in nature, a chronic illness or a repeated intermittent illness due to a persisting medical problem, which confines the student to home or hospital and restricts activities for an extended period of time.

## Eligibility Criteria

A student is eligible for educational instruction through homebound or hospitalized services if the following criteria are met:

1. A physician licensed in Florida in accordance with Chapter 458 or 459, F.S., unless a report of medical examination from a physician licensed in another state is permitted in accordance with Rule 6A-6.0331(3)(e), F.A.C., must certify:
  - a. That the student is expected to be absent from school due to a physical or psychiatric condition for at least 15 consecutive school days (or the equivalent on a block schedule), or due to a chronic condition for at least 15 school days (or the equivalent on a block schedule), which need not run consecutively; and
  - b. That the student is confined to home or hospital; and
  - c. That the student will be able to participate in and benefit from an instructional program; and
  - d. That the student is under medical care for illness or injury that is acute, catastrophic, or chronic in nature; and
  - e. That the student can receive instructional services without endangering the health and safety of the instructor or other students with whom the instructor may come in contact.
2. The student is in kindergarten through twelfth grade and is enrolled in public school, unless the student meets criteria for eligibility under Rules 6A-6.03011, 6A-6.03012, 6A-6.030121, 6A-6.03013, 6A-6.03014, 6A-6.030151, 6A-6.030152, 6A-6.030153, 6A-6.03016, 6A-6.03018, 6A-6.03022, 6A-6.03023, or 6A-6.03027, F.A.C.
3. A child is three (3) through (5) years of age and has been determined eligible as a student with a disability in accordance with s. Section 1003.571, F.S., and Rule 6A-6.03011, 6A-6.03012, 6A-6.030121, 6A-6.03013, 6A-6.03014, 6A-6.030151, 6A-6.030152, 6A-6.030153, 6A-6.03016, 6A-6.03018, 6A-6.03022, 6A-6.03023, 6A-6.03026, 6A-6.03027, or 6A-6.03411, F.A.C.
4. A parent, guardian, or primary caregiver signs a parental agreement concerning homebound or hospitalized policies and parental cooperation.

## Student Evaluation

In addition to the provisions of Rule 6A-6.0331(5), F.A.C., the minimum evaluation for determining eligibility shall include the following:

1. A current medical report from a licensed physician, as defined above, describing the following:
  - a. A disabling condition or diagnosis with any medical implications for instruction;
  - b. A statement that the student is unable to attend school;
  - c. The plan of treatment;
  - d. Recommendations regarding school re-entry and other school-related activities; and
  - e. An estimated duration of condition or prognosis.
2. The team determining eligibility may require additional evaluation data. This additional evaluation data must be obtained at no cost to the parent.
3. A physical reexamination and a medical report by a licensed physician or physicians, which may be requested by the administrator of exceptional student education or the administrator's designee on a more frequent basis than annually, may be required if the



student is scheduled to attend school part of a day during a recuperative period of readjustment to a full school schedule. This physical examination and medical report shall be obtained at no cost to the parent.

### **Procedures for Providing an Individual Educational Plan (IEP) or Individualized Family Support Plan (IFSP)**

1. The IEP or IFSP shall be developed or revised following determination of eligibility in accordance with this rule.
2. A student may be assigned to both a homebound or hospitalized program and to a school-based program due to an acute, chronic or intermittent condition as certified by a licensed physician.
3. This decision shall be made by the IEP or IFSP team in accordance with the requirements of Rule 6A-6.03028, or 6A-6.03029, F.A.C.

### **Instructional Services**

The following settings and instructional modes, or a combination thereof, are appropriate methods for providing instruction to students determined eligible for these services:

1. Instruction in a home. The parent, guardian or primary caregiver shall provide a quiet, clean, and well-ventilated setting where the teacher and student will work; ensure that a responsible adult is present; and establish a schedule for student study between teacher visits that takes into account the student's medical condition and the requirements of the student's coursework.
2. Instruction in a hospital. The hospital administrator or designee shall provide appropriate space for the teacher and student to work and allow for the establishment of a schedule for student study between teacher visits.
3. Instruction through telecommunications or electronic devices. When the IEP or IFSP team determines that instruction is by telecommunications or electronic devices, an open, uninterrupted telecommunication link shall be provided, at no additional cost to the parent, during the instructional period. The parent shall ensure that the student is prepared to actively participate in learning.
4. Instruction in other specified settings. The IEP or IFSP team may determine that instruction would be best delivered in a mutually agreed upon alternate setting other than the home, or hospital or through telecommunications or electronic devices.
5. Instruction in a school setting on a part-time basis may be appropriate as the student transitions back to the student's regular class schedule, if the IEP or IFSP team determines this meets the student's needs.
6. Services for students in speciality hospitals. In accordance with the requirements of s 1003.57, F.S., eligible students receiving treatment in a children's speciality hospital licensed in accordance with Chapter 395, Part I, F.S., must be provided educational instruction from the school district in which the hospital is located until the school district in which the hospital is located enters into an agreement with the school district in which the student resides. The agreement must ensure the timely provision of seamless educational instruction to students who transition between school districts while receiving treatment in the children's speciality hospital.
7. Notification Agreement. A school district in which a children's speciality hospital is located must enter into an agreement with the hospital that establishes a process by which the hospital must notify the school district of students who may be eligible for educational instruction through homebound or hospitalized services pursuant to s. 1003.57, F.S.

### **Students Receiving Treatment in a Children's Specialty Hospital**

Eligible students receiving treatment in a children's specialty hospital licensed under Chapter 395, Part I, F.S., must be provided educational instruction from the school district in which the hospital is located until the school district in which the hospital is located enters into an agreement with the school district in which the student resides.

By August 15, 2016, district must enter into an agreement with children's specialty hospitals in the district. This agreement establishes a process by which the hospital must notify the school district of students who may be eligible for instruction consistent with the eligibility for homebound and hospitalized services.

**The district has entered into an agreement with a children's specialty hospital.**

- Yes
- No
- N/A

**If yes, identify the children's specialty hospitals licensed under Chapter 395, Part I, F.S., which are located in your district.**

n/a

**The school district has the option to include additional information regarding evaluations, qualified evaluators, or unique philosophical, curricular, or instructional considerations for students who are hospitalized or homebound.**

**One of the following must be selected:**

- The school district has provided additional information for this section in Appendix B of this document.
- There is no additional information for this section.

## **Section B.8: Exceptional Student Education Eligibility for Students with Intellectual Disabilities**

### **Statutory and Regulatory Citations**

34 CFR §300.8

Chapter 490, F.S.

Sections 1003.01 and 1003.57, F.S.

Rules 6A-4.0311, 6A-6.03011 and 6A-6.0331, F.A.C.

### **Definition**

An intellectual disability is defined as significantly below average general intellectual and adaptive functioning manifested during the developmental period, with significant delays in academic skills. Developmental period refers to birth to 18 years of age.

### **Eligibility Criteria**

A student is eligible for specially designed instruction and related services as a student with an intellectual disability if the following criteria are met:

1. The measured level of intellectual functioning is more than two standard deviations below the mean on an individually measured, standardized test of intellectual functioning.
2. The level of adaptive functioning is more than two standard deviations below the mean on the adaptive behavior composite or on two out of three domains on a standardized test of adaptive behavior. The adaptive behavior measure shall include parental or guardian input.
3. The level of academic or pre-academic performance on a standardized test is consistent with the performance expected of a student of comparable intellectual functioning.
4. The social developmental history identifies the developmental, familial, medical, health, and environmental factors impacting student functioning and documents the student's functional skills outside of the school environment.
5. The student demonstrates a need for special education.

### **Student Evaluation**

1. In addition to the procedures identified in Rule 6A-6.0331, F.A.C., the minimum evaluation for determining eligibility shall include all of the following:
  - a. A standardized individual test of intellectual functioning individually administered by a professional person qualified in accordance with Rule 6A-4.0311, F.A.C., or licensed under Chapter 490, F.S.

- b. A standardized assessment of adaptive behavior to include parental or guardian input.
  - c. An individually administered standardized test of academic or pre-academic achievement. A standardized developmental scale shall be used when a student's level of functioning cannot be measured by an academic or pre-academic test.
  - d. A social developmental history that has been compiled directly from the parent, guardian, or primary caregiver.
2. Eligibility is determined by a group of qualified professionals and the parent or guardian in accordance with Rule 6A-6.0331, F.A.C. The documentation of the determination of eligibility must include a written summary of the group's analysis of the data that incorporates the following information:
- a. The basis for making the determination, including an assurance that the determination has been made in accordance with Rule 6A-6.0331, F.A.C.
  - b. Noted behavior during the observation of the student and the relationship of that behavior to the student's academic and intellectual functioning.
  - c. The educationally relevant medical findings, if any.
  - d. The determination of the group concerning the effects on the student's achievement level of a visual, hearing, motor, or emotional or behavioral disability; cultural factors; environmental or economic factors; an irregular pattern of attendance or high mobility rate; classroom behavior; or limited English proficiency.
  - e. The signature of each group member certifying that the documentation of determination of eligibility reflects the member's conclusion. If it does not reflect the member's conclusion, the group member must submit a separate statement presenting the member's conclusion.

**The school district has the option to include additional information regarding evaluations, qualified evaluators, or unique philosophical, curricular, or instructional considerations for students with intellectual disabilities.**

**One of the following must be selected:**

- The school district has provided additional information for this section in Appendix B of this document.
- There is no additional information for this section.

## **Section B.9: Exceptional Student Education Eligibility for Students with Orthopedic Impairment**

### **Statutory and Regulatory Citations**

34 CFR §300.8

Chapters 458 and 459, F.S.

Sections 1003.01 and 1003.57, F.S.

Rules 6A-6.030151 and 6A-6.0331, F.A.C.

### **Definition**

Orthopedic impairment means a severe skeletal, muscular, or neuromuscular impairment. The term includes impairments resulting from congenital anomalies (e.g., including, but not limited to, skeletal deformity or spina bifida) and impairments resulting from other causes (e.g., including, but not limited to, cerebral palsy or amputations).

### **Eligibility Criteria**

A student is eligible for specially designed instruction and related services as a student with an orthopedic impairment if the following criteria are met:

1. There is evidence of an orthopedic impairment that adversely affects the student's performance in the educational environment in any of the following: ambulation, hand movement, coordination, or daily living skills.
2. The student demonstrates a need for special education.

## Student Evaluation

In addition to the provisions in Rule 6A-6.0331, F.A.C., regarding general education intervention procedures, the minimum student evaluation shall include all of the following:

1. A report of a medical examination, within the previous 12-month period, from a physician(s) licensed in Florida in accordance with Chapter 458 or Chapter 459, F.S., unless a report of medical examination from a physician licensed in another state is determined by the district to be permitted in accordance with Rule 6A-6.0331(3)(c), F.A.C. The physician's report must provide a description of the impairment and any medical implications for instruction.
2. An educational evaluation that identifies educational and environmental needs of the student.

The school district has the option to include additional information regarding evaluations, qualified evaluators, or unique philosophical, curricular, or instructional considerations for students with an orthopedic impairment.

One of the following must be selected:

- The school district has provided additional information for this section in Appendix B of this document.
- There is no additional information for this section.

## Section B.10: Exceptional Student Education Eligibility for Students with Other Health Impairment

### Statutory and Regulatory Citations

34 CFR §300.8

Chapters 458 and 459, F.S.

Sections 1003.01 and 1003.57, F.S.

Rules 6A-6.030152 and 6A-6.0331, F.A.C.

### Definition

Other health impairment means having limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that is due to chronic or acute health problems. This includes, but is not limited to, asthma, attention deficit disorder or attention deficit hyperactivity disorder, Tourette syndrome, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and acquired brain injury.

### Eligibility Criteria

A student is eligible for specially designed instruction and related services as a student with an-other health impairment if the following criteria are met:

1. There is evidence of a health impairment that results in reduced efficiency in schoolwork and adversely affects the student's performance in the educational environment.
2. The student demonstrates a need for special education.

### Student Evaluation

In addition to the provisions in Rule 6A-6.0331, F.A.C., regarding general education intervention procedures, the minimum student evaluations shall include all of the following:

1. A report of a medical examination, within the previous 12-month period, from a physician(s) licensed in Florida in accordance with Chapter 458 or Chapter 459, F.S., unless a report of medical examination from a physician licensed in another state is determined by the district to be permitted in accordance with Rule 6A-6.0331(3)(c), F.A.C. The physician's report must provide a description of the impairment and any medical implications for instruction
2. An educational evaluation that identifies educational and environmental needs of the student.

The school district has the option to include additional information regarding evaluations, qualified evaluators, or unique philosophical, curricular, or instructional considerations for students with other health impairment.

One of the following must be selected:

- The school district has provided additional information for this section in Appendix B of this document.  
 There is no additional information for this section.

## **Section B.11: Exceptional Student Education Eligibility for Students with Traumatic Brain Injury**

### **Statutory and Regulatory Citations**

34 CFR §300.8

Chapters 458 and 459, F.S.

Sections 1003.01 and 1003.57, F.S.

Rules 6A-6.030153 and 6A-6.0331, F.A.C.

### **Definition**

A traumatic brain injury means an acquired injury to the brain caused by an external physical force resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects educational performance. The term applies to mild, moderate, or severe open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem solving; sensory, perceptual and motor abilities; psychosocial behavior; physical functions; information processing; or speech. The term includes anoxia due to trauma. The term does not include brain injuries that are congenital, degenerative, or induced by birth trauma.

### **Eligibility Criteria**

A student is eligible for specially designed instruction and related services as a student with a traumatic brain injury if the following criteria are met:

1. There is evidence of a traumatic brain injury that impacts one or more of the areas identified in the definition.
2. The student demonstrates a need for special education.

### **Student Evaluation**

1. In addition to the provisions in Rule 6A-6.0331, F.A.C., regarding general education intervention procedures, the minimum student evaluations shall include all of the following:
  - a. A report of a medical examination, within the previous 12-month period, from a physician(s) licensed in Florida in accordance with Chapter 458 or Chapter 459, F.S., unless a report of medical examination from a physician licensed in another state is determined by the district to be permitted in accordance with Rule 6A-6.0331(3)(c), F.A.C. The physician's report must provide a description of the traumatic brain injury and any medical implications for instruction
  - b. Documented evidence by more than one person, including the parent, guardian, or primary caregiver, in more than one situation. The documentation shall include evidence of a marked contrast of pre- and post-injury capabilities in one or more of the following areas: cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing or speech
  - c. An educational evaluation that identifies educational and environmental needs of the student.
2. The evaluation may also include a neuropsychological evaluation when requested by the exceptional student education administrator or designee.

The school district has the option to include additional information regarding evaluations, qualified evaluators, or unique philosophical, curricular, or instructional considerations for students with traumatic brain injury.

One of the following must be selected:

- The school district has provided additional information for this section in Appendix B of this document.
- There is no additional information for this section.

## Section B.12: Exceptional Education Eligibility for Students with Specific Learning Disabilities

### Statutory and Regulatory Citations

34 CFR §300.8

Section 1003.57, F.S.

Rules 6A-1.09401, 6A-6.03018, 6A-6.0331 and 6A-6.03411, F.A.C.

### Definition

A specific learning disability is defined as a disorder in one or more of the basic learning processes involved in understanding or in using language, spoken or written, that may manifest in significant difficulties affecting the ability to listen, speak, read, write, spell, or do mathematics. Associated conditions may include, but are not limited to, dyslexia, dyscalculia, dysgraphia, or developmental aphasia. A specific learning disability does not include learning problems that are primarily the result of a visual, hearing, motor, intellectual, or emotional or behavioral disability, limited English proficiency, or environmental, cultural, or economic factors.

### Eligibility Criteria

A student is eligible for specially designed instruction and related services as a student with a specific learning disability if all of the following criteria are met:

1. Evidence of specific learning disability

The student's parent(s) or guardian(s) and group of qualified personnel may determine that a student has a specific learning disability if there is evidence of each of the following:

a. When provided with learning experiences and instruction appropriate for the student's chronological age or grade-level standards, in accordance with Rule 6A-1.09401, F.A.C., the student does not achieve adequately for the student's chronological age or does not meet grade-level standards as adopted in Rule 6A-1.09401, F.A.C., in one or more of the following areas based on the review of multiple sources that may include group or individual criterion or norm-referenced measures, including individual diagnostic procedures:

- Oral expression
- Listening comprehension
- Written expression
- Basic reading skills
- Reading fluency skills
- Reading comprehension
- Mathematics calculation
- Mathematics problem solving

The school district has the option of requiring that an individually-administered, standardized test of achievement be administered by a qualified evaluator in accordance with Rule 6A-6.03018(4)(b)2., F.A.C., as one of the evaluation procedures used to address the requirements of Rule 6A-6.03018(4)(a)1., F.A.C.

**One of the following must be selected:**

- Ⓐ The district requires that an individually administered, standardized test of achievement (that addresses the relevant areas of concern as identified by the team) be given by a qualified evaluator after obtaining parental consent for an evaluation.
  - Ⓑ The district does not require that an individually administered, standardized test of achievement be given by a qualified evaluator after obtaining parental consent for an evaluation. The team responsible for the evaluation may determine the need for an individually administered, standardized test of achievement on an individual student basis.
- b. The student does not make adequate progress to meet chronological age or grade-level standards adopted in Rule 6A-1.09401, F.A.C., in one or more of the areas identified in section 1.a) (above) as determined through:
- A process based on the student's response to scientific, research-based intervention, consistent with the comprehensive evaluation procedures in Rule 6A-6.0331 F.A.C.
- c. The group determines that its findings under paragraph a) of this subsection are not primarily the result of one or more of the following:
- A visual, hearing, or motor disability
  - Intellectual disability
  - Emotional or behavioral disability
  - Cultural factors
  - Irregular pattern of attendance or high mobility rate
  - Classroom behavior
  - Environmental or economic factors
  - Limited English proficiency

2. The student demonstrates a need for special education.

## **Student Evaluation**

The evaluation procedures shall include the following:

1. The school district must promptly request parental or guardian consent to conduct an evaluation to determine if the student needs specially designed instruction in the following circumstances:

a. The student does not make adequate progress when:

- Prior to a referral, the student has not made adequate progress after an appropriate period of time when provided appropriate instruction and intense, individualized interventions; or
- Prior to referral, intensive interventions are demonstrated to be effective but require sustained and substantial effort that may include the provision of specially designed instruction and related services;

and

b. Whenever a referral is made to conduct an evaluation to determine the student's need for specially designed instruction and the existence of a disability.

2. Observation requirement

In determining whether a student needs specially designed instruction and has a specific learning disability, and in order to document the relationship between the student's classroom behavior and academic performance, the group must do the following:

a. Use information from an observation in routine classroom instruction and monitoring of the student's performance that was completed before referral for an evaluation; or

- b. Have at least one member of the group conduct an observation of the student's performance in the student's typical learning environment, or in an environment appropriate for a student of that chronological age, after referral for an evaluation and parental or guardian consent has been obtained.
3. In addition to the procedures identified in Rule 6A-6.0331, F.A.C., the evaluation must also include the district's procedures as specified in the SP&P as required by Rule 6A-6.03411, F.A.C. The evaluation must adhere to the timeframe required by Rule 6A-6.0331, F.A.C., unless extended by mutual written agreement of the student's parent(s) or guardian(s) and a group of qualified professionals.

## **Procedures**

### **1. General education intervention procedures and activities**

- a. In order to ensure that lack of academic progress is not due to lack of appropriate instruction, a group of qualified personnel must consider the following:
  - Data that demonstrate that the student was provided well-delivered scientific, research-based instruction and interventions addressing the identified area(s) of concern and delivered by qualified personnel in general education settings; and
  - Data-based documentation, which was provided to the student's parent(s) or guardian(s), of repeated measures of achievement at reasonable intervals, graphically reflecting the student's response to intervention during instruction.
- b. General education activities and interventions conducted prior to referral in accordance with Rule 6A-6.0331(1), F.A.C., may be used to satisfy the requirements of this rule.

### **2. Members of the group determining eligibility**

The determination of whether a student suspected of having a specific learning disability is a student who demonstrates a need for specially designed instruction and related services and meets the eligibility criteria must be made by the student's parents or guardians and a group of qualified professionals, which must include, but is not limited to, all of the following:

- a. The student's general education teacher; if the student does not have a general education teacher, a general education teacher qualified to teach a student of his or her chronological age;
- b. At least one person qualified to conduct and interpret individual diagnostic examinations of students, including, but not limited to, a school psychologist, speech-language pathologist, or reading specialist; and
- c. The district administrator of exceptional student education or designee.

### **3. Documentation of determination of eligibility**

For a student suspected of having a specific learning disability, the documentation of the determination of eligibility must include a written summary of the group's analysis of the data that incorporates the following information:

- a. The basis for making the determination, including an assurance that the determination has been made in accordance with Rule 6A-6.0331, F.A.C.
- b. Noted behavior during the observation of the student and the relationship of that behavior to the student's academic functioning
- c. The educationally relevant medical findings, if any
- d. Whether the student has a specific learning disability as evidenced by response to intervention data confirming each of the following:
  - **Performance discrepancy**  
The student's academic performance is significantly discrepant for the chronological age or grade level in which the student is enrolled, based on multiple sources of data when compared to multiple groups, which include the peer subgroup, classroom, school, district, and state level comparison groups
  - **Rate of progress**



When provided with well-delivered scientific, research-based general education instruction and interventions of reasonable intensity and duration with evidence of implementation fidelity, the student's rate of progress is insufficient or requires sustained and substantial effort to close the achievement gap with typical peers or academic expectations for the chronological age or grade level in which the student is currently enrolled; and

- Educational need

The student continues to need interventions that significantly differ in intensity and duration from what can be provided solely through general education resources to make or maintain sufficient progress.

e. The determination of the group concerning the effects on the student's achievement level of a visual, hearing, motor, intellectual, or emotional or behavioral disability; cultural factors; environmental or economic factors; an irregular pattern of attendance or high mobility rate; classroom behavior; or limited English proficiency

f. Documentation based on data derived from a process that assesses the student's response to well-delivered scientific, research-based instruction and interventions, including the following:

- Documentation of the specific instructional interventions used, the support provided to the individual(s) implementing interventions, adherence to the critical elements of the intervention design and delivery methods, the duration and frequency of intervention implementation (e.g., number of weeks, minutes per week, sessions per week), and the student-centered data collected
- Documentation that the student's parent(s) or guardian(s) were notified about the state's policies regarding the amount and nature of student performance data that would be collected and the general education services that would be provided; interventions for increasing the student's rate of progress; and the parental or guardian right to request an evaluation

g. The signature of each group member certifying that the documentation of determination of eligibility reflects the member's conclusion; if it does not reflect the member's conclusion, the group member must submit a separate statement presenting the member's conclusions

**Describe how the district documents a student's response to intervention data to determine eligibility as a student with a specific learning disability, including the progress-monitoring tools used to measure the student's response to intervention and how the team determines the adequacy of the student's response to intervention.**

When a student is referred to SBT for consideration of interventions to address academic concerns, initial concerns are documented through the Problem Solving/School Based Team (PS/SBT) Initial Referral PBSD 2106 and School Based Team (SBT) Student Information Checklist for School Based Team (SBT) Student Information Checklist for Secondary PBSD 2526. The SBT then reviews all relevant available student information and any classroom supporting data and determines whether there is a sufficient need to implement MTSS/Rtl through an evidenced-based intervention plan which addresses the student's needs. If MTSS/Rtl is found to be necessary, documentation of the student's need for MTSS/Rtl, baseline supporting data, and proposed Tier 2 intervention is completed through Response to Intervention (MTSS/Rtl) Academic/Behavior Intervention Plan Tier 2 Section A PBSD 2284A. The student's response to the evidence-based intervention is documented through the Response to Intervention (MTSS/Rtl) Progress Monitoring Log PBSD 2318, which monitors the frequency of the intervention provided and student's performance on the progress monitoring assessment. Such data is reviewed periodically by the SBT using Response to Intervention (MTSS/Rtl) Academic/Behavior Intervention Plan Tier 2 Section B PBSD 2284B to determine the effectiveness of the intervention plan and to consider whether there is a need to make any adjustments. The SBT may consider a referral for an evaluation concurrently with the MTSS/Rtl process. Following the completion of the evaluation, The Problem Solving/Rtl team uses data to determine if intensive interventions are effective but require sustained and substantial effort that may require ESE and related services.

**Describe how parents are engaged as team members in the problem-solving process (include the frequency and graphic format for sharing student progress data with parents).**

Parents are informed throughout each level of the problem-solving(MTSS) process, approximately every 8 weeks. There are documented conferences that indicate concerns and that parents have been informed of the plan of action and supports that will be provided. Parents are invited and encouraged to attend SBT meetings and are informed throughout each level of support. Student progress is shared through progress monitoring plans, notes, graphs and evaluations.

**Describe the types of data used to make comparisons to other students and how teams determine the findings are not primarily due to the exclusionary factors outlined in Rule 6A-6.03018, F.A.C., lack of instruction in reading or math or limited English proficiency.**

Some types of data used by teams would be, FAIR Testing, SRI, Diagnostics, FSA (now State Assessments), EOC and classroom assessments as well as documented observations of student, attendance, and any other exclusionary factors. If the team puts interventions in place for a student, uses one of the stated type of data to check for progress and does not see any, they may then determine that lack of progress is not due to lack of instruction or limited English proficiency

**The school district has the option to include additional information regarding evaluations, qualified evaluators, or unique philosophical, curricular, or instructional considerations for students with specific learning disabilities.**

**One of the following must be selected:**

- The school district has provided additional information for this section in Appendix B of this document.
- There is no additional information for this section.

## **Section B.13: Exceptional Student Education Eligibility for Students with Speech Impairments**

### **Statutory and Regulatory Citations**

34 CFR §§300.8, 300.306 and 300.34

Sections 1003.01, 1003.57, 1012.44 and 1011.62, F.S.

Chapters 458, 459, and 468, Part I, F.S.

Rules 6A-4.01761, 6A-6.03012 and 6A-6.0331, F.A.C.

### **Definitions**

1. Speech impairments are disorders of speech sounds, fluency, or voice that interfere with communication, adversely affect performance or functioning in the educational environment, and result in the need for exceptional student education.
  - a. **Speech sound disorder.** A speech sound disorder is a phonological or articulation disorder that is evidenced by the atypical production of speech sounds characterized by substitutions, distortions, additions, or omissions that interfere with intelligibility. A speech sound disorder is not primarily the result of factors related to chronological age, gender, culture, ethnicity, or limited English proficiency.
    - **Phonological disorder.** A phonological disorder is an impairment in the system of phonemes and phoneme patterns within the context of spoken language.
    - **Articulation disorder.** An articulation disorder is characterized by difficulty in the articulation of speech sounds that may be due to a motoric or structural problem.
  - b. **Fluency disorder.** A fluency disorder is characterized by deviations in continuity, smoothness, rhythm, or effort in spoken communication. It may be accompanied by excessive tension and secondary behaviors, such as struggle and avoidance. A fluency disorder is not primarily the result of factors related to chronological age, gender, culture, ethnicity, or limited English proficiency.
  - c. **Voice disorder.** A voice disorder is characterized by the atypical production or absence of vocal quality, pitch, loudness, resonance, or duration of phonation that is not primarily the result of factors related to chronological age, gender, culture, ethnicity, or limited English proficiency.

### **Eligibility Criteria**

A student is eligible for specially designed instruction and related services as a student with a speech impairment if the student meets the following criteria for one or more of the following disorders as determined by the procedures prescribed in Rule 6A-6.03012, F.A.C., and Rule 6A-6.0331(6), F.A.C.

1. Speech sound disorder

A student with a speech sound disorder is eligible for exceptional student education if there is evidence, based on evaluation results, of a significant phonological or articulation disorder that is characterized by the atypical production of speech sound(s). The atypical production of speech sound(s) may be characterized by substitutions, distortions, additions, or omissions. Evaluation results must reveal all of the following:

- a. The speech sound disorder must have a significant impact on the student's intelligibility, although the student may be intelligible to familiar listeners or within known contexts
- b. The student's phonetic or phonological inventory must be significantly below that expected for his or her chronological age or developmental level based on normative data
- c. The speech sound disorder must have an adverse effect on the student's ability to perform or function in the student's typical learning environment, thereby demonstrating the need for exceptional student education
- d. The speech sound disorder is not primarily the result of factors related to chronological age, gender, culture, ethnicity, or limited English proficiency

## 2. Fluency disorder

A student with a fluency disorder is eligible for exceptional student education if there is evidence, based on evaluation results, of significant and persistent interruptions in the rhythm or rate of speech. Evaluation results must reveal all of the following:

- a. The student must exhibit significant and persistent dysfluent speech behaviors. The dysfluency may include repetition of phrases, whole words, syllables, and phonemes; prolongations; blocks; and circumlocutions. Additionally, secondary behaviors, such as struggle and avoidance, may be present.
- b. The fluency disorder must have an adverse effect on the student's ability to perform or function in the educational environment, thereby demonstrating the need for exceptional student education.
- c. The dysfluency is not primarily the result of factors related to chronological age, gender, culture, ethnicity, or limited English proficiency.

## 3. Voice disorder

A student with a voice disorder is eligible for exceptional student education if there is evidence, based on evaluation results, of significant and persistent atypical voice characteristics. Evaluation results must reveal all of the following:

- a. The student must exhibit significant and persistent atypical production of quality, pitch, loudness, resonance, or duration of phonation. The atypical voice characteristics may include inappropriate range, inflection, loudness, excessive nasality, breathiness, hoarseness, or harshness.
- b. The voice disorder does not refer to vocal disorders that are found to be the direct result or symptom of a medical condition unless the disorder adversely affects the student's ability to perform or function in the educational environment and is amenable to improvement with therapeutic intervention.
- c. The voice disorder must have an adverse effect on the student's ability to perform or function in the educational environment, thereby demonstrating the need for exceptional student education.
- d. The atypical voice characteristics are not primarily the result of factors related to chronological age, gender, culture, ethnicity, or limited English proficiency.

## 4. The student demonstrates a need for special education.

## Student Evaluation

The provisions in Rule 6A-6.0331, F.A.C., regarding general education intervention procedures for students in kindergarten through Grade 12, who are suspected of having a disability and enrolled in public school must be implemented. The provisions in Rule 6A-6.0331(2), F.A.C., regarding procedures prior to initial evaluation for prekindergarten children who are below mandatory school attendance ages and not enrolled in kindergarten must be met. In addition, the following must be included for each disorder:

1. For a speech sound disorder, the evaluation must include all of the following:

- a. Information gathered from the student's parent(s) or guardian(s) and teacher(s), and, when appropriate, the student, regarding the concerns and description of speech characteristics. This may be completed through a variety of methods, including interviews, checklists, or questionnaires.
  - b. Documented and dated observation(s) of the student's speech characteristics conducted by a speech-language pathologist to examine the student's speech characteristics during connected speech or conversation. Observation(s) conducted prior to obtaining consent for evaluation may be used to meet this criterion.
  - c. An examination of the oral mechanism structure and function.
  - d. One or more standardized, norm-referenced instruments designed to measure speech sound production administered to determine the type and severity of the speech sound errors and whether the errors are articulation (phonetic) or phonological (phonemic) in nature.
2. For a fluency disorder, the evaluation must include all of the following:
- a. Information gathered from the student's parent(s) or guardian(s) and teacher(s), and, when appropriate, the student, to address the following areas regarding the speech behaviors: motor aspects, student's attitude, social impact, and educational impact. This may be completed through a variety of methods, including interviews, checklists, or questionnaires.
  - b. A minimum of two documented and dated observations of the student's speech and secondary behaviors conducted by a speech-language pathologist in more than one setting, including the typical learning environment. For prekindergarten children, the observations may occur in an environment or situation appropriate for a child of that chronological age. Observations conducted prior to obtaining consent for evaluation may be used to meet this criterion, if the activities address the areas identified in subsection d) below.
  - c. An examination of the oral mechanism structure and function.
  - d. An assessment of all of the following areas:
    - Motor aspects of the speech behaviors
    - Student's attitude regarding the speech behaviors
    - Social impact of the speech behaviors
    - Educational impact of the speech behaviors
  - e. A speech sample of a minimum of 300–500 words collected and analyzed to determine frequency, duration, and type of dysfluent speech behaviors. If the speech-language pathologist is unable to obtain a speech sample of a minimum of 300–500 words, a smaller sample may be collected and analyzed. The evaluation report must document the rationale for collection and analysis of a smaller sample, the results obtained, and the basis for recommendations.
3. For a voice disorder, the evaluation must include all of the following:
- a. Information gathered from the student's parent(s) or guardian(s) and teacher(s), and, when appropriate, the student, regarding the concerns and description of voice characteristics. This may be completed through a variety of methods, including interviews, checklists, or questionnaires.
  - b. Documented and dated observation(s) of the student's voice characteristics conducted by a speech-language pathologist in one or more setting(s), which must include the typical learning environment. For prekindergarten children, the observation(s) may occur in an environment or situation appropriate for a child of that chronological age. Observation(s) conducted prior to obtaining consent for evaluation may be used to meet this criterion.
  - c. An examination of the oral mechanism structure and function.
  - d. A report of a medical examination of laryngeal structure and function conducted by a physician licensed in Florida in accordance with Chapter 458 or Chapter 459, F.S., unless a report of medical examination from a physician licensed in another state is permitted in accordance with Rule 6A-6.0331(3)(e), F.A.C. The physician's report must provide a description of the state of the vocal mechanism and any medical implications for therapeutic intervention.

## Unique Philosophical, Curricular, or Instructional Considerations

### 1. Speech services

- a. A group of qualified professionals determining eligibility under requirements of Rule 6A-6.03012, F.A.C. and Rule 6A-6.0331(6), F.A.C., must include a speech-language pathologist. A speech-language pathologist shall be involved in the development of the individual educational plan for students eligible for speech services, whether as special education or as a related service for an otherwise eligible student with a disability.
- b. Students determined eligible as a student with a speech impairment have access to any supports and services needed as determined by the individual educational plan team. A student should be identified as a student with a disability using the most appropriate category, but this does not mean that the team must identify every possible category under which the student may be eligible. In addition, there is no requirement that a student be eligible under a given category in order to receive specific services. For example, students determined eligible as a student with a speech impairment may have counseling as a related service, a functional behavioral assessment, or academic support for reading or writing, even though the student has not been determined to be a student with an emotional or behavioral disability or a specific learning disability.
- c. Speech therapy services shall be provided by a certified speech-language pathologist pursuant to Rule 6A-4.0176, F.A.C., or a licensed speech-language pathologist pursuant to Chapter 468, F.S., or a speech-language associate pursuant to Rule 6A-4.01761, F.A.C.

### 2. Speech-language associate (SLA)

Speech therapy services provided by an SLA as specified in Rule 6A-4.01761, F.A.C., will be under the direction of a certified or licensed speech-language pathologist with a master's degree or higher in speech-language pathology. Services can be provided for a period of three years as described in Section 1012.44, F.S., in districts that qualify for the sparsity supplement as described in Section 1011.62(7), F.S. For more information on the responsibilities and duties of an SLA, go to:

<http://info.fldoe.org/docushare/dsweb/Get/Document-4662/TAP2007-137.pdf>.

The district shall submit a plan to the Department of Education for approval before implementation of Rule 6A-4.01761, F.A.C. The components of the plan found in Rule 6A-6.03012(7), F.A.C., will include a description of:

- o The model, specifying the type and amount of direction, including direct observation, support, training, and instruction
- o The rationale for using this model
- o The manner in which the associate will be required to demonstrate competency
- o The process for monitoring the quality of services
- o The process for measuring student progress
- o The manner in which the speech-language associate will meet the requirements of the annual district professional development plan for instructional personnel

**The school district has the option to include additional information regarding evaluations, qualified evaluators, or unique philosophical, curricular, or instructional considerations for students with speech impairments.**

**One of the following must be selected:**

- The school district has provided additional information for this section in Appendix B of this document.
- There is no additional information for this section.

## **Section B.14: Exceptional Student Education Eligibility for Students with Language Impairments**

### **Statutory and Regulatory Citations**

**Board Meeting  
January 17, 2019**

**Governing Board of Directors  
SouthTech Charter Academy, Inc.**

**Agenda Item  
B-1**

**Motion:**

I recommend that the Board approve the Personnel actions for the previous month.

**Summary Information:**

This item covers Personnel actions for the previous month, including any resignations, terminations, and new hires.

Attachments: Personnel Actions List

**Presented By:**

Jim Kidd, Superintendent

**Financial Impact:**

The financial impact for this item is indicated on the individual contracts of new hires.

**SOUTH TECH ACADEMY  
PERSONNEL ACTIONS  
January 2019**

<u>Personnel Action</u>	<u>Employee Name</u>	<u>Position</u>	<u>Effective Date</u>
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**New Hires/ Transfers**

New Hire:

	Mindi Rothkopf	Math Instructor	1/7/19
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**Resignations/Terminations**

Resignation:

	Jacqueline Hess	Math Instructor	12/21/18
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**Retirement/Leave of Absence**

NONE

**Board Meeting  
January 17, 2019**

**Governing Board of Directors  
SouthTech Charter Academy, Inc.**

**Agenda Item  
C-1**

**Motion:**

I recommend that the Board approve and ratify the monthly Charter school bank account reconciliation for month ending November 30, 2018 as required by the Sponsor.

**Summary Information:**

The Charter school is required to submit to the Sponsor district several financial documents on an ongoing basis. Monthly bank reconciliations are one such requirement.

The Charter school maintains several accounts in order to maximize the earnings potential of the funding provided while maintaining liquidity to meet day-to-day operations. Review of these accounts takes place on a daily basis by the Charter business staff. Monthly reconciliations are performed as good accounting practice and published here to fulfill Sponsor requirements.

Attachments: Reconciliation Spreadsheets and Bank Statements

**Presented By:**

Jim Kidd, Superintendent

**Financial Impact:**

There is no financial impact related to this item.



1:49 PM

12/11/18

**South Tech Charter Academy, Inc**  
**Reconciliation Summary**  
1111 - South Tech Operating 2973, Period Ending 11/30/2018

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	Nov 30, 18
<b>Beginning Balance</b>	266,368.70
<b>Cleared Transactions</b>	
Checks and Payments - 117 items	-860,419.84
Deposits and Credits - 33 items	1,074,501.60
<b>Total Cleared Transactions</b>	214,081.76
<b>Cleared Balance</b>	480,450.46
<b>Uncleared Transactions</b>	
Checks and Payments - 34 items	-171,427.12
Deposits and Credits - 1 item	250.00
<b>Total Uncleared Transactions</b>	-171,177.12
<b>Register Balance as of 11/30/2018</b>	309,273.34
<b>New Transactions</b>	
Checks and Payments - 31 items	-294,965.79
Deposits and Credits - 5 items	720,688.70
<b>Total New Transactions</b>	425,722.91
<b>Ending Balance</b>	734,996.25

## South Tech Charter Academy, Inc Reconciliation Detail

1111 · South Tech Operating 2973, Period Ending 11/30/2018

Type	Date	Num	Name	Clr	Amount	Balance
<b>Beginning Balance</b>						266,368.70
<b>Cleared Transactions</b>						
<b>Checks and Payments - 117 Items</b>						
Bill Pmt -Check	09/21/2018	5975	Sweeney, Cathy	X	-300.00	-300.00
Bill Pmt -Check	09/21/2018	5972	Sanders, Donna	X	-300.00	-600.00
Bill Pmt -Check	09/21/2018	5969	Reid, Karen	X	-300.00	-900.00
Bill Pmt -Check	09/30/2018	6056	Richman, Laurence B	X	-1,000.00	-1,900.00
General Journal	10/01/2018	1648	Salas, Roman	X	-26.97	-1,926.97
Bill Pmt -Check	10/12/2018	6043	Kathleen W. Schoen...	X	-483.33	-2,410.30
Bill Pmt -Check	10/12/2018	6052	South Tech Academy	X	-180.00	-2,590.30
Bill Pmt -Check	10/12/2018	6044	Louis Charles, Gaelle	X	-30.00	-2,620.30
Bill Pmt -Check	10/18/2018	6062	Richman, Laurence B	X	-1,000.00	-3,620.30
Bill Pmt -Check	10/25/2018	6078	Speech Rehab Servi...	X	-14,206.50	-17,826.80
Bill Pmt -Check	10/25/2018	6070	GovConnection, Inc	X	-13,109.28	-30,936.08
Bill Pmt -Check	10/25/2018	6065	All Metro Health Care	X	-1,653.00	-32,589.08
Bill Pmt -Check	10/25/2018	6081	US Postal Service	X	-1,200.00	-33,789.08
Bill Pmt -Check	10/25/2018	6071	Great American Fin...	X	-1,100.68	-34,889.76
Bill Pmt -Check	10/25/2018	6066	Arnold Law Firm	X	-1,059.49	-35,949.25
Bill Pmt -Check	10/25/2018	6080	Uline	X	-296.43	-36,245.68
Bill Pmt -Check	10/25/2018	6087	AT&T	X	-276.51	-36,522.19
Bill Pmt -Check	10/25/2018	6089	City of Boynton Beach	X	-259.00	-36,781.19
Bill Pmt -Check	10/25/2018	6072	Home Depot	X	-161.76	-36,942.95
Bill Pmt -Check	10/25/2018	6079	Sun Sentinel	X	-146.65	-37,089.60
Bill Pmt -Check	10/25/2018	6074	Moore Medical, LLC	X	-100.67	-37,190.27
Bill Pmt -Check	10/25/2018	6075	National Print & Des...	X	-75.00	-37,265.27
Bill Pmt -Check	10/25/2018	6077	Sally Beauty Supply	X	-32.51	-37,297.78
Bill Pmt -Check	10/29/2018	6082	Valdez, Miguel	X	-675.00	-37,972.78
General Journal	10/31/2018	1602	Florida Retirement S...	X	-71,488.87	-109,461.65
Check	11/01/2018	Chk	FDGL	X	-35.28	-109,496.93
Check	11/02/2018	Chk	Authnet Gateway	X	-38.20	-109,535.13
Bill Pmt -Check	11/05/2018	6084	Blue Cross Blue Shi...	X	-63,437.79	-172,972.92
Bill Pmt -Check	11/05/2018	6091	Palm Beach County ...	X	-13,680.12	-186,653.04
Bill Pmt -Check	11/05/2018	6086	GIS Benefits	X	-5,500.15	-192,153.19
Bill Pmt -Check	11/05/2018	6087	Life Insurance Com...	X	-3,203.44	-195,356.63
Bill Pmt -Check	11/05/2018	6094	Voya	X	-2,550.00	-197,906.63
Bill Pmt -Check	11/05/2018	6089	Met Life	X	-1,329.28	-199,235.91
Bill Pmt -Check	11/05/2018	6092	PHEAA	X	-612.22	-199,848.13
Bill Pmt -Check	11/05/2018	6088	Managed Care Conc...	X	-445.50	-200,293.63
Check	11/05/2018	Chk	Merchant Service Fee	X	-346.36	-200,639.99
Bill Pmt -Check	11/05/2018	6093	State Of Florida Dis...	X	-70.70	-200,710.69
Bill Pmt -Check	11/09/2018	6110	FPL	X	-24,008.08	-224,718.77
Bill Pmt -Check	11/09/2018	6128	American Express ...	X	-11,471.54	-236,190.31
Bill Pmt -Check	11/09/2018	6117	Pemco & Co, LLC	X	-7,052.45	-243,242.76
Bill Pmt -Check	11/09/2018	6108	FI Consortium of Pu...	X	-6,017.00	-249,259.76
Bill Pmt -Check	11/09/2018	6106	Dex Imaging	X	-5,305.81	-254,565.57
Bill Pmt -Check	11/09/2018	6115	NCS Pearson Inc (C...	X	-4,308.30	-258,873.87
Bill Pmt -Check	11/09/2018	6127	Clean All Supply	X	-4,046.25	-262,920.12
Bill Pmt -Check	11/09/2018	6100	BookSmart	X	-3,873.80	-266,793.92
Bill Pmt -Check	11/09/2018	6103	City of Boynton Bea...	X	-3,293.28	-270,087.20
Bill Pmt -Check	11/09/2018	6121	Spectrum Public Rel...	X	-1,600.00	-271,687.20
Bill Pmt -Check	11/09/2018	6096	All Metro Health Care	X	-886.00	-272,573.20
Bill Pmt -Check	11/09/2018	6120	South Tech Academy	X	-562.00	-273,135.20
Bill Pmt -Check	11/09/2018	6118	Pitsco, Education	X	-465.69	-273,600.89
Bill Pmt -Check	11/09/2018	6102	Charter School Servi...	X	-325.00	-273,925.89
Bill Pmt -Check	11/09/2018	6123	Terry, William	X	-287.60	-274,213.49
Bill Pmt -Check	11/09/2018	6124	TMobile	X	-268.80	-274,482.29
Bill Pmt -Check	11/09/2018	6111	Harvey, Maynard	X	-259.56	-274,741.85
Bill Pmt -Check	11/09/2018	6105	DeKalb, Ginger	X	-254.86	-274,996.71
Bill Pmt -Check	11/09/2018	6109	Florida U.C. Fund	X	-234.30	-275,231.01
Bill Pmt -Check	11/09/2018	6125	Verizon Wireless	X	-175.11	-275,406.12
Bill Pmt -Check	11/09/2018	6097	American Backflow	X	-164.62	-275,570.74
Bill Pmt -Check	11/09/2018	6112	J & J IT Consulting	X	-139.98	-275,710.72
Bill Pmt -Check	11/09/2018	6122	Stericycle	X	-122.49	-275,833.21
Bill Pmt -Check	11/09/2018	6107	Fernandez, Maria	X	-69.01	-275,902.22
Bill Pmt -Check	11/09/2018	6116	NHA	X	-69.00	-275,971.22
Bill Pmt -Check	11/09/2018	6113	Kelvin	X	-55.15	-276,026.37
Bill Pmt -Check	11/09/2018	6099	BJS	X	-55.00	-276,081.37
Bill Pmt -Check	11/09/2018	6101	Breault, Neil	X	-34.95	-276,116.32

**South Tech Charter Academy, Inc**  
**Reconciliation Detail**  
**1111 · South Tech Operating 2973, Period Ending 11/30/2018**

Type	Date	Num	Name	Clr	Amount	Balance
Bill Pmt -Check	11/12/2018	6129	American Express ...	X	-1,465.71	-277,582.03
Check	11/14/2018	Chk	South Tech Academy	X	-253.44	-277,835.47
General Journal	11/15/2018	1623	Payroll	X	-198,936.44	-476,771.91
General Journal	11/15/2018	1623	Payroll	X	-61,992.22	-538,764.13
General Journal	11/15/2018	1634	Valic	X	-1,795.00	-540,559.13
General Journal	11/15/2018	1637	Payroll	X	-665.74	-541,224.87
General Journal	11/15/2018	1622	Payroll	X	-595.56	-541,820.43
General Journal	11/15/2018	1623	Payroll	X	-316.50	-542,136.93
General Journal	11/15/2018	1637	Payroll	X	-141.64	-542,278.57
General Journal	11/15/2018	1622	Payroll	X	-117.63	-542,396.20
General Journal	11/15/2018	1622	Payroll	X	-24.00	-542,420.20
General Journal	11/15/2018	1637	Payroll	X	-12.00	-542,432.20
Bill Pmt -Check	11/16/2018	6157	Speech Rehab Servi...	X	-8,268.75	-550,700.95
Bill Pmt -Check	11/16/2018	6135	Arnold Law Firm	X	-6,270.00	-556,970.95
Bill Pmt -Check	11/16/2018	6147	FJ Vodolo & Associ...	X	-3,250.00	-560,220.95
Bill Pmt -Check	11/16/2018	6130	Alann Corporation	X	-3,000.00	-563,220.95
Bill Pmt -Check	11/16/2018	6158	Staples Advantage	X	-2,341.17	-565,562.12
Bill Pmt -Check	11/16/2018	6149	Literacy Coalition of ...	X	-2,166.00	-567,728.12
Bill Pmt -Check	11/16/2018	6139	Boggess, Dr. John	X	-1,642.17	-569,370.29
Bill Pmt -Check	11/16/2018	6148	International EMS R...	X	-1,600.00	-570,970.29
Bill Pmt -Check	11/16/2018	6133	Apple Inc	X	-1,435.00	-572,405.29
Bill Pmt -Check	11/16/2018	6142	Clean All Supply	X	-1,414.85	-573,820.14
Bill Pmt -Check	11/16/2018	6132	American Backflow	X	-1,272.01	-575,092.15
Bill Pmt -Check	11/16/2018	6155	Powell Landscaping ...	X	-1,200.00	-576,292.15
Bill Pmt -Check	11/16/2018	6131	All Metro Health Care	X	-1,136.00	-577,428.15
Bill Pmt -Check	11/16/2018	6163	Verizon Wireless	X	-699.64	-578,127.79
Bill Pmt -Check	11/16/2018	6160	Tomco, Inc	X	-560.00	-578,687.79
Bill Pmt -Check	11/16/2018	6161	Torcivia, Donion, Go...	X	-510.00	-579,197.79
Bill Pmt -Check	11/16/2018	6145	F. Mandley & Assoc...	X	-500.00	-579,697.79
Bill Pmt -Check	11/16/2018	6162	Valdez, Miguel	X	-450.00	-580,147.79
Bill Pmt -Check	11/16/2018	6144	Doc Fizzix Products	X	-388.30	-580,536.09
Bill Pmt -Check	11/16/2018	6152	National Print & Des...	X	-375.00	-580,911.09
Bill Pmt -Check	11/16/2018	6153	NexAir, LLC	X	-327.58	-581,238.67
Bill Pmt -Check	11/16/2018	6134	Arey Jones Educatio...	X	-315.79	-581,554.46
Bill Pmt -Check	11/16/2018	6138	Boca Helping Hands...	X	-280.00	-581,834.46
Bill Pmt -Check	11/16/2018	6140	Boggess, John-Anth...	X	-278.40	-582,112.86
Bill Pmt -Check	11/16/2018	6154	Office Depot	X	-249.48	-582,362.34
Bill Pmt -Check	11/16/2018	6164	Bennett Auto Supply	X	-209.28	-582,571.62
Bill Pmt -Check	11/16/2018	6156	Southern Sheet Met...	X	-195.00	-582,766.62
Bill Pmt -Check	11/16/2018	6141	Cemoin, Carline	X	-180.00	-582,946.62
Bill Pmt -Check	11/16/2018	6136	Banyan Printing	X	-148.84	-583,095.46
Bill Pmt -Check	11/16/2018	6150	Matthew Bender & C...	X	-116.18	-583,211.64
Bill Pmt -Check	11/16/2018	6159	Sun Sentinel	X	-65.10	-583,276.74
Bill Pmt -Check	11/16/2018	6146	FedEx	X	-36.51	-583,313.25
Bill Pmt -Check	11/16/2018	6151	Messmer, Eric	X	-25.63	-583,338.88
Check	11/19/2018	Chk	Telecheck	X	-15.00	-583,353.88
Bill Pmt -Check	11/29/2018	6177	Mac Express Cleani...	X	-12,590.00	-595,943.88
General Journal	11/30/2018	1631	Payroll	X	-200,540.21	-796,484.09
General Journal	11/30/2018	1631	Payroll	X	-61,808.55	-858,292.64
General Journal	11/30/2018	1635	Valic	X	-1,795.00	-860,087.64
General Journal	11/30/2018	1631	Payroll	X	-294.75	-860,382.39
Check	11/30/2018			X	-37.45	-860,419.84
<b>Total Checks and Payments</b>						<b>-860,419.84</b>

## South Tech Charter Academy, Inc Reconciliation Detail

1111 - South Tech Operating 2973, Period Ending 11/30/2018

Type	Date	Num	Name	Clr	Amount	Balance
<b>Deposits and Credits - 33 Items</b>						
Deposit	10/31/2018			X	600.00	600.00
Deposit	11/01/2018			X	100.00	700.00
Deposit	11/01/2018			X	465.00	1,165.00
Bill Pmt -Check	11/05/2018	6085	Fidelity Investments	X	0.00	1,165.00
Deposit	11/05/2018			X	510.00	1,675.00
Deposit	11/06/2018			X	345.00	2,020.00
Deposit	11/07/2018			X	310.00	2,330.00
Deposit	11/07/2018			X	465.00	2,795.00
Deposit	11/07/2018			X	825.00	3,620.00
Deposit	11/08/2018			X	1,240.00	4,860.00
Deposit	11/08/2018			X	111,202.00	116,062.00
Deposit	11/09/2018			X	75.00	116,137.00
Deposit	11/09/2018			X	662,257.71	778,394.71
Deposit	11/12/2018			X	1,040.00	779,434.71
Deposit	11/13/2018	DEP	Boynton Beach Shor...	X	253.44	779,688.15
Deposit	11/13/2018			X	145,230.78	924,918.93
Deposit	11/14/2018			X	960.00	925,878.93
Deposit	11/14/2018			X	4,712.31	930,591.24
Deposit	11/14/2018			X	116,054.20	1,046,645.44
Deposit	11/16/2018			X	800.00	1,047,445.44
Deposit	11/16/2018			X	2,514.70	1,049,960.14
Deposit	11/19/2018			X	1,200.00	1,051,160.14
Deposit	11/21/2018			X	1,400.00	1,052,560.14
Deposit	11/21/2018			X	19,549.18	1,072,109.32
Deposit	11/23/2018			X	250.00	1,072,359.32
Deposit	11/26/2018			X	495.00	1,072,854.32
Bill Pmt -Check	11/29/2018		Fidelity Investments	X	0.00	1,072,854.32
Deposit	11/29/2018			X	350.00	1,073,204.32
Deposit	11/29/2018			X	700.00	1,073,904.32
Bill Pmt -Check	11/30/2018		Beacon Educator	X	0.00	1,073,904.32
General Journal	11/30/2018	1648R	Salas, Roman	X	26.97	1,073,931.29
Deposit	11/30/2018			X	78.31	1,074,009.60
Deposit	11/30/2018			X	492.00	1,074,501.60
<b>Total Deposits and Credits</b>					<b>1,074,501.60</b>	<b>1,074,501.60</b>
<b>Total Cleared Transactions</b>					<b>214,081.76</b>	<b>214,081.76</b>
<b>Cleared Balance</b>					<b>214,081.76</b>	<b>480,450.46</b>
<b>Uncleared Transactions</b>						
<b>Checks and Payments - 34 Items</b>						
Bill Pmt -Check	09/21/2018	5930	Berkheimer, Linda		-300.00	-300.00
Bill Pmt -Check	09/21/2018	5960	Moran, Lynn		-300.00	-600.00
Bill Pmt -Check	09/21/2018	5940	Fernandez, Klersten		-300.00	-900.00
Bill Pmt -Check	10/01/2018	5991	Haughney, Christine		-225.00	-1,125.00
Bill Pmt -Check	11/05/2018	6080	O&L Law Group, P.L.		-448.18	-1,573.18
Bill Pmt -Check	11/09/2018	6095	A & S Transportation		-59,395.56	-60,968.74
Bill Pmt -Check	11/09/2018	6126	Department of Adult ...		-975.00	-61,943.74
Bill Pmt -Check	11/09/2018	6119	Quill		-338.79	-62,282.53
Bill Pmt -Check	11/09/2018	6098	Armitage, William		-253.02	-62,535.55
Bill Pmt -Check	11/09/2018	6114	Marsh, Patrice		-9.90	-62,545.45
Bill Pmt -Check	11/16/2018	6143	Demas, Yolanda		-245.00	-62,790.45
Bill Pmt -Check	11/29/2018	6179	Palm Beach State ...		-8,421.66	-71,212.11
Bill Pmt -Check	11/29/2018	6181	School District of Pa...		-7,920.00	-79,132.11
Bill Pmt -Check	11/29/2018	6168	Beacon Educator		-4,800.00	-83,932.11
Bill Pmt -Check	11/29/2018	6166	All Metro Health Care		-3,104.00	-87,036.11
Bill Pmt -Check	11/29/2018	6185	WPGL Consulting L...		-2,500.00	-89,536.11
Bill Pmt -Check	11/29/2018	6171	Dex Imaging		-1,841.29	-91,377.40
Bill Pmt -Check	11/29/2018	6175	Great American Fin...		-1,303.70	-92,681.10
Bill Pmt -Check	11/29/2018	6182	US Postal Service		-1,200.00	-93,881.10
Bill Pmt -Check	11/29/2018	6183	Valentine, Jennifer		-1,000.00	-94,881.10
General Journal	11/29/2018	1636	Fidelity Investments		-600.00	-95,481.10
Bill Pmt -Check	11/29/2018	6180	Pitsco, Education		-600.00	-96,081.10
General Journal	11/29/2018	1633	Fidelity Investments		-600.00	-96,681.10
Bill Pmt -Check	11/29/2018	6178	Neofunds by Neopost		-489.85	-97,170.95
Bill Pmt -Check	11/29/2018	6165	A & S Transportation		-357.50	-97,528.45
Bill Pmt -Check	11/29/2018	6172	Embroid Me		-305.50	-97,833.95

## South Tech Charter Academy, Inc Reconciliation Detail

1111 · South Tech Operating 2973, Period Ending 11/30/2018

Type	Date	Num	Name	Clr	Amount	Balance
Bill Pmt -Check	11/29/2018	6167	AT&T		-276.87	-98,110.82
Bill Pmt -Check	11/29/2018	6184	Wards Science		-219.76	-98,330.58
Bill Pmt -Check	11/29/2018	6169	Boggess, John-Anth...		-212.96	-98,543.54
Bill Pmt -Check	11/29/2018	6176	Jurado Law Group, ...		-200.00	-98,743.54
Bill Pmt -Check	11/29/2018	6170	DeKaib, Ginger		-145.08	-98,888.62
Bill Pmt -Check	11/29/2018	6174	GovConnection, Inc		-47.30	-98,935.92
Bill Pmt -Check	11/29/2018	6173	Fernandez, Maria		-34.02	-98,969.94
General Journal	11/30/2018	1649	Florida Retirement S...		-72,457.18	-171,427.12
<b>Total Checks and Payments</b>					<b>-171,427.12</b>	<b>-171,427.12</b>
<b>Deposits and Credits - 1 Item</b>						
Deposit	11/30/2018				250.00	250.00
<b>Total Deposits and Credits</b>					<b>250.00</b>	<b>250.00</b>
<b>Total Uncleared Transactions</b>					<b>-171,177.12</b>	<b>-171,177.12</b>
<b>Register Balance as of 11/30/2018</b>					<b>42,904.64</b>	<b>309,273.34</b>
<b>New Transactions</b>						
<b>Checks and Payments - 31 items</b>						
General Journal	12/04/2018	1651	Fidelity Investments		-200.00	-200.00
Bill Pmt -Check	12/06/2018	6200	Palm Beach County ...		-13,880.12	-13,880.12
Bill Pmt -Check	12/06/2018	6202	Pemco & Co, LLC		-7,052.45	-20,932.57
Bill Pmt -Check	12/06/2018	6201	Palm Tran		-5,005.00	-25,937.57
Bill Pmt -Check	12/06/2018	6186	Life Insurance Com...		-4,993.67	-30,931.24
Bill Pmt -Check	12/06/2018	6191	City of Boynton Bea...		-3,880.26	-34,791.50
Bill Pmt -Check	12/06/2018	6186	Alann Corporation		-3,000.00	-37,791.50
Bill Pmt -Check	12/06/2018	6189	Boggess, Dr. John		-2,186.08	-39,977.58
Bill Pmt -Check	12/06/2018	6212	Voya		-2,100.00	-42,077.58
Bill Pmt -Check	12/06/2018	6205	Spectrum Public Rel...		-1,850.00	-43,727.58
Bill Pmt -Check	12/06/2018	6198	Met Life		-1,329.28	-45,056.86
Bill Pmt -Check	12/06/2018	6192	F. Mandley & Assoc...		-937.50	-45,994.36
Bill Pmt -Check	12/06/2018	6199	O&L Law Group, P.L.		-886.36	-46,880.72
Bill Pmt -Check	12/06/2018	6197	Managed Care Conc...		-891.00	-47,781.72
Bill Pmt -Check	12/06/2018	6211	Verizon Wireless		-890.98	-48,672.70
Bill Pmt -Check	12/06/2018	6188	Blue Cross Blue Shi...		-887.43	-49,560.13
Bill Pmt -Check	12/06/2018	6184	FJ Vodolo & Associ...		-875.00	-50,435.13
Bill Pmt -Check	12/06/2018	6210	Valentine, Jennifer		-750.00	-51,185.13
Bill Pmt -Check	12/06/2018	6203	PHEAA		-617.17	-51,802.30
Bill Pmt -Check	12/06/2018	6195	FI Consortium of Pu...		-500.00	-52,302.30
Bill Pmt -Check	12/06/2018	6190	Charter School Servi...		-325.00	-52,627.30
Bill Pmt -Check	12/06/2018	6208	TMobile		-268.80	-52,896.10
Bill Pmt -Check	12/06/2018	6207	Stericycle		-122.49	-53,018.59
Bill Pmt -Check	12/06/2018	6187	Banyan Printing		-78.52	-53,097.11
Bill Pmt -Check	12/06/2018	6206	State Of Florida Dis...		-70.70	-53,167.81
Bill Pmt -Check	12/06/2018	6213	Publix Super Market...		-40.99	-53,208.80
Bill Pmt -Check	12/06/2018	6193	FedEx		-36.50	-53,245.30
Bill Pmt -Check	12/06/2018	6209	Total Compliance N...		-36.00	-53,281.30
General Journal	12/15/2018	1650	Payroll		-182,705.10	-235,986.40
General Journal	12/15/2018	1650	Payroll		-58,702.19	-294,688.59
General Journal	12/15/2018	1650	Payroll		-277.20	-294,965.79
<b>Total Checks and Payments</b>					<b>-294,965.79</b>	<b>-294,965.79</b>
<b>Deposits and Credits - 5 Items</b>						
Deposit	12/07/2018				54,026.00	54,026.00
Deposit	12/10/2018				200.00	54,226.00
Deposit	12/10/2018				2,470.00	56,696.00
Deposit	12/10/2018				662,257.70	718,953.70
Deposit	12/11/2018				1,735.00	720,688.70
<b>Total Deposits and Credits</b>					<b>720,688.70</b>	<b>720,688.70</b>
<b>Total New Transactions</b>					<b>425,722.91</b>	<b>425,722.91</b>
<b>Ending Balance</b>					<b>468,627.55</b>	<b>734,996.25</b>



>000758 2411453 0001 008229 30Z  
 SOUTH TECH CHARTER ACADEMY INC  
 OPERATING ACCOUNT  
 1300 SW 30TH AVE  
 BOYNTON BEACH FL 33426-9018



**Statement Date:** November 30, 2018

**Account Number:** \*\*\*\*\*2973

**Customer Service Information**

-  **Client Care:** 877-779-BANK (2265)
-  **Web Site:** www.bankunited.com
-  **Bank Address:** BankUnited  
 P.O. Box 521599  
 Miami, FL 33152-1599



**Customer Message Center**

Take control of your finances today with the BankUnited's Money Management tool. You'll be able to set up budgets, track expenditures, and much more. Sign up today!

**PUBLIC FUNDS INTEREST CHECKING Account \*\*\*\*\*2973**

**Account Summary**

Statement Balance as of 10/31/2018			\$266,368.70
Plus	28	Deposits and Other Credits	\$1,074,396.32
Less	127	Withdrawals, Checks, and Other Debits	\$860,355.42
Less		Service Charge	\$37.45
Plus		Interest Paid	\$78.31
Statement Balance as of 11/30/2018			\$480,450.46

**Interest Summary**

Beginning Interest Rate	0.15%
Interest Paid this Statement Period	\$78.31
Interest Paid Year to Date	\$893.59

**Activity By Date**

<i>Date</i>	<i>Description</i>	<i>Withdrawals</i>	<i>Deposits</i>	<i>Balance</i>
11/01/2018	MERCHANT BANKCD DEPOSIT 498232636882 SOUTH TECH CHARTER ACA		\$600.00	\$266,968.70



Statement Date: November 30, 2018

Account Number: \*\*\*\*\*2973

## Activity By Date

Date	Description	Withdrawals	Deposits	Balance
11/01/2018	CHECK #6056	\$1,000.00		\$265,968.70
11/01/2018	CHECK #6062	\$1,000.00		\$264,968.70
11/01/2018	CHECK #6066	\$1,059.49		\$263,909.21
11/01/2018	CHECK #6075	\$75.00		\$263,834.21
11/01/2018	CHECK #6077	\$32.51		\$263,801.70
11/01/2018	CHECK #6078	\$14,206.50		\$249,595.20
11/01/2018	CHECK #6079	\$146.65		\$249,448.55
11/01/2018	CHECK #6081	\$1,200.00		\$248,248.55
11/01/2018	FDGL LEASE PYMT SOUTH TECHNICAL CHART	\$35.28		\$248,213.27
11/02/2018	MERCHANT BANKCD DEPOSIT 498232636882 SOUTH TECH CHARTER ACA		\$100.00	\$248,313.27
11/02/2018	MERCHANT BANKCD DEPOSIT 498242150882 SOUTH TECH CHARTER ACA		\$465.00	\$248,778.27
11/02/2018	CHECK #6065	\$1,653.00		\$247,125.27
11/02/2018	CHECK #6070	\$13,109.28		\$234,015.99
11/02/2018	CHECK #6071	\$1,100.68		\$232,915.31
11/02/2018	CHECK #6080	\$296.43		\$232,618.88
11/02/2018	AUTHNET GATEWAY BILLING 104099035 SOUTH TECH ACADEMY	\$28.20		\$232,590.68
11/02/2018	AUTHNET GATEWAY BILLING 104215034 SOUTH TECH ACADEMY	\$10.00		\$232,580.68
11/05/2018	CHECK #5969	\$300.00		\$232,280.68
11/05/2018	CHECK #6067	\$276.51		\$232,004.17
11/05/2018	CHECK #6072	\$161.76		\$231,842.41
11/05/2018	CHECK #6074	\$100.67		\$231,741.74
11/05/2018	MERCHANT BANKCD INTERCHNG 498232636882 SOUTH TECH CHARTER ACA	\$36.05		\$231,705.69
11/05/2018	MERCHANT BANKCD INTERCHNG 498242150882	\$231.33		\$231,474.36

**Statement Date: November 30, 2018**  
**Account Number: \*\*\*\*\*2973**

**Activity By Date**

<i>Date</i>	<i>Description</i>	<i>Withdrawals</i>	<i>Deposits</i>	<i>Balance</i>
11/05/2018	SOUTH TECH CHARTER ACA MERCHANT BANKCD DISCOUNT 498232636882	\$14.99		\$231,459.37
11/05/2018	SOUTH TECH CHARTER ACA MERCHANT BANKCD DISCOUNT 498242150882	\$26.43		\$231,432.94
11/05/2018	SOUTH TECH CHARTER ACA MERCHANT BANKCD FEE 498232636882	\$15.34		\$231,417.60
11/05/2018	SOUTH TECH CHARTER ACA MERCHANT BANKCD FEE 498242150882	\$22.22		\$231,395.38
11/06/2018	SOUTH TECH CHARTER ACA STATE OF FLORIDA PAYMENTS 193881980245653		\$345.00	\$231,740.38
11/06/2018	SOUTH TECH CHART MERCHANT BANKCD DEPOSIT 498232636882		\$510.00	\$232,250.38
11/06/2018	SOUTH TECH CHARTER ACA CHECK #6069	\$259.00		\$231,991.38
11/06/2018	SOUTH TECH CHARTER ACA FLA DEPT REVENUE CRC 64392736	\$71,488.87		\$160,502.51
11/07/2018	SOUTH TECH CHARTER ACA Customer Deposit		\$465.00	\$160,967.51
11/07/2018	SOUTH TECH CHARTER ACA CHECK #6052	\$180.00		\$160,787.51
11/08/2018	SOUTH TECH CHARTER ACA PalmBeachSchools DIRECT PAY		\$111,202.00	\$271,989.51
11/08/2018	SOUTH TECH CHARTER ACA MERCHANT BANKCD DEPOSIT 498232636882		\$310.00	\$272,299.51
11/08/2018	SOUTH TECH CHARTER ACA MERCHANT BANKCD DEPOSIT 498242150882		\$825.00	\$273,124.51
11/08/2018	SOUTH TECH CHARTER ACA CHECK #6082	\$675.00		\$272,449.51
11/08/2018	SOUTH TECH CHARTER ACA 5BCW EEDIRDEP	\$595.56		\$271,853.95



Statement Date: November 30, 2018

Account Number: \*\*\*\*\*2973

## Activity By Date

Date	Description	Withdrawals	Deposits	Balance
11/08/2018	5BCW_STC (BankU South Tech Academies			
11/08/2018	5BCW BILLING	\$24.00		\$271,829.95
11/08/2018	5BCW_STC (BankU South Tech Academies			
11/08/2018	5BCW TAX	\$117.63		\$271,712.32
11/09/2018	5BCW_STC (BankU South Tech Academies			
11/09/2018	PalmBeachSchools DIRECT PAY SOUTH TECH CHARTER ACA		\$662,257.71	\$933,970.03
11/09/2018	STATE OF FLORIDA PAYMENTS 193881980253946		\$75.00	\$934,045.03
11/09/2018	SOUTH TECH CHART MERCHANT BANKCD DEPOSIT 498232636882 SOUTH TECH CHARTER ACA		\$1,240.00	\$935,285.03
11/09/2018	CHECK #5975	\$300.00		\$934,985.03
11/09/2018	CHECK #6043	\$483.33		\$934,501.70
11/13/2018	STATE OF FLORIDA PAYMENTS 193881980256899 SOUTH TECH CHART		\$145,230.78	\$1,079,732.48
11/13/2018	PAYPAL TRANSFER SOUTH TECH CHARTER ACA		\$253.44	\$1,079,985.92
11/13/2018	MERCHANT BANKCD DEPOSIT 498232636882 SOUTH TECH CHARTER ACA		\$1,040.00	\$1,081,025.92
11/13/2018	CHECK #5972	\$300.00		\$1,080,725.92
11/13/2018	5BCW EEDIRDEP 5BCW_STC (BankU South Tech Academies	\$196,097.74		\$884,628.18
11/13/2018	5BCW TRUST 5BCW_STC (BankU South Tech Academies	\$229.74		\$884,398.44
11/14/2018	WEB TFR TO 000119002965 WEB RF#063008003229	\$253.44		\$884,145.00

**Statement Date: November 30, 2018**  
**Account Number: \*\*\*\*\*2973**

**Activity By Date**



<i>Date</i>	<i>Description</i>	<i>Withdrawals</i>	<i>Deposits</i>	<i>Balance</i>
11/14/2018	STATE OF FLORIDA PAYMENTS 193881980260259 SOUTH TECH CHART		\$116,054.20	\$1,000,199.20
11/14/2018	STATE OF FLORIDA PAYMENTS 193881980260281 SOUTH TECH CHART		\$4,712.31	\$1,004,911.51
11/14/2018	CHECK #6084	\$63,437.79		\$941,473.72
11/14/2018	CHECK #6088	\$445.50		\$941,028.22
11/14/2018	CHECK #6089	\$1,329.28		\$939,698.94
11/14/2018	CHECK #6092	\$612.22		\$939,086.72
11/14/2018	CHECK #6093	\$70.70		\$939,016.02
11/14/2018	CHECK #6107	\$69.01		\$938,947.01
11/14/2018	CHECK #6111	\$259.56		\$938,687.45
11/14/2018	5BCW BILLING 5BCW_STC (BankU South Tech Academies	\$294.75		\$938,392.70
11/14/2018	5BCW TAX 5BCW_STC (BankU South Tech Academies	\$61,370.61		\$877,022.09
11/14/2018	5BCW EEDIRDEP 5BCW_STC (BankU South Tech Academies	\$2,608.96		\$874,413.13
11/14/2018	5BCW BILLING 5BCW_STC (BankU South Tech Academies	\$21.75		\$874,391.38
11/14/2018	5BCW TAX 5BCW_STC (BankU South Tech Academies	\$621.61		\$873,769.77
11/15/2018	MERCHANT BANKCD DEPOSIT 498232636882 SOUTH TECH CHARTER ACA		\$960.00	\$874,729.77
11/15/2018	CHECK #6091	\$13,680.12		\$861,049.65
11/15/2018	CHECK #6094	\$2,550.00		\$858,499.65
11/15/2018	CHECK #6101	\$34.95		\$858,464.70
11/16/2018	Customer Deposit		\$2,514.70	\$860,979.40



Statement Date: November 30, 2018

Account Number: \*\*\*\*\*2973

## Activity By Date

Date	Description	Withdrawals	Deposits	Balance
11/16/2018	STATE OF FLORIDA PAYMENTS 193881980266882 SOUTH TECH CHART		\$800.00	\$861,779.40
11/16/2018	CHECK #6120	\$562.00		\$861,217.40
11/16/2018	CHECK #6087	\$3,203.44		\$858,013.96
11/16/2018	CHECK #6110	\$24,008.08		\$834,005.88
11/16/2018	CHECK #6116	\$69.00		\$833,936.88
11/16/2018	CHECK #6123	\$287.60		\$833,649.28
11/16/2018	5BCW EEDIRDEP 5BCW_STC (BankU South Tech Academies	\$665.74		\$832,983.54
11/16/2018	5BCW BILLING 5BCW_STC (BankU South Tech Academies	\$12.00		\$832,971.54
11/16/2018	5BCW TAX 5BCW_STC (BankU South Tech Academies	\$141.64		\$832,829.90
11/19/2018	CHECK #6086	\$5,500.15		\$827,329.75
11/19/2018	CHECK #6096	\$886.00		\$826,443.75
11/19/2018	CHECK #6099	\$55.00		\$826,388.75
11/19/2018	CHECK #6100	\$3,873.80		\$822,514.95
11/19/2018	CHECK #6106	\$5,305.81		\$817,209.14
11/19/2018	CHECK #6108	\$6,017.00		\$811,192.14
11/19/2018	CHECK #6117	\$7,052.45		\$804,139.69
11/19/2018	CHECK #6118	\$465.69		\$803,674.00
11/19/2018	CHECK #6121	\$1,600.00		\$802,074.00
11/19/2018	CHECK #6122	\$122.49		\$801,951.51
11/19/2018	CHECK #6124	\$268.80		\$801,682.71
11/19/2018	CHECK #6125	\$175.11		\$801,507.60
11/19/2018	CHECK #6127	\$4,046.25		\$797,461.35
11/19/2018	CHECK #6128	\$11,471.54		\$785,989.81
11/20/2018	MERCHANT BANKCD DEPOSIT 498242150882 SOUTH TECH CHARTER ACA		\$1,200.00	\$787,189.81
11/20/2018	CHECK #6097	\$164.62		\$787,025.19

Statement Date: November 30, 2018

Account Number: \*\*\*\*\*2973

**Activity By Date**

<i>Date</i>	<i>Description</i>	<i>Withdrawals</i>	<i>Deposits</i>	<i>Balance</i>
11/20/2018	CHECK #6103	\$3,293.28		\$783,731.91
11/20/2018	CHECK #6105	\$254.86		\$783,477.05
11/20/2018	CHECK #6112	\$139.98		\$783,337.07
11/20/2018	CHECK #6133	\$1,435.00		\$781,902.07
11/20/2018	CHECK #6141	\$180.00		\$781,722.07
11/20/2018	CHECK #6142	\$1,414.85		\$780,307.22
11/20/2018	CHECK #6147	\$3,250.00		\$777,057.22
11/20/2018	CHECK #6152	\$375.00		\$776,682.22
11/20/2018	CHECK #6155	\$1,200.00		\$775,482.22
11/20/2018	CHECK #6157	\$8,268.75		\$767,213.47
11/20/2018	CHECK #6158	\$2,341.17		\$764,872.30
11/20/2018	CHECK #6161	\$510.00		\$764,362.30
11/20/2018	Telecheck INV112018D 0380181342 SOUTH TECH ACADEMY	\$15.00		\$764,347.30
11/21/2018	STATE OF FLORIDA PAYMENTS 193881980276036 SOUTH TECH CHART		\$19,549.18	\$783,896.48
11/21/2018	CHECK #6109	\$234.30		\$783,662.18
11/21/2018	CHECK #6113	\$55.15		\$783,607.03
11/21/2018	CHECK #6129	\$1,465.71		\$782,141.32
11/21/2018	CHECK #6132	\$1,272.01		\$780,869.31
11/21/2018	CHECK #6134	\$315.79		\$780,553.52
11/21/2018	CHECK #6135	\$6,270.00		\$774,283.52
11/21/2018	CHECK #6136	\$148.84		\$774,134.68
11/21/2018	CHECK #6138	\$280.00		\$773,854.68
11/21/2018	CHECK #6140	\$278.40		\$773,576.28
11/21/2018	CHECK #6144	\$388.30		\$773,187.98
11/21/2018	CHECK #6145	\$500.00		\$772,687.98
11/21/2018	CHECK #6148	\$1,600.00		\$771,087.98
11/21/2018	CHECK #6149	\$2,166.00		\$768,921.98
11/21/2018	CHECK #6153	\$327.58		\$768,594.40
11/21/2018	CHECK #6156	\$195.00		\$768,399.40
11/21/2018	CHECK #6159	\$65.10		\$768,334.30
11/21/2018	CHECK #6164	\$209.28		\$768,125.02

Statement Date: November 30, 2018

Account Number: \*\*\*\*\*2973

## Activity By Date

<i>Date</i>	<i>Description</i>	<i>Withdrawals</i>	<i>Deposits</i>	<i>Balance</i>
11/23/2018	MERCHANT BANKCD DEPOSIT 498242150882 SOUTH TECH CHARTER ACA		\$1,400.00	\$769,525.02
11/23/2018	CHECK #6131	\$1,136.00		\$768,389.02
11/23/2018	CHECK #6139	\$1,642.17		\$766,746.85
11/23/2018	CHECK #6150	\$116.18		\$766,630.67
11/23/2018	CHECK #6154	\$249.48		\$766,381.19
11/23/2018	CHECK #6162	\$450.00		\$765,931.19
11/23/2018	CHECK #6163	\$699.64		\$765,231.55
11/26/2018	MERCHANT BANKCD DEPOSIT 498242150882 SOUTH TECH CHARTER ACA		\$250.00	\$765,481.55
11/26/2018	CHECK #6044	\$30.00		\$765,451.55
11/26/2018	CHECK #6115	\$4,308.30		\$761,143.25
11/26/2018	CHECK #6146	\$36.51		\$761,106.74
11/27/2018	MERCHANT BANKCD DEPOSIT 498232636882 SOUTH TECH CHARTER ACA		\$495.00	\$761,601.74
11/27/2018	CHECK #6130	\$3,000.00		\$758,601.74
11/27/2018	CHECK #6151	\$25.63		\$758,576.11
11/27/2018	CHECK #6160	\$560.00		\$758,016.11
11/28/2018	5BCW EEDIRDEP 5BCW_STC (BankU South Tech Academies	\$200,221.57		\$557,794.54
11/28/2018	5BCW TRUST 5BCW_STC (BankU South Tech Academies	\$318.64		\$557,475.90
11/28/2018	Stop Payment Fee	\$30.00		\$557,445.90
11/29/2018	5BCW BILLING 5BCW_STC (BankU South Tech Academies	\$294.75		\$557,151.15
11/29/2018	5BCW TAX 5BCW_STC (BankU South Tech Academies	\$61,808.55		\$495,342.60
11/30/2018	Customer Deposit		\$492.00	\$495,834.60

**Statement Date: November 30, 2018**  
**Account Number: \*\*\*\*\*2973**

**Activity By Date**

<i>Date</i>	<i>Description</i>	<i>Withdrawals</i>	<i>Deposits</i>	<i>Balance</i>
11/30/2018	MERCHANT BANKCD DEPOSIT 498232636882 SOUTH TECH CHARTER ACA		\$350.00	\$496,184.60
11/30/2018	MERCHANT BANKCD DEPOSIT 498242150882 SOUTH TECH CHARTER ACA		\$700.00	\$496,884.60
11/30/2018	CHECK #6102	\$325.00		\$496,559.60
11/30/2018	CHECK #6177	\$12,590.00		\$483,969.60
11/30/2018	VALIC EREMIT PRM 66804 TSA	\$1,795.00		\$482,174.60
11/30/2018	VALIC EREMIT PRM 66804 TSA	\$1,795.00		\$480,379.60
11/30/2018	Interest Paid		\$78.31	\$480,457.91
11/30/2018	Service Charge	\$7.45		\$480,450.46

**Check Transactions**

<i>Check #</i>	<i>Date</i>	<i>Amount</i>	<i>Check #</i>	<i>Date</i>	<i>Amount</i>	<i>Check #</i>	<i>Date</i>	<i>Amount</i>
5969	11/05	\$300.00	6074*	11/05	\$100.67	6093	11/14	\$70.70
5972*	11/13	\$300.00	6075	11/01	\$75.00	6094	11/15	\$2,550.00
5975*	11/09	\$300.00	6077*	11/01	\$32.51	6096*	11/19	\$886.00
6043*	11/09	\$483.33	6078	11/01	\$14,206.50	6097	11/20	\$164.62
6044	11/26	\$30.00	6079	11/01	\$146.65	6099*	11/19	\$55.00
6052*	11/07	\$180.00	6080	11/02	\$296.43	6100	11/19	\$3,873.80
6056*	11/01	\$1,000.00	6081	11/01	\$1,200.00	6101	11/15	\$34.95
6062*	11/01	\$1,000.00	6082	11/08	\$675.00	6102	11/30	\$325.00
6065*	11/02	\$1,653.00	6084*	11/14	\$63,437.79	6103	11/20	\$3,293.28
6066	11/01	\$1,059.49	6086*	11/19	\$5,500.15	6105*	11/20	\$254.86
6067	11/05	\$276.51	6087	11/16	\$3,203.44	6106	11/19	\$5,305.81
6069*	11/06	\$259.00	6088	11/14	\$445.50	6107	11/14	\$69.01
6070	11/02	\$13,109.28	6089	11/14	\$1,329.28	6108	11/19	\$6,017.00
6071	11/02	\$1,100.68	6091*	11/15	\$13,680.12	6109	11/21	\$234.30
6072	11/05	\$161.76	6092	11/14	\$612.22	6110	11/16	\$24,008.08

Statement Date: November 30, 2018

Account Number: \*\*\*\*\*2973

Check #	Date	Amount	Check #	Date	Amount	Check #	Date	Amount
6111	11/14	\$259.56	6131	11/23	\$1,136.00	6150	11/23	\$116.18
6112	11/20	\$139.98	6132	11/21	\$1,272.01	6151	11/27	\$25.63
6113	11/21	\$55.15	6133	11/20	\$1,435.00	6152	11/20	\$375.00
6115*	11/26	\$4,308.30	6134	11/21	\$315.79	6153	11/21	\$327.58
6116	11/16	\$69.00	6135	11/21	\$6,270.00	6154	11/23	\$249.48
6117	11/19	\$7,052.45	6136	11/21	\$148.84	6155	11/20	\$1,200.00
6118	11/19	\$465.69	6138*	11/21	\$280.00	6156	11/21	\$195.00
6120*	11/16	\$562.00	6139	11/23	\$1,642.17	6157	11/20	\$8,268.75
6121	11/19	\$1,600.00	6140	11/21	\$278.40	6158	11/20	\$2,341.17
6122	11/19	\$122.49	6141	11/20	\$180.00	6159	11/21	\$65.10
6123	11/16	\$287.60	6142	11/20	\$1,414.85	6160	11/27	\$560.00
6124	11/19	\$268.80	6144*	11/21	\$388.30	6161	11/20	\$510.00
6125	11/19	\$175.11	6145	11/21	\$500.00	6162	11/23	\$450.00
6127*	11/19	\$4,046.25	6146	11/26	\$36.51	6163	11/23	\$699.64
6128	11/19	\$11,471.54	6147	11/20	\$3,250.00	6164	11/21	\$209.28
6129	11/21	\$1,465.71	6148	11/21	\$1,600.00	6177*	11/30	\$12,590.00
6130	11/27	\$3,000.00	6149	11/21	\$2,166.00			

Items denoted with an "\*" indicate processed checks out of sequence.

### Rates by Date

Date	Rate
10/31	0.15%

### Balances by Date

Date	Balance	Date	Balance	Date	Balance	Date	Balance
10/31	\$266,368.70	11/08	\$271,712.32	11/19	\$785,989.81	11/28	\$557,445.90
11/01	\$248,213.27	11/09	\$934,501.70	11/20	\$764,347.30	11/29	\$495,342.60
11/02	\$232,580.68	11/13	\$884,398.44	11/21	\$768,125.02	11/30	\$480,450.46
11/05	\$231,395.38	11/14	\$873,769.77	11/23	\$765,231.55		
11/06	\$160,502.51	11/15	\$858,464.70	11/26	\$761,106.74		
11/07	\$160,787.51	11/16	\$832,829.90	11/27	\$758,016.11		

### Other Balances

Minimum Balance this Statement Period

\$160,502.51

**Statement Date: November 30, 2018**

Account Number: \*\*\*\*\*2973

**Other Balances**

With BankUnited's mobile banking app you can deposit checks from your mobile device from anywhere at any time. Mobile deposit is secure, easy to use, and convenient. Download our mobile app on the App Store<sup>SM</sup> or Google Play<sup>TM</sup> today.



**Statement Date: November 30, 2018**

**Account Number: \*\*\*\*\*2973**

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**If your account does not balance please check the following carefully:**

**Have you entered the amount of each check in your checkbook register?**

**Are the amounts of your deposits and other additions entered in your checkbook register the same as those on this statement?**

**Have you checked all additions and subtractions in your checkbook register?**

**Have you carried the correct balance forward when starting a new page in your checkbook register?**

**IN CASE OF QUESTIONS OR ERRORS ABOUT YOUR STATEMENT:  
PLEASE CALL (TOLL FREE) 1-877-779-BANK (2266) OR WRITE US AT:**

**BankUnited Operations / EFT Error  
7815 NW 148th ST, Miami Lakes, FL 33016**

**For Consumer Customers Only**

Please contact us if you think your statement is wrong or if you need additional information about a transaction. We must hear from you no later than 60 days after we sent you the FIRST statement on which the error or problem appeared.

1. Tell us your name and account number.
2. Describe the error or the transfer you are unsure about and explain as clearly as you can why you believe there is an error or why you need further information.
3. Tell us the dollar amount of the suspected error.

You may be required to put your request in writing. We will investigate your complaint and will correct any error promptly.

**For Electronic Funds Transfers**, if we take more than 10 business days to investigate and correct the error, (20 business days if you are a new customer for electronic funds transfers occurring during the first 30 days after the first deposit is made to your account), we will recredit your consumer account for the amount you think is in error (plus interest if your account earns interest), so that you will have the use of the money during the time it takes us to complete our investigation.

**For Substitute Checks**, if we take more than 10 business days to investigate and correct the error, we will recredit your consumer account for the amount of loss up to the lesser of \$2,500.00 (plus interest if your account earns interest) or the amount of the substitute check. If your account is new (30 days from the date your account was established), has been subject to repeated overdrafts, or we believe the claim is fraudulent, we may delay the availability of recredited funds until we determine the claim is valid or until the 45th day after the claim was submitted.



**Member  
FDIC**

**BankUnited, N.A.**

**South Tech Charter Academy, Inc**  
**Reconciliation Summary**  
**1112 · South Tech Internal 2965, Period Ending 11/30/2018**

---

	<u>Nov 30, 18</u>
<b>Beginning Balance</b>	<b>219,660.66</b>
<b>Cleared Transactions</b>	
Checks and Payments - 36 items	-41,048.41
Deposits and Credits - 13 items	19,084.49
	<u>-21,963.92</u>
<b>Cleared Balance</b>	<b>197,696.74</b>
	<u><u>197,696.74</u></u>
<b>Uncleared Transactions</b>	
Checks and Payments - 12 items	-3,863.80
Deposits and Credits - 1 item	5.00
	<u>-3,858.80</u>
<b>Register Balance as of 11/30/2018</b>	<b>193,837.94</b>
	<u><u>193,837.94</u></u>
<b>New Transactions</b>	
Checks and Payments - 8 items	-4,155.46
Deposits and Credits - 2 items	3,625.75
	<u>-529.71</u>
<b>Ending Balance</b>	<b>193,308.23</b>
	<u><u>193,308.23</u></u>

## South Tech Charter Academy, Inc Reconciliation Detail

1112 · South Tech Internal 2965, Period Ending 11/30/2018

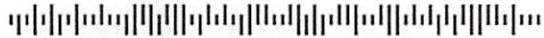
Type	Date	Num	Name	Clr	Amount	Balance
<b>Beginning Balance</b>						219,660.66
<b>Cleared Transactions</b>						
<b>Checks and Payments - 36 Items</b>						
Bill Pmt -Check	09/14/2018	2470	St Louis, Eliana	X	-250.00	-250.00
Bill Pmt -Check	09/14/2018	2467	Castano, Mateo	X	-250.00	-500.00
General Journal	10/12/2018	1644	Dade Paper & Bag ...	X	-701.81	-1,201.81
Bill Pmt -Check	10/25/2018	2516	Chef's Warehouse	X	-2,353.79	-3,555.60
Bill Pmt -Check	10/25/2018	2515	Amerigas	X	-692.52	-4,248.12
Bill Pmt -Check	10/25/2018	2514	Albert Uster Imports,...	X	-688.59	-4,936.71
Bill Pmt -Check	10/25/2018	2517	GFS Gordon Food S...	X	-191.58	-5,128.29
Bill Pmt -Check	10/25/2018	2518	Paramount Refresh...	X	-141.46	-5,269.75
Check	11/05/2018	Chk	Merchant Service Fee	X	-50.46	-5,320.21
Bill Pmt -Check	11/09/2018	2532	Council For Educati...	X	-20,000.00	-25,320.21
Bill Pmt -Check	11/09/2018	2520	Burmax Company, Inc	X	-3,668.11	-28,988.32
Bill Pmt -Check	11/09/2018	2528	Moran, Lynn	X	-3,467.39	-32,455.71
Bill Pmt -Check	11/09/2018	2523	Deca Inc	X	-1,806.00	-34,261.71
Bill Pmt -Check	11/09/2018	2534	American Express -...	X	-629.78	-34,891.49
Bill Pmt -Check	11/09/2018	2526	Light The Nigh/LLS	X	-400.00	-35,291.49
Bill Pmt -Check	11/09/2018	2531	Tanner, Walter	X	-266.31	-35,557.80
Bill Pmt -Check	11/09/2018	2524	Fraga, Barbara	X	-239.69	-35,797.49
Bill Pmt -Check	11/09/2018	2525	Hyett, Crystal	X	-104.28	-35,901.77
Bill Pmt -Check	11/09/2018	2521	Carstarphen, Mary	X	-92.50	-35,994.27
Bill Pmt -Check	11/09/2018	2533	American Express -...	X	-73.55	-36,067.82
Bill Pmt -Check	11/09/2018	2522	Chef's Warehouse	X	-70.62	-36,138.44
Bill Pmt -Check	11/09/2018	2530	Salas, Roman	X	-35.56	-36,174.00
Bill Pmt -Check	11/09/2018	2529	Murray, Earl	X	-28.26	-36,202.26
Bill Pmt -Check	11/12/2018	2535	American Express ...	X	-71.95	-36,274.21
Bill Pmt -Check	11/16/2018	2548	Sysco SouthEast Fl...	X	-1,103.41	-37,377.62
Bill Pmt -Check	11/16/2018	2544	Richman, Laurence B	X	-1,000.00	-38,377.62
Bill Pmt -Check	11/16/2018	2536	Academy	X	-770.00	-39,147.62
Bill Pmt -Check	11/16/2018	2537	Albert Uster Imports,...	X	-719.41	-39,867.03
Bill Pmt -Check	11/16/2018	2541	GFS Gordon Food S...	X	-444.63	-40,311.66
Bill Pmt -Check	11/16/2018	2542	J.I Distributors	X	-326.50	-40,638.16
Bill Pmt -Check	11/16/2018	2539	Brilliant Supply	X	-149.95	-40,788.11
Bill Pmt -Check	11/16/2018	2547	Staples Advantage	X	-123.81	-40,911.92
Bill Pmt -Check	11/16/2018	2538	Bennett Auto Supply	X	-62.92	-40,974.84
Bill Pmt -Check	11/16/2018	2545	Sally Beauty Supply	X	-36.67	-41,011.51
Bill Pmt -Check	11/16/2018	2546	Southern Sheet Met...	X	-35.00	-41,046.51
Check	11/30/2018			X	-1.80	-41,048.41
<b>Total Checks and Payments</b>					<b>-41,048.41</b>	<b>-41,048.41</b>
<b>Deposits and Credits - 13 Items</b>						
Bill Pmt -Check	10/01/2018	2481	Salas, Roman	X	0.00	0.00
Bill Pmt -Check	10/12/2018	2498	Dade Paper & Bag ...	X	0.00	0.00
Deposit	11/07/2018			X	8,232.50	8,232.50
Deposit	11/08/2018			X	5.00	8,237.50
Deposit	11/09/2018			X	154.00	8,391.50
Deposit	11/14/2018			X	253.44	8,644.94
Deposit	11/16/2018			X	140.00	8,784.94
Deposit	11/16/2018			X	4,043.30	12,828.24
Bill Pmt -Check	11/30/2018		Dade Paper & Bag ...	X	0.00	12,828.24
Bill Pmt -Check	11/30/2018		Salas, Roman	X	0.00	12,828.24
Deposit	11/30/2018			X	25.62	12,853.86
General Journal	11/30/2018	1644R	Dade Paper & Bag ...	X	701.81	13,555.67
Deposit	11/30/2018			X	5,528.82	19,084.49
<b>Total Deposits and Credits</b>					<b>19,084.49</b>	<b>19,084.49</b>
<b>Total Cleared Transactions</b>					<b>-21,963.92</b>	<b>-21,963.92</b>
<b>Cleared Balance</b>					<b>-21,963.92</b>	<b>197,696.74</b>

## South Tech Charter Academy, Inc Reconciliation Detail

1112 · South Tech Internal 2965, Period Ending 11/30/2018

Type	Date	Num	Name	Clr	Amount	Balance
<b>Uncleared Transactions</b>						
<b>Checks and Payments - 12 Items</b>						
Bill Pmt -Check	09/14/2018	2468	Gibbs, Rachel		-250.00	-250.00
Bill Pmt -Check	11/09/2018	2527	Moore, Nancy		-26.44	-276.44
Bill Pmt -Check	11/16/2018	2543	National Coating & ...		-513.98	-790.42
Bill Pmt -Check	11/16/2018	2540	Canteen Refreshme...		-144.93	-935.35
Bill Pmt -Check	11/29/2018	2551	Embroid Me		-1,592.95	-2,528.30
Bill Pmt -Check	11/29/2018	2554	National Coating & ...		-786.68	-3,314.98
Bill Pmt -Check	11/29/2018	2556	Sysco SouthEast Fl...		-270.87	-3,585.85
Bill Pmt -Check	11/29/2018	2550	Burmax Company, Inc		-84.65	-3,670.50
Bill Pmt -Check	11/29/2018	2555	Sally Beauty Supply		-70.07	-3,740.57
Bill Pmt -Check	11/29/2018	2552	GFS Gordon Food S...		-43.26	-3,783.83
Bill Pmt -Check	11/29/2018	2549	Brown, Michelle		-42.00	-3,825.83
Bill Pmt -Check	11/29/2018	2553	Hyett, Crystal		-37.97	-3,863.80
<b>Total Checks and Payments</b>					<b>-3,863.80</b>	<b>-3,863.80</b>
<b>Deposits and Credits - 1 Item</b>						
Deposit	11/30/2018				5.00	5.00
<b>Total Deposits and Credits</b>					<b>5.00</b>	<b>5.00</b>
<b>Total Uncleared Transactions</b>					<b>-3,858.80</b>	<b>-3,858.80</b>
<b>Register Balance as of 11/30/2018</b>					<b>-25,822.72</b>	<b>193,837.94</b>
<b>New Transactions</b>						
<b>Checks and Payments - 8 Items</b>						
Bill Pmt -Check	12/06/2018	2562	Richman, Laurence B		-1,000.00	-1,000.00
Bill Pmt -Check	12/06/2018	2559	Moran, Lynn		-791.13	-1,791.13
Bill Pmt -Check	12/06/2018	2564	Sysco SouthEast Fl...		-692.55	-2,483.68
Bill Pmt -Check	12/06/2018	2558	GFS Gordon Food S...		-673.21	-3,156.89
Bill Pmt -Check	12/06/2018	2557	Dade Paper & Bag ...		-630.73	-3,787.62
Bill Pmt -Check	12/06/2018	2560	National Coating & ...		-224.01	-4,011.63
Bill Pmt -Check	12/06/2018	2563	Sally Beauty Supply		-114.49	-4,126.12
Bill Pmt -Check	12/06/2018	2565	Publix Super Market...		-29.34	-4,155.46
<b>Total Checks and Payments</b>					<b>-4,155.46</b>	<b>-4,155.46</b>
<b>Deposits and Credits - 2 Items</b>						
Deposit	12/07/2018				6.00	6.00
Deposit	12/11/2018				3,619.75	3,625.75
<b>Total Deposits and Credits</b>					<b>3,625.75</b>	<b>3,625.75</b>
<b>Total New Transactions</b>					<b>-529.71</b>	<b>-529.71</b>
<b>Ending Balance</b>					<b>-26,352.43</b>	<b>193,308.23</b>

P.O. Box 521599 Miami, FL 33152-1599



>003740 2411450 0001 008229 20Z  
 SOUTH TECH CHARTER ACADEMY INC  
 INTERNAL ACCOUNT  
 1300 SW 30TH AVE  
 BOYNTON BEACH FL 33426-9018

Statement Date: November 30, 2018

Account Number: \*\*\*\*\*2965

Customer Service Information

-  Client Care: 877-779-BANK (2265)
-  Web Site: www.bankunited.com
-  Bank Address: BankUnited  
 P.O. Box 521599  
 Miami, FL 33152-1599



Customer Message Center

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**PUBLIC FUNDS INTEREST CHECKING Account \*\*\*\*\*2965**

Account Summary

Statement Balance as of 10/31/2018			\$219,660.66
Plus	8	Deposits and Other Credits	\$18,357.06
Less	36	Withdrawals, Checks, and Other Debits	\$40,344.70
Less		Service Charge	\$1.90
Plus		Interest Paid	\$25.62
Statement Balance as of 11/30/2018			\$197,696.74

Interest Summary

Beginning Interest Rate	0.15%
Interest Paid this Statement Period	\$25.62
Interest Paid Year to Date	\$292.71

Activity By Date

Date	Description	Withdrawals	Deposits	Balance
11/02/2018	CHECK #2514	\$688.59		\$218,972.07
11/02/2018	CHECK #2517	\$191.58		\$218,780.49
11/02/2018	CHECK #2518	\$141.46		\$218,639.03



Statement Date: November 30, 2018

Account Number: \*\*\*\*\*2965

## Activity By Date

Date	Description	Withdrawals	Deposits	Balance
11/05/2018	MERCHANT BANKCD INTERCHNG 498232637880 SOUTH TECH CHRTR ACAD	\$14.52		\$218,624.51
11/05/2018	MERCHANT BANKCD DISCOUNT 498232637880 SOUTH TECH CHRTR ACAD	\$3.79		\$218,620.72
11/05/2018	MERCHANT BANKCD FEE 498232637880 SOUTH TECH CHRTR ACAD	\$32.15		\$218,588.57
11/06/2018	CHECK #2515	\$692.52		\$217,896.05
11/06/2018	CHECK #2516	\$2,353.79		\$215,542.26
11/07/2018	Customer Deposit		\$8,232.15	\$223,774.41
11/07/2018	CHECK #2467	\$250.00		\$223,524.41
11/08/2018	C.N.E.D DEP 11/7/18 \$8232.15		\$0.35	\$223,524.76
11/09/2018	MERCHANT BANKCD DEPOSIT 498232637880 SOUTH TECH CHRTR ACAD		\$5.00	\$223,529.76
11/13/2018	MERCHANT BANKCD DEPOSIT 498232637880 SOUTH TECH CHRTR ACAD		\$154.00	\$223,683.76
11/14/2018	WEB TFR FR 000119002973 063008003229 WEB RF#063008003229		\$253.44	\$223,937.20
11/14/2018	CHECK #2521	\$92.50		\$223,844.70
11/14/2018	CHECK #2525	\$104.28		\$223,740.42
11/14/2018	CHECK #2526	\$400.00		\$223,340.42
11/14/2018	CHECK #2532	\$20,000.00		\$203,340.42
11/16/2018	Customer Deposit		\$4,043.30	\$207,383.72
11/16/2018	CHECK #2522	\$70.62		\$207,313.10
11/16/2018	CHECK #2528	\$3,467.39		\$203,845.71
11/16/2018	CHECK #2529	\$28.26		\$203,817.45
11/19/2018	MERCHANT BANKCD DEPOSIT 498232637880 SOUTH TECH CHRTR ACAD		\$140.00	\$203,957.45
11/19/2018	CHECK #2524	\$239.69		\$203,717.76

**Statement Date: November 30, 2018**

Account Number: \*\*\*\*\*2965

**Activity By Date**

<i>Date</i>	<i>Description</i>	<i>Withdrawals</i>	<i>Deposits</i>	<i>Balance</i>
11/19/2018	CHECK #2534	\$629.78		\$203,087.98
11/20/2018	CHECK #2520	\$3,668.11		\$199,419.87
11/20/2018	CHECK #2530	\$35.56		\$199,384.31
11/20/2018	CHECK #2536	\$770.00		\$198,614.31
11/20/2018	CHECK #2537	\$719.41		\$197,894.90
11/20/2018	CHECK #2539	\$149.95		\$197,744.95
11/20/2018	CHECK #2542	\$326.50		\$197,418.45
11/20/2018	CHECK #2545	\$36.67		\$197,381.78
11/20/2018	CHECK #2547	\$123.81		\$197,257.97
11/20/2018	CHECK #2548	\$1,103.41		\$196,154.56
11/21/2018	CHECK #2533	\$73.55		\$196,081.01
11/21/2018	CHECK #2535	\$71.95		\$196,009.06
11/21/2018	CHECK #2538	\$62.92		\$195,946.14
11/21/2018	CHECK #2546	\$35.00		\$195,911.14
11/23/2018	CHECK #2531	\$266.31		\$195,644.83
11/23/2018	CHECK #2541	\$444.63		\$195,200.20
11/26/2018	CHECK #2470	\$250.00		\$194,950.20
11/26/2018	CHECK #2544	\$1,000.00		\$193,950.20
11/29/2018	CHECK #2523	\$1,806.00		\$192,144.20
11/30/2018	Customer Deposit		\$5,528.82	\$197,673.02
11/30/2018	Interest Paid		\$25.62	\$197,698.64
11/30/2018	Service Charge	\$1.90		\$197,696.74

**Check Transactions**

<i>Check #</i>	<i>Date</i>	<i>Amount</i>	<i>Check #</i>	<i>Date</i>	<i>Amount</i>	<i>Check #</i>	<i>Date</i>	<i>Amount</i>
2467	11/07	\$250.00	2522	11/16	\$70.62	2532	11/14	\$20,000.00
2470*	11/26	\$250.00	2523	11/29	\$1,806.00	2533	11/21	\$73.55
2514*	11/02	\$688.59	2524	11/19	\$239.69	2534	11/19	\$629.78
2515	11/06	\$692.52	2525	11/14	\$104.28	2535	11/21	\$71.95
2516	11/06	\$2,353.79	2526	11/14	\$400.00	2536	11/20	\$770.00
2517	11/02	\$191.58	2528*	11/16	\$3,467.39	2537	11/20	\$719.41
2518	11/02	\$141.46	2529	11/16	\$28.26	2538	11/21	\$62.92
2520*	11/20	\$3,668.11	2530	11/20	\$35.56	2539	11/20	\$149.95
2521	11/14	\$92.50	2531	11/23	\$266.31	2541*	11/23	\$444.63

Statement Date: November 30, 2018

Account Number: \*\*\*\*\*2965

Check #	Date	Amount	Check #	Date	Amount	Check #	Date	Amount
2542	11/20	\$326.50	2545	11/20	\$36.67	2547	11/20	\$123.81
2544*	11/26	\$1,000.00	2546	11/21	\$35.00	2548	11/20	\$1,103.41

Items denoted with an "\*" indicate processed checks out of sequence.

### Rates by Date

Date	Rate
10/31	0.15%

### Balances by Date

Date	Balance	Date	Balance	Date	Balance	Date	Balance
10/31	\$219,660.66	11/08	\$223,524.76	11/19	\$203,087.98	11/29	\$192,144.20
11/02	\$218,639.03	11/09	\$223,529.76	11/20	\$196,154.56	11/30	\$197,696.74
11/05	\$218,588.57	11/13	\$223,683.76	11/21	\$195,911.14		
11/06	\$215,542.26	11/14	\$203,340.42	11/23	\$195,200.20		
11/07	\$223,524.41	11/16	\$203,817.45	11/26	\$193,950.20		

### Other Balances

Minimum Balance this Statement Period \$192,144.20



With BankUnited's mobile banking app you can deposit checks from your mobile device from anywhere at any time. Mobile deposit is secure, easy to use, and convenient. Download our mobile app on the App Store<sup>SM</sup> or Google Play<sup>TM</sup> today.



**Statement Date: November 30, 2018****Account Number: \*\*\*\*\*2965****If your account does not balance please check the following carefully:**

Have you entered the amount of each check in your checkbook register?

Are the amounts of your deposits and other additions entered in your checkbook register the same as those on this statement?

Have you checked all additions and subtractions in your checkbook register?

Have you carried the correct balance forward when starting a new page in your checkbook register?

**IN CASE OF QUESTIONS OR ERRORS ABOUT YOUR STATEMENT:  
PLEASE CALL (TOLL FREE) 1-877-779-BANK (2265) OR WRITE US AT:**

BankUnited Operations / EFT Error  
7815 NW 148th ST, Miami Lakes, FL 33016

**For Consumer Customers Only**

Please contact us if you think your statement is wrong or if you need additional information about a transaction. We must hear from you no later than 60 days after we sent you the FIRST statement on which the error or problem appeared.

1. Tell us your name and account number.
2. Describe the error or the transfer you are unsure about and explain as clearly as you can why you believe there is an error or why you need further information.
3. Tell us the dollar amount of the suspected error.

You may be required to put your request in writing. We will investigate your complaint and will correct any error promptly.

**For Electronic Funds Transfers**, if we take more than 10 business days to investigate and correct the error, (20 business days if you are a new customer for electronic funds transfers occurring during the first 30 days after the first deposit is made to your account), we will recredit your consumer account for the amount you think is in error (plus interest if your account earns interest), so that you will have the use of the money during the time it takes us to complete our investigation.

**For Substitute Checks**, if we take more than 10 business days to investigate and correct the error, we will recredit your consumer account for the amount of loss up to the lesser of \$2,500.00 (plus interest if your account earns interest) or the amount of the substitute check. If your account is new (30 days from the date your account was established), has been subject to repeated overdrafts, or we believe the claim is fraudulent, we may delay the availability of recredited funds until we determine the claim is valid or until the 45th day after the claim was submitted.

**Member  
FDIC**

1:28 PM

12/11/18

**South Tech Charter Academy, Inc**

**Reconciliation Summary**

**1113 · Money Market Account 2981, Period Ending 11/30/2018**

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	<u>Nov 30, 18</u>
<b>Beginning Balance</b>	1,170,466.40
<b>Cleared Transactions</b>	
<b>Deposits and Credits - 1 Item</b>	<u>383.85</u>
<b>Total Cleared Transactions</b>	<u>383.85</u>
<b>Cleared Balance</b>	<u>1,170,850.25</u>
<b>Register Balance as of 11/30/2018</b>	<u>1,170,850.25</u>
<b>Ending Balance</b>	1,170,850.25

1:28 PM

12/11/18

**South Tech Charter Academy, Inc**

**Reconciliation Detail**

**1113 - Money Market Account 2981, Period Ending 11/30/2018**

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<u>Type</u>	<u>Date</u>	<u>Num</u>	<u>Name</u>	<u>Cir</u>	<u>Amount</u>	<u>Balance</u>
<b>Beginning Balance</b>						<b>1,170,466.40</b>
<b>Cleared Transactions</b>						
<b>Deposits and Credits - 1 item</b>						
Deposit	11/30/2018			X	383.85	383.85
<b>Total Deposits and Credits</b>					<b>383.85</b>	<b>383.85</b>
<b>Total Cleared Transactions</b>					<b>383.85</b>	<b>383.85</b>
<b>Cleared Balance</b>					<b>383.85</b>	<b>1,170,850.25</b>
<b>Register Balance as of 11/30/2018</b>					<b>383.85</b>	<b>1,170,850.25</b>
<b>Ending Balance</b>					<b>383.85</b>	<b>1,170,850.25</b>

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P.O. Box 521599 Miami, FL 33152-1599

**Statement Date: November 30, 2018**

Account Number: \*\*\*\*\*2981



>005414 2409298 0001 008229 10Z  
 SOUTH TECH CHARTER ACADEMY INC  
 1300 SW 30TH AVE  
 BOYNTON BEACH FL 33426-9018

**Customer Service Information**

-  Client Care: 877-779-BANK (2265)
-  Web Site: www.bankunited.com
-  Bank Address: BankUnited  
 P.O. Box 521599  
 Miami, FL 33152-1599

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**PUBLIC FUNDS MONEY MARKET Account \*\*\*\*\*2981**

**Account Summary**

Statement Balance as of 10/31/2018			\$1,170,466.40
Plus	0	Deposits and Other Credits	\$0.00
Less	0	Withdrawals, Checks, and Other Debits	\$0.00
Less		Service Charge	\$0.00
Plus		Interest Paid	\$383.85
Statement Balance as of 11/30/2018			\$1,170,850.25

**Interest Summary**

Beginning Interest Rate	0.40%
Interest Period Days	30
Interest Annual Percentage Yield Earned this Statement Period (APYE)	0.40%
Interest Paid this Statement Period	\$383.85
Interest Paid Year to Date	\$4,474.67

**Activity By Date**

Date	Description	Withdrawals	Deposits	Balance
11/30/2018	Interest Paid		\$383.85	\$1,170,850.25

Statement Date: November 30, 2018

Account Number: \*\*\*\*\*2981

**Rates By Date**

<i>Date</i>	<i>Rate</i>
10/31	0.40%

**Balances by Date**

<i>Date</i>	<i>Balance</i>	<i>Date</i>	<i>Balance</i>
10/31	\$1,170,466.40	11/30	\$1,170,850.25

**Other Balances**

Minimum Balance this Statement Period \$1,170,466.40



With BankUnited's mobile banking app you can deposit checks from your mobile device from anywhere at any time. Mobile deposit is secure, easy to use, and convenient. Download our mobile app on the App Store<sup>SM</sup> or Google Play<sup>TM</sup> today.

**Statement Date: November 30, 2018**

Account Number: \*\*\*\*\*2981

**If your account does not balance please check the following carefully:**

Have you entered the amount of each check in your checkbook register?

Are the amounts of your deposits and other additions entered in your checkbook register the same as those on this statement?

Have you checked all additions and subtractions in your checkbook register?

Have you carried the correct balance forward when starting a new page in your checkbook register?

**IN CASE OF QUESTIONS OR ERRORS ABOUT YOUR STATEMENT:  
PLEASE CALL (TOLL FREE) 1-877-779-BANK (2265) OR WRITE US AT:**BankUnited Operations / EFT Error  
7815 NW 148th ST, Miami Lakes, FL 33016**For Consumer Customers Only**

Please contact us if you think your statement is wrong or if you need additional information about a transaction. We must hear from you no later than 60 days after we sent you the FIRST statement on which the error or problem appeared.

1. Tell us your name and account number.
2. Describe the error or the transfer you are unsure about and explain as clearly as you can why you believe there is an error or why you need further information.
3. Tell us the dollar amount of the suspected error.

You may be required to put your request in writing. We will investigate your complaint and will correct any error promptly.

**For Electronic Funds Transfers**, if we take more than 10 business days to investigate and correct the error, (20 business days if you are a new customer for electronic funds transfers occurring during the first 30 days after the first deposit is made to your account), we will recredit your consumer account for the amount you think is in error (plus interest if your account earns interest), so that you will have the use of the money during the time it takes us to complete our investigation.

**For Substitute Checks**, if we take more than 10 business days to investigate and correct the error, we will recredit your consumer account for the amount of loss up to the lesser of \$2,500.00 (plus interest if your account earns interest) or the amount of the substitute check. If your account is new (30 days from the date your account was established), has been subject to repeated overdrafts, or we believe the claim is fraudulent, we may delay the availability of recredited funds until we determine the claim is valid or until the 45th day after the claim was submitted.

**Member  
FDIC**



**BankUnited**

**We appreciate your business.**

**Board Meeting  
January 17, 2019**

**Governing Board of Directors  
SouthTech Charter Academy, Inc.**

**Agenda Item  
C-2**

**Motion:**

I recommend that the Board approve and ratify the Charter school monthly Disbursement Reports for the month ending November 30, 2018 as required by the Sponsor.

**Summary Information:**

The Charter school is required to provide several financial documents on an ongoing basis. Monthly records of disbursements are a requirement that must be provided by the President to the Board.

The Charter school maintains several accounts in order to maximize the earnings potential of the funding. Each school account is listed separately along with a disbursement record of activity. Disbursements are made by warrant, wire transfer, account transfer and use of direct debit card. Processing of disbursements takes place on a daily basis by the Charter business staff. All disbursements are reviewed and approved by the President. All warrants have two signatories.

Attachments: Disbursement Report

**Presented By:**

Jim Kidd, Superintendent

**Financial Impact:**

There is no financial impact related to this item.



**South Tech Charter Academy, Inc**  
**Account QuickReport**  
**As of November 30, 2018**

Date	Num	Name	Amount
<b>1111 - South Tech Operating 2973</b>			
11/30/2018	1631	Payroll	-200,540.21
11/15/2018	1623	Payroll	-198,936.44
11/30/2018	1649	Florida Retirement System	-72,457.18
11/05/2018	6084	Blue Cross Blue Shield	-63,437.79
11/15/2018	1623	Payroll	-61,992.22
11/30/2018	1631	Payroll	-61,808.55
11/09/2018	6095	A & S Transportation	-59,395.56
11/09/2018	6110	FPL	-24,008.08
11/05/2018	6091	Palm Beach County School Distr...	-13,680.12
11/29/2018	6177	Mac Express Cleaning Service	-12,590.00
11/09/2018	6128	American Express #21007 Oper	-11,471.54
11/29/2018	6179	Palm Beach State College	-8,421.66
11/16/2018	6157	Speech Rehab Services, LLC	-8,268.75
11/29/2018	6181	School District of Palm Beach C...	-7,920.00
11/09/2018	6117	Pemco & Co, LLC	-7,052.45
11/16/2018	6135	Arnold Law Firm	-6,270.00
11/09/2018	6108	FI Consortium of Public Charter ...	-6,017.00
11/05/2018	6086	GIS Benefits	-5,500.15
11/09/2018	6106	Dex Imaging	-5,305.81
11/29/2018	6168	Beacon Educator	-4,800.00
11/09/2018	6115	NCS Pearson Inc (Certiport)	-4,308.30
11/09/2018	6127	Clean All Supply	-4,046.25
11/09/2018	6100	BookSmart	-3,873.80
11/09/2018	6103	City of Boynton Beach Utilities D...	-3,293.28
11/16/2018	6147	FJ Vodolo & Associates, LLC	-3,250.00
11/05/2018	6087	Life Insurance Company of the ...	-3,203.44
11/29/2018	6166	All Metro Health Care	-3,104.00
11/16/2018	6130	Alann Corporation	-3,000.00
11/05/2018	6094	Voya	-2,550.00
11/29/2018	6185	WPGL Consulting LLC	-2,500.00
11/16/2018	6158	Staples Advantage	-2,341.17
11/16/2018	6149	Literacy Coalition of Palm Beach...	-2,166.00
11/29/2018	6171	Dex Imaging	-1,841.29
11/15/2018	1634	Valic	-1,795.00
11/30/2018	1635	Valic	-1,795.00
11/16/2018	6139	Boggess, Dr. John	-1,642.17
11/09/2018	8121	Spectrum Public Relations	-1,600.00
11/16/2018	6148	International EMS Registry	-1,600.00
11/12/2018	6129	American Express 11003 - Oper	-1,465.71
11/16/2018	6133	Apple Inc	-1,435.00
11/16/2018	6142	Clean All Supply	-1,414.85
11/05/2018	6089	Met Life	-1,329.28
11/29/2018	6175	Great American Financial Service	-1,303.70
11/16/2018	6132	American Backflow	-1,272.01
11/16/2018	6155	Powell Landscaping & Design	-1,200.00
11/29/2018	6182	US Postal Service	-1,200.00
11/16/2018	6131	All Metro Health Care	-1,136.00
11/29/2018	6183	Valentine, Jennifer	-1,000.00
11/09/2018	6126	Department of Adult and Comm...	-975.00
11/09/2018	6096	All Metro Health Care	-886.00
11/16/2018	6163	Verizon Wireless	-699.64
11/15/2018	1637	Payroll	-665.74
11/05/2018	6092	PHEAA	-612.22
11/29/2018	6180	Pitsco, Education	-600.00
11/29/2018	1633	Fidelity Investments	-600.00
11/29/2018	1636	Fidelity Investments	-600.00
11/15/2018	1622	Payroll	-595.56
11/09/2018	6120	South Tech Academy	-562.00
11/16/2018	6160	Tomco, Inc	-560.00
11/16/2018	6161	Torcivia, Donion, Goddeau & An...	-510.00
11/16/2018	6145	F. Mandley & Associates	-500.00
11/29/2018	6178	Neofunds by Neopost	-489.85
11/09/2018	6118	Pitsco, Education	-465.69
11/16/2018	6162	Valdez, Miguel	-450.00
11/05/2018	6090	O&L Law Group, P.L.	-448.18
11/05/2018	6088	Managed Care Concepts	-445.50
11/16/2018	6144	Doc Fizzix Products	-388.30

**South Tech Charter Academy, Inc**  
**Account QuickReport**  
**As of November 30, 2018**

Date	Num	Name	Amount
11/16/2018	6152	National Print & Design	-375.00
11/29/2018	6165	A & S Transportation	-357.50
11/05/2018	Chk	Merchant Service Fee	-346.36
11/09/2018	6119	Quill	-338.79
11/16/2018	6153	NexAir, LLC	-327.58
11/09/2018	6102	Charter School Services Corp	-325.00
11/15/2018	1623	Payroll	-316.50
11/16/2018	6134	Arey Jones Educational Solutions	-315.79
11/29/2018	6172	Embroid Me	-305.50
11/30/2018	1631	Payroll	-294.75
11/09/2018	6123	Terry, William	-287.60
11/16/2018	6138	Boca Helping Hands (HCI)	-280.00
11/16/2018	6140	Boggess, John-Anthony	-278.40
11/29/2018	6167	AT&T	-276.87
11/09/2018	6124	TMobile	-268.80
11/09/2018	6111	Harvey, Maynard	-259.56
11/09/2018	6105	DeKalb, Ginger	-254.86
11/14/2018	Chk	South Tech Academy	-253.44
11/09/2018	6098	Armitage, William	-253.02
11/16/2018	6154	Office Depot	-249.48
11/16/2018	6143	Demas, Yolanda	-245.00
11/09/2018	6109	Florida U.C. Fund	-234.30
11/29/2018	6184	Wards Science	-219.76
11/29/2018	6169	Boggess, John-Anthony	-212.96
11/16/2018	6164	Bennett Auto Supply	-209.28
11/29/2018	6176	Jurado Law Group, PA	-200.00
11/16/2018	6156	Southern Sheet Metal Corp.	-195.00
11/16/2018	6141	Cemoin, Carline	-180.00
11/09/2018	6125	Verizon Wireless	-175.11
11/09/2018	6097	American Backflow	-164.62
11/16/2018	6136	Banyan Printing	-148.84
11/29/2018	6170	DeKalb, Ginger	-145.08
11/15/2018	1637	Payroll	-141.64
11/09/2018	6112	J & J IT Consulting	-139.98
11/09/2018	6122	Stericycle	-122.49
11/15/2018	1622	Payroll	-117.63
11/16/2018	6150	Matthew Bender & CO.	-116.18
11/05/2018	6093	State Of Florida Disbursement Unit	-70.70
11/09/2018	6107	Fernandez, Maria	-69.01
11/09/2018	6116	NHA	-69.00
11/16/2018	6159	Sun Sentinel	-65.10
11/09/2018	6113	Kelvin	-55.15
11/09/2018	6099	BJS	-55.00
11/29/2018	6174	GovConnection, Inc	-47.30
11/02/2018	Chk	Authnet Gateway	-38.20
11/30/2018			-37.45
11/16/2018	6146	FedEx	-36.51
11/01/2018	Chk	FDGL	-35.28
11/09/2018	6101	Breault, Neil	-34.95
11/29/2018	6173	Fernandez, Maria	-34.02
11/16/2018	6151	Messmer, Eric	-25.63
11/15/2018	1622	Payroll	-24.00
11/19/2018	Chk	Telecheck	-15.00
11/15/2018	1637	Payroll	-12.00
11/09/2018	6114	Marsh, Patrice	-9.90
11/05/2018	6085	Fidelity Investments	0.00
11/09/2018	6104	Clean All Supply	0.00
11/16/2018	6137	Bennett Auto Supply	0.00
11/30/2018		Beacon Educator	0.00
11/29/2018		Fidelity Investments	0.00

Total 1111 - South Tech Operating 2973

-921,260.31

**South Tech Charter Academy, Inc**  
**Account QuickReport**  
**As of November 30, 2018**

Date	Num	Name	Amount
<b>1112 · South Tech Internal 2965</b>			
11/09/2018	2532	Council For Educational Change	-20,000.00
11/09/2018	2520	Burmax Company, Inc	-3,668.11
11/09/2018	2528	Moran, Lynn	-3,467.39
11/09/2018	2523	Deca Inc	-1,806.00
11/29/2018	2551	Embroid Me	-1,592.95
11/16/2018	2548	Sysco SouthEast Florida	-1,103.41
11/16/2018	2544	Richman, Laurence B	-1,000.00
11/29/2018	2554	National Coating & Supplies	-786.68
11/16/2018	2536	Academy	-770.00
11/16/2018	2537	Albert Uster Imports, Inc.	-719.41
11/09/2018	2534	American Express -21007 Int	-629.78
11/16/2018	2543	National Coating & Supplies	-513.98
11/16/2018	2541	GFS Gordon Food Services Miami	-444.63
11/09/2018	2526	Light The Night/LLS	-400.00
11/16/2018	2542	J.I Distributors	-326.50
11/29/2018	2556	Sysco SouthEast Florida	-270.87
11/09/2018	2531	Tanner, Walter	-266.31
11/09/2018	2524	Fraga, Barbara	-239.69
11/16/2018	2539	Brilliant Supply	-149.95
11/16/2018	2540	Canteen Refreshment Services	-144.93
11/16/2018	2547	Staples Advantage	-123.81
11/09/2018	2525	Hyett, Crystal	-104.28
11/09/2018	2521	Carstarphen, Mary	-92.50
11/29/2018	2550	Burmax Company, Inc	-84.65
11/09/2018	2533	American Express -42004	-73.55
11/12/2018	2535	American Express 11003 - Int	-71.95
11/09/2018	2522	Chef's Warehouse	-70.62
11/29/2018	2555	Sally Beauty Supply	-70.07
11/16/2018	2538	Bennett Auto Supply	-62.92
11/05/2018	Chk	Merchant Service Fee	-50.46
11/29/2018	2552	GFS Gordon Food Services Miami	-43.26
11/29/2018	2549	Brown, Michelle	-42.00
11/29/2018	2553	Hyett, Crystal	-37.97
11/16/2018	2545	Sally Beauty Supply	-36.67
11/09/2018	2530	Salas, Roman	-35.56
11/16/2018	2546	Southern Sheet Metal Corp.	-35.00
11/09/2018	2529	Murray, Earl	-28.26
11/09/2018	2527	Moore, Nancy	-26.44
11/30/2018			-1.90
11/30/2018		Dade Paper & Bag Co.	0.00
11/30/2018		Salas, Roman	0.00
Total 1112 · South Tech Internal 2965			-39,392.46
<b>TOTAL</b>			<b>-960,652.77</b>

**Motion:**

I recommend that the Board approve and ratify the monthly financial statements for month ending November 30, 2018 required by the Sponsor.

**Summary Information:**

The State statutes and the Palm Beach County School District require charter schools to provide financial statements on a monthly basis in the format that School Districts are required to follow. This format is prescribed by the Governmental Accounting Standards Board (GASB).

The monthly statements include:

1. Statement of Revenues, Expenditures and Changes in Fund Balance Budget to Actual
2. The combined Statement of Revenues, Expenditures and Changes in Fund Balance
3. A Combined Balance Sheet – All Fund Types

Quarterly, a Statement of Net Assets is also required. This is provided in March, June, September and December.

Attachments: Monthly Financial Statements

**Presented By:**

Jim Kidd, Superintendent

**Financial Impact:**

There is no financial impact for this item.

**Governmental Accounting Standards Board (GASB) Monthly Financial Form**  
**South Tech Academy with MSID Number 1571**  
**Palm Beach County, Florida**  
**For the Month Ended November 30, 2018 and For the Year Ending June 30, 2019**  
**November 30, 2018**

	<u>Accounts</u>	<u>General Fund</u>	<u>Special Revenue Fund</u>	<u>Debt Service</u>	<u>Capital Outlay</u>	<u>Total Governmental Funds</u>
<b>ASSETS</b>						
Cash and cash equivalents	1110	\$ 1,674,482	\$ -	\$ -	\$ -	\$ 1,674,482
Investments	1160					-
Grant receivables	1130	69,213				69,213
Other current assets	12XX	61,268				61,268
Deposits	1210				-	-
Due from other funds	1140					-
Other long-term assets	1400	70,075				70,075
		<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
Total Assets		<u>\$ 1,875,038</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 1,875,038</u>
<b>LIABILITIES AND FUND BALANCE</b>						
Liabilities						
Accounts payable	2120	\$ 87,508	\$ -	\$ -	\$ -	\$ 87,508
Salaries, benefits, and payroll taxes payable	2110, 2170, 2330	379,352				379,352
Deferred revenue	2410					-
Notes/bonds payable	2180, 2250, 2310, 2320					-
Lease payable	2315					-
Other liabilities	21XX, 22XX, 23XX	12,973				12,973
		<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
Total Liabilities		<u>479,833</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>479,833</u>
Fund Balance						
Nonspendable	2710	61,268				61,268
Restricted	2720					-
Committed	2730					-
Assigned	2740	193,199				193,199
Unassigned	2750	1,140,738				1,140,738
		<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
<b>Total Fund Balance</b>		<u>1,395,205</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>1,395,205</u>
<b>TOTAL LIABILITIES AND FUND BALANCE</b>		<u>\$ 1,875,038</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 1,875,038</u>

**South Tech Academy with MSID Number (1571)**  
**Palm Beach County, Florida**  
**Statement of Revenue, Expenditures, and Changes in Fund Balance (Unaudited)**  
**For the Month Ended November 30, 2018 and For the Year Ending June 30, 2019**

FTE Projected  
FTE Actual

1,130  


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1,080

96% Percent of Projected

	Account Number	General Fund				Special Revenue					
		Month/ Quarter		YTD Actual	Annual Budget	% of YTD Actual to Annual Budget	Month/ Quarter		YTD Actual	Annual Budget	% of YTD Actual to Annual Budget
		Actual					Actual				
<b>Revenues</b>											
FEDERAL SOURCES											
Federal direct	3100	\$ -	\$ -	\$ -	%	\$ -	\$ -	-	%		
Federal through state and local	3200					47,709	241,040	621,301	39%		
STATE SOURCES											
FEFP	3310	534,864	2,692,698	6,509,145	41%						
Capital outlay	3397	25,093	125,553	305,517	41%						
Class size reduction	3355	87,661	438,498	1,067,820	41%						
School recognition	3361	111,202	111,202	-							
Other state revenue	33XX	30,393	165,955	1,432,850	12%						
LOCAL SOURCES											
Interest	3430	462	2,454	5,000	49%						
Local capital improvement tax	3413										
Other local revenue	34XX	12,236	236,500	442,070	53%						
<b>Total Revenues</b>		<b>801,911</b>	<b>3,772,860</b>	<b>9,762,402</b>	<b>39%</b>	<b>47,709</b>	<b>241,040</b>	<b>621,301</b>	<b>39%</b>		
<b>Expenditures</b>											
Current Expenditures											
Instruction	5000	456,641	2,188,402	5,561,596	39%	27,932	172,910	472,189	37%		
Instructional support services	6000	56,365	277,432	776,357	36%	22,928	94,078	149,112	63%		
Board	7100	13,628	58,739	135,465	43%						
General administration	7200	23,177	148,977	361,079	41%						
School administration	7300	76,575	323,213	664,019	49%						
Facilities and acquisition	7400										
Fiscal services	7500	15,359	79,041	196,548	40%						
Food services	7600										
Central services	7700	15,052	81,829	211,752	39%						
Pupil transportation services	7800	59,313	259,085	633,838	41%						
Operation of plant	7900	59,281	301,549	740,119	41%						
Maintenance of plant	8100	4,501	23,772	53,807	44%						
Administrative technology services	8200	8,903	49,971	124,335	40%						
Community services	9100	16,352	121,754	245,000	50%						
Debt service	9200										
<b>Total Expenditures</b>		<b>805,147</b>	<b>3,913,764</b>	<b>9,703,915</b>	<b>40%</b>	<b>50,860</b>	<b>266,988</b>	<b>621,301</b>	<b>43%</b>		
<b>Excess (Deficiency) of Revenues Over Expenditures</b>		<b>(3,237)</b>	<b>(140,905)</b>	<b>58,487</b>		<b>(3,151)</b>	<b>(25,948)</b>	<b>-</b>			
<b>Other Financing Sources (Uses)</b>											
Transfers in	3600	-	-	-		3,151	25,948				
Transfers out	9700	(3,151)	(25,948)								
<b>Total Other Financing Sources (Uses)</b>		<b>(3,151)</b>	<b>(25,948)</b>	<b>-</b>		<b>3,151</b>	<b>25,948</b>	<b>-</b>			
<b>Net Change in Fund Balances</b>											
Fund balances, beginning		(6,388)	(166,853)	58,487		-	-				
Adjustments to beginning fund balance		1,416,704	1,691,558	1,691,558	100%						
Fund Balances, Beginning as Restated		(15,112)	(129,501)								
		<b>1,401,592</b>	<b>1,562,057</b>	<b>1,691,558</b>	<b>92%</b>	<b>-</b>	<b>-</b>	<b>-</b>			
<b>Fund Balances, Ending</b>		<b>\$ 1,395,205</b>	<b>\$ 1,395,205</b>	<b>\$ 1,750,045</b>	<b>80%</b>	<b>\$ -</b>	<b>\$ -</b>	<b>-</b>	<b>%</b>		



**Board Meeting  
January 17, 2019**

**Governing Board of Directors  
SouthTech Charter Academy, Inc.**

**Agenda Item  
C-4**

**Motion:**

I recommend the Board approve the amended STA Operating Budget for FY19.

**Summary Information:**

Adjustments have been made to the original budget to reflect proposed changes in revenues and expenditures.

Attachments: Amended FY19 STA Operating Budget

**Presented By:**

Jim Kidd, Superintendent

**Financial Impact:**

These budget amendments adjust the budgets to reflect revised revenues and appropriations.



# South Tech Academy Amended SY19 Budget

January, 2019

## Revenues -

	SY19 Amended Budget Based on 1,080 Students	June 2018 Proposed Budget Based on 1,130 Students
<b>110-R · General Operating</b>		
3310000 · Base Student Allocation	4,448,612	4,663,562
3310002 · Discretionary Local Efforts	735,889	769,887
3310005 · Supplemental Academic Instruction	242,639	253,890
3310006 · ESE Guarantee	256,347	263,635
3310012 - Digital Classrooms	16,292	17,047
3310217 · Safe Schools	58,226	60,926
3310216 - Reading Allocation	44,843	46,914
3336000 · Instructional Materials	84,106	88,006
3344000 - Discretionary Lottery	1,859	1,945
3354000 · Transportation	307,159	317,867
3355000 · Class Size Reduction 9-12	1,020,702	1,067,820
3356000 - Mental Health Assistance Allocation	24,337	25,466
3310390 - FEFP for Capital Projects*	301,206	305,517
<b>Total - General Operating (FEFP Payments)</b>	<b>7,542,217</b>	<b>7,882,482</b>
3334000 · Teacher Lead Program	16,800	14,850
3361000 -School Recognition Funds	111,202	0
3431000 · Interest On Investments	5,000	5,000
3375000 - AP Funding	54,026	61,000
3376000 - Best & Brightest	134,000	134,000
3390000 - Industry Certification	440,000	440,000
3490100 - Misc Local Grants	2,900	5,000
3496000 - PB School of Autism	1,500	1,500
3500500 - Donations	5,000	5,000
<b>Total 110-R · General Operating</b>	<b>770,428</b>	<b>666,350</b>
<b>3500000 · Adult/Community Education</b>		
32510 · Rev-GF-Adult General Education	364,711	360,000
34560 · Other - TABE Test	2,180	520
34650 - Lab Fees	0	350
3465005 · Insurance Fees	465	200
3470000 - FPAB Certification Fees	35,505	25,400
35001 · Course Fees	172,600	114,000
35011 - Workforce Course Fees	9,000	10,000
67550 · Registration Fees	4,500	9,100
67555 · ESOL	9,780	11,000
<b>Total 3500000 · Adult/Community Education</b>	<b>598,741</b>	<b>530,570</b>

# South Tech Academy Amended SY19 Budget

January, 2019

## Revenues -

	<u>SY19 Amended Budget Based on 1,080 Students</u>	<u>June 2018 Proposed Budget Based on 1,130 Students</u>
<b>421-R · Federal Grants</b>		
3240000 · Title 1, Part A	343,696	293,080
3250000 - Title I, Part C	3,509	6,120
3230000 - IDEA	235,450	235,280
3298000 - Perkins	22,244	19,865
3250000 - Title II, Part A	41,796	41,796
3250000 - Title IV	25,291	25,160
3250000 - Educational Facilities Security Grant	40,117	0
<b>Total - 421-R - Federal Grants</b>	<b>712,104</b>	<b>621,301</b>
<b>421-R · Vocational Rehab Grants</b>		
3253000 - Voc Rehab Summer Youth	14,000	23,000
3254000 - Voc Rehab - WBLE	400,000	400,000
<b>TOTAL - 421-R · Vocational Rehab Grants</b>	<b>414,000</b>	<b>423,000</b>
<b>Total - 891-R - Internal Activity Revenues</b>	<b>245,000</b>	<b>245,000</b>
<b>TOTAL - Revenue</b>	<b>10,282,490</b>	<b>10,368,703</b>

\* For Report purposes only - STA does not receive capital funding.

# South Tech Academy Amended SY19 Budget

January-2019

## **Expenses**

Jan 2019 Amended  
SY19 Budget

June Proposed SY19  
Budget

### **110-E · Expenditures**

#### **5100000 · Instruction**

5100120 · Classroom Teachers	1,450,911	1,354,210
5100130 - Support - Instructional	56,888	56,888
5100140 · Substitutes	96,590	106,136
5100210 · FRS - Instructional	135,302	122,845
5100220 · OASDI - Instructional	134,611	113,774
5100230 · Employee Health Benefits	209,575	192,802
5100240 · Workers Compensation	19,200	18,000
5100250 · Unemployment Teacher	0	0
5100290 · Employee Benefits -Other	18,250	18,000
5100310 · Teacher Consultant	0	18,500
5100330 · Travel Teachers	1,000	2,500
5100370 - Communications	2,000	0
5100399 - Academic Testing	10,000	18,000
5100510 · Classroom Supplies	50,000	54,300
5100520 · Textbooks	54,096	31,000
5100570 · Classroom Food	1,500	5,000
5100642 · Furniture Non Capitalized	1,500	2,000
5100692 · Software	28,000	11,755
5100730 · Dues and Fees	20,000	28,000
5100000 · Best & Brightest	134,000	134,000
5100000 - AP Funding	5,500	4,000
<b>Total 5100000 · Instruction</b>	<b>2,428,923</b>	<b>2,291,710</b>

#### **5200000 · ESE Instruction**

5200110 - ESE Coordinator	50,106	50,106
5200120 · ESE Teachers	53,553	181,135
5200150 - ESE Paraprofessional	60,000	0
5200210 · FRS - ESE	33,188	13,660
5200220 · OASDI - ESE	30,737	12,650
5200230 · Health Benefits - ESE	45,679	35,087
5200240 · Workers Compensation ESE	7,500	7,500
5200290 · Employee Benefits -Other	4,000	4,000
5200310 · Contract ESE Teacher	7,500	7,500
5200320 - STS ESE Support	56,394	56,394
5200330 - Travel ESE	1,000	2,000
5200510 · Supplies ESE	900	900
5200730 - Due & Fees	75	0
<b>Total 5200000 · ESE Instruction</b>	<b>350,632</b>	<b>370,932</b>

# South Tech Academy Amended SY19 Budget

January-2019

## Expenses

	Jan 2019 Amended SY19 Budget	June Proposed SY19 Budget
<b>5300000 · Career Education</b>		
5300120 · Teacher Vocational	1,441,734	1,465,122
5300210 - FRS - Vocational	116,326	158,447
5300220 · OASDI - Vocational	107,736	121,019
5300230 - Employee Health Benefits	164,979	112,082
5300240 · Workers Compensation Vocational	3,500	3,500
5300290 · Employee Benefits -Other	13,250	10,000
5300310 · Professional Services	56,000	43,180
5300330 · Travel Vocational	15,000	23,000
5300350 · Repairs Vocational	1,000	2,000
5300399 · Other Purchased Serv Vocational	100,000	95,000
5300510 · Supplies Vocational	32,500	59,000
5300520 · Textbooks - Vocational Instruc	5,000	17,500
5300642 · Furniture & Equip Non-Capitalized	7,000	11,000
5300644 · Comp Hardware - Non-Cap	5,000	30,000
5300692 · Software - Non-Cap	8,000	8,000
5300730 · Dues and Fees - Vocational	1,250	1,000
530000 - Industry Cert-Merit Supplement	29,000	20,000
<b>Total 5300000 · Career Education</b>	<b>2,107,275</b>	<b>2,179,850</b>
<b>54000000 · Adult School</b>		
5400110 · Adult School Salary - Admin	78,088	76,200
5400160 · Adult School Salary - office	47,899	46,011
5400184- Adult Part time	220,887	211,000
5400210 · FRS Adult	10,095	10,095
5400220 · OASDI - Adult	26,247	25,492
5400230 - Employee Health Benefits Adult	7,701	6,996
5400240 · Workers Compensation Adult	250	250
5400250 · Unemployment Adult	0	0
5400290 · Employee Benefits -Other	1,000	750
5400310 · Adult School Consultants	8,000	14,800
5400320 - Insurance	2,340	0
5400370 · Communication	5,410	3,000
5400390 - Advertising	8,141	7,500
5400510 · Supplies	8,600	30,500
5400520 - Textbooks	5,000	4,200
5400570- Food Adult	2,120	1,000
5400590 - Uniforms - Adult	1,100	500
540641 - Computer Hardware	500	500
5400730 · Adult fees	25,602	28,000
<b>Total 5400000 - Adult Education</b>	<b>458,979</b>	<b>466,794</b>

# South Tech Academy Amended SY19 Budget

January-2019

## Expenses

	Jan 2019 Amended SY19 Budget	June Proposed SY19 Budget
<b>5600000 · Classroom Costs</b>		
5600270 · Lead Funds/Stipend	16,800	14,310
5600360 · Rental Equipment	0	15,000
5600510 · Supplies General Instructional	0	0
5600730 · Dues and Fees General Instruct	0	0
5600790 · Miscellaneous	0	0
<b>Total 5600000 · Classroom Costs</b>	<b>16,800</b>	<b>29,310</b>
<b>6000000 · Instructional Support Services</b>		
6120130 · Guidance Salary	121,039	184,257
6120160 - Guidance - Secretary	71,635	71,635
6100210 · FRS - Guidance	15,168	21,137
6120220 · OASDI - Guidance	15,168	19,576
6120230 - Employee Health Benefits Guidance	24,838	32,845
6120240 · Workers Compensation Guidance	500	500
6120290 · Employee Benefits -Other	2,000	2,000
6120330 - Guidance - Travel	1,000	1,000
6120510 · Instructional Supplies	750	1,500
6130310 · Consultant Instructional	40,320	40,320
6190110- Student Services	186,687	136,943
6190210 - FRS - Student Services	15,420	11,261
6190220 · OASDI - Student Services	14,282	10,429
6190230 - Employee Health Ben - Student Service:	30,954	35,828
6190240 · Workers Compensation Student Serv	0	500
6190290 · Employee Benefits -Other	2,500	2,000
6190510 - Supplies	500	250
6190590 · Uniforms - Student Services	1,100	500
<b>Total 6000000 · Instructional Support Services</b>	<b>543,862</b>	<b>572,481</b>
<b>6400000 · Instructional/Staff Professional Development</b>		
6400310 - Prof. Dev. Consultant	500	
6400320 - STS Support	53,295	72,287
6400330 - Prof. Dev. - Travel	1,500	3,000
6400510 - Prof Dev - supplies	1,500	600
6400692 · Prof. Dev. Software Instruct	0	1,000
<b>Total 6400000 · Instructional/Staff Prof Dev</b>	<b>56,795</b>	<b>76,887</b>

# South Tech Academy Amended SY19 Budget

January-2019

## **Expenses**

	<u>Jan 2019 Amended SY19 Budget</u>	<u>June Proposed SY19 Budget</u>
<b>6500000 · Instructional Tech</b>		
6500359 · Instructional Tech Repairs	0	4,500
6500519 · Instructional Tech Supplies	0	21,790
6500643 · Computer Hardware - Cap	0	41,669
6500644 · Computer Hardware - Non-Cap	0	54,631
6500648 · Furn, Fix, Equip-Cap	0	2,899
6500649 · Furn, Fix, Equip - Non-Cap	8,500	1,500
<b>Total 6500000 · Instructional Tech</b>	<b>8,500</b>	<b>126,989</b>
<b>7100000 · Board Expenses</b>		
7100320 - STS- Board Secretary	51,880	51,965
7100310 · Prof Service - Consultant Board	55,000	30,000
7100315 · Legal Service -Board	43,000	40,000
7100393 · Advertising Board	500	500
7100510 · Supplies Board	500	500
7100730 · Dues and Fees Board	12,500	12,500
<b>Total 7100000 · Board Expenses</b>	<b>163,380</b>	<b>135,465</b>
<b>7200000 · General Administration</b>		
7200310 · Prof Services General Admin	3,000	6,000
7200320 - STS - General Admin	263,232	262,645
7200310 - Professional Services	6,000	0
7200330 - Travel	3,500	3,500
7200510 · Supplies General Admin	200	500
7200520 · Books General Admin	125	150
7200730 - District Admin Fee	88,284	88,284
<b>Total 7200000 · General Administration</b>	<b>364,341</b>	<b>361,079</b>

# South Tech Academy Amended SY19 Budget

January-2019

## **Expenses**

	<u>Jan 2019 Amended SY19 Budget</u>	<u>June Proposed SY19 Budget</u>
<b>7300000 · School Administration</b>		
7300110 - Admin salary	348,738	260,000
7300160 · Administrative Support	184,088	166,088
7300210 · FRS - Admin	42,914	35,195
7300220 · OASDI - Admin	39,745	32,596
7300230 · Employee Hlth Benefits - Admin	76,802	63,796
7300240 · Workers Compensation Admin	1,000	500
7300290 - Employee Benefits - Admin	4,250	3,000
7300310 · Prof and Tech Admin	27,000	35,000
7300320 - STS Administration	39,987	42,244
7300330 · Travel Costs	2,500	3,200
7300379 - Communications	4,400	3,500
7300510 · Office Supplies	6,500	10,150
7300642 - Equip & Furn - Non Cap	6,300	1,500
7300644 - Comp Hdware - Non-Cap	8,591	2,000
7300692 - Software	1,000	250
7300730 · Dues and Subscriptions	10,015	5,000
<b>Total 7300000 · School Administration</b>	<b>803,829</b>	<b>664,019</b>
<b>7500000 · Fiscal Services</b>		
7500310 · Prof Services	21,250	25,400
7500320 - STS - Finance Team	168,042	165,648
7500330 · Travel	950	1,500
7500370 - Communications	350	500
7500510 - Supplies	1,000	2,000
7500730 · Dues & Fees	650	1,500
<b>Total 7500000 · Fiscal Services</b>	<b>192,242</b>	<b>196,548</b>
<b>7700000 · Central Services</b>		
7700310 · Prof Services Central Services	1,000	1,800
7700320 · Ins Bond Prem	28,168	57,000
770330 - Travel	1,000	3,000
7700370 · Postage	9,700	5,000
7700390 · Marketing	12,000	16,000
7700510 · Supplies	4,500	5,000
7700590 · Uniforms /Marketing	500	1,000
7700730 · Dues and Fees Central Services	100	1,000
7730320 · STS Central Services	125,125	121,952
<b>Total 7700000 · Central Services</b>	<b>182,092</b>	<b>211,752</b>

# South Tech Academy Amended SY19 Budget

January-2019

## **Expenses**

	<u>Jan 2019 Amended SY19 Budget</u>	<u>June Proposed SY19 Budget</u>
<b>7800000 · Transportation</b>		
7800390 · Transportation Expense	657,050	633,838
<b>Total 7800000 · Transportation</b>	<b>657,050</b>	<b>633,838</b>
<b>7900000 · Operation of Plant</b>		
7900160 · Salary - Operation of Plant	29,464	29,464
7900210 - FRS - Operation of Plant	2,434	2,434
7900220 · OASDI - Operation of Plant	2,254	2,254
7900230 - Employee Hlth Benefits - Oper/Plant	1,296	1,296
7900240 - Workers Comp - Oper/Plant	200	200
7900290 - Employee Benefits Other	500	300
7900310 · Prof Service - Operation of Plant	110,000	103,320
7900350 · Maintenance	100,000	155,000
7900360 - Rental Equip	100	1,500
7900370 · Communications	18,000	17,500
7900380 - Utilities	31,000	36,677
7900390 - Other Purchased Services	0	6,500
7900421 - Bottled Gas	3,500	4,500
7900430 · Electricity	232,500	267,000
7900430 · Pemco	84,629	84,624
7900510 · Warehouse Supplies	25,000	27,500
7900730 · Dues and Fees - Oper of Plant	50	50
<b>Total 7900000 · Operation of Plant</b>	<b>640,927</b>	<b>740,119</b>
<b>8100000 · Maintenance of Plant</b>		
8100160 · Salary - Maintenance	33,512	32,512
8100210 - FRS - Maintenance	2,685	2,685
8100220 · OASDI - Maintenance	2,487	2,487
8100230 - Employee Health Benefits	9,822	11,823
8100240 - Workers Comp - Maint	200	200
8100290 - Employee Benefits Other	500	300
8100350 · Repairs	1,100	1,500
8100450 · Gasoline	200	200
8100510 · Repair Supplies	1,100	2,100
<b>Total 8100000 · Maintenance of Plant</b>	<b>51,607</b>	<b>53,807</b>



# South Tech Academy Amended SY19 Budget

January-2019

## Expenses

	Jan 2019 Amended SY19 Budget	June Proposed SY19 Budget
<b>8200000 · Technology Services</b>		
8200160 · Salaries - Tech Services	56,244	95,625
8200210 · FRS - Tech Services	4,546	7,899
8200220 · OASDI - Tech Services	4,210	7,315
8200230 · Employee Hlth Benefits - Tech Serv	6,625	6,996
8200240 · Workers Comp - Tech Serv	400	400
8200290 · Employee Benefits -Other	1,000	600
8200320 · STS Services	40,784	0
8200510 · Supplies	250	5,500
<b>Total 8200000 · Technology Services</b>	<b>114,060</b>	<b>124,335</b>
<b>TOTAL OPERATING EXPENSES</b>	<b>9,141,294</b>	<b>9,235,915</b>
<b>421-E · Vocational Rehab Grants</b>		
520-399 Voc Rehab Summer Youth	14,000	23,000
520-310 - Voc Rehab WBE	182,150	200,000
<b>TOTAL -421-E · Vocational Rehab Grants</b>	<b>196,150</b>	<b>223,000</b>
<b>421-E - Federal Grants</b>		
Total - IDEA Expense	235,450	235,280
Total - Title I, Part A - Expense	343,696	293,080
Total - Title I, Part C - Expense	3,509	6,120
Total - Title II, Part A - Expense	22,244	41,796
Total - Title IV - Expense	41,796	25,160
Total - Perkins Grant -Expense	25,291	19,865
<b>TOTAL 421-E Federal Grants</b>	<b>671,987</b>	<b>621,301</b>
<b>TOTAL GRANT EXPENSES</b>	<b>868,137</b>	<b>844,301</b>
<b>TOTAL INTERNAL ACCOUNT EXPENSES</b>	<b>245,000</b>	<b>245,000</b>
<b>Total Expense</b>	<b>10,254,431</b>	<b>10,325,216</b>
<b>Total Revenue</b>	<b>10,282,490</b>	<b>10,368,703</b>
<b>Profit/(Loss)</b>	<b>28,059</b>	<b>43,486</b>

**SOUTHTECH PREPARATORY ACADEMY, INC.**  
**CONSENT AGENDA**  
**January 17, 2019**

**Old Business**

**None.**

**Administrative Items**

**PA-1** I recommend that the Board approve Policy 1.02 Governing Board revision.

**PA-2** I recommend that the Board approve the charter renewal agreement with the Palm Beach County School District for SouthTech Preparatory Academy (STPA) and authorize the chairman to execute all related documents.

**Personnel Items**

**None.**

**Financial Items**

**PC-1** I recommend that the Board approve and ratify the monthly Charter school bank account reconciliation for month ending November 30, 2018 as required by the Sponsor.

**PC-2** I recommend that the Board approve and ratify the Charter school monthly Disbursement Report for month ending November 30, 2018 as required by the Sponsor.

**PC-3** I recommend that the Board approve and ratify the monthly financial statements for month ending November 30, 2018 as required by the Sponsor.

**PC-4** I recommend that the Board approve the SouthTech Academy Amended Budget for SY19.

**Emergency Items**

**None.**

**Board Meeting  
January 17, 2019**

**Governing Board of Directors  
SouthTech Preparatory Academy, Inc.**

**Agenda Item  
PA-1**

**Motion:**

I recommend that the Board approve Policy 1.02 Governing Board revision.

**Summary Information:**

At the November 8, 2018 Board meeting, Donna Baize tendered her resignation. This item reflects those changes.

Attachments: Policy 1.02 Governing Board

**Presented By:**

Jim Kidd, Superintendent

**Financial Impact:**

There is no financial impact for this item.

**GOVERNING BOARD**

The By-Laws of South Tech Preparatory Academy, Inc. specify that the Governing Board of South Tech Preparatory Academy, Inc. be no less than nine (9) members and no more than fifteen (15) members. These limits may be changed by revising the By-laws. The By-Laws also specify that members are elected for a period of three (3) years, with one-third of the members elected each year. There are no term limits specified.

To accomplish staggered terms, The Founding Board established terms defined below at its meeting of July 30, 2012. Board members elected subsequent to that meeting assume the term of the Board member they replaced.

BOARD MEMBER		TERM ENDS
James Notter	Chair	September 30, 2019
Aram Bloom	Vice Chair	September 30, 2020
Dan Heller	Treasurer	September 30, 2020
	Secretary (vacant)	
Carl McKoy		September 30, 2020
Roger Dunson		September 30, 2021
Russ Feldman		September 30, 2021
Diane Heinz		September 30, 2021
Suzanne Nicolini		September 30, 2019
Ayesha Edmond		September 30, 2021
Jonathan Flah		September 30, 2020
Vacant		September 30, 2020
Vacant		September 30, 2019
Vacant		September 30, 2019
Vacant		September 30, 2019
Vacant		September 30, 2021

Authority: By-laws of South Tech Preparatory Academy, Inc.

History: New: 7/31/2012; 11/12/15; 10/13/16; 12/8/16; 09/14/17; 12/14/17; 08/09/17; 10/11/18; 01/17/19

**Board Meeting  
January 17, 2019**

**Governing Board of Directors  
South Tech Preparatory Academy, Inc.**

**Agenda Item  
PA-2**

**Motion:**

I recommend that the Board approve the charter renewal agreement with the Palm Beach County School District for South Tech Preparatory Academy (STPA) and authorize the chairman to execute all related documents.

**Summary Information:**

The subject ten-year contract with Palm Beach County School District has been negotiated by Attorney Shawn Arnold, Chair Jim Notter and Administrative Staff in accordance with Florida Statute provisions. Said charter renewal agreement must be approved by the Governing Board and the School Board to become a legal and binding document necessary for continued operation of (STPA).

Attachments: STPA Charter Renewal Agreement

**Presented By:**

Jim Kidd, Superintendent

**Financial Impact:**

There is no financial impact for this item.

**Board Meeting  
January 17, 2019**

**Governing Board of Directors  
SouthTech Preparatory Academy, Inc.**

**Agenda Item  
PC-1**

**Motion:**

I recommend that the Board approve and ratify the monthly Charter school bank account reconciliation for month ending November 30, 2018 as required by the Sponsor.

**Summary Information:**

The Charter school is required to submit to the Sponsor district several financial documents on an ongoing basis. Monthly bank reconciliations are one such requirement.

The Charter school maintains several accounts in order to maximize the earnings potential of the funding provided while maintaining liquidity to meet day-to-day operations. Review of these accounts takes place on a daily basis by the Charter business staff. Monthly reconciliations are performed as good accounting practice and published here to fulfill Sponsor requirements.

Attachments: Reconciliation Spreadsheets and Bank Statements

**Presented By:**

Jim Kidd, Superintendent

**Financial Impact:**

There is no financial impact related to this item.

1:24 PM

12/11/18

**SouthTech Preparatory Academy**  
**Reconciliation Summary**  
1111 · South Tech Prep 9852918542, Period Ending 11/30/2018

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	Nov 30, 18
<b>Beginning Balance</b>	177,793.66
<b>Cleared Transactions</b>	
Checks and Payments - 48 items	-346,359.77
Deposits and Credits - 9 items	329,003.47
<b>Total Cleared Transactions</b>	-17,356.30
<b>Cleared Balance</b>	160,437.36
<b>Uncleared Transactions</b>	
Checks and Payments - 15 items	-46,506.60
Deposits and Credits - 1 item	600.80
<b>Total Uncleared Transactions</b>	-45,905.80
<b>Register Balance as of 11/30/2018</b>	114,531.56
<b>New Transactions</b>	
Checks and Payments - 14 items	-144,394.60
Deposits and Credits - 2 items	328,527.62
<b>Total New Transactions</b>	184,133.02
<b>Ending Balance</b>	298,664.58

## SouthTech Preparatory Academy Reconciliation Detail

1111 · South Tech Prep 9852918542, Period Ending 11/30/2018

Type	Date	Num	Name	Clr	Amount	Balance
<b>Beginning Balance</b>						177,793.66
<b>Cleared Transactions</b>						
<b>Checks and Payments - 48 Items</b>						
General Journal	09/20/2018	494	City of Boynton Bea...	X	-455.47	-455.47
Bill Pmt -Check	10/12/2018	5041	Kathleen W. Schoen...	X	-241.67	-697.14
Bill Pmt -Check	10/25/2018	5050	1325 Gateway, LLC	X	-51,329.53	-52,026.67
Bill Pmt -Check	10/25/2018	5053	GovConnection Inc	X	-365.24	-52,391.91
Bill Pmt -Check	10/25/2018	5054	Maxis 360	X	-200.00	-52,591.91
Bill Pmt -Check	10/25/2018	5055	Sun Sentinel	X	-74.50	-52,666.41
Bill Pmt -Check	11/05/2018	5057	Blue Cross/ Blue Shi...	X	-26,097.48	-78,763.89
Bill Pmt -Check	11/05/2018	5072	Palm Beach County ...	X	-4,381.18	-83,145.07
Bill Pmt -Check	11/05/2018	5056	A & S Transportatio...	X	-2,540.00	-85,685.07
Bill Pmt -Check	11/05/2018	5087	Go Clean Inc.	X	-2,520.00	-88,205.07
Bill Pmt -Check	11/05/2018	5066	GIS Benefits	X	-2,302.11	-90,507.18
Bill Pmt -Check	11/05/2018	5070	Life Insurance Com...	X	-1,700.00	-92,207.18
Bill Pmt -Check	11/05/2018	5073	Spectrum Public Rel...	X	-1,600.00	-93,807.18
Bill Pmt -Check	11/05/2018	5063	Dex Imaging	X	-1,436.33	-95,243.51
Bill Pmt -Check	11/05/2018	5071	Office Depot	X	-1,163.89	-96,407.40
Bill Pmt -Check	11/05/2018	5069	J&J IT Consulting	X	-909.96	-97,317.36
Bill Pmt -Check	11/05/2018	5064	DSD Services Inc	X	-771.10	-98,088.46
Bill Pmt -Check	11/05/2018	5062	Coast Professional Inc	X	-359.08	-98,447.54
Bill Pmt -Check	11/05/2018	5068	Great American Fin...	X	-283.55	-98,731.09
Bill Pmt -Check	11/05/2018	5059	Charter School Servi...	X	-150.00	-98,881.09
Bill Pmt -Check	11/05/2018	5058	Canteen Refreshme...	X	-71.79	-98,952.88
Bill Pmt -Check	11/05/2018	5065	ESRM Communicati...	X	-42.00	-98,994.88
Bill Pmt -Check	11/09/2018	5075	American Express-9...	X	-9,681.02	-108,675.90
Bill Pmt -Check	11/09/2018	5077	Daka Group Inc	X	-3,120.00	-111,795.90
Bill Pmt -Check	11/09/2018	5078	NEELD Paper & Su...	X	-1,156.64	-112,952.54
General Journal	11/09/2018	495	City of Boynton Bea...	X	-921.25	-113,873.79
Bill Pmt -Check	11/09/2018	5079	Velasquez, Elias	X	-240.74	-114,114.53
Bill Pmt -Check	11/09/2018	5080	Verizon Wireless	X	-94.54	-114,209.07
Bill Pmt -Check	11/09/2018	5076	Certification Partners,...	X	-35.00	-114,244.07
General Journal	11/15/2018	485	Payroll	X	-63,933.59	-178,177.66
General Journal	11/15/2018	485	Payroll	X	-18,290.73	-196,468.39
General Journal	11/15/2018	485	Payroll	X	-91.65	-196,560.04
Bill Pmt -Check	11/16/2018	5082	1325 Gateway, LLC	X	-51,329.53	-247,889.57
Bill Pmt -Check	11/16/2018	5090	Speech Rehab Servi...	X	-4,441.50	-252,331.07
Bill Pmt -Check	11/16/2018	5086	Go Clean Inc.	X	-3,080.00	-255,411.07
Bill Pmt -Check	11/16/2018	5083	B & H Video	X	-2,165.04	-257,576.11
Bill Pmt -Check	11/16/2018	5091	Staples Advantage	X	-1,691.63	-259,267.74
Bill Pmt -Check	11/16/2018	5085	DSD Services Inc	X	-1,525.00	-260,792.74
Bill Pmt -Check	11/16/2018	5089	Pro Tech	X	-800.00	-261,592.74
Bill Pmt -Check	11/16/2018	5087	Konica Minolta Busi...	X	-652.51	-262,245.25
Bill Pmt -Check	11/16/2018	5093	Thyssenkrupp Eleva...	X	-630.01	-262,875.26
Bill Pmt -Check	11/16/2018	5088	Life Safety Solutions...	X	-420.00	-263,295.26
Bill Pmt -Check	11/16/2018	5084	Comcast	X	-409.98	-263,705.24
Bill Pmt -Check	11/16/2018	5092	Sun Sentinel	X	-32.55	-263,737.79
General Journal	11/30/2018	491	Payroll	X	-64,335.32	-328,073.11
General Journal	11/30/2018	491	Payroll	X	-18,190.81	-346,263.92
General Journal	11/30/2018	491	Payroll	X	-93.60	-346,357.52
Check	11/30/2018			X	-2.25	-346,359.77
<b>Total Checks and Payments</b>					<b>-346,359.77</b>	<b>-346,359.77</b>
<b>Deposits and Credits - 9 Items</b>						
Bill Pmt -Check	09/20/2018	4978	City of Boynton Bea...	X	0.00	0.00
Deposit	10/09/2018	Chk	Cemojn, Casandra	X	300.00	300.00
Bill Pmt -Check	11/05/2018	5061	City of Boynton Bea...	X	0.00	300.00
Deposit	11/07/2018	Deposit		X	0.04	300.04
Deposit	11/07/2018			X	22,668.00	22,968.04
Bill Pmt -Check	11/09/2018	ACH	City of Boynton Bea...	X	0.00	22,968.04
General Journal	11/09/2018	494R	City of Boynton Bea...	X	455.47	23,423.51



## SouthTech Preparatory Academy Reconciliation Detail

1111 · South Tech Prep 9852918542, Period Ending 11/30/2018

Type	Date	Num	Name	Clr	Amount	Balance
Deposit	11/09/2018			X	305,546.62	328,970.13
Deposit	11/30/2018			X	33.34	329,003.47
Total Deposits and Credits					329,003.47	329,003.47
Total Cleared Transactions					-17,356.30	-17,356.30
Cleared Balance					-17,356.30	160,437.36
<b>Uncleared Transactions</b>						
<b>Checks and Payments - 15 Items</b>						
Bill Pmt -Check	09/06/2018	4955	Palm Beach County ...		-349.68	-349.68
Bill Pmt -Check	09/21/2018	4994	Newman, Robert		-300.00	-649.68
Bill Pmt -Check	09/21/2018	4979	Anselowitz, Betty		-300.00	-949.68
Bill Pmt -Check	09/21/2018	5001	Williams, Melissa		-300.00	-1,249.68
Bill Pmt -Check	09/21/2018	4997	Stair, Branden		-300.00	-1,549.68
Bill Pmt -Check	11/05/2018	5060	Christine Air Service		-374.25	-1,923.93
Bill Pmt -Check	11/09/2018	5081	A & S Transportatio...		-28,156.76	-30,080.69
Bill Pmt -Check	11/29/2018	5101	Vex Robotics, Inc.		-5,508.72	-35,589.41
Bill Pmt -Check	11/29/2018	5098	FPL		-3,920.17	-39,509.58
Bill Pmt -Check	11/29/2018	5096	Daka Group Inc		-3,120.00	-42,629.58
Bill Pmt -Check	11/29/2018	5094	A & S Transportatio...		-1,935.00	-44,564.58
Bill Pmt -Check	11/29/2018	5097	Dex Imaging		-1,106.93	-45,671.51
Bill Pmt -Check	11/29/2018	5095	City of Boynton Bea...		-456.54	-46,128.05
Bill Pmt -Check	11/29/2018	5099	Great American Fin...		-283.55	-46,411.60
Bill Pmt -Check	11/29/2018	5100	Pro Tech		-95.00	-46,506.60
Total Checks and Payments					-46,506.60	-46,506.60
<b>Deposits and Credits - 1 Item</b>						
General Journal	09/12/2018	434R	Payroll		600.80	600.80
Total Deposits and Credits					600.80	600.80
Total Uncleared Transactions					-45,905.80	-45,905.80
Register Balance as of 11/30/2018					-63,262.10	114,531.56
<b>New Transactions</b>						
<b>Checks and Payments - 14 Items</b>						
Bill Pmt -Check	12/06/2018	5102	1325 Gateway, LLC		-51,329.53	-51,329.53
Bill Pmt -Check	12/06/2018	5110	Palm Beach County ...		-4,381.18	-55,710.71
Bill Pmt -Check	12/06/2018	5108	Life Insurance Com...		-1,700.00	-57,410.71
Bill Pmt -Check	12/06/2018	5111	Spectrum Public Rel...		-1,650.00	-59,060.71
Bill Pmt -Check	12/06/2018	5107	FL Consortium of Pu...		-500.00	-59,560.71
Bill Pmt -Check	12/06/2018	5105	Coast Professional Inc		-359.08	-59,919.79
Bill Pmt -Check	12/06/2018	5109	Mads 360		-200.00	-60,119.79
Bill Pmt -Check	12/06/2018	5104	Charter School Servi...		-150.00	-60,269.79
Bill Pmt -Check	12/06/2018	5112	Verizon Wireless		-101.80	-60,371.59
Bill Pmt -Check	12/06/2018	5103	Canteen Refreshme...		-71.79	-60,443.38
Bill Pmt -Check	12/06/2018	5106	ESRM Communicati...		-42.00	-60,485.38
General Journal	12/15/2018	505	Payroll		-65,005.51	-125,490.89
General Journal	12/15/2018	505	Payroll		-18,814.01	-144,304.90
General Journal	12/15/2018	505	Payroll		-89.70	-144,394.60
Total Checks and Payments					-144,394.60	-144,394.60
<b>Deposits and Credits - 2 Items</b>						
Deposit	12/06/2018				22,981.00	22,981.00
Deposit	12/10/2018				305,546.62	328,527.62
Total Deposits and Credits					328,527.62	328,527.62
Total New Transactions					184,133.02	184,133.02
Ending Balance					120,870.92	298,664.58

P.O. Box 521599 Miami, FL 33152-1599




>002158 2411462 0001 008229 20Z  
 SOUTH TECH PREPARATORY ACADEMY, INC.  
 OPERATING  
 1300 SW 30TH AVENUE  
 BOYNTON BEACH FL 33426



**Statement Date:** November 30, 2018

**Account Number:** \*\*\*\*\*8542

**Customer Service Information**

-  **Client Care:** 877-779-BANK (2265)
-  **Web Site:** www.bankunited.com
-  **Bank Address:** BankUnited  
 P.O. Box 521599  
 Miami, FL 33152-1599



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**COMMUNITY INT BUSINESS CKG Account \*\*\*\*\*8542**

**Account Summary**

Statement Balance as of 10/31/2018			\$177,793.66
Plus	4	Deposits and Other Credits	\$328,514.66
Less	48	Withdrawals, Checks, and Other Debits	\$345,902.05
Less		Service Charge	\$2.25
Plus		Interest Paid	\$33.34
Statement Balance as of 11/30/2018			\$160,437.36

**Interest Summary**

Beginning Interest Rate	0.15%
Interest Paid this Statement Period	\$33.34
Interest Paid Year to Date	\$677.01

**Activity By Date**

Date	Description	Withdrawals	Deposits	Balance
11/01/2018	CHECK #5055	\$74.50		\$177,719.16
11/02/2018	CHECK #5050	\$51,329.53		\$126,389.63
11/02/2018	CHECK #5053	\$365.24		\$126,024.39

Statement Date: November 30, 2018

Account Number: \*\*\*\*\*8542

## Activity By Date

Date	Description	Withdrawals	Deposits	Balance
11/06/2018	CHECK #5054	\$200.00		\$125,824.39
11/07/2018	PalmBeachSchools DIRECT PAY SOUTH TECH PREPARATORY		\$22,668.00	\$148,492.39
11/07/2018	RECREDIT CK# 4982 POSTED 10/09/18		\$300.00	\$148,792.39
11/07/2018	CORRECT INTEREST CK # 4982		\$0.04	\$148,792.43
11/09/2018	PalmBeachSchools DIRECT PAY SOUTH TECH PREPARATORY		\$305,546.62	\$454,339.05
11/09/2018	CHECK #5041	\$241.67		\$454,097.38
11/09/2018	CHECK #5064	\$771.10		\$453,326.28
11/09/2018	Boynton Bch.Util BoyntBeach IVR Transaction	\$921.25		\$452,405.03
11/13/2018	5BCW EEDIRDEP 5BCW_STP (BankU South Tech Academies	\$63,841.81		\$388,563.22
11/13/2018	5BCW TRUST 5BCW_STP (BankU South Tech Academies	\$91.78		\$388,471.44
11/14/2018	CHECK #5057	\$26,097.48		\$362,373.96
11/14/2018	CHECK #5058	\$71.79		\$362,302.17
11/14/2018	5BCW BILLING 5BCW_STP (BankU South Tech Academies	\$91.65		\$362,210.52
11/14/2018	5BCW TAX 5BCW_STP (BankU South Tech Academies	\$18,290.73		\$343,919.79
11/15/2018	CHECK #5078	\$1,156.64		\$342,763.15
11/15/2018	CHECK #5056	\$2,540.00		\$340,223.15
11/15/2018	CHECK #5059	\$150.00		\$340,073.15
11/15/2018	CHECK #5071	\$1,163.89		\$338,909.26
11/15/2018	CHECK #5072	\$4,381.18		\$334,528.08
11/15/2018	CHECK #5079	\$240.74		\$334,287.34
11/16/2018	CHECK #5063	\$1,436.33		\$332,851.01
11/16/2018	CHECK #5067	\$2,520.00		\$330,331.01
11/16/2018	CHECK #5068	\$283.55		\$330,047.46

BankUnited, N.A.

**Statement Date: November 30, 2018**  
**Account Number: \*\*\*\*\*8542**

**Activity By Date**

<i>Date</i>	<i>Description</i>	<i>Withdrawals</i>	<i>Deposits</i>	<i>Balance</i>
11/16/2018	CHECK #5070	\$1,700.00		\$328,347.46
11/16/2018	CHECK #5077	\$3,120.00		\$325,227.46
11/19/2018	CHECK #5066	\$2,302.11		\$322,925.35
11/19/2018	CHECK #5073	\$1,600.00		\$321,325.35
11/19/2018	CHECK #5075	\$9,681.02		\$311,644.33
11/19/2018	CHECK #5093	\$630.01		\$311,014.32
11/20/2018	CHECK #5065	\$42.00		\$310,972.32
11/20/2018	CHECK #5069	\$909.96		\$310,062.36
11/20/2018	CHECK #5083	\$2,165.04		\$307,897.32
11/20/2018	CHECK #5089	\$800.00		\$307,097.32
11/20/2018	CHECK #5090	\$4,441.50		\$302,655.82
11/20/2018	CHECK #5091	\$1,691.63		\$300,964.19
11/21/2018	CHECK #5076	\$35.00		\$300,929.19
11/21/2018	CHECK #5080	\$94.54		\$300,834.65
11/21/2018	CHECK #5088	\$420.00		\$300,414.65
11/21/2018	CHECK #5092	\$32.55		\$300,382.10
11/26/2018	CHECK #5062	\$359.08		\$300,023.02
11/26/2018	CHECK #5084	\$409.98		\$299,613.04
11/27/2018	CHECK #5082	\$51,329.53		\$248,283.51
11/27/2018	CHECK #5085	\$1,525.00		\$246,758.51
11/27/2018	CHECK #5086	\$3,080.00		\$243,678.51
11/28/2018	CHECK #5087	\$652.51		\$243,026.00
11/28/2018	5BCW EEDIRDEP	\$64,243.54		\$178,782.46
	5BCW_STP (BankU			
	South Tech Academies			
11/28/2018	5BCW TRUST	\$91.78		\$178,690.68
	5BCW_STP (BankU			
	South Tech Academies			
11/29/2018	5BCW BILLING	\$93.60		\$178,597.08
	5BCW_STP (BankU			
	South Tech Academies			
11/29/2018	5BCW TAX	\$18,190.81		\$160,406.27
	5BCW_STP (BankU			
	South Tech Academies			
11/30/2018	Interest Paid		\$33.34	\$160,439.61

Statement Date: November 30, 2018  
 Account Number: \*\*\*\*\*8542

**Activity By Date**

Date	Description	Withdrawals	Deposits	Balance
11/30/2018	Service Charge	\$2.25		\$160,437.36

**Check Transactions**

Check #	Date	Amount	Check #	Date	Amount	Check #	Date	Amount
5041	11/09	\$241.67	5066	11/19	\$2,302.11	5080	11/21	\$94.54
5050*	11/02	\$51,329.53	5067	11/16	\$2,520.00	5082*	11/27	\$51,329.53
5053*	11/02	\$365.24	5068	11/16	\$283.55	5083	11/20	\$2,165.04
5054	11/06	\$200.00	5069	11/20	\$909.96	5084	11/26	\$409.98
5055	11/01	\$74.50	5070	11/16	\$1,700.00	5085	11/27	\$1,525.00
5056	11/15	\$2,540.00	5071	11/15	\$1,163.89	5086	11/27	\$3,080.00
5057	11/14	\$26,097.48	5072	11/15	\$4,381.18	5087	11/28	\$652.51
5058	11/14	\$71.79	5073	11/19	\$1,600.00	5088	11/21	\$420.00
5059	11/15	\$150.00	5075*	11/19	\$9,681.02	5089	11/20	\$800.00
5062*	11/26	\$359.08	5076	11/21	\$35.00	5090	11/20	\$4,441.50
5063	11/16	\$1,436.33	5077	11/16	\$3,120.00	5091	11/20	\$1,691.63
5064	11/09	\$771.10	5078	11/15	\$1,156.64	5092	11/21	\$32.55
5065	11/20	\$42.00	5079	11/15	\$240.74	5093	11/19	\$630.01

Items denoted with an "\*" indicate processed checks out of sequence.

**Rates by Date**

Date	Rate
10/31	0.15%

**Balances by Date**

Date	Balance	Date	Balance	Date	Balance	Date	Balance
10/31	\$177,793.66	11/09	\$452,405.03	11/19	\$311,014.32	11/28	\$178,690.68
11/01	\$177,719.16	11/13	\$388,471.44	11/20	\$300,964.19	11/29	\$160,406.27
11/02	\$126,024.39	11/14	\$343,919.79	11/21	\$300,382.10	11/30	\$160,437.36
11/06	\$125,824.39	11/15	\$334,287.34	11/26	\$299,613.04		
11/07	\$148,792.43	11/16	\$325,227.46	11/27	\$243,678.51		

**Statement Date: November 30, 2018**

Account Number: \*\*\*\*\*8542

**Other Balances**

Minimum Balance this Statement Period

\$125,824.39



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Statement Date: November 30, 2018

Account Number: \*\*\*\*\*8542

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**If your account does not balance please check the following carefully:**

Have you entered the amount of each check in your checkbook register?

Are the amounts of your deposits and other additions entered in your checkbook register the same as those on this statement?

Have you checked all additions and subtractions in your checkbook register?

Have you carried the correct balance forward when starting a new page in your checkbook register?

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7815 NW 148th ST, Miami Lakes, FL 33016

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Please contact us if you think your statement is wrong or if you need additional information about a transaction. We must hear from you no later than 60 days after we sent you the FIRST statement on which the error or problem appeared.

1. Tell us your name and account number.
2. Describe the error or the transfer you are unsure about and explain as clearly as you can why you believe there is an error or why you need further information.
3. Tell us the dollar amount of the suspected error.

You may be required to put your request in writing. We will investigate your complaint and will correct any error promptly.

**For Electronic Funds Transfers**, if we take more than 10 business days to investigate and correct the error, (20 business days if you are a new customer for electronic funds transfers occurring during the first 30 days after the first deposit is made to your account), we will recredit your consumer account for the amount you think is in error (plus interest if your account earns interest), so that you will have the use of the money during the time it takes us to complete our investigation.

**For Substitute Checks**, if we take more than 10 business days to investigate and correct the error, we will recredit your consumer account for the amount of loss up to the lesser of \$2,500.00 (plus interest if your account earns interest) or the amount of the substitute check. If your account is new (30 days from the date your account was established), has been subject to repeated overdrafts, or we believe the claim is fraudulent, we may delay the availability of recredited funds until we determine the claim is valid or until the 45th day after the claim was submitted.



Member  
**FDIC**

**BankUnited, N.A.**

12:28 PM

12/11/18

**SouthTech Preparatory Academy**  
**Reconciliation Summary**  
**1112 - South Tech Internal 8666, Period Ending 11/30/2018**

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	<u>Nov 30, 18</u>
<b>Beginning Balance</b>	111,557.24
<b>Cleared Transactions</b>	
Checks and Payments - 7 Items	-6,961.55
Deposits and Credits - 8 Items	9,455.40
	<u>2,493.85</u>
<b>Total Cleared Transactions</b>	<u>2,493.85</u>
<b>Cleared Balance</b>	<u>114,051.09</u>
	<u>114,051.09</u>
<b>Uncleared Transactions</b>	
Checks and Payments - 2 Items	-724.42
	<u>-724.42</u>
<b>Total Uncleared Transactions</b>	<u>-724.42</u>
<b>Register Balance as of 11/30/2018</b>	<u>113,326.67</u>
<b>Ending Balance</b>	<u>113,326.67</u>



## SouthTech Preparatory Academy Reconciliation Detail

1112 · South Tech Internal 8666, Period Ending 11/30/2018

Type	Date	Num	Name	Clr	Amount	Balance
<b>Beginning Balance</b>						111,557.24
<b>Cleared Transactions</b>						
<b>Checks and Payments - 7 Items</b>						
Bill Pmt -Check	10/25/2018	200257	Brown Nicole	X	-68.00	-68.00
Bill Pmt -Check	11/05/2018	200261	South Tech Academy	X	-500.00	-568.00
Bill Pmt -Check	11/09/2018	200262	American Express-9...	X	-869.55	-1,237.55
Bill Pmt -Check	11/16/2018	200265	Sonshine Education...	X	-4,000.00	-5,237.55
Bill Pmt -Check	11/16/2018	200264	Scholastic Book Fair	X	-1,688.58	-6,926.13
Bill Pmt -Check	11/16/2018	200263	Costa, June	X	-35.02	-6,961.15
Check	11/30/2018			X	-0.40	-6,961.55
<b>Total Checks and Payments</b>					<b>-6,961.55</b>	<b>-6,961.55</b>
<b>Deposits and Credits - 8 Items</b>						
Deposit	10/29/2018			X	1,704.00	1,704.00
Deposit	11/01/2018			X	2,486.15	4,190.15
Bill Pmt -Check	11/05/2018	200259	South Tech Academy	X	0.00	4,190.15
Bill Pmt -Check	11/05/2018	200258	Johnson, Lakilya	X	0.00	4,190.15
Deposit	11/09/2018			X	2,212.50	6,402.65
Deposit	11/15/2018			X	764.50	7,167.15
Deposit	11/29/2018			X	2,274.00	9,441.15
Deposit	11/30/2018			X	14.25	9,455.40
<b>Total Deposits and Credits</b>					<b>9,455.40</b>	<b>9,455.40</b>
<b>Total Cleared Transactions</b>					<b>2,493.85</b>	<b>2,493.85</b>
<b>Cleared Balance</b>					<b>2,493.85</b>	<b>114,051.09</b>
<b>Uncleared Transactions</b>						
<b>Checks and Payments - 2 Items</b>						
Bill Pmt -Check	11/05/2018	200260	Johnson, Lakilya		-11.49	-11.49
Bill Pmt -Check	11/29/2018	200266	Citi Cards (Costco)		-712.93	-724.42
<b>Total Checks and Payments</b>					<b>-724.42</b>	<b>-724.42</b>
<b>Total Uncleared Transactions</b>					<b>-724.42</b>	<b>-724.42</b>
<b>Register Balance as of 11/30/2018</b>					<b>1,769.43</b>	<b>113,326.67</b>
<b>Ending Balance</b>					<b>1,769.43</b>	<b>113,326.67</b>

P.O. Box 521599 Miami, FL 33152-1599


>001234 2411462 0001 006229 10Z  
 SOUTH TECH PREPARATORY ACADEMY, INC.  
 INTERNAL  
 1300 SW 30TH AVENUE  
 BOYNTON BEACH FL 33426





Statement Date: November 30, 2018

Account Number: \*\*\*\*\*8666

**Customer Service Information**

 Client Care: 877-779-BANK (2265)

 Web Site: www.bankunited.com

 Bank Address: BankUnited  
 P.O. Box 521599  
 Miami, FL 33152-1599



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**COMMUNITY INT BUSINESS CKG Account \*\*\*\*\*8666**

**Account Summary**

Statement Balance as of 10/31/2018			\$111,557.24
Plus	6	Deposits and Other Credits	\$9,441.16
Less	7	Withdrawals, Checks, and Other Debits	\$6,961.16
Less		Service Charge	\$0.40
Plus		Interest Paid	\$14.25
Statement Balance as of 11/30/2018			\$114,051.09

**Interest Summary**

Beginning Interest Rate	0.15%
Interest Paid this Statement Period	\$14.25
Interest Paid Year to Date	\$137.15

**Activity By Date**

Date	Description	Withdrawals	Deposits	Balance
11/01/2018	Customer Deposit		\$1,704.00	\$113,261.24
11/01/2018	Customer Deposit		\$2,486.15	\$115,747.39
11/05/2018	Square Inc SDV-VRFY		\$0.01	\$115,747.40

Statement Date: November 30, 2018

Account Number: \*\*\*\*\*8666

## Activity By Date

Date	Description	Withdrawals	Deposits	Balance
	T20076111032 SouthTech Preparatory			
11/05/2018	Square Inc SDV-VRFY	\$0.01		\$115,747.39
	T20076111033 SouthTech Preparatory			
11/06/2018	CHECK #200257	\$68.00		\$115,679.39
11/09/2018	Customer Deposit		\$2,212.50	\$117,891.89
11/15/2018	Customer Deposit		\$764.50	\$118,656.39
11/16/2018	CHECK #200261	\$500.00		\$118,156.39
11/19/2018	CHECK #200262	\$669.55		\$117,486.84
11/20/2018	CHECK #200264	\$1,688.58		\$115,798.26
11/23/2018	CHECK #200265	\$4,000.00		\$111,798.26
11/29/2018	Customer Deposit		\$2,274.00	\$114,072.26
11/29/2018	CHECK #200263	\$35.02		\$114,037.24
11/30/2018	Interest Paid		\$14.25	\$114,051.49
11/30/2018	Service Charge	\$0.40		\$114,051.09

## Check Transactions

Check #	Date	Amount	Check #	Date	Amount	Check #	Date	Amount
200257	11/06	\$68.00	200262	11/19	\$669.55	200264	11/20	\$1,688.58
200261*	11/16	\$500.00	200263	11/29	\$35.02	200265	11/23	\$4,000.00

Items denoted with an "\*" indicate processed checks out of sequence.

## Rates by Date

Date	Rate
10/31	0.15%

## Balances by Date


Date	Balance	Date	Balance	Date	Balance	Date	Balance
10/31	\$111,557.24	11/09	\$117,891.89	11/19	\$117,486.84	11/29	\$114,037.24
11/01	\$115,747.39	11/15	\$118,656.39	11/20	\$115,798.26	11/30	\$114,051.09
11/06	\$115,679.39	11/16	\$118,156.39	11/23	\$111,798.26		

BankUnited, N.A.

**Statement Date: November 30, 2018**  
**Account Number: \*\*\*\*\*8666**

**Other Balances**

Minimum Balance this Statement Period **\$111,557.24**



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Statement Date: November 30, 2018

Account Number: \*\*\*\*\*8666

**If your account does not balance please check the following carefully:**

- Have you entered the amount of each check in your checkbook register?
- Are the amounts of your deposits and other additions entered in your checkbook register the same as those on this statement?
- Have you checked all additions and subtractions in your checkbook register?
- Have you carried the correct balance forward when starting a new page in your checkbook register?

**IN CASE OF QUESTIONS OR ERRORS ABOUT YOUR STATEMENT:  
PLEASE CALL (TOLL FREE) 1-877-779-BANK (2265) OR WRITE US AT:**

BankUnited Operations / EFT Error  
7815 NW 148th ST, Miami Lakes, FL 33016

**For Consumer Customers Only**

Please contact us if you think your statement is wrong or if you need additional information about a transaction. We must hear from you no later than 60 days after we sent you the FIRST statement on which the error or problem appeared.

1. Tell us your name and account number.
2. Describe the error or the transfer you are unsure about and explain as clearly as you can why you believe there is an error or why you need further information.
3. Tell us the dollar amount of the suspected error.

You may be required to put your request in writing. We will investigate your complaint and will correct any error promptly.

**For Electronic Funds Transfers**, if we take more than 10 business days to investigate and correct the error, (20 business days if you are a new customer for electronic funds transfers occurring during the first 30 days after the first deposit is made to your account), we will recredit your consumer account for the amount you think is in error (plus interest if your account earns interest), so that you will have the use of the money during the time it takes us to complete our investigation.

**For Substitute Checks**, if we take more than 10 business days to investigate and correct the error, we will recredit your consumer account for the amount of loss up to the lesser of \$2,500.00 (plus interest if your account earns interest) or the amount of the substitute check. If your account is new (30 days from the date your account was established), has been subject to repeated overdrafts, or we believe the claim is fraudulent, we may delay the availability of recredited funds until we determine the claim is valid or until the 45th day after the claim was submitted.



12:21 PM

12/11/18

**SouthTech Preparatory Academy**  
**Reconciliation Summary**  
**1113 - ST Prep MM 8690, Period Ending 11/30/2018**

---

	<u>Nov 30, 18</u>
<b>Beginning Balance</b>	293,185.98
<b>Cleared Transactions</b>	
<b>Deposits and Credits - 1 Item</b>	<u>84.34</u>
<b>Total Cleared Transactions</b>	<u>84.34</u>
<b>Cleared Balance</b>	<u>293,270.32</u>
<b>Register Balance as of 11/30/2018</b>	293,270.32
<b>Ending Balance</b>	293,270.32

12:21 PM

12/11/18

**SouthTech Preparatory Academy**  
**Reconciliation Detail**  
1113 · ST Prep MM 8690, Period Ending 11/30/2018

---

<u>Type</u>	<u>Date</u>	<u>Num</u>	<u>Name</u>	<u>Clr</u>	<u>Amount</u>	<u>Balance</u>
<b>Beginning Balance</b>						293,185.98
<b>Cleared Transactions</b>						
<b>Deposits and Credits - 1 Item</b>						
Deposit	11/30/2018			X	84.34	84.34
<b>Total Deposits and Credits</b>					84.34	84.34
<b>Total Cleared Transactions</b>					84.34	84.34
<b>Cleared Balance</b>					84.34	293,270.32
<b>Register Balance as of 11/30/2018</b>					84.34	293,270.32
<b>Ending Balance</b>					84.34	293,270.32

---

P.O. Box 521599 Miami, FL 33152-1599

>004436 2409315 0001 008229 10Z  
 SOUTH TECH PREPARATORY ACADEMY, INC.  
 MONEY MARKET  
 1300 SW 30TH AVENUE  
 BOYNTON BEACH FL 33426



**Statement Date: November 30, 2018**  
**Account Number: \*\*\*\*\*8690**

**Customer Service Information**

-  Client Care: 877-779-BANK (2265)
-  Web Site: www.bankunited.com
-  Bank Address: BankUnited  
 P.O. Box 521599  
 Miami, FL 33152-1599

**Customer Message Center**



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**BUSINESS MONEY MARKET Account \*\*\*\*\*8690**

**Account Summary**

Statement Balance as of 10/31/2018			\$293,185.98
Plus	0	Deposits and Other Credits	\$0.00
Less	0	Withdrawals, Checks, and Other Debits	\$0.00
Less		Service Charge	\$0.00
Plus		Interest Paid	\$84.34
Statement Balance as of 11/30/2018			\$293,270.32

**Interest Summary**

Beginning Interest Rate	0.35%
Interest Paid this Statement Period	\$84.34
Interest Paid Year to Date	\$883.97

**Activity By Date**

Date	Description	Withdrawals	Deposits	Balance
11/30/2018	Interest Paid		\$84.34	\$293,270.32

**Rates By Date**

Date	Rate
10/31	0.35%



Statement Date: November 30, 2018

Account Number: \*\*\*\*\*8690

**Balances by Date**

<i>Date</i>	<i>Balance</i>	<i>Date</i>	<i>Balance</i>
10/31	\$293,185.98	11/30	\$293,270.32

**Other Balances**

Minimum Balance this Statement Period \$293,185.98



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Statement Date: November 30, 2018

Account Number: \*\*\*\*\*8690

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**Board Meeting  
January 17, 2019**

**Governing Board of Directors  
SouthTech Preparatory Academy, Inc.**

**Agenda Item  
PC-2**

**Motion:**

I recommend that the Board approve and ratify the Charter school monthly Disbursement Reports for the month ending November 30, 2018 as required by the Sponsor.

**Summary Information:**

The Charter school is required to provide several financial documents on an ongoing basis. Monthly records of disbursements are a requirement that must be provided by the President to the Board.

The Charter school maintains several accounts in order to maximize the earnings potential of the funding. Each school account is listed separately along with a disbursement record of activity. Disbursements are made by warrant, wire transfer, account transfer and use of direct debit card. Processing of disbursements takes place on a daily basis by the Charter business staff. All disbursements are reviewed and approved by the President. All warrants have two signatories.

Attachments: Disbursement Report

**Presented By:**

Jim Kidd, Superintendent

**Financial Impact:**

There is no financial impact related to this item.

7:45 AM

12/12/18

Accrual Basis

**SouthTech Preparatory Academy**  
**Account QuickReport**  
**As of November 30, 2018**

Date	Num	Name	Amount
<b>1111 - South Tech Prep 9852918542</b>			
11/30/2018	491	Payroll	-64,335.32
11/15/2018	485	Payroll	-63,933.59
11/16/2018	5082	1325 Gateway, LLC	-51,329.53
11/09/2018	5081	A & S Transportation Inc	-28,156.76
11/05/2018	5057	Blue Cross/ Blue Shield	-26,097.48
11/15/2018	485	Payroll	-18,290.73
11/30/2018	491	Payroll	-18,190.81
11/09/2018	5075	American Express-91010	-9,681.02
11/29/2018	5101	Vex Robotics, Inc.	-5,508.72
11/16/2018	5090	Speech Rehab Services LLC	-4,441.50
11/05/2018	5072	Palm Beach County School Distri...	-4,381.18
11/29/2018	5098	FPL	-3,920.17
11/09/2018	5077	Daka Group Inc	-3,120.00
11/29/2018	5096	Daka Group Inc	-3,120.00
11/16/2018	5086	Go Clean Inc.	-3,080.00
11/05/2018	5056	A & S Transportation Inc	-2,540.00
11/05/2018	5067	Go Clean Inc.	-2,520.00
11/05/2018	5066	GIS Benefits	-2,302.11
11/16/2018	5083	B & H Video	-2,165.04
11/29/2018	5094	A & S Transportation Inc	-1,935.00
11/05/2018	5070	Life Insurance Company of the S...	-1,700.00
11/16/2018	5091	Staples Advantage	-1,691.63
11/05/2018	5073	Spectrum Public Relations	-1,600.00
11/16/2018	5085	DSD Services Inc	-1,525.00
11/05/2018	5063	Dex Imaging	-1,436.33
11/05/2018	5071	Office Depot	-1,163.89
11/09/2018	5078	NEELD Paper & Supplies	-1,156.64
11/29/2018	5097	Dex Imaging	-1,106.93
11/09/2018	495	City of Boynton Beach Utilities D...	-921.25
11/05/2018	5069	J&J IT Consulting	-909.96
11/16/2018	5089	Pro Tech	-800.00
11/05/2018	5064	DSD Services Inc	-771.10
11/16/2018	5087	Konica Minolta Business Solutions	-652.51
11/16/2018	5093	Thyssenkrupp Elevator Corp	-630.01
11/29/2018	5095	City of Boynton Beach Utilities D...	-456.54
11/16/2018	5088	Life Safety Solutions, Inc.	-420.00
11/16/2018	5084	Comcast	-409.98
11/05/2018	5060	Christine Air Service	-374.25
11/05/2018	5062	Coast Professional Inc	-359.08
11/05/2018	5068	Great American Financial Service	-283.55
11/29/2018	5099	Great American Financial Service	-283.55
11/09/2018	5079	Velasquez, Elias	-240.74
11/05/2018	5059	Charter School Services Corp	-150.00
11/29/2018	5100	Pro Tech	-95.00
11/09/2018	5080	Verizon Wireless	-94.54
11/30/2018	491	Payroll	-93.60
11/15/2018	485	Payroll	-91.65
11/05/2018	5058	Canteen Refreshment Services	-71.79
11/05/2018	5065	ESRM Communications LLC	-42.00
11/09/2018	5076	Certification Partners, LLC	-35.00
11/16/2018	5092	Sun Sentinel	-32.55
11/30/2018			-2.25
11/05/2018	5061	City of Boynton Beach Utilities D...	0.00
11/09/2018	ACH	City of Boynton Beach Utilities D...	0.00
<b>Total 1111 - South Tech Prep 9852918542</b>			<b>-338,650.28</b>

7:45 AM

12/12/18

Accrual Basis

**SouthTech Preparatory Academy**  
**Account QuickReport**  
As of November 30, 2018

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<u>Date</u>	<u>Num</u>	<u>Name</u>	<u>Amount</u>
<b>1112 · South Tech Internal 8666</b>			
11/16/2018	200265	Sonshine Educational Tours	-4,000.00
11/16/2018	200264	Scholastic Book Fair	-1,688.58
11/29/2018	200266	Citi Cards (Costco)	-712.93
11/09/2018	200262	American Express-91010	-669.55
11/05/2018	200261	South Tech Academy	-500.00
11/16/2018	200263	Costa, June	-35.02
11/05/2018	200260	Johnson, Lakilya	-11.49
11/30/2018			-0.40
11/05/2018	200258	Johnson, Lakilya	0.00
11/05/2018	200259	South Tech Academy	0.00
Total 1112 · South Tech Internal 8666			<u>-7,617.97</u>
<b>TOTAL</b>			<u><u>-346,268.25</u></u>

**Board Meeting  
January 17, 2019**

**Governing Board of Directors  
SouthTech Preparatory Academy, Inc.**

**Agenda Item  
PC-3**

**Motion:**

I recommend that the Board approve and ratify the monthly financial statements for month ending November 30, 2018 required by the Sponsor.

**Summary Information:**

The State statutes and the Palm Beach County School District require charter schools to provide financial statements on a monthly basis in the format that School Districts are required to follow. This format is prescribed by the Governmental Accounting Standards Board (GASB).

The monthly statements include:

1. Statement of Revenues, Expenditures and Changes in Fund Balance Budget to Actual
2. The combined Statement of Revenues, Expenditures and Changes in Fund Balance
3. A Combined Balance Sheet – All Fund Types

Quarterly, a Statement of Net Assets is also required. This is provided in March, June, September and December.

Attachments: Monthly Financial Statements

**Presented By:**

Jim Kidd, Superintendent

**Financial Impact:**

There is no financial impact for this item.

**Governmental Accounting Standards Board (GASB) Monthly Financial Form**  
**South Tech Prep Academy with MSID Number 3441**  
**Palm Beach County, Florida**  
**For the Month Ended November 30, 2018 and For the Year Ending June 30, 2019**  
**November 30, 2018**

	<u>Accounts</u>	<u>General Fund</u>	<u>Special Revenue Fund</u>	<u>Debt Service</u>	<u>Capital Outlay</u>	<u>Total Governmental Funds</u>
<b>ASSETS</b>						
Cash and cash equivalents	1110	\$ 521,429	\$ -	\$ -	\$ -	\$ 521,429
Investments	1160					-
Grant receivables	1130	4,632				4,632
Other current assets	12XX	63,687				63,687
Deposits	1210	87,400				87,400
Due from other funds	1140	12,973				12,973
Other long-term assets	1400					-
		<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
Total Assets		<u>\$ 690,121</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 690,121</u>
<b>LIABILITIES AND FUND BALANCE</b>						
Liabilities						
Accounts payable	2120	\$ 23,046	\$ -	\$ -	\$ -	\$ 23,046
Salaries, benefits, and payroll taxes payable	2110, 2170, 2330	36,052				36,052
Deferred revenue	2410					-
Notes/bonds payable	2180, 2250, 2310, 2320					-
Lease payable	2315					-
Other liabilities	21XX, 22XX, 23XX					-
		<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
Total Liabilities		<u>59,098</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>59,098</u>
Fund Balance						
Nonspendable	2710	151,087				151,087
Restricted	2720					-
Committed	2730					-
Assigned	2740	70,975				70,975
Unassigned	2750	408,961				408,961
		<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
<b>Total Fund Balance</b>		<u>631,023</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>631,023</u>
<b>TOTAL LIABILITIES AND FUND BALANCE</b>		<u>\$ 690,121</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 690,121</u>

**South Tech Prep Academy with MSID Number (3441)**  
**Palm Beach County, Florida**  
**Statement of Revenue, Expenditures, and Changes in Fund Balance (Unaudited)**  
**For the Month Ended November 30, 2018 and For the Year Ending June 30, 2019**

	FTE Projected								
	FTE Actual								
	530								
	541	102% Percent of Projected							
		General Fund				Special Revenue			
				% of YTD				% of YTD	
Account Number	Month/ Quarter	Actual	YTD Actual	Annual Budget	Actual to Annual Budget	Month/ Quarter	YTD Actual	Annual Budget	Actual to Annual Budget
<b>Revenues</b>									
FEDERAL SOURCES									
Federal direct	3100	\$ -	\$ -	\$ -	%	\$ -	\$ -	-	%
Federal through state and local	3200					21,504	113,720	283,091	40%
STATE SOURCES									
FEFP	3310	270,154	1,341,337	3,235,591	41%				
Capital outlay	3397			-					
Class size reduction	3355	42,605	210,184	507,500	41%				
School recognition	3361								
Other state revenue	33XX			69,638	0%				
LOCAL SOURCES									
Interest	3430	118	721	1,500	48%				
Local capital improvement tax	3413								
Other local revenue	34XX	7,751	62,113	105,500	59%				
<b>Total Revenues</b>		<b>320,628</b>	<b>1,614,355</b>	<b>3,919,729</b>	<b>41%</b>	<b>21,504</b>	<b>113,720</b>	<b>283,091</b>	<b>40%</b>
<b>Expenditures</b>									
Current Expenditures									
Instruction	5000	153,730	670,864	1,823,198	37%	16,617	73,596	184,009	40%
Instructional support services	6000	18,089	92,743	287,951	32%	11,454	54,279	99,082	55%
Board	7100	2,070	18,752	41,244	45%				
General administration	7200	17,763	88,840	216,333	41%				
School administration	7300	38,152	183,546	406,625	45%				
Facilities and acquisition	7400								
Fiscal services	7500	6,833	36,107	83,202	43%				
Food services	7600								
Central services	7700	5,821	36,517	94,288	39%				
Pupil transportation services	7800	30,092	127,662	340,359	38%				
Operation of plant	7900	65,838	337,101	779,550	43%				
Maintenance of plant	8100	2,945	20,484	41,980	49%				
Administrative technology services	8200	6,139	28,099	55,903	50%				
Community services	9100	4,437	17,368	100,000	17%				
Debt service	9200								
<b>Total Expenditures</b>		<b>351,909</b>	<b>1,658,083</b>	<b>4,270,633</b>	<b>39%</b>	<b>28,071</b>	<b>127,875</b>	<b>283,091</b>	<b>45%</b>
<b>Excess (Deficiency) of Revenues Over Expenditures</b>		<b>(31,281)</b>	<b>(43,728)</b>	<b>(350,904)</b>	<b>12%</b>	<b>(6,567)</b>	<b>(14,155)</b>	<b>-</b>	
<b>Other Financing Sources (Uses)</b>									
Transfers in	3600	22,668	96,337	361,000		6,567	14,155		
Transfers out	9700	(6,567)	(14,155)						
<b>Total Other Financing Sources (Uses)</b>		<b>16,101</b>	<b>82,182</b>	<b>361,000</b>	<b>23%</b>	<b>6,567</b>	<b>14,155</b>	<b>-</b>	
<b>Net Change in Fund Balances</b>		<b>(15,180)</b>	<b>38,454</b>	<b>10,096</b>		<b>-</b>	<b>-</b>	<b>-</b>	
Fund balances, beginning		657,537	661,294	661,294	100%				
Adjustments to beginning fund balance		(11,334)	(68,725)						
<b>Fund Balances, Beginning as Restated</b>		<b>646,203</b>	<b>592,569</b>	<b>661,294</b>	<b>90%</b>	<b>-</b>	<b>-</b>	<b>-</b>	
<b>Fund Balances, Ending</b>		<b>\$ 631,023</b>	<b>\$ 631,023</b>	<b>671,390</b>	<b>94%</b>	<b>\$ -</b>	<b>\$ -</b>	<b>-</b>	<b>%</b>



Debt Service				Capital Outlay				Total Governmental Funds			
Month/ Quarter			% of YTD	Month/ Quarter			% of YTD	Month/			% of YTD
Actual	YTD Actual	Annual Budget	Actual to Annual Budget	Actual	YTD Actual	Annual Budget	Actual to Annual Budget	Quarter Actual	YTD Actual	Annual Budget	Actual to Annual Budget
\$ -	\$ -	\$ -	%	\$ -	\$ -	\$ -	%	-	-	-	%
								21,504	113,720	283,091	40%
								270,154	1,341,337	3,235,591	41%
				22,668	96,337	361,000	27%	22,668	96,337	361,000	27%
								42,605	210,184	507,500	41%
								-	-	-	
								-	-	69,638	0%
								118	721	1,500	48%
								-	-	-	
								7,751	62,113	105,500	59%
				22,668	96,337	361,000	27%	364,800	1,824,412	4,563,820	40%
								170,347	744,460	2,007,207	37%
								29,543	147,022	387,033	38%
								2,070	18,752	41,244	45%
								17,763	88,840	216,333	41%
								38,152	183,546	406,625	45%
								-	-	-	
								6,833	36,107	83,202	43%
								-	-	-	
								5,821	36,517	94,288	39%
								30,092	127,662	340,359	38%
								65,838	337,101	779,550	43%
								2,945	20,484	41,980	49%
								6,139	28,099	55,903	50%
								4,437	17,368	100,000	17%
								-	-	-	
								379,980	1,785,958	4,553,724	39%
				22,668	96,337	361,000	27%	(15,180)	38,454	10,096	381%
				(22,668)	(96,337)	(361,000)		29,235	110,492	361,000	
								(29,235)	(110,492)	(361,000)	
				(22,668)	(96,337)	(361,000)		-	-	-	
								(15,180)	38,454	10,096	
								657,537	661,294	661,294	100%
								(11,334)	(68,725)	-	
								646,203	592,569	661,294	90%
\$ -	\$ -	\$ -	%	\$ -	\$ -	\$ -	%	\$ 631,023	\$ 631,023	\$ 671,390	94%

**Board Meeting  
January 17, 2019**

**Governing Board of Directors  
SouthTech Preparatory Academy, Inc.**

**Agenda Item  
PC-4**

**Motion:**

I recommend the Board approve the amended STPA Operating Budget for FY19.

**Summary Information:**

Adjustments have been made to the original budget to reflect proposed changes in revenues and expenditures.

Attachments: Amended FY19 STPA Operating Budget

**Presented By:**

Jim Kidd, Superintendent

**Financial Impact:**

These budget amendments adjust the budgets to reflect revised revenues and appropriations.

**South Tech Preparatory Academy**  
**Revenues - January 2019**

**Amended SY19 Budget**

**January 2019**

	<u>SY19 Amended Budget Based on 540 Students</u>	<u>June 2018 Proposed Budget Based on 530 Students</u>
<b>110-R - General Operating</b>		
3310000 - Base Student Allocation	2,376,021	2,367,356
3310002 - Discretionary Local Efforts	364,829	366,855
3310005 - Supplemental Academic Instruction	121,345	120,865
3310006 - ESE Guarantee	101,957	111,435
3310012 - Digital Classrooms	8,147	8,115
3310216 - Reading Allocation	22,434	22,355
3310217 - Safe Schools	29,118	29,004
3336000 - Instructional Materials	42,116	41,896
3344000 - Discretionary Lottery	928	927
3354000 - Transportation	163,600	154,660
3355216 - Class Size Reduction 9-12	509,358	507,500
3356000 - Mental Health Assistance Allocation	12,170	12,123
3397000 - Capital Outlay	272,808	361,000
<b>Total 110-R - General Operating (FEFP Payments)</b>	<b>4,024,832</b>	<b>4,104,091</b>
3334000 - Teacher Lead Program	7,500	6,480
3376000 - Best & Brightest	40,000	31,600
3390000 - Industry Certification	34,000	31,558
3490100 - Misc Local Grants	3,500	1,500
3510000 - E Rate	2,500	2,500
3431000 - Interest On Investments	1,500	1,500
3500500 - Donations	1,500	1,500
<b>Total 110-R - General Operating</b>	<b>90,500</b>	<b>76,638</b>
<b>421-R - Federal Grants</b>		
3240000 - Title 1	161,740	137,920
3250000 - Title I, Part C	1,652	2,880
3230000 - IDEA Grant	110,800	110,791
3250000 - Title II	19,668	19,660
3250000 - Title IV	11,902	11,840
3250000 Educational Facilities Security Grant	19,119	0
<b>Total - 4211-R - Federal Grants</b>	<b>324,880</b>	<b>283,091</b>
<b>Total - 891-R - Internal Activity Revenues</b>	<b>100,000</b>	<b>100,000</b>
<b>TOTAL - Revenue</b>	<b>4,540,213</b>	<b>4,563,820</b>

**South Tech Preparatory Academy  
Expenses - January 2019**

**Amended SY19 Budget**

**January 2019**

	<u>SY19 Amended Budget Jan 2019</u>	<u>June Proposed SY19 Budget</u>
<b>110-E · Expenditures</b>		
<b>5100000 · Instructional</b>		
5100120 · Classroom Teachers	1,036,903	1,082,945
5100160 - Instructional Support	132,018	110,672
5100140 - Substitutes	15,000	15,000
5100210 · FRS	113,110	114,713
5100220 · OASDI	109,653	107,771
5100230 · Employee Health Benefits	149,926	133,642
5100240 - Workers Comp	6,000	6,000
5100250 · Unemployment Teacher	1,000	1,000
5100290 · Employee Benefits -Other	10,000	10,000
5100310 - Consultant - Prof	0	400
5100330 - Travel - Instructional	500	1,000
5100399 - Other Purchased Serv - testing	6,000	5,000
5100510 · Classroom Supplies	20,000	26,000
5100520 · Textbooks	33,100	28,000
5100570 · Classroom Food	500	1,000
5100642 · Furniture Non Capitalized	2,700	2,700
5100644 - Comp Hardware	10,000	12,000
5100692 · Software	16,350	2,000
5100730 · Dues and Fees	1,000	568
5100000 - Best & Brightest	40,000	31,600
5100000 - Industry Certification	2,000	1,938
<b>Total 5100000 · Instructional</b>	<u>1,705,759</u>	<u>1,693,949</u>
<b>5200000 · ESE Instruction</b>		
5200120 · ESE Teachers	32,595	52,270
5200210 · FRS Teachers ESE	4,683	4,318
5200220 · OASDI ESE	4,338	3,999
5200230 · Employee Health Benefits ESE	26,304	25,506
5200240 - Worker Comp	500	500
5200290 · Employee Benefits -Other	1,500	1,000
5200310 · Contract ESE Teacher	3,500	3,500
5200320 - STS	26,539	26,538
5200510 · Supplies ESE	500	1,000
5200644 - Computer Hdwr-Non Cap	500	1,000
<b>Total 5200000 · ESE Instruction</b>	<u>100,958</u>	<u>119,630</u>
<b>5600000 · Classroom Costs</b>		
5600270 · Lead Funds/Stipend	7,500	6,480
5600360 · Rental Equipment	3,250	3,139
<b>Total 5600000 · Classroom Costs</b>	<u>10,750</u>	<u>9,619</u>

**South Tech Preparatory Academy**  
**Expenses - January 2019**

Amended SY19 Budget

January 2019

	<u>SY19 Amended Budget Jan 2019</u>	<u>June Proposed SY19 Budget</u>
<b>6000000 · Instructional Support Services</b>		
6120130 · Guidance Salary	56,700	49,670
6100210 · FRS Guidance	4,683	4,103
6120220 · OASDI - Guidance	4,338	3,800
6120230 - Employee Health Benefits Guidance	12,960	11,260
6120240 - Workers Comp	200	200
6120290 · Employee Benefits -Other	500	300
6120510 · Instructional Supplies	100	100
6190110- Student Services	28,590	113,109
6190210 - FRS Retirement	4,022	9,343
6190220 · OASDI - Student Serv	6,020	8,653
6190230 - Employee Health Benefits Student Serv	7,701	8,292
6190240 - Workers Comp	500	500
6190290 · Employee Benefits -Other	1,000	1,000
6190510 - Supplies	1,000	0
<b>Total 6000000 · Instructional Support Services</b>	<b>128,315</b>	<b>210,330</b>
<b>6400000 · Curriculum Development</b>		
6400320 - STS	34,210	34,018
6400310 - Prof Dev Services	0	18,000
6400510 - Supplies	500	0
6400730 - Dues & Fees	420	0
<b>Total 6400000 · Professional Development</b>	<b>35,130</b>	<b>52,018</b>
<b>6500000 · Instructional Tech</b>		
6500310 · Instructional Tech Services	2,000	2,000
6500643 · Hardware Instruct Related Tech	0	17,803
6500644 - Hardware Instruct Relate Tech	0	2,900
6500692- Software Instrut Related Tech	10,784	2,900
<b>Total 6500000 · Instructional Tech</b>	<b>12,784</b>	<b>25,603</b>
<b>7100000 · Board Expenses</b>		
7100320 · STS	24,414	24,454
7100310 · Prof Service - Consultant Board	10,000	10,000
7100315 · Legal Service -Board	2,500	2,500
7100390 · Advertising Board	350	350
7100730 · Dues & Subscriptions Board	5,200	3,940
<b>Total 7100000 · Board Expenses</b>	<b>42,464</b>	<b>41,244</b>
<b>7200000 · General Administration</b>		
7200320 - STS	123,874	123,597
7200310 - Prof Services - Gen Admin	6,000	6,000
7200730 - District Admin Fee	86,570	86,736
<b>Total 7200000 · General Administration</b>	<b>216,443</b>	<b>216,333</b>

**South Tech Preparatory Academy**  
**Expenses - January 2019**

**Amended SY19 Budget**

**January 2019**

**SY19 Amended Budget**  
**Jan 2019**

**June Proposed**  
**SY19 Budget**

**7300000 · School Administration**

7300110 - Admin salary	286,994	286,994
7300210 · FRS Admin	23,706	23,705
7300220 · OASDI - Admin	21,955	21,955
7300230 · Employee Benefits Insurance	29,634	27,332
7300240- Workers Comp	750	750
7300290 - Employee Benefits	2,500	1,750
7300310 - Professional & Tech	14,860	14,860
7300320 - STS	18,817	19,879
7300330 · Travel Costs	1,200	2,300
7300370 Communications	2,400	1,250
7300510 · Office Supplies	3,000	3,600
7300642 - Equip & Furn - Non-Cap	750	1,000
7300730 · Dues and Subscriptions	600	1,250

**Total 7300000 · School Administration**

**407,166** **406,625**

**7500000 · Fiscal Services**

7500310 · Prof Services	4,800	4,800
7500320 - STS	79,079	77,952
7500510 - Supplies	0	350
7500730 · Dues & Fees	0	100

**Total 7500000 · Fiscal Services**

**83,879** **83,202**

**7700000 · Central Services**

7700310 · Prof Services Central Services	650	650
7700320 · Ins Bond Prem	19,649	19,649
7700370 · Postage	2,500	1,500
7700390 · Marketing	16,000	15,000
7700510 · Supplies Central Services	2,500	100
7730320 · STS	58,882	57,389

**Total 7700000 · Central Services**

**100,181** **94,288**

**7800000 · Transportation**

7800390 · Transportation Expense	335,000	340,359
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**Total 7800000 · Transportation**

**335,000** **340,359**

**South Tech Preparatory Academy  
Expenses - January 2019**

**Amended SY19 Budget**

**January 2019**

	<u>SY19 Amended Budget Jan 2019</u>	<u>June Proposed SY19 Budget</u>
<b>7900000 · Operations of Plant</b>		
7900310 · Prof Service Operations	40,000	15,000
7900350 · Maintenance	60,000	60,000
7900360 - Rent	633,050	633,050
7900370 · Communications	4,600	5,000
7900380 - Utilities	5,500	5,500
7900430 · Electricity	46,000	45,000
7900510 · Warehouse Supplies	15,000	15,000
7900730 · Dues and Fees Operations	1,000	1,000
<b>Total 7900000 · Operations of Plant</b>	<b>805,150</b>	<b>779,550</b>
<b>8100000 · Maintenance of Plant</b>		
8100160 - Salary - Maint of Plant	27,245	27,250
8100210 - FRS - Maint of Plant	2,250	2,250
8100220 · OASDI - Maint of Plant	2,084	2,084
8100230 - Employee Hlth Benefits	1,296	1,296
8100290 -Employee Benefits Other	500	500
8100350 - Repairs - Maint of Plant	15,000	8,000
8100510 - Supplies - Maint of Plant	6,000	600
<b>Total 8100000 · Maintenance of Plant</b>	<b>54,375</b>	<b>41,980</b>
<b>8200000 · Technology Services</b>		
8200160 · Salary - Tech Services	38,000	38,000
8200210 · FRS - Tech Services	3,139	3,138
8200220 · OASDI -Tech Services	2,907	2,907
8200230- Employee Health - Tech Serv	5,291	5,158
8200290 · Employee Benefits -Other	500	500
8200320 -STS IT Services	19,192	0
8200350 - Tech Serv- Repairs	1,000	300
8200510 · Supplies	1,000	5,000
8200692 - Tech Serv Comp Software	500	900
<b>Total 8200000 · Technology Services</b>	<b>71,529</b>	<b>55,903</b>
<b>TOTAL OPERATING EXPENSES</b>	<b>4,109,884</b>	<b>4,170,633</b>

**South Tech Preparatory Academy**  
**Expensess - January 2019**

**Amended SY19 Budget**

**January 2019**

	<b><u>SY19 Amended Budget Jan 2019</u></b>		<b><u>June Proposed SY19 Budget</u></b>
<b>421E - Total Federal Grants Expense</b>			
Total IDEA Expense	110,800		137,920
Total Title I, Part A Expense	161,740		110,791
Total - Title I, Part C - Expense	1,652		2,880
Total - Title II - Expense	19,668		19,660
Total - Title IV - Expense	11,902		11,840
Total - Educational Facilities Security Grant	19,119		0
<b>TOTAL GRANT EXPENSES</b>	<b><u>324,881</u></b>		<b><u>283,091</u></b>
<b>TOTAL INTERNAL ACCT EXPENSES</b>	<b><u>100,000</u></b>		<b><u>100,000</u></b>
	<b>Total Expense</b>	<b>4,534,765</b>	<b>Total Expense</b>
	<b>Total Revenue</b>	<b>4,540,213</b>	<b>Total Revenue</b>
	<b>Profit/ (Loss)</b>	<b>5,447</b>	<b>Profit/ (Loss)</b>
			<b>4,553,724</b>
			<b>4,563,820</b>
			<b>10,096</b>



**SOUTHTECH SUCCESS CENTER, INC.  
FOUNDING BOARD  
CONSENT AGENDA  
January 17, 2019**

**Administration Items**

**SC-1** I recommend that the Board approve Policy 1.02 Governing Board revision.

**Board Meeting  
January 17, 2019**

**Governing Board of Directors  
SouthTech Success Center, Inc.**

**Agenda Item  
SCA-1**

**Motion:**

I recommend that the Board approve Policy 1.02 Governing Board revision.

**Summary Information:**

At the November 8, 2018 Board meeting, Donna Baize tendered her resignation. This item reflects those changes.

Attachments: Policy 1.02 Governing Board

**Presented By:**

Jim Kidd, Superintendent

**Financial Impact:**

There is no financial impact for this item.

**GOVERNING BOARD**

The By-laws of SouthTech Success Center, Inc. specify that the Governing Board of SouthTech Success Center, Inc. be no less than nine (9) members and no more than fifteen members (15). These limits may be changed by revising the By-laws. The By-laws also specify that members are elected for a period of three (3) years, with one-third of the members elected each year. There are no term limits specified. To accomplish staggered terms, the Founding Board established terms defined below at it's meeting of October 16, 2003. Board members elected subsequent to that meeting assume the term of the Board member they replaced.

BOARD MEMBER		TERM ENDS
James Notter	Chair	September 30, 2019
Aram Bloom	Vice Chair	September 30, 2020
Dan Heller	Treasurer	September 30, 2020
	Secretary (vacant)	
Carl McKoy		September 30, 2020
Roger Dunson		September 30, 2021
Russ Feldman		September 30, 2021
Diane Heinz		September 30, 2021
Suzanne Nicolini		September 30, 2019
Ayesha Edmond		September 30, 2021
Jonathan Flah		September 30, 2020
Vacant		September 30, 2020
Vacant		September 30, 2019
Vacant		September 30, 2019
Vacant		September 30, 2019
Vacant		September 30, 2021

Authority: By-laws of SouthTech Success Center, Inc.

History: New: 06/23/16, Revised: 10/13/16; 12/8/16; 12/14/17; 08/09/18; 10/11/18; 01/17/19