

STA/STPA/STSC
GOVERNING BOARD/SAC
MEMBER PACKET
REGULAR MEETING
AUGUST 8, 2019

SouthTech Charter
Academy, Inc.
SouthTech Preparatory Academy, Inc.
SouthTech Success Center, Inc.

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/STSC Governing Board/SAC Agenda
August 8, 2019**

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		

The Nominating Committee recommends Board membership for Robert Kesten.

4. Open Meeting Act Statement

Chairperson asks if public notice has been made.

5. Public Presentation: None.

6. Approval of the Minutes for the STA/STPA/STSC Regular Governing Board Meeting June 18, 2019.

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

- Active Assailant Response Procedures

b. Deputy Superintendent– STA/STPA/Adult Ed

c. Principal – SouthTech Academy

d. Principal – SouthTech Preparatory Academy

e. Principal - SouthTech Success Center

f. Adult Ed

g. Committees – The Nominating Committee met on July 13, 2019 to discuss Mr. Kesten's application.

**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

The following items are for Board ratification. They are time-sensitive items executed between June 18, 2019 and August 8, 2019 by the Superintendent.

- OB-1** I recommend that the Board ratify the Title II, Part A Supporting Effective Instruction 2019-2020 grant application.
- OB-2** I recommend that the Board ratify the Title IV, Part A- Student Support and Academic Enrichment Entitlement 2019 2020 grant application.
- OB-3** I recommend that the Board ratify the Title III- Language Instruction for English Language Learners and Immigrant Students 2019 2020 Entitlement grant application.
- OB-4** I recommend that the Board ratify the Title I, Part A: Improving the Academic Achievement of the Disadvantaged 2019-2020 grant application.
- OB-5** I recommend that the Board ratify the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) Secondary, Section 131 Entitlement grant application.

Administrative Items

- A-1** I recommend that the Board approve the Mileage Reimbursement rate increase to align with grant compliance.
- A-2** I recommend that the Board approve the SouthTech Schools and SouthTech Academy 2019-2020 calendar revisions.
- A-3** I recommend that the Board approve STA's Active Assailant Procedures SY19-20 draft.
- A-4** I recommend that the Board approve the SouthTech Charter Academy, Inc. Organizational Chart 2019-2020 revisions.

Personnel Items

- B-1** I recommend that the Board approve the Personnel actions for the previous month.
- B-2** I recommend that the Board approve the Job Description revisions drafts for Secondary School Principal, Assistant Principal - School Counseling, Instruction & Assessment and Assistant Principal - Career Academy Coordination & Instruction.

Financial Items

- C-1** I recommend that the Board approve and ratify the monthly Charter school bank account reconciliation for month ending June 30, 2019 as required by the Sponsor.
- C-2** I recommend that the Board approve and ratify the Charter school monthly Disbursement Report for month ending June 30, 2019 as required by the Sponsor.
- C-3** I recommend that the Board approve and ratify the monthly financial statements for month ending June 30, 2019 as required by the Sponsor.
- C-4** I recommend the Board approve the amended STA Operating Budget for FY19.
- C-5** I recommend that the Board approve and sign the adoption of Palm Beach County School District's Mental Health Allocation Plan for SY 20.
- C-6** I recommend that the Board approve the Position Funding Agreement with Palm Beach County, Children's Services Council of Palm Beach County and South Tech Charter Academy, Inc.

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 the SouthTech Preparatory Academy 2019-2020 calendar revisions.

PA-2 I recommend that the Board approve the Mileage Reimbursement rate increase to align with grant compliance.

PA-3 I recommend that the Board approve the SouthTech Preparatory Academy, Inc. Organizational Chart 2019-2020 revisions.

PA-4 I recommend that the Board designate Gustavo Guzman as the Board representative to facilitate parental involvement, provide access to information, assist parents and others with questions and concerns, and resolve disputes as now required by law.

PA-5 I recommend that the Board approve STPA's Active Assailant Procedures SY19-20 draft.

Personnel Items

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

Financial Items

PC-1 I recommend that the Board approve and ratify the monthly Charter school bank account reconciliation for month ending June 30, 2019 as required by the Sponsor.

PC-2 I recommend that the Board approve and ratify the Charter school monthly Disbursement Report for month ending June 30, 2019 as required by the Sponsor.

PC-3 I recommend that the Board approve and ratify the monthly financial statements for month ending June 30, 2019 as required by the Sponsor.

PC-4 I recommend that the Board approve the agreement between SouthTech Preparatory Academy, Inc. and the Boynton Beach Police Department for off duty Police Officer Special Detail for SY2019-2020.

PC-5 I recommend the Board approve the amended STPA Operating Budget for FY19.

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:*

Old Business

None.

Administrative Items

SCA-1 I recommend that the Board approve the Mileage Reimbursement rate increase to align with grant compliance.

SCA-2 I recommend that the Board approve the SouthTech Schools and SouthTech Academy 2019-2020 calendar revisions.

SCA-3 I recommend that the Board designate Ruth Galvan as the Board representative to facilitate parental involvement, provide access to information, assist parents and others with questions and concerns, and resolve disputes as now required by law.

SCA-4 I recommend that the Board approve STSC's Active Assailant Procedures SY19-20 draft.

Personnel Items

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

Financial Items

None.

Emergency Items

None.

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*

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

SouthTech Academy:

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

Introduction of the SouthTech Academy SAC Consent Agenda – *Suzanne Nicolini, Chairperson or Russ Feldman, Alternate Chairperson* – NO AGENDA.

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

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

Introduced by: _____ Seconded by: _____
All in favor: _____ Opposed: _____

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

28. South Tech Preparatory Academy:

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

Introduction of the SouthTech Preparatory Academy SAC Consent Agenda – Ayesha Edmond, Chairperson or Diane Heinz, Alternate Chairperson – NO AGENDA.

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

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

Introduced by: _____ Seconded by: _____
All in favor: _____ Opposed: _____

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

32. SouthTech Success Center:

School Improvement Steering Committee (SISC) Report –NEED NAME, Chairperson

Introduction of the SouthTech Success Center SAC Consent Agenda – NEED NAME, Chairperson – NO AGENDA.

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

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

Introduced by: _____ Seconded by: _____
All in favor: _____ Opposed: _____

35. Approval of Each Pulled Item (Item-by Item) – Introduction by School Improvement Steering Committee Chairperson, NEED NAME N/A

36. Board Comments

37. Motion to Adjourn

Introduced by: _____
All in favor: _____ Opposed: _____
Time _____

SOUTHTECH CHARTER ACADEMY, INC.
SOUTHTECH PREPARATORY ACADEMY, INC.
SOUTHTECH SUCCESS CENTER, INC.

June 18, 2019 Minutes of the Governing Board Meeting

1. *Call to order by Mr. Bloom at 8:05pm*

2. *Pledge of Allegiance*

3. *Roll Call by Ayesha Edmond*

Present: Aram Bloom, Dan Heller, Russ Feldman, Diane Heinz, Suzanne Nicolini, Roger Dunson, Ayesha Edmond, Jonathan Flah

Absent: Carl McKoy, James Notter

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/STSC Regular Governing Board/SAC Meeting May 9, 2019.*

Motion: Ms. Heinz

Second: Mr. Dunson

All in favor. Motion Carries.

Approval of the Minutes for the STA/STPA/STSC SPECIAL Board Meeting June 18, 2019.

Motion: Mr. Flah

Second: Mrs. Nicolini

All in favor. Motion Carries.

7. *Treasurer's/Financial Report:* Mr. Heller reported that the STA/STPA/STSC Finance Committee met prior to the Board meeting, but there was no quorum.

8A. *Superintendent's Report:*

SOUTHTECH Repurposing Project at Odyssey: Mr. Kidd said that he did contact the Project Manager at the new site today and he told Mr. Kidd that there was nothing new to report. Wharton-Smith is still trying to negotiate the contract, and the bid would go to the July School Board meeting. Mr. Kidd will get the date on that, and if we could have a presence there, it would be good.

8B. *Deputy Superintendent's Report:* Mr. Boggess said he would highlight some positive things to close out the school year, and then look at SY2020. He thanked the Board for being part of the 2019 Graduation and Promotion ceremonies on May 15 and/or May 16, attending publicly, or being with us in spirit. He congratulated Mrs. Turenne on her first high school graduation as a high school principal. She has had a fantastic year, stepping into a new role, and she has done a stellar job. (He asked for a round of applause for Mrs. Turenne.) He told Mrs. Handy that it has been a pleasure working with her the past year, and he believes that he will see student achievement continue to increase at SouthTech Prep. From what he has physically seen, Mr. Boggess said that the social/emotional pieces that are taking place (School Wide Positive Behavior Support), and all the added aspects of the wrap-around approach to quality education, he knows that we are going on at SouthTech Prep. The academic pieces are there, but we serve a very challenging population, over a 91% free and reduced lunch population, with an 87% minority status. Mr. Boggess commended Mrs. Handy for her leadership at SouthTech Prep and asked for a round of applause for her as well. For the entire Systems Staff from the Financial Officer to our HR Manager and our CPA, Shawna Kingsley and Julie Williams, our Assistant Principals, Steve Kozak, this has been an incredible leadership year for this school. Our visible impact to this community and to our students is made evident in our data, and mostly in the passion that we carry on a daily basis, in our schools and with our teachers and our students. As we look at Expansion, Mr. Boggess wanted to highlight something that is on the agenda, and that is that we are entering into an agreement, per the Board's approval, with Palm Beach State College, for a Career Dual-Enrollment. Since 1998, a Memorandum of Understanding between the School District and Palm Beach State College has been in place, and it has been called the Mistake of '98. It is a true statement with many high-level leaders. What we are putting in place with PBSC what that memorandum slated two decades ago. We are starting a Beta test, with Auto Tech and Marine coming into this next school year. It is going to allow our instructor to be certified by the State College and give college credit for that auto tech class for their junior and senior year. By 2020, you will see that in all 13

SOUTHTECH CHARTER ACADEMY, INC.
SOUTHTECH PREPARATORY ACADEMY, INC.
SOUTHTECH SUCCESS CENTER, INC.

June 18, 2019 Minutes of the Governing Board Meeting

Page 2

of our academies. This means that that student enters high school and leaves us, every one of them, will leave us with college credits. Why is Palm Beach State College (PBSC) looking at this and doing it? The reason is that Ava Parker, President of PBSC is receiving political pressure; what are we doing with secondary programs that we make sure they are feeding into a career pathway. She does not want to give away the farm, but is willing to give away the cow, and we are that cow. We did not change everything, but we changed what we could for our kids, and this is the beauty of what the charter school system can do within the traditional public framework.

Looking at Facilities Growth and Improvement, Mr. Kidd not only highlighted the opportunities that we have at 6161 Woolbright, the old Odyssey campus, but also the expansion and growth opportunities at our facility at 1325 Gateway. Lastly, with Governmental Relations: It has been a strategic priority of doing a better job of increasing alumni engagement. In doing so, Steve Kozak and Eileen Turenne have worked in conjunction with the Class of 2009, who will hold their Tenth Year Class Reunion on September 28th and 29th, at the Indian Springs Country Club. This will be the first SouthTech Academy class reunion. This is a way of, not only gaining back engagement to our students, but also to potential catalysts of what we have been talking about, as a SouthTech Foundation Board. Those are the key players, so kudos to Steve and Eileen for cultivating those relationships and ultimately, growing that alumni engagement that we have been striving for during the last few years. Mr. Boggess had the fortunate opportunity to be a speaker at the Florida School Board Association last week, co-presented with Vice Chair Chuck Shaw from the School District of Palm Beach County. We did not talk about local politics, but about the greatness of SouthTech Schools. There were a few naysayers from other districts asking why they had a charter school leader speaking at our School Board Association, and from what Mr. Shaw said, Mr. Boggess was one of the first charter school leaders to ever speak to that group. In doing so, we talked specifically on engaging business, industry and community partners, because you cannot do public education in a silo. We have tried to as an entity far too long and we see what legislature continues to put out in not increasing the basic funding FTE. Even when they do, it is kind of a shell game, because what they give you in a basic, they will take it away somewhere else. Unless we really engage private philanthropy and begin to look at some of the Mom and Pop businesses all the way up to Fortune 500 names, we are not going to change the way we do things. From our standpoint, that is what we presented on and it culminated in what that leads to, which is traditional and charter schools working together, it leads to a more vibrant Palm Beach County, and it leads to a better United States of America. That is next generation workforce in a nutshell and that is how you do it. We gave the five-step action plan that we have put into place at SouthTech, and you have seen the growth of that over the course of the last few years. Lastly, Mr. Boggess said that he want to thank Mr. Kidd publicly for coming to the Board with a lot of factual information in a small amount of time and really looking at a hard conversation. Mr. Boggess said it is not easy, and sitting with Mr. Kidd on a daily basis, he knows the grief that Mr. Kidd went through to get to this point, and he commended Mr. Kidd's leadership in that aspect. He said that we have had a stellar SouthTech Schools' year and he wished everyone a good summer.

Ms. Heinz said that in looking forward to private philanthropy, she asked if there was a way that when they do the ten-year reunion that someone could film the event, so that they could take clips from the event when they go to private philanthropy organizations to show them the clips of our graduates' reunion. We may or may not use it, but there might be a piece that we could use in making a presentation to them. Mr. Boggess said he agreed that it was a fantastic idea and thanked Ms. Heinz for mentioning it, and that it would be done.

Mr. Boggess told Mr. Bloom that he spoke on behalf of all staff.

8C. *High School Principal:* **Eileen Turenne – no report.**

8D. *Middle School Principal:* **Nicole Handy – no report.**

8E. *SouthTech Success Center Principal:* **Maynard Harvey – no report.**

8F. *Committee Reports:* Mr. Bloom reported that the Policy Committee met and recommended approval of the STSC Policy 5.01 Student Selection and Enrollment presented at the Special Meeting tonight.

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

June 18, 2019 Minutes of the Governing Board Meeting

Page 3

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 May 9, 2019 to June 18, 2019.

A-2 I recommend that the Board approve the SouthTech Schools Organizational Chart FY19-20, the SouthTech Academy Organizational Chart FY19-20 and the SouthTech Adult Education Organizational Chart FY19-20.

A-3 I recommend that the Board authorize the Chair or Vice Chair and the Superintendent to act on behalf of the Board to approve time-sensitive items, which are due between the June Board meeting and the August Board meeting, and to bring those items back for ratification by the Board at the August Board meeting, and/or other financial matters.

A-4 I recommend that the Board approve the Clinical Affiliation Agreement with Jupiter Medical Center, Inc. for the Continuing Workforce Education phlebotomy students and authorize the Superintendent and the Chairperson to sign all related documents.

A-5 I recommend the Board approve the IDEA – Individuals with Disabilities Education Act grant application.

A-6 I recommend that the Board approve the Career Dual Enrollment agreement between Palm Beach State College (PBSC) and SouthTech Academy (STA) for SY20

A-7 I recommend that the Board approve the updated SouthTech Schools Fiscal Policies and Procedures Manual regarding the engagement limitations of auditors.

Personnel Items

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

B-2 I recommend that the Board approve the staff reappointments for school year 2019-2020.

Financial Items

C-1 I recommend that the Board approve and ratify the monthly Charter school bank account reconciliation for month ending April 30, 2019 & May 31, 2019 as required by the Sponsor.

C-2 I recommend that the Board approve and ratify the Charter school monthly Disbursement Report for months ending April 30, 2019 & May 31, 2019 as required by the Sponsor.

C-3 I recommend that the Board approve and ratify the monthly financial statements for month ending April 30, 2019 & May 31, 2019 as required by the Sponsor.

C-4 I recommend that the Board approve insurance coverage with The Florida Insurance Alliance through egis insurance agency for the period 7/1/19 – 7/1/20 and to authorize the Superintendent to sign all related documents.

C-5 I recommend that the Board renew the Workers' Compensation Insurance for FY19-20 with MEMIC Indemnity Company and authorize the Superintendent to sign all related documents.

C-6 I recommend that the Board approve the agreement with All Metro Health Care for the school nurse for the 2019-2020 School Year.

C-7 I recommend that the Board approve the Blanket School Accident Medical Basic & Voluntary Student Accident Insurance with Gerber Life Insurance Company.

C-8 I recommend that the Board approve the Blanket School Accident Medical Basic & Voluntary Student Accident Insurance for Adult Ed students with Gerber Life Insurance Company.

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

June 18, 2019 Minutes of the Governing Board Meeting

Page 4

- C-9** I recommend that the Board approve the consulting agreement for specialized Exceptional Student Educational (ESE) services with Speech Rehab Services, LLC for SY19 and authorize the Superintendent to sign the agreement.
- C-10** I recommend that the Board approve the consulting agreement for Psychological Services with Jennifer Valentine, Ed.S., NCSP for SY19 and authorize the Superintendent to sign the agreement.
- C-11** I recommend that the Board approve the Vocational Rehabilitation Work-based Learning Experience and Pre-Employment Transition Services agreement.
- C-12** I recommend that the Board approve the engagement letter for auditing services between SouthTech Charter Academy, Inc. and Keefe, McCullough & Co., LLP for FY2020-2021.

Emergency Items

From the Floor:

- E-1** I recommend that the Board approve the Law Enforcement Service Agreement with School Police for continuation of services for FY20.
- Mr. Kidd explained to the Board that this item could have been covered under the emergency clause for items signed by the Chair and the Superintendent and then brought back to the Board for ratification, but having it on the Consent Agenda tonight helps to have it in place for school start, without having to bring it back in August. Mr. Feldman commented that he heard that some charter schools were sending the law enforcement services bill to the District Superintendent, under the understanding that the School District is supposed to provide that security.
- Mr. Bloom asked for a motion to approve the agreement:
- Motion: Mr. Feldman Second: Mrs. Nicolini**
- All in favor. Motion carries.**

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

Mr. Feldman pulled Item B-1.

12. Approval of *SouthTech Academy* Consent Agenda with exception of the items pulled:

Motion: Ms. Heinz Second: Mrs. Nicolini

All in favor. Motion carries.

13. Approval of Each Pulled Item (Item-by-Item):

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

Motion: Mr. Dunson Second: Ms. Heinz

Mr. Feldman said that there are fifteen teachers leaving from both STA and STPA, and wanted to know if that is normal attrition or is it because of the \$10,000 increase in salary offered by the District. Mr. Kidd responded that SouthTech Academy probably had one teacher that left for the money. He asked Mrs. Handy about STPA and she said there were probably four teachers that left for the increase in salary. Two of them qualified for the \$10,000 and two for under \$5,000.

All in favor. Motion carries.

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

PA-1 I recommend that the Board approve the SouthTech Schools Organizational Chart FY19-20 and the SouthTech Preparatory Academy, Inc. Organizational Chart FY19-20.

PA-2 I recommend that the Board authorize the Chair or Vice Chair and the Superintendent to act on behalf of the Board to approve time-sensitive items, which are due between the June Board meeting and the August Board meeting, and to bring those items back for ratification by the Board at the August Board meeting, including purchase and expansion financing for SouthTech Preparatory, and/or other financial matters.

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

June 18, 2019 Minutes of the Governing Board Meeting

Page 5

- PA-3** I recommend the Board approve the IDEA – Individuals with Disabilities Education Act grant application.
- PA-4** I recommend that the Board approve the updated SouthTech Schools Fiscal Policies and Procedures Manual regarding the engagement limitations of auditors.

Personnel Items

- PB-1** I recommend that the Board approve the Personnel actions for the previous month.
- PB-2** I recommend that the Board approve the staff reappointments for school year 2019-2020.

Financial Items

- PC-1** I recommend that the Board approve and ratify the monthly Charter school bank account reconciliation for month ending April 30, 2019 & May 31, 2019 as required by the Sponsor.
- PC-2** I recommend that the Board approve and ratify the Charter school monthly Disbursement Report for month ending April 30, 2019 & May 31, 2019 as required by the Sponsor.
- PC-3** I recommend that the Board approve and ratify the monthly financial statements for month ending April 30, 2019 & May 31, 2019 as required by the Sponsor.
- PC-4** I recommend that the Board approve insurance coverage with The Florida Insurance Alliance through egis insurance agency for the period 7/1/19– 7/1/20 and to authorize the Superintendent to sign all related documents.
- PC-5** I recommend that the Board renew the Workers' Compensation Insurance for FY20 with MEMIC Indemnity Company and authorize the Superintendent to sign all related documents.
- PC-6** I recommend that the Board approve the renewal of the Blanket School Accident Medical Basic & Voluntary Student Accident Insurance with Gerber Life Insurance Company.
- PC-7** I recommend that the Board approve the consulting agreement for specialized Exceptional Student Educational (ESE) services with Speech Rehab Services, LLC for SY19 and authorize the Superintendent to sign the agreement.
- PC-8** I recommend that the Board approve the consulting agreement for Psychological Services with Jennifer Valentine, Ed.S., NCSP for SY19 and authorize the Superintendent to sign the agreement.
- PC-9** I recommend that the Board approve the engagement letter for auditing services between SouthTech Preparatory Academy, Inc. and Keefe, McCullough & Co., LLP.

Emergency Items

None.

16. Poll Board for Items to be Pulled for Comment or Questions: None.

*17. Approval of **SouthTech Preparatory Academy** Consent Agenda with exception of the items pulled:*

Motion: Mr. Heller Second: Mr. Dunson

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.*

Old Business

None.

Administrative Items

SCA-1 I recommend that the Board approve the SouthTech Schools Organizational Chart FY19-20, the SouthTech Success Center Organizational Chart FY19-20.

SCA-2 I recommend that the Board authorize the Chair or Vice Chair and the Superintendent to act on behalf of the Board to approve time-sensitive items, which are due between the June Board meeting and the August

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

June 18, 2019 Minutes of the Governing Board Meeting

Page 6

Board meeting, and to bring those items back for ratification by the Board at the August Board meeting, and/or other financial matters.

SCA-3 I recommend that the Board approve the IDEA – Individuals with Disabilities Education Act grant application.

SCA-4 I recommend that the Board approve the updated SouthTech Schools Fiscal Policies and Procedures Manual regarding the engagement limitations of auditors.

Personnel Items

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

Financial Items

SCC-1 I recommend that the Board approve insurance coverage with the Florida Insurance Alliance through egis insurance agency for the period 7/1/19-7/1/20 and to authorize the Superintendent to sign all related documents.

SCC-2 I recommend that the Board approve the Workers' Compensation Insurance for FY19-20 with MEMIC Indemnity Company and authorize the Superintendent to sign all related documents.

SCC-3 I recommend that the Board approve the Blanket School Accident Medical Basic & Voluntary Student Accident Insurance with Gerber Life Insurance Company.

SCC-4 I recommend that the Board approve the application for a \$500,000 Bridge Loan with Building Hope for SouthTech Success Center (STSC).

SCC-5 I recommend that the Board approve the consulting agreement for specialized Exceptional Student Educational (ESE) services with Speech Rehab Services, LLC for SY19 and authorize the Superintendent to sign the agreement.

SCC-6 I recommend that the Board approve the consulting agreement for Psychological Services with Jennifer Valentine, Ed.S., NCSP for SY19 and authorize the Superintendent to sign the agreement.

SCC-7 I recommend that the Board approve the engagement letter for auditing services between SouthTech Success Center, Inc. and Keefe, McCullough & Co., LLP for FY2020-2021.

Emergency Items

None.

21. *Poll Board for Items to be Pulled for Comment or Question: None.*

22. *Approval of SouthTech Success Center Consent Agenda:*

Motion: Ms. Heinz

Second: Mr. Dunson

All in favor. Motion carries.

23. *Approval of Each Pulled Item (Item-by-Item): N/A*

24. *Public Comments on non-Agenda Items: None.*

25. **Governing Board in the Capacity of School Advisory Council (SAC) for South Tech Academy. There was no meeting.**

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

Introduction of the SouthTech Academy SAC Consent Agenda – Mrs. Nicolini: None.

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: N/A*

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. There was no meeting.**

School Improvement Steering Committee (SISC) Report – Ms. Ayesha Edmond, Chairperson – None.

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:

Ms. Heinz commented that if we could find a way to work on and create a philanthropy foundation, perhaps get a sub-committee going and get creative, because we need more resources and we have one heck of a story to tell.

Mr. Kidd said that the right person to head up the Foundation is what we have been searching for for years.

Mrs. Nicolini said she commends all the staff because she is around the school a lot and sees what is going on. She said that her only concern is the ID Badges. Toward the end of the year, she did not see them on everyone, including faculty. Is there some way that we can enforce this security, starting with the beginning of the school year and carrying it through?

Mr. Boggess addressed the issue for the System. They had the conclusion of the MSD Safety and Security Compliance meeting at the end of the school year. When they reconvene in July, he will be sure to add that as a task action item for the System of Schools. Mrs. Nicolini said the staff has been working hard here at STA and at Odyssey and she is looking forward to the move. She said she is also requesting a grant to get rid of the chairs.

Mr. Flah said he would give the first \$100. Mrs. Nicolini wished everyone a great summer.

Mr. Feldman wished everyone a great summer.

Mr. Dunson wished everyone a good summer.

Mr. Heller said that it has been a successful year academically, as to graduation, industry certification, etc., and have been on goal and on target. We have prepared our students for where they need to be and to be prepared for the world. He thanked the staff and students for the great job they have done. Mr. Heller said that we would move forward, getting that new building, possibly both buildings taken care of, and get through the next year for the move to Odyssey. We will get to where Mr. Kidd has envisioned us going and remain optimistic. Mr. Kidd added that we at least will be on our way. Mr. Heller wished everyone a good summer.

Mr. Flah said that we had a great year, but was sorry to hear that we lost students at the end. We need to figure out how to keep our student count up, this coming from his business development side. He asked if the Health Education aspect of the program is making revenue. He said in looking at our Adult Education Programs, and we have some great programs, that could expand hugely, especially with the new campus. Mr. Flah said he is thinking about taking the AutoCAD course. Mr. Flah said he is so excited to be part of the Board and he sees the vision, and he sees it in everybody's heart here. There is so much that we can accomplish, especially with our Superintendent and our Deputy Superintendent. The only way that we will be successful is if we get private wealth. He mentioned that he sent a registered return receipt letter to Mr. Bezo recently, requesting that he give SouthTech money. Perhaps if we all slam them to tell them to invest in the future, they will see the light and begin to give. Mr. Flah said that we could make that Odyssey campus a national and international model with kids flying in from all over to come to our programs. We can do, but we must want to do it. He commended everyone on how hard they work, and he really commends the three teachers that did not leave, that could have left to receive the \$10,000 increase. He said he would like to meet them. They are here because they love the school. Mr. Bloom said that we have much work to do and on behalf of the Board, we give you our commitment and will be with you.

34. Motion to Adjourn:

Mrs. Nicolini motioned to adjourn at 8:55pm until the Regular Board meeting on August 8, 2019 at 7:00pm.

Minutes Prepared by: _____ Approved by: _____
Barbara J. Fraga James F. Notter



SouthTech Schools

Preparing Students for Work, Higher Education & Productive Citizenship

James R. Kidd, SUPERINTENDENT

John-Anthony Boggess, DEPUTY SUPERINTENDENT

SouthTech Academy • SouthTech Preparatory Academy • SouthTech Success Center • SouthTech Adult Education

MEMORANDUM

August 8, 2019

TO: SouthTech Academy/SouthTech Preparatory Academy/SouthTech Success Center Governing Board

FROM: Jim Kidd, Superintendent

SUBJECT: AGREEMENTS APPROVED BY SUPERINTENDENT IN ACCORDANCE WITH POLICY 6.14

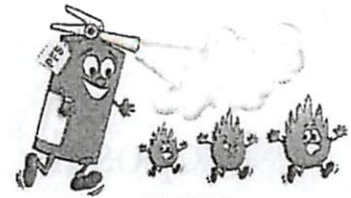
<u>Consultant/Vendor Name</u>	<u>Purpose</u>	<u>Cost</u>
STPA Security Camera Install	Security	\$6,419.87
STPA Alarm Monitoring & Inspection	"	\$1,095.00
STPA Front Desk Intercom	"	\$602.98
STA/STPA - WPGL Consulting, LLC	Facilitate work sessions w/PLC facilitators – Title IIA	\$10,000.
SouthTech Schools with Hacklab, Inc.	SouthTech21 Project - Title II	\$10,000.

SouthTech Schools, a state-approved LEA, does not discriminate on the basis of race, color, national origin, sex or sexual orientation, marital status, age, religion, disability, genetic information, gender identity, or any other characteristic prohibited by law. For questions contact 561.369.7042

SouthTech Schools • 1300 SW 30th Avenue • Boynton Beach, Florida 33426 • 561-369-7000 • southtechschools.org

Proposal

Phone: 561-463-3052



EF0000464

TO:

SOUTHTECH PREPARATORY ACADEMY		Date: 02-18-19	
1325 GATEWAY BLVD		Re: SECURITY CAMERA INSTALL	
BOYNTON BEACH, FL 33426			
Ph. # 561-318-8087	Fax # 561-318-8294	From: FRANK B	Job # SPA-1001
Attn: FREDDY			

Scope of Installation, Service or Monitoring

UPGRADE EXISTING CAMERA SYSTEM

INSTALL INCLUDES

- (1) 32CH 1080P HD DIGITAL VIDEO RECORDER W/ 4TB HARD DRIVE
 - (6) 2.1 MEGAPIXEL 1080P HD OUTDOOR VANDAL DOME CAMERAS W/ VARIFOCAL LENSE
 - (1) 2.1 MEGAPIXEL 1080P HD INDOOR LOW PROFILE VANDAL DOME W/ 3.2 MILLIMETER LENSE FOR 2ND FL BATHROOM
 - (1) 2.1 MEGAPIXEL 1080P HD PAN TILT AND ZOOM CAMERA W/ 20X OPTICAL ZOOM FOR CAFETERIA
- INCLUDES ALL LABOR WIRE AND MATERIALS

ALL EXISTING CAMERAS WILL BE PUT ON NEW DIGITAL VIDEO RECORDER
CAMERA SYSTEM WILL BE CONNECTED TO BUILDINGS INTERNET (HARDWIRED) FOR REMOTE VIEWING

INCLUDES ORIENTATION WITH NEW SOFTWARE AND MOBILE APPLICATIONS
33% DEPOSIT REQUIRED UPON ACCEPTANCE

TAX NOT INCLUDED

Total Cost: \$ 6,419.87

Monitoring cost additional if not specified in scope

Payment due 100 % upon completion.

All materials guaranteed to be as specified. It is fully understood and agreed that Preventive Fire Services Inc. retains a title on all equipment until this invoice is paid in full. Any alteration or deviation from above specifications involving extra costs will be executed only upon written orders, and will become an extra charge over and above the estimate. All agreements contingent upon strikes, accidents or delays beyond our control. By signing this proposal you have agreed to be contacted by our promotions department. Owner to carry fire, tornado, and other necessary insurance. Our workers are fully covered by Workman's Compensation insurance. In the event it is necessary for Preventive Fire Services to seek to enforce the terms hereof, Preventive Fire Services shall be entitled to recover reasonable attorney's fees and court costs through trial and all appeals. We will return for annual, semi annual or quarterly service, as required, to keep you in compliance with state, county and local statute, codes and ordinances, and invoice you at a prevailing rate for this service. You must notify Preventive Fire if you do not want to be kept in compliance with this required service.

Authorized Signature:

Note: This proposal may be Withdrawn by us if not accepted within 30 days.

ACCEPTANCE OF PROPOSAL

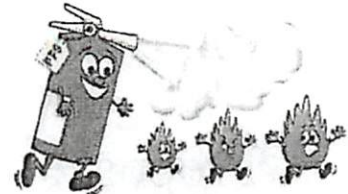
The above prices, specifications and conditions are satisfactory and are hereby accepted. You are authorized to do the work as specified. Payment will be made as outlined above. 1.5% interest per month (18% Annual) will be charged on the unpaid balance after 30 days. Deposits are 100% non refundable. By signature hereon, the individual signing this contract in any representative capacity as an officer of any corporate entity, also agrees to personally guarantee the obligations to Preventive Fire Services

Signature:

Title:

Proposal

Phone: 561-463-3052



EF0000464

TO:

SOUTHTECH PREPARATORY ACADEMY		Date: 02-18-19	
1325 GATEWAY BLVD		Re: FRONT DESK INTERCOM	
BOYNTON BEACH, FL 33426			
Ph. # 561-318-8087	Fax # 561-318-8294	From: FRANK B	Job # SPA-1003
Attn: FREDDY			

Scope of Installation, Service or Monitoring

INSTALL VIDEO INTERCOM AT FRONT DESK

INSTALLATION INCLUDES

- (1) VIDEO MONITOR STATIONED AT FRONT DESK
- (1) INTERCOM WITH CAMERA INSTALLED IN VESTIBULE

INSTALLATION INCLUDES ALL LABOR, WIRE, AND MATERIALS

33% DEPOSIT UPON ACCEPTANCE OF PROPOSAL

TAX NOT INCLUDED

Total Cost: \$ 602.98

Monitoring cost additional if not specified in scope

Payment due 100 % upon completion.

All materials guaranteed to be as specified. It is fully understood and agreed that Preventive Fire Services Inc. retains a title on all equipment until this invoice is paid in full. Any alteration or deviation from above specifications involving extra costs will be executed only upon written orders, and will become an extra charge over and above the estimate. All agreements contingent upon strikes, accidents or delays beyond our control. By signing this proposal you have agreed to be contacted by our promotions department. Owner to carry fire, tornado, and other necessary insurance. Our workers are fully covered by Workman's Compensation insurance. In the event it is necessary for Preventive Fire Services to seek to enforce the terms hereof, Preventive Fire Services shall be entitled to recover reasonable attorney's fees and court costs through trial and all appeals. We will return for annual, semi annual or quarterly service, as required, to keep you in compliance with state, county and local statute, codes and ordinances, and invoice you at a prevailing rate for this service. You must notify Preventive Fire if you do not want to be kept in compliance with this required service.

Authorized Signature: FRB

Note: This proposal may be

Withdrawn by us if not accepted within 30 days.

ACCEPTANCE OF PROPOSAL

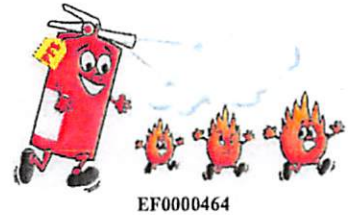
The above prices, specifications and conditions are satisfactory and are hereby accepted. You are authorized to do the work as specified. Payment will be made as outlined above. 1.5% interest per month (18% Annual) will be charged on the unpaid balance after 30 days. Deposits are 100% non refundable. By signature hereon, the individual signing this contract in any representative capacity as an officer of any corporate entity, also agrees to personally guarantee the obligations to Preventive Fire Services.

Signature: James R. Kild

Title: Superintendent

Proposal

Phone: 561-463-3052



TO:

SOUTHTECH PREPARATORY ACADEMY		Date: 06-04-19
1325 GATEWAY BLVD		Re: ALARM MONITORING AND INSPECTION
BOYNTON BEACH, FL 33426		
Ph. # 561-318-8087	Fax #	From: FRANK B Job # SPA-1002
Attn: FREDDY		

Scope of Installation, Service or Monitoring

TAKE OVER MONITORING AND INSPECTIONS OF EXISTING FIRE ALARM

MONITORING WILL BE 35.00\$ PER MONTH
INSPECTIONS WILL BE DONE QUARTERLY

TOTAL ANNUAL PRICE FOR (4) INSPECTIONS AND FIRE ALARM MONITORING WILL BE \$1095.00

PRICE TO BE BROKEN UP OVER 12 MONTH TERM AND BILLED QUARTERLY (\$273.75)
REQUIRES MINIMUM 3 YEAR TERM

Total Cost: \$ 1095.00

Monitoring cost additional if not specified in scope

Payment due 100 % upon completion.

All materials guaranteed to be as specified. It is fully understood and agreed that Preventive Fire Services Inc. retains a title on all equipment until this invoice is paid in full. Any alteration or deviation from above specifications involving extra costs will be executed only upon written orders, and will become an extra charge over and above the estimate. All agreements contingent upon strikes, accidents or delays beyond our control. By signing this proposal you have agreed to be contacted by our promotions department. Owner to carry fire, tornado, and other necessary insurance. Our workers are fully covered by Workman's Compensation insurance. In the event it is necessary for Preventive Fire Services to seek to enforce the terms hereof, Preventive Fire Services shall be entitled to recover reasonable attorney's fees and court costs through trial and all appeals. We will return for annual, semi annual or quarterly service, as required, to keep you in compliance with state, county and local statute, codes and ordinances, and invoice you at a prevailing rate for this service. You must notify Preventive Fire if you do not want to be kept in compliance with this required service.

Authorized Signature: _____

Note: This proposal may be _____ **30** _____ *days.*
Withdrawn by us if not accepted within

ACCEPTANCE OF PROPOSAL

The above prices, specifications and conditions are satisfactory and are hereby accepted. You are authorized to do the work as specified. Payment will be made as outlined above. 1.5% interest per month (18% Annual) will be charged on the unpaid balance after 30 days. Deposits are 100% non refundable. By signature hereon, the individual signing this contract in any representative capacity as an officer of any corporate entity, also agrees to personally guarantee the obligations to Preventive Fire Services

Signature: *James R. Kuhl*
Title: *Superintendent*



Consultation Agreement

South Tech Schools

2019 - 20

WPGL Consulting, LLC and South Tech Schools (including South Tech Academy and South Tech Prep) do hereby enter into this agreement as described below:

I. Supporting Professional Learning Communities (PLC)

Services (deliverables) to be provided by the consultant (WPGL Consulting):

1. Facilitate work sessions with PLC facilitators to provide guidance in leading and facilitating the work of the PLC teams at South Tech Academy and South Tech Prep. Dates for the work sessions to be determined in collaboration with South Tech Schools administrative staff.
2. Review minutes from PLC facilitators regarding the action of the teams throughout the year. As reviews are complete, provide feedback to appropriate ALT representatives that will be shared with and follow up on by the individual ALT member.

For these services, South Tech Academy and South Tech Prep agree to provide compensation as follows:

Item #	DELIVERABLES	AMOUNT
	Supporting Faculty PLCs	\$5000.00
1	Facilitate work sessions that support PLC facilitators in leading PLC structures.	\$3000.00
2	Review minutes from PLC meetings and provide feedback to ALT regarding progress of individual PLCs.	\$2000.00

II. Leadership Development PLC

Services (deliverables) to be provided by the consultant (WPGL Consulting):

3. Facilitate learning experiences for South Tech Schools administrative leadership team members designed to assess educator competence in applying the Florida Educators Accomplished Practices. Provide practice and feedback around implementing learning walks as an on-going method for improving educator and student performance. Dates for the Administrative PLC sessions to be determined in collaboration with South Tech Schools administrative staff.
4. Provide specific feedback to ALT members on artifacts, products or other documented evidence as they implement new learning from the identified curriculum.

Item #	DELIVERABLES	AMOUNT
Supporting Administrative PLC		\$5,000
3	Facilitate the Administrative PLC focused on learning experiences for identified Administrative PLC curriculum (i.e. continuation of learning walks related to FEAPs).	\$4,000.00
4	Review and provide feedback to artifacts from ALT members which document use of new knowledge and skills.	\$1000.00

III. Clinical Educator Academy*

Services (deliverables) to be provided by the consultant (WPGL Consulting):

5. Facilitate the CE Academy experience for identified faculty during the 2019-20 school year.

Schedule for Clinical Educator Academy:

- Session 1 – Overview to CE Academy and Importance of Growth Mindsets in Working with Developing Professionals
- Session 2 – Conducting Content Planning Conferences
- Session 3 – Clinical Educators as Observers and Diagnosticians of Teaching and Learning
- Session 4 – Providing Targeted Feedback to Developing Professionals
- Session 5 – Practicing and Putting It All Together

All sessions are intended to be two-hour sessions. Participants will be expected to participate in all pre-work, academy sessions and implementation activities in order to be certified as clinical educators at the end of the academy experience. Dates and locations to be determined in collaboration with South Tech and WPGL representatives.

***Note that this academy replaces the original academy described in deliverables 4 and 5 of the addendum to the 2017-18 contract.**

Item #	DELIVERABLES	AMOUNT
Clinical Educator Academy		N/A
5	Facilitate the CE Academy experience for identified faculty for the 2019-20 school year.	N/A

For these services, South Tech Academy and South Tech Prep agree to provide compensation as follows:

Payment schedule:

WPGL Consulting will provide invoices for deliverables in the following manner:

- Deliverables 1 and 2 – to be paid in two equal installments, invoiced at the midway point of contract (December 31, 2019) and upon completion of the services rendered (no later than June 30, 2020).

- Deliverables 3 through 4 – to be paid in two equal installments, invoiced at the midway point of contract (December 31, 2019) and upon completion of the services rendered (no later than June 30, 2020).
- Deliverable 5 – provided at no cost to South Tech Schools for the first academy delivered during the 2019-20 school year. Should subsequent academies be needed during the course of the year, an addendum to the contract will be negotiated at that time.

Invoices shall be due within 30 days of issuance, unless both parties determine an alternate schedule for payment.

In addition, South Tech Academy and South Tech Prep agree to provide:

- Space for the work sessions and learning experiences.
- Printing of handouts as needed for the work sessions and learning experiences.
- Notification to appropriate faculty about the time and location of work sessions and learning experiences.
- Technology for sessions as necessary.

Terms of Agreement:

This Agreement shall continue in effect beginning July 1, 2019 through completion of the described deliverables by WPGL Consulting, and no later than June 30, 2020. Each party has the right to cancel this agreement with a minimum two-week notice prior to the next scheduled event. In the event of personal or immediate family death, disability, or other incapacity resulting in the inability of the consultant to provide the described deliverable(s) as required, this agreement may be terminated immediately and all consideration due shall cease as of the date of the cancellation.

Signed:

Debbie Cooke

Signature (WPGL Consulting, LLC Designee)

6/19/19

Date Signed

James R. Keady

Signature (South Tech Academy Designee)

7/1/19

Date Signed

CONTRACT BETWEEN

Hacklab, Inc.
3491 High Ridge Road, Boynton Beach, FL 33426
Federal Identification Number 81-4614501
Direct Contact:
Irene Revelas, CEO | irene@myhacklab.org
561.702.1656

-AND-

SouthTech Schools
1300 SW 30th Avenue, Boynton Beach, FL 33426
Direct Contact:
John Anthony "Jay" Boggess, Deputy Superintendent
jay.boggess@pbcharterschools.org
561.369.7929

RE: Provision of services by Hacklab, Inc. to the SouthTech School District to develop a strategic plan suitable for pilot funding and implementation in the 2019-2020 academic year for *SouthTech21*, a project designed to enhance, expand, coordinate, and/or develop STEAM and other related educational and career pathway engineering, design, electronics, computer science, and manufacturing programming responsive to trade, industry, business, student, and parental demand.

This Agreement is made as of this 18th day of June 2019, between Hacklab, Inc., a Florida corporation with offices in Boynton Beach, Palm Beach County, FL, hereafter referred to as "Hacklab", and SouthTech School District, hereinafter referred to as "SouthTech" located in Boynton Beach, Palm Beach County, FL.

RECITALS

WHEREAS, Hacklab, Inc. is a nonprofit community-based organization founded in 2013 and serving as a STEAM education center; a digital fabrication lab; a business incubator for hardware startups; the local sponsor of the U.S. DOL *Maker Professional Registered Apprenticeship* in Advanced Manufacturing; the founder of the *Make2Manufacture* Talent Pipeline Program; and a thought leader, strategic consultant, and trusted intermediary for educators, employers, and communities in the areas of project-based maker learning; economic workforce development; maker ecosystem development; apprenticeship and work-based learning; and career pathways in manufacturing;

WHEREAS, Hacklab's educational programs, talent pipeline programs, registered apprenticeship, and business incubation offerings, along with its business partnerships and strategic alliances, are primarily focused on engineering, design, computer science, electronics, and advanced manufacturing;

WHEREAS, Hacklab has been a community partner of SouthTech since 2015; provided supplemental educational services to SouthTech Prep in 2016-2018; and played the lead role in identifying the need for and drafting of a Career Dual Enrollment Agreement between SouthTech Academy and Palm Beach State College to take effect in the 2019-2020 academic year;

WHEREAS, SouthTech Schools (*comprised of SouthTech Preparatory Academy, SouthTech Academy, SouthTech Adult Education, and the SouthTech Success Center*) serve students throughout Palm Beach County at two campuses in Boynton Beach. SouthTech proudly celebrates over 40 years of delivering on its' mission to graduate students prepared for work, higher education, and productive citizenship. In 2016, SouthTech became an official local education agency ("LEA"), and is recognized as its own LEA by the Florida Department of Education;

WHEREAS, SouthTech's 2016-2021 Strategic Plan articulates strategic goals of: 1) Continuous School Improvement; 2) Program Expansion; 3) Facilities Improvement/Growth; and 4) Government Relations; and Hacklab has been limited in its ability to help and/or support SouthTech in meeting and/or exceeding its strategic goals because the current SouthTech Career Academies don't focus on career pathways in engineering, design, computer science, electronics, and/or manufacturing;

WHEREAS, Hacklab has the knowledge, skills, and abilities to guide SouthTech's leadership team toward the development of coordinated and complementary district-wide STEAM programming aimed at serving as the foundation for a new Career Academy focused on engineering, design, computer science, electronics, and manufacturing to enable SouthTech to meet present and future demand for skilled talent by the engineering and manufacturing sectors in Palm Beach County and South Florida;

WHEREAS, the parties recognize that development of a new SouthTech Career Academy focused on engineering, design, computer science, electronics, and manufacturing is an essential and mutually beneficial component for SouthTech and Hacklab to achieve their respective goals and deliver responsive career and technical education aligned to high-demand industry needs; and

WHEREAS, SouthTech acknowledges that it can expect increases in the enrollment of students interested in pursuing career and technical programming in engineering, design, computer science, electronics, and manufacturing, as well as new business partners from the engineering and manufacturing sectors by offering the *SouthTech21* educational programming.

AGREEMENT

NOW, THEREFORE, in consideration of the premises, covenants, and agreements set out below, Hacklab and SouthTech agree as follows:

- Hacklab has developed, licensed, and/or acquired certain unique educational subject matter, systems, designs, organization models, curricula, materials, products, guidelines, assessments, tests, and/or programs concentrating on secondary and postsecondary career pathways in engineering, design, computer science, electronics, and/or manufacturing.
- Hacklab has significant experience in using the above-referenced subject matter to design programs, develop strategic plans, deliver services, and facilitate strategic partnerships for SouthTech grounded in educational excellence, aimed at student success, and designed to enhance and/or expand career pathway programs currently provided at the SouthTech.
- SouthTech wishes to engage Hacklab to provide said services to SouthTech during the 2019-2020 academic year under the umbrella of the *SouthTech21* project.

1. ENGAGEMENT. SouthTech hereby engages and retains Hacklab, who agrees to serve as consultant and service provider in connection with the *SouthTech21* project as detailed in Exhibit "A" attached hereto.

2. TERM. The term of the Agreement shall commence on the date of execution of the Agreement and expire in three (3) months. In no case shall the term exceed three (3) months or One Hundred and Twenty-Five (125) billable hours.

3. COST. Services are delivered at the rate of Eighty (\$80) Dollars per hour, plus reimbursement of pre-approved costs and expenses, with a Phase 1 project budget of Ten (\$10,000) Thousand and 00/100 Dollars.

4. HACKLAB'S OBLIGATIONS include:

- A. Consultation with SouthTech to conduct discovery and analysis of existing campuses, programs, curricula, career academies/pathways, faculty, and business partners to inform the design, budget, schedule, pilot program, and service delivery aspects of the strategic plan.
- B. Deliver the services in accordance with the Deliverable Schedule attached hereto and incorporated by reference herein as Exhibit "A".
- C. Collaborate with SouthTech to prepare and deliver the *SouthTech21* Strategic Plan suitable for inclusion in funding requests, grant proposals, and partnership opportunities.

- D. Collaborate with SouthTech, and its Public Relations contractors, to craft and disseminate positive publicity and support for *SouthTech 21*.
- E. Meet all applicable Federal, State, and Local health, safety, and civil rights laws.

5. SOUTHTECH'S OBLIGATIONS include:

- A. Consult with Hacklab to enable the design, scheduling, funding and delivery of the services.
- B. Consult with Hacklab to assess, determine, and document the impact of the proposed programs and/or services on student skills, engagement, performance, and career opportunities.
- C. Ensure Hacklab has contact information for, and permission to communicate with, SouthTech's teacher(s) and/or administrator(s).
- D. Verify with SouthTech that parents of the participating students have executed liability waivers which include, but are not limited to, authorization for Hacklab and/or SouthTech to photograph and/or video established learning sessions for the purposes of developing the *SouthTech21* pilot program and pursuing grants, sponsorships and/or other funding opportunities to underwrite the launch and implementation of the pilot program.
- E. Budget contract funds and authorize designated payment of fees and expenses to Hacklab.
- F. Pay within five (5) business days from the date of invoice submitted by Hacklab and which is consistent with the terms of this Contract.

6. MUTUAL OBLIGATIONS. Both Hacklab and SouthTech agree to:

- A. Confer and agree to the content of any official announcements regarding this Agreement, its contents, objectives, and results.
- B. Promptly inform the other party of any issues and problems that may arise during the development and delivery of services.
- C. Grant permission to the other party upon reasonable request to share information regarding the services provided with other schools, school districts, potential clients, and other organizations affiliated with or in discussion with the requesting party.

7. GOVERNING LAW. This Agreement shall be governed by the laws of the State of Florida.

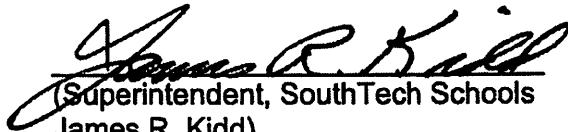
8. INDEPENDENT CONTRACTOR CERTIFICATION. By signing this Agreement, Hacklab certifies that it is an independent contractor. Hacklab's employees or contractors shall not, at any time, be employees of SouthTech.

9. INTELLECTUAL PROPERTY. All property created and/or delivered by Hacklab shall remain the exclusive property of Hacklab, including but not limited to, all patents, trademarks, and copyrights in the course materials, program structure, courses, assessments, project kits, instructions, and curricula.

10. ENTIRE AGREEMENT. This Agreement supersedes and takes the place of any and all previously written or oral agreements, representations and negotiations between the parties covering the terms of this Agreement.

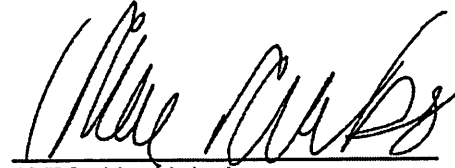
11. AMENDMENT. The parties may amend this Agreement only through a written amendment signed by the representatives of each party who are authorized to execute contracts.

SOUTHTECH, By:


(Superintendent, SouthTech Schools
James R. Kidd)

Date: 6/19/19

HACKLAB, By:


(CEO, Hacklab, Inc.
Irene Revelas, J.D.)

Date: 06/19/19

EXHIBIT “A”

SOUTHTECH 21 – PROJECT DELIVERABLES

PHASE 1: DISCOVERY, ANALYSIS, AND PROGRAM DEVELOPMENT **(June - August 2019) | \$10,000 (125 hours @ \$80/hour)**

The primary deliverable of this phase is the development of a realistic *SouthTech21* program plan suitable for inclusion in a variety of federal, state, and local Maker and/or STEM funding opportunities with due dates in early to mid-August 2019.

The process will start with discovery and analysis of relevant testimonial and documentary data from the SouthTech leadership team to capture and transfer existing knowledge, resources, thoughts, and ideas about the startup of a new Career Academy and the coordination and/or development of foundational STEAM learning district-wide (Prep/Academy/Success Center/Adult Ed).

Once discovery at SouthTech is completed, the preparation of a variety of applications for funding will be made, and that process may include research, site visits, and partner and advisor meetings to prepare and submit competitive applications for funding in a timely fashion.

PHASE 2: STRATEGIC PLAN PREPARATION AND PILOT DESIGN **(September - December 2019) | \$7,000 (87.5 hours @ \$80/hour)**

Based on the collection, review and analysis of the research, data, and draft program plan prepared in Phase 1, a strategic plan and project pilot will be prepared and submitted for review, discussion and input from the SouthTech leadership team, leading to the development of a final *SouthTech21* Strategic Plan and Pilot Program suitable for presentation to the SouthTech Governing Board for feedback and approval.

In addition, certain funding opportunities have filing deadlines during this time period, in which case(s) timely applications for said additional funding will be submitted.

PHASE 3: PILOT FUNDING, EXECUTION, AND LAUNCH **(January – June 2020) | Funding Source(s) and Amount to be determined**

January 2020 final design and launch of the *SouthTech21* pilot will be based upon a variety of factors including, but not limited to, the academic calendar at Prep and Academy; the amount and nature of the additional roll-over funding from SouthTech for the project; as well as the grant/sponsorship funding awards from governmental, public, and/or private sources.

SOUTHTECH CHARTER ACADEMY, INC.
CONSENT AGENDA
August 8, 2019

Old Business

The following items are for Board ratification. They are time-sensitive items executed between June 18, 2019 and August 8, 2019 by the Superintendent.

- OB-1** I recommend that the Board ratify the Title II, Part A Supporting Effective Instruction 2019-2020 grant application.
- OB-2** I recommend that the Board ratify the Title IV, Part A- Student Support and Academic Enrichment Entitlement 2019 2020 grant application.
- OB-3** I recommend that the Board ratify the Title III- Language Instruction for English Language Learners and Immigrant Students 2019 2020 Entitlement grant application.
- OB-4** I recommend that the Board ratify the Title I, Part A: Improving the Academic Achievement of the Disadvantaged 2019-2020 grant application.
- OB-5** I recommend that the Board ratify the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) Secondary, Section 131 Entitlement grant application.

Administrative Items

- A-1** I recommend that the Board approve the Mileage Reimbursement rate increase to align with grant compliance.
- A-2** I recommend that the Board approve the SouthTech Schools and SouthTech Academy 2019-2020 calendar revisions.
- A-3** I recommend that the Board approve STA's Active Assailant Procedures SY19-20 draft.
- A-4** I recommend that the Board approve the SouthTech Charter Academy, Inc. Organizational Chart 2019-2020 revisions.

Personnel Items

- B-1** I recommend that the Board approve the Personnel actions for the previous month.
- B-2** I recommend that the Board approve the Job Description revisions drafts for Secondary School Principal, Assistant Principal - School Counseling, Instruction & Assessment and Assistant Principal - Career Academy Coordination & Instruction.

Financial Items

- C-1** I recommend that the Board approve and ratify the monthly Charter school bank account reconciliation for month ending June 30, 2019 as required by the Sponsor.
- C-2** I recommend that the Board approve and ratify the Charter school monthly Disbursement Report for month ending June 30, 2019 as required by the Sponsor.
- C-3** I recommend that the Board approve and ratify the monthly financial statements for month ending June 30, 2019 as required by the Sponsor.
- C-4** I recommend the Board approve the amended STA Operating Budget for FY19.
- C-5** I recommend that the Board approve and sign the adoption of Palm Beach County School District's Mental Health Allocation Plan for SY 20.

C-6 I recommend that the Board approve the Position Funding Agreement with Palm Beach County, Children's Services Council of Palm Beach County and South Tech Charter Academy, Inc.

Emergency Items

None.

**Board Meeting
August 8, 2019**

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

**Old Business
OB-1**

Motion:

I recommend that the Board ratify the Title II, Part A Supporting Effective Instruction 2019-2020 grant application.

Summary Information:

The purpose of these funds is to 1) increase student achievement consistent with challenging State academic standards; 2) improve the quality and effectiveness of teachers, principals, and other school leaders; 3) increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and 4) provide low-income and minority students greater access to effective teachers, principals, and other school leaders.

Attachments: Title II, Part A grant application

Presented By:

Jim Kidd, Superintendent

Financial Impact:

The financial impact for this item is \$69, 357.67. This is the total amount for SouthTech Schools.

Title II, Part A: 2019-20 Application

Agency Name: SouthTech Charter LEA

Project Number: 50D - 2240B - OCT01

TAPS Number: 20A011

Title II, Part A: Assurances

The Florida Department of Education (FDOE) has developed and implemented a document entitled, **General Terms, Assurances and Conditions for Participation in Federal and State Programs**, to comply with:

2 C.F.R. 200, Uniform Grant Guidance (UGG) requiring agencies to submit a common assurance for participation in federal programs funded by the United States Education Department (USED); Applicable regulations of other Federal agencies; and State regulations and laws pertaining to the expenditure of state funds

In order to receive funding, **applicants must have on file with the Florida Department of Education, Office of the Comptroller, a signed statement by the agency head certifying applicant adherence to these General Assurances for Participation in State and Federal Programs.** The complete text may be found in Section D of the Green Book.

School Districts, Community Colleges, Universities, and State Agencies

The certification of adherence, currently on file with the FDOE Comptroller's Office, shall remain in effect indefinitely. The certification does not need to be resubmitted with this application, unless a change occurs in federal or state law, or there are other changes in circumstances affecting a term, assurance or condition.

Private Colleges, Community-Based Organizations and Other Agencies

In order to complete requirements for funding, applicants of this type must certify adherence to the General Assurances for Participation in State and Federal Programs by submitting the certification of adherence page, signed by the agency head with each application.

Note: The UGG combines and codifies the requirements of eight Office of Management and Budget (OMB) Circulars: A-89, A-102 (former 34 CFR part 80), A-110 (former 34 CFR part 74), A-21, A-87, A-122, A-133, A-50. For the FDOE this means that the requirements in EDGAR Parts 74 and 80 have also been subsumed under the UGG. The final rule implementing the UGG was published in the Federal Register on December 19, 2014, and became effective for new and continuation awards issued on or after December 26, 2014.

Technical assistance documents and other materials related to the UGG, including frequently asked questions and webinar recordings, are available at The Chief Financial Officers Council web site: <https://cfo.gov/cofar>.

By submitting this application to the Florida Department of Education:

☒ The local educational agency (LEA) assures that it will use Title II, Part A funds to increase student achievement for all students including low-income and minority students, children with disabilities, English language learners, and gifted and talented students by (1) optimizing the supply of new teachers and principals and (2) improving the effectiveness of teachers, principals and other schools leaders, in accordance with the [Every Student Succeeds Act \(ESSA\), section 2001](#).

☒ The LEA assures that it will target funds to schools within the jurisdiction of the LEA that have the highest percentages of ineffective teachers, high percentages of students who do

not meet the challenging State academic standards, have the largest average class size, or are identified for school improvement, in accordance with [section 2103\(b\)\(3\)\(B\)](#).

☑The LEA, after timely and meaningful consultation, assures that it will provide the opportunity for equitable participation by private school educational personnel in the activities and services funded by this application and those schools have been so notified. Educational services or other benefits, including materials and equipment provided, shall be secular, neutral, and non-ideological, in accordance with [section 2102\(b\)\(2\)\(E\)](#) and [section 8015](#).

☑The LEA assures that professional development activities authorized under Title II, Part A will coordinate with professional development activities provided through other federal, state and local programs, in accordance with [section 2102 \(b\)\(2\)\(F\)](#).

☑The LEA assures that the professional development activities have been developed with extensive participation of teachers, principals, other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, charter school leaders, parents, community partners, and other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the purpose of this title, in accordance with [section 2102\(b\)\(3\)](#).

☑The LEA assures that funds received will be used to supplement and, to the extent practical, increase the level of funds that would be made available from nonfederal sources; in no case will such funds be used to supplant funds from nonfederal sources, in accordance with [section 2103](#).

☑The LEA assures that the control of funds will remain in the public agency and the public agency will administer the funds and property to the extent required by the authorizing law.

☑The LEA assures that accurate records will be kept and provide such information to the state, as may be reasonably required for fiscal audit and program evaluation and shall demonstrate compliance with all state, federal, and program requirements. The reports and information provided shall be made readily available to the public, and shall not reveal any personally identifiable information about any individual, in accordance with [section 2104](#).

☑The LEA assures that programs will be evaluated annually, and the evaluation will be used to make decisions about appropriate changes in programs for the subsequent year. The evaluation will describe how program(s) affected student academic achievement and will include, at a minimum, information and data on the use of funds, the types of services furnished, and the students served, and will be submitted to the state annually, in accordance with [section 2104 \(b\)](#).

☑The LEA assures that a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals or other school leaders and a description of the LEA's opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership are included in the LEA's state-

approved Professional Development System, in accordance with [section 2102\(b\)\(2\)\(B\)](#). If the LEA's state-approved Professional Development System does not include these descriptions, the LEA will include the descriptions as an attachment to this application.

Overview of the Title II, Part A Application

The purpose of Title II, Part A is to provide subgrants to LEAs to (1) increase student achievement consistent with challenging State academic standards; (2) improve the quality and effectiveness of teachers, principals, and other school leaders; (3) increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and (4) provide low-income and minority students greater access to effective teachers, principals, and other school leaders, in accordance with [section 2001](#).

To achieve these goals, LEAs in the state of Florida shall focus on four broad strategies:

- 1) Developing and implementing initiatives to assist in recruiting and hiring effective teachers [\[section 2103\(a\)\(3\)\(B\)-\(C\)\]](#);
- 2) Increasing effectiveness of all teachers through effective evaluation and high-quality, personalized professional development [\[section 2103 \(a\)\(3\)\(A\) and \(E\)\]](#);
- 3) Increasing the retention of effective teachers, principals, and other school leaders [\[section 2103 \(a\)\(3\)\(B\)\(iv\)\(II\)\]](#); and
- 4) Prioritizing effective teachers for high-needs students, particularly in low-income schools with high percentages of ineffective teachers and high percentages of students who do not meet the challenging State academic standards [\[section 2103 \(a\)\(3\)\(B\), \(F\), and \(I\)\]](#).

The appropriateness of the strategies the LEA employs will be supported through an analysis of data on student achievement, teacher supply, and teacher, principal, and other school leader effectiveness. Strategic activities should also serve school, district, and [state strategic priorities](#).

Title II, Part A: Needs Assessment

To be eligible for funds, an LEA shall conduct an assessment of local needs for professional development and hiring. The needs assessment shall be conducted with extensive participation of the stakeholder groups outlined in the assurances section of this application, and shall be based on various and numerous qualitative and quantitative data in the areas of student achievement, teacher supply, teacher effectiveness, and principal and other school leader effectiveness.

Powerful needs assessments have three distinct phases:

1. Phase 1 - Collect and Analyze Data: LEAs should analyze data from various and numerous qualitative and quantitative sources to determine existing trends and patterns that support the identification of needs related student achievement, teacher supply, and teacher and principal effectiveness. Some examples of data a district might consider are included below. The *Title II Application Technical Assistance Document* provides additional assistance when considering data sources.

Data to inform student achievement needs

- [Florida Standards Assessments \(FSA\) student achievement data \(Language Arts and Mathematics\) **](#)
- [End-of-Course Assessments **](#)
- Student Progress Monitoring Data (district- or school-based)
- [Student achievement disaggregated by student group **](#)
- [Graduation rates **](#)
- Drop-out rates
- Student attendance

**** Data can be found at edstats.fldoe.org**

Data to inform teacher and principal supply needs

- Teacher, principal, and other school leader retention rates
- Anticipated teacher shortages in core academic subjects and Title I programs
- Data on distribution of teachers with specific characteristics (e.g., experience, out-of-field, provisional certificates)
- Data on the effectiveness of current recruitment and retention efforts
- Feedback from exit interviews

Data to inform teacher and principal effectiveness needs

- Value-Added Model (VAM) data; Red/Green Sheets
- Instructional practice and leadership practice data on teachers, principals, and school leaders
- Teacher, principal, and other school leader evaluation data ([16-17 data](#) and [15-16 data](#))
- Teacher and principal needs assessment survey results
- Annual performance appraisals for teachers, principals, and other school leaders for core academic subjects and Title I schools by school and subject area
- Individual professional development plans

Other data

- [School improvement data](#)
- [School grade data](#)
- Current professional development efforts and effectiveness data
- [District and school report cards **](#)
- Program evaluation data of programs currently funded
- Private school data from equitable services consultation(s)
- [Archives for historical data](#) (to examine trends)

**** Data can be found at edstats.fldoe.org**



**** When visiting edstats.fldoe.org, please click on the green “PK-12” box at the bottom section of the home page in order to access the data points mentioned in the list above.**

LEAs are not required to submit data collection and analysis as part of this program application.

2. Phase 2 - Identify Areas of Strength and Challenges: Based on the data collected and analyzed in phase one of the needs assessment, LEAs should look at trends to consider the areas of strength and challenges related to student achievement, teacher supply, teacher effectiveness, and principal and other school leader effectiveness.

Student Achievement	
<i>Summarize the trends and patterns observed by the team while analyzing student achievement data. What gaps exist in outcomes among student subgroups? What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</i>	
Areas of Strength	<p>Since the Spring Assessment scores are not available at this time, the LEA will base its responses on the latest FLDOE 2018 Reports available, which will include trend data for the last three years as a means to identify student academic needs. The student population across the LEA continues to be 90% minority and 90% economically disadvantaged. However, at SouthTech Schools the minority performance gap is significantly smaller, or non-existent in some academic areas, than it is for both the Palm Beach County School District and the State. Of particular note is the LEA's Graduation Rate of 97.8% for 2017-18. This is up 2% over a three-year period. Moreover, when disaggregating the graduation data, we find that each subgroup, except for White students, has seen a three-year increase in graduation rates ranging from 1.2% to 8.2%. Most notable is that every subgroup outperformed the District and the State composites for the last three years.</p> <p>When examining three-year trend data, at SouthTech Academy High School, students continue to outperform the State proficiency levels in College and Career acceleration – up 24% over three years, mathematics, science and social studies are also above state proficiency levels with mathematics leading the way with a 20% increase during that time period.</p> <p>At the SouthTech Preparatory Academy Middle School, the school has done a remarkable job in the area of Middle School Acceleration – increasing by 54% over a three-year period and surpassing the State level last year. Likewise, social studies achievement continues to improve with proficiency levels above the State's for the past three years.</p> <p>Professional Learning Communities (PLCs) at both schools analyzed student data and used it to help inform instruction. PLCs collaboratively developed lessons and strategies were employed, tested and reviewed for efficacy. These included charts and organizers to help students manage the learning process, mindfulness approaches to reduce stress and focus on learning, embedding technology into lessons including the use QR codes, 3D printers, immersive technologies and Powerpoint presentations. Other PLCs addressed discipline through student engagement activities, while a</p>

	major PLC addressed reading in the content areas strategies.
<i>Challenges</i>	<p>At SouthTech Academy, English/Language Arts is the one area that, while showing slight improvement over the three-year period, continues to be off of the State proficiency levels by as much as 10%. At SouthTech Prep, the school continues to struggle in bringing all students to higher proficiency levels in English/Language Arts, mathematics and science. While trend data show the school is making inroads – a 17% increase in math achievement, 27% increase in math learning gains and 16% in lowest 25%ile learning gains, other areas have more modest improvements, with science declining by 8% over the three-year period. SouthTech Academy and the new, SouthTech Success Center (opening in the fall of 2019) are career/technical high schools offering students an array of career pathways leading to one or more industry certifications (780 were earned during 2018-19). SouthTech Prep is the feeder middle school for SouthTech academy with a strong focus on STEAM education, a middle school acceleration rate of 79% and students of their own earning 59 industry certifications in the past year. While these are strong indicators of ongoing success, many of the current career academies are grounded in more traditional, hands-on occupations that, while continuing to be in demand, do not address future, high-tech, growth industries. With a continued and sustained focus on occupations built upon the pivotal subjects of science, technology, engineering and mathematics (STEM), SouthTech faculty in grades 6 -12 must receive additional professional development commensurate with the demand for these highly skilled careers to help our students remain competitive in local, national and global markets.</p>

Teacher and Principal Supply	
<i>Summarize the trends and patterns observed by the team while analyzing teacher and principal supply data. What are the important trends and patterns that will support the identification of teacher and principal supply needs?</i>	
<i>Areas of Strength</i>	<p>When looking at student achievement data, SouthTech Academy is certainly doing very well in almost all academic areas and, in particular, graduation rates. This is especially notable when disaggregating the achievement data by subgroup. While there are some areas where the supply of certified, in-field teachers is less than desirable, the School has done an admirable job in finding the best available staff to provide more than adequate instruction. All faculty members benefit from the staff-driven Professional Learning Communities (PLC) established three years ago – in line with positive academic results noted in the trend data. Both faculty</p>

	and administration have worked diligently to address the underlying issues of staffing and academic performance through PLC approach to professional development and mentorship. Of those responding to the LEA's staff survey, 88% indicated the LEA's administration sets high expectations for students, teachers and staff and 96% agreed with the way Title IIA funds were being used to support professional development. Moreover, through an internal process that encourages and rewards dedication and commitment to the LEA, SouthTech Schools are developing their own leadership pipeline that will help maintain the culture and success of this career-oriented charter district.
<i>Challenges</i>	At SouthTech Academy, 10% of the 68 teachers were out-of-field for the 2019-20 school year, up 3% from the preceding school year. Another 9% were working on obtaining their content area certification. At SouthTech Prep, only 3% of the faculty were identified as out-of-field, that is down 25% from the previous school year. However, 21% of the faculty were working on obtaining area certification during this past school year. Looking closer at these issues, the LEA found just under 50% of the faculty responding to the staff survey indicated that they have worked at one of the LEA's schools for 1 -3 years. As a charter LEA, SouthTech is in direct competition with the county school district for teachers. While offering a competitive salary and benefits, the charter LEA has a greater difficulty in those harder to fill positions. When reviewing teacher turnover, STA had a 10% increase in staff attrition from the previous school year going from 5 to 12. STP documented a 21% turnover – the same as the previous year. Also, 72% felt that the LEA provided professional development that addressed their particular needs and another 20% were neutral on that question. This was noticeably less than the support given to the way Title II funds were used by the LEA for professional development.

Teacher Effectiveness

Summarize the trends and patterns observed by the team while analyzing data on the effectiveness of teachers. What are the important trends and patterns that will support the identification of teacher learning needs?

<p><i>Areas of Strength</i></p>	<p>As a Charter LEA, SouthTech Schools has its share of relatively new teachers with limited experience. When identifying prospective teachers, school administration will focus on content area expertise over pedagogical experience, which can be internally supported. By selecting teachers with strong content-area knowledge, students reap the benefits of a sound foundational understanding of the material. In support of this approach, a recent teacher preparation gap analysis of the LEA's new teacher program was conducted with the following results:</p> <ul style="list-style-type: none"> ○ Teacher needs are met by working through the tasks associated with each Florida Educators Accomplished Practices (FEAP) ○ There is mentor/mentee choice in terms of which FEAPs are addressed first and to what depth ○ Mentors are matched to mentees by content area in most cases ○ Mentors and buddies support teacher efficacy ○ Teacher Induction Program meetings are held monthly in the mornings and one-one meetings are held to follow-up on specific concerns/support needs, etc. <p>Based upon Instructional and Deliberate Practice scores, all teachers at SouthTech Academy High School were rated as <i>Highly Effective</i> for the 2018-19 school year that is up 30% from 2017-18. At SouthTech Prep 42% of the faculty was rated <i>Highly Effective</i> with the remaining rated as <i>Effective</i>. The <i>Highly Effective</i> rating was up 6% from the preceding year. Since student assessment results and school grades have not been released, these ratings due not include the Value Added Model (VAM) ratings. The results at SouthTech Academy are in line with the academic performance of the students in all measured areas except English/Language Arts, where students have maintained, but not improved. At SouthTech Prep, student achievement has room for improvement in several core areas. However, student performance is trending in a positive direction with some areas (Middle School Acceleration and Civics) showing considerable growth over a three-year period.</p>
<p><i>Challenges</i></p>	<p>The number of LEA teachers new to a SouthTech School (1-3 years) is up from 36% in 2017-18 to 49% in 2018-19 with 10% of all LEA teachers new to teaching. Support for this group has been stretched with a limited cadre of clinical educators, who can become overwhelmed due to being assigned several new teachers to work with. Expanded "onboarding" strategies for supporting teachers new to SouthTech need to begin with</p>

the hiring process. The aforementioned Gap Analysis also identified areas such as creating a PLC for new teachers, providing greater content-area support in general, expanding the use of SWIVL – in classroom video recording. In reviewing specific feedback from 75% of faculty members during the spring survey, 72% felt that the current, available professional development met their individual needs as a teacher, while 78% felt they were provided with skills and background necessary to be effective or highly effective. However, just under 50% of respondents felt the PD they received completely or mostly impacted student achievement. While these responses are generally positive, they do indicate that approximately 25% of respondents do share that perspective regarding the support they are receiving and impact it is having on student achievement. Further, 34% and 25% of the LEA's faculty and staff did not respond to the LEA's two faculty/staff surveys.

Principal and Other School Leader Effectiveness

Summarize the trends and patterns observed by the team while analyzing data on the effectiveness of principals and other school leaders. What are the important trends and patterns that will support the identification of principal and other school leader learning needs?

Areas of Strength

The Charter LEA has been under the watchful eye of the same superintendent since SouthTech Academy converted to charter status in 2003. As the system continued to develop and expand, becoming a Charter LEA in 2016, the LEA leadership has remained consistent and focused on its mission. Supported by a strong and involved Board of Directors, LEA and School Leadership have the advantage of a very manageable number of schools and a relatively small student population supported by a dedicated faculty and staff. While academic performance may not be entirely at acceptable levels for all grades and subjects, trend data continue to highlight continuous, quality improvement documented by a three-year graduation average of 95%, middle and high school college and career acceleration significantly above District and State and an almost non-existent minority achievement gap. When looking at a grade 6 -12 continuum, struggling students entering the system as sixth graders continue to develop and improve as their cohort moves through middle school and transitions to high school

	<p>with a strong foundation resulting in 97.8% receiving a diploma and one or more industry certifications in 2017-18. As a Charter LEA, key leadership roles have been created and/or enhanced to support anticipated growth and challenges. A clear administrative hierarchy now provides a better support system for all staff. Of the 75% responding to the 2018-19 Faculty/Staff Survey, 95% agreed or strongly agreed that administration has created and supports a culture of academic achievement, with 85% confirming the LEA recruits and retains effective or highly effective teachers. School administrators and faculty leaders empower staff to embrace research-proven strategies through the PLC process and support all efforts to improve the teaching and learning experience for students. School and LEA administration also participate in the PLC process to be able to strategically support teachers in their endeavors and provide the necessary feedback and encouragement needed to strengthen student achievement. To this end, STP continues to provide dedicated common planning time for staff to collaborate and develop appropriate strategies and interventions for students. Faculty members are provided access to and are encouraged to employ technology for varying purposes across the curriculum.</p>
<i>Challenges</i>	<p>LEA expansion in 2019-20 will see a second, career/technical high school open increasing the LEA's student population and the corresponding challenges faced by a more fragile target audience, which will include greater numbers of low-performing students and students with disabilities. Having the right personnel in key leadership positions is paramount to the continued success of the charter LEA. STP has experienced a continual stream of incoming sixth grade students with both academic and behavioral deficiencies, creating considerable obstacles. In addition to these rather significant factors, there has been a steady increase in the number of students whose parents sought out SouthTech Prep as an alternative choice for their children who struggled in elementary school or other middle schools. This, in turn, has placed a greater burden on leadership to identify and/or train qualified instructional staff needed to adequately address both the growth and underlying student needs. The advent of an administrative PLC has focused on leadership needs and providing the highest level of support for all faculty and staff. This also helps to address an important aspect of school administration that is frequently overlooked, which is leaders are also educators and, as such, must maintain their own level of academic proficiency. School administration must also analyze more than just student achievement data to continue to recruit and retain the best possible faculty. Such trend data include staff qualifications, turnover rate, attendance, professional development needs, career/technical expansion and extrinsic and intrinsic incentives. Further, the use of stakeholder survey data can be quite</p>

revealing in terms of general or specific perceptions that can be used stem the escalation negative behaviors. When examining Faculty/Staff and Student Survey responses for the 2018-19 school year, there is a disconnect in perceptions in terms of mutual respect between teachers and students and students having a connection with a caring adult with whom they could discuss a problem. While 87% of faculty and staff agreed or strongly agreed that each group treated the other with respect, only 41% of students felt the same way. In terms of an adult to confide in, 95% of faculty and staff believed students had someone, where only 19% of students shared the same view.

Other Data Sources, Including Private School Data

Summarize the trends and patterns observed by the team while analyzing other data sources (including private school data). What are the important trends and patterns that will support the identification of student, teacher, and leader needs?

<i>Areas of Strength</i>	As a career/technical high school, SouthTech Academy offers its students a wide array of Career Technical Programs through 13 different academies yielding 32 different industry certifications. CTE instructors work diligently to provide students with the technical and related academic skills, including technical reading, necessary to be successful in the workforce. They are also a part of the four Professional Learning Communities at STA. The CTE instructors collaborate with their content-area counterparts on varied strategies such as the integration of technology, reading in the content area, data-driven instruction, etc. helping to provide students with comprehensive support. Projected industry certifications for the 2018-19 school year should exceed 780, a 4% increase over the preceding year. To this end, STA also partners with area businesses and post secondary institutions to provide experience and continuity for its students. Currently, SouthTech Charter LEA is comprised of only two schools, with a new high school opening in the fall of 2019, serving a very small segment (.8%) of the population of Palm Beach County Schools. The Sponsoring District, Palm Beach County, addresses the larger issues specific to Delinquent, Neglected and Private School students.
<i>Challenges</i>	As feeder program to SouthTech Academy, STP has started to offer limited career/technical programs and career exploration as precursor to students transitioning to the high school. Critical to the success of this initial endeavor is the role STEM experiences and accelerated learning opportunities play into the larger educational offerings at the school. Foundational mathematics and science courses, supported by non-fiction reading, are key to the success

of the greater student population. Teacher collaboration, cross-curricular planning and differentiated instruction help provide the underpinnings for this effort. As such, it takes a highly cohesive and open faculty to work in unison and address the varied needs of the students being served.

3. **Phase 3 - Identify and Prioritize Needs:** Once areas of strength and challenges have been identified, districts should identify and prioritize needs associated with student achievement, teacher supply, and teacher effectiveness, and principal and other school leader effectiveness. Use the results from phases one and two to identify the greatest needs of the LEA.

Overarching Need	Focus Area (student achievement, teacher and principal supply, teacher and principal effectiveness, or other)	Is the need trending better or worse over time? (better or worse)	Can cause(s) be identified? (yes or no)	Additional Considerations (optional)
Fill vacant positions at SouthTech Schools with qualified, in-field teachers and retain those who have been successful.	Teacher Supply	Worse	Yes	Due to increased teacher vacancies at the sponsoring school district, combined with a recently passed bond initiative that increased teacher pay for traditional (non-charter) schools, the increased loss of charter school teachers was expected.
With an increasing number of new teachers accepting positions at SouthTech Schools, the need to provide a comprehensive induction program that both supports and retains effective new teachers is critical.	Teacher Effectiveness	Worse	Yes	<ul style="list-style-type: none"> ○ Look at creating a PLC specific to new teachers ○ Identify more content area support for new teachers ○ Identify lead learners in all content areas ○ Mentors must participate in on-going PD related to their skills as a mentor including Clinical Education training - possible PLC specific to teacher leaders
Improve academic proficiency, predominantly at the middle	Student Achievement	Better	Yes	Students at the Academy have been making steady progress in all areas with ELA remaining

school as measured by various State assessments and expand STEM opportunities for students to receive training in the highly desirable field of <i>new technologies</i> through the creation of a new career academy.				the only area below State proficiency levels. Students at the Prep Middle School, while showing progress, remain below State proficiency levels in multiple content areas. Students earned 780 industry certifications during the 2018-19 school year in mostly traditional career pathways. The LEA must expand its career opportunities to include emerging high tech experiences for students to be competitive.
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Note: LEAs may add rows as needed.

Title II, Part A: ESSA Regulation Responses

Please respond to each question.

1. How will the LEA prioritize funds to schools implementing comprehensive or targeted support and improvement activities [\[section 2102\(b\)\(2\)\(C\)\]](#)?

The SouthTech Charter LEA is currently comprised of only two schools (with a third school opening in the fall of 2019). None have been identified as requiring comprehensive or targeted support. However, the LEA does prioritize funding to support the academic improvement of its most at risk and/or low performing students. This includes supplements paid to mentors to assist with progress monitoring and direct support to new teachers working with targeted students. Through faculty Professional Growth Plans (PGPs), instructors receive professional development to assist them in areas identified as needing improvement. This is directly supported through the LEA's Professional Learning Community (PLC) process, which places significant emphasis on peer support and collaboration around student and adult learning needs. Additionally, Title IA funding provides a variety of supports for all struggling students.

2. [Section 2102\(b\)\(3\)](#) outlines the consultation requirements for LEAs for Title II, Part A funds:
 (3) CONSULTATION.—*In developing the application described in paragraph (2), a local educational agency shall—*
“(A) meaningfully consult with teachers, principals, other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, charter school leaders (in a local educational agency that has charter schools), parents,

community partners, and other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the purpose of this title;

“(B) seek advice from the individuals and organizations described in subparagraph (A) regarding how best to improve the local educational agency’s activities to meet the purpose of this title; and

“(C) coordinate the local educational agency’s activities under this part with other related strategies, programs, and activities being conducted in the community.

How will the LEA use data and ongoing consultation with stakeholders to continually update and improve activities [\[section 2102\(b\)\(2\)\(D\)\]](#)?

As a benefit of being a Charter LEA with a strong focus on Career and Technical Education, SouthTech Schools have a large and active governing board supported by a variety of advisories including parents, local businesses and post secondary institutions. These groups meet on a regular basis and review quantitative, qualitative and trend data on all school programs and make recommendations to District leadership. In addition, parent, faculty, student and stakeholder surveys provide an independent and anonymous perspective on the inner workings of the Schools – highlighting both needs and accomplishments. With a combined number of LEA faculty at approximately 100, there is always significant input and meaningful discussion on school operations and programs. Specifically, Title IIA funding has allowed the LEA’s Professional Learning Community (PLC) process to become an integral mechanism for faculty and administration to examine academic proficiency and teacher effectiveness and, as a direct result, collaborate on interventions for both students and staff. Guided by a PLC expert, funded by Title IIA, PLC groups reflect on adult learning needs driven by student data and seek to improve their classroom effectiveness resulting in an overall increase in academic proficiency. Two faculty surveys during the 2018-19 school year provided additional insight into the overall satisfaction, perceptions and needs of faculty and staff.

Title II, Part A: Equitable Services

The amount an LEA must reserve to provide equitable services for private school teachers and other educational personnel for Title II, Part A services is based on the LEA’s total Title II, Part A allocation, less administrative costs. The LEA determines the amount of funds available for Title II, Part A equitable services by calculating, on a per-pupil basis, the amount available for all public and private school students enrolled in participating private elementary and secondary schools in areas served by the LEA (regardless of a student’s residency), taking into consideration the number and needs of the students, their teachers and other educational personnel to be served.

Using the LEA’s most recent allocation amount, please complete the following equitable services allocation calculation:

Example of Formula to Determine Amount for Title II, Part A Equitable Services	
A. Number of Students	
A1. LEA Enrollment	

A2. Participating Private Schools Enrollment	
A3. Total Enrollment = A1 + A2	
B. Title II, Part A Allocation	
B1. Total LEA Allocation	
B2. Administrative Costs (for public and private school programs)	
B3. LEA Allocation Minus Admin Costs = B1 – B2	
C. Per Pupil Rate	
C1. B3 divided by A3	
D. Equitable Services	
Amount LEA must reserve for equitable services for private school teachers and other educational personnel = A2 x C1	

If the LEA does not have participating private schools for the 19-20 school year, please note that here.

Currently, SouthTech Charter LEA is comprised of only two schools, with a new high school opening in the fall of 2019, serving a very small segment (.8%) of the student population of Palm Beach County Schools. The Sponsoring District, Palm Beach County, addresses the larger issues specific to Delinquent, Neglected and Private School students through District processes and procedures.

Title II, Part A: Strategic Activities

Once the LEA has identified and prioritized needs, consider ways in which Title II, Part A funds can support strategies to address these needs.

Title II, Part A funded activities in the LEA should address the areas of greatest need identified through the needs assessment process. Planning in this manner is intended to improve student achievement and equitable access for the most at-risk students. LEAs should also include in responses how funds will be prioritized to schools that are implementing comprehensive support and improvement activities and targeted support for low-income students.

After reviewing the data analysis results and the LEA's determined needs based on this data, explain the specific activities the LEA plans to implement in order to:

- 1) Develop and implement initiatives to assist in recruiting and hiring effective teachers [\[section 2103\(a\)\(3\)\(B\)-\(C\)\]](#);
- 2) Increase effectiveness of all teachers through effective evaluation and high-quality, personalized professional development [\[section 2103 \(a\)\(3\)\(A\) and \(E\)\]](#);
- 3) Increasing the retention of effective teachers, principals, and other school leaders [\[section 2103 \(a\)\(3\)\(B\)\(iv\)\(II\)\]](#); and
- 4) Prioritize effective teachers for high needs students, particularly in low-income schools with high percentages of ineffective teachers and high percentages of students who do not meet the challenging State academic standards [\[section 2103 \(a\)\(3\)\(B\), \(F\), and \(J\)\]](#).

Each expenditure item on the LEA's budget form must be included/described within the program narrative application. The narrative must align with the budget. **LEAs must include corresponding budget line numbers with strategic activity descriptions.**

In addition, any salaried positions funded with Title II, Part A funds should be addressed. If positions are fully funded (1.0 FTE), please also include a description of how this use of funds does not violate the "supplement, not supplant" assurance on page 2 of this application. Additional "supplement, not supplant" information can be found in [section 2301](#) and [page D-23 of the green book](#).

Next, consider how the LEA will evaluate the impact of these activities on teacher, principal, and other school leader effectiveness and student achievement.

Finally, explain how the LEA will identify and track progress and performance for each of the planned strategies in the four categories. Include the data sources that will be monitored and analyzed in order to measure the impact of each strategy, and how the evidence will be used to determine whether the strategy should continue as is, be modified, or be discontinued.

Salaried positions funded by Title II, Part A:

Description of Specific Positions	Person(s) Responsible	Other Programs or Funding Sources to be Leveraged (optional)	Intended Outcome or Goal (SMART goal(s) - specific, measurable, data-driven)	Description of Data Sources and Method(s) Used to Measure Impact of Position
One Title IIA Coordinator @ 0.20 FTE The Coordinator position provides oversight and continuity of the PLC process at both SouthTech Schools.	Deputy Superintendent	FTE	By the end of the 2019-20 school year, student proficiency will increase by a minimum of 3% in those areas not meeting	The LEA will analyze State FSA and EOC exam results supported by school grade and a variety of formative data.

<p>This includes monitoring of PLC schedules, goals and documentation, along with collection of minutes and work accomplished at each meeting of PLCs. Such a position provides direct oversight for the various components of the LEA's Title IIA initiatives. As a very small, charter LEA, SouthTech has limited funds for accountability measures, especially to comply with Federal Grant requirements. Therefore, Title IIA funds allow a dedicated portion of time to address the components of this application, PD as whole and both formative and summative measures.</p> <p><i>Budget Line Item(s): 14, 15, 16</i></p>			<p>the State Proficiency average as measured by FSA and/or EOC exams and reflected on the PLC Summary Report provided by program consultant.</p>	<p>Key features of the PLC implementation program, supported by the Title IIA Coordinator, will continue for 2019-20 included:</p> <ul style="list-style-type: none"> • Regularly scheduled meetings of the Administrative Leadership Team (ALT) and administrative support representatives to align support efforts, provide updates about progress monitoring of team progress and determine additional needs of PLCs as they worked to achieve their identified goals. • Regularly scheduled meetings of the PLC Facilitators to provide time for networking, learning opportunities, and information updates related to the work of the PLCs. • Routine review of all PLC minutes and provision of feedback regarding team progress as a result of reviewing the minutes. • A mid-year touch point conversation between ALT and/or administrative
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				<p>support representatives to discuss the following key questions:</p> <ul style="list-style-type: none"> ○ What is the PLC focus area? ○ What is the benefit to the individual team members' growth and student performance as a result of engaging in learning around the focus area? ○ What types of data are they collecting to show impact? ○ Give a brief recap of the work they have done to date (Oct – Dec). ○ What are the PLC's immediate next steps for the coming weeks? ○ How can the ALT/administrative support representatives help with next steps? ● An end-of-year showcase for PLCs to share their learning journey with each other and summary report highlighting results attained.
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Developing and implementing initiatives to assist in recruiting and hiring effective teachers, principals, and other school leaders:

Description of Specific Activities to be Implemented	Person(s) Responsible	Other Programs or Funding Sources to be Leveraged (optional)	Intended Outcome or Goal (SMART goal(s) - specific, measurable, data-driven)	Description of Data Sources and Method(s) Used to Measure Impact of Activities
<p>Use of varied recruitment methods to identify and hire the best possible candidates for SouthTech Schools. These include:</p> <ul style="list-style-type: none"> • Word of mouth recommendations from current faculty/staff • Recruitment Fairs offered by Local Colleges and Universities • Print and Electronic ads on local, state and national levels • School tours and FAQs for any interested educators <p><i>Any costs for recruitment activities are covered by internal school funds.</i></p>	<p>Superintendent, Deputy Superintendent, School Principals and staff members</p>	<p>Support for new teachers, provided by the LEA's instructional coaches, is funded by Title IA.</p>	<p>Increase the percentage of certified, in-field instructors at SouthTech LEA Schools for the 2019-20 school year by 5%.</p>	<p>The LEA will use a variety of sources including internal HR data, State records and Title I Parent Letters advising of out-of-field teachers.</p>
<p>Modify “onboarding” procedures for hiring and supporting new staff at SouthTech Schools. Employ teacher mentors to assist with orientation, acclimation process and ongoing support throughout the initial school year. Each mentor will complete comprehensive training that support peer observation and assistance paid through Title IIA funding – Observe For Success. This quality training provides the mentors with tools and techniques to assist new hires. Instructional Coaches to provide</p>	<p>School Principals or adm. designee, Title IIA Coordinator, Mentors</p>	<p>Title IA</p>	<p>Increase the percentage of certified, in-field instructors retained at SouthTech LEA Schools at the end of the 2019-20 school year by 3%.</p>	<p>All mentors and instructional coaches document time spent with new hires.</p> <p>The LEA uses the Florida Consortium of Public Charter Schools (FCPCS) Evaluation System for Teachers and Other Instructional Personnel, student learning gains and attainment of State of Florida Teacher Certification (as needed).</p> <p>The following steps will be documented as recommended in</p>

<p>additional support, as needed, through coaching modeling and observation. Mentors and their required training would not be available without Title IIA funding.</p> <p><i>Budget Line Item(s): 11, 12, 13, 20, 21</i></p>				<p>an LEA Gap Analysis conducted by an independent consultant:</p> <ul style="list-style-type: none"> • Ensure that FEAPs are completed with fidelity • Create an internal timeline to address all FEAPs and allow more time to work with/practice specific needs • Integrate/align what the mentor is currently working on with the new teacher with what the school-based administrator is also working on (address the same look-fors) • Consider PLC specific new teachers • More content area support • Identify lead learners in all content areas • Mentors must participate in on-going PD related to their skills as a mentor including Clinical Education training - possible PLC specific to teacher leaders • Clinical Educators- pre-requisites to being trained (3 years of effective/highly effective ratings and a commitment to providing mentoring)
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Increasing effectiveness of all teachers, principals, and other school leaders through effective evaluation and high-quality, personalized professional development:

Description of Specific Activities to be Implemented	Person(s) Responsible	Other Programs or Funding Sources to be Leveraged (optional)	Intended Outcome or Goal (SMART goal(s) - specific, measurable, data-driven)	Description of Data Sources and Method(s) Used to Measure Impact of Activities
<p>Increased focus on career/technical PD built upon the pivotal subjects of science, technology, engineering and mathematics (STEM). The LEA is able to take advantage of this new professional development initiative tied to new technologies because of the Title IIA PD funds. This is a new initiative that helps students learn about and participate in the latest career preparation for employment in the field of advanced technology-based manufacturing. Without Title IIA funding to support staff training, this initiative would not be possible.</p> <p><i>Budget Line Item(s): 18, 20</i></p>	Deputy Superintendent		By the end of the 2019-20 school year, all staff will have participated in the “New Technologies” training as documented by sign-in sheets, post training evaluations and the development of new technology embedded lessons.	In addition to participating in the New Technologies training, staff will begin to develop lesson plans that embed the tenets of this area of focus. Moreover, New Technology components will be included in the career exploration at the middle school and foundational coursework in selected career academies at the high high schools. Evidence of such to be collected by administration by the end of the school year.
Continue data-driven PD through an improved PLC framework guided by a local expert and supported by results of the past year’s PLC experiences. All PLC efforts are use baseline and formative data from FSA, EOC, PERT and other assessment data, the Florida Consortium of Public Charter Schools (FCPCS) Evaluation System for	PLC Leadership Team comprised of faculty, support staff and administrators and Title	Support provided by the LEA’s instructional coaches and funded by Title IA	By the end of the 2019-20 school year, student proficiency will increase by a minimum of 3% in those areas not meeting the State Proficiency average as measured by FSA and/or EOC exams and reflected on the PLC Summary Report provided by program consultant.	The LEA will analyze State FSA and EOC results also supported by school grade data. The LEA will also use student cohort data to track student progress over a student’s tenure at one or both SouthTech Schools. Instructional coach logs, support documentation

<p>Teachers and Other Instructional Personnel results and faculty surveys. Services will be contracted with a Consultant with expertise in PLCs (affiliated with Learning Forward and FASD) from Title IIA funds. Most PD embedded into the PLC framework, which begins during preplanning with in depth data analysis and organizational strategies. PLC groups continue throughout the school year guided by the consultant, who also provides Clinical Educator training, in collaboration with the LEA's Title IIA Administrator, who coordinates the PLC process, secures materials, provides related research and data, schedules meetings and coordinates PD activities across both schools. The Title IIA Adm. Receives 20% of her salary from Title IIA.</p> <p><i>Budget line item(s): 14, 15, 16, 17, 20</i></p>	IIA Coordinator			and quantitative and qualitative data provided by PLC consultant will also be reviewed.
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Increasing the retention of effective teachers, principals, and other school leaders:				
Description of Specific Activities to be Implemented	Person(s) Responsible	Other Programs or Funding Sources to be Leveraged (optional)	Intended Outcome or Goal (SMART goal(s) - specific, measurable, data-driven)	Description of Data Sources and Method(s) Used to Measure Impact of Activities
Continue to empower teachers by encouraging their creativity, collaboration and dedication to	Deputy Superintendent and School	Title IA	The LEA will retain 93% of faculty and administrators with evaluation ratings as	LEA employment records, the Florida Consortium of Public Charter Schools (FCPCS)

<p>increasing student success. Provide dedicated time and supplements as needed to achieve this including coaching and mentoring. These supplements are only made possible via Title IIA funding.</p> <p><i>Budget line item(s): 11, 12, 13, 21</i></p>	administration		effective or higher by the end of the 2019-20 school year.	Evaluation System for Teachers and Other Instructional Personnel and the FCPCS Evaluation System for Administrators ratings will be used to document the status of staff and leadership at the end of the upcoming school year.
<p>Provide promotions, incentives and supplements to key staff members who have demonstrated their effectiveness, skills and/or leadership qualities over the last 3 years. These may include both intrinsic and extrinsic incentives such as recognition, opportunities to attend content-area trainings and conferences and awarding staff leadership or empowerment opportunities. Stipends paid from Title IIA funds will be used to incent Mentor Teachers for the extra time and effort in helping to develop a new cadre of SouthTech instructors. These supplements are only made possible via Title IIA funding.</p> <p><i>Budget line item(s): 11, 12, 13, 20, 21</i></p>	Superintendent and Deputy Superintendent	Some supplements for extended learning teachers with a record of proven success will come from Title IA funds along with funding for instructional coaches	All staff receiving a supplement or incentive during the 2019-20 school year will be retained as an employee of a SouthTech School and continue to be rated as effective or highly effective in their respective assignment.	Student achievement and proficiency data will drive a review of this process in addition to the Florida Consortium of Public Charter Schools (FCPCS) Evaluation System for Teachers and Other Instructional Personnel rating of the individuals. Local observations and evaluations will also be conducted.
The Charter LEA will continue with the new cadre designed to provide leadership training and development across the system. This PLC group	Superintendent and Deputy Superintendent		At the end of the 2019-20 school year, SouthTech Charter LEA will retain all current administrators with an	In addition to the Florida Consortium of Public Charter Schools (FCPCS) Evaluation System for Teachers and Other

will include all current and potential administrators and those in teacher/leadership roles. This group will also be facilitated by the LEA's PLC consultant funded under Title IIA with the underlying goal of creating strong educational leaders who understand and are committed to our own system of schools. <i>Budget line item(s): 17, 20</i>			evaluation rating of effective or highly effective and will identify at least 2% of faculty rated highly effective with administrative interests.	Instructional Personnel ratings, the LEA will continue to use the key indicators of graduation rate, student proficiency as measured by FSA, EOC exams, PERT and FARE and industry certifications as a means to rate the efficacy of school administration.
As a Career/Technical School, SouthTech Academy recruits and retains instructors whose credentials and industry expertise help drive a very successful school to college and career model. Title IIA PD funds will be used to help underwrite the cost of PD specifically for CTE instructors and to expand the scope of STEM offerings by the LEA. <i>Budget line item(s): 18, 19, 20, 21</i>	Superintendent, Deputy Superintendent and High School Principals	Limited Perkins funds to support individual career academies.	By the end of the 2019-20 school year, the number of industry certifications/licenses awarded SouthTech students will increase by a minimum of 3%. By the end of 2019-20 school year, the LEA will have initiated a 14 th career academy dedicated to "new technologies."	Industry certifications and/or licenses are earned through an independent assessment process monitored by the State and awarded by respective industry licensing agency. The LEA will begin marketing a 14 th career academy to incoming students for 2020-2021.

Prioritizing effective teachers, principals, and other school leaders for high-needs students:				
Description of Specific Activities to be Implemented	Person(s) Responsible	Other Programs or Funding Sources to be Leveraged (optional)	Intended Outcome or Goal (SMART goal(s) - specific, measurable, data-driven)	Description of Data Sources and Method(s) Used to Measure Impact of Activities
Instructional staff selected to provide intensive reading and/or mathematics	School Principal	Salaries or supplements	By the end of the 2019-20 school year, 90% of students	The LEA will analyze State FSA and EOC results also

<p>instruction, or those providing extended learning interventions are selected based upon experience and proven record or success.</p> <p><i>Funding for these individuals are paid from Title IA.</i></p>		<p>for intensive classes and extended learning teachers with a record of proven success will come from Title IA funds.</p>	<p>participating in an intensive class or an extended learning intervention will see an increase in proficiency of at least 3% as measured by the respective State Assessment or alternative measure if not State tested.</p>	<p>supported by FARE, local formative assessments and school grade data. Additionally, the LEA will use student cohort data to track student progress over a student's tenure at one or both SouthTech Schools. Local assessments may include managed software pre/post tests aligned to state standards.</p>
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Note: LEAs are not required to include activities for each section. LEAs may add rows as needed.

Motion:

I recommend that the Board ratify the Title IV, Part A- Student Support and Academic Enrichment Entitlement 2019 2020 grant application.

Summary Information:

Title IV, Part A of the ESEA, the Student Support and Academic Enrichment (SSAE) program is intended to help meet these goals by increasing the capacity of State educational agencies (SEAs), local educational agencies (LEAs), schools and local communities to:

Provide students with access to a well-rounded education,
Improve safe and healthy school conditions for student learning, and
Improve the use of technology in order to improve the academic achievement and digital literacy of all students. (ESEA section 4101).

Attachments: Title IV, Part A- Student Support and Academic Enrichment Entitlement 2019 2020grant

Presented By:

Jim Kidd, Superintendent

Financial Impact:

The financial impact for this item is \$36, 745.25. This is the total amount for SouthTech Schools.

Project Performance Accountability Information, Instructions, and Form

NOTE: The following pages are included in the RFA (DOE 900D) template and are to be completed by the applicant.

The Florida Department of Education has a standardized process for preparing applications for discretionary funds. This section of the RFA, Project Performance Accountability, is to assure proper accountability and compliance with applicable state and federal requirements.

The Department's project managers will:

- track each project's performance based on the information provided and the stated criteria for successful performance
- verify the receipt of required deliverables prior to payment

For projects funded via Cash Advance, the Department's project managers will verify that the project activities/deliverables are progressing in a satisfactory manner, consistent with the Scope of Work/Project Narrative and Performance Expectations, on a quarterly basis.

The Scope of Work/ Project Narrative must include the specific tasks that the grantee is required to perform.

Deliverables must:

- be directly linked to a specific line item/cost item that in turn links to the specific task/activity/service
- identify the minimum level of service to be performed
- be quantifiable, measureable, and verifiable. *(how many, how often, duration). Effectiveness (a method demonstrating the success such as a scale goals to be attained is necessary) Evidence or proof that the activity took place. Examples of deliverables: documents, manuals, training materials and other tangible product to be developed by the project; training & technical assistance and the method of provision; number of clients or individuals served, the method of providing the service and frequency. Criteria for acceptance will vary based on the services being provided. Specific criteria will need to be developed by the program office, communicated to the provider, articulated in the deliverable form and will become part of the project award*

The applicant must complete the information related to the required tasks to be performed and timelines/due dates for the respective tasks/deliverables consistent with the provided instructions. Per Chapter 215.971 F.S. financial consequences will be applied if the sub-recipient fails to perform the minimum level of services required by the agreement. Unit cost is not necessary for each item but can be used to establish a methodology for reduction in the event minimum performance is not met.

Project Performance Accountability Form

Definitions

- Scope of Work- The major tasks that the grantee is required to perform
- Tasks- The specific activities performed to complete the Scope of Work
- Deliverables- The products and/or services that directly relate to a task specified in the Scope of Work. Deliverables must be quantifiable, measurable, and verifiable
- Evidence- The tangible proof
- Due Date- Date for completion of tasks

Scope of Work Tasks/Activities	Deliverables (product or service)	Evidence (verification)	Due Date (completion)
Employ a Graduation Coach at SouthTech Prep	The Grad Coach helps students and parents stay informed about combination of academic needs, goal-setting, career interests and learning style, supported by socio-emotional interventions.	Each student assisted by the Graduation Coach as documented by meeting logs, will achieve a 3% gain in at least one core content area as measured by the State assessment.	May 2020
Offer SECME and STEM Programs at SouthTech Academy and SouthTech Prep, respectively	Both programs are supported by an advisor who works beyond the school day in a club format to engage participants in SECME projects and take teams to local and regional competitions, or offering students an opportunity to work with current technology programs like Gizmos and zSpace, or hands-on STEM application programs such as Makerspace.	Through participation in STEM activities delivered by the zSpace, MakerSpace, Gizmos or other similar applications and through SECME, participating students will achieve a 3% increase in performance on the 2020 State Science and Mathematics Assessments.	May 2020

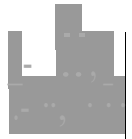
Students participating in an accelerated learning class and/or taking the SAT	Students successfully completing a high school course or earning an industry certification at the middle school and students successfully completing an AP course, Dual Enrollment course, or taking the SAT at the high school.	As a result of promoting and offering more accelerated learning options for students, STA and STP will see a 5% increase in overall participation and success in accelerated courses by the end of the current school year.	May2020
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Scope of Work Tasks/Activities	Deliverables (product or service)	Evidence (verification)	Due Date (completion)
Employ a Behavioral Intervention Assistant to support the more fragile student population at SouthTech Success Center High School (STSC).	The behavioral interventionist works with individuals and small groups in order to facilitate positive and healthy behavior by eliminating negative or destructive conduct. The individual will observe and interact with specific individuals or groups to assist with their healthy functioning in the school setting. Since this is a new school, the 2019-20 school year will serve as a baseline for student data.	STSC will see 90% of students referred to the BIA document academic learning gains of at least 3% in one or more core academic classes.	May 2020
The LEA will offer Mindfulness professional development to all staff	Mindfulness in the classroom is about teaching children to control their negative thoughts and emotions. This skill will enable children to deal with the academic stress and all the pressures that go along with the day-to-day worries of being a student in school.	SouthTech Academy and SouthTech Prep will see a 10% reduction in discipline referrals for the 2019-20 school year.	May 2020
Implement the Safe School Ambassador Program at all schools	The Safe School Ambassador program harnesses the power of the socially-influential leaders of a school's diverse cliques, the ones who shape the social norms that govern other students' behavior. Ambassadors are trained on motivation and skills to resolve conflicts, defuse incidents, and support isolated and excluded students.	SouthTech Academy and SouthTech Prep will see a 10% reduction in discipline referrals and suspensions for the 2019-20 school year.	May 2020
Support for each School-Based Team Leader	The SBT at each school follows an evidence-based model of schooling that uses data-based problem-solving to integrate academic and behavioral instruction and intervention. The SBT Leader will receive a supplement to work beyond the school day in order to research and collect appropriate information and data regarding students' academic and/or behavioral concerns to be addressed by the SBT.	Each student referred to the SBT will document improved academic performance or behavior as evidenced by learning gains in a core subject of at least 3%, or a 5% reduction in discipline referrals.	May 2020

Scope of Work Tasks/Activities	Deliverables (product or service)	Evidence (verification)	Due Date (completion)
REMIND application license to support parent outreach	Through this application the school, or an individual teacher can directly communicate with parents. Further, in today's digital age, it allows parents to choose the method they will receive the REMIND messages- text, Email, even home phone. This will directly impact academic performance and school safety by continually keeping parents informed of all types of school-related issues.	SouthTech Prep and SouthTech Academy will document a 10% increase in participation in school-related activities for parents, including seminars and the parent survey.	May2020
SWIVL technology subscription to support teacher effectiveness	SWIVL technology is used by teachers, mentors and administrators as means to help educators improve pedagogically through 360° recording of lessons. Recordings are then reviewed by teachers, their mentors or instructional coaches and by administrators as means to better refine the instructional process.	Teachers employing the SWIVL process on a regular basis will document at least a one level increase in their deliberate practice evaluation score for the 2019-20 school year.	May2020

*Note: Add additional lines **if** necessary*

2019-2020 Title IV, Part A Stakeholder Consultation



During the design and development of its application, an LEA or consortium of LEAs must engage in consultation with stakeholders in the area served by the LEA.(ESEA section 4106(c)(1)).

Such stakeholders must include, but are not limited to, the following:

• Parents • Teachers • Principals • Students • School leaders • Charter school teachers, principals, and other school leaders, when applicable • Specialized instructional support personnel • Indian tribes or tribal organizations, when applicable • Local government representatives • Others with relevant and demonstrated expertise • Community-based organizations

An LEA or consortium of LEAs must continue to consult with the stakeholders identified above to improve the activities it conducts and coordinate implementation with other related activities conducted in the community.

INSTRUCTIONS: In the field provided below each prompt, select "Type Here" and then enter specific details about stakeholder consultation efforts for FY20 19-2020.

Stakeholder Consultation

Identify stakeholders consulted during the design and development of the application.

The LEA involves multiple stakeholders in providing a variety of data used in the development and monitoring of this application and its components. Stakeholder groups include the Charter Board of Directors, who meet monthly and receive periodic updates on both the fiscal and programmatic aspects of what Title IV activities are providing the LEA's students. Board Members also provide input and recommendations as to how the program might be modified in the coming grant cycles. Additionally, the LEA involves members of the School Improvement Steering Committee in discussions about all grant funding, the related activities and outcomes. Because the LEA is home to two career/technical high schools (with the second school opening this fall), additional input is solicited from advisory groups that are aligned to most of the career pathways. These advisories are comprised of local business and industry leaders, faculty and parents. The largest stakeholder groups are the students, their parents and the LEA's faculty. The faculty are surveyed twice each year about their background, the school and its culture, professional development and grant programs. However, the most effective method for the faculty to address the initiatives of the Title IV Grant is through the LEA's professional learning groups (PLC) process. All faculty, support staff and administration take part in regular meetings around substantive educational themes. Each group examines a variety of data and collaborates on the effectiveness of separate programs and strategies are having on the student population. In addition to a comprehensive, annual parent survey, parents provide ongoing input through as many as five meetings and seminars held throughout the school year. Federal Grant programs are discussed at these meetings and parents are provided a mechanism to ask questions and offer input. Students are surveyed annually and provide input on the underlying needs that are addressed through Title IV.

Provide a plan and schedule for periodic meetings with stakeholders in order to monitor implementation of program activities and to coordinate with other related strategies, programs and activities being carried out in the community

At the top of stakeholder hierarchy, the Charter Board of Directors meets monthly to review a variety of items concerning the LEA's schools, programs, staffing and budgets. Staff provide both formative and summative reports on each of the LEA's federal grants throughout the year. Board Members will question staff and review expenditures and outcome measures of effectiveness. The LEA has several advisory groups including the School Improvement Steering Committee and individual career academy groups. These are comprised of parents, staff and community representatives that vary with the focus of the group. They review performance data of various LEA programs and grants and make recommendations to the administration. While not every advisory will specifically review all programs and grants, they will receive information on how each grant or program impacts the students of each school. As indicated, the faculty are surveyed twice each year about their background, the school and its culture, professional development and grant programs. However, the most effective method for the faculty to address the initiatives of the Title IV Grant is through the LEA's professional learning groups (PLC) process. The PLCs meet formally on a monthly basis. However, their work is ongoing in terms of receiving information, reviewing student data along with program performance and efficacy. This reporting includes indicators such as student academic performance in the classrooms, performance monitored through managed software, attendance, behavior, program participation, tutoring and qualitative input from support staff. The Schools host a variety events throughout the year with parents as the primary target audience. There are orientation meetings, back to school meetings, two parent training seminars, and a college/career night. The LEA also hosts an annual career/technical summit for local business and industry representatives, community leaders, other community agencies that support the school and post-secondary institutions. Information on a variety of school and academic programs are shared and participants are invited to pose questions and make recommendations. Additionally, stakeholders, faculty and staff, parents and students are formally surveyed in the spring of each school year on a variety of topics, which assist the LEA in the needs assessment process. The surveys specifically address the various components of federal grant programs and include opportunities to provide direct input.

2019-2020 Title IV, Part A Private School Consultation

Under sections 8501-8504 of the ESEA, LEAs and SEAs receiving funds under Title IV, Part A must provide for the equitable participation of private school students, teachers and other educational personnel in private schools located in areas these agencies serve.

LEAs must provide for the equitable participation in Title IV, Part A funded activities by engaging in timely and meaningful consultation with private school officials during the design and development of their Title IV, Part A programs.

Beginning in the 2019-20 fiscal year, LEAs are REQUIRED to provide an allocation for private school participation. The LEA has discretion to select a formula to designate the allocation dollar amount. The LEA/district MUST include the method used to determine the new Title IV, Part A allocation for private schools.

Note: This process is different from the consultation related to the development of an LEA application described under stakeholder consultation.

INSTRUCTIONS: In the field provided below each prompt, select "Type Here" and then enter specific details about private school consultation efforts for FY20 19-2020.

*Note: Please indicate **if** your district does not have private schools or not required to participate in private school consultations.*

Private School Consultation

Identify the formula used to designate the allocation dollar amount for private schools.

Currently, SouthTech Charter LEA is comprised of only two schools, with a third scheduled to open in the fall of 2019. The LEA serves a very small segment (.8%) of the student population of Palm Beach County. The Sponsoring District, Palm Beach County Public Schools, addresses the larger issues specific to Delinquent, Neglected and Private School students. Therefore, SouthTech defers to the Sponsoring District, which provides services to all eligible students in those groups through annual, formalized processes.

Describe the timely and meaningful consultation that occurred during the design and development of the Title IV, Part A application. Please include all consultation efforts.

11/A

	2019-2020 Title IV, Part A Comprehensive Needs Assessment
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ESEA section 4106(d) requires that an LEA receiving an SSAE program allocation of at least \$30,000 must conduct a comprehensive needs assessment prior to receiving its allocation. The district should conduct the needs assessments to examine its needs for improvement of:

- Access to, and opportunities for, a well-rounded education for all students;
- School conditions for student learning to create a healthy and safe school environment; and,
- Access to personalized learning experiences supported by technology and professional development for the effective use of data and technology.

Programs outlined in narrative section must have a demonstrated need connected to the district's comprehensive needs assessment.

INSTRUCTIONS: In the field provided below the prompt, select "Type Here" and then enter the comprehensive needs assessment for FY2019-2020.

Comprehensive Needs Assessment

Identify the results of the comprehensive needs assessment conducted by the district.

SouthTech Schools comprise a Chruler LEA consisting of two, high school career academies (the second opening in the fall of 2019) and a feeder, preparatory middle school serving approximately 1,700 students in grades 6- 12. The core mission of SouthTech Schools is to graduate students prepared for work, higher education, and productive citizenship. In order to accomplish this SouthTech Schools have a strong school-to-career focus beginning at the middle school with a range of foundational, core courses and exploratory electives. SouthTech Academy High School and SouthTech Success Center offer each student a choice of multiple career pathways leading to one or more of 28 different licensures and/or industry certifications. Students are prepared to enter the workforce upon graduation or seek further advancement through post-secondary training. The student population of the LEA continues to be 90% minority and 90% economically disadvantaged. However, the minority performance gap is significantly smaller at SouthTech Schools than it is for both the sponsoring, Palm Beach School District and the State.

Of particular note is the LEA's Graduation Rate of 97.8% for 2017-18. This is up 2% over a three-year period. Moreover, when disaggregating the graduation data, we find that each subgroup, except for White students, has seen a three-year increase in graduation rates ranging from 1.2% to 8.2%. Most notable is that every subgroup outperformed the District and the State composites for the last three years. When examining three-year trend data, at SouthTech Academy High School, students continue to outperform the State proficiency levels in College

and Career acceleration- up 24% over three years. However, this comes with a caveat that these results are mainly supported by the industry certifications earned by students. More can be done to increase participation in accelerated coursework such as AP and Dual Enrollment with about 25% of the student population involved. Core academic areas such as mathematics, science and social studies are above state proficiency levels with mathematics leading the way with a 20% increase over the last three years. When examining the most recent assessment data from the winter EOC Exams, while limited in size, the results show that STA students outperformed the State in Geometry, Biology and U.S. History by 14%, 47% and 9% respectively. However, while the majority of these data are significant, they also indicate that while all students across the LEA are performing similarly, there are select academic areas where students, as a whole, do not meet District and State proficiency levels. English/Language Arts is the one area that, while showing slight improvement over the three-year period, continues to be below State proficiency levels by as much as 10%. This includes both ELA learning gains and progress of the lowest 25 percent of students.

At the SouthTech Preparatory Academy Middle School, the three-year trend data is somewhat more challenging. The school has done a remarkable job in the area of Middle School Acceleration- increasing by 54% over a three-year period and surpassing the State level last year. Likewise, social studies achievement continues to improve with proficiency levels above the State's for the past three years. However, the school continues to struggle in bringing all students to higher proficiency levels in English/Language Arts, mathematics and science. While trend data show the school is making inroads - a 17% increase in math achievement, 27% increase in math learning gains and 16% in lowest 25%ile learning gains, other areas have more modest improvements, with science declining by 8% over the three-year period. When combining trend and cohort data, the challenge becomes more evident with the majority of students entering the middle school significantly below the proficient level in some or all areas. Therefore, the task of remediation and preparation for the rigors of high school becomes paramount.

When examining Faculty/Staff and Student Survey responses for the 2018-19 school year, there is a disconnect in perceptions in terms of mutual respect between teachers and students, and students having a connection with a caring adult with whom they could discuss a problem. While 87% of faculty and staff agreed or strongly agreed that each group treated the other with respect, only 41% of students felt the same way. In terms of an adult to confide in, 95% of faculty and staff believed students had someone, where only 19% of students shared the same view. Related to that issue was that only 33% of the 977 students responding believed that teachers understood their issues or problems. Other significant responses included 35% of those surveyed agreed or strongly agreed that they felt safe at their school while less than 50% indicated that knew what to do in an emergency. Just over a quarter of the students believe students are picked on because of how they look or act, almost 30% have been bullied or observed bullying and about 15% feel students fight often.

As previously mentioned, the LEA will open its third school this coming August 2019. The focus of this career/technical high school will be rather unique for the school district and other charter schools in general. The educational program at SouthTech Success Center is specifically designed to meet the needs of a diverse and challenged population of students who have a record

of low performance, may have special educational needs, and are clearly at-risk of not meeting their graduation requirements. All teachers will be required to be state-certified in the area they teach, in Exceptional Student Education (ESE) and demonstrate competence through formal evaluations and student achievement data. In order to help with this more challenged and fragile population, it is the intent of the LEA to provide a variety of supports necessary to impact the students, their families and the classroom. The administration and staff recognize that these students need another option for success and an opportunity to become successful, contributing members of society upon graduating from high school. The school will offer these students an opportunity to earn a high school diploma while also acquiring the skills and certification needed to obtain high-paying jobs immediately upon graduation or to pursue post-secondary studies.

Looking at the issue of teacher recruitment, retention and effectiveness, the LEA found just under 50% of the faculty responding to the staff survey indicated that they have worked at one of the LEA's schools for 1-3 years. As a charter LEA, SouthTech is in direct competition with the county school district for teachers. While offering a competitive salary and benefits, the charter LEA has a greater difficulty in those harder to fill positions. At SouthTech Academy, 10% of the 68 teachers were out-of-field for the 2019-20 school year, up 3% from the preceding school year. Another 9% were working on obtaining their content area certification. At SouthTech Prep, only 3% of the faculty were identified as out-of-field, that is down 25% from the previous school year. However, 21% of the faculty were working on obtaining area certification during this past school year. When reviewing teacher turnover, STA had a 10% increase in staff attrition from the previous school year going from 5 to 12. STP documented a 21% turnover-the same as the previous year. Also, 72% felt that the LEA provided professional development that addressed their particular needs and another 20% were neutral on that question. The number of LEA teachers new to a SouthTech School (1-3 years) is up from 36% in 2017-18 to 49% in 2018-19 with 10% of all LEA teachers new to teaching. Support for this group has been stretched with a limited cadre of clinical educators, who can become overwhelmed due to being assigned several new teachers to work with. Expanded "onboarding" strategies for supporting teachers new to SouthTech need to begin with the hiring process. The aforementioned Gap Analysis also identified areas such as creating a PLC for new teachers, providing greater content-area support in general, expanding the use of SWIVL -in classroom video recording. In reviewing specific feedback from 75% of faculty members during the spring survey, 72% felt that the current, available professional development met their individual needs as a teacher, while 78% felt they were provided with skills and background necessary to be effective or highly effective. However, just under 50% of respondents felt the PD they received completely or mostly impacted student achievement. While these responses are generally positive, they do indicate that approximately 25% of respondents do share that perspective regarding the support they are receiving and impact it is having on student achievement.

The LEA's response to the annual spring parent survey was just over 14% and significantly lower than the preceding year. In order to have a statistical accuracy of at least 95%, the LEA needed a response of just over 19%. So, while this year's formal survey fell short of the optimal number, it does show a statistical accuracy of approximately 92%. When disaggregating the responses by school, SouthTech Prep (STP) was able to meet the threshold for statistical accuracy by documenting just over a 19% return, while SouthTech Academy (STA) fell to 12%. This year's survey included a variety of items related to school culture, academics, safety, parent

outreach and Title I initiatives for the current school year, along with recommendations for the 2019-20 school year. The survey is of particular importance because the LEA is comprised of approximately 90% economically disadvantaged students. During the 2018-19 school year, two parent-training seminars yielded participation of approximately 150, or 16% of all parents at SouthTech Academy High School and 89, or 17% of those from SouthTech Prep Middle School. During the summer of 2018, teams of staff members were able to go and personally speak with roughly 30 families in effort to build more direct lines of communication and create an active relationship with parents. Parent outreach and engagement is paramount to the overall success of the LEA's students.

Allowable program activities can include, but are not limited to:

- FINE ARTS & LANGUAGE- Improving access to foreign language instruction, arts and music education.
- COLLEGE & CAREER READINESS- Supporting college and career counseling, including providing information on opportunities for financial aid through the early FAFSA.
- STEM/STEAM- Providing programming to improve instruction and student engagement in science, technology, engineering and mathematics (STEM), including access to these subjects for underrepresented groups.
- ACCELERATED LEARNING- Promoting access to accelerated learning opportunities including Advanced Placement (AP) and International Baccalaureate (IB) programs, dual or concurrent enrollment programs and early college high schools.
- CONTENT AREA SUPPORT- Strengthening instruction in American history, civics, economics, geography, government education, environmental education, mathematics, and reading.
- PROFESSIONAL DEVELOPMENT – Professional development for district personnel to include district administrators and staff, school administrators, teachers, and school staff.
- OTHER- Additional programs that offer all students access to a holistic, well-rounded education as a means of improving academic achievement.

INSTRUCTIONS : In the field provided below each question, select "Type Here" and then enter specific details about implementation of each planned program activity related to Well-Rounded Educational Opportunities for FY2019-2020. Add additional program activities by selecting one of the tables below, then selecting "Copy" and then "Paste" below the previous table. Ensure that the program activity number and title are updated in the copied table. If a program will blend with another component area, please only include it with the primary area and note the blended component area in the description of the program.

PROGRAM ACTIVITY #1 - Graduation Coach

1. Type of program activity (*see table provided above*)

COLLEGE & CAREER READINESS

2. Describe the program activity and how it will be implemented.

The successful transition for students from the middle grades to high school is a critical component of their likelihood to graduate. A part-time Graduation Coach will be employed at SouthTech Prep to bring an increased focus on the successful completion of middle school and the transition to SouthTech Academy High School. The Grad Coach helps students to first understand themselves – a critical component in adolescent growth and development. This incorporates a combination of academic needs, goal-setting, career interests and learning style, supported by socio-emotional interventions. Embedded throughout this process is the structure and demands of a career-focused, high school program.

3. Explain how the program activity connects to the comprehensive needs assessment.

While students at SouthTech Prep (STP) have done remarkably well in their Middle School Acceleration rate, that only impacts a smaller subset of the total school population. Many of the middle school students arrive at STP already behind academically. Therefore, faculty and staff must help students attain proficiency in their core content areas, especially the fundamentals of ELA/Reading. Moreover, since STP is a feeder school for SouthTech Academy with 13 different career pathways leading to a variety of industry certifications, students also need to be prepared for the rigors they will face as they progress through the grade 6-12 continuum. Especially critical is their ability to deal with technical reading, which is embedded in most of the career options.

4. Explain which group of students will be impacted by the program activity (include grade levels) and the approximate number of students that will be served. *Complete even if the program focus is professional development for administrators, teachers, and/or staff.*

This activity directly impacts students in grades 6-8, especially those who are not on track for graduation due to low assessment scores, GPAs, or other related factors, such as attendance.

5. Explain the expected student benefits, even if the program focuses on professional development for administrators, teachers, and/or staff.

As a student advocate, the Graduation Coach provides a variety of supports, not just for the student, but also for his/her family to help expand the impact those surrounding the student can have. Even with a strong graduation rate, SouthTech Academy sees many incoming ninth grade students struggle with rigors of a career-oriented high school program. This includes students, who were otherwise successful in the middle grades. The Grad Coach helps students to first understand themselves -a critical component in adolescent growth and development. This incorporates:

- Determining skills and abilities through formal assessments and surveys.
- Identifying learning style, talents, and strengths and challenges.
- Understanding skills needed to be successful academically and in the workplace.

The Coach also assists students in understanding where their interests lie by helping them to:

- Analyze the effect of interests upon education/ career.
- Recognize impact of career choice on lifestyle.
- Recognize impact of education on personal lifestyle.
- Demonstrate skills to locate, analyze, and apply career information.

Embedded throughout this process is the structure and demands of a career-focused, high school program. This enables students to understand and prepare for what they will experience at the next level in their educational careers and in obtaining Industry Certification in one of 13 programs at the Academy.

6. Explain the timeframe in which the program activity be implemented. *(i.e. throughout the school year, semester, summer)*

These support interventions and activities will be offered throughout the school year.

7. Explain the program measures that will be used to monitor implementation of the program activity. *(i.e. increases in the number of students enrolled or participating in the program)*

The Grad Coach will be evaluated by school administration through periodic observations. In particular, student engagement will be paramount in the efficacy of this position. As such, student participation in accelerated coursework in preparation for high school and improved mathematics and science proficiency will be directly correlated to the Grad Coach's role in providing guidance and interventions. Additionally, feedback from peers will be gleaned to assess the level of support offered and received by staff members regarding the integration of important study skills, along with other aspects of the position.

8. Explain which items(s) in the budget connect to this program activity. *(i.e. robotic kits, student workbooks, teacher salary/stipends, transportation for student activities, etc.)*

A portion of the Grad Coach's salary will be taken from the Title IV allocation. Also, a small amount for materials and supplies needed to support the activities conducted by the Grad Coach will be included.

9. Describe how the project will incorporate one or more of the Areas of Focus included in the Florida's Next Generation PreK-20 Education Strategic Plan. (www.fldoe.org/policy/state-board-of-edu/strategic-plan.stm) If a program will be purchased, provide the What Works Clearinghouse rating or proof it is an evidenced-based program.

This activity directly supports Goal 1 of the State's Strategic Plan, supporting the highest student achievement, as indicated by evidence of student learning gains at all levels.

The single most predictive indicator of a high school dropout is the student's academic standing during the ninth grade (Allensworth, E. M. & Easton, J. Q., 2005). Parents, teachers, and counselors need to closely monitor students' course performance early in the first year of high school. Moreover, the use of predictive indicators can be highly successful as an early warning before students fail. Monitoring throughout middle school, supported by appropriate counseling activities help raise both student and parent awareness of the demands associated with the transition to high school. In related research (Broward County Schools, 2012), the Student Assessment and Research Department provided schools with indicators that could assist in the identification of potentially unsuccessful ninth grade students by reviewing assessment, attendance and discipline records from the feeder middle school. Much of the effort to re-engage students who have unsuccessfully surpassed this crucial ninth grade threshold will center around the use of a variety of indicators to develop appropriate interventions and monitor incremental progress.

PROGRAM ACTIVITY #2- SECME and STEM Programs

1. Type of program activity (*see table provided above*)

STEM/STEAM

2. Describe the program activity and how it will be implemented.

The guiding principles of SECME align very well with the Next Generation Science Standards: *Students at any grade level should be able to ask questions of each other about the texts they read, the features of the phenomena they observe, and the conclusions they draw from their models or scientific investigations. For engineering, they should ask questions to define the problem to be solved and to elicit ideas that lead to the constraints and specifications for its solution* (NRC Framework 2012, p. 56). This program offered at SouthTech Academy is supported by an advisor who works beyond the school day in a club format to engage participants in SECME projects and take teams to local and regional competitions. At SouthTech Prep, this endeavor takes the form of a STEM Enhancement Program offering students an opportunity to work with current technology programs like Gizmos and zSpace, or hands-on STEM application programs such as Makerspace. As indicated, these are developed in a "club" format with an advisor who oversees each program. Students apply based on interest or may be recruited by teachers who observe a particular aptitude for these types of activities.

3. Explain how the program activity connects to the comprehensive needs assessment.

Student performance at the middle school is below the State level in proficiency in both mathematics and science. While a small percentage of students have helped move the school's Middle School Acceleration rate, the population, as whole, needs to improve academic proficiency in these critical STEM content areas. At the high school, many of the career academies incorporate STEM-related activities and standards. Providing students such options as SECME and STEM clubs directly supports the underlying needs of both schools.

4. Explain which group of students will be impacted by the program activity (include grade levels) and the approximate number of students that will be served. *Complete even if the program focus is professional development for administrators, teachers, and/or staff*

The SECME Program is offered to students in grades 9-12 targeting approximately 50 students. The STEM Club at the middle school impacts students in grades 6-8 and will impact at least 100 students.

5. Explain the expected student benefits, even if the program focuses on professional development for administrators, teachers, and/or staff.

According to the National Science Foundation, a focus on engineering has the potential to better prepare, identify, and develop our nation's diverse human capital. Additionally, NSF contends that early engagement in engineering practice is particularly important for students who have traditionally not considered science as a possible career choice, including females and minority students. A focus on engineering will be impactful because:

- It is inclusive of students who may have traditionally been marginalized in the science classroom or experienced science as not being relevant to their lives or future

- It asks questions and solves meaningful problems in local contexts (local needs), therefore, diverse students: - deepen their science knowledge - come to view science as relevant to their lives and future - and engage in science in socially relevant and transformative ways
- It provides opportunities for "innovation" and creativity at the K-12 level, which is critical to undertaking the world's challenges
- It provides exposure to engineering activities (robotics, invention competitions) and can spark interest in the study of STEM or future careers.

Both the SECME STEM and Makerspace Programs can provide these critical components to engage and direct students toward a career in engineering or a related area. Makerspace is a collaborative workspace at a school for making, learning, exploring and sharing that uses high tech to no tech tools, but focuses on engineering concepts. They provide hands on learning, help with critical thinking skills and even boost self-confidence. Some of the skills that are learned in a Makerspace pertain to electronics, 3D printing, 3D modeling, coding, robotics and even woodworking, Makerspaces are also fostering entrepreneurship and are being utilized as incubators and accelerators for business startups.

6. Explain the timeframe in which the program activity be implemented. (*i.e. throughout the school year, semester, summer*)

While student participants may vary from semester to semester, the activities are year long.

7. Explain the program measures that will be used to monitor implementation of the program activity. (*i.e. increases in the number of students enrolled or participating in the program*)

As delineated in the objectives below, the Title IV efforts will be evaluated in a number of ways. The most critical being the impact participation in these activities will have on student achievement and post-secondary success. Logs of student participation in SECME, Makerspace and zSpace will be maintained and documented along with all completed projects. Academic/report card grades will be reviewed along with any anecdotal information provided by teachers. Student demographic information will also be a factor as the schools would like to have strong minority and female representation.

8. Explain which items(s) in the budget connect to this program activity. (*i.e. robotic kits, student workbooks, teacher salary/stipends, transportation for student activities, etc.*)

A small stipend for program advisors will come from the Title IVA allocation along with some funding for materials and supplies required for each program.

9. Describe how the project will incorporate one or more of the Areas of Focus included in the Florida's Next Generation PreK-20 Education Strategic Plan. (www.fl DOE.org/policy/state-board-of-edulstrategic-plan.stm) If a program will be purchased, provide the What Works Clearinghouse rating or proof it is an evidenced-based program.

This activity aligns with Goals I and 4 of the State's Strategic Plan, helping students attain higher academic performance and in developing a skilled workforce.

In a study of effective STEM Practices (Labov, et al, 2009) far more progress would be made in improving student learning and interest in STEM subjects if more faculty who use less-than-effective pedagogies could be convinced to restructure their practices even slightly by replacing pedagogical approaches that are less effective with some inquiry-based techniques. Committing resources toward this goal ultimately would be more effective than offering ongoing professional development opportunities for those faculty who already have made this commitment. As such, the use of zSpace and Makerspace employ heavily inquiry-based learning strategies. Moreover, successful implementation of any STEM program is related to the curriculum materials used. Educators increasingly recognize the challenge of finding quality curriculum materials for integrated STEM education (Guzey, Moore and Harwell, 2016). The virtual and practical inclusion of topics and sciences that may be outside of the traditional STEM components can provide increased motivation for students to become interested in the math and science-based STEM concepts. This was evidenced by a recent study to test the effectiveness of animal-based curricula in motivating middle-school students' interest in science and engineering, as a gateway to them learning more broadly about science and engineering careers (Mueller, et al, 2018).

1. Type of program activity (*see table provided above*)

ACCELERATED LEARNING

2. Describe the program activity and how it will be implemented.

Students in the grade 6-12 continuum at SouthTech Schools will be encouraged to participate in a variety of accelerated mechanisms through teacher recommendation, counselor input and/or parent engagement. These include high school courses or courses resulting in an industry certification at the middle school and AP or Dual Enrollment at the High School. Moreover, students will be encouraged to take the SAT in their Junior and Senior years to obtain the best possible scores for any post-secondary plans. Where more than 90% of the students at the LEA are economically disadvantaged, financial assistance with the costs for the program and/or exams is especially important.

3. Explain how the program activity connects to the comprehensive needs assessment.

While both SouthTech Prep and SouthTech Academy have done well with their acceleration rating, a significant part of that is due to the fact that both schools have a career/technical theme and offer numerous opportunities for students to earn industry certifications. These provide the most significant underpinnings for the acceleration ratings. However, both schools can improve on the numbers of students taking accelerated courses. Moreover, for those graduating from SouthTech with one or more industry certifications and want to receive additional post-secondary training, a strong SAT can be of significant value.

4. Explain which group of students will be impacted by the program activity (include grade levels) and the approximate number of students that will be served. *Complete even if the program focus is professional development for administrators, teachers, and/or staff*

All students in grades 6-12 have an opportunity to participate in accelerated programs. However, based upon previous years' participation numbers, the LEA anticipates approximately 150-200 or just over 10% of the students will be impacted. Significantly more students will benefit from having access to the SAT.

5. Explain the expected student benefits, even if the program focuses on professional development for administrators, teachers, and/or staff.

By taking an accelerated course, a student builds the skills needed throughout his/her college years. AP or dual enrollment provide a rigorous workout while improving time management and study skills. It also prepares students to better handle challenging issues and problems, through the support of AP teachers. AP courses let students know what to expect during the next phase of their educational journey, and help build the confidence to succeed. AP teachers have a passion for what they teach. They are a bridge between the world of high school and the world of college. They take pride in teaching rigorous courses, with special training and tools to help students achieve success with advanced academics. Because AP teachers know that even though AP classes offer great challenges, the experiences of learning together and getting support can create unique bonds, lessons, and skills that last long after the last class is over (College Board 2017). While additional funding to support the 2018-19 AP Program will be coming from other sources, the LEA will continue to have a strong focus on increasing the numbers of students taking and successfully passing accelerated courses.

6. Explain the timeframe in which the program activity be implemented. (*i.e. throughout the school year, semester, summer*)

Courses are offered on a semester basis at the high school, or throughout the year in middle school. SATs are administered on certain dates each semester.

7. Explain the program measures that will be used to monitor implementation of the program activity. (*i.e. increases in the number of students enrolled or participating in the program*)

All students participating in any accelerated learning opportunity will have assessment results compared to the previous year's score(s), not only in math and science, but in English/Language Arts. The number of students taking an AP class and SAT will be tracked, along with AP exam results.

8. Explain which items(s) in the budget connect to this program activity. (*i.e. robotic kits, student workbooks, teacher salary/stipends, transportation for student activities, etc.*)
-

Costs for accelerated course options and exams.

9. Describe how the project will incorporate one or more of the Areas of Focus included in the Florida's Next Generation PreK-20 Education Strategic Plan. fldoe.org/policies/state-board-of-edu/strategic-plan.stm
If a program will be purchased, provide the What Works Clearinghouse rating or proof it is an evidenced-based program.

Goals 1 and 2 are addressed by this activity, increasing the Academic Proficiency and Seamless Articulation and Maximum Access.

Standardized tests are used to make important decisions for students attempting to access and enter college; as such, interest has increased in helping students better prepare, take and score well on these assessments. Preparation or coaching programs were introduced not long after the SAT was first developed. Currently, it has been estimated that nearly 50,000 students spend approximately \$10,000,000 annually on different forms of commercial test preparation and coaching for all standardized examinations. The What Works Clearinghouse (WWC) identified six studies of *ACT/SAT Test Preparation and Coaching Programs* that both fall within the scope of the Transition to College topic area and meet WWC group design standards. Three studies meet WWC group design standards without reservations, and three studies meet WWC group design standards with reservations. Together, these studies included 65,603 high school students across the United States. These were found to have positive effects on general academic achievement (high school) for high school students, with a medium to large extent of evidence (What Works Clearinghouse, 2016).

2019-2020 Title Tv, Part A
Narrative Section: *Safe and Healthy Schools*

Allowable program activities can include, but are not limited to:

Safe and Supportive Schools	Student Physical and Mental Health	Cross-Cutting Activities
<ul style="list-style-type: none"> • Bullying Prevention • Child Sexual Abuse Awareness and Prevention • Dropout Prevention • Anti-Trafficking Education • Reducing Use of Exclusionary Discipline Practices and Promoting Supportive School Discipline • Re-entry Programs and Transition Services for Justice-Involved Youth • Relationship Building Skills School Readiness and Academic Success • Suicide Prevention 	<ul style="list-style-type: none"> • Asthma and Other Chronic Disease Management • Drug and Violence Prevention • Concussions in School Athletic Programs • Healthy/Active Lifestyle • Nutritional Education • Physical Activities • School-Based Health and Mental Health Services • Trauma-Informed Classroom Management • Tobacco Prevention 	<ul style="list-style-type: none"> • Behavioral Interventions and Supports • Mentoring and School Counseling • Readiness and Emergency Management for Schools (REMS) • School-based Surveillance/ Surveys • Social Emotional Learning (SEL) • Youth Mental Health First Aid

INSTRUCTIONS: In the field provided below each question, select "Type Here" and then enter specific details about implementation of each planned program activity related to Safe and Healthy Schools for FY2019-2020. Add additional program activities by selecting one of the tables below, then selecting "Copy" and then "Paste" below the previous table. Ensure that the program activity number and title are updated in the copied table. If a program will blend with another component area, please only include it with the primary area and note the blended component area in the description of the program.

PROGRAM ACTIVITY #1 - Behavioral Intervention Assistant

1. Type of program activity (*see table provided above*)

Bullying Prevention, Dropout Prevention and Promoting Supportive School Discipline

2. Describe the program activity and how it will be implemented.

A part-time Behavioral Intervention Assistant (BIA) will be hired to support the more fragile student population at SouthTech Success Center High School (STSC). The behavioral interventionist works with individuals and small groups in order to facilitate positive and healthy behavior by eliminating negative or destructive conduct. Behavioral interventionists observe and interact with specific individuals or groups to assist with their healthy functioning in the school setting. They focus on specific behaviors that disrupt, exclude or otherwise negatively impact the person or group. Because behavior intervention is aimed at modifying negative behaviors through specific interventions and ongoing supports, such remedies often rely on families, school staff or other support systems to assist with monitoring, implementation and adjustment. Students will be identified by school administration and staff for referral to the BIA, who has received specific training in de-escalation techniques along with a variety of behavior management strategies. Depending on the identified need, the BIA may work with the student alone, or in a small group with others coping with the same issue. Since the school population will be relatively small, the BIA will frequently consult with administration and faculty on the interventions being employed and the types of supports that will be needed. The BIA will also involve parents and the ESE Specialist in CII interventions.

3. Explain how the program activity connects to the comprehensive needs assessment.

STSC will open in August 2019 targeting students at risk of dropping out of school and special needs students. As such, there will most likely be an elevated risk for behavioral issues at the new school. With a limited population of just over

100 students, a part-time Behavioral Intervention Assistant will be able to meet the needs of the targeted group. All teachers will be ESE certified and the BIA will work closely with the ESE Specialist to address behavioral issues early. As indicated in the Needs Assessment, the administration and staff recognize that these students need another option for success and an opportunity to become successful, contributing members of society upon graduating from high school. Therefore, appropriate behaviors and self-control are paramount to the student population obtaining an industry certification and successfully transitioning to gainful employment.

4. Explain which group of students will be impacted by the program activity (include grade levels) and the approximate number of students that will be served. *Complete even if the program focus is professional development for administrators, teachers, and/or staff.*

SouthTech Success Center will open with approximately 100-125 ninth grade students during 2019-20. Due to the nature of the activity and unforeseen behavioral needs, the exact number of students to be served is not known at this time.

5. Explain the expected student benefits, even if the program focuses on professional development for administrators, teachers, and/or staff.

The BIA will assess situational indicators and student needs, then help students set goals for behavioral changes, monitor the students, assess progress and modify behavioral plans if necessary. In crisis situations, a behavioral interventionist designs a plan to address any immediate dangers or threats and also determines the necessity of long-term interventions in collaboration with other staff and parents. The ultimate objective is to provide a support system that allows students with behavioral issues to cope and progress academically and socially within the school.

6. Explain the timeframe in which the program activity be implemented. *(i.e. throughout the school year, semester, summer)*

This activity will be ongoing throughout the school year.

7. Explain the program measures that will be used to monitor implementation of the program activity. *(i.e. increases in the number of students enrolled or participating in the program)*

With this position, a decrease in negative or disruptive behavior will be the primary measure in conjunction with the academic success of the student population.

8. Explain which items(s) in the budget connect to this program activity. *(i.e. robotic kits, student workbooks, teacher salary/stipends, transportation for student activities, etc.)*

The salary for the Behavior Intervention Assistant.

9. Describe how the project will incorporate one or more of the Areas of Focus included in the Florida's Next Generation PreK-20 Education Strategic Plan. *r. www.tldoe.org/policy/state-board-of-edu/strategic-plan.stm*
If a program will be purchased, provide the What Works Clearinghouse rating or proof it is an evidenced-based program.

This activity supports goals one and four of the State's Strategic Plan helping this struggling student population stay focused academically and prepare to successfully enter the workforce.

The What Works Clearinghouse (WWC) identified 17 studies of Functional Behavioral Assessment (FBA) based interventions that both fall within the scope of the Children Identified With or At Risk for an Emotional Disturbance topic area and meet WWC pilot single-case design standards. No studies meet WWC group design standards. Seven studies meet pilot single-case design standards without reservations, and 10 studies meet pilot single-case design standards with reservations. FBA-based interventions were found to have potentially positive effects on school engagement and potentially positive effects on problem behavior for children identified with or at risk for an emotional disturbance based on evidence from single-case design studies.

PROGRAM ACTIVITY #2-Mindfulness Training

1. Type of program activity (*see table provided above*)

Reducing Use of Exclusionary Discipline Practices and Promoting Supportive School Discipline

2. Describe the program activity and how it will be implemented.

The faculty and staff of all three schools will receive training in *Mindfulness* strategies to better support the student population of the LEA. Mindfulness in the classroom is about teaching children to control their negative thoughts and emotions. This skill will enable children to deal with the academic stress and all the pressures that go along with the day-to-day worries of being a student in school. While mindfulness is a practice which varies from student to student, it does provide them the tools that they can carry with them forever. Teachers will explore different strategies to help students take better control of themselves and their daily stresses.

3. Explain how the program activity connects to the comprehensive needs assessment.

While this activity may be more applicable to the new SouthTech Success Center population, it is none-the-less something that can benefit all students at the LEA. The Needs Assessment points to a disconnect in how teachers and students perceive various situations at each school. By providing students with these Mindfulness strategies, teachers can better connect with them and, at the same time, provide specific ways of coping and staying attentive in the classroom.

4. Explain which group of students will be impacted by the program activity (include grade levels) and the approximate number of students that will be served. *Complete even if the program focuses on professional development for administrators, teachers, and/or staff*

This activity will impact most, if not all 1700 students in the LEA to some degree.

5. Explain the expected student benefits, even if the program focuses on professional development for administrators, teachers, and/or staff.

Mindfulness is, "A mental state achieved by focusing one's awareness on the present moment, while calmly acknowledging and accepting one's feelings, thoughts, and bodily sensations, used as a therapeutic technique." Research has proven that teaching strategies that bring about mindfulness have some amazing benefits. Studies show that they help to reduce stress, boost memory, cognitive flexibility, and can even help children focus. Mindfulness also is said to increase academic performance and improve a student's attention span.

6. Explain the timeframe in which the program activity will be implemented. (*i.e. throughout the school year, semester, summer*)

While the initial professional development will take some time to complete at the beginning of the school year, it is anticipated that all teachers will have completed the training and will be ready to implement the strategies in their respective classrooms before the end of the second quarter and then continue for the remainder of the school year.

7. Explain the program measures that will be used to monitor implementation of the program activity. (*i.e. increases in the number of students enrolled or participating in the program*)

While this type of activity better lends itself to qualitative or anecdotal reporting, more substantive measures such as a decline in discipline referrals and/or improvements in academic performance will also be monitored to ascertain any changes specifically tied to those teachers who deliver and reinforce the strategies with efficacy.

8. Explain which items(s) in the budget connect to this program activity. (*i.e. robotic kits, student workbooks, teacher salaries, transportation for student activities, etc.*)

The cost of Mindfulness professional development. It will also help underwrite the cost of student planners that provide students information on how to deal with stress, bullying and other health and safety issues, which may arise at school.

9. Describe how the project will incorporate one or more of the Areas of Focus included in the Florida's Next Generation PreK-20 Education Strategic Plan. (*1-1 HW, {ldoe.org/policies/state-board-of-education/-p/an.slm*) If a program will be purchased, provide the What Works Clearinghouse rating or proof it is an evidenced-based program.

This activity supports goal one the State's Strategic Plan helping the student population to stay focused academically.

Klingbeil, D.A., Fischer, A.J., Renshaw, T.L., Bloomfield, B.S., Polakoff, B., Willenbrink, J.B., Copek, R.A., & Chan, K.T. (2017). Effects of mindfulness-based interventions on disruptive behavior: A meta-analysis of single-case research. *Psychology in the Schools*, 54(1), 70-87.

<https://eric.ed.gov/?id=EJ1122769>

From the abstract: "The popularity of mindfulness-based interventions (MBIs) is growing rapidly in schools. Decisions regarding the use of these interventions must be based on empirical evidence. There is robust evidence for the use of MBIs with adults, but research on MBIs with youth is nascent. The purpose of this meta-analytic review was to add to the literature by synthesizing single-case research on MBIs with children and adolescents. Specifically, the effect of MBIs on youths' disruptive behavior was examined in 10 studies published between 2006 and 2014. Results indicated that, on average, MBIs had a medium effect on disruptive behavior during treatment, $g = 1.04$, 95% confidence interval (CI) [0.30-1.78]; $TauU = 0.59$, 95% CI [0.40-0.77]. The average effect of MBIs during maintenance phases was larger, $g = 1.41$, 95% CI [0.55-2.28]; $TauU = 0.71$, 95% CI [0.59-0.83]. Potential moderators of intervention effects were also explored. Implications for future research and practice regarding MBIs with youth and in schools are discussed."

PROGRAM ACTIVITY # Safe School Ambassadors Program

1. Type of program activity (*see table provided above*)

Bullying Prevention and Reducing Use of Exclusionary Discipline Practices and Promoting Supportive School Discipline

2. Describe the program activity and how it will be implemented.

The Safe School Ambassadors program engages and mobilizes student bystanders, but not just any bystanders. The program harnesses the power of the socially-influential leaders of a school's diverse cliques, the ones who shape the social norms that govern other students' behavior. These "alpha" leaders are carefully identified through student and staff surveys. They are selected based upon specific criteria, such as: strong position and influence in their peer group, good communication skills, and a history of standing up for friends. The recruited students participate in a two-day interactive training along with several adults who serve as program mentors. The training gives student Ambassadors the motivation and skills to resolve conflicts, defuse incidents, and support isolated and excluded students. After the training, small group meetings of Ambassadors are held every few weeks. These meetings, led by the adult mentors, provide time for strengthening skills, support data collection and analysis of Ambassador interventions, and help sustain student and adult commitment to the program.

3. Explain how the program activity connects to the comprehensive needs assessment.

About 30% of the LEA's students responding to the comprehensive, end-of-year survey indicated that have been or have observed others being bullied. Another 25% believe that students are picked on because of how they look or act. The smallest number of about 15% feel students often get into fights.

4. Explain which group of students will be impacted by the program activity (include grade levels) and the approximate number of students that will be served. *Complete even if the program focus is professional development for administrators, teachers, and/or staff.*

While the program does have the potential to impact all students, the more realistic approximation will be between 25-30% of the LEA's 1700 students. In particular, those students held in high regard by their peers will be recruited as active ambassadors to set an example and tone for each school.

5. Explain the expected student benefits, even if the program focuses on professional development for administrators, teachers, and/or staff.

SouthTech Schools will implement the Safe Schools Ambassadors Program under the direction of facilitator at each school. At its core, the Safe School Ambassadors program is an "inside-out" approach to improving school climate, one that relies on social norms change and the power of students to help stop bullying and violence. Student bystanders see, hear, and know things adults don't, can intervene in ways adults can't and are often on the scene of an incident before an adult.

6. Explain the timeframe in which the program activity be implemented. *(i.e. throughout the school year, semester, summer)*

The program will be implemented at the start of the new school year and continue until the end.

7. Explain the program measures that will be used to monitor implementation of the program activity. *(i.e. increases in the number of students enrolled or participating in the program)*

Monitoring will include a review of student referrals and/or suspensions for offenses directly related to bullying and fighting and students responses to the 2019-20 student survey to identify any change(s) in perceptions.

8. Explain which items(s) in the budget connect to this program activity. *(i.e. robotic kits, student workbooks, teacher salary/stipends, transportation for student activities, etc.)*

Funding will support a stipend for the Safe School Ambassador school coordinator. It will also help underwrite the cost of student planners that provide students information on how to deal with bullying and other health and safety issues, which may arise at school.

9. Describe how the project will incorporate one or more of the Areas of Focus included in the Florida's Next Generation PreK-20 Education Strategic Plan. *([r. www.tl.fldoe.org/policy/state-board-of-edu/strategic-plan.stm](http://www.tl.fldoe.org/policy/state-board-of-edu/strategic-plan.stm))* If a program will be purchased, provide the What Works Clearinghouse rating or proof it is an evidenced-based program.

This activity supports goal one the State's Strategic Plan helping the student population to stay focused academically while freeing them from the stresses brought on by bullying or other social issues.

The Safe School Ambassadors (SSA) programs (elementary, middle and high school levels) are built on a solid foundation of research in the field of bullying prevention by: Dr. Wendy Craig, Dr. Ron Slaby and Dr. Dan Olweus. A review of published literature on bullying, conducted in 2004 by Denver-based Omni Research & Training, found that the core principles of the SSA program are completely supported by precedents and research. The SSA program is a variant of a student watch program (Ross, 1996) that recruits and trains socially influential youth from the different social groups that exist in schools to note and report instances of bullying and other antisocial behavior (Community Matters, 2003). However, SSA is considered a second generation student watch program because a much greater emphasis is placed on training youth bystanders on methods to intervene as warranted by the situation rather than simply noticing and reporting bullying to school staff. The overall goal of the SSA program is to improve the school climate by empowering students who are neither bullies nor victims of bullies, but have a good probability of being a bystander, to play a clear role in preventing episodes of bullying and related activities.

The aims of this preliminary review of the literature are to:

- Provide a brief overview of the bullying problem,
- Establish the importance of utilizing bystanders in the prevention of bullying,
- Discuss core factors in effective bystander interventions, and
- Assess the literature for outcomes of bullying prevention programs and bystander interventions.

PROGRAM ACTIVITY #4 : School-Based Team Leaders

1. Type of program activity *(see table provided above)*

Reducing Use of Exclusionary Discipline Practices and Promoting Supportive School Discipline

2. Describe the program activity and how it will be implemented.

In order to address school safety, implement the aforementioned components of SB 7026 and support the school safety, security, implementation

wraparound needs of its students, SouthTech Charter LEA will expand student and security services in several ways. The first step will be to expand the services of the School-Based Team (SBT), which is the foundation of Florida's Multi-Tiered System of Supports providing an evidence-based model of schooling that uses data-based problem-solving to integrate academic and behavioral instruction and intervention. In this regard, the SBT Leader will receive a supplement to work beyond the school day in order to research and collect appropriate information and data regarding students' academic and/or behavioral concerns to be addressed by the SBT.

3. Explain how the program activity connects to the comprehensive needs assessment.

While this activity may be more applicable to the new SouthTech Success Center population, it is none-the-less something that benefits all students at the LEA. The use of data-based problem-solving is supportive of both academic and behavioral issues allowing faculty and support staff to make informed decisions through consultation with parents. Thus, this activity impacts the disparity in academic performance as well as behavioral issues that left unchecked could result in suspensions.

4. Explain which group of students will be impacted by the program activity (include grade levels) and the approximate number of students that will be served. *Complete even if the program focus is professional development for administrators, teachers, and/or staff*

This activity will impact a group of targeted students based on referral to the SBT. Those numbers will vary by school and increase as the year goes on.

5. Explain the expected student benefits, even if the program focuses on professional development for administrators, teachers, and/or staff.

Implementation of multi-tiered systems of support for behavior (MTSS-8) is an approach to improving school and classroom climate as well as student outcomes. MTSS-8 is a multi-tiered, systematic framework for teaching and reinforcing behavior for all students as well as providing additional support to those who need it.

6. Explain the timeframe in which the program activity be implemented. *(i.e. throughout the school year, semester, summer)*

This activity is implemented throughout the school year.

7. Explain the program measures that will be used to monitor implementation of the program activity. *(i.e. increases in the number of students enrolled or participating in the program)*

Measures such as a decline in discipline referrals and/or improvements in academic performance will be monitored to ascertain any changes specifically tied to those students referred to the SBT.

-
8. Explain which items(s) in the budget connect to this program activity. (*Le. robotic kits, student workbooks, teacher salary/stipends, transportation for student activities, etc.*)
-

The stipends paid to the SBT Leaders for work completed beyond the school day.

9. Describe how the project will incorporate one or more of the Areas of Focus included in the Florida's Next Generation PreK-20 Education Strategic Plan. (www.tldoe.org/policy/state-board-of-edu/strategic-plan.stm) If a program will be purchased, provide the What Works Clearinghouse rating or proof it is an evidenced-based program.

This activity supports goal one the State's Strategic Plan helping the student population to stay focused academically.

Recent small-scale studies have shown the promise of MTSS-B. The purpose of this study is to evaluate the effectiveness of MTSS-B in a larger-scale setting (NCEE 2018). The WWC reports the American School Counselor Association (ASCA) National Model and a multi-tiered system of supports (MTSS) both provide frameworks for systematically solving problems in schools, including student behavior concerns. MTSS as a support for marginalized students of color exhibiting problem behaviors. Individually, the frameworks employ data-driven decision making as well as prevention services for all students and intervention services for at-risk students. Thus, the integrated model allows schools to provide objective alternatives to exclusionary disciplinary actions (e.g., suspensions and expulsions) that are being assigned to students of color at a disproportionate rate. The manuscript outlines the steps within the integrated model and provides implications for school counselors and counselor educators (Bessler and Shillingford, 2016).

Allowable program activities can include, but are not limited to:

- PROFESSIONAL DEVELOPMENT- Supporting high-quality professional development for educators, school leaders and administrators to personalize learning and improve academic achievement.
- BLENDED LEARNING - Carrying out innovative blended learning projects.
- INCREASED ACCESS- Providing students in rural, remote, and underserved areas with the resources to benefit from high-quality digital learning opportunities.
- TECHNOLOGY IN SPECIALIZED OR ADVANCED COURSEWORK- Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology.
- TECHNOLOGY INFRASTRUCTURE AND CAPACITY- Building technological capacity and infrastructure.
- OTHER- Additional programs initiatives that fall under three categories- Digital Citizenship, Personalized Learning and Improving Equity for All Learners.

INSTRUCTIONS: In the field provided below each question, select "Type Here" and then enter specific details about implementation of each planned program activity related to Effective Use of Technology for FY2019-2020. Add additional program activities by selecting one of the tables below, then selecting "Copy" and then "Paste" below the previous table. Ensure that the program activity number and title are updated in the copied table. If a program will blend with another component area, please only include it with the primary area and note the blended component area in the description of the program.

PROGRAM ACTIVITY #1 Parent Outreach

1. Type of program activity (*see table provided above*)

Technology Infrastructure and Capacity

2. Describe the program activity and how it will be implemented.

As a means to improve parent outreach, parent involvement and immediately address any school security or emergency issues at the LEA's only middle school, the LEA will purchase a REMIND software license. Last year SouthTech Prep piloted the REMIND software and found it to be easy to use, reliable and favored by parents as a fast way to connect with important school information, updates or reminders. Through this application the school, or an individual teacher can directly communicate with parents through an easy to use application. Further, in today's digital age, it allows parents to choose the method they will receive the REMIND messages- text, Email, even home phone. Moreover, the recipient can change the method of delivery at any time. The program also keeps records of all messages that are sent.

3. Explain how the program activity connects to the comprehensive needs assessment.

The REMIND application aligns well with the other domains of Well Rounded Educational Opportunities and Safe and Healthy Schools and those areas identified in the LEA's needs assessment. As noted, most of the middle school students enter SouthTech Prep (STP) behind academically. In fact, the charter school's STEAM approach to learning coupled with it being a feeder school for the career/technical academy make it a desirable choice for parents who may feel their child may get lost in a larger more impersonal, traditional middle school, especially if they are already struggling academically. Also, research has shown that middle school parents traditionally distance themselves from being involved and active in their child's school when he/she transitions to middle school. Therefore, frequent communication between the school and the home is highly desirable. Moreover, the school offers parents multiple opportunities to attend events specifically designed for them to learn about the schools, their programs and how they can support their child's education. The REMIND application can keep parents abreast of the many events and activities that can be of direct

benefit to them and their child(ren). The application offers the school an easy way to connect directly with one parent, a small group, or the entire school. Raising academic proficiency is especially important in the core subjects at the middle school. Providing parents with tips, reminders about homework or tests and offering formative progress reports will help keep parents in the loop concerning their child's academic progress. The other aspect of the REMIND software application is a fast way to send out alerts to parents concerning any health or safety issue that may occur. Florida is prone to violent weather outbreaks that can impact the start or ending of the school day. Also, during hurricane season, ongoing communication with parents is critical. Through REMIND technology, parents receive immediate updates without having to listen to the local news to be informed. More importantly, with the LEA's schools located in an urban setting, situations may occur within the surrounding community requiring the school to be locked down. Students have already expressed reluctance concerning being safe at school and may have conveyed that to their parents. REMIND can provide parents with important information that lets them know that their child is safe and the issue is well in hand. SouthTech's other two high schools already have such an application.

4. Explain which group of students will be impacted by the program activity (include grade levels) and the approximate number of students that will be served. *Complete even if the program focus is professional development for administrators, teachers, and/or staff.*

All 550 middle school students in grades 6-8 attending SouthTech Prep.

5. Explain the expected student benefits, even if the program focuses on professional development for administrators, teachers, and/or staff.

Through increased parent engagement, students will reap the benefits of the home/school connection. Family engagement is one of the strongest predictors of children's school success, according to more than 40 years of steadily accumulating evidence (California Department of Education, 2011; Weiss, Bouffard, Bridgall, & Gordon, 2009). Underpinning the process of getting and keeping parents involved is direct communication. Notes and letters sent via students may or may not reach parents and if they include time-sensitive information, then parent frequently misses an opportunity. Research also shows that adolescents want to distance themselves from their parents and while there is a distinction in how parents are involved, the negative perceptions can be downplayed (Cripps, K., & Zyrotzski, B. 2009). Therefore, direct and timely communication by the school can keep parents engaged, offer them opportunities for greater involvement and, most importantly provide a formative snapshot of student progress- or the lack thereof. From the safety aspects parental concern or fear can be mitigated by prompt and concise communication from the school should the need arise.

6. Explain when will the program activity be implemented. *(i.e. throughout the school year, semester, summer)*

The REMIND application will be ready for the beginning of the school year, with most parents already informed from participating in the trial 2018-19 school year. The system will be used for the entire year.

7. Explain the program measures that will be used to monitor implementation of the program activity. *(i.e. increases in the number of students enrolled or participating in the program)*

Records of the various messages sent to parents will be maintained and correlated with the academic performance of students and the parent participation at school events. Parent surveys will provide additional qualitative feedback on the program's impact.

8. Explain which items(s) in the budget connect to this program activity. *(i.e. robotic kits, student workbooks, teacher salary/stipends, transportation for student activities, etc.)*

REMIND Software license.

9. Describe how the project will incorporate one or more of the Areas of Focus included in the Florida's Next Generation PreK-20 Education Strategic Plan. (www.fdoe.org/policy/state-board-of-education/strategic-plan.stm) If a program will be purchased, provide the What Works Clearinghouse rating or proof it is an evidenced-based program.

This effort directly aligns with Goal 1 of the State Strategic Plan- supporting the highest student achievement, as indicated by evidence of student learning gains at all levels. Taken from the What Works Clearinghouse, the various methods of family engagement are highlighted in the *Toolkit of Resources* (Garcia, Frunzi and Dean, 2016). An entire section focuses on communication, the content of messages to parents and how they are delivered.

PROGRAM ACTIVITY #2 - Professional Development

1. Type of program activity (*see table provided above*)

Professional Development

2. Describe the program activity and how it will be implemented.

This will be an upgrade to the SWIVL technology acquired during the previous school year. SWIVL technology is used by teachers, mentors and administrators as means to help educators improve pedagogically through 360° recording of lessons. Recordings are then reviewed by teachers, their mentors or instructional coaches and by administrators as means to better refine the instructional process.

3. Explain how the program activity connects to the comprehensive needs assessment.

SouthTech Prep continues to struggle in bringing all students to higher proficiency levels in English/Language Arts, mathematics and science. While trend data show the school is making inroads -a 17% increase in math achievement, 27% increase in math learning gains and 16% in lowest 25%ile learning gains, other areas have more modest improvements, with science declining by 8% over the three-year period. Moreover, the school has a 21% teacher turnover rate for the past two years, which requires the hiring and training of new staff annually. In order to continue to help students make learning gains, it is critical that staff have best support available to better their classroom instruction.

4. Explain which group of students will be impacted by the program activity (include grade levels) and the approximate number of students that will be self-ved. *Complete even if the program focus is professional development for administrators, teachers, and/or staff*

Since the use of the SWIVL technology is self-selected, the exact impact cannot be determined at this time. However, based on its initial use during the 2018-19 school year, 150-200 students in grades 6-8 were indirectly impacted at the middle school by their teachers' participation. At this point, high school teachers have not, as yet, embraced the technology as have their counterparts at the middle school.

5. Explain the expected student benefits, even if the program focuses on professional development for administrators, teachers, and/or staff.

This type of recording allows a teacher to review all aspects of classroom activity and monitor his/her own behaviors and interactions. Coaches and mentors can also use this process to reinforce positives and point out issues a teacher might be experiencing. Trainers can also use the technology to determine the degree to which professional development is being implemented with fidelity. This process is also ideal for recording master teachers to provide novices with first hand examples of delivering a particular concept. It can also include

student observation and engagement, important in lesson development and delivery. The ultimate goal is improved classroom instruction directly impacting academic achievement.

6. Explain when will the program activity be implemented. *(i.e. throughout the school year, semester, summer)*

The system is used at various times throughout the school year.

7. Explain the program measures that will be used to monitor implementation of the program activity. *(i.e. increases in the number of students enrolled or participating in the program)*

The use of SWIVL should result in an increase in student achievement by those students with teachers selecting to use the system with fidelity and in through the teacher evaluation process by improved deliberate practice scores and VAM outcomes.

8. Explain which items(s) in the budget connect to this program activity. *(i.e. robotic kits, student workbooks, teacher salary/stipends, transportation for student activities, etc.)*

SWIVL upgrade

9. Describe how the project will incorporate one or more of the Areas of Focus included in the Florida's Next Generation PreK-20 Education Strategic Plan. (www.fldoe.org/policy/state-board-of-edu/strategic-plan.stm)
If a program will be purchased, provide the What Works Clearinghouse rating or proof it is an evidenced-based program.

This effort directly aligns with Goal 1 of the State Strategic Plan - supporting the highest student achievement, as indicated by evidence of student learning gains at all levels.

**Board Meeting
August 8, 2019**

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

**Old Business
OB-3**

Motion:

I recommend that the Board ratify the Title III- Language Instruction for English Language Learners and Immigrant Students 2019 2020 Entitlement grant application.

Summary Information:

To improve the educational achievement of English Language Learners (ELLs) by increasing their English language proficiency and ability to meet the same challenging State academic content and student academic standards as all children are expected to meet.

Attachments: Title III- Language Instruction for English Language Learners and Immigrant Students 2019 2020 Entitlement grant application

Presented By:

Jim Kidd, Superintendent

Financial Impact:

The financial impact for this item is \$11,266.00. This is the total amount for SouthTech Schools.



FLORIDA DEPARTMENT OF EDUCATION

Title III Supplementary Instructional Support for English Language Learners (ELLs) Narrative Response Attachment

Directions: Please provide responses to each section in the box below each section.

1. Needs Assessment

Provide evidence of need for each of the services that will be funded through this project application. Describe the method(s) used to conduct the needs assessment (e.g. surveys, interviews) and the kinds of data and information analyzed (the most current state assessment data) to determine the need for supplementary services. The description must also include an analysis of which programs, services, and activities were successful in the previous project, which ones were not, and new programs that the LEA will implement with this project for the 2019-2020 school year as a result of the previous year's outcomes. Summarize results and list proposed needs in order of priority.

As this is the first year that SouthTech Schools will qualify for Title III funding, the Charter LEA has not had the opportunity to prepare specifically for this application. However, the LEA has, and continues to, track and disaggregate student data by subgroup and engage all stakeholders throughout each school year around the needs of its students and families. Further, since the LEA did not previously qualify for Title III funding, the LEA's administration and school support staff frequently collaborated with the Sponsoring District's Multicultural Education Department regarding training and support for the LEA's limited ELL population, their families and teachers. The 2018-19 ELL cohort included:

- ELL LY (Active): 52 students
- ELL LF (Monitored): 25 students
- ELL LZ (Fully exited student): 186 students

In reviewing its available resources, the LEA has compiled a variety of data that should be particularly useful when developing the coming year's Title III activities. In reviewing student achievement trend data in ELA/Reading and Mathematics over a three-year period, the LEA captured the following results:

Achievement Gap

% of Students (Level 3 and Above)

ELL Status	2015-16			2016-17			2017-18		
	ELL	Non-ELL	Gap	ELL	Non-ELL	Gap	ELL	Non-ELL	Gap
STP Math	7.7%	27.4%	-19.7%	25.0%	39.8%	-14.8%	4.2%	43.9%	-39.7%
STA Math	N/A	44.9%		N/A	48.4%		34.8%	66.9%	-32.1%
State Math	26.9%	55.3%	-28.4%	31.9%	58.2%	-26.3%	31.1%	60.1%	-29.0%
STP ELA	0.0%	45.7%	-45.7%	12.5%	45.3%	-32.8%	4.3%	46.9%	-42.5%
STA ELA	N/A	44.2%		10.0%	44.3%	-34.3%	4.3%	46.4%	-42.1%
State ELA	14.8%	55.3%	-40.5%	17.2%	57.1%	-39.9%	16.7%	58.1%	-41.4%

Below State

Above State

At both the high school and its feeder middle school, the LEA has documented increases in the achievement gap between ELL and Non-ELL students over this three-year period. Moreover, the trend has gone from a gap below the State rate, to above during the 2017-18 school year – the latest available. However, when looking at graduation rates for ELL students attending SouthTech Academy for the same three-year period, the numbers are significantly better than the State for ELL students. Moreover, the school has closed the gap in ELL/Non-ELL graduation rate to just over 1% over a three-year period of time.

SouthTech Academy Graduation Rate

	2015-16	2016-17	2017-18
ELL	88.2%	85.7%	96.4%
Non-ELL	96.5%	94.3%	98.0%

Among the 77 active and monitored ELL students in grades 6-12, 18% earned industry certifications during the 2018-19 school year. The parents’ response to the annual LEA spring parent survey was just over 14% and significantly lower than the preceding year. While the parent survey did not specifically address the home language or ELL students, it did include a variety of items related to school culture, academics, safety, parent outreach and needs, programs and Title I initiatives for the current school year, along with recommendations for the 2019-20 school year. The survey is of particular importance because the LEA is comprised of approximately 90% economically disadvantaged students. During the 2018-19 school year, two parent-training seminars yielded participation of approximately 150, or 16% of all parents at SouthTech Academy High School and 89, or 17% of those from SouthTech Prep Middle School. The seminars focus on topics suggested by parents through the survey process and provide parents an opportunity to ask questions about the schools and their programs. They also provide staff an opportunity to delve deeper into the varied support systems in place to assist their students and families including support for displaced families, migrant students and families, students in foster care and children of migrant workers.

Survey results indicated that LEA-wide, 94% of parents surveyed believe the Schools are promoting and encouraging parental involvement and 93% strongly agree or agree that schools are communicating effectively. Of note under communication, while 72% strongly agree at STP, only 28% strongly agree at STA. In a related area, parents at STP are taking advantage of the Parent Liaison with 60% indicating that they have had contact with this support person to discuss their child in relation to the school, while 30% have not and another 6% were not aware of the position. At STA only 8% of parents surveyed had any contact with the Parent Liaison, 47% indicated they had not and 45% did not know there was a Parent Liaison position in the LEA.

When looking at specific needs from the parent perspective, respondents from both schools of the LEA listed access to technology for parents as their greatest need with access to the Parent Liaison second and more parent resources as their third need. When responding to perceived student needs, surveyed parents strongly supported the continuation of the instructional coaching positions at both schools, followed by greater teacher training and instructional materials at STP and computer software and extended day tutorials at STA.

2. Programs, Services and Activities

List and describe each of the LEA’s proposed programs, services, and activities and include how they are aligned with the needs assessment, state content standards, student achievement standards, and state assessments. If applicable, indicate how the included activities are evidence based. Also, describe how the activities will enable LEA to close the achievement gap and meet all ELL achievement targets. Activities must include professional development and parental involvement.

Since all SouthTech Schools have school-wide, Title IA programs, all students will benefit from the interventions identified in the LEA’s Title I, Part A application. Therefore, with the limited resources now available via Title III for SouthTech Schools, the LEA will focus its efforts on ELL student monitoring, support for classroom teachers and family engagement activities as means to better identify and address individual student and entire subgroup needs.

Through Title III funding, the LEA will offset part of the salary of the ELL coordinator. This individual will take on the role of monitoring the academic, social and emotional progress of the 52 active LY - ELL students and to a lesser degree provide periodic oversight of the 25 monitored LF – ELL students in grades 6-12. Integral to ELL Coordinator’s role will

be to support classroom teachers in the use of appropriate ELL strategies and provide modeling as needed through a mentorship process. With this approach, classroom teachers will have the necessary support system for working with ELL students and the specific academic deficits that have been previously identified through a disaggregation of achievement data. This approach will especially focus on the intensive classes that serve the most fragile students needing to make the greatest gains in reading and mathematics. In order to provide a systemic and comprehensive approach to learning, supported by academic interventions, the ELL Coordinator will also collaborate with the Instructional Coaches at each of the SouthTech Schools in order to coordinate these interventions that may be needed by multiple subgroups of students, including second language learners. Finally, the ELL Coordinator will assist the coaches and classroom teachers in tailoring the multiple software programs available to meet the individual needs of ELL students along with reviewing monitoring reports to be used as formative indicators. Managed software is aligned to the Florida and Next Generation Standards, allowing the progress reports to aide in informing subsequent instruction.

Student progress monitoring is a practice that will help the ELL Coordinator and classroom teachers use student performance data to continually evaluate teaching effectiveness and make more informed instructional decisions. Research has demonstrated that when staff use student progress monitoring, students learn more, teacher decision making improves, and students become more aware of their own performance. A significant body of research conducted over the past 30 years has shown this method to be a reliable and valid predictor of subsequent performance on a variety of outcome measures, and thus useful for a wide range of instructional decisions (Deno, 2003; Fuchs, Deno, & Mirkin, 1984; Good & Jefferson, 1998). Moreover, a considerable amount of evidence suggests that approaches involving early intervention, ongoing progress monitoring, and effective classroom instruction consistent with Response to Intervention (RTI) are associated with improved outcomes for the majority of students in early reading and math (e.g., Burns, Griffiths, Parson, Tilly, & VanDerHayden, 2007; Fletcher, Lyon, Fuchs, & Barnes, 2007; Haager, Klingner, & Vaughn, 2007; McCardle & Chhabra, 2004). To this end:

- Monitor ELLs' progress as frequently as you monitor the progress of all other students—a minimum of three times per year for students at grade level or above and three to six times per year for students at risk for reading problems.
- When ELLs demonstrate low abilities in grade-level target skills in reading, provide research-based instruction.
- Consider students' accents and pronunciations when scoring English measures and provide appropriate interpretations when words are mispronounced. Do not penalize students for dialect features.
- Consider that students may be acquiring word meaning while acquiring word reading and, thus, oral reading fluency may proceed at an expected rate early (while students are focusing on word reading) and then proceed at a lower than expected rate later when students are focusing more on word meaning.

To implement this approach with fidelity, it is essential that educators are provided with the resources needed to support them in this process. Being provided professional development for enhancement of knowledge and skills is essential; in addition, a problem-solving team with knowledge and experience working with ELLs can be a valuable resource to facilitate decision making and to design instructional supports. As a Charter LEA, SouthTech schools have several new teachers each year. Mentoring professional development (PD) to strategically support new teachers' capacity to improve Academic Language development in content areas for ELLs is a sound approach. Effective mentors possess a complex body of knowledge including an understanding of: pedagogy and curriculum to teach ELLs and to guide novices during mentoring sessions to promote ELL learning; learners and the learning of novices and ELL students; organizational, socio-political, and professional contexts within which novices work and students learn; and mentor and teacher's knowledge of self as related to ELL issues (Achinstein & Athanases, 2010).

A second activity identified for funding under the limited Title III allocation will be to pay a stipend to a staff member at SouthTech Prep Middle School and SouthTech Academy High School to serve as ELL Parent Advocates. A third SouthTech School, SouthTech Success Center High School, is opening in the fall of 2019 with an unknown ELL population. However, the school will share the same campus with SouthTech Academy with an initial enrollment of approximately 125 students during its first year. The LEA will determine the most appropriate support for any ELL parents based upon actual enrollment.

Overall, the barriers that most often confront ELL parents regarding engagement with schools include the following: (1) school-based barriers; (2) lack of English language proficiency; (3) parental educational level; (4) disjunctures between school culture and home culture; and (5) logistical issues (Arias and Morillo-Campbell,

2008). A welcoming school climate includes positive attitudes of the school staff toward the community, attention to details that facilitate parental accessibility to the school (such as interpreter availability and scheduling school meetings), physical space to accommodate parents and families, and support and encouragement for personal contact and communication. The Parent Advocate's role will be to help bridge the home/school divide through parent outreach activities that include periodic meetings with the parents of ELL students and supporting their participation in other school-related events.

ELL parent perception and expectations regarding the roles of teachers and parents in the educational process often differ from those of the schools. Many ELL parents perceive their role as providing nurturing, teaching values and instilling good behaviors. They are often reluctant to take on responsibilities they traditionally view as being in the school's domain, regard teachers and schools as "the experts" and deferring to them on tasks related to actual learning. By providing a welcoming culture, the Parent Advocate will encourage ELL parent participation in several parent meetings and seminars covering important school information and topics selected by parents themselves. This will be accomplished through peer support, allowing already engaged parents of ELL students to reach out and encourage greater participation from those with a similar background and language. The LEA provides materials in multiple languages and interpreters, as needed, at parent meetings.

Funded through Title I, Part A, the LEA will support ELL students and their families in a variety of additional ways including:

- Intensive classes in reading and mathematics
- Instructional Coaches who provide teaching strategies for classroom teachers and monitor low-performing students
- A variety of Managed Software programs, aligned to the Florida and Next Generation Standards that offer an array of student engagement activities, interventions and formative and summative progress monitoring
- A bilingual Parent Liaison who conducts outreach activities and acts as an intermediary between home and school
- AmeriCorps Teachers, under guidance of the Instructional Coaches and ELL Coordinator, provide pullout and extended day tutorials for targeted students

3. English Language Learner Achievement Targets

Percent Proficient in English Language Acquisition

Increase the percentage of ELLs becoming proficient on the ACCESS for ELLs 2.0 by **5%** with 2019 as the baseline year. If the LEA's percentage of ELLs is at or above the state percentage of ELLs becoming proficient, then the LEA must increase the percentage of ELLs becoming proficient on the ACCESS for ELLs 2.0 by **2%**.

Based on the most recent assessment results for **ELA/Reading**, the LEA will increase the percentage of ELLs becoming proficient from **4.3%** to **10.0%** by the end of 2020.

Describe how project activities will be used to achieve the above goal. Include how these activities provide documentation that measurable objectives will be met. If Title III funds are not being directed towards this goal, outline LEA initiatives that are addressing or will address measurable objectives.

The focus of the LEA’s Title III activities centers around careful and continuous monitoring of ELL students throughout the year. Using a variety of formative data, the ELL Coordinator in conjunction with the schools’ Instructional Coaches will assist teachers in informing instruction to address the needs of ELL students. Moreover, the use of managed software will provide additional support and monitoring of student progress. Targeted tutoring by the LEA’s AmeriCorps teachers will add an additional layer of support as determined by formative indicators. The most critical content area of ELA/Reading will take precedence in providing the necessary foundation for ELL students along the LEA’s 6 – 12 continuum.

Progress in Graduation Rate and Content Areas

Increase the graduation rate of ELLs and the percentage of ELLs achieving satisfactory or higher in English Language Arts, Mathematics, Science, and Social Studies by **5%** as measured by the Florida Standards Assessment with 2019 as the baseline year. If the LEA’s percentage of ELLs graduating and achieving satisfactory or higher in English Language Arts, Mathematics, Science, and Social Studies is at or above the state percentage or ELLs achieving satisfactory in these areas, then the LEA must increase the percentage of ELLs graduating and achieving satisfactory or higher by **2%**.

Based on the most recent graduation and assessment results for

17-18

, the LEA will increase by the end of 2020.

<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>96.4%</td></tr></table>	96.4%	to	<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>97%</td></tr></table>	97%	the percentage of ELLs graduating,
96.4%					
97%					
<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>4.3%</td></tr></table>	4.3%	to	<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>10.0%</td></tr></table>	10.0%	the percentage of ELLs achieving satisfactory or higher in English Language Arts,
4.3%					
10.0%					
<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>4.2%</td></tr></table>	4.2%	to	<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>10%</td></tr></table>	10%	the percentage of ELLs achieving satisfactory or higher in Mathematics,
4.2%					
10%					
<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td> </td></tr></table>		to	<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td> </td></tr></table>		the percentage of ELLs achieving satisfactory or higher in Science*,
<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td> </td></tr></table>		to	<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td> </td></tr></table>		the percentage of ELLs achieving satisfactory or higher in Social Studies*

*It should be noted that neither of the LEA’s schools recorded ELL subgroups large enough to be included in the most recent assessment data for science and social studies.

Describe how project activities will be used to achieve the above goal. Include how these activities provide documentation that measurable objectives will be met. If Title III funds are not being directed towards this goal, outline LEA initiatives that are addressing or will address measurable objectives.

The focus of the LEA’s Title III activities centers around careful and continuous monitoring of ELL students throughout the year. Using a variety of formative data, the ELL Coordinator in conjunction with the schools’ Instructional Coaches will assist teachers in informing instruction to address the needs of ELL students. Moreover, the use of managed software will provide additional support and monitoring of student progress. Targeted tutoring by the LEA’s AmeriCorps teachers will add an additional layer of support as determined by formative indicators. The most critical content area of ELA/Reading will take precedence in providing the necessary foundation for ELL students along the LEA’s 6 – 12 continuum. It should be noted that with only 52 LY-ELL students spread across grades 6-12, there were insufficient numbers to document achievement in science and social studies based upon data on the FLDOE K-20 Portal.

Support for Reading/Strategic Imperatives

As described in the LEA’s Title III activities, there will be a strong focus on closing the ELL/Non-ELL achievement gap in both reading and mathematics – a target of the FLDOE Strategic Plan under Student Achievement. While SouthTech Charter LEA has a proven track record in helping all students graduate – an area in which the LEA exceeds the State rate for ELL students and another Strategic Plan indicator for Student Achievement - there needs to be a renewed effort to address disparities earlier in the 6 -12 continuum offered by the LEA. As such, the Title III proposed activities are designed to specifically address learning gains for all ELL students, but particularly for those needing the greatest academic support. This includes the ongoing, formative monitoring, available interventions ranging from intensive classes to extended day tutorials and direct support for classroom teachers in the form mentoring. A second goal of the FLDOE Strategic Plan addressed by LEA involves the development of a skilled workforce. As of the 2019-20 school year, the

LEA will have two career/technical high schools with a focus on students graduating with at least one industry certification and ready for post-secondary training or to enter the workforce. Through the proposed ELL monitoring, the ELL Coordinator will also collaborate with CTE instructors and AmeriCorps tutors on supporting the needs of ELL students in their chosen career academy, which frequently includes assistance with technical reading.

4. Increasing Supplemental Professional Development

This application must include supplementary professional development activities supported by Title III. Specifically, in accordance with applicable statutory and regulatory guidelines, describe the professional development activities the LEA will conduct to address the issues identified in the needs assessment and to increase student achievement and language acquisition. Include in the description how accountability and transfer of skills and knowledge to the job will be addressed and how the professional development activities will supplement, not supplant, existing LEA programs.

Title III will partially fund the ELL Coordinator, whose role will be to support classroom teachers in the use of appropriate ELL strategies and provide modeling as needed through a mentorship process. With this approach, classroom teachers will have the necessary support system for working with ELL students and the specific academic deficits that have been previously identified through a disaggregation of achievement data. It will also focus on the intensive classes that serve the most fragile students needing to make the greatest gains in reading and mathematics. In order to provide a systemic and comprehensive approach to learning, supported by academic interventions, the ELL Coordinator will also collaborate with the Instructional Coaches at each of the SouthTech Schools in order to coordinate these interventions that may be needed by multiple subgroups of students, including second language learners. The ELL Coordinator will also work with and mentor AmeriCorps teachers who work as tutors and will be assigned to assist ELL students on an individual or small group basis. Additionally, the LEA employs Professional Learning Communities (PLCs) to address a myriad of professional development (PD) needs self-identified by teachers and prescribed in consultation with school administration via the Professional Growth Plans (PGPs). The PLCs and faculty meetings are also conduits through which the ELL Coordinator or the Instructional Coaches can present ELL strategies to various subgroups of each school's faculty or the entire group, as needed. The application of such via the ELL Coordinator will be new this year and supplement the work already being done by the PLCs.

5. Increasing Parental and Community Participation in the Educational Experience of ELLs

This application must include parent involvement activities supported by Title III. Specifically, in accordance with applicable statutory and regulatory guidelines, describe all parent involvement activities the LEA will conduct to address the issues identified in the needs assessment and increase student achievement and language acquisition.

The limited Title III allocation will pay a stipend to a staff member at SouthTech Prep Middle School and SouthTech Academy High School to serve as ELL Parent Advocates. The Parent Advocate will engage in outreach activities and hold meetings specifically to support the parents of our ELL students. Parents will be invited to access the Parent Resource Center at SouthTech Prep Middle School that offers computers and Rosetta Stone software to help with English language acquisition. By providing a welcoming culture, the Parent Advocate will encourage ELL parent participation in the many parent meetings and seminars covering important school information and topics selected by parents themselves. This will be accomplished through peer support, allowing already engaged parents of ELL students to reach out and encourage greater participation from those with a similar background and language. The LEA already provides materials in multiple languages and interpreters, as needed, at parent meetings. The Parent Advocates will also provide linkages to various community-based organizations that can assist with issues or concerns of the families through a foundation of cultural understanding. Separate from the limited Title III funding, the LEA employs a full-time, bilingual, Parent Liaison through Title I, Part A, whose job is to aid in connecting home and school. This individual provides a variety of outreach activities, makes home visits and provides important information to parents who may not have a working knowledge of the schools, programs, assessments and available supports.

6. Consultation with Private School Officials (Equitable Services for Private School Participation)

In accordance with P.L. 107-110, Title IX, Part E Uniform Provisions, Subpart 1, Section 9501, the applicant must provide a detailed plan of action for providing timely, meaningful, and ongoing consultation for equitable services to private school children and teachers within the LEA service area. For details, refer to URL:

<http://www.ed.gov/policy/elsec/leg/esea02/pg111.html>.

Include a description and complete plan of action on how timely, meaningful, and ongoing consultation with private schools has been and will continue to be implemented to address equitable services to eligible students in private schools. Please list individual schools contacted, process for identifying ELLs, and services provided.

Currently, SouthTech Charter LEA is comprised of only two schools, with a third scheduled to open in the fall of 2019. The LEA serves a very small segment (.8%) of the student population of Palm Beach County. The Sponsoring District, Palm Beach County Public Schools, addresses the larger issues specific to Delinquent, Neglected and Private School students. Therefore, SouthTech defers to the Sponsoring District, which provides services to all eligible students in those subgroups through annual, formalized processes.

7. Collaborative Partners (community based)

Identify federal/state/local community based, faith-based organizations and/or community partners; briefly describe in simple narrative, the types and benefits of the collaborative activities; include the program(s) and primary target group(s).

The LEA has several community-based partnerships that provide a variety of services and supports to ELL students and their families. Among these are the following:

- Milagro Center was founded in 1997 by several local visionary leaders motivated by the desire for community service centered on providing arts experiences to the economically-challenged neighborhood children. Milagro Center's uniquely integrated programs focus on empowering these at-risk youth and their families to succeed, both in school and in life. The Milagro Center carries out its mission by providing afterschool, summer camp, and ARTreach programs, to disadvantaged and academically-at risk children and teens in grades K-12, right here in South Florida. Its STARS (grades K-5) and Teen Leadership (grades 6-12) programs center around four inter-related diverse and socially inclusive program components: Cultural Arts Instruction (including art, musical instruments, dance, digital technology, theatre, voice) the United Nations-endorsed Living Values Education curriculum, Mentoring, and Academic Support. This unique and effective model allows Milagro's children and teens to develop new skills, build self-esteem, and thrive socially and academically.
- The Caridad Center offers comprehensive medical, vision, & dental care for the uninsured and underserved children & families of Palm Beach County. More than 700 doctors, dentists, nurses, dental hygienists, as well as many others in the area of outreach & education give their time so generously to help our cause. After school enrichment programs include academic assistance and one-on-one tutoring. The Center works daily to ensure that the poor, uninsured, and underserved individuals and families of Palm Beach County receive our life-changing healthcare, education, and outreach programs. Caridad gives families a fighting chance to stay healthy and to get the proper medical, vision, & dental treatment. For thousands of people in Palm Beach County who come from all walks of life, Caridad is the only hope they will have for living a healthy life.
- Florida Heiken Children's Vision Program provides NO COST comprehensive eye exams and glasses if necessary, for Florida public school students who qualify to participate. This program is available at no cost to you or your child's school.
- Farmworker Childrens Center, Inc. exists to serve elementary, middle, and high school children in parts of coastal South Palm Beach County, Florida. They provide free educational, cultural, social and recreational benefits to underserved children. Their parents are laborers primarily for local agricultural farms and nurseries. Most often, the children lack the resources for educational support at home.

8. Accountability for Schools with English Language Learners (ELLs)

Describe how the LEA will hold elementary and secondary schools accountable for meeting the goals and measurable objectives outlined in this proposal in terms of increasing the English proficiency of current ELLs, and the academic achievement of all current and former ELLs.

Since the Charter LEA is comprised of only three schools (the third opening in the fall of 2019) covering grades 6 -12, LEA leadership maintains hands-on involvement with all programs and activities. Prior to qualifying for Title III funding, LEA leadership reviewed both formative and summative student data on all students. Moreover, this data was disaggregated by subgroup in order to determine specific areas of need and how to best align LEA resources to address them. Subsequently, with the addition of Title III funding, this process will continue using the additional funds to supplement the activities and programs already in place. To further assist in the accountability process, the LEA employs a Federal Grants Administrator to oversee the various Title applications, the related needs assessment processes, grant activities, objectives and monitoring. This administrator will network with the ELL Coordinator on a regular basis, consult with school principals and Instructional Coaches and report back to the LEA's Superintendent on each program's status throughout the year.

9. Dissemination of Information of Programs, Services, and Activities

Describe how information about this application will be disseminated to appropriate populations. The description should include how the LEA will ensure that all school-to-home communication will be in the parent/guardian home language unless clearly not feasible.

SouthTech Schools follows a process that includes a variety of mechanisms to inform parents and the community of program components and outcomes. This was accomplished, and will continue to be, through direct communications with parents via letters (in the parents' home language), meetings, trainings and contact via the Parent Liaison and ELL Parent Advocates. Parents are also invited to participate on the School Improvement Steering Committee and various program advisory groups aligned to the varied career academies. Parent survey(s) are conducted via pencil/paper and online. Beginning with the 2019-20 school year, these will include specific questions for the parents of ELL students. Additionally, SouthTech Schools under the auspices of their Board of Directors conduct the following:

- Multiple Parent Meetings (noticed by flyer, website and Parentlink calls). These meetings/seminars address PFEP, School Goals, School Choice, and Title I Services.
- College Night (noticed by mail, website and Parentlink calls, Remind texts and Emails).
- Parent Training Seminars – Fall and Spring (noticed by mail, website and Parentlink calls, Remind texts and Emails). A general informational meeting for parents preceded the February Training Seminar regarding formative progress of both schools and updates on Title I programming.
- School Improvement Steering Committee Meetings – Monthly, August – June (noticed by mail, website and Parentlink calls, Remind texts and Emails). Language Facilitators translate parental involvement training invitations, schoolwide plan, compact and other important information into the parent's home language.

Each school's Parent Advocate will be responsible for distributing information regarding parental involvement trainings to all students in English, Spanish and Creole and others as so identified. Invitations to trainings will also be called home to families using Parentlink and posted on SIS/Gateway. Additionally, A sign language interpreter is being provided for hard-of-hearing parents. When there are requests, every effort will be made to accommodate the needs of parents with disabilities so they will receive all the necessary information with regards to school and their child's development in school.

10. Methods of Reporting Outcomes

Each applicant is required to describe the methods that will be used to report student and program outcomes resulting from projects funded through this application to parents and other LEA and school stakeholders. Note - Per the Every Student Succeeds Act of 2015, Section 3121:

“Each eligible entity that receives a subgrant from a State educational agency under subpart 1 shall provide such agency, at the conclusion of every second fiscal year during which the subgrant is received, with a report, in a form prescribed by the agency, on the activities conducted and children served under such subpart that includes—

- (1) a description of the programs and activities conducted by the entity with funds received under subpart 1 during the 2 immediately preceding fiscal years, which shall include a description of how such programs and activities supplemented programs funded primarily with State or local funds;
- (2) the number and percentage of English learners in the programs and activities who are making progress toward achieving English language proficiency, as described in section 1111(c)(4)(A)(ii), in the aggregate and disaggregated, at a minimum, by English learners with a disability;
- (3) the number and percentage of English learners in the programs and activities attaining English language proficiency based on State English language proficiency standards established under section 1111(b)(1)(G) by the end of each school year, as determined by the State’s English language proficiency assessment under section 1111(b)(2)(G);
- (4) the number and percentage of English learners who exit the language instruction educational programs based on their attainment of English language proficiency;
- (5) the number and percentage of English learners meeting challenging State academic standards for each of the 4 years after such children are no longer receiving services under this part, in the aggregate and disaggregated, at a minimum, by English learners with a disability;
- (6) the number and percentage of English learners who have not attained English language proficiency within 5 years of initial classification as an English learner and first enrollment in the local educational agency; and
- (7) any other information that the State educational agency may require.”

Internally, the LEA follows a process that includes a variety of mechanisms to inform parents and the community of program components and outcomes. This begins with a thorough review of all related data and measures by school principals and LEA administration. It is subsequently shared with the Charter Board of Directors and disseminated to all stakeholders through various forms of communication including parent notices and meetings offered throughout the school year. Per ESSA Section 3121, the LEA will provide the SEA a report on the activities conducted and children served under Title III as prescribed by the FLDOE every second year. This will include:

- Program descriptions and activities with Title III funds during the previous two years which supplemented other State and Federal dollars;
- The number and percentage of ELLs making progress towards achieving English language proficiency both aggregate and disaggregate and include ELLs with a disability;
- The number and percentage of ELLs attaining English language proficiency based upon State standards by the end of each school year per the State’s English language assessment;
- The number and percentage of ELLs who exit the language instruction programs based upon attainment of English language proficiency;
- The number and percentage of ELLs meeting challenging State academic standards for each of four years after ELL students are no longer receiving services both aggregate and disaggregate and include ELLs with a disability;
- The number and percentage of ELLs who have not attained English language proficiency within 5 years of initial classification as an English language learner and first enrollment in the LEA; and
- Any other information that the SEA may require.

All required data will be monitored and compiled through formal measures via the local Student Information System (SIS/Gateway) and FLDOE databases.

Application- Title III - Language Instruction for English Language Learners

Funding Opportunity Title Title III - Language Instruction for English Language Learners	Application ID APP-2019-20-00100	Applicant Organization SouthTech Charter Academy, Inc	Status Review Initiated
Days Left 0	Project Number 50D-1020B-0C001	Contract Number	

Overview

Opportunity Overview

Funding Opportunity Title Title III - Language Instruction for English Language Learners	Application Deadline (EST) 6/30/2019 7:00 PM	TAPS Code 20A014	Allow Multiple Applications per Agency No
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Application Overview

Application Title Title III - Language Instruction for English Language Learners	Project Period Start Date 7/1/2019	Project Period End Date 6/30/2020
DUNS Number 179459669	Agency EIN 320089102	



Forms

All Forms

Form Group	Form Name	Form #	Mandatory?	Validated?	Last Modified By	Last Modified Date
Assurances	General Assurances	GA	true	true	Julie Stewart	6/25/2019 7:40 PM
Project Information	Project Application	DOE-100	true	true	Julie Stewart	6/25/2019 7:38 PM
Budget	Budget Narrative	DOE-101	true	true	Julie Stewart	6/26/2019 11:25 AM

Application Forms (Attachments)

#	Form Name	Form #	Mandatory or Optional	Template Link	Last Modified Date	Uploaded Document Link
1	Narrative with Text Boxes	1	Mandatory	Link	6/25/2019 9:09 AM	Link

Revision Requests

Summary of Changes

[Revision Summary \(500 characters\)](#)

Summary of Changes Submitted by Applicant

Re-submitted By	Re-submitted On	Summary of Changes
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Revision Request Submitted by FDOE

Review Step	Revision Requested On	Revision Requested By	Revision Comments
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Revision Attachments

Attachment Name	Classification	Description	Attached By	Date Attached
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General Assurances

Is Form Validated?

Yes

Last Modified By

Julie Stewart

Last Modified On

6/25/2019 7:40 PM

INSTRUCTIONS

Agency Information

Agency's Legal Name

SouthTech Charter Academy, Inc

DUNS Number

179459669

Agency Code

50D

EIN Number

320089102

Project Information

Grant

Title III - Language Instruction for English
Language Learners

Last Submitted

6/26/2019 11:25 AM

Project ID

APP-2019-20-00100

General Assurances

General Assurances, Terms, and Conditions for Participation in Federal and State Programs

The Department of Education has developed a **General Assurances** document which must be signed by all agencies and organizations that receive federal or state funds, to comply with:

1. Federal regulation 34 CFR §76.301 of the Education Department General Administrative Regulations (EDGAR), which requires a general application for subgrantees/subrecipients for participation in federal programs funded by the U.S. Department of Education that meets the requirements of Section 442 of the General Education Provisions Act (GEPA).

2. Applicable federal statutes.
3. State laws and regulations pertaining to the expenditure of state funds.

In order to receive funding, applicants must have on file with the Department of Education, Office of the Comptroller, a signed statement by the agency head certifying applicant adherence to these General Assurances for Participation in State or Federal Programs. The complete text may be found at:
General Assurances -- Section D

School Districts, Community Colleges, Universities and State Agencies

The certification of adherence, currently on file with the Department of Education Comptroller's Office, shall remain in effect indefinitely. The certification does not need to be resubmitted with this application, unless a change occurs in federal or state law, or there are other changes in circumstances affecting a term, assurance, or condition. **Community-based organizations, faith-based organizations, independent colleges, and other non-governmental agencies** are required to submit the certification page of the General Assurances with an e-signature of the official who is legally authorized to bind the entity along with each application submitted to the Department.

Certification

I, Julie Stewart, am legally authorized to bind the named agency/organization of the State of Florida, hereby apply for participation in federally funded and/or state-funded education programs on behalf of the named agency/organization below. I certify that the agency will adhere to and comply with the General Assurances, Terms, and Conditions and all requirements outlined in the "Project Application and Amendment Procedures for Federal and State Programs" (Green Book).

[Agency Legal Name](#)

SouthTech Charter Academy, Inc

[Agency Code](#)

50D

[By checking the checkbox below, I certify that the agency will adhere to each of the assurances contained in this set of General Assurances, Terms, and Conditions for Participation in Federal and State Programs as applicable to the project\(s\) for which this agency is responsible.](#)

true

[Name of Agency Head](#)

James Kidd

[Title of Agency Head](#)



Superintendent

[Email](#)

jim.kidd@pbcharterschools.org

[Telephone Number](#)

(561) 369-7011

[E-Signature of Authorized Head or Official](#)

Julie Stewart

[Signed Date](#)

6/25/2019

Authorization Letter

Attachment Name	Type	Description	Last Modified	Owner
Delegation Letter.pdf	Authorization Letter - GA	Delegation Lettter	6/24/2019 9:04 AM	Julie Stewart

Project Application (DOE-100)

Is Form Validated?

Yes

Last Modified By

Julie Stewart

Last Modified On

6/25/2019 7:38 PM

Instructions

Agency Information

Agency Name

SouthTech Charter Academy, Inc

DUNS Number

179459669

Agency Code

50D

EIN Number

320089102

Project Information

Grant

Title III - Language Instruction for English
Language Learners

Last Submitted

6/26/2019 11:25 AM

Project ID

APP-2019-20-00100

Agency Mailing Address

Mailing Address Line 1

1300 SW 30th Ave.

Mailing Address Line 2

Zip Code

33426


City

Boynton Beach

Zip Code +4

Agency Address



Physical Address Line 1	Physical Address Line 2	City	State	Zip Code	Zip Code +4	Primary
1300 SW 30th Ave.		Boynton Beach	Florida	33426		

Funding Information

Total Funds Allocated

\$11,266.00

Estimated Roll-Forward Funds

\$0.00

Total Project Amount

\$11,266.00

Agency Contact Information

Fiscal Contact Name

Tonya Thompson

Fiscal Contact Number

(561) 289-0665

Fiscal Contact Email Address

tonya.thompson@pbcharterschools.org

Fiscal Contact Mailing Address

1300 SW 30th Ave
Boynton Beach, Florida 33426

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1300 SW 30th Ave
Boynton Beach, Florida 33426

Contact Name

James Kidd

Contact Number

(561) 369-7011

Contact Email Address

jim.kidd@pbcharterschools.org

Contact Mailing Address

1300 SW 30th Ave
Boynton Beach, Florida 33426

Contact Physical Address

1300 SW 30th Ave
Boynton Beach, Florida 33426

Certification

I, Julie Stewart, as the official who is authorized to legally bind the agency/organization, do hereby certify to the best of my knowledge and belief that all the information and attachments submitted in this application are true, complete and accurate, for the purposes, and objectives, set forth in the RFA or RFP and are consistent with the statement of general assurances and specific programmatic assurances for this project. I am aware that any false, fictitious or fraudulent information or the omission of any material fact may subject me to criminal, or administrative penalties for the false statement, false claims or otherwise.

Further, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.

By checking the checkbox below, I certify that all the information provided on this application, and the documents attached are complete and correct to the best of my knowledge.

true

Name of Agency Head

James Kidd

Title of Agency Head

Superintendent

E-Mail Address

jim.kidd@pbcharterschools.org

Telephone Number

(561) 369-7011

E-Signature of Authorized Head or Official



Julie Stewart

[Signed Date](#)

6/24/2019

Authorization Letter from Agency Head (required if the DOE-100 is being certified by a user other than the agency head)

Authorization Letter				
Attachment Name	Type	Description	Last Modified	Owner
Delegation Letter.pdf	Authorization Form - 100	Delegation Letter	6/24/2019 9:31 AM	Julie Stewart

Budget Narrative (DOE-101)

Is Form Validated?

Yes

Application Simple

Agency Information

Agency's Legal Name :

SouthTech Charter Academy, Inc

DUNS Number

179459669

Agency Code

50D

EIN Number

320089102

Project Information

Grant

Title III - Language Instruction for English
Language Learners

Last Submitted

6/26/2019 11:25 AM

Project ID

APP-2019-20-00100

Funding Information

Total Funds Allocated

\$11,266.00

Estimated Roll-Forward Funds

\$0.00

Total Project Amount

\$11,266.00

Indirect Cost Rate

Indirect Cost Rate Fiscal Year

-

Administrative Cap (%)

2.00%

Code Type

Financial and Program Cost Accounting and Reporting for Florida
Schools Manual

Budget Narrative

Budget ID	Function Code	Other Function Code and Title	Object Code	Account Title	Other Object Code and Title	Set-Aside Code	FTE Position	% of FTE Allocated to This Project	Narrative	Amount	% of Total Budget
B7330	6100		210	Retirement				N/A	ELL Coordinator: FRS Benefits	\$720.63	6.40 %
B7332	6100		160	Other Support Personnel			0.25	0.25	ELL Coordinator: Part-time position to monitor the academic, social and emotional progress of the active and monitored ELL students in grades 6-12. This includes to support classroom teachers in the use of appropriate ELL strategies and provide modeling as needed through a mentorship process.	\$8,508.00	75.52 %
B7333	6100		220	Social Security				N/A	ELL Coordinator: SS/FICA	\$650.86	5.78 %
B7334	6150		160	Other Support				N/A	Stipends for two parent advocate staff members (\$500 each) to oversee ELL parent outreach. Advocate's role will be to help bridge the home/school divide through parent outreach	\$1,000.00	8.88 %

				Personnel					activities that include periodic meetings with the parents of ELL students and supporting their participation in other school-related events.		
B7335	6150		210	Retirement				N/A	Parent Advocate: FRS	\$84.70	0.75 %
B7336	6150		220	Social Security				N/A	Parent Advocate: SS/FICA	\$76.50	0.68 %
B7337	7200		790	Miscellaneous Expenses				N/A	Indirect Costs @ 2%	\$225.31	2.00 %
Total Project Amount										\$11,266.00	

Project Amount by Object Codes

Object Code Name	Amount
160	\$1,000.00
160	\$8,508.00
210	\$84.70
210	\$720.63
220	\$76.50
220	\$650.86

790	\$225.31
Total	\$ 11,266.00

Project Amount by Set-Aside Codes

Set-Aside Code	Amount
Total	

**Board Meeting
August 9, 2018**

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

**Old Business
OB-4**

Motion:

I recommend that the Board ratify the Title I, Part A: Improving the Academic Achievement of the Disadvantaged 2019-2020 grant application.

Summary Information:

The purpose of these funds is to ensure that all eligible students have access to a fair, equal and significant opportunity to obtain a high quality education and meet or exceed proficiency on state standards and assessments. These funds further ensure students, teachers, parents and administrators have access to the services necessary for supporting student academic achievement.

Attachments: Title I, Part A grant application

Presented By:

Jim Kidd, Superintendent

Financial Impact:

The financial impact for this item is \$517,526.00. This is the total amount for SouthTech Schools.

Area of Focus 1: Strengthening Academic Achievement

1. Using the data from <http://schoolgrades.fldoe.org/>, list the baseline data and identify areas that need to be strengthened academically. If using data from another source, list the baseline data and identify the data source.

Since the Spring Assessment scores are not available at this time, the LEA will base its responses on the latest FLDOE 2018 Reports available, which will include trend data for the last three years as a means to identify student academic needs. The student population across the LEA continues to be 90% minority and 90% economically disadvantaged. However, at SouthTech Schools the minority performance gap is significantly smaller, or non-existent in some academic areas, than it is for both the Palm Beach County School District and the State. Of particular note is the LEA's Graduation Rate of 97.8% for 2017-18. This is up 2% over a three-year period. Moreover, when disaggregating the graduation data, we find that each subgroup, except for White students, has seen a three-year increase in graduation rates ranging from 1.2% to 8.2%. Most notable is that every subgroup outperformed the District and the State composites for the last three years.

When examining three-year trend data, at SouthTech Academy High School, students continue to outperform the State proficiency levels in College and Career acceleration – up 24% over three years, mathematics, science and social studies are also above state proficiency levels with mathematics leading the way with a 20% increase during that time period. When examining the most recent assessment data from the winter EOC Exams, while limited in size, the results show that STA students outperformed the State in Geometry, Biology and U.S. History by 14%, 47% and 9% respectively. However, while the majority of these data are significant, they also indicate that while all students across the LEA are performing similarly, there are select academic areas where students, as a whole, do not meet District and State proficiency levels. English/Language Arts is the one area that, while showing slight improvement over the three-year period, continues to be below State proficiency levels by as much as 10%. This includes both ELA learning gains and progress of the lowest 25 percent of students.

At the SouthTech Preparatory Academy Middle School, the three-year trend data is somewhat more challenging. The school has done a remarkable job in the area of Middle School Acceleration – increasing by 54% over a three-year period and surpassing the State level last year. Likewise, social studies achievement continues to improve with proficiency levels above the State's for the past three years. However, the school continues to struggle in bringing all students to higher proficiency levels in English/Language Arts, mathematics and science. While trend data show the school is making inroads – a 17% increase in math achievement, 27% increase in math learning gains and 16% in lowest 25%ile learning gains, other areas have more modest improvements, with science declining by 8% over the three-year period.

New this year, the LEA has added a second high school – SouthTech Success Center. It is anticipated that the enrollment will mirror that of SouthTech Academy in percentages of minority and economically disadvantaged students, thus qualifying for a school-wide program in 2020-21. While starting out with a small population of less than 150 students, the LEA intends to provide services via Title I, Part A to all students to be documented by the October FTE Survey 2. Such services will be commensurate with numbers and documented needs and will include parent/family engagement, students in foster care and those designated as homeless. Since the school has no previous data, the 2019-20 school year will serve as a baseline for next year's TIPa application.

2. Provide the anticipated goal/objective the LEA plans to accomplish to address this need. Each goal should be specific, measurable, achievable, realistic, and time limited (SMART). For example: By the end of 2016-2017 school year, all level 1 and level 2 students will increase proficiency by at least 5% on the 2016 State Assessment Data.

- By June 2020, SouthTech Prep students in grades six, seven and eight will increase their proficiency ratings in mathematics and ELA by a minimum of 3% as measured by the FSA.
- By June 2020, SouthTech Prep students in grade eight will increase their proficiency rating in science by a minimum of 3% as measured by the State Assessment.
- By June 2020, SouthTech Academy students will increase their proficiency rating in grades 9 and 10 ELA by at least 3% as measured by the FSA.
- By June 2020, SouthTech Academy students in grades 9 and 10 will increase their percentage of ELA learning gains by 3% as measured by the FSA.

3. Budget

TBD

4. Describe the Activity(ies) that will be implemented to address the identified need(s). Include the following information for each activity listed:

A. Describe each specific activity that the LEA will implement based on data analysis of the student subgroups on the State Assessment Data and/or other benchmark assessments

Reading and Mathematics Intervention Teachers

Additional reading and mathematics teachers will be hired to deliver intensive reading or mathematics classes to targeted students. Classes are grouped according to student need based upon previous student performance including grades and state assessment scores. These teachers are highly qualified with respective expertise and proven experience in their respective subject areas. The targeted population has been identified as underperforming by input from faculty and through the assessment process. Intensive coursework is designed to engage students in varying instructional methodologies in order to help achieve mastery in the specific reading and/or mathematics standards that have not been previously mastered. Teachers have both subject-area expertise and experience working with at risk, or underperforming students. Teachers have the flexibility to vary instruction as needed and to provide appropriate scaffolding, manipulatives and aligned software necessary to achieve proficiency.

Curriculum Coaches at SouthTech Academy and SouthTech Prep

A reading and mathematics coach will oversee their respective intensive and general education programs at the Academy, collect and analyze data, provide classroom modeling and related professional development for teachers, parent support and training along with occasionally working with students to help diagnose specific learning deficits in their respective subject area. These coaches will also monitor student progress within intensive classes and via managed software programs. They will continually help teachers use student data to inform their instruction and in the grouping of students. At the Prep, Title I supported positions of reading, mathematics and science coach will oversee their respective intensive and general education programs, collect and analyze data, provide classroom modeling and related professional development for teachers, parent support and training along with occasionally working with students to help diagnose specific learning deficits in their respective subject area. These coaches will also observe classes to determine if instructional practices are

meeting the needs of students and provide school administration with periodic updates on student performance.

Computer Software

The LEA's schools have implemented various managed software programs over the last several years. The focus was to better align interventions with the Florida and the Next Generation Standards in order to help remediate and monitor progress. As a result, our school's teachers and support staff have carefully analyzed the return on investment of these various applications to determine which provide the best results for the identified student needs.

Edgenuity is an online intervention program that offers data-driven differentiated instruction for mathematics and reading. Designed to meet middle and high school students at their learning level. The program provides age-appropriate instruction to help them get back on track. Students take a reading or math placement exam to determine what they've mastered and where they're struggling. Or, import existing student data from one of our assessment integration partners to leverage trusted data that can inform instruction. Students are assigned an individualized learning path (ILP) focusing on the concepts they're ready to learn. Age-appropriate instruction via our direct-instruction videos and practice provides intervention, remediation, or enrichment opportunities for high school economic blended classes. Educators receive detailed and dynamic reports on student progress in real time, so you can instantly identify the topics students are struggling with, and provide immediate support.

Seventy percent of non-proficient students read inefficiently—they struggle to move their eyes smoothly and comfortably over lines of texts at an appropriate rate. These students are often assessed for gaps in foundational skills and comprehension, when the actual hurdle is reading inefficiency. As a result, these inefficient readers often receive instruction and practice for the wrong issue and continue to struggle. **Reading Plus** not only assesses efficiency, but also measures and increases motivation and comprehension. Students are given choice and control to practice at their own pace with a program that uses adaptive technology in a truly meaningful way. Reading Plus has shown that for a minimum of 40 or more lessons over approximately six months students made significantly greater gains on both criterion-referenced and norm-referenced reading tests. Further results also demonstrated a strong correlation of improvement for various subpopulations often considered at risk for reading difficulties. African-American, Latino-American, special education, and learning disabled students in Florida who participated in the Reading Plus intervention demonstrated significantly and substantially greater gains in measures of reading achievement on both the CRT and NRT portions of the assessments.

Newsela.com is an education website focused on building student reading comprehension by providing high-quality news articles and real-time assessments for students in grades 2–12. The news articles span a wide array of content, including science, money, law, health, arts, sports, and opinion. The site provides high-quality nonfiction texts from well-regarded media sources, such as the *Washington Post*, the *Scientific American*, the *Los Angeles Times*, and the Associated Press. An added benefit of using the site is that students not only practice reading nonfiction but also stay current with what is happening locally and globally. Newsela is adaptive, with each article accessible at five reading (Lexile) levels. The original article is used as the highest Lexile level. It's then rewritten by Newsela staff for different grade levels, using a Lexile conversion chart available on their website. Teachers initially set the grade level for all students in their class; after a student has taken eight to ten quizzes, the site adjusts the articles to that student's appropriate reading level—a continuous process based on pupil performance. This adaptive feature allows for an entire class to read and discuss the same content, while permitting individual students to access material at their individual reading level.

As part of their STEM initiative at SouthTech Prep, the school plans to purchase **zSpace** software licenses for use in a computer lab. These highly engaging and interactive programs bring the components of science, technology, engineering and mathematics to the forefront of experiential learning. Providing students with these 21st Century tools will allow them to explore, complete projects and gain a much deeper understanding of their associated core content lessons. Teachers will be able to use the zSpace lab to introduce or reinforce topics of study that correspond to specific Florida Standards. Having the ability to help students visualize scientific concepts, laws and properties also addresses different learning styles and can support differentiation and content integration.

Gizmos are interactive math and science simulations for grades 3-12, which are aligned to State standards. A meta-analysis of educational research (Marzano, 1998) identifies several instructional techniques that have a strong positive impact on student achievement. ExploreLearning math and science Gizmos incorporate several of Marzano's effective instructional techniques to support traditional classroom instruction. Through the use of manipulatives, concrete or symbolic artifacts that students interact with while learning new topics, students are provided active, hands-on exploration of abstract concepts. Research has shown that computer-based manipulatives are even more effective than ones involving physical objects, in part because they can dynamically link multiple representations together. These simulations will be used to engage students in developing a greater understanding of the math and science concepts that are often difficult and challenging.

Nearpod is website for educators containing a large volume of prepared, virtual lessons for students in ELA, mathematics, science and social studies. Vetted lessons are aligned to a variety of the Florida standards and include Civics, College and Career Exploration and embedded professional development for teachers. The website includes aligned, self-grading tests and quizzes for immediate student feedback. Lessons are designed to teach rigorous Math, English Language Arts, Science, and Social Studies content through scaffolded instruction and strategies, which also support language acquisition for ELL students.

USATestprep integrates district reporting, diagnostic assessments, individualized learning, and classroom support to meet the specific needs of your 6th through 8th grade students for FSA and EOC practice. Often times, the way information is presented on formal assessments is not necessarily the most familiar to students. Therefore, exposure to the assessment methodology over the course of the school year helps students better acclimate to the testing format and reduces test anxiety. USATestPrep includes Florida's most current standards in math - the Mathematics Florida Standards (MAFS), in English language arts the Language Arts Florida Standards (LAFS), and in science and social studies the Next Generation Sunshine State Standards (NGSSS). Some subjects require middle school students take the Florida Standards Assessments (FSAs) in 6th, 7th, and 8th grades, including math and ELA-reading. Eighth graders must also take the Statewide Science Assessment aligned with the NGSSS and the National Assessment of Educational Progress (NAEP) tests in math and reading. The program provides teachers and administrators with formative and predictive measures to better align instruction and remediation.

AmeriCorps Teachers

SouthTech Schools have the opportunity to receive AmeriCorps teacher/mentors to assist schools with direct student interventions and other types of support. In particular, these teacher/mentors will provide support to targeted 12th grade seniors at risk of not graduating with a standard diploma due to literacy deficiencies, at risk students who may be over-age for grade and/or needing to make up credits and to targeted middle school students struggling to attain academic proficiency. This role would include not only academic interventions such as differentiated skill instruction, but also social-emotional support as it pertains to self-efficacy, motivation, fear of failure, testing anxiety and time management. Each teacher/mentor will work closely with the school Literacy Specialist/Professional Development Facilitator to develop and deliver quality extended learning opportunities for students. AmeriCorps personnel will become well-versed in the reading and writing skills required for a

Florida student to pass the FSA or ACT in order to earn a high school diploma. At this time the exact number of available AmeriCorps teachers is unknown, but the goal is for the LEA to contract for five individuals, whose support is worth far more than the stipend the AmeriCorps Organization receives.

Professional Development

A small amount of Title I funding has been set aside for content area teachers to access specific, subject-related professional development. Any training must relate specifically to the subject matter being taught and address a target area of need. Title I funds will only be used to support the cost of the training/registration.

B. Provide the frequency and duration of each activity

Unless otherwise stated, each identified activity will be implemented throughout the entire school year.

- Teachers providing intensive instruction will have classes scheduled for a semester each, or the entire year depending on student need and school level. Classes will meet according to each school's bell schedule – either daily or every other day on an alternating block schedule.
- Computer software is administered on a prescriptive basis and varies student to student. However, those assigned use the program(s) minimally 90 minutes each week for a semester or year as needed.
- Curriculum coaches will perform their respective duties on a daily basis, as well as use formative assessment data on a monthly basis to help teachers through consultation, modeling and training. Coaches also provide updates to teachers at periodic faculty meetings, conduct periodic classroom walk-throughs – as a follow-up to PD or to monitor a particular teacher's progress, and offer support to parents at formal parenting seminars twice each year.
- AmeriCorps Teachers and SouthTech instructors provide targeted assistance both during the school day and through extended learning opportunities Monday through Thursday. This includes pull-out tutoring during the day and after school tutorials.
- Professional development may be obtained throughout the school year as approved by school administration.

C. What method(s) will be used to evaluate the implementation and effectiveness of the activity(ies) listed and how often will this evaluation occur?

Students taking an intensive class receive various formative and summative evaluative measures throughout the school year. Curriculum coaches and school administration monitor all intensive teachers offering an array of professional development. Classroom Walkthroughs (CWTs) are used to validate appropriate instruction. Observers will use the State of Florida CWT checklist and will be conducted by respective subject area Curriculum Coaches and/or School Administration. Formative assessment data will also be collected from both paper/pencil assessments and managed software programs. These important measures assess student growth in comparison to baseline data noted at the beginning of the respective courses. Specifically, one CWT each quarter and one formal observation per year. Additionally, the impact will be assessed through more formal accountability and evaluative procedures at the end of the school year. Curriculum coaches also confer regularly with the intensive teachers to address any achievement concerns they may have.

Monitoring of coach effectiveness by school administrators will include the tracking of all classroom modeling, professional development, teacher surveys and meetings. Formative student data will be collected and analyzed from managed software programs and periodic formative assessment measures employed to determine potential learning gains with the annual state assessment serving as one critical measure of progress. Coaches

provide school administration with monthly calendars, charting the various aspects of their duties and responsibilities. These also document teacher modeling, coaching and observations.

Training will be validated for each faculty on respective software used in their content areas. Each software package includes reports that track time on task and student progress against state standards. Teachers and administration monitor student progress. The Curriculum Coaches follows up with classroom walk-throughs in order to monitor related data-driven instruction. The programs also provide usage reports, which track the number of student users, the time spent on the programs, error tracking and assessment results. Student performance data on the software will be correlated with formal assessment results at the end of the school year. Department chairpersons, the media clerks and/or assistant principals will monitor the use of technology and related software in various classrooms at all schools. Teacher lesson plans will reflect all software, project and experiential based learning activities inclusive of materials, goals and evaluative measures. Administration will purposely visit classrooms using these strategies and related STEM equipment.

The AmeriCorps teacher/mentors will receive individualized training, attendance at group workshops, the opportunity to observe master teachers, exposure to online resources, co-planning meetings and weekly reflections with the site supervisor. These individuals will provide differentiated skill instruction and personal guidance to students. Prior to working alone with students, they will be observed by the school's Literacy Coach and Assistant Principal, along with their AmeriCorps supervisor. Periodic observations will continue and be used in conjunction with the AmeriCorps Program's measurable objectives.

Any completed professional development will include the awarding of inservice credit and a summary provided to the instructional coach and school administration indicating how it will be used within the classroom. Student performance for the instructor will be disaggregated to determine any significant change in achievement.

5. If other federal sources, besides Title I, Part A, are being used to fund these activities, list the resources and how they will be coordinated.

The LEA's Title II allocation will be used in providing targeted professional development for teachers offered and supported by the LEA's curriculum coaches and mentors. This provides teachers a means to develop and refine instructional strategies critical to building literacy and numeracy at both schools. Moreover, it supports teachers becoming and/or maintaining their "effective" or "highly effective" status within each content area. Title IV funding is also used to encourage and support students taking, or considering accelerated coursework and in strengthening STEM programming through expanding the use of embedded technology within various curricular areas.

6. LEA Plan: Describe the LEA's strategy for the following:

a. Identifying & addressing any disparities that result in low-income students & minority students being taught at lower rates than other students by state certified teachers (if applicable);

Based on the latest FLDOE demographic data, the average student population at the SouthTech Charter LEA was 90% minority and 90% economically disadvantaged. The minority performance gap is significantly smaller at SouthTech Schools than it is for both the Palm Beach School County District and the State. These data also indicate that while all students are performing similarly, there remains room for growth in proficiency in certain academic areas. As a rule, the LEA makes every effort to hire and retain the highest qualified and effective teachers available. As a Charter LEA, SouthTech especially struggles to be competitive when hiring qualified staff. As many districts continue to experience teacher shortages, so does the Charter LEA. However, with the passage of a local bond issue to fund an increase in teacher pay for non-charter, public schools within the

sponsoring district, the disparity in pay has created a significant difference that the Charter LEA cannot match. This has resulted in a three-year high staff turnover rate of 19% for the LEA. When examining teacher qualifications, SouthTech Prep has 97% of its staff “in-field,” while SouthTech Academy (with double the teaching staff) has 90% “in-field.” Regardless of the school, all students have access to the entire faculty with no disparity among subgroups of students. Moreover, and of particular note, when disaggregating the LEA’s graduation data, we find that each subgroup, except for White students, has seen a three-year increase in graduation rates ranging from 1.2% to 8.2%. Further, every subgroup outperformed the District and the State composites for the last three years demonstrating no performance gaps for this critical indicator.

b. Identifying students who may be at risk for academic failure;

While the overwhelming percentage of the LEA’s students are economically disadvantaged and minority, the trend data beginning in middle school (grade 6) and continuing through high school graduation has been considerably better than average. SouthTech Academy identified 26% of the student population as not on track for graduation in 2018-19. As in the past, this indicator helps administration and staff target those students missing the mark on assessments or other areas requiring an intervention. SouthTech Academy administrators and counselors are very effective in identifying and monitoring students at-risk of not graduating. Additionally, there are comprehensive processes in place to assist students classified as migrant or homeless. Moreover, the parent liaison positions supported via Title IA funding, are of particular benefit in providing parent/home outreach to encourage parents to take an active role in their child’s education and in offering a variety of supports where needed. A school-based team that meets monthly to discuss students with barriers to academic and social success provides another tier of support for at-risk students. Mentors assigned to students identified with SEL concerns; Check-in/Check-out, Check and Connect are utilized with students in need of positive adult interactions and positive feedback throughout the school day. Instruction and various campus activities address social/emotional needs of students. Students are connected to agencies with whom the LEA has cooperative agreements, or are on campus. A comprehensive school counseling program has been developed and implemented with dedicated time to:

- (1) Assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making),
- (2) Identify interventions that the research suggests works to remove the barrier to success (Evidence-Based Intervention), and
- (3) Evaluate your intervention and evolve (Evaluation).

SouthTech utilizes data-based decision making to close academic, social-emotional and college-career equity gaps by connecting all students with the services they need. The LEA also uses data systems to identify students who have attendance, behavioral or academic concerns and ensure teachers are aware of decisions and procedures for notification after students are identified as meeting one of the data criteria.

c. Identifying and serving gifted and talented students; and

Gifted and talented students are identified by classroom teachers. Teachers recommend highly proficient students to take AP/Dual Enrollment courses at the Academy and accelerated classes at the Prep middle school. There are also multiple opportunities through the workforce effort embedded in the Academy’s career and technical programs. SouthTech LEA has expanded its AP offerings at the high school, incorporated STEM labs with advanced equipment at the middle school along with encouraging all students to engage in more rigorous curricula. Among additional plans are college tours for students in grades 8, 11 and 12 in order to both motivate and identify post secondary, academic options. Success in core reading, mathematics and science courses is key to an increased focus on STEM learning leading to high-demand careers and student achievement in all other areas. During the 2017-18 school year a successful SECME program was initiated at STA and the underpinnings of a feeder middle school SECME program were established SECME at STP. These were funded via a Title IV Grant, which also supported expanded AP offerings at STA. The most recent data available on both the LEA’s

middle school acceleration and college and career acceleration at the high school have been highly favorable. SouthTech Academy had a rating of 97%, which is 38 percentage points higher than the State and SouthTech Prep surpassed the State by 7% culminating a three-year increase of 54%.

d. Developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement

SouthTech Academy has endeavored to expand the number of books and access to the technology available in through the school's media center. Due to the increased need for wireless coverage, the District is in the process of providing a new facility, which can facilitate the use of a wide assortment of mobile computing devices in addition to a larger and more user-friendly media center. In the current environment, wireless is primarily concentrated near media centers at the Academy location and the strategic direction of our Schools is to have wireless available throughout the campus. SouthTech depends more and more on mobile devices and our goal is to eliminate the confines of only certain areas in the schools. Over the next year, STA will be in a significantly more modern and newer facility. All SouthTech Schools, through a common focus on raising student achievement, are committed to ensure that all students are equipped with the knowledge and skills necessary to achieve success in the 21st century. The ability to effectively apply digital tools to gather, evaluate, and use information is essential for success. By effectively engaging learning through technology, teachers can demonstrate the relevance of 21st century education, keeping more students engaged as they pursue a rigorous, interesting, and relevant education. Technology can serve as a primary driver for systemic schools improvement, including schools leadership, an improved learning culture, and excellence in professional practice. Just as we prioritize reading and math experts, so too must we place a premium on technology experts who can help the entire schools maximize its resources and opportunities. To support these experts, as well as all educators who integrate technology into the overall curriculum, we must provide for on-going professional development, implementation of data-driven decision-making, personalized learning opportunities, and increased parental involvement.

The Schools promote the integration of technology as a digital resource into curricula and aims to increase the number of educators effectively using technology by providing:

- digitally-rich model lessons in core content areas
- aligned and searchable digital resources
- technical guidance and training on content and tools necessary to implement the curriculum

To further extend what is available through the schools' media center, the majority of classrooms are ready for 21st century instruction. They have been outfitted as complete multimedia classrooms including ceiling mounted digital projector, document camera, large projector screen, modern computer with DVD player, and printer. Once the new facility is ready, STA classrooms will be interactive multimedia classrooms.

Area of Focus 2: Parent and Family Engagement Plan (PFEP)

In this section, the LEA must capture its plan for using the Title I, Part A parent and family engagement reservation to better engage parents and families in their children's education, and evaluate its plan from the prior year. LEAs with a total allocation over \$500,000 must reserve at least one percent of the total allocation for this purpose and must allocate a minimum of 90 percent of the one percent directly to schools. For all LEAs, the overall amount reserved for parent and family engagement must not exceed two percent of the total allocation.

1. Using the data of choice, provide the LEA measurement of parental involvement participation and the basis for the identified need. Please identify the source data that is used.

In addition to a formalized spring survey of all parents, the LEA uses multiple methods to engage parents throughout the school year. As an integral part of these various initiatives parent input is encouraged and

directly solicited. The LEA's response to the annual spring parent survey was just over 14% and significantly lower than the preceding year. In order to have a statistical accuracy of at least 95%, the LEA needed a response of just over 19%. So, while this year's formal survey fell short of the optimal number, it does show a statistical accuracy of approximately 92%. When disaggregating the responses by school, SouthTech Prep (STP) was able to meet the threshold for statistical accuracy by documenting just over a 19% return, while SouthTech Academy (STA) fell to 12 %. This year's survey included a variety of items related to school culture, academics, safety, parent outreach and Title I initiatives for the current school year, along with recommendations for the 2019-20 school year. The survey is of particular importance because the LEA is comprised of approximately 90% economically disadvantaged students. During the 2018-19 school year, two parent-training seminars yielded participation of approximately 150, or 16% of all parents at SouthTech Academy High School and 89, or 17% of those from SouthTech Prep Middle School. The seminars focus on topics suggested by parents through the survey process and provide parents an opportunity to ask questions about the schools and their programs. They also provide staff an opportunity to delve deeper into the varied support systems in place to assist their students and families including support for displaced families, migrant students and families, students in foster care and children of migrant workers.

The beginning of the year Back to School Meeting usually yields the largest turnouts and allows staff to discuss the Parent/Family Engagement Policy and Plan along with all available Federal Programs. Parents are also invited to attend monthly Charter Board Meetings and participate on the School Improvement Steering Committee. However, these tend to involve a relatively small number. In addition to the formal meetings and trainings, SouthTech Prep recently started a PTO. While still in its infancy, those parents involved are very active and have a strong desire to grow this organization. STP has also tried to take on more initiatives to increase parent involvement such as making home visits over the summer. During the summer of 2018, teams of staff members were able to go and personally speak with roughly 30 families in effort to build more direct lines of communication and create an active relationship with parents. Both Schools take full advantage of the *Parent-Link* robocall systems to advise parents of school information and upcoming activities. Calls made in three different languages to address the varied home language of parents. This was the middle school parents first choice in how they would choose to be informed with Email as a close second. At the high school Email was slightly ahead of the automated calls.

Survey results indicated that LEA-wide, 94% of parents surveyed believe the Schools are promoting and encouraging parental involvement and 93% strongly agree or agree that schools are communicating effectively. Of note under communication, while 72% strongly agree at STP, only 28% strongly agree at STA. In a related area, parents at STP are taking advantage of the Parent Liaison with 60% indicating that they have had contact with this support person to discuss their child in relation to the school, while 30% have not and another 6% were not aware of the position. At STA only 8% of parents surveyed had any contact with the Parent Liaison, 47% indicated they had not and 45% did not know there was a Parent Liaison position in the LEA.

When looking at specific needs from the parent perspective, respondents from both schools of the LEA listed access to technology for parents as their greatest need with access to the Parent Liaison second and more parent resources as their third need. When responding to perceived student needs, surveyed parents strongly supported the continuation of the reading and mathematics coaching positions at both schools, followed by greater teacher training and instructional materials at STP and computer software and extended day tutorials at STA.

2. Mission Statement

Support SouthTech families in reaching the goal of graduating students prepared for work, higher education and productive citizenship.

3. Budget Items

TBD

4. Engagement of Parents

Describe the actions the LEA will take to involve parents in the following required policies/plans:

- **LEA-wide parent and family engagement policy (PFEP)[Section 1116(2)];**

Parental input is provided in multiple ways with 14% of all parents responding to the formal 2018-19 Parent Survey. Of the responding parents, over 86% indicated that they received a copy of the PFEP, with 35% of all respondents having discussed it with a staff member. Moreover, 93% of the parents felt SouthTech Schools promote and encourage parental involvement. In addition to addressing a variety of perceptions and understandings including Title I initiatives, the survey is used to gather specific feedback that provides the underpinnings of the PFEP. Moreover, specific attention is given to the PFEP at parent meetings and seminars. During the 2018-19 school year, two parent-training seminars yielded participation of approximately 17% of parents at SouthTech Prep and 16% at SouthTech Academy. Moreover, an in-depth review and discussion of the PFEP was held at School Improvement Meetings in September 2018 to elicit specific input for the coming year.

- **LEA plan [Sections 1112(b), 1112(d)(1 and 2)]; and**

Parents are actively involved in all aspects and planning at SouthTech Charter Schools. Parents sit on the Charter Board, the School Improvement Steering Committee, school/program advisory groups and are targeted for participation in a variety of meetings, trainings and communications throughout the year. Many of SouthTech's 13 Academies maintain Advisory Boards that are comprised of students, parents, and business and community members, who offer guidance any direction for each academy. Information is regularly dispersed through e-mail distribution lists, parent link, flyers, Edline, and the LEA website. The School Advisory Council was instrumental in encouraging SouthTech Charter Schools to seek LEA status as significant benefit to students and their families. The SouthTech Charter LEA also engages parents through a Parent Liaison and Graduation Coach, who perform specific outreach activities that both inform and elicit parental input. The plan is updated annually based upon parental input gleaned throughout the school year via the numerous opportunities where parents and other stakeholders come together. Among these are the following:

- Each LEA school holds a beginning of the year Parent Night designed to address academic and behavioral requirements. These meetings provide opportunities to meet the staff, provide multiple means of contact, have questions and concerns addressed and provide a conduit to maintain parental involvement. Moreover, since both SouthTech schools are career focused, it provides parents with an overview of the 13 different career programs available to students along with the ability to earn Industry Certification and have access to many employment opportunities. This meeting is repeated at the high school at the beginning of the second semester.
- The high school also offers parents of both schools a *College Night* as means to explore a variety of post-secondary educational options for students interested in these options. Guidance personnel, the Graduation Coach and school administrators discuss what is available for SouthTech students after earning a high school diploma and specific career licensure. More importantly, this opportunity provides a means to help parents see the benefits of overseeing their child(ren)'s progress, so they won't miss

out on different support mechanisms such as Bright Futures and other possible scholarships

- **How the funds reserved for parent and family engagement will be spent [Section 1116(a)(3)].**

SouthTech Academy and SouthTech Preparatory Academy will share a bilingual, Parent Liaison (50% - 50%). This individual will also oversee the Parent Resource Rooms at both schools. The resource room provides parents with computer access, information about community agencies and services that can be of benefit to families, educational planning and the variety of programs and resources available via SouthTech Charter Schools (including adult education and training). The Parent Liaison also conducts community outreach, parent training seminars and serves as a conduit for getting important school and community service information into the homes. This is especially important at the middle school, as parent involvement dramatically decreases at this level. At the high school, the liaison will be instrumental in communicating program and graduation requirements to parents in addition to post-secondary educational or employment opportunities. Moreover, by allowing the feeder school to share the same parent liaison, there will be a more consistent flow of information and an opportunity to better serve siblings attending SouthTech Charter Schools.

5. Technical Assistance

- **Describe the actions the LEA will take to provide coordination, technical assistance, and other support necessary to assist Title I, Part A schools in planning and implementing effective parent and family engagement activities which build the capacity of parents to improve the academic achievement of their child and overall school performance [Section 1116(a)(2)(B and C) and 1116(e)(1-14)].**
- **Include a description of the process the LEA will use to review the school-level PFEP to ensure compliance with all requirements of Section 1116 [34 CFR 200.21(c and d)].**
- **Include information on how the LEA will provide other reasonable support for parent and family engagement activities under Section 1116 as parents may request [Section 1116(e)(14)].**

Coordination of parent and family engagement practices is handled at both the LEA and school levels. The LEA's Federal Programs Coordinator works with school administrators, the parent liaison and graduation coach to provide outreach and ongoing communication between school and home. While SouthTech Charter LEA is comprised of three schools (a new high school opening in the fall of 2019), the LEA's PFEP has become the underpinnings for policies at all schools, which are significantly inclusive of the LEA policy tenets.

An important aspect of the assistance offered to parents and family occurs through Parent Resource Rooms and activities. This is a designated space that offers parents important resources on a variety of support options for students and families. These include several different academic interventions including tutoring and extended learning and access to community organizations that can assist struggling families, migrant families, displaced families and second language learners. An important component of this feature is providing parents with information on SouthTech's continuum of services and career program options for students and parents, alike. SouthTech provides both secondary and post-secondary career preparation, along with adult education programs in ABE, GED and ESOL. The Resource Room also provides computer access for parents to do research or connect to other services or agencies without having to travel. The Parent Resource Room is designed to make parents comfortable in accessing the variety of services SouthTech Schools can provide them and their families on a number of levels. Under the direction of the Parent Liaison, it has been designed to encourage and engage parents in taking on a more active role in supporting the education of their children. Moreover, word of mouth endorsements from parent to parent will increase its use and efficacy.

Two LEA-wide, Parent Training Seminars will be offered (Fall and Spring). The seminars include a general, welcome session, which provides parents a brief overview of programs and options, followed by a choice of breakout sessions targeting various aspects of school programs and content, which are also based upon parental input:

- Literacy and Math Resources
- Reading Strategies
- Curriculum and Required Courses
- College Readiness and Planning
- State Standards
- Helping with Homework
- Technology and Internet Safety
- Financial Aid for Post-secondary Educational Opportunities
- Industry Certification and Career Preparation
- Student Assessment and Interpretation

These training opportunities, identified by parents, provide important information and resources needed to support both the academic and school-to-career aspects of their child's years at SouthTech Schools. They also offer parents a forum to review the PFEP, offer ideas and modifications that include how funding is used and how the schools could better support parents. Through a greater understanding of educational requirements and the various support mechanisms available, parents are better equipped to guide students on the path toward high school graduation and a rewarding career. Parent Seminars are advertised well in advance of the scheduled date. Information is sent in the language spoken in the home and interpreters are provided as needed. Parents sign in and complete an evaluation on each session attended and the overall seminar. Feedback includes positives, negatives and recommended changes along with suggestions for other topics. Parents also provide information on the benefits accrued from their attendance. A benefit of having an LEA with only two schools, soon to be three, is that compliance is easily documented through an administrative process that uses collaborative means to jointly review and modify the PFEP based upon required components and parental input.

6. Coordination and Integration

Describe how the LEA will coordinate and integrate parent and family engagement strategies from Title I, Part A of with other federal programs (including but not limited to Head Start, Early Reading First, Parents as Teachers, Home Instruction Program for Preschool Youngsters (HIPPY), Voluntary Pre-Kindergarten, Title I, Part C and Part D, Title III, and Title IV, Part A) [Sections 1116 (a)(2)(D) and 1116(e)(4)]. In the text box, please formulate your responses as follows:

1. Program & Coordination

The LEA's Title II allocation will be used to embed professional development for teachers on the topic of building relationships between school and the home into Professional Learning Communities (PLCs). This offers teachers a means to encourage greater parental support and guidance from the home in order to directly impact student achievement in the classroom. The SouthTech Charter LEA is comprised of only three, secondary schools, so none of the pre-school and elementary programs are applicable. Further, with the exception of Titles III and IV, all other support programs are coordinated by the Sponsoring District – Palm Beach County Schools. Last year SouthTech Schools served seven Migrant Students. Because of the small numbers involved, school administrators, the parent liaison and/or the Grad Coach took the time to contact each of parents individually to discuss the program activities and related services available to them and their families. While the LEA will no longer be receiving Title IC funding, due to the decreasing enrollment, it will continue the aforementioned services to migrant students and their families. The LEA just qualified for Title III funding and will earmark those dollars to providing direct support to second language students beyond what services are already available

under Title IA. Additional training and support will continue for all staff as it relates to the identification and support Homeless students. Moreover, at each parent engagement activity (as many as 5 per year), there are opportunities for specific subgroups of parents (migrant, ESOL, displaced, foster care) to obtain additional assistance, guidance and/or information relative to any needs they may have.

7. Annual Evaluation

With the inclusion of parents, describe the actions the LEA will take to conduct an annual evaluation of the content and effectiveness of this parent and family engagement policy in improving the academic quality of the Title I, Part A schools [Section 1116(a)(2)(E)].

Evaluation of the PFEP and related activities is an ongoing process. Parent input on the policy is solicited throughout the year, but particularly in the spring when the policy is reviewed and updated as needed to address survey results along with parent comments and recommendations. Monitoring of parent liaison effectiveness will include contact data (call logs, meetings, etc.), parents participating in training opportunities provided by Parent Liaison, and parent surveys. Student data will be collected and analyzed based upon the correlation of parent contacts and related performance including graduation and CTE program completion. Parent meetings and seminars are advertised well in advance of the scheduled date. Information is sent in the language spoken in the home and interpreters are provided as needed. Parents sign in and complete an evaluation on each session attended and the overall seminar. Feedback includes positives, negatives and recommended changes along with suggestions for other topics. Parents also provide information on the benefits accrued from their attendance.

All parents visiting a Resource Room sign in. Further, the Parent Liaison will note the purpose and any interventions or support provided. Parents coming through a referral from another parent or staff member will be noted, as well. Additional correlations between student progress and parental involvement through the Resource Room will also be made. Generally, all parents are asked to complete an annual Title I Parent Survey, which addresses the full complement of activities and services offered to parents in addition to providing feedback on the Parent and Family Engagement Policy. These results provide important feedback to school administration on the various aspects of the LEA's efforts to involve parents in the education of their children. All PLCs will incorporate a teacher/parent involvement professional development opportunity monitored by school administration. Particular attention will be paid to the student performance on both internal and State assessments. Additionally, the Parent Liaison will follow-up with a selected group of parents to elicit their perception of any communication and collaboration that was experienced.

The LEA through its schools also conducts various parent outreach activities that include home visits and follow-up contacts based upon previous meetings. The LEA provides each school with short, parent feedback forms as means to obtain immediate feedback following a meeting in order to better ascertain specific needs that may not be addressed through traditional communication channels.

8. Building Capacity

If the LEA plans to implement LEA-wide parent and family engagement activities, describe the actions that will be taken to build the schools' and parents' capacity. The plan should demonstrate a partnership among the school, the parents, and the community to improve student academic achievement [Sections 1116(a)(2)(C), 1116(e)(1-14)]. Please formulate your responses as follows:

- a. List each specific activity.**
- b. Provide the frequency and duration of each activity.**
- c. Using the most current evidence-based research, detail how it supports the activity(ies) being implemented.**
- d. What method(s) will be used to evaluate the implementation and effectiveness**

of the activity(ies) listed and how often will this evaluation occur?

With only three schools, coordination of the parent and family engagement policies and activities at SouthTech Schools are LEA-wide and tend to be more focused on maintaining a strong continuum of parental involvement from grade six through twelve. The Federal Grants Coordinator with support from instructional coaches, guidance and school administration helps to plan a variety of school-based activities with direct input from parents. With just over 14% of parents providing feedback and direction for these activities, the need to expand parent involvement at the school level continues to grow. Past efforts have contributed to increased graduation rates and better academic performance on several mathematics EOC exams and the PERT. With a renewed emphasis on reading within the classroom and through parent seminars, similar results are expected. Specific parent training seminars are offered in the fall and early spring with back to school nights preceding them. Both of these activities provide parents with important information and guidance, with the seminars offering greater depth on specific topics suggested by parents. Other parent support is ongoing with weekly digital newsletters, opportunities for parents to connect via the Parent Resource Rooms and through direct teacher contact.

A 2005 meta-analysis of the efficacy of several urban, parental involvement programs shows multiple examples of how these can be of direct benefit to students (Jeynes 2013). In particular, demonstrable actions, such as attendance at school events, and more subtle expressions, such as setting high expectations for children, and other actions parents take on their own, outside of specific family engagement initiatives, were highly significant. Results of the meta-analysis show that school-based parental involvement programs are associated with higher student achievement outcomes. One of the specific programs cited was designed to help parents and teachers collaborate with one another as equal partners in improving children's academic and/or behavior outcomes. As such, this became a key finding among the factors that were common to successful program efforts. This finding also suggests that the presence of both voluntary expression of parental engagement and school-based parental involvement programs is needed for parental involvement programs to be successful.

A recent research study examined the roles and responsibilities of parent liaisons working in urban schools with enrollments characterized by high poverty, high mobility, and ethnic diversity. Results indicated that the major responsibilities of the liaisons were creating a trusting and welcoming environment, facilitating parent involvement in the school, keeping parents informed on school-related topics, and connecting parents with resources (Dretzke, B. J., & Rickers, S. R. 2014). In particular, there is a good deal of qualitative research, especially direct parent input regarding their perception and need for such an individual. In a related study (Sanders 2008) the role that liaisons can play in helping schools to learn more about their families and challenge assumptions about race and class that negatively affect home-school relations. By providing (a) direct services to families who are at risk, (b) support for teacher outreach, (c) support for school-based partnership teams, and (d) data for program improvement, parent liaisons in the case district have encouraged greater parent involvement.

The comprehensive Title I Parent Survey yields important information regarding the entire array of parent and family activities offered through SouthTech Schools during the year, along with detailed feedback on staff, programming, safety and school culture. This year's efforts fell considerably shorter than the previous year's response level. However, the actual responses received were very similar to those of the preceding year. The same percentage indicated that SouthTech Schools promote and encourage family involvement. A significant 92% indicated that they have been kept informed about the various activities and programs offered at their child's school, up from 88% last year. This year's needs for parent involvement continue to also be consistent with the preceding year's including an expansion of Parent Liaison availability, increased access to the Parent Resource Room and most frequently selected – technology resources available to parents at each school. Clearly, these are areas that will need attention going forward.

9. Staff Training

Describe the professional development activities the LEA will provide, with the assistance of the schools and parents, to educate staff on the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; the implementation and coordination of parent programs; and how to build ties between parents and the school. [Section 1116(e)(3)]. Please formulate your responses as follows:

- a. List each specific activity.
- b. Provide the frequency and duration of each activity.
- c. Using the most current evidence-based research, detail how it supports the activity(ies) being implemented.
- d. What method(s) will be used to evaluate the implementation and effectiveness of the activity(ies) listed and how often will this evaluation occur?

Overseeing Staff Training at SouthTech Schools is a PLC Leadership Team. The team is comprised of principals from the Academy High School and the Prep Middle School, along with an assistant principal from each school, instructional coaches and key lead teachers. Various methods to increase parent involvement continue to be requested by staff as way to support improved academic performance in the home. Moreover, this is a critical component of SouthTech's teacher orientation. Among the common threads that will be woven across each of the PLC areas of focus are reading in the content area and parent and family involvement. Embedded within the PLC frameworks are tenets such as:

- Be sure the first contact with parents is a positive one.
- Communicate with parents straightforwardly and simply, avoiding educational "jargon."
- Ensure that all parents have regular access to clear, concise, and easily readable information about their children's school and classroom.
- Ask parents to share their concerns and opinions about school, and then address those concerns.
- Accommodate parents' work schedules.
- Accommodate language and cultural differences.

The administration of both schools is anticipating improved FSA and EOC scores in ELA as a direct result of this approach.

While teachers, PLC facilitators and instructional coaches will work informally and independently throughout the year, the full PLC will meet as follows:

- One hour each month under the direction of a PLC Consultant
- PLCs to use as an agenda template
- Submit to admin with the sign in sheets, minutes and agenda
 - PLCs have protocols available to them to use
 - Current data – data relevant to the impact area
 - Artifacts- lesson plans, student work samples
 - Analyzing Student Work (ASW)
 - Below expectation, meets expectations, exceeds expectations
- School Administration will periodically take part in PLC meetings and conduct follow-up Classroom Walk-Throughs (CWTs) as means to validate PD efforts
- Each PLC will produce a data-driven project(s) supported by instructional coaches over the course of the school year as documentation of concept attainment.

PLC's embody the collaborative learning approach, which combines two key goals: learning to work and solve problems in the company of others, and sharing one's own understanding by listening seriously to the insights of others, especially coming from different backgrounds and teaching experiences. Incorporated in this approach are basic study groups that perform in-depth research, team-based assessment development, cooperative

projects and lesson plan development. Each approach is advanced through the use of quantifiable data that serves as the underpinnings for the collaborative efforts (Kuh, 2008).

Despite considerable theoretical and empirical work supporting the critical role of parents in students' school success, pre-service teachers generally receive little preparation for involving parents. Results of an initial test of the program in two US public schools serving predominantly high-risk populations suggested that participation increased teachers' sense of efficacy, and enhanced beliefs about parents' efficacy for helping children learn as well as invitations to involvement (Hoover-Dempsey, et al, 2002).

A study of the use of technology to increase parent involvement (Olmstead, 2013) showed that both parents and teachers place a high value on proactive parent involvement. Further, through technology parents can easily be kept abreast of their child's academic progress on periodic or even daily basis.

Most future dropouts may be identified as early as sixth grade and many can be identified even earlier. One key study indicated that more than half of sixth graders with the following three criteria eventually left school: attend school less than 80 percent of the time; receive a low final grade from their teachers in behavior; and fail either math or English (Balfanz & Herzog, 2005). Eighth-graders who miss five weeks of school or fail math or English have at least a 75 percent chance of dropping out of high school. (Neild & Balfanz, 2006). Retention in middle grades, and even elementary school, is associated with dropout. The research-based Check & Connect intervention provides trained monitors, such as Graduation Coaches, to work with small groups of students. These individuals closely follow tardiness, absenteeism, behavioral referrals, and academic performance and meet with individual students each week, staying in touch with students' family members about progress. The personalized attention often involves arranging for transportation and community services.

A formal evaluation of the PLC groups is conducted each year examining both qualitative and quantitative indicators. Teachers will self-report information as it pertains to parent involvement and how they may have included strategies learned for interacting and supporting parents. Moreover, academic indicators are disaggregated by teacher to drill down to whether or not students are progressing as anticipated. As indicated, each teacher is observed formally by administrators and also informally, by coaches and peers, to assist with strategies disseminated through the PLC process.

10. Communication and Accessibility

Describe how the LEA will provide full opportunities for participation in parent and family engagement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). Include how the LEA plans to share information related to school and parent programs, meetings, school reports, and other activities in an understandable and uniform format and to the extent practical, in a language parents can understand [Section 1116(e)(5) and 1116(f)].

Parent input drives all of the parent and family engagement activities offered at SouthTech Schools. Even though the number of English Language Learners fails to equal the minimum subgroup number, SouthTech offers interpreters at every public and parent meeting based upon parent need. This includes those with auditory handicaps for which a person who can sign is included. Parent input contributes to the times and content of meetings and training opportunities provided. Childcare is also made available at various seminars. As previously indicated, each parent of a migratory child is contacted individually and made aware of the meetings, trainings and other supports available through either SouthTech School. All notices are dispersed through e-mail distribution lists, parent links, flyers, and the LEA/School websites. Notices are translated into multiple languages based upon those identified through enrollment information. The LEA employs a bilingual parent liaison and has interpreters available for communication on an as-needed basis throughout the school year.

11. Discretionary Activities

N/A

Evaluation of PIP..

12. Building Capacity Summary

Provide a summary of the activities offered to help build the capacity of parents improve their children academic achievement [Section 1116(e)(1-2)]. Please formulate your responses as follows:

- a. List each specific activity.**
- b. Provide the frequency and duration of each activity.**

SouthTech Prep Middle School offered parents four opportunities to increase their capacity to help their children through meetings and seminars. There were also individual outreach efforts on the part of the Parent Liaison and Graduation Coach to address academic deficiencies. SouthTech Academy High School offered parents five opportunities to increase their capacity to help their children through meetings and seminars. The beginning of the year Back to School Meeting usually yields the largest turnouts and allows staff to discuss the Parent/Family Engagement Policy and Plan along with all available Federal Programs. Parents are also invited to attend monthly Charter Board Meetings and participate on the School Improvement Steering Committee. However, these tend to involve a relatively small number. Two parent training seminars are offered by each school – one in the fall and one in the early spring. Topics are chosen by parents via the annual parent survey. Additional meetings include two college nights at the Academy and a second semester parent meeting at SouthTech Prep.

Outreach and individual parent engagement are delivered throughout the school year by the Parent Liaison and Graduation Coach. These individuals focus on providing wrap around supports for students and their families that include periodic conferences, calls home and home visits. These individuals also support the migrant and homeless populations at the schools, helping to connect families with community agencies that can provide identified services for the student and/or family members in need.

At STP parent/teacher conferences occur regularly and are conducted in the morning through a collaboration of teachers, parents, the student, guidance counselor, and additional admin staff. Although the original reason for the meeting may vary, the focus centers around ways the students can improve their overall academic performance. Parents and teachers discuss ways the parents can help out at home. The conferences also serve as an avenue for parents and teachers to start an open dialogue to help foster student learning.

- c. Detail how current evidence-based research indicated the activity(ies) would be effective, or likely be effective, in improving student achievement.**

A 2005 meta-analysis of the efficacy of several urban, parental involvement programs shows multiple examples of how these can be of direct benefit to students (Jeynes 2013). In particular, demonstrable actions, such as attendance at school events, and more subtle expressions, such as setting high expectations for children, and other actions parents take on their own, outside of specific family engagement initiatives, were highly significant. Results of the meta-analysis show that school-based parental involvement programs are associated with higher student achievement outcomes. One of the specific programs cited was designed to help parents and teachers collaborate with one another as equal partners in improving children's academic and/or behavior outcomes. As such, this became a key finding among the factors that were common to successful program efforts. This finding also suggests that the presence of both voluntary expression of parental engagement and school-based parental involvement programs is needed for parental involvement programs to be successful.

A recent research study examined the roles and responsibilities of parent liaisons working in urban schools with enrollments characterized by high poverty, high mobility, and ethnic diversity. Results indicated that the major responsibilities of the liaisons were creating a trusting and welcoming environment, facilitating parent involvement in the school, keeping parents informed on school-related topics, and connecting parents with resources (Dretzke, B. J., & Rickers, S. R. 2014). In particular, there is a good deal of qualitative research, especially direct parent input regarding their perception and need for such an individual. In a related study (Sanders 2008) the role that liaisons can play in helping schools to learn more about their families and challenge assumptions about race and class that negatively affect home-school relations. By providing (a) direct services to families who are at risk, (b) support for teacher outreach, (c) support for school-based partnership teams, and (d) data for program improvement, parent liaisons in the case district have encouraged greater parent involvement.

d. What method(s) will be used to evaluate the implementation and effectiveness of the activity(ies) listed and how often will this evaluation occur?

These efforts impacted more than 30 families per month over the course of the school year and in the summer leading up to the new school year through outreach or resource room attendance. Weekly digital newsletters and other frequent communication sent home invited parents to the school's resource room and offered other ways to stay connected. Of the parents surveyed, 84% of STP parents said they had a parent conference about their child, while 43% of parents from STA indicated that they had one this year. 2018-19 parent meetings and seminars documented 82 participants in the fall and 161 in the spring – less than half of the previous year's participation. The top three recommendations for parent involvement for the 2019-20 school year included an expansion of Parent Liaison availability, increased access to the Parent Resource Room and related materials and most frequently selected – technology resources available to parents at each school – the same as last year. This year's Parent Survey results show a better outlook involving student progress with 97% of all parents responding that they agreed or strongly agreed their child was moving in the right direction academically. Last year's deepening interest and concern about rigor at SouthTech Schools resulted in middle school acceleration reaching 79% and surpassing the State average of 72%, while STA's college and career readiness attained an all-time high of 97%. This positive sign is indicative of a better-informed group of parents with vested interests in their children's academic performance, which should translate into a continued positive trend for student success. Other topics suggested through the parent survey included: understanding curricula, graduation requirements, reading and math strategies and interpreting assessment scores. These too, can help create the underpinnings for improving parents' capacity to help their children. Specific attention will be paid to increasing parent participation in seminars, geared toward parent-driven topics.

13. Staff Training Summary

Provide a summary of the activities offered to help build the capacity of parents improve their children academic achievement [Section 1116(e)(1-2)]. Please formulate your responses as follows:

- a. List each specific activity.**
- b. Provide the frequency and duration of each activity.**
- c. Detail how current evidence-based research indicated the activity(ies) would be effective, or likely be effective, in improving student achievement.**
- d. What method(s) will be used to evaluate the implementation and effectiveness of the activity(ies) listed and how often will this evaluation occur?**

In the fall of 2016, administrators from South Tech Academy and South Tech Prep made the decision to implement professional learning communities as a primary strategy for on-going professional growth for both faculties. A PLC is a group of educators who meet regularly to engage in professional learning for the purpose of enhancing their own practice as educators in order to ensure the success of all students as learners. (PLCs by Design, Easton, 2011) PLCs are characterized by teams who share learning experiences; have a common vision; engage in reflective dialogue; open their classrooms to team members and others; reflect on student work together; collaborate in research and learning experiences; and collect and share evidence of the impact of their learning to themselves and their students. PLCs are supported and sustained by leaders who ensure that time and resources are available and who routinely monitor and guide the work of PLCs. Using evidence from the School Improvement Plan, the findings from its latest accreditation visit, the feedback from faculty, and other school imperatives, it was determined that the focus for all PLC work would be in four areas. Those areas were Classroom Management, Content-Area Reading, Differentiated Instruction (and Intervention), and Technology. The decision to assign the four areas of focus was based on one of the lessons learned from the previous year. Moreover, parent/family engagement became a thread that was woven throughout each PLC group with members strategizing ways to directly involve and support parents in each of these four critical areas as classroom teachers. Both schools already engage parents throughout the school year through a variety of structured programs designed to provide parents with training and information on an extensive list of topics generated by the parents themselves.

Key features of the PLC implementation program for the 2018 - 19 school year included:

- Regularly scheduled meetings of the Administrative Leadership Team (ALT) and administrative support representatives to align support efforts, provide updates about progress monitoring of team progress and determine additional needs of PLCs as they worked to achieve their identified goals.
 - PLCs met one time per month for an hour
 - Submit to admin: sign in sheets, minutes and agenda
 - Each PLC designs and completes a project specific to the focus of the PLC
- Regularly scheduled meetings of the PLC Facilitators to provide time for networking, learning opportunities, and information updates related to the work of the PLCs.
- Routine review of all PLC minutes and provision of feedback regarding team progress as a result of reviewing the minutes.
- A mid-year touchpoint conversation between ALT and/or administrative support representatives to discuss the following key questions:
 - What is the PLC focus area?
 - What is the benefit to the individual team members' growth and student performance as a result of engaging in learning around the focus area?
 - What types of data are they collecting to show impact?
 - Give a brief recap of the work they have done to date (Oct – Dec).
 - What are the PLC's immediate next steps for the coming weeks?
 - How can the ALT/administrative support representatives help with next steps?
- An end-of-year showcase for PLCs to share their learning journey with each other.

A survey of faculty members involving a variety of items on PD and Parent Involvement yielded a 75% faculty response. Of those 88% of respondents indicated the LEA has been effective in engaging parents and the community. Additionally, 86% of parents surveyed indicated that they have been kept informed of events and programs at their child's school. Parents also cited the need for continued parent workshops, the parent liaison, and technology resources for parents as the top three areas where parent involvement funding is needed. Many of the 2018-19 PLCs also focused on parent/family engagement as an attribute of their work on improving academic performance. In reviewing trend data at the middle school, students who complete all three years at

SouthTech Prep show significant learning gains using fifth grade exit performance as a baseline. Focusing on parent and family engagement over the three-year tenure appears to have a cumulative impact not necessarily seen as significant when taking each year's performance independently. Likewise, while FSA and individual EOC results at the high school show varied results, the cumulative effort to include parents in the comprehensive education of their children appears to have positive results with a 95% graduation rate over the past three years and a continual increase in the number of industry certifications earned.

A review of six studies on the impact of PLCs showed that an intense focus on student learning and achievement was the key aspect of professional learning communities that impacted student learning. Together, these findings from the literature provide evidence of the benefit of learning communities for teachers and their students (Vescio, Ross and Adams, 2007). PLCs help teachers to become more student-centered and the teaching culture is improved because the learning communities increase collaboration, a focus on student learning, teacher authority or empowerment, and continuous learning.

14. Private School Summary

Provide a summary of the parent and family engagement activities provided for private schools implementing a Title I, Part A program [Section 1120(a)(1)]. Please formulate your responses as follows:

- a. List each specific activity.**
- b. Provide the frequency and duration of each activity.**
- c. Detail how current evidence-based research indicated the activity(ies) would be effective, or likely be effective, in improving student achievement.**
- d. What method(s) will be used to evaluate the implementation & effectiveness of the activity(ies) listed and how often will this evaluation occur?**

Currently, SouthTech Charter LEA is comprised of only two schools, with a third scheduled to open in the fall of 2019. The LEA serves a very small segment (.8%) of the student population of Palm Beach County. The Sponsoring District, Palm Beach County Public Schools, addresses the larger issues specific to Delinquent, Neglected and Private School students. Therefore, SouthTech defers to the Sponsoring District, which provides services to all eligible students in those groups through annual, formalized processes.

15. Barriers:

Describe the barriers which hindered participation by parents in parent and family engagement activities during the previous school year. Include the steps the LEA will take during the upcoming school year to overcome the barriers and design more effective parent and family engagement policies (with particular attention to parents who are economically disadvantaged, disabled, have limited English proficiency, limited literacy, or are of any racial or ethnic minority background) [Section 1116(a)(2)(E)]. Please formulate your responses as follows:

- 1. Barrier (Including the Specific Subgroup)**
- 2. Steps the School will Take to Overcome**

A comprehensive Title I Survey conducted by the LEA provided some valuable insights across all subgroups regarding what could be added or changed to increase parent and family participation at SouthTech Schools. This year's survey resulted in only a 14% response of all parents. Moreover, parent participation in meetings and parent seminars was also lower than the previous year. From the STP parents surveyed only 85 parents or 16% of the school's enrollment attended parent meetings or training seminars. This is consistent with sign-in sheets, which documented 88 signatures for both parent seminars and the same percentage attendance as in the preceding year. At STA, only 62 of the parents surveyed indicated that they participated in meetings or seminars, which represents only 6% of the school's enrollment and considerably lower than 2017-18. When compiling the survey responses, it was noted that a very high 97% of parents felt that their children were on the right track

academically, whereas last year's survey documented a concern for post-secondary readiness.

Unlike many District schools, students at STP come from all over the county. The total distance and travel time make it difficult for some parents to attend the various activities, including parent training nights, that take place on campus. Some parents either can't or are unwilling to make the long drive to get to school-sponsored events.

SouthTech will need to make a concerted effort to communicate activities and services to parents in a variety of methods and find ways to increase participation in those that have a direct bearing on student performance. These will include using multiple formats to reach parents, repeat announcements multiple times, have parents reach out to the parents of other students and offer student incentives when parents participate. Moreover, consult with parents on the most opportune time to offer the various events, thus trying to mitigate the distance they must travel to reach the school. For migrant parents, the use of the bi-lingual parent liaison to help build rapport with the family early in the school year will assist in better communication and assistance for the entire family. The goal is to understand and support family needs in order to strengthen and encourage the academic pursuits of the children.

16. Best Practices

Describe the parent and family engagement activity/strategy implemented during the previous school year that the LEA considers the most effective. This information may be shared with other LEAs as a best practice. Please formulate your responses as follows:

A. Content/Purpose

B. Description of the Activity

While SouthTech's bi-annual parent seminars held at each school documented a lower number of participants this year, post event surveys showed a very positive response in terms of topics and need for this type of parent engagement. The purpose is to provide parents with informative vignettes about important topics relative to their child's success in school and how they, as parents, can assist in the process. The content of the sessions varies by school, time of year and demand. Topics are chosen based on the number of parents requesting them via the annual Title I Parent Survey and other forms of input. Concurrent sessions are offered and repeated, so individuals can select and participate in those of greatest importance to them. Students may earn extra credit or other extrinsic rewards if their parents attend and interpreters are often provided for parents who speak a second language.

Area of Focus 3: Homeless Education

1. Using the data choices listed, provide the baseline data and identify the sources of data used.

a. Homeless Student Identification Rate (HSIR), Survey 5

While the Final Survey 5 showed the LEA with only 11 students, by Survey 3 in 2019, the LEA had identified 29 students as homeless, up 62% from Survey 5. In comparison to the sponsoring school district, Palm Beach County, the Charter LEA has only .8% of the District's students. Using the same percentage, SouthTech should have identified approximately 35 students.

b. Homeless Student Attendance Rate (HSAR), Survey 5

Those students classified as Homeless had an average of just over 4 days of absence resulting in an attendance rate of 95%. These numbers varied considerably by student from a low of 0 to a high of 22 days absent.

c. Homeless Student (Grade) Promotion Rate (HSPR), Survey 5

While all students classified as Homeless were promoted (100%), other factors such as GPA and Assessment scores show mixed results with some students not performing to expectations.

2. List the anticipated objective the LEA plans to accomplish in addressing this area of focus. Ensure the objective is specific, measurable, achievable, realistic, and time limited (SMART). Response:

By the end of the 2019-20 school year the SouthTech LEA will have increased Homeless Student identification by 21% as documented on MIS records and proportional to the sponsoring school district.

By the end of the 2019-20 school year students identified as homeless will have on average 2% fewer absences as indicated on their student records.

At the end of the 2019-20 school year, 95% of all students designated as homeless will be promoted to the next grade.

3. List the budget line items that are associated with this area.

TBD

4. Describe the activities that will be implemented to address the area of focus. Include the following information for each activity listed:

a. List each specific activity that is associated with this area of focus.

Staff members of SouthTech Academy High School, SouthTech Prep Middle School and now, SouthTech Success Center High School will continue to receive training at faculty meetings and through their respective Professional Learning Groups on the identification and support of homeless students. The PLC process then allows participants to research and strategize on the most effective ways to have a positive impact on this fragile subgroup of students and their families. All faculty and staff are also made aware of who the Homeless Liaison is and the duties of that person along with the individual School-Based Homeless Contacts. Following the tenets of and homeless definition provided within the McKinney-Vento Act, any school staff member may alert the school contact of a suspected homeless student via the completion of the Homeless Referral Form which is submitted to the School-Based Homeless Contact for further investigation. This may come from a counselor,

support staff or a classroom teacher. School-based Homeless Contacts are versed in the various community agencies available to provide support and interventions for homeless families.

The Parent Liaison at SouthTech Academy and the Graduation Coach at SouthTech Prep will take a lead role in both the identification of homeless students and follow-up with the families. The overarching goal is to provide support for the students' continuing academic success, which may include referrals for family assistance as needed. Both SouthTech Schools also provide homeless students with basic necessities for living and for school as determined via private consultation with the students and/or families. All such support is documented by each school in the form of receipts and logs. Key to this process is removing those roadblocks preventing students from attending school and helping families obtain support services.

Homeless students who are struggling academically, caused by poor attendance or other factors, will receive direct support from a dedicated Americorp Teacher. Instructional coaches help to determine areas of focus for the AmeriCorps instructor who works directly with students. Students will be tutored in those areas requiring an intervention to help improve both academic and social-emotional status.

b. Provide the frequency & duration of each activity.

Training on the identification of homeless students initiated at the end of the 2017-18 school year continued throughout 2018-19. This process will continue in the PLC meetings, which formally occur on a monthly basis. PLC groups also meet multiple times between formal meetings to discuss students and interventions. Identification and support for displaced students and their families will also be an ongoing topic for faculty meetings, which occur at least once each month, with teachers reminded to refer students to the homeless contacts, parent liaison and/or graduation coach for assistance. The Parent Liaison or Grad Coach will make an initial contact with families of homeless students within the first 30 days of school and have at least one follow-up contact each month.

The school-based homeless contact under the direction of the school counselor, parent liaison, or grad coach will make initial contact with the community service agency to inquire about and coordinate services on behalf of the family or unaccompanied youth. The contact or school counselor then follows up with the HEP student and their family within a few days to 2 weeks of the initial contact. If services have been provided/rendered there is no continued contact. The School Based Team file is updated on SIS system with what services have been provided by the per the School Based Team Leader.

Americorp teachers will tutor designated homeless students at least twice each week for a period of not less than 60 minutes on semester or annual basis on identified needs.

c. What method(s) will be used to evaluate the implementation & effectiveness of the activity(ies) listed and how often will this evaluation occur?

PLC groups will use ongoing formative data to monitor progress including current attendance figures for each student classified as homeless and the addition of other students new to this classification. Formative reporting also includes parent/family contacts and the results of such.

Monitoring of parent liaison effectiveness will include contact data (call logs, meetings, etc.), parents participating in training opportunities provided by Parent Liaison, and parent surveys. Student data will be collected and analyzed based upon the correlation of parent contacts and related performance including graduation and CTE program completion. Parent meetings and seminars are advertised well in advance of the scheduled date. Information is sent in the language spoken in the home and interpreters are provided as needed. Parents sign in and complete an evaluation on each session attended and the overall seminar.

Feedback includes positives, negatives and recommended changes along with suggestions for other topics. Parents also provide information on the benefits accrued from their attendance.

The AmeriCorps teacher/mentors will receive individualized training, attendance at group workshops, the opportunity to observe master teachers, exposure to online resources, co-planning meetings and weekly reflections with the site supervisor. These individuals will provide differentiated skill instruction and personal guidance to students. Prior to working alone with students, they will be observed by the school's Literacy Coach and Assistant Principal, along with their AmeriCorps supervisor. Periodic observations will continue and be used in conjunction with the AmeriCorps Program's measurable objectives.

5. If other federal sources, besides Title I, Part A are being used to fund these activities, list the resources and how they will be coordinated.

N/A

Area of Focus 4: Neglected and Delinquent Education

1. Describe how your LEA plans to address the following Neglected and Delinquent Education areas between correctional and local educational agencies (LEAs) facilities:

- a. Transitioning.**
- b. Drop out Prevention.**
- c. Educational Achievement.**
- d. Educational Quality.**

Currently, SouthTech Charter LEA is comprised of only two schools, with a third scheduled to open in the fall of 2019. The LEA serves a very small segment (.8%) of the student population of Palm Beach County. The Sponsoring District, Palm Beach County Public Schools, addresses the larger issues specific to Delinquent, Neglected and Private School students. Therefore, SouthTech defers to the Sponsoring District, which provides services to all eligible students in those groups through annual, formalized processes.

2. List the anticipated objective the LEA plans to accomplish in addressing this area of focus through the use of Title I, Part A funds in collaboration with Title I, Part D. Ensure the objective is specific, measurable, achievable, realistic, and time limited (SMART).

3. List the budget line items that are associated with this area.

4. Describe the activity(ies) that will be implemented to address the area of focus. Include the following information for each activity listed:

a. List each specific activity that is associated with this area of focus.

a. Provide the frequency & duration of each activity.

b. Using the most current evidence-based research, detail how it supports the activity(ies) being implemented.

c. What methods will be used to evaluate the implementation & effectiveness of the activity(ies) listed and how often will this evaluation occur?

5. If other federal sources, besides Title I, Part A are being used to fund these activities, list the resources and how they will be coordinated.

Response:

Area of Focus 5: Educational Services Funded at the LEA-Level

1. Using the data from <http://schoolgrades.fldoe.org/>, list the baseline data and identify areas that need to be strengthened academically. If using data from another source, list the baseline data and identify the data source.

There are no educational services funded at the LEA-Level. Other than allowable administrative set aside of 3%, all other funds are distributed to the schools for direct educational services.

2. List the anticipated objective the LEA plans to accomplish in addressing this area of focus. Ensure the objective is specific, measurable, achievable, realistic, and time limited (SMART).

Response:

3. List the budget line items that are associated with this area.

Indirect Costs

4. Describe the activities that will be implemented to address the area of focus. Include the following information for each activity listed:

a. List each specific activity that is associated with this area of focus.

b. Provide the frequency & duration of each activity.

c. What method(s) will be used to evaluate the implementation & effectiveness of the activity(ies) listed and how often will this evaluation occur?

5. If other federal sources, besides Title I, Part A are being used to fund these activities, list the resources and how they will be coordinated.

Area of Focus #6: Discretionary Educational Services Funded at the School-Level (if applicable)

In this section, the LEA must capture its plan for using Title I, Part A funds to provide discretionary educational services, if applicable [Section 1011.69, F.S.]. Strategies included in this section must be those funded at the school level, but administered by the LEA.

N/A

1. Using the data from <http://schoolgrades.fldoe.org/>, list the baseline data and identify areas that need to be strengthened academically. If using data from another source, list the baseline data and identify the data source.
2. List the anticipated objective the LEA plans to accomplish in addressing this area of focus. Ensure the objective is specific, measurable, achievable, realistic, and time limited (SMART).
3. List the budget line items that are associated with this area.
4. Describe the activities that will be implemented to address the area of focus. Include the following information for each activity listed:
 - a. List each specific activity that is associated with this area of focus.
 - b. Provide the frequency & duration of each activity.
 - c. What method(s) will be used to evaluate the implementation & effectiveness of the activity(ies) listed and how often will this evaluation occur?
5. If other federal sources besides Title I, Part A are being used to fund these activities, list the resources and how they will be coordinated.

Area of Focus #7: Early Childhood Services

In this section, the LEA must capture its plan for using Title I, Part A funds to provide early childhood education programs for eligible children, if applicable [Section 1113(c)(5) and 1114(b)(7)(A)(iii)(V)].

N/A

1. Describe the early childhood education services that will be provided with Title I, Part A funds.
2. Describe how the LEA will coordinate Title I preschool programs with other preschool educational services in the LEA.
3. Describe how the LEA will ensure on-going progress monitoring measures will:
 - a. Align with Head Start Education Standards.
 - b. Are administered multiple times throughout the program.
 - c. Provide data to inform instructional strategies for use by the classroom teacher.
4. Describe how the LEA will assist parents in effectively transitioning their preschool children to kindergarten.
5. In the Title I Blended Preschool Chart, enter information regarding other early childhood programs that are blended with Title I, Part A early childhood programs.

Area of Focus #8: Private Schools (if applicable)

In this section, the LEA must capture its plan for using Title I, Part A funds to provide services to eligible private school students, their parents and, if applicable, their teachers.

Currently, SouthTech Charter LEA is comprised of only two schools, with a third scheduled to open in the fall of 2019. The LEA serves a very small segment (.8%) of the student population of Palm Beach County. The Sponsoring District, Palm Beach County Public Schools, addresses the larger issues specific to Delinquent, Neglected and Private School students. Therefore, SouthTech defers to the Sponsoring District, which provides services to all eligible students in those groups through annual, formalized processes.

- 1. Provide the timeline and frequency of activities that outline the detailed plan of action for providing timely and meaningful consultation and equitable services to eligible children, teachers and parents in private schools within the LEA's service area.**
- 2. Indicate the services provided to private school students, their parents and their teachers through a third- party contractor. If the LEA is not providing any services through a third party contractor, proceed to the next question.**
- 3. Provide the method used for identifying low-income students for services in private schools.**
- 4. List the criteria used to identify private school students for Title I educational services as a result of consulting with private school officials.**
- 5. Provide a description of services (if the LEA is not using a third party contractor). If applicable, clearly identify and describe the services that will be funded with roll forward.**
 - a. List each specific service (including frequency and duration) to be provided to private school students, their parents, and, if applicable, their teachers.**
 - b. Explain how the LEA will evaluate the effectiveness and implementation of the services provided to the private school students, their parents, and their teachers. How often will this evaluation occur?**
- 6. List the LEA's private school Point of Contact.**

Area of Focus #9: Foster Care

In this section, the LEA must capture its plan for using Title I, Part A funds to implement transportation services for students in foster care [Section 1112(c)(5)(B)(i)-(ii)].

- 1. Enter the amount of funds the LEA is reserving for this area of focus using Title I, Part A funds. If the LEA is providing transportation for students enrolled in a school identified for comprehensive support and improvement to transfer to another school, provide the amount of funds reserved for this purpose as well.**

SouthTech Charter LEA currently has identified three students as being in Foster Care during the 2018-19 school year, who will be returning in 2019-20. Each of these students has had good attendance and are all on-track for graduation, having met the various academic indicators. At this time no specific funds will be set aside for this purpose. However, all necessary support will be provided to these students under the auspices of the school counselors, the parent liaison and/or instructional coaches who are funded through Title IA. Each student's attendance and academic performance will continue to be monitored and reviewed monthly. A variety of supports are available to assist any foster students who may be struggling academically, socially or emotionally. Moreover, any transportation costs necessary to provide a continuum of services will be paid through the Charter LEA or in collaboration with the sponsoring District, Palm Beach County.

2. Describe how the LEA will ensure the following:

- a. Transportation will be provided to maintain children in foster care in the school of origin unless there is a determination that it is not in his or her best interest.**

Since some children in foster care will need transportation to remain in their school of origin when it is in their best interest, the LEA will facilitate transportation for these children in collaboration with the Sponsoring District, State or local child welfare agency or agencies to ensure that transportation for children in foster care is provided, arranged, and funded. To this end:

- Children in foster care needing transportation to one of SouthTech's schools of origin will promptly receive that transportation in a cost effective manner and in accordance with section 475(4)(A) of the Social Security Act; and
- If there are additional costs incurred in providing transportation to that school of origin, the LEA will first, consult with the sponsoring district to seek transportation, and then, if needed, pursue the following options: (1) seek reimbursement from the local child welfare agency; or (2) share the cost with the local child welfare agency.

When a child exits foster care, the LEA will continue to prioritize the child's educational stability, consider each child's best interest on a case-by-case basis, and, when possible, make every effort to continue to ensure transportation is provided through the end of the school year, if needed, when remaining in the school of origin would be in the child's best interest.

- b. Successful enrollment and transfer of records of children enrolled in a new school even if they do not have the required documentation.**

Children in foster care who change schools frequently may not have the documentation required to enroll in a new school. In addition, failure of schools to promptly transfer records to the new school can lead to further delays in enrollment. These delays can negatively impact attendance and lead to other adverse consequences, such as being incorrectly enrolled in classes and not receiving the necessary academic services. When a determination is made that remaining in the school of origin is not in a child's best interest, the LEA will ensure

that a child in foster care is immediately enrolled in his or her new school even if the student does not have the required documentation. The enrolling school will then contact the student's prior school for relevant records. Immediate enrollment means that a child in foster care should be enrolled in a new school as soon as possible in order to prevent educational discontinuity. In addition, enrollment will not be denied or delayed for any population of students (e.g., justice-involved youth in foster care, students with disabilities receiving special education and related services, or ELLs receiving language services) because documents normally required for enrollment have not been provided. In addition to ensuring immediate enrollment, the LEAs will also ensure that children in foster care are regularly attending and fully participating in school and that their educational needs are being met.

c. Development and implementation of clear written procedures for how transportation will be provided, arranged, and funded for a child's duration of time in foster care – in collaboration with the appropriate Child Welfare Agency (CWA).

If the child's new placement address is located within a 1.5-mile radius of the school, the foster parent or designated group home staff person is responsible for taking the student to South Tech Academy. If the student is placed outside of the 1.5 miles radius of the school, South Tech Academy will implement an expedited process to address the transportation needs of the student in foster care so that these students do not experience disruptions in their education due to lack of transportation.

In the case of any emergency, overnight, respite, or temporary placement, the student will continue attending the South Tech Academy, and transportation arrangements will be made by A & S Transportation, so long as the location of the emergency, overnight, respite, or temporary placement is beyond the 1.5-mile radius. There may be situations when a bus route does not exist. In these cases, the child welfare agency and South Tech will communicate to make efforts to develop an alternate plan for the student. Students in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with the child welfare agency's authority to use child welfare funding for school of origin transportation.

Forms of transportation to be utilized are:

- Case workers or foster parents providing transportation
- Existing public school bus routes
- Public transportation
- Taxis or other private transportation services
- Walking within a safe walk zone

3. Please list the LEA's Point of Contact for your LEA:

Name: Julie Stewart

Title: Federal Grants Adm.

Phone Number: (561) 364-7982

Email Address: julie.stewart@pbcharterschools.org

Area of Focus 10: College/Career Readiness

In this section, the LEA must capture its plan for using Title I, Part A funds to support incoming and outgoing cohorts of students in transition from one school level to another, particularly to ensure students are college and career ready [Section 1112(b)(10)].

1. Using the data from <http://schoolgrades.fldoe.org/>, list the baseline data and identify areas that need to be strengthened academically. If using data from another source, list the baseline data and identify the data source.

SouthTech Academy (STA) has an impressive Graduation Rate of 97.8% for 2017-18. This is up 2% over a three-year period. Moreover, when disaggregating the graduation data, we find that each subgroup, except for White students, has seen a three-year increase in graduation rates ranging from 1.2% to 8.2%. Most notable is that each subgroup outperformed the District and the State composites for the last three years. However, much is needed to help students stay on track to attain this important milestone beginning in the middle grades. Based on trend FSA data, most middle school students have lower ELA and mathematics performance throughout their SouthTech Prep tenure, resulting in the struggling underclassmen at SouthTech Academy.

Also, focused efforts in mathematics at both SouthTech Prep and SouthTech Academy continue to show both acceleration and proficiency. In reviewing the most recent 2018 winter administration of the Algebra EOC exams, SouthTech Prep students documented a 98.1% proficiency rating (higher than both the District and State), while high school students at the Academy scored at 65.5% proficient, significantly higher than the District and State, which were below 50% proficiency. Trend data for this particular assessment shows continued gains over a five-year period. Moreover, when examining other 2018 winter EOC exam results, STA outscored the District and the State in Geometry, Biology and U.S. History. As a career/technical school, SouthTech Academy is dedicated to preparing its graduates to obtain appropriate industry certification and/or licensure to transition to direct employment or further post-secondary training. The 2017-18 school year saw a 25% increase in the number of industry certificates awarded to SouthTech Academy students by their successful completion of program requirements and related exams. This is further evidenced by SouthTech Academy surpassing the State average for College and Career acceleration in 2017-18 by 38%, with a rating of 97%. In this area, the middle school program has also made great strides increasing its acceleration rate by 54% over the last three years to record a 2017-18 rating of 79%, which is 7% higher than the State average. Therefore, the focus continues to be in taking academically deficient middle school students and preparing them for the rigors of high school and beyond.

2. List the anticipated objective the district plans to accomplish in addressing this area of focus. Ensure the objective is specific, measurable, achievable, realistic, and time limited (SMART).

By the end of the 2019-20 school year, SouthTech Academy will increase the percentage of students on track for graduation by 5% as measured by the various indicators identified by the State and Palm Beach County Schools (including GPA, passing EOC exams and PERT scores).

By June 2020, SouthTech Prep students will increase their proficiency ranking in mathematics and ELA by a minimum of 3% as measured by the FSA.

By June 2020, SouthTech Prep students in grade eight will increase their proficiency ranking in science by a minimum of 3% as measured by the State Assessment.

3. List the budget line item(s) that are associated with this area of focus.

4. Describe the activities that will be implemented to address the area of focus. Include the following information for each activity listed:

a. List each specific activity that is associated with this area of focus.

All teachers at SouthTech Schools belong to a Professional Learning Community (PLC). The focus of PLC professional development will be addressed via four themes identified as significant in impacting student achievement across all grade levels and PLC groups. These are reading (supported by reading in the content area), differentiated instruction, technology and classroom management. These also align with the DOE's Strategic Plan Goals of higher student achievement and developing a skilled workforce. PLC efforts are further supported by the LEA's belief in engaging parents early in the career/post-secondary education planning process to create a stronger support system for students. Reading in the content area, especially involving technical reading within career pathways develops more competent readers able to succeed in the work force. As a result of teachers employing these strategies in multiple classes, both core academic and career technical courses benefit. Constant exposure reinforces these concepts until students infuse them into their daily approach to learning. Students' literacy skills are strengthened supporting both developmental and technical readers. Additionally, students continue to develop critical communication skills necessary for any career choice. A reading and mathematics coach will oversee their respective intensive and general education programs at the Academy, collect and analyze data, provide classroom modeling and related professional development for teachers, parent support and training along with occasionally working with students to help diagnose specific learning deficits in their respective subject area. These coaches will also monitor student progress within intensive classes and via managed software programs. They will continually help teachers use student data to inform their instruction and in the grouping of students. At the middle school, the Title I supported position of reading coach will oversee their respective intensive and general education programs, collect and analyze data, provide classroom modeling and related professional development for teachers, parent support and training along with occasionally working with students to help diagnose specific learning deficits in their respective subject area. Success in content-area reading in mathematics and science courses at this level are especially necessary to ready students as they transition to a more rigorous high school program and are key to an increased focus on STEM learning leading to high-demand careers and student achievement in all other areas. In order to ensure effective instruction and timely intervention, curriculum coaches will lend their expertise to these critical subject areas in both oversight and direct support of faculty members. Successful RtI implementation at the middle school are dependent on effective rotation models, which allow for small-group, teacher-led instruction that hone in on specific skills deficits. Assisting in the process is the use of managed software aligned to the Florida Standards. Reading Plus has shown that for a minimum of 40 or more lessons over approximately six months students made significantly greater gains on both criterion-referenced and norm-referenced reading tests. Further results also demonstrated a strong correlation of improvement for various subpopulations often considered at risk for reading difficulties. African-American, Latino-American, special education, and learning disabled students who participated in the Reading Plus intervention demonstrated significantly and substantially greater gains in measures of reading achievement on both the CRT and NRT portions of the assessments. Newsela.com is an education website focused on building student reading comprehension by providing high-quality news articles and real-time assessments for students in grades 2–12. The news articles span a wide array of content, including science, money, law, health, arts, sports, and opinion. The site provides high-quality nonfiction texts from well-regarded media sources, such as the *Washington Post*, the *Scientific American*, the *Los Angeles Times*, and the Associated Press. An added benefit of using the site is that students not only practice reading nonfiction but also stay current with what is happening locally, globally and within their career academies. Newsela is adaptive, with each article accessible at five reading (Lexile) levels. The original article is used as the highest Lexile level. It's then rewritten by Newsela staff for different grade levels, using a Lexile conversion chart available on their website. Edgenuity is

an online intervention program that offers data-driven differentiated instruction for mathematics and reading. Designed to meet middle and high school students at their learning level. The program provides age-appropriate instruction to help them get back on track. Students take a reading or math placement exam to determine what they've mastered and where they're struggling. Or, import existing student data from one of our assessment integration partners to leverage trusted data that can inform instruction. Students are assigned an individualized learning path (ILP) focusing on the concepts they're ready to learn. Age-appropriate instruction via our direct-instruction videos and practice provides intervention, remediation, or enrichment opportunities. Educators receive detailed and dynamic reports on student progress in real time, so you can instantly identify the topics students are struggling with, and provide immediate support. Imagine Math is a rigorous, standards-rich supplemental math curriculum that adapts to the unique needs of each student, so every student can develop the essential foundations and conceptual understanding they need to confidently move to the next level. Because the system is adaptive, students learn in their zone of proximal development with the right degree of challenge. Instruction is always supported by meaningful practice and the application of knowledge at the conceptual level. As part of their STEM initiative at SouthTech Prep, the school plans to purchase zSpace software licenses for use in a computer lab. These highly engaging and interactive programs bring the components of science, technology, engineering and mathematics to the forefront of experiential learning. Providing students with these 21st Century tools will allow them to explore, complete projects and gain a much deeper understanding of their associated core content lessons. Teachers will be able to use the zSpace lab to introduce or reinforce topics of study that correspond to specific Florida Standards. Having the ability to help students visualize scientific concepts, laws and properties also addresses different learning styles and can support differentiation and content integration. SouthTech Schools has the opportunity to receive four AmeriCorps teacher/mentors to assist the school with direct student interventions and other types of support. These teacher/mentors will provide support to targeted 12th grade seniors at risk of not graduating with a standard diploma due to literacy deficiencies. This role would include not only academic interventions such as differentiated skill instruction, but also social-emotional support as it pertains to self-efficacy, motivation, fear of failure, testing anxiety and time management. Each teacher/mentor will work closely with the school Literacy Specialist/Professional Development Facilitator to develop and deliver quality extended learning opportunities for students. The Member will become well-versed in the reading and writing skills required for a Florida student to pass the FSA or ACT in order to earn a high school diploma. The successful transition for students from the middle grades to high school is a critical component of their likelihood to graduate. A part-time Graduation Coach will be employed at SouthTech Prep to bring an increased focus on the successful completion of middle school and the transition to SouthTech Academy. Even with a strong graduation rate, SouthTech Academy sees many incoming ninth grade students struggle with rigors of a career-oriented high school program. This includes students, who were otherwise successful in the middle grades.

b. Provide the frequency & duration of each activity.

Each identified activity will be implemented throughout the entire school year.

- PLCs meet according to a formal schedule developed at the beginning of each school year:
 - While teachers, PLC facilitators and instructional coaches will work informally and independently throughout the year, the full PLC will meet as follows:
 - Monthly for one hour
- Agenda will be created for the PLCs to use as a template:
- Submit to admin with the sign in sheets, minutes and agenda
 - PLCs have protocols available to them to use
 - Current data – data relevant to the impact area
 - Artifacts- lesson plans, student work samples
 - Analyzing Student Work (ASW)

- School Administration will periodically take part in PLC meetings and conduct follow-up Classroom Walk-Throughs (CWTs) as means to validate PD efforts
- Each PLC will produce a data-driven project(s) supported by instructional coaches over the course of the school year as documentation of concept attainment.
- Curriculum coaches will perform their respective duties daily as well using formative assessment data on a monthly basis to help teachers through consultation, modeling and training.
- A good deal of the formative assessment data comes from the use of the managed software programs employed as an instructional intervention and a means to benchmark progress on a monthly basis. Students involved in intensive coursework will spend a minimum of 90 minutes per week on these interventions.
- AmeriCorps teacher/mentors will receive intensive training and participate in shadowing during the early part of the school year. They will then be given a tutoring/mentoring schedule of between 20 and 30 hours per week for the remainder of the year. Tutoring is conducted during the school day and after school on Monday – Thursday.

c. What method(s) will be used to evaluate the implementation & effectiveness of the activity(ies) listed and how often will this evaluation occur?

Response:

SouthTech Schools have a strong focus on reading in all content areas and as such this has resulted in significant achievement gains, especially in upper grades where students have benefitted from the extensive professional development of their SouthTech teachers. This effort continues to manifest higher graduation rates than the surrounding district and State and an increase in industry certifications earned by SouthTech graduates. It is also reflected in trend data in eighth grade at the middle school where students have been supported for multiple years. To monitor these efforts, LEA administration meet with individual staff members multiple times each year to reflect on student indicators and the specifics of the training they have been receiving. SouthTech Schools use managed software programs (Reading Plus, Edgenuity, Newsela, etc.) that offer diagnostic and formative assessment data, which teachers can use to help refine and guide classroom instruction. Faculty members also receive direct training on the use of these programs and in the interpretation of the resulting data to help with self-evaluations.

Monitoring of coach effectiveness by school administrators will include the tracking of all classroom modeling, professional development, teacher surveys and meetings. Student data will be collected and analyzed from managed software programs and periodic formative assessment measures employed to determine potential learning gains with the annual state assessment serving as one critical measure of progress.

Staff members are trained on all software programs that are incorporated into their classrooms. The package includes a variety of reports that track time on task and student progress against state standards. Both teachers and administration monitor student progress. The Reading Coach follows up with classroom walk-throughs in order to monitor related data-driven instruction. The programs also provide usage reports, which track the number of student users, the time spent on the programs, error tracking and assessment results.

The AmeriCorps teacher/mentors will receive individualized training, attend workshops, observe master teachers, receive exposure to online resources, and participate in weekly reflections with the site supervisor. Prior to working alone with students, they will be observed by the school's Literacy Coach and Assistant Principal, along with their AmeriCorps supervisor. Periodic observations will continue and be used in conjunction with the AmeriCorps Program's measurable objectives.

5. If other federal sources, besides Title I, Part A are being used to fund these activities, list the resources and

how they will be coordinated.

The LEA's Title II allocation will be used in providing the professional development for teachers offered and supported by the LEA's curriculum coaches. This provides teachers a means to develop and refine instructional strategies critical to building literacy skills for their students. Moreover, it supports teachers becoming "highly effective" within their particular content area.

6. Describe the LEA's strategy for implementing the following:

a. Increasing student access to early college, high school, dual or concurrent enrollment opportunities, or career counseling to identify student interest and skills (if applicable);

Academic and Career Counseling go hand-in-hand at the middle school level where students are continually shown the benefits of a strong academic profile for any potential career path. Critical to student success at SouthTech Academy and the new SouthTech Success Center (opening in 2019-20) is a strong and viable transition to high school. The Guidance Department enhances a college and/or career-going culture through the Eight Components of College and Career Readiness (developing aspirations, academic planning, enrichment and extracurricular engagement, college and career exploration and selection, college and career assessments, affordability planning, admissions and transitions into postsecondary). Further, every SouthTech student identifies a career pathway to pursue leading to one or more of 32 different industry certifications in 21 programs. SouthTech's Best Practices for Inclusive Education (BPIE), one of our school's priority indicators is that the school leadership team analyzes data to identify barriers and initiate improvement steps that increase the number of students with low-and high incidence disabilities, across all grades, in general education and natural context. Further, South Tech Academy continuously promotes academic and career planning through large group counseling lessons. At least twice annually, all students receive information about academic and post secondary planning, including the benefits of acceleration options. Individual counseling is also used as a delivery method for academic and career planning. For special groups, such as migrant and homeless students, the LEA sets up onsite visits from college counselors who offer matriculation programs for these underserved populations. Florida Choices and My College Quickstart are two web-based programs that are utilized to promote college and career planning. Students are asked to take ownership in their course planning by applying what is learned in the large group and individual counseling lessons to their course selection each year. Strategies for Improving post-secondary readiness include individual counseling sessions and large group counseling sessions with students regarding post secondary planning. Additionally, SouthTech plans a "College and Career Week" in which post secondary options are explored and advertised. Activities include visits from college representatives, career planning workshops, faculty college shirt day, and information about local schools and careers. A college fair is held annually for parents and students where representatives from colleges and military branches attend to meet and share information. Dual enrollment and Advanced Placement (AP) are encouraged and supported with funding from the LEA's Title IVA Grant, providing support for well-rounded students. For the 2019-20 school year 262 students or 27% of STA's population took one or more AP courses. Moreover, of those students 90% were minority. Through a Dual Enrollment agreement with Palm Beach State College, 90 of STA's students enrolled in dual enrollment classes during the past year.

b. Supporting efforts to reduce the overuse of discipline practices that remove students from the classroom. This may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students, as defined in section 1111©(2) [if applicable]; and

SouthTech Schools have established a Single School Culture and appreciation for multicultural diversity. This has been accomplished by SouthTech's implementation of School-wide Positive Behavior Support. SouthTech

addresses the three parts of Single School Culture--Academics, Behavior, and Climate by training school staff and faculty prior to the first day of school. Students were then address via Grade Level Orientations so that the all stakeholders would begin the year with an appreciation of approaching school with responsibility, respect, and a readiness to learn. SouthTech provides professional development with a focus on learning strategies, social skills, and self-management skills, and its relationship to creating a positive, caring and supportive school community. We implement a differentiated system of school counseling services with dedicated time for the core social-emotional curriculum, supplemental supports based on identified student need, and intensive supports students to school-based and community resources. The overarching goal is to keep students in class and focused on the benefits of a comprehensive education. Non-instructional staff, including office staff, bus drivers, cafeteria personnel, and after-school personnel are involved in the process of modeling and teaching interpersonal expectations in nonacademic settings and giving them instruction for reporting violations to appropriate supervisors. Professional development in methods of respectfully and effectively addressing disrespectful comments as well as methods for respectfully correcting misbehavior at the classroom and administrative levels has been addressed before the students' first day of school.

Methods and formats where the characteristics of safety and respect can be assessed, monitored, and where strategies for improvement can be created, discussed, and supported are continually posted and monitored. Universal Guidelines and behavior matrix are taught twice a year to ensure students are aware of school expectations. Teachers are trained in Classroom management strategies. SwPBS team reviews classroom data to ensure students are engaged while in class. Administration ensures that differentiation of instruction is taking place to meet the needs of all students. Teachers will convey and review expectations for each learning activity. References to Universal Guidelines and behavioral expectations are consistently made when providing students with positive feedback. A positive school-wide recognition system is in place, which utilizes School-Wide Positive Behavior Support. SouthTech students are expected to be respectful, responsible and ready to learn as infused in our Single School Culture.

c. Supporting work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit (if applicable)

SouthTech Academy students participate in a career academy program in addition to their academics. Departments work together to show relevance across the curriculum. Students are able to relate what they learn in an academic class to practical applications in their career academy programs:

Auto Body
Auto Technology
Cosmetology
Culinary Arts
Business Management
Commercial Arts
Information Technology
Marine Technology
Medical Sciences
Motorcycle Technology
Recording Arts
Music and Sound Production
Veterinary

South Tech Academy has developed formal partnerships and commitments/contracts with a variety community organizations and businesses in support of its 13 Career Academies. Students can earn industry certifications in

one or more of 32 different areas across 21 programs. More than 780 industry certifications were earned during the 2018-19 school year.

With a current student body of 18% representing students with disabilities, the LEA has cooperative agreements with Palm Beach School for Autism, Center for Autism and Related Disabilities and Vocational Rehabilitation. The cooperative agreement for Palm Beach School for Autism provides a unique experience twice a week for their students in career exploration and career preparation beyond what they receive at their school. The cooperative agreements through the Center for Autism and Related Disabilities have expanded the STEAM program to include mentorship for students with autism on our campus. The cooperative agreement through Vocational Rehabilitation adds another layer to the vocational aspect provided at STA through a work-based learning experience, pre-employment transition services and self-advocacy programming available to all ESE and 504 students at STA. An agreement between Career Source of Palm Beach County and SouthTech Academy provides Individual Training Accounts (ITA) or training programs. The contractor agrees to provide occupational skills training in those occupations deemed to be in demand in Palm Beach County per the State of Florida approved Regional Targeted Occupations List for Region 21. SouthTech Academy High School also has agreements with local businesses for program support, internships and on-the-job training opportunities in the following academies: Business Management –Entrepreneurship, Veterinary, Automotive Service – Auto Maintenance & Light Repair, Cosmetology, Information Technology - Technology Support Services and Medical Sciences LPN.

Area of Focus #11: Targeted Assistance (if applicable)

In this section, the LEA must capture its plan for using Title I, Part A funds to provide services to eligible students attending schools implementing a targeted assistance program, if applicable.

N/A

Area of Focus #12: Technology (if applicable)

In this section, the LEA must capture its plan for using Title I, Part A funds to develop and implement technology-focused activities designed to increase student academic achievement, if applicable.

N/A

Area of Focus #13: LEA-Determined Focus (if applicable)

In this section, the LEA must capture its plan for using Title I, Part A funds to address any additional needs, if applicable.

N/A

Coordination of Federal Programs & Participation/Collaborative Partners (Optional)

1. If applicable, address coordination, integration, and collaboration with programs that are not identified in the Areas of Focus section of this application.
2. Describe how the LEA consulted with the stakeholders in developing this application and how the LEA will provide ongoing consultation with the application participants throughout the project period.
3. Identify federal (non-ESSA)/state/local collaborative partners and/or community organizations; describe the benefit of the collaborative activities, the type of program(s) and the primary target group(s).

N/A

REPORTING REQUIREMENTS/ INFORMATION DISSEMINATION

NOTE: All reporting and information dissemination should be in an understandable and uniform format and, to the extent practicable, in a language the parents can understand. This requirement applies to each of the items listed in this section.

1. Reporting Student and Program Outcomes/Dissemination

A. Describe the methods and timelines the LEA utilizes to disseminate information about this application to the appropriate populations, and to report student and program outcomes to school staff, parents, and the community.

SouthTech Schools follows a process that includes a variety of mechanisms to inform parents and the community of program components and outcomes. This was accomplished, and will continue to be, through direct communications with parents via letters (in the parents' home language), meetings, trainings and contact via the Parent Liaison. Parents Right to Know letters were sent home on or about September 9 and December 15 to inform parents of a teacher's status. Parent survey(s) of Title I parents are conducted via pencil/paper and online. Additionally, SouthTech Schools under the auspices of their Board of Directors conducted the following:

- Multiple Parent Meetings (noticed by flyer, website and Parentlink calls). These meetings/seminars address PFEP, School Goals, School Choice, and Title I Services.
- College Night (noticed by mail, website and Parentlink calls, Remind texts and Emails).
- Parent Training Seminars – Fall and Spring (noticed by mail, website and Parentlink calls, Remind texts and Emails). A general informational meeting for parents preceded the February Training Seminar regarding formative progress of both schools and updates on Title I programming.
- School Improvement Steering Committee Meetings – Monthly, August – June (noticed by mail, website and Parentlink calls, Remind texts and Emails). Language Facilitators translate parental involvement training invitations, schoolwide plan, compact and other important information into the parent's home language.

Each school's Title I Contact will be responsible for distributing information regarding parental involvement trainings to all students in English, Spanish and Creole. Invitations to trainings will also be called home to families using Parentlink and posted on SIS/Gateway. Additionally, A sign language interpreter is being provided for hard-of-hearing parents. When there are requests, every effort will be made to accommodate the needs of parents with disabilities so they will receive all the necessary information with regards to school and their child's development in school.

B. Describe the process the LEA will use to ensure the accuracy of the data reported via the student and/or staff data reporting system. Include the process for reporting services provided for students attending private schools and Neglected and Delinquent facilities; state certified teachers and highly qualified para professionals; and any program that coordinates and integrates services with Title I, Part A (homeless, migrant, and targeted assistance programs).

While SouthTech Schools are designated an LEA for the purposes of receiving Title I Funds directly from the FL-DOE, they will continue to fall under the auspices of Palm Beach County Schools for a variety of data elements

including Student Eligibility, School Performance, Parent Surveys, FTE Funding and several others. Therefore, in addition to the records maintained at the school level, there will be further checks and balances coming from the Sponsor in terms of data accuracy. Since SouthTech is a relatively new LEA with only two schools and third opening in the fall of 2019, there are no delinquent, neglected students or targeted assistance programs implemented. As of the current school year, there are seven classified as in Foster Care. For those classified as Homeless, the LEA has provided faculty training, identified support personnel and processes for initial identification, support and monitoring. These have been verified through the Sponsor's data management system. Moreover, the Sponsor provides services to all those identified as delinquent, neglected or eligible private school students in Palm Beach County through an annual, formalized process. To repeat such a process would be a duplication and exceed available resources of the Charter LEA.

2. Parents Notification Requirements

The "Parents Right-To-Know" provisions under Section 1112(e)(1)(A)-(B) of ESSA state that at the start of each school year (in a timely manner), an LEA that receives Title I, Part A funds must inform/notify parents of each student attending a Title I school that they have the right to request info about their child's classroom teacher and, if applicable, the services provided by their paraprofessionals, as well as the paraprofessional's qualifications. The LEA should include the method for which this information will be provided.

- a. Describe the process and method used to ensure the LEA's and schools' compliance with the "Parents' Right- to-Know" requirements. Include the date of dissemination.**

SouthTech Charter LEA continues to follow the process set forth by its Sponsoring District, Palm Beach County. The process included a variety of mechanisms to inform parents and the community of program components and outcomes. This was accomplished, and will continue to be, through direct communications with parents via letters (in the parents' home language), meetings, trainings and contact via the Parent Liaison. In addition to the very complete profile maintained on each teacher at SouthTech Schools charting degrees, certifications and endorsements, the sponsoring District also monitors the qualifications of all teachers in the District's public and public charter schools. The District will flag any instructor who does not meet those qualifications set forth by ESSA and the District. Moreover, they prepare individual Right to Know letters for each school to mail to the impacted families. Parents' Right to Know letters are sent home on or about September 9 and December 15 of each year to inform parents of a teacher's status by the Charter LEA. Parent surveys of Title I parents were conducted via the Sponsor during all four quarters of the school year and a comprehensive parent survey was conducted in May 2019. Additionally, SouthTech Schools under the auspices of their Board of Directors conducted the following:

- Initial Parent Meeting – September, 2018 (noticed by mail, website and Parentlink calls). This meeting addressed Adequate Yearly Progress, School Goals, School Choice, Parents Right to Know letters and Title I Services.
- College Night – September, 2018 (noticed by mail, website and Parentlink calls).
- Parent Training Seminars – October, 2018 and February, 2019 (noticed by mail, website and Parentlink calls). A general informational meeting for parents preceded the February Training Seminar regarding formative progress of both schools and updates on Title I programming.
- School Improvement Steering Committee Meetings – Monthly, August – June (noticed by mail, website and Parentlink calls). Language Facilitators translate parental involvement training invitations, schoolwide plan, compact and other important information into the parent's home language. The Title I Contact will be responsible for distributing information regarding parental involvement trainings to all students in English, Spanish and Creole. Invitations to trainings will also be called home to families using Parentlink and posted on each school's website. Additionally, A sign language interpreter is being provided for hard-of-hearing parents. When there are requests, every effort will be made to accommodate the needs of parents with disabilities so they will receive all the necessary information with regards to school and their child's development in school.

b. Upload sample copies of the following:

- (1) "Parent's Right to Know" notifications, and**
- (2) Non-State Certified Teacher notices to parents when child is taught for 4 or more consecutive weeks by Non-State Certified teacher.**

Upload files

3. Guidelines and Annual Certification Regarding Constitutionally Protected Prayer in All Public Elementary and Secondary Schools

a. Upload the LEA's certification of compliance for Constitutionally Protected Prayer

Upload Certification

4. Equitable Representation of Teachers

List the action steps that your district will follow to ensure there is equitable representation of various nationalities within your teacher population.

SouthTech Charter LEA uses a variety of recruitment approaches that have proven effective for the lead school, SouthTech Academy. Teachers will be recruited from the college job fairs and other venues available such as teacher recruitment websites and open advertisement through printed and electronic advertising venues on a local, state, and national level. The LEA does not discriminate on the basis of race, religion, gender, sexual orientation, national or ethnic origin. SouthTech has historically met staffing needs, and has developed a viable pool of employment candidates across all racial and ethnic lines. Selection of staff is a committee function. The process begins with screening candidates for proper certification, desirable levels of education, experience, or other qualifications deemed to be essential for the position. This process is accomplished by an initial review by the Personnel Manager which includes a pre-vetting by website searches and other available methods. Following this review, interviews with the committee will be scheduled. A diverse committee consisting of administrators, supervisors, and peers interview candidates utilizing the Targeted Selection method. Cognizant of staffing needs, the pool of candidates is narrowed to the individual(s) deemed to be best suited for the position. Successful candidates undergo a second interview conducted by the administrator of the program with a staffing vacancy and/or the Superintendent. The Superintendent reserves right of approval for all candidates in order to ensure equal representation is accomplished.

5. English Learner (EL) Notification Requirements

As outlined in Section 1112(e)(3)(A)-(B) in ESSA, each LEA using funds under this part or Title III to provide a language instruction educational program as determined under Title III shall, not later than 30 days after the beginning of the school year, inform parents of an EL identified for participation or participating in such a program using the 'Annual Parent Notification Letter.' For those children who have not been identified as EL prior to the beginning of the school year but are identified as EL during such school year, the LEA shall notify the children's parents during the first 2 weeks of the child being placed in a language instruction educational program using the 'Initial Parent Notification Letter'.

SouthTech Charter LEA will meet the ELL Subgroup threshold and receive Title III funding for the first time during the 2019-20 school year. The LEA will comply with the requirements for identification, eligibility, and programmatic assessments of English Language Learners per F.S. 6A-6.0902. The school will abide by Palm Beach County's English Language Learner Plan and all other required time lines. Upon entry into the ESOL program, the ESOL Contact/Coordinator and the student's English Language Arts (ELA) teacher will fill out an ELL Plan for the

student. The plan will consist of a mid-year review and continue with bi-annual reviews for every year the student is in the ESOL program. The plan is signed and dated by the student's ELA teacher twice yearly to reflect current services. Parent involvement in ELL programs is the key to improved ELL performance. ELL parents/guardians are encouraged to participate in the School Advisory Committee and the Parent Leadership Council. Pursuant to the META Consent Decree guidelines, the school will establish a school-based Parent Leadership Council for parent involvement, which meets at least twice a year to receive training and information regarding the ESOL program and monitoring procedures. These meetings will be documented each semester. All parents are notified of all upcoming events in their native language of such meetings. SouthTech Charter LEA will ensure that all written and oral communications between school personnel and parents of ELLs are in the parents' primary language as needed.

Describe the LEA's process for disseminating notifications for children who are receiving language instruction or are being placed in a language instruction educational program.

To be identified as an English Language Learner (ELL) and/or transferring from a school in another country, placement must comply with appropriate procedures for students in the English for Speakers of Other Languages (ESOL) programs found within the District's ELL Plan. Upon registration at a SouthTech school, all students will complete a required Home Language Survey (HLS) as a part of the registration packet. The HLS will be available in three languages: Spanish, Haitian Creole, and Portuguese. The HLS is comprised of three questions regarding a student's language spoken at birth and within the home: (1) Is a language other than English used in the home? (2) Did the student have a first language other than English? (3) Does the student most frequently speak a language other than English? A "Yes" response to any of the Home Language Survey questions will require students to be referred to the ESOL test administrator for further English language proficiency assessment. As per the District's ELL Plan, the state-approved age-appropriate Language Assessment Scales (LAS Links) test will be used to assess students' aural/oral abilities. It must be administered to students within 20 days of entry. Students from other Florida counties do not need to be reassessed for entry into the ESOL program. Every attempt will be made to get the information from the sending county. If information is not received within the 20-day limit, the student will be tested as a new entry using the Palm Beach County Home Language Survey information. Students scoring as fluent English speakers based on the LAS Links Listening/Speaking assessment results will be administered the LAS Links Reading/Writing assessment. Any student scoring below proficient on the LAS Links Reading/Writing assessment is eligible for ESOL services. Those scoring at the proficient level are considered English proficient unless otherwise recommended by the ELL Committee. (Note: Per the Palm Beach County's ELL Plan, a norm-referenced assessment may report a student's score as a percentile. A score at or below the 32nd percentile on the reading or writing portion of a norm-referenced assessment would qualify a student for entry into the ESOL program.)

Upon request of a parent or teacher, a student who is determined not to be an English Language Learner or any student determined to be an English Language Learner based solely on one reading or writing assessment may be referred to an ELL Committee. The parent is invited to the meeting via a written letter and/or phone call or in-person communication. The parents' preference as to whether a student is determined to be an ELL or not to be an ELL shall be considered in the final decision and documented on an ELL Committee form. The ELL Committee may determine a student to be an English Language Learner or not to be an English Language Learner according to consideration of at least two (2) of the following criteria in addition to the entry assessment results:

- a. Extent and nature of prior educational or academic experience, social experience, and a student interview,
- b. Written recommendation and observation by current and previous instructional and supportive services staff,
- c. Level of mastery of basic competencies or skills in English and heritage language according

- to local, state or national criterion-referenced standards,
- d.** Grades from the current or previous years, or
- e.** Test results other than the entry assessment

Prior to the assessment dates, parents are notified of all statewide testing policies and mandates in a language they can understand, when feasible. A letter is sent to parents of ELLs explaining the allowable testing accommodations. Parents are notified of outcomes on assessments through individualized student score reports which indicates the performance level of the student as well as interpretive guides. These guides are available in multiple languages. Parent/teacher conferences may be convened with a translator present if needed, by the parent or teacher to discuss the assessment policies, mandates, and results.

Supplement/Supplant

Each LEA is responsible for documenting that it has a methodology for distributing state and local funds to schools without taking Title I, Part A (TIPA) funds into account. In this section of the application, LEAs will provide a written methodology to comply with SNS under TIPA of the ESSA.

SouthTech Charter LEA serves only two schools, each with a FRL calculation of over 85%. A new, third school will open in fall of 2019. This school is anticipated to have a similar population to be determined during the Survey 2 count. Each school receives the same base student allocation and weighted FTE based on grade span, program type and numbers participating. Further, all TIPA funds, minus an administrative amount of less than the allowable 3.81% go directly to schools on a per pupil basis times the documented numbers at each location from Survey 3. These funds supplement all other funding received at each school. Moreover, each school's funding provides additional personnel, programs, materials and supplies that would not be available without Title I, Part A funding.

count	Activity	Function	Object
1	N/A Intensive content area teachers for SouthTech Academy, SouthTech Success Ce...	5100	120
2	N/A Classroom Teachers Classroom Teachers: Teachers supplements for Extended Da...	5100	120
3	N/A Retirement Retirement Retirement FRS Benefits for Intensive Teachers	5100	210
4	N/A Retirement Retirement Retirement FRS Benefits for Extended Day Tutorials	5100	210
5	N/A Social Security FICA Benefits for Intensive Teachers	5100	220
6	N/A Social Security FICA Benefits for Extended Day Tutorials	5100	220
7	N/A AmeriCorps Teacher Contracts	5100	310
8	C AmeriCorps Teacher Contract to assist homeless students	5100	310
9	N/A Computer Software Licenses for all schools	5100	360
10	C Computer Software Licenses targeting homeless students	5100	360
11	N/A Educational Supplies for all schools	5100	510
12	N/A Graduation Coach for SouthTech Prep	6100	130
13	N/A Graduation Coach FRS	6100	210
14	N/A Graduation Coach Social Security FICA	6100	220
15	N/A Parent Liaison to support outreach and engagement at all schools	6150	160
16	B-1 Parent Liaison to support outreach and engagement at all schools	6150	160
17	C Parent Liaison to support outreach and engagement to homeless students and ...	6150	160
18	N/A Parent Liaison FRS	6150	210
19	B-1 Parent Liaison FRS	6150	210
20	C Parent Liaison FRS	6150	210
21	N/A Parent Liaison Social Security FICA Benefits	6150	220
22	B-1 Parent Liaison Social Security FICA Benefits	6150	220
23	C Parent Liaison Social Security FICA Benefits	6150	220
24	N/A Instructional Coaches at 2 SouthTech Schools	6300	130
25	N/A Instructional Coaches FRS	6300	210

26	N/A Instructional Coaches Social Security FICA	6300	220
27	K Title I Crate: Title I Documentation Software	6300	369
28	N/A Travel for instructional staff professional development	6400	330
29	N/A Professional Development: Fees of content area teacher training	6400	730
30	K Indirect Costs @ .0381	7200	790
31	N/A Extended Day Transportation: Bus Passes for SouthTech Academy students	7800	390

Totals:

Code	Description	Total
B-1	Parent and Family Engagement for LEAs with \$500,000 or less set-aside	\$5,175.26
C	Homeless Education Set-Aside	\$12,938.15
K	Administrative Costs (Including Indirect Costs) - Not to Exceed 10%	\$21,617.74
	Total	\$39,731.15

Account Title and Description	FTE	Amount
<u>Classroom Teachers</u> Classroom Teachers: (2.5) Intensive teachers for ...	4	\$185,658.00
<u>Classroom Teachers</u> Classroom Teachers Classroom Teachers: Teachers s...	0.125	\$5,000.00
<u>Retirement</u> Retirement Retirement Retirement FRS Benefits	0	\$15,725.23
<u>Retirement</u> Retirement Retirement Retirement FRS Benefits	0	\$423.50
<u>Social Security</u> Social Security Social Security Social Security FICA...	0	\$16,307.00
<u>Social Security</u> Social Security Social Security Social Security FICA...	0	\$382.50
<u>Professional and Technical Services</u> Professional and Technical Servi...	0	\$23,450.00
<u>Professional and Technical Services</u> Professional and Technical Servi...	0	\$3,350.00
<u>Rentals</u> Rentals - Computer software licenses such as Reading Plus, E...	0	\$33,716.48
<u>Rentals</u> Rentals - Computer software licenses such as Reading Plus, E...	0	\$3,990.41
<u>Supplies</u> Educational Supplies: Student Planners, educational supplie...	0	\$5,526.00
<u>Other Certified Instructional Personnel</u> Other Certified Instructiona...	0.25	\$8,650.00
<u>Retirement</u> Retirement: FRS Benefits	0	\$732.66
<u>Social Security</u> Social Security: FICA Benefits	0	\$661.73
<u>Other Support Personnel</u> Other Support Personnel - Parent Liaison	0.8	\$55,736.00
<u>Other Support Personnel</u> Other Support Personnel - Parent Liaison	0.1	\$4,456.82
<u>Other Support Personnel</u> Other Support Personnel - Parent Liaison	0.1	\$4,820.65
<u>Retirement</u> Retirement: FRS Benefits	0	\$4,720.84
<u>Retirement</u> Retirement: FRS Benefits	0	\$377.49
<u>Retirement</u> Retirement: FRS Benefits	0	\$408.31
<u>Social Security</u> Social Security: FICA Benefits	0	\$4,263.80
<u>Social Security</u> Social Security: FICA Benefits	0	\$340.95
<u>Social Security</u> Social Security: FICA Benefits	0	\$368.78
<u>Other Certified Instructional Personnel</u> Other Certified Instructiona...	1.5	\$93,770.00
<u>Retirement</u> Retirement: FRS Benefits	0	\$7,942.00

<u>Social Security</u> Social Security: FICA Benefits	0	\$7,173.00
<u>Technology-Related Rentals</u> Technology-Related Rentals: Electronic Ti...	0	\$1,900.00
<u>Travel</u> Instructional Staff Training Services: Content Area Conferenc...	0	\$2,118.00
<u>Dues and Fees</u> Dues and Fees: Fees for Professional Development Activ...	0	\$2,338.11
<u>Miscellaneous Expenses</u> Miscellaneous Expenses: Indirect Costs	0	\$19,717.74
<u>Other Purchased Services</u> Other Purchased Services: Pupil Transportat...	0	\$3,500.00
	6.875	\$517,526.00

count	Activity	Function	Object
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<u>Other Purchased Services</u> Other Purchased Services: Pupil Transportat...	0	\$3,500.00
	6.875	\$517,526.00

Motion:

I recommend that the Board ratify the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) Secondary, Section 131 Entitlement grant application.

Summary Information:

The purpose is to develop more fully the academic and career and technical skills of secondary education students who elect to enroll in career and technical education programs.

Attachments: Strengthening Career and Technical Education for the 21st Century Act (Perkins V) Secondary, Section 131 Entitlement grant application

Presented By:

Jim Kidd, Superintendent

Financial Impact:

The financial impact for this item is \$19,592.00 for SouthTech Academy.

**FLORIDA DEPARTMENT OF EDUCATION
PROJECT APPLICATION**

Please return to: Florida Department of Education Office of Grants Management Room 332 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0496	A) Program Name: Strengthening Career and Technical Education for the 21st Century Act (Perkins V) Secondary, Section 131 Entitlement Fiscal Year 2019-2020 TAPS NUMBER: 20B004	DOE USE ONLY Date Received						
B) Name and Address of Eligible Applicant: SouthTech Academy, Inc. 1300 S.W. 30 th Ave. Boynton Beach, FL 33426		Project Number (DOE Assigned)						
C) Total Funds Requested: \$ 19,592.00 <hr/> DOE USE ONLY Total Approved Project: \$	D) Applicant Contact & Business Information <table border="1"> <tr> <td data-bbox="612 667 1044 787"> Contact Name: Jay Boggess, Deputy Supt. Fiscal Contact Name: Kathryn McInerney </td> <td data-bbox="1044 667 1481 787"> Telephone Numbers: 561-369-7017 561-364-7926 </td> </tr> <tr> <td data-bbox="612 787 1044 892"> Mailing Address: 1300 S.W. 30th Ave. Boynton Beach, FL 33426 </td> <td data-bbox="1044 787 1481 892"> E-mail Addresses: jay.boggess@pbcharterschools.org </td> </tr> <tr> <td data-bbox="612 892 1044 974"> Physical/Facility Address: 1300 S.W. 30th Ave. Boynton Beach, FL 33426 </td> <td data-bbox="1044 892 1481 974"> DUNS number: 17-945-9669 FEIN number: 32-0089102 </td> </tr> </table>		Contact Name: Jay Boggess, Deputy Supt. Fiscal Contact Name: Kathryn McInerney	Telephone Numbers: 561-369-7017 561-364-7926	Mailing Address: 1300 S.W. 30th Ave. Boynton Beach, FL 33426	E-mail Addresses: jay.boggess@pbcharterschools.org	Physical/Facility Address: 1300 S.W. 30th Ave. Boynton Beach, FL 33426	DUNS number: 17-945-9669 FEIN number: 32-0089102
Contact Name: Jay Boggess, Deputy Supt. Fiscal Contact Name: Kathryn McInerney	Telephone Numbers: 561-369-7017 561-364-7926							
Mailing Address: 1300 S.W. 30th Ave. Boynton Beach, FL 33426	E-mail Addresses: jay.boggess@pbcharterschools.org							
Physical/Facility Address: 1300 S.W. 30th Ave. Boynton Beach, FL 33426	DUNS number: 17-945-9669 FEIN number: 32-0089102							

CERTIFICATION

I, James R. Kidd, (Please Type Name) as the official who is authorized to legally bind the agency/organization, do hereby certify to the best of my knowledge and belief that all the information and attachments submitted in this application are true, complete and accurate, for the purposes, and objectives, set forth in the RFA or RFP and are consistent with the statement of general assurances and specific programmatic assurances for this project. I am aware that any false, fictitious or fraudulent information or the omission of any material fact may subject me to criminal, or administrative penalties for the false statement, false claims or otherwise. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.

E) <u>James R. Kidd</u> Signature of Agency Head	<u>Superintendent</u> Title	<u>6/18/19</u> Date
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Perkins V Budget Narrative Form (DOE 101 Form)

A) SOUTHTeCH ACADEMY, INC.

Name of Eligible Recipient:

B) _____

TAPS Number 20B004

Project Number: (DOE USE ONLY)

NOTE:

When completing this form under Column (3), **Account Title and Narrative**, for each line item, specify the "Use of Funds" by number for all budgetary expenditures such as salaries, equipment and supplies. Expenditures must focus on continuous performance improvement. Show amounts in whole dollars only.

Consortiums that meet the requirements in Section 131 (f) (1) (2) of the Act must submit a separate Budget Narrative Form for each participating member.

(1) FUNCTION	(2) OBJECT	(3) ACCOUNT TITLE AND NARRATIVE	(4) FTE POSITION	(5) AMOUNT
5300	399	Online certification exams for student LPN licensure. Performance Measures: 2S1, 3S1, 4S1, 5S1, 6S1, 6S2. Required Use: 3, 6, 8, 9		\$10,933
5300	510	Consumable materials for LPN Program to include: bandages, syringes, demo dose medicine cups, training forceps, injection trainers, medical tape, tubing, sterile gloves, masks, diabetic injection pads, monitor practice pads, etc. Performance Measures: 2S1, 3S1, 5S1, 6S1, 6S2. Required Use: 2, 3, 7, 8, 9		\$1358
5300	690	Electronic Medical Records Software and a Simulation Learning System for LPN Program. Performance Measures: 2S1, 3S1, 5S1. Required Use: 2, 4, 7, 8, 9.		\$2,504
6400	330	FETC State Conference for 2 staff: Jan. 2020: Reg. \$720 Mileage: approx 400 @.545/mile = \$218 Hotel 3 nights @ \$168/night = \$504 Performance Measures: 2S1, 3S1, 5S1. Required Use: 1, 2, 3, 5, 8. Permissive Use: 12, 15		\$1051
7200	310	Consultative Services to oversee the CLNA process for the LEA. Required Use 7, 8, 9		\$3000
7200	790	Indirect Costs – General Adm @ .0443		\$746
		C) TOTAL		\$19,592.00

**Florida Department of Education
Division of Career and Adult Education**

PROJECTED EQUIPMENT PURCHASES FORM

Equipment projected to be purchased with funds from this grant must be submitted on this form or in a format that contains the information appearing on this form.

A) N/A
Name of Eligible Recipient

**TAPS Number
20B004**

B) _____
Project Number (DOE USE ONLY)

Agencies are accountable for all equipment purchased using grant funds including those below the agencies' thresholds.

PROJECTED EQUIPMENT PURCHASES

(Cells will expand when text is typed.)

ITEM #	FUNCTION CODE	OBJECT CODE	ACCOUNT TITLE	DESCRIPTION	SCHOOL / PROGRAM	NUMBER OF ITEMS	ITEM COST (\$)	TOTAL AMOUNT (\$)
	A	B	C	D	E	F	G	H
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								

Inventory Guidelines

The following elements are required on the inventory of all equipment purchased.

2 C.F.R. 200, Uniform Guidance, 200.313 Equipment: Property records must be maintained that include a description of the property, a serial number or other identification number, the source funding for the property, who holds title, the acquisition date, and cost of the property, percentage of Federal participation in the cost of the property, the location, use and condition of the property, and any ultimate disposition data including the date of disposal and sale price of the property.

State Requirements for inventory elements are located in Rule 69I-72.003, Florida Administrative Code, Recording of Property.

Does the agency's inventory system contain all required federal and state elements listed above? YES NO

Self-Evaluation Form

Strengthening Career and Technical Education for the 21st Century Act, (Perkins V), Secondary

Projects recommended for FY 2019-2020 continuation funding must show successful performance accomplishments during the 2018-2019 program year. Any shortfalls or negative answers must be explained.

Eligible Recipient name: SouthTech Acadmey, Inc.

Grant Project # for 2019-2020: 20B004 Form prepared by (name and title): Jay Boggess, Deputy Superintendent

Perkins V Grant Lead Contact (name and title): Jay Boggess, Deputy Superintendent Email: jay.boggess@pbcharterschools.org

Agency staff designated to submit student data through the online databases:
(Name and title): Carol Gubana, Data Processor Email: Carol.gubana@pbcharterschools.org

Cells will expand when text is typed.

Evaluation of FY 2018-2019 Project	✓ YES	✓ NO	If NO, recipient must adequately explain any changes. Use 12-point font and single spacing.
a) Are grant expenditures directly related to and proportionate with performance outcomes achieved in 2018-2019?	✓		
b) Has local Perkins IV most recent available performance data (2017-2018) been reviewed for accuracy?	✓		
c) Has the eligible recipient attended the annual statewide data reports workshop and/or MISATFOR/WEDDAC meetings hosted by FDOE?		✓	Designated staff member could not attend. Other staff attending FETC.
d) Has the eligible recipient accessed a copy of the Quality Assurance Policies, Procedures, and Protocols developed by the Division of Career and Adult Education?	✓		
e) Does eligible recipient understand and continue to meet the programmatic requirements for size, scope, and quality to achieve continuous improvement?	✓		

Evaluation of FY 2018-2019 Project	✓ YES	✓ NO	If NO, recipient must adequately explain any changes. Use 12-point font and single spacing.
f) Has the eligible recipient participated in career and technical education bi-monthly conference calls with the Chancellor of the Division of Career and Adult Education?	✓		
g) Has the eligible recipient received regular electronic communication from the Chancellor of Division of Career and Adult Education regarding issues related to the administration of Perkins IV?	✓		
Are the following 9 Required Use of Funds (statutory considerations for compliance) still in place according to the original local application and any approved amendments?			
11. Integration of Academic and Career and Technical Education	✓		
12. Secondary and postsecondary linkages through Programs of Study	✓		
13. Providing strong experience in and understanding of all aspects of industry	✓		
14. Use of technology in career and technical education	✓		
15. Professional development programs	✓		
16. Evaluation of career and technical education programs	✓		
17. Initiate, improve, expand and modernize quality CTE programs, including relevant technology	✓		
18. Provide services and activities that are of sufficient size, scope and quality to be effective	✓		
19. Prepare special populations for high-skill, high-wage, or high-demand occupations that lead to self-sufficiency	✓		

Address the following:

Cells will expand when text is typed.

Evaluation of FY 2018-2019 Project	
h) What dollar amount of your local 2018-2019 basic grant funds went to each of the following types of CTE programs?	\$ <u>0</u> for Grades 7-8 middle school CTE \$. <u>19,865</u> for Grades 9-12 high school CTE
i) If you conduct an annual assessment of local program offerings, what criteria is used to assess programs?	List criteria: # of secondary CTE Participants and Concentrators, # of Program Completers, # of students earning industry certification and graduation rate disaggregated by subgroups
j) If you use a rubric or other form of evaluation to measure program effectiveness, please provide a hardcopy or website URL.	Attached: yes _____ no _____ not applicable <u>X</u> . or Provide website URL:
k) What was the total amount of your agency's Perkins IV 2018-2019 funding allocation for this project?	\$ <u>19,865</u>
l) How much has been spent to date?	\$ <u>19,865</u>
m) What is the total amount that will be spent/encumbered by June 30, 2019?	\$ <u>19,865</u>
n) If 100% of the total allocation will not be spent and/or encumbered by June 30, 2019, explain why:	

Any performance shortfalls must be explained by including corrective measures put into place to prevent future shortfalls.

Please respond here and use as much room as necessary to adequately address:

Do you need technical assistance? Yes _____ No X

If yes, to facilitate service, please state your need(s) and your program manager will contact you.

Please respond here:



SouthTech Academy

Preparing Students for Work, Higher Education & Productive Citizenship

Eileen Turenne, PRINCIPAL
Erin Kurtz, ASSISTANT PRINCIPAL
Joshua Wigelsworth, ASSISTANT PRINCIPAL

SouthTech Schools • SouthTech Preparatory Academy • SouthTech Success Center • SouthTech Adult Education

Letter of Assurance for Size, Scope and Quality

June 18, 2019

Florida Department of Education
Bureau of Grants Management
Room 325B Turlington Building
325 West Gaines Street
Tallahassee, FL 32399-0400

RE: Fiscal Year 2019-2020 Application for Strengthening Career and Technical Education for the 21st Century Act (Perkins V)

Dear Commissioner:

SouthTech Charter Academy Inc. assures that all CTE programs supported with Perkins V funds during the 2019-2020 fiscal year will be of sufficient size, scope and quality, as defined by the Florida Department of Education, and align to one or more of the six allowable uses of funds, as described in Section 135(b), Local Uses of Funds.

Thank you,

John Anthony Boggess
Deputy Superintendent, SouthTech Schools

SouthTech Charter Academy Inc.

1. The Comprehensive Local Needs Assessment

A new requirement of Perkins V is for each eligible agency to conduct a Comprehensive Local Needs Assessment (CLNA) to guide the development of activities and programs to meet Perkins V requirements. During the 2019-20 transition year, eligible recipients will conduct their CLNA. Additional information regarding the requirements for the CLNA, timelines, and available resources for conducting the assessment are included in the **Attachments** section and in the *Perkins V 2019-20 One-Year Transition Plan Guide*.

Please provide the following information on how your agency will prepare to conduct the Comprehensive Local Needs Assessment (CLNA).

- a. Describe who in your agency will be on the leadership team to oversee the required CLNA process. See requirements and suggestions for process steps for the CLNA in the **Attachments** section.

Heading up the leadership team for SouthTech will be the LEA's Deputy Superintendent and a member of the Charter Board of Directors. As the LEA is now comprised of two career/technical high schools, the second opening in the fall of 2019 with limited enrollment targeting grade nine, additional members of the leadership team will predominantly come from SouthTech Academy, its program staff and collaborating partners. These will include one of the Academy's assistant principals, who oversees career/technical programs, at least one CTE instructor, a representative from the local workforce board, an industry partner and a representative of a post-secondary institution.

- b. Describe how your agency, while conducting the CLNA, will take into consideration local economic and education needs, including, where appropriate, in-demand industry sectors and occupations.

As a very small Charter LEA, SouthTech has the advantage of concentrating its efforts around career/technical education. Unlike other school districts that may include a few CTE programs at each of their traditional high schools, SouthTech's entire focus is on providing its students with a viable career pathway leading to at least one industry certification in conjunction with their high school diploma. Supporting this effort is SouthTech Preparatory Middle School providing a foundation of career exploration and planning. The school has increased its Middle School Acceleration by 54% over a three-year period surpassing the State rate in 2017-18. The school also boasts that it awarded more than 75 industry certifications during that same year. As such, the LEA strives to stay current on local, state and national economic and educational needs. The LEA has created advisory groups for each of its 13 career academies. These are comprised of CTE instructors, parents and local industry or business leaders affiliated with that career. Moreover, the LEA has a close working relationship with representatives from the local workforce board who advise the administration on changing trends, up and coming industries and the types of skills workers need to possess in order to meet job market demands.

- c. Describe how your agency will identify and involve representatives from the following required groups of stakeholders in the CLNA process. See the complete list of required stakeholders in the **Attachments** section.

- CTE stakeholders

- Business/industry stakeholders
- Special populations stakeholders
- Other stakeholders

Southtech hosts an annual summit inviting local business leaders, elected officials, post-secondary institutions, workforce representatives and parents to meet at the school to hear about the various career academies offered by the LEA and solicit advice on current economic and workforce trends within the greater community. Speaking at last year's summit was the Under Secretary for Career and Technical Education for the U.S.D.E. who provided a unique perspective on job growth nationally and in the Southeast. In particular, the LEA focuses on industry needs and high demand occupations from the surrounding geographic area(s). This input from local businesses and industries help to inform administration, CTE staff and core academic teachers of the skills and knowledge graduates need to have to enter the workforce as a viable employee. The goal is to expand the summit to include greater representation from special populations, second language parents and the students themselves by incorporating CLNA components and using the summit as the underpinnings for the CLNA. New to the LEA for 2019-20 is a second career/technical high school providing an alternative educational option for a diverse group of students who have had limited academic success in the traditional school setting. The school's program is based on the principle that high-needs students have specific academic and nonacademic needs, learn at different rates, and have different barriers which cause many students to struggle in high school and potentially drop out. The school will offer these students an opportunity to earn a high school diploma while also acquiring the skills and certification needed to obtain high-paying jobs immediately upon graduation or to pursue post-secondary studies. With this addition, the LEA believes it is offering the most fragile and underserved population a chance to become successful in life. As such, community agencies that provide this target population and their families with other support services will be invited to participate in the CLNA process opening the door for an expanded dialog on meeting student individual and career needs as a collaborative effort.

- d. Describe what fiscal resources will be needed to effectively conduct the CLNA. Possible resources needed may include, but are not limited to, outside consultants, additional staff, travel expenditures, and funds needed to conduct meetings.

The LEA envisions the CLNA process to include a series of meetings involving key stakeholder groups over the course of the school year. The aforementioned summit will be expanded and used to introduce the CLNA process to a large stakeholder group. This effort will require significantly more resources than the previous summits, which lasted a couple hours and had a more restricted list of participants. Subsequent meetings will involve subsets of summit participants who self-select to work on smaller committees to address individual issues facing the LEA, its programs and staff. Each subcommittee will examine relevant data associated with its topic and delve into various aspects of the LEA's goals and objectives, how these mesh with economic and employment data and help to identify challenges that must be addressed moving forward. In addition to resources needed to host these meetings and since the LEA has a small administrative staff, many doing multiple jobs, there will be a need to hire a consultant to coordinate this larger undertaking and guide it through a successful conclusion prior to the end of the school year.

2. Primary Program of Study and CTE Programs for 2019-20

Under the state's One-Year Transition Plan, each eligible recipient will continue to be required to offer not less than one CTE Program of Study that meets the state requirements in order to receive Perkins funding. The required Program of Study must include the eight (8) elements described in the Perkins IV Florida State Plan. A list of these eight elements can be found in the **Attachments** section of this RFA as well as in the *Perkins V 2019-20 One-Year Transition Plan Guide*.

To address this requirement, please submit the following:

a. The FDOE approved POS form from the 2018-19 program year as your agency's primary POS as long as this POS still meets the following conditions:


- the POS form submitted is the final, FDOE approved version of the 2018-19 form;
- the program will still be fully operational during the 2019-20 program year;
- the program continues to meet all eight (8) state required elements;
- no changes have been made to the program, related certifications or articulation agreements; and
- the program is not daggered for deletion or deleted for the 2019-20 program year.

If any of the above conditions will not be met by your agency's 2018-19 approved POS during the 2019-20 program year, please submit either a revised POS form reflecting changes in the program to meet the conditions or submit a different Program of Study that will meet all of the above conditions.

Please check one of the following options:

<input checked="checked" type="checkbox"/>	a. My agency is submitting the POS form that is the final version approved in the 2018-19 RFA.
<input type="checkbox"/>	b. My agency is submitting a revised version of the 2018-19 POS form.
<input type="checkbox"/>	c. My agency is submitting a different POS and form than the one submitted in 2018-19 because the 2018-19 POS no longer meets all eight Perkins IV state required elements.

See pages 11 and 12 for 2018-19 POS.

Career Cluster: Health Science					CTE Program: Secondary: Practical Nursing (8418400) Postsecondary: Practical Nursing (H170607)			
Career Cluster Pathway: Therapeutic Services					Industry Certification: Licensed Practical Nurse (LPN) NCSBN002 (Secondary & Postsecondary)			
		16 CORE CURRICULUM CREDITS				8 ADDITIONAL CREDITS		
		ENGLISH 4 credits	MATH 4 credits	SCIENCE 3 credits, 2 with lab	SOCIAL STUDIES 3 credits	OTHER REQUIRED COURSES FINE ARTS (1 credit) PHYSICAL EDUCATION (1 credit)	CAREER AND TECHNICAL EDUCATION COURSES	RECOMMENDED ELECTIVES (ALIGNED WITH COMMUNITY COLLEGE & STATE UNIVERSITY SYSTEM PROGRAMS)
HIGH SCHOOL	<ul style="list-style-type: none">Students are encouraged to begin planning for careers and postsecondary options by exploring resources at mycareershines.org.Students are also encouraged to participate in dual enrollment courses which may be used to satisfy high school graduation or Bright Futures Gold Seal Vocational Scholars course requirements.One course within the 24 credit program must be an online course. Cumulative GPA of 2.0 on a 4.0 scale for 24 credit program							
	9 th	English 1 (Eng 1 –ESOL) AP	Algebra 1 or higher	Physical Science, Biology or higher (including AP)	Human Geography	Physical Education (1credit))	Practical Nursing Foundations 1A Practical Nursing Foundations 1B	Spanish 1 (Optional)
	10 th	English 2 (Eng 2 –ESOL) AP	Geometry or higher	Biology or higher (including AP)	World History or AP		Practical Nursing Foundations 2A Practical Nursing Foundations 2B	Spanish 2 (Optional)
	11 th	English 3 (Eng 3 –ESOL) AP or Dual Enr	Algebra 2 or higher	Chemistry or higher (including AP or Dual Enr)	American History, US History AP	Practical Arts or Fine Arts course (1 credit)	Medical Surgical Nursing 1A Medical Surgical Nursing 1B	Spanish 3 (Optional)
	12 th	English 4 (Eng 4 –ESOL) AP or Dual Enr	Trig/Analytical Geometry or Calculus or higher	Physics or higher (including AP or Dual Enr)	Economics, or AP and American Government or AP	Comprehensive Nursing and Transitional Skills	Medical Surgical Nursing 2A Medical Surgical Nursing 2B	Digital Information Technology (Optional)

POSTSECONDARY	Based on the Career Cluster of interest and identified career and technical education program, the following postsecondary options are available.		
	TECHNICAL CENTER PROGRAM(S)	COMMUNITY COLLEGE PROGRAM(S)	UNIVERSITY PROGRAM(S)
		<u>Palm Beach State College</u> PSAV – Practical Nursing AS - Nursing BS - Nursing	<u>Keiser University</u> Medical Assisting, AS Nursing, AS Health Science, BS <u>Florida Atlantic University</u> BSN – Nursing BHS – Health Adm. Certificate – Healthcare Info Systems MHA – Health Administration
CAREER	Sample Career Specialties (The Targeted Occupations List may be used to identify appropriate careers.)		
	Certified Nursing Assistant Licensed Practical Nurse	Registered Nurse Nursing Professional	Nurse Educator Medical/Health Service Manager
CREDIT	Articulation and CTE Dual Enrollment Opportunities		
	Secondary to Technical Center (PSAV) (Minimum # of clock hours awarded)	Secondary to College Credit Certificate or Degree (Minimum # of clock or credit hours awarded)	PSAV/PSV to AAS or AS/BS/BAS (Statewide and other local agreements may be included here)
		<u>Palm Beach College</u> FDMQA017: Nursing (AS) R.N. - Via the Statewide Articulation Agreement, students with industry certification as a Licensed Practical Nurse can receive a minimum award of course credits or a block of credit toward the above AAS/AS program of 10 hours of credit. This agreement does not preclude the awarding of additional credits by any college through local agreements. To be eligible, the student must show evidence of their current LPN Certification issued three years prior to enrollment.	PSAV Program Name: Practical Nursing: H170605 AAS/AS Degree Name: Registered Nursing Students entering the Associate in Applied Science and or the Associate in Science Program in Registered Nursing must have a standard high school diploma or its equivalent, or a CPT Eligible Certificate of Completion. This establishes a 1350 clock hour program in Practical Nursing shall articulate ten (10) college credit hours to the AAS/AS Degree in Registered Nursing .
Career and Technical Student Association			
SkillsUSA Health Sciences			
Internship/Work Experience Recommendations			
SouthTech has agreements with two local agencies to provide work experience and internships for the LPN Program. These include Harbour's Edge and Barrington Terrace – a skilled nursing/rehabilitation center and an assisted living center, respectively.			
Program of Study Graduation Requirements: http://www.fldoe.org/academics/graduation-requirements			

b. Primary Program of Study Assurances with Letter of Collaboration

If your agency is submitting the final, 2018-19 FDOE approved POS and this POS will meet all five requirements outlined above and include the same collaborative partners, then no assurances or Letter of Collaboration will need to be provided. Check the box below for “Not Applicable” and skip to the next item, question 2c.

☒ Not Applicable

c. Number of 2019-20 CTE Programs and POS

1. Number of Available CTE Programs

How many CTE programs (e.g. Digital Design, Phlebotomy) will be available to students in your district during the 2019-20 program year? (If you offer the same program in multiple schools it should only be counted once.)

There will be 21 CTE programs delivered through 13 Academies at SouthTech Academy for the 2019-20 school year. This includes 32 separate areas of industry certification that can be earned by SouthTech secondary students.

2. Number of CTE Programs that are POS

To date, how many of these CTE programs have been broadened in scope to include a clear pathway between the secondary and postsecondary levels and all of the eight (8) state required elements to become fully implemented Perkins Programs of Study?

With SouthTech Academy being a single school of approximately 1050 students and the new, SouthTech Success Academy High School currently registering a small cohort of students for the fall of 2019, the LEA will continue with the current POS, which continues to grow and develop. The goal is to maintain its focus in order to review program components and expand on the number of participants ready to complete the requisite certifications before pursuing a second POS. Moreover, since it is a non-traditional career choice for males, a secondary focus to attract an increased male population who select this program. A final issue regarding the expansion of programs of study is the limited Perkins funding the LEA receives. The current allocation is just enough to provide some supplemental resources for the program and its students. Without additional funding, expansion to include additional POS would be counter-productive.

d. Planned Development of Programs of Study in 2019-20

- a. How many CTE programs does the eligible recipient propose to develop into Programs of Study during the 2019-20 program year that will include all of the state-required elements: 0 (#)?
- b. Fill in the information in the table below for each of the programs you plan to develop into POS during the 2019-20 program year. If you do not plan to develop any programs into POS during the program year, no further information is required.

Information on Programs to be developed into POS

Program Name	Program Number	2019-2020 Projected Student Enrollment	Does the Program train for an occupation identified as High-Skill, High-Wage or High-Demand?*		Is this program part of a local articulation agreement?	
			Yes	No	Yes	No

Add rows as required to the table above.

*The 2018-2019 Statewide Demand Occupations List (DOL) and/or regional DOL may be used to identify High-Skill, High-Wage or High-Demand careers that align with designated programs. Information may be accessed at URL: <http://www.floridajobs.org/labor-market-information/publications-and-reports/labor-market-information-reports/regional-demand-occupations-list>.

e. Dissemination of Information on CTE Programs

Describe how students, including students who are members of special populations, will learn about your agency's career and technical education course offerings and whether each course is part of a CTE program of study.

As a Charter LEA, SouthTech is visible within the greater community it serves continually recruiting students throughout the school year. In particular, the LEA networks with other middle and high schools in the area that do not offer the extensive selection of career/technical programs as SouthTech. During the late spring summer, SouthTech schools disseminate a wealth of information about all programs available and the POS in particular due to its alignment with the medical pathways and the growing need for a variety of workers in this field. The schools host recruitment fairs and send out numerous mailers to potential students in the schools' geographic areas. Further, with the opening of SouthTech Success Center this fall, students who are members of special populations will be particularly recruited. The Success Center was designed around the principle that high-needs students have specific academic and nonacademic needs, learn at different rates, and have different barriers which cause many students to struggle in high school and potentially drop out. The LEA will specifically market to members of special populations to offer students an opportunity to earn their high school diploma while obtaining one or more industry certifications.

3. Describe how your agency will collaborate with local workforce development boards and other local workforce agencies to provide:

a. career exploration and career development coursework, activities, or services

By being true to the school's mission and leveraging a strong network of collaboration including industry-supported advisory boards, partnering businesses and our local workforce board, The LEA endeavors to select programs of sufficient scope and demand to serve its students. These groups provide a variety of support from recommending materials and equipment to incorporation of the latest trends and procedures. They advise faculty on specific areas of focus and on refining their content to best address industry standards. Additionally, CTE faculty members are an integral part of the Academy's Professional Learning Communities (PLC) structure for professional development. This interaction fosters an on-going dialog among all faculty in helping to integrate both curricula and pedagogy to benefit all students. Specific to the current POS in Practical Nursing, SouthTech Academy administration and program staff hold annual articulation meetings with post-secondary institutions for the purpose of reviewing program components, coursework and practical experience. These meetings help SouthTech refine the scope and sequence of the various components in order to better meet the needs and requirements of the industry and post-secondary programs.

b. career information on employment opportunities that incorporate the most up-to-date information on high-skill, high-wage, or in-demand industry sectors or occupations

Through ongoing collaboration with the local workforce board, industry representatives and a continual review of local, state and national employment needs and trends, the LEA continues to refine its program offerings. This is especially important in the technology-related fields where systemic change occurs on a regular basis. This is also true in those careers that grow and improve through the use of embedded technology in their various processes. CTE instructors also monitor changes in their respective industries through industry communication, training and conferences in order to implement these changes in the classroom.

c. an organized system of career guidance and academic counseling to students before enrolling and while participating in a career and technical education program

SouthTech school counselors meet with students on a regular basis in order to provide them with up to date information on post-secondary opportunities and requirements for admission. A college and career fair is held annually in order to expose students to a variety of opportunities. Additionally, representatives from colleges, universities, technical schools, and the state office of financial aid are brought in to speak with students and parents throughout the school year. Palm Beach State College conducts an annual application workshop, in which they assist students in taking the next step in their educational goals.

The state online career and academic website, MyFloridaShines, is utilized to help students to track and understand their graduation and university entry requirements. Counselors deliver workshops to introduce students to MyCareerShines, where they can conduct personal

assessments and career research. In addition, students use MyCareerShines to search for scholarships, prepare for interviews, and create resumes.

Incoming students have the opportunity to explore the many career options at SouthTech Schools. Matriculating middle school students visit on a regular basis to see the varied career academies in action. They are also able to attend workshops that are aimed at helping them prepare for future careers. The schools offer students opportunities to participate in a variety post-secondary, recruitment efforts through programs and tours during which many students are offered on the spot admission to colleges and universities. South Tech continuously endeavors to connect students with post-secondary education providers and local companies and offers parents an opportunity to learn about the potential for their children after they graduate at a college and career night.

4. Describe how your agency will:

- a. promote continuous improvement in academic achievement of students in career and technical education programs through rigorous standards for the academic and technical skill components of the program

According to South Tech Academy's philosophy, career-ready students are defined as those who are reading at or above grade level, with emphasis on industrial reading skills such as processing, quantitative analysis, and the ability to produce an executive summary from the materials read. Reading provides the underpinnings for all career pathways. Students reading below grade level and who have not yet passed the state assessment are scheduled into Intensive Reading classes. The research-based and custom-designed Unified Intensive Reading Curriculum (developed and written by South Tech Academy Reading teachers) is aligned with the Florida Standards and incorporates career-focused, high interest materials.

Driven by a combination of graduation requirements, state standards and industry certification requirements, South Tech Academy places considerable emphasis on the rigorous and continual evaluation of all curricula. The effectiveness of the curricula is evaluated via Florida Standard Diagnostic tests, Princeton Review Common Assessments, SRI, and the annual Florida Standards Assessment (FSA). In addition, curriculum is monitored in accordance with Florida's Continuous Improvement Model (FCIM). All evaluations are conducted with an exclusive purpose of seeking ways to improve student achievement. South Tech Academy's integrated instructional team of administrators, staff, and Governing Board members are all involved in an ongoing quest for more effective ways to improve student achievement. The school's track record confirms a willingness to identify, initiate, evaluate, modify, reevaluate, and continue to do so as long as identified weaknesses appear to be remediable.

Schools are charged with replicating the society upon which communities are based. In keeping with this charge, South Tech Academy utilizes both career and academic curriculums as vehicles to convey ethics, patriotism, and belief in the democratic process to each new generation of students. Proper dress, conduct, and employability skills are emphasized in instruction and in practice. A business-like environment is replicated in school operation as nearly as possible and students are responsible for compliance through self-discipline.

b. support the integration of academic skills into your CTE programs

First and foremost, South Tech Academy's model of curriculum planning and delivery is supported by a strong collaboration of staff, administration and Board Members. All teachers participate in professional learning communities (PLCs). The LEA also provides its staff with the latest technological tools and training to access comprehensive student data. This allows teachers to capitalize on their content and skills training to help inform their own instruction in ways that address specific student needs. It also allows for the school's Professional Learning Communities (PLC) to engage in fact-based discussions regarding student learning. In particular the PLC process has increased collaboration among Core and CTE teachers to improve technical reading, which directly contributes to the Strategic Plan Goal of creating a skilled workforce and economic development for our community.

Core academic teachers infuse practical applications of career content throughout their curricula and academic standards are addressed through the development of occupational skills in career coursework. Students see first-hand the natural integration and interdependence that academics have on all levels of their career development.

5. Describe how your agency will:

- a. provide activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency**

South Tech is highly data-driven and uses a variety of student information to evaluate both academic and CTE courses as part of every program. Specific to each CTE program are standards encompassed in each required course. CTE staff track the mastery of these standards in addition to program completers and those attaining licensure or industry certification. Other components of the evaluation mechanism address internships or clinic hours and related feedback gleaned from supervisors. Some programs offer students an opportunity to compete in regional or state competitions, which also provides STA with input on the quality of its programs. In addition to having access to all STA programs, special populations have further options to obtain industry training through Supportive Employment. The success of these programs is directly tied to IEP requirements and tracking. STA collects pre-intervention and ongoing progress-monitoring data regarding academic or behavioral areas of concern. New to the LEA for 2019-20 is a second career/technical high school providing an alternative educational option for a diverse group of students who have had limited academic success in the traditional school setting. The school's program is based on the principle that high-needs students have specific academic and nonacademic needs, learn at different rates, and have different barriers which cause many students to struggle in high school and potentially drop out. The school will offer these students an opportunity to earn a high school diploma while also acquiring the skills and certification needed to obtain high-paying jobs immediately upon graduation or to pursue post-secondary studies. With this addition, the LEA believes it is offering the most fragile and underserved population a chance to become successful in life.

- b. prepare CTE participants for non-traditional fields**

South Tech Academy holds open houses and recruitment nights a few times a year. As a part of this experience, parents and students are taken on a tour of each academy to allow the students to identify potential areas of interest. The students can ask questions of the academy teachers to help them determine whether a particular career path may be right for them. Teachers also

invite and encourage non-traditional genders to explore each of the academies as a way to support greater diversity. Additionally, counselors visit the feeder SouthTech Preparatory Academy to assist students in identifying a particular academy of interest and will encourage them to think outside the more traditional gender box. SouthTech Academy attends the Sponsoring District's school recruitment fairs to attract potential students. Our presence includes both a male and female student representative to these events in an effort to show that our academies have something to offer every student. At these events, SouthTech showcases what all of our academies have to offer and that they welcome all genders.

c. provide equal access for special populations to career and technical education courses, programs, and programs of study

SouthTech Schools, unlike many traditional public schools, has very a diverse and successful student population. The LEA is 90% economically disadvantaged, 90% minority (primarily African-American and Hispanic) and 18% learning disabled. The most recent graduation rate available stands at 98% with subgroups of ELL students at just over 96% and learning-disabled students at 100%. Moreover, as previously indicated, the LEA will open a new high school this fall. The new career/technical high school focuses on delivering the academic foundation, which is based on meeting Florida's state standards, combined with career skills necessary to allow students a smooth and successful transition to the workforce immediately following graduation. These students are afforded the opportunity to attain knowledge and proficiency necessary to prosper academically through the utilization of innovative and effective instructional practices. The educational program at SouthTech Success Center is specifically designed to meet the needs of a diverse population of students who have a record of low performance, may have special educational needs, and are clearly at-risk of not meeting their graduation requirements.

d. ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations

It is the policy of the South Tech Charter Academy, Inc. Governing Board to prohibit discrimination on the basis of religion, race, ethnicity, national origin, color, sex, marital status, age, parental status, or disability in all employment practices. The Board is committed to the principle of fostering diversity in order to enrich the educational experiences of all students through exposure to adults of both sexes, from many racial, ethnic backgrounds and national origins, thereby providing educational settings that promote an understanding of diversity and contribute to the quality exchange of ideas inherent in the educational setting. Further, Student selection will be open to all students particularly those who meet the criteria of the Individuals with Disabilities Act, English for Speakers of Other Languages and Section 504 of the Rehabilitation Act of 1973. South Tech Success Center will follow Federal and State requirements regarding diversity and desegregation. Moreover, SouthTech will provide enrollment outreach to minority populations in our geographic area by contacting religious institutions, participating in community events, and providing multilingual print literature on the Charter School and on the school website.

6. Describe how your agency will:

- a. provide work-based learning opportunities to students participating in your CTE programs and the types of opportunities that will be available

Students attending SouthTech Schools have many options when it comes to obtaining empirical learning within their chosen career. These include clinical, experiential and observational opportunities. Such options provide students with hands-on experiences, as well as a window into all aspects of an industry/career. Depending on their chosen academy, students may engage in practical applications of the content through on the job training in partnership with local businesses, health care providers and other industries. An important element of the LEA's experiential learning comes from students actually running their own, career academy business. Currently, nine of the school's 13 academies have students engaging in direct, work-based learning by performing all tasks required of a business in that chosen field. This includes OJT programs in Culinary Arts, Automotive Technology, Information Technology and Motorcycle Technology. The LEA continues to reach out to area businesses in order to develop additional collaborative opportunities for students to gain first hand, experiential knowledge.

- b. work with representatives from local businesses/industry to develop and/or expand work-based learning opportunities for CTE students

Each fall, area business, civic, workforce and post-secondary representatives are invited to participate in a summit highlighting the 13 different academies at SouthTech Schools. The underlying goal is to develop working relationships with these various groups in order to pursue more dynamic connections that lead to SouthTech students having the opportunity to gain from experiential learning. These representatives learn about the LEA's programs and see first-hand results of what they produce. Moreover, it opens the door for open and frank discussions regarding the needs of local business and industry and how the LEA can better prepare graduates for assimilation in the current work environments. Especially, helpful in recruiting other businesses to offer experiential learning opportunities are testimonials from those local businesses that already offer work-based learning for SouthTech students.

7. Describe how your agency will provide students participating in CTE programs with opportunities to gain postsecondary credit while attending high school, such as through dual or concurrent enrollment or early college high school.

When examining three-year trend data, at SouthTech Academy High School, students continue to outperform the State proficiency levels in College and Career acceleration – up 24% over three years, mathematics, science and social studies are also above state proficiency levels with mathematics leading the way with a 20% increase during that time period. Potential participants in accelerated classes are identified by classroom teachers. Teachers recommend highly proficient students to take AP/Dual Enrollment courses at the Academy and accelerated classes at the Prep middle school. The most recent data available on both the LEA's middle school acceleration and college and career acceleration at the high school have been highly favorable. SouthTech Academy had a rating of 97%, which is 38 percentage points higher than the State and SouthTech Prep surpassed the State by 7% culminating a three-year increase of 54%. For the 2019-20 school year 262 students or 27% of STA's population took one or more AP courses. Moreover, of those students 90% were minority. Through a Dual Enrollment agreement with Palm Beach State College, 90 of STA's students enrolled in dual enrollment classes during the past year.

8. Describe how your agency will coordinate with institutions of higher education to support the recruitment, preparation, retention, and training, including professional development, of:

- a. teachers, faculty, administrators, specialized instructional support personnel and paraprofessionals, particularly those taking alternative routes to certifications

As a charter LEA, SouthTech is in direct competition with the county school district for teachers. This is especially true for recent graduates of the local college and university's teacher education programs. While offering a competitive salary and benefits, the charter LEA has a greater difficulty in those harder to fill positions, exacerbated by a recent bond referendum to increase teacher salaries only at traditional public schools. This type of behavior usurps a charter school's ability to build strong relationships with institutions of higher learning and results in higher teacher turnover. The LEA's high school had a 10% increase in staff attrition from the previous school year going from 5 to 12. The middle school documented a 21% turnover – the same as the previous year. However, when disaggregating staffing data, the LEA finds that while there are issues in the core content areas, these do not cross over into the career/technical instruction arena. As one of only a few career/technical high schools in the District, SouthTech has been able to attract and retain qualified CTS instructors. Moreover, the LEA collaborates with area institutions to offer pedagogical training for industry-based individuals that have a desire to enter teaching and share their expertise in their chosen career. Through an internal process that encourages and rewards dedication and commitment to the LEA, SouthTech Schools are also developing their own leadership pipeline that will help maintain the culture and success of this career-oriented charter district. This process encourages staff to pursue advanced degrees at local colleges and universities and combines that with on-the-job experiences to obtain the requisite skills needed to advance into an administrative role.

- b. groups outlined in 8a, that are underrepresented in the teaching profession

It is the policy of the South Tech Charter Academy, Inc. Governing Board to prohibit discrimination on the basis of religion, race, ethnicity, national origin, color, sex, marital status, age, parental status, or disability in all employment practices. The Board is committed to the principle of fostering diversity in order to enrich the educational experiences of all students through exposure to adults of both sexes, from many racial, ethnic backgrounds and national origins, thereby providing educational settings that promote an understanding of diversity and contribute to the quality exchange of ideas inherent in the educational setting. While sometimes dealing with limited options to fill teaching vacancies, none-the-less the LEA strives to create a diverse and qualified teaching staff.

9. Describe how your agency will address disparities or gaps in performance in the following special subpopulations:

- individuals in minority racial and ethnic groups;
- individuals with disabilities;
- individuals from economically disadvantaged families, including low-income youth and adults;
- individuals preparing for non-traditional fields;
- single parents, including single pregnant women;
- out-of-workforce individuals;

- English learners;
- homeless individuals;
- migrants;
- youth who are in, or have aged out of, the foster care system; and
- youth with a parent who—
 - is a member of the armed forces; and
 - is on active duty

The Charter LEA has a student population of approximately 1600. Further, as a charter district, parents self-select to send their children to one of the LEA's schools. Thus, the disparities may not be as pronounced as with a larger school district. While academic performance may not be entirely at acceptable levels for all grades and subjects, trend data continue to highlight continuous, quality improvement documented by a three-year graduation average of 95%, middle and high school college and career acceleration significantly above District and State and an almost non-existent minority achievement gap. When looking at a grade 6 -12 continuum, struggling students entering the system as sixth graders continue to develop and improve as their cohort moves through middle school and transitions to high school with a strong foundation resulting in an overwhelming majority of students receiving a diploma and one or more industry certifications in 2017-18. SouthTech Schools, unlike many traditional public schools, has very a diverse and successful student population. The LEA is 90% economically disadvantaged, 90% minority (primarily African-American and Hispanic) and 18% learning disabled. The most recent graduation rate available stands at 98% with subgroups of ELL students at just over 96% and learning-disabled students at 100%. Moreover, as previously indicated, the LEA will open a new high school this fall. The new career/technical high school focuses on delivering the academic foundation, which is based on meeting Florida's state standards, combined with career skills necessary to allow students a smooth and successful transition to the workforce immediately following graduation. While having a relatively small ELL population, the LEA will receive Title III funding for the first time in 2019-20. These funds will be used to specifically target the active ELL students and provide them and their teachers with comprehensive supports to impact their English language development and academic success. While the LEA's migrant and foster care populations are less than five and the homeless population is under 30, these students will be continually monitored and provided any necessary resources to help keep them on track for graduation and a successful transition to the workforce or post-secondary training. While not observing specific gaps in learning for those students in a non-traditional career, the LEA would like to increase non-traditional participation. Teachers and counselors invite and encourage non-traditional genders to explore each of the 13 academies as a way to support greater diversity. Additionally, counselors visit the feeder SouthTech Preparatory Academy to assist students in identifying a particular academy of interest and will encourage them to think outside the more traditional gender box. SouthTech provides a comprehensive array of programs and services designed around students who are looking to re-enter the work force, or acquire new skills that will afford them better employment opportunities. SouthTech offers flexible schedules, career counseling and evening adult programs in a variety of skilled and high demand occupations with most culminating in *industry certification* and job placement. The attainment of occupational skills is based upon strong experiential learning in a highly interactive and engaging environment. Students demonstrate the requisite skills that will result in certification for their chosen profession using industry-rated tools and equipment. SouthTech also provides its special needs populations with a variety of options through *Adult and Supportive Employment* programs. These are augmented through partnerships with five other community agencies: Habilitation

Center for the Handicapped, Palm Beach Habilitation Center, ARC, Jeff Industries, and Seagull Industries. Another option, CORE (Career Opportunities and Related Opportunities) is an innovative program that targets 18-22 year-olds and is structured to incorporate academics, employment skills, and life skills with work readiness preparation through mainstreaming the student in an appropriate career academy.

For each question in the sections below, eligible recipients MUST provide a written response.

10. Support for Reading/Strategic Imperatives

Describe how the project will incorporate one or more of the Goals included in the State Board of Education's K-20 Strategic Plan.

URL: <http://www.fldoe.org/policy/state-board-of-edu/strategic-plan.stml>

All teachers at SouthTech Schools belong to a Professional Learning Community (PLC). The focus of PLC professional development will be addressed via four themes identified as significant in impacting student achievement across all grade levels and PLC groups. These are reading (supported by reading in the content area), differentiated instruction, technology and classroom management. These also align with the DOE's Strategic Plan Goals of higher student achievement and developing a skilled workforce. PLC efforts are further supported by the LEA's belief in engaging parents early in the career/post-secondary education planning process to create a stronger support system for students. Reading in the content area, especially involving technical reading within career pathways develops more competent readers able to succeed in the work force. As a result of teachers employing these strategies in multiple classes, both core academic and career technical courses benefit. Constant exposure reinforces these concepts until students infuse them into their daily approach to learning. Students' literacy skills are strengthened supporting both developmental and technical readers. Additionally, students continue to develop critical communication skills necessary for any career choice. A reading and mathematics coach will oversee their respective intensive and general education programs at the Academy, collect and analyze data, provide classroom modeling and related professional development for teachers, parent support and training along with occasionally working with students to help diagnose specific learning deficits in their respective subject area. These coaches will also monitor student progress within intensive classes and via managed software programs. They will continually help teachers use student data to inform their instruction and in the grouping of students.

11. Notice Regarding Automotive Service Technology Education Programs

Florida Statute 1004.925 states: *All automotive service technology education programs shall be industry certified in accordance with rules adopted by the State Board of Education.* Automotive Service Technology education programs that are not industry certified or are not in the certification cycle will not be permitted to use Perkins funds to support such programs, unless the funds are used to obtain certification for the program. Eligible recipients must provide documentation of industry certification or evidence that the program is in the process of obtaining certification as part of the application package.

Please see page 23



CERTIFICATE OF ACCREDITATION

This is to signify that:

South Tech Academy
Secondary

Has been evaluated by the

National Automotive Technicians Education Foundation

in the areas of instruction, course of study, facilities and equipment, and meet the standards of quality for the training of automobile technicians at the following level:

Maintenance and Light Repair

Expires **12/2021**

Timothy A. Zilke
President, ASE

Patricia Serratore
President, NATEF

12. Federal Programs - General Education Provisions Act (GEPA)

For the fiscal years 2019-2020, provide a concise, one-page description of the process to ensure equitable access to, and participation of students, teachers, and other program beneficiaries with special needs. For details refer to URL: <http://www.ed.gov/fund/grant/apply/appforms/gepa427.pdf>

Section 427 - General Education Provisions Act (GEPA) Plan; Public Law 103-382

The Governing Board of SouthTech Charter LEA has adopted a policy stating it “prohibits discrimination against students, employees, and applicants on the basis of religion, race, ethnicity, national origin, color, sex, marital status, age, parental status, or disability in all employment practices, programs, services or activities.” Some examples of measures that SouthTech will take in order to ensure equitable access and participation are as follows:

- In adherence to the School District of Palm Beach County mandates, appropriate instruction is designed to assist in the development of English language proficiency as well as literacy development and academic achievement. ELL students will be taught in the mainstream by ESOL endorsed or certified teachers using Classroom Intervention Strategies. Students who need specific skill instruction will be assisted by Language Facilitators.
- As a further commitment to supporting parents and actively addressing community needs, SouthTech Schools will offer parent workshops, meetings and conferences designed to inform and educate parents on adolescent growth and development, District and State educational requirements, student assessment, programs and options and strategies to assist students in the home. These will be offered at times when working families can participate and will be ADA accessible. Community Language Facilitators are present to translate information at these meetings if needed and documents are provided in Spanish, Creole and other languages to serve the population of our families to ensure equitable access and participation.
- The School Advisory Council (SAC) will participate in the development of the School Improvement Plan and the Parent Involvement Plan to ensure input from all stakeholders, including teachers, students, and parents representatives. Summaries of these documents will be provided in multiple languages for our students and families in print and on the school website.
- SouthTech Schools will ensure key personnel have appropriate academic credentials and experience working with diverse populations and differentiated instruction.
- SouthTech staff will disaggregate student achievement data and monitor by racial/ethnic group and gender to ensure all subgroups are progressing successfully and provide extensive RTI services to subgroup students who fall below the 25th percentile.
- Student selection will be open to all students particularly those who meet the criteria of the Individuals with Disabilities Act, English for Speakers of Other Languages and Section 504 of the Rehabilitation Act of 1973. South Tech Success Center will follow Federal and State requirements regarding diversity and desegregation. Moreover, SouthTech will provide enrollment outreach to minority populations in our geographic area by contacting religious institutions, participating in community events, and providing multilingual print literature on the Charter School and on the school website.

13. Budget Narrative Requirements

- A. Eligible recipients must complete the Budget Narrative Form, DOE 101, in detail, and ensure alignment with:
- 1) (Sec. 134) local application requirements items 2-9
 - 2) (Sec135) requirements for uses of funds items 1-6 and size, scope, and quality to be effective.

Letter of Assurance for Size, Scope and Quality

To assure that all CTE programs supported with Perkins V funds during the 2019-2020 fiscal year will be of sufficient size, scope and quality, as defined by the Florida Department of Education, and align to one or more of the six allowable uses of funds, as described in Section 135(b), Local Uses of Funds, agency heads must sign a Letter of Assurance. Use the template in the **Attachments** section of this RFA and print it on your agency's letterhead.

See page 7.

C. One-Year Transition Plan: Size, Scope, and Quality Chart (**Revised May 28, 2019**)

To demonstrate that eligible recipients meet Florida's definition of Secondary Size, Scope and Quality, agencies are required to provide below, the name and CIP code of the appropriate number of programs identified for your agency in the *Perkins V 2019-20 One-Year Transition Plan Guide* located at the following website:

<http://www.fldoe.org/core/fileparse.php/7515/urlt/1920PerkinsVTransGuideRev.pdf>

	Identify Program Name	Identify Program Number (#)	Identify CIP Code	Identify Number (#) of Courses Offered
1.	Practical Nursing	8418400	51	9
2.				

To further support demand for the LEA's POS:

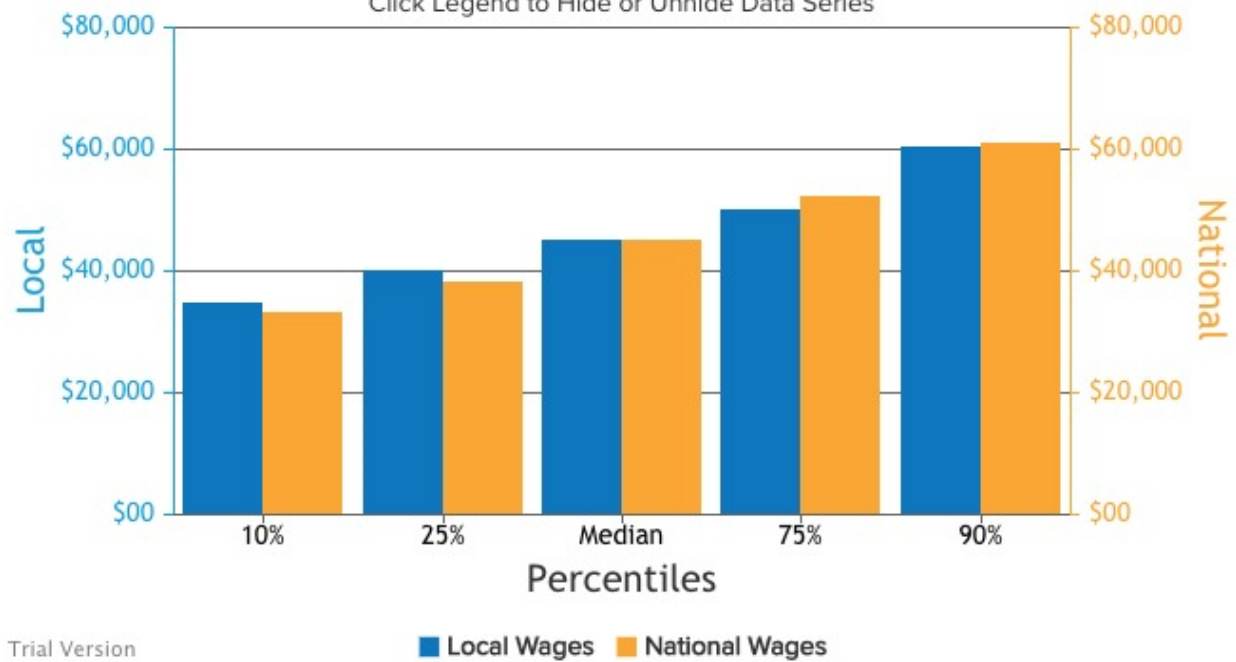
Palm Beach County								
SOC Code†	Occupational Title†	Annual Percent Growth	Annual Openings	2017 Hourly Wage		FLDOE Training Code	In EFI Targeted Industry?	Data Source†††
				Mean	Entry			
292061	Licensed Practical and Licensed Vocational Nurses	2.00	319	22.28	17.94	3	Yes	R

†††Data Source:
R = Meets regional wage and openings criteria based on state Labor Market Statistics employer survey data. Regional data are shown.

Source: Florida Department of Economic Opportunity

Annual Wages for Licensed Practical and Licensed Vocational Nurses in West Palm Beach

Click Legend to Hide or Unhide Data Series



Source: CareerSource Palm Beach County

**Strengthening Career and Technical Education for the 21st Century Act (Perkins V),
Secondary, Section 131**

APPLICATION REVIEW CRITERIA AND CHECKLIST

- **Place all items requested in the order indicated below.**
- Include only the items requested. (Do not include **Instructions** pages).
- Place page numbers on every page consecutively, at the bottom, beginning with the DOE 100A as page 1. Page numbers written by hand are permissible if electronic numbering is a problem.
- Place a binder clip on the upper left corner of each complete application package (no spiral bindings, notebooks or cover pages, please).
- Include this form in the application package.

Place in the following order	Item	Applicant Provide page #s for items listed	DOE Staff ✓ Check appropriate box below	
			Complete	Incomplete
1	DOE 100A, Project Application – with original signature	1		
2	DOE 101, Budget Narrative Form <u>If consortium, include an individual form for each of the agencies in the consortium.</u>	2		
3	Projected Equipment Purchases Form OR other equipment documentation	3		
4	Self-Evaluation Form	4-6		
5	Request to Extend Local Plan Letter	N/A		
6	Letter of Collaboration on POS	N/A		
7	Letter of Assurances for SSQ	7		
8	Narrative Section			
	1. Comprehensive Local Needs Assessment	8-9		
	2. Program of Study	10-14		
	3. Collaboration with local workforce agencies	15-16		
	4. Improvement in academic achievement	16-17		
	5. Special populations	17-18		
	6. Work-based learning opportunities	19		
	7. Postsecondary credit opportunity	19		
	8. Coordination with institutions to support teachers, faculty, administrators and support personnel	20		
	9. Gaps in performance of special populations	21		
	10. Support for Reading/Strategic Imperatives	22		
	11. Automotive Service Technology	23		
	12. GEPA	24		
9	Attachments – if applicable	25-26		
10	Application Review Criteria and Checklist Form	27		

**Board Meeting
August 8, 2019**

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

**Agenda Item
A-1**

Motion:

I recommend that the Board approve the Mileage Reimbursement rate to align with grant compliance.

Summary Information:

The Mileage Reimbursement rate has changed over the years and grant compliance needs Board approval. The new rate is 54 cents per mile.

Attachments: None.

Presented By:

Jim Kidd, Superintendent

Financial Impact:

There is no financial impact for this item.

Motion:

I recommend that the Board approve the SouthTech Schools and SouthTech Academy 2019-2020 calendar revisions.

Summary Information:

This revision is necessary because we are changing the teacher workday on November 8th to November 11th. November 8th will be a regular school day.

Attachments: STS and STA Calendar 2019-2020

Presented By:

Jim Kidd, Superintendent

Financial Impact:

There is no financial impact for this item.

JULY 2019				
MON	TUE	WED	THU	FRI
1 School Closed	2 School Closed	3 School Closed	4 School Closed HOLIDAY	5 School Closed
8 School Closed	9 School Closed	10 School Closed	11 School Closed	12 School Closed
15	16	17	18	19 School Closed 4 Day Week
Floating Week for all 220 Employees Contract ONLY				
22 Begin 220 A, I, IS, NI 210-I 213-I	23	24 SAM STP ~ RECRUITMENT OPEN HOUSE	25 STA/STSC~ RECRUITMENT OPEN HOUSE	26 School Closed 4 Day Week
29 Begin 202-I	30	31		

OCTOBER 2019				
MON	TUE	WED	THU	FRI
	1	2	3	4
7	8 SISC~ STP	9 HOLIDAY ALL	10 SISC~ STA/ STSC Board Meeting	11
14	15 STA/STCS ~ Fall Training for Parents	16	17	18 No Students Teacher Work Day SAM
21	22	23 STP~ Fall Training for Parents	24	25
28	29 STA/STCS~ RECRUITMENT OPEN HOUSE	30	31	

JANUARY 2020				
MON	TUE	WED	THU	FRI
		1 HOLIDAY ALL	2 HOLIDAY ALL	3 HOLIDAY ALL
6 No Students Teacher Work Day SAM	7 Begin 2nd Semester	8	9	10
13	14	15	16 SISC~ STA/STSC Board Meeting	17
20 HOLIDAY ALL	21	22 SISC~STP STP~ RECRUITMENT OPEN HOUSE	23	24
27	28 STA/STSC PARENT NIGHT/ Parent Training	29	30	31

AUGUST 2019				
MON	TUE	WED	THU	FRI
			1SAM Begin 191-IS STP-Begin 197-I	2 School Closed 4 Day Week
5 Pre-School Begin 196-I	6 Pre-School New Student Orientation STA/STSC	7 Pre-School New Student Orientation STP	8 Pre-School Board Meeting	9 Pre-School
12 STUDENTS FIRST DAY Begin 1st Semester	13	14	15 ADULT ED RECRUITMENT OPEN HOUSE	16
19	20	21	22	23
26	27	28 STP ~ SISC/ MEET THE TEACHEWR PARENT NIGHT/TITLE I	29	30

NOVEMBER 2019				
MON	TUE	WED	THU	FRI
				1
4	5	6 SISC~ STP	7 SUMMIT	8
11 No Students Teacher Work Day SAM	12	13	14 SISC~ STA/STSC Board Meeting	15
18	19	20	21	22
25 HOLIDAY ALL	26 HOLIDAY ALL	27 HOLIDAY ALL	28 HOLIDAY ALL	29 HOLIDAY ALL

FEBRUARY 2020				
MON	TUE	WED	THU	FRI
3	4	5	6	7
10	11	12	13 SISC~ STA/STSC Board Meeting	14
Tentative Regional SkillsUSA Competition				
17	18	19 STP~ PARENT NIGHT/ Parent Training	20	21
24	25	26	27 STA/STSC RECRUITMENT OPEN HOUSE	28 No Students Teacher Work Day

SEPTEMBER 2019				
MON	TUE	WED	THU	FRI
2 HOLIDAY ALL	3	4 STA/STSC ~ PARENT NIGHT/ TITLE I	5	6
9	10	11	12	13
16	17 SISC~ STA SISC ~ STCS Annual / Regular Governing Board Meeting	18	19	20
23	24 College FAIR	25 STP ~ RECRUITMENT OPEN HOUSE	26	27
30 HOLIDAY ALL				

DECEMBER 2019				
MON	TUE	WED	THU	FRI
2	3	4	5 Adult Ed RECRUITMENT OPEN HOUSE	6
9	10	11	12 SISC~ STA/STSC Board Meeting Early Dismissal	13
16	17	18	19	20 End 1st Semester
23 HOLIDAY ALL	24 HOLIDAY ALL	25 HOLIDAY ALL	26 HOLIDAY ALL	27 HOLIDAY ALL
30 HOLIDAY ALL	31 HOLIDAY ALL			

MARCH 2020				
MON	TUE	WED	THU	FRI
2	3	4	5	6
9	10	11 SISC ~ STP	12 SISC~ STA/STSC Board Meeting	13
16	17	18	19 ADULT ED RECRUITMENT OPEN HOUSE	20
23 HOLIDAY ALL	24 HOLIDAY ALL	25 HOLIDAY ALL	26 HOLIDAY ALL	27 HOLIDAY ALL
30 No Students Teacher Work Day SAM	31			

APRIL 2020					MAY 2020										
MON	TUE	WED	THU	FRI	MON	TUE	WED	THU	FRI	MON	TUE	WED	THU	FRI	
		1	2	3					1	1 EMD Post School 191-1S 196-1	2 EMD End 202-1	3 EMD	4 EMD	5 EMD End 210-1	
6	7 SISC~ STA/STSC Board Meeting	8 SISC ~ STP	9	10 HOLIDAY ALL	4	5	6	7	8	8 EMD	9 EMD	10 EMD End 213-1	11	12 School Closed 4 Day Week	
13	14	15 STP ~ RECRUITMENT OPEN HOUSE	16	17	11	12	13	14 SISC~ STA/STSC Board Meeting	15	15	16 Board Meeting	17	18	19 School Closed 4 Day Week End 220-A, I, IS, NI	
20	21	22	23 STA/STSC RECRUITMENT OPEN HOUSE	24	18	19	20	21	22	Tentative National SkillsUSA Competition					26 School Closed
27	28	29	30		25 HOLIDAY ALL	26	27 2nd Grade Graduation	28	29 2nd Semester STUDENTS LAST DAY						
Tentative State SkillsUSA Competition										29	30				

Grade 9-12 School Hours 7:00 AM to 1:45 PM

Grade 9 School Hours 7:00 AM to 1:45 PM

Grade 6-8 Grades School Hours 9:00 AM to 3:45 PM

STA/STSC ~ Student Attendance Days

STA/STSCS ~ Report Card Distribution Dates

STP ~ Student Attendance Days

STP ~ Report Card Distribution Dates

Period	Begins	Ends	# of Days
BQ1	Aug 12, 2019	Sep 10, 2019	21
BQ2	Sept 11, 2019	Oct 14, 2019	22
BQ3	Oct 15, 2019	Nov 14, 2019	21
BQ4	Nov 15, 2019	Dec 20, 2019	21
BQ5	Jan 07, 2020	Feb 12, 2020	26
BQ6	Feb 13, 2020	Mar 20, 2020	26
BQ7	Mar 31, 2020	Apr 30, 2020	22
BQ8	May 01, 2020	May 29, 2020	20

Grading Period	Distribution Dates
BQ1	Sep 18, 2019
BQ2	Oct 21, 2019
BQ3	Nov 22, 2019
BQ4	After EOC scores arrive
BQ5	Feb 19, 2020
BQ6	Apr 03, 2020
BQ7	May 07, 2020
BQ8	Mailed after Jun 10, 2020

Period	Begins	Ends	# of Days
Q1	Aug 12, 2019	Oct 17, 2019	46
Q2	Oct 21, 2019	Dec 20, 2019	39
Q3	Jan 07, 2020	Mar 20, 2020	52
Q4	Mar 31, 2020	May 29, 2020	42

Grading Period	Distribution Dates
Q1	October 29, 2019
Q2	Jan 16, 2020
Q3	April 08, 2020
Q4	Mailed after Jun 10, 2020

Scheduled Meetings

Board Meeting/Workshop @ 7:00PM ~ with Administration and Public
LTM Learning Team Meeting with Instructional Staff
BTAP Beginning Teacher Assistance Program Meeting with Administration
DHM Department Head Meeting with Administration
FACM Faculty Meeting with Instr. Staff, Guidance and Administration
SAM System Administrators Meeting @ 8:00AM with Administration and Managers
Recruitment Open House / Parent Night @ 6:30PM with All Employees
SISC School Improvement Steering Committee @ 6:00PM with Administration and Public
PEP Personal Educational Plan with administration and admissions
NOTE: Advisory Committee Meetings of academy teachers and local business/industry volunteers occur 4 times a year and date is decided upon by the participants



Employees work 10 Hr Days M-Th and Friday school is closed



Floating Week for all 220 Employees Contract ONLY

Employee Contract Periods

Employee Group	Begin Date	End Date	# of Days
Administration (A)	Jul 22, 2019	Jun 19, 2020	220 Days
Non-Instructional (NI, IS)	Jul 22, 2019	Jun 19, 2020	220 Days
Instructional Support (IS)	Aug 02, 2019	Jun 01, 2020	191 Days
Instructional (I)	Jul 22, 2019	Jun 19, 2020	220 Days
(6 PD Holidays)	Jul 22, 2019	Jun 10, 2020	213 Days
	Jul 22, 2019	Jun 05, 2020	210 Days
	Jul 29, 2019	Jun 02, 2020	202 Days
	Aug 05, 2019	Jun 01, 2020	196 Days

HOLIDAYS

Date	Holiday	A/NI	IS	I/A
July 04, 2019	Independence Day	X	X	X
Sep 02, 2019	Labor Day	X	X	PD
Sep 30, 2019	Fall Holiday	X	X	X
Oct 09, 2019	Fall Holiday	X	X	X
Nov 25-29, 2019	Thanksgiving Holidays	X	X	1 PD
Dec 23, 2019 - Jan 3, 2020	Winter Break	X	X	2 PD
Jan 20, 2020	M. L. King's Birthday	X	X	PD
Mar 23-27, 2020	Spring Break	X	X	X
Apr 10, 2020	Spring Holiday	X	X	X
May 25, 2020	Memorial Day	X	X	PD

Teacher Work Days - Pre/Post School

Oct 18, 2019	August 01-09, 2019 (STP Pre-School)
Nov 08, 2019	
Jan 06, 2020	August 05-09, 2019 (STA / STSC Pre-School)
Feb 28, 2020	
March 30, 2020	June 01, 2020 (Post School)

EMD - Emergency Make-Up Days

June 01, 2020	June 08, 2020
June 02, 2020	June 09, 2020
June 03, 2020	June 10, 2020
June 04, 2020	June 11, 2020
June 05, 2020	June 12, 2020

JULY 2019				
MON	TUE	WED	THU	FRI
1 School Closed	2 School Closed	3 School Closed	4 School Closed HOLIDAY	5 School Closed
8 School Closed	9 School Closed	10 School Closed	11 School Closed	12 School Closed
15	16	17	18	19 School Closed 4 Day Week
Floating Week for all 220 Employees Contract ONLY				
22 Begin 220 A, I, IS, NI 210-I 213-I	23	24 SAM	25 RECRUITMENT OPEN HOUSE	26 School Closed 4 Day Week
29 Begin 202-I	30	31		

OCTOBER 2019				
MON	TUE	WED	THU	FRI
	1	2	3	4
7	8	9 HOLIDAY ALL	10 Midterm Exams P1-P2 Students Early Dismissal DHM / SISC Board Meeting	11 Midterm Exams P3-P4 Students Early Dismissal
14 Make up Students Early Dismissal End Grading Period 2	15 Begin Grading Period 3	16	17	18 No Students Teacher Work Day FACM/LTM BTAP / SAM
21 Report Card Distribution	22	23	24	25
28	29 RECRUITMENT OPEN HOUSE	30	31	

JANUARY 2020				
MON	TUE	WED	THU	FRI
		1 HOLIDAY ALL	2 HOLIDAY ALL	3 HOLIDAY ALL
6 No Students Teacher Work Day FACM/LTM BTAP / SAM	7 Begin Grading Period 5 Begin 2nd Semester	8	9	10 Report Card Distribution
13	14	15	16 DHM / SISC Board Meeting	17
20 HOLIDAY ALL	21	22 FACM	23	24
27	28 PARENT NIGHT/ Parent Training	29	30	31

AUGUST 2019				
MON	TUE	WED	THU	FRI
			1 SAM Begin 191-IS	2 School Closed 4 Day Week
5 Pre-School Begin 196-I FACM/LTM BTAP	6 Pre-School New Student Orientation	7 Pre-School	8 Pre-School DHM Board Meeting	9 Pre-School BTAP
STUDENTS FIRST DAY Begin Grading Period 1			RECRUITMENT	
19	20	21	22	23
26	27	28	29	30

NOVEMBER 2019				
MON	TUE	WED	THU	FRI
				1
4	5	6	7 SUMMIT	8
11 Teacher Work Day FACM/LTM BTAP / SAM	12	13	14 Period 3 DHM / SISC Board Meeting	15 Begin Period 4
18	19	20	21	22 Distribution
HOLIDAY ALL	HOLIDAY ALL	HOLIDAY ALL	HOLIDAY ALL	HOLIDAY ALL

FEBRUARY 2020				
MON	TUE	WED	THU	FRI
3	4	5	6	7
10	11	12 End Grading Period 5	13 Begin Grading Period 6 DHM/SISC Board Meeting	14
Tentative Regional SkillsUSA Competition				
17	18	19	20	21
24	25	26	27 RECRUITMENT	28 No Students FACM/LTM/ BTAP/SAM

SEPTEMBER 2019				
MON	TUE	WED	THU	FRI
2 HOLIDAY ALL	3	4 PARENT NIGHT/ TITLE I	5	6
9	10 End Grading Period 1	11 Begin Grading Period 2	12	13
16	17 DHM/SISC Annual / Regular Governing Board Meeting	18 Report Card Distribution	19	20
23	24 College FAIR/Parent Training	25 FACM	26	27
30 HOLIDAY ALL				

DECEMBER 2019				
MON	TUE	WED	THU	FRI
2	3	4	5 Adult Ed RECRUITMENT OPEN HOUSE	6
9	10	11	12 Students Early Dismissal Staff Luncheon DHM/SISC Board Meeting	13
16	17	18 FACM Final Exams-Sem. 1 P1-P2 Students Early Dismissal	19 Final Exams-Sem. 1 P3-P4 Students Early Dismissal	20 End 1st Semester End Grading Students Early Dismissal Period 4 Makeup Day
23 HOLIDAY ALL	24 HOLIDAY ALL	25 HOLIDAY ALL	26 HOLIDAY ALL	27 HOLIDAY ALL
30 HOLIDAY ALL	31 HOLIDAY ALL			

MARCH 2020				
MON	TUE	WED	THU	FRI
2	3	4	5	6
9	10	11 ADULT ED RECRUITMENT OPEN HOUSE	12 SISC Board Meeting	13
16	17	18 Midterm Exams P1-P2 Students Early Dismissal	19 Midterm Exams P3-P4 Students Early Dismissal FACM/ DHM	20 Exams Make-up Students Early Dismissal End Grading Period 6
23 HOLIDAY ALL	24 HOLIDAY ALL	25 HOLIDAY ALL	26 HOLIDAY ALL	27 HOLIDAY ALL
30 No Students Teacher Work Day FACM/LTM/ BTAP/SAM	31 Begin Grading Period 7			

APRIL 2020				
MON	TUE	WED	THU	FRI
		1 FSA	2 FSA	3 FSA Report Card Distribution
6 FSA	7 FSA DHM/ SISC Board Meeting	8 FSA	9 FSA	10 HOLIDAY ALL
13 FSA	14 FSA	15 FSA	16 FSA	17 FSA
20 FSA	21 FSA	22 FSA FACM	23 FSA RECRUITMENT OPEN HOUSE	24 FSA
27 FSA	28 FSA	29	30 End Grading Period 7	

MAY 2020				
MON	TUE	WED	THU	FRI
				1 Begin Grading Period 8
4	5	6 Senior Exams (Tentative)	7 Senior Exams (Tentative) Report Card Distribution	8 Senior Grades Make-Up (Tentative)
11	12	13	14 DHM / SISC Board Meeting	15 Senior Check Out (Tentative)
18	19	20	21	22
25 HOLIDAY ALL	26	27 DHM Final Exams - Sem. 2 - P1-P2 Students Early Dismissal	28 Final Exams - Sem. 2 P3-P4 Students Early Dismissal	29 Final Exams Make Up - Sem. 2 Students Early Dismissal STUDENTS LAST DAY End Grading Period 8

JUNE 2020				
MON	TUE	WED	THU	FRI
1 EMD Post School BTAP/ FACM End 196-I 191-IS	2 EMD End 202-I	3 EMD	4 EMD	5 EMD End 210-I
8 EMD	9 EMD	10 EMD Report Cards Mailed After June 10, 2020 End 213-I	11	12 School Closed 4 Day Week
15	16 Board Meeting	17	18	19 School Closed 4 Day Week End 220-A,I,IS, NI
22 School Closed	23 School Closed	24 School Closed	25 School Closed	26 School Closed
29	30			

Grade 9-12 School Hours 7:00 AM to 1:45 PM

HOLIDAYS				
Date	Holiday	A/NI	IS	I/A
July 04, 2019	Independence Day	X	X	X
Sep 02, 2019	Labor Day	X	X	PD
Sep 30, 2019	Fall Holiday	X	X	X
Oct 09, 2019	Fall Holiday	X	X	X
Nov 25-29, 2019	Thanksgiving Holidays	X	X	1 PD
Dec 23, 2019 - Jan 3, 2020	Winter Break	X	X	2 PD
Jan 20, 2020	M. L. King's Birthday	X	X	PD
Mar 23-27, 2020	Spring Break	X	X	X
Apr 10, 2020	Spring Holiday	X	X	X
May 25, 2020	Memorial Day	X	X	PD

Teacher Work Days - Pre/Post School	
Oct 18, 2019 Nov 08, 2019 Jan 06, 2020 Feb 28, 2020 March 30, 2020	August 05 - 09, 2019 (STA / STSC Pre-School) June 01, 2020 (Post School)
EMD - Emergency Make-Up Days	
June 01, 2020 June 02, 2020 June 03, 2020 June 04, 2020 June 05, 2020	June 08, 2020 June 09, 2020 June 10, 2020 June 11, 2020 June 12, 2020

Student Attendance Days			
Period	Begins	Ends	# of Days
BQ1	Aug 12, 2019	Sep 10, 2019	21
BQ2	Sept 11, 2019	Oct 14, 2019	22
BQ3	Oct 15, 2019	Nov 14, 2019	21
BQ4	Nov 15, 2019	Dec 20, 2019	21
BQ5	Jan 07, 2020	Feb 12, 2020	26
BQ6	Feb 13, 2020	Mar 20, 2020	26
BQ7	Mar 31, 2020	Apr 30, 2020	22
BQ8	May 01, 2020	May 29, 2020	20
Report Card Distribution Dates			
Grading Period	Distribution Dates		
BQ1	Sep 18, 2019		
BQ2	Oct 21, 2019		
BQ3	Nov 22, 2019		
BQ4	After EOC scores arrive		
BQ5	Feb 19, 2020		
BQ6	Apr 03, 2020		
BQ7	May 07, 2020		
BQ8	Mailed after Jun 12, 2020		

Employee Group	Begin Date	End Date	# of Days
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Instructional (I) (6 PD Holidays)	Jul 22, 2019 Jul 22, 2019 Jul 22, 2019 Jul 29, 2019 Aug 05, 2019	Jun 19, 2020 Jun 10, 2020 Jun 05, 2020 Jun 02, 2020 Jun 01, 2020	220 Days 213 Days 210 Days 202 Days 196 Days

Board Meeting/Workshop @ 7:00PM ~ with Administration and Public
LTM Learning Team Meeting with Instructional Staff
BTAP Beginning Teacher Assistance Program Meeting with Administration
DHM Department Head Meeting with Administration
FACM Faculty Meeting with Instr. Staff, Guidance and Administration
SAM System Administrators Meeting @ 8:00AM with Administration and Managers
Recruitment Open House / Parent Night @ 6:30PM with All Employees
SISC School Improvement Steering Committee @ 6:00PM with Administration and Public
NOTE: Advisory Committee Meetings of academy teachers and local business/industry volunteers occur 4 times a year and date is decided upon by the participants

Employees work 10 Hr Days M-Th and Friday school is closed
Floating Week for all 220 Employees Contract ONLY

Motion:

I recommend that the Board approve STA's Active Assailant Procedures SY19-20 draft.

Summary Information:

The Active Assailant Response Plan is based on best practices in school settings that are recommended by law enforcement professionals and experts in emergency management operations. The Plan has been developed to assist staff members and other stakeholders during a school-based emergency with an active assailant incident. The Active Assailant Response Plan provides an outline to guide stakeholders through an emergency situation with an active assailant. An Active Assailant is defined as an individual actively engaged in killing or attempting to kill people in a confined and populated place. Active assailant situations are unpredictable and evolve quickly. Because active shooter situations are often over within 10-15 minutes, before law enforcement arrives on the scene, individuals must be prepared both mentally and physically, to the extent possible, to deal with an active assailant situation.

School readiness requires that school administrators develop and exercise response plans that apply general preparedness and response protocols to specific emergencies and facility, including security resources. Training and exercising the plan is particularly essential in active assailant exercises, allowing administrators and law enforcement to identify gaps, correct weaknesses, and validate the plan.

The Active Assailant Plan is considered to be a "living document" that should be reviewed and updated as necessary.

Attachments: Active Assailant Plan

Presented By:

Jim Kidd, Superintendent

Financial Impact:

There is no financial impact for this item.

Motion:

I recommend that the Board approve the SouthTech Charter Academy, Inc. Organizational Chart 2019-2020 revisions.

Summary Information:

The SouthTech Charter Academy Organizational Chart is revised to reflect adjustments to align with FY20 staff assignments.

Attachments: SouthTech Charter Academy, Inc. Organizational Chart 2019-2020

Presented By:

Jim Kidd, Superintendent

Financial Impact:

There is no financial impact for this item.

SouthTech Charter Academy, Inc.

Organizational Chart
FY 2019-2020

GOVERNING BOARD

SUPERINTENDENT

James R. Kidd

Executive Secretary
Board Clerk
Barbara Fraga

DEPUTY SUPERINTENDENT

John-Anthony Boggess

Administrative Secretary

Ruthy Pelaez

PRINCIPAL

Eileen Turenne

Legal Service

Financial Officer

Kathryn McInerney

Human Resources
Manager

Jennifer Melillo

CPA
Accounting
Manager

Ginger DeKalb

Accounting Clerk

Tonya Thompson

Grants & Support
Administrator

Julie Stewart

ESE / IDEA
Specialist

Shawna Kingsley-Scott

Supported Employment
&
Vocational Rehabilitation

Business & Community
Partnership Liaison Officer

Steven Kozak

Technology Specialist &
Property Control
Manager

Marilyn Ruiz

Technology Support

Diana Jimenez

Marketing
Consultant

Asst. Principal
of
Academics, Guidance &
Assessment
Erin Kurtz

School Counselors
&
Testing Coordinator
Kristin Markevich

Academic Instruction
&
Coaches
Nicole Julien
Jacqueline Sonara

Asst. Principal
of
Career Academies
Josh Wigelsworth

Career
&
Technical
Instruction

Dean of
Student Services &
School Culture
Roman Salas

Deans
&
Support Staff

School Police

Anthony Vargas

Operations Manager

Deborah Buchholz

PBCSD Food Serv.

Cleaning Services

Custodians

District Maintenance Support

= Contracted

= Middle / High School

= 100 % Grant

Revised: 7/31/2019 12:25 PM

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
August 2019**

<u>Personnel Action</u>	<u>Employee Name</u>	<u>Position</u>	<u>Effective Date</u>
<u>New Hires/ Transfers</u>			
Transfer:			
	Robert DiVerde from STA to STSC	Math Instructor	8/5/19
New Hire:			
	Todd Nussbaum	Science Instructor	8/5/19
	Annkid Milce	Math Instructor	8/5/19
	Kathleen Pyles	Math Instructor	8/5/19
<u>Resignations/Terminations</u>			
Resignation:			
	Kiersten Fernandez	Language Arts	7/30/19
<u>Retirement/Leave of Absence</u>			
NONE			

**Board Meeting
August 8, 2019**

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

**Agenda Item
B-2**

Motion:

I recommend that the Board approve the Job Description revisions drafts for Secondary School Principal, Assistant Principal - School Counseling, Instruction & Assessment and Assistant Principal - Career Academy Coordination & Instruction.

Summary Information:

The job descriptions are revised to align with the SY19-20 school Operation Plan.

Attachments: Job Description Drafts for Secondary School Principal, Assistant Principal - School Counseling, Instruction & Assessment and Assistant Principal - Career Academy Coordination & Instruction.

Presented By:

Jim Kidd, Superintendent

Financial Impact:

There is no financial impact for this item.

SOUTH TECH CHARTER ACADEMY, INC.

SECONDARY SCHOOL PRINCIPAL

JOB DESCRIPTION: The Secondary School Principal reports to the Deputy Superintendent, and is responsible for the duties specific to the administration of the secondary high school.

REQUIREMENTS: M. S. Degree in Educational Leadership or equivalent or higher

DUTIES: Provides administrative and supervisory oversight of all functions related to instructional administration, curriculum, and instructional personnel for secondary academic programs including, but not limited to:

1. The Secondary Principal is an Academic Leader Position with responsibility for full oversight of secondary school operations
2. Supervises the Assistant Principals in the areas of Curriculum, Instruction, Assessment, and School Counseling—including the job duties associated with those positions
3. Supervises Academic Coaches, ESE Coordinator and Dean of Students
4. Supervises, monitors, and observes instructors in the classroom
5. Assures coordination of academic and career education programs and curriculum
6. Actively participates in staff recruitment, selection, placement, development, supervision, management, and evaluation
7. Recruits, selects, places, evaluates, and provides professional development activities for instructional staff
8. Coordinates communication for monthly Faculty and Department Head Meetings
9. Oversees analysis of student achievement data and data reporting for school grade accountability
10. Provides instructional leadership that assures compliance with state and federal mandates-- including appropriate placement students in academic and academy programs
11. Uses student performance data to drive integrated curriculum development, evaluation, and modification as needed
12. Participates in program evaluation, design, and modification, and the selection, design, development, and initiation of new programs as needed to remain abreast of workforce demand, community needs, student and parent appeal, marketing feasibility, facility practicality/adaptability, liability, and instructor availability
13. Monitors the graduation rate frequently throughout the school year
14. Develops and implements strategies for continuous graduation rate improvement
15. Monitors the Newsletter, Social Media, and other public
16. Oversees Recruitment Open House Events
17. Oversees the development of the School Improvement Plan
18. Attends Governing Board, Budget, and other Meetings related to areas of responsibilities.
19. Assists in Grant Development
20. Fulfills the second step in all grievance due process matters
21. Reports to the Deputy Superintendent
22. Performs Other Duties as Assigned by the Deputy Superintendent and the Superintendent

SALARY: Commensurate with Education and Experience within Salary Formula Parameters

SOUTH TECH CHARTER ACADEMY, INC.

ASSISTANT PRINCIPAL

JOB DESCRIPTION: The Assistant Principal reports to the Principal and assists in the exercise of administrative duties related to over-all school operation, planning, organizing, and administering all functions essential to an effective and efficient instructional program. The assigned area of responsibility relates to curriculum and instruction for secondary career academy programs. This includes management and supervision of the career academy instructors, their effectiveness, student achievement, curriculum relevance, program development, and teacher accountability—specifically in the realm of Industry Certifications. A background including vocational certification is preferred.

REQUIREMENTS: M.S. Degree in Educational Leadership, equivalent or higher

DUTIES: Assists the Principal in the oversight of all functions related to career academy curriculum and instruction for secondary programs, including, but not limited to:

1. Monitors and evaluates instructional staff
2. Updates the Student Progression Plan for the high school
3. Assures program compatibility with workforce demand, student appeal, marketability, available facilities, liability exposure, and instructor availability
4. Assists in staff recruitment, selection, placement, development, supervision, management, and evaluation
5. Facilitates school based professional development
6. Attends monthly Governing Board Meetings
7. Attends monthly SISC meetings
8. Fulfills the first step in all grievance due process matters relating to secondary instructional department employee and student instructional issues
9. Assists the Principal in over-all school operations
10. Assists in Grant Development
11. Performs Other Duties as Assigned

Career Academy Coordination & Instruction

12. Monitors and evaluates all academy instructors and ESE instructors
13. Facilitates the development and submission School Improvement Plan
14. Coordinates the SouthTech Preparatory Career Exploration visits
15. Oversees the Teacher Induction Program & Clinical Education Training
16. Coordinates Recruitment Open House Events
17. Coordinates recruitment trips to feeder middle schools
18. Coordinates teacher and student recognition programs
19. Prepares sign-in and agenda for SISC Meetings
20. Oversees SECME Coordinator
21. Oversees STEM Coordinator
22. Oversees School-Wide Positive Behavior Support program
23. Oversees Safe-School Ambassador Coordinator
24. Oversees SwPBS in collaboration with Dean of Students
25. Coordinates with School Resource Officer to ensure School Safety Compliance
26. Site Coordinator for Professional Development

SALARY: Commensurate with Experience, District Schedule, and Charter Transition Formula

SOUTH TECH CHARTER ACADEMY, INC.

ASSISTANT PRINCIPAL

JOB DESCRIPTION: The Assistant Principal reports to the Principal and assists in the exercise of administrative duties related to school operation, planning, organizing, and administering all functions essential to the operation of an effective and efficient instructional program. The assigned area of responsibility consists of all functions related to secondary programs, including, but not limited to: management and supervision of the school counseling department effectiveness, student achievement, student performance in tested areas, curriculum appropriateness, integrated curriculum development, program offering appropriateness, teacher accountability, and involvement in over-all school operation.

REQUIREMENTS: M.S. Degree in Educational Leadership, equivalent or higher

DUTIES: Assists the Principal in the oversight of all functions related in school counseling and assessment curriculum for secondary programs, including, but not limited to:

1. Monitors and evaluates instructional staff
2. Updates the Student Progression Plan for the high school
3. Assures program compatibility with workforce demand, student appeal, marketability, available facilities, liability exposure, and instructor availability
4. Assists in staff recruitment, selection, placement, development, supervision, management, and evaluation
5. Facilitates school based professional development
6. Attends monthly Governing Board Meetings
7. Attends monthly SISC meetings
8. Fulfills the first step in all grievance due process matters relating to secondary instructional department employee and student instructional issues
9. Assists the Principal in over-all school operations
10. Assists in Grant Development
11. Performs Other Duties as Assigned

School Counseling, Instruction & Assessment

12. Monitors and evaluates Academic Instructors, School Counselors and assessment Coordinator
13. Assists in the development of the School Improvement Plan
14. Coordinates the Career and College Readiness campaign
15. Coordinates the Pathfinder Awards
16. Monitors student admissions and enrollment
17. Coordinates student graduation
18. School Contact for EDW, Unify, and SIS Gateway
19. Oversees/coordinates student schedule changes
20. Oversees Advance Placement Program
21. Oversees grade reporting
22. Supervises the Data Processor
23. Creates and monitors the Master Schedule
24. Analyzes student achievement data and manages reports for school grade accountability
25. Coordinates Fall & Spring Parent Trainings
26. Prepares sign-in and agenda for Department Head Meetings
27. Oversees School-Based Team leader
28. Oversees Title I Contact
29. Oversees ELL Contact and Migrant Education Contact
30. Oversees Title IX Part A Homeless Education contact
31. Oversees Foster Care Contact

SALARY: Commensurate with Experience, District Schedule, and Charter Transition Formula

Motion:

I recommend that the Board approve and ratify the monthly Charter school bank account reconciliation for month ending June 30, 2019 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.

3:08 PM

07/18/19

South Tech Charter Academy, Inc
Reconciliation Summary
1111 - South Tech Operating 2973, Period Ending 06/30/2019

	<u>Jun 30, 19</u>	
Beginning Balance		237,483.00
Cleared Transactions		
Checks and Payments - 88 Items	-1,174,909.00	
Deposits and Credits - 34 Items	1,100,178.34	
Total Cleared Transactions	-74,730.66	
Cleared Balance		162,752.34
Uncleared Transactions		
Checks and Payments - 10 Items	-29,349.11	
Total Uncleared Transactions	-29,349.11	
Register Balance as of 06/30/2019		133,403.23
New Transactions		
Checks and Payments - 47 Items	-353,419.16	
Deposits and Credits - 2 Items	697,895.86	
Total New Transactions	344,476.70	
Ending Balance		477,879.93

3:08 PM

07/18/19

South Tech Charter Academy, Inc

Reconciliation Detail

1111 - South Tech Operating 2973, Period Ending 06/30/2019

Type	Date	Num	Name	Clr	Amount	Balance
Beginning Balance						237,483.00
Cleared Transactions						
Checks and Payments - 88 Items						
Bill Pmt -Check	05/09/2019	6591	Fernandez, Maria	X	-78.68	-78.68
Bill Pmt -Check	05/22/2019	6642	Trumble-Thomas Te...	X	-297.94	-376.62
Bill Pmt -Check	05/22/2019	6633	Neofunds by Neopost	X	-155.25	-531.87
Bill Pmt -Check	05/22/2019	6630	Maqsudi, Renee	X	-18.00	-549.87
Bill Pmt -Check	05/30/2019	6655	Superior Fence & R...	X	-7,685.00	-8,234.87
Bill Pmt -Check	05/30/2019	6649	Mac Express Cleani...	X	-6,000.00	-14,234.87
Bill Pmt -Check	05/30/2019	6645	City of Boynton Bea...	X	-3,352.78	-17,587.65
Bill Pmt -Check	05/30/2019	6656	Valentine, Jennifer	X	-2,500.00	-20,087.65
Bill Pmt -Check	05/30/2019	6644	All Metro Health Care	X	-1,088.00	-21,175.65
Bill Pmt -Check	05/30/2019	6648	K12 Solutions LLC	X	-470.00	-21,645.65
Bill Pmt -Check	05/30/2019	6646	Embroid Me	X	-254.50	-21,900.15
Bill Pmt -Check	05/30/2019	6650	Palardis, Jon	X	-54.14	-21,954.29
Bill Pmt -Check	05/30/2019	6652	Sonara, Jacqueline	X	-15.48	-21,969.77
Bill Pmt -Check	05/30/2019	6647	Fernandez, Maria	X	-15.34	-21,985.11
General Journal	05/31/2019	1873	Florida Retirement S...	X	-70,180.47	-92,165.58
Bill Pmt -Check	05/31/2019	6657	AP Exams	X	-25,483.00	-117,648.58
Check	06/03/2019	EFT	Merchant Service Fee	X	-139.31	-117,787.89
Check	06/04/2019	EFT	Authnet Gateway	X	-36.80	-117,824.69
Check	06/04/2019	EFT	FDGL	X	-35.28	-117,859.97
Bill Pmt -Check	06/06/2019	6661	Blue Cross Blue Shi...	X	-69,628.84	-187,488.81
Bill Pmt -Check	06/06/2019	6664	Palm Beach County ...	X	-13,638.32	-201,127.13
Bill Pmt -Check	06/06/2019	6659	American Express ...	X	-8,609.00	-209,736.13
Bill Pmt -Check	06/06/2019	6662	GIS Benefits	X	-6,295.56	-216,031.69
Bill Pmt -Check	06/06/2019	6658	AEST	X	-1,105.00	-217,136.69
Bill Pmt -Check	06/06/2019	6663	O&L Law Group, P.L.	X	-854.89	-218,091.58
Bill Pmt -Check	06/06/2019	6665	PHEAA	X	-623.38	-218,714.96
Bill Pmt -Check	06/06/2019	6666	State Of Florida Dis...	X	-70.70	-218,785.66
Bill Pmt -Check	06/06/2019	6660	American Express ...	X	-50.00	-218,835.66
Bill Pmt -Check	06/11/2019	6667	A & S Transportation	X	-77,905.47	-296,741.13
Bill Pmt -Check	06/11/2019	6680	FPL	X	-23,150.99	-319,892.12
Bill Pmt -Check	06/11/2019	6670	Alta Monclair	X	-17,361.84	-337,253.96
Bill Pmt -Check	06/11/2019	6690	Speech Rehab Servi...	X	-8,946.00	-346,199.96
Bill Pmt -Check	06/11/2019	6699	Literacy Coalition of ...	X	-6,500.00	-352,699.96
Bill Pmt -Check	06/11/2019	6678	FJ Vodolo & Associ...	X	-5,437.50	-358,137.46
Bill Pmt -Check	06/11/2019	6673	College Board, SRO	X	-2,663.00	-360,800.46
Bill Pmt -Check	06/11/2019	6688	South Tech Academy	X	-2,133.02	-362,933.48
Bill Pmt -Check	06/11/2019	6675	Dex Imaging	X	-2,060.94	-364,994.42
Bill Pmt -Check	06/11/2019	6668	Alann Corporation	X	-2,000.00	-366,994.42
Bill Pmt -Check	06/11/2019	6685	National Print & Des...	X	-1,750.00	-368,744.42
Bill Pmt -Check	06/11/2019	6681	Frontline Technologi...	X	-1,250.00	-369,994.42
Bill Pmt -Check	06/11/2019	6669	All Metro Health Care	X	-1,120.00	-371,114.42
Bill Pmt -Check	06/11/2019	6689	Spectrum Public Rel...	X	-1,000.00	-372,114.42
Bill Pmt -Check	06/11/2019	6696	Verizon Wireless	X	-930.40	-373,044.82
Bill Pmt -Check	06/11/2019	6691	Staples Advantage	X	-688.98	-373,733.80
Bill Pmt -Check	06/11/2019	6686	Pemco & Co, LLC	X	-534.86	-374,268.66
Bill Pmt -Check	06/11/2019	6698	Managed Care Conc...	X	-445.50	-374,714.16
Bill Pmt -Check	06/11/2019	6676	F. Mandley & Assoc...	X	-375.00	-375,089.16
Bill Pmt -Check	06/11/2019	6672	Building Hope Servi...	X	-325.00	-375,414.16
Bill Pmt -Check	06/11/2019	6671	Brown, Timothy	X	-291.20	-375,705.36
Bill Pmt -Check	06/11/2019	6695	TMobile	X	-268.80	-375,974.16
Bill Pmt -Check	06/11/2019	6679	FI Consortium of Pu...	X	-250.00	-376,224.16
Bill Pmt -Check	06/11/2019	6682	Home Depot	X	-185.99	-376,410.15
Bill Pmt -Check	06/11/2019	6677	FedEx	X	-174.52	-376,584.67
Bill Pmt -Check	06/11/2019	6684	National Notary Ass...	X	-130.00	-376,714.67
Bill Pmt -Check	06/11/2019	6692	Stericycle	X	-128.44	-376,843.11
Bill Pmt -Check	06/11/2019	6693	Stewart, Julie	X	-117.05	-376,960.16
General Journal	06/15/2019	1882	Payroll	X	-192,477.81	-569,437.97
General Journal	06/15/2019	1882	Payroll	X	-61,331.22	-630,769.19
General Journal	06/15/2019	1882	Payroll	X	-290.90	-631,060.09
General Journal	06/17/2019	1920	Florida Retirement S...	X	-85,783.75	-716,843.84
Bill Pmt -Check	06/19/2019	6703	Blue Cross Blue Shi...	X	-68,764.18	-785,608.02
Bill Pmt -Check	06/19/2019	6701	Alta Monclair	X	-18,477.72	-804,085.74
Bill Pmt -Check	06/19/2019	6714	Palm Beach County ...	X	-13,638.32	-817,724.06
Bill Pmt -Check	06/19/2019	6709	Mac Express Cleani...	X	-12,480.00	-830,204.06
Bill Pmt -Check	06/19/2019	6708	KP Education	X	-6,900.00	-837,104.06

3:08 PM

07/18/19

South Tech Charter Academy, Inc Reconciliation Detail

1111 · South Tech Operating 2973, Period Ending 06/30/2019

Type	Date	Num	Name	Clr	Amount	Balance
Bill Pmt -Check	06/19/2019	6707	GIS Benefits	X	-6,235.64	-843,339.70
Bill Pmt -Check	06/19/2019	6719	The School District ...	X	-5,500.00	-848,839.70
Bill Pmt -Check	06/19/2019	6711	National Print & Des...	X	-3,757.00	-852,596.70
Bill Pmt -Check	06/19/2019	6702	Arnold Law Firm	X	-2,261.28	-854,857.98
Bill Pmt -Check	06/19/2019	6706	FJ Vodolo & Associ...	X	-1,937.50	-856,795.48
Bill Pmt -Check	06/19/2019	6722	Great American Fin...	X	-1,303.70	-858,099.18
Bill Pmt -Check	06/19/2019	6723	Powell Landscaping ...	X	-1,200.00	-859,299.18
Bill Pmt -Check	06/19/2019	6713	O&L Law Group, P.L.	X	-968.34	-860,267.52
Bill Pmt -Check	06/19/2019	6700	All Metro Health Care	X	-640.00	-860,907.52
Bill Pmt -Check	06/19/2019	6716	PHEAA	X	-623.38	-861,530.90
Bill Pmt -Check	06/19/2019	6717	Staples Advantage	X	-531.48	-862,062.38
Bill Pmt -Check	06/19/2019	6710	Managed Care Conc...	X	-445.50	-862,507.88
Bill Pmt -Check	06/19/2019	6720	Tomco Refrigeration...	X	-300.00	-862,807.88
Bill Pmt -Check	06/19/2019	6704	Boggess, John-Anth...	X	-287.58	-863,095.46
Bill Pmt -Check	06/19/2019	6712	NexAir, LLC	X	-175.17	-863,270.63
Bill Pmt -Check	06/19/2019	6724	WEX Bank	X	-67.70	-863,338.33
Bill Pmt -Check	06/19/2019	6705	Fernandez, Maria	X	-30.67	-863,369.00
Bill Pmt -Check	06/19/2019	6721	Total Compliance N...	X	-30.00	-863,399.00
Check	06/19/2019	EFT	Telecheck	X	-15.20	-863,414.20
General Journal	06/30/2019	1910	Payroll	X	-229,078.69	-1,092,492.89
General Journal	06/30/2019	1910	Payroll	X	-82,137.49	-1,174,630.38
General Journal	06/30/2019	1910	Payroll	X	-285.50	-1,174,895.88
Check	06/30/2019			X	-13.12	-1,174,909.00
Total Checks and Payments					-1,174,909.00	-1,174,909.00
Deposits and Credits - 34 Items						
Deposit	06/04/2019			X	30.00	30.00
Deposit	06/04/2019			X	85.00	115.00
Deposit	06/04/2019			X	345.00	460.00
Deposit	06/05/2019			X	60.00	520.00
Deposit	06/06/2019			X	180.00	700.00
Deposit	06/07/2019			X	3,162.44	3,862.44
Deposit	06/10/2019			X	50.00	3,912.44
Deposit	06/10/2019			X	90.00	4,002.44
Deposit	06/10/2019			X	522,461.84	526,464.28
Bill Pmt -Check	06/11/2019	6674	De La Fe, Tina	X	0.00	526,464.28
Bill Pmt -Check	06/11/2019	6694	Sysco SouthEast Fl...	X	0.00	526,464.28
Deposit	06/11/2019			X	50.00	526,514.28
Deposit	06/11/2019			X	60.00	526,574.28
Deposit	06/12/2019			X	120.00	526,694.28
Deposit	06/12/2019			X	300.00	526,994.28
Deposit	06/13/2019			X	30.00	527,024.28
Deposit	06/17/2019			X	60.00	527,084.28
Deposit	06/17/2019			X	300.00	527,384.28
Deposit	06/18/2019			X	60.00	527,444.28
Deposit	06/18/2019			X	291.75	527,736.03
Deposit	06/19/2019			X	1,006.00	528,742.03
Deposit	06/19/2019			X	5,299.00	534,041.03
Deposit	06/20/2019			X	210.00	534,251.03
Deposit	06/20/2019			X	104,297.28	638,548.31
General Journal	06/20/2019	1922		X	340,000.00	978,548.31
Deposit	06/25/2019			X	432.13	978,980.44
Deposit	06/25/2019			X	9,281.41	988,261.85
Deposit	06/25/2019			X	9,628.54	997,890.39
Deposit	06/25/2019			X	29,922.01	1,027,812.40
Deposit	06/25/2019			X	32,478.08	1,060,290.48
Deposit	06/30/2019			X	41.86	1,060,332.34
Deposit	06/30/2019			X	9,146.00	1,069,478.34
Deposit	06/30/2019			X	10,450.00	1,079,928.34
Deposit	06/30/2019			X	20,250.00	1,100,178.34
Total Deposits and Credits					1,100,178.34	1,100,178.34
Total Cleared Transactions					-74,730.66	-74,730.66
Cleared Balance					-74,730.66	162,752.34

3:08 PM

07/18/19

South Tech Charter Academy, Inc Reconciliation Detail

1111 - South Tech Operating 2973, Period Ending 06/30/2019

Type	Date	Num	Name	Clr	Amount	Balance
Uncleared Transactions						
Checks and Payments - 10 Items						
Bill Pmt -Check	03/08/2019	6418	IT & Media, LLC		-1,750.00	-1,750.00
Bill Pmt -Check	04/30/2019	6556	Buchholz, Debbie		-39.99	-1,789.99
Bill Pmt -Check	05/22/2019	6628	First Response Trai...		-840.00	-2,629.99
Bill Pmt -Check	05/30/2019	6653	South Tech Success...		-10,000.00	-12,629.99
Bill Pmt -Check	05/30/2019	6651	Palm Beach County ...		-87.42	-12,717.41
Bill Pmt -Check	06/11/2019	6697	WPGL Consulting L...		-9,500.00	-22,217.41
Bill Pmt -Check	06/11/2019	6687	School District of Pa...		-6,420.00	-28,637.41
Bill Pmt -Check	06/11/2019	6683	Martinez, Eddie		-95.00	-28,732.41
Bill Pmt -Check	06/19/2019	6715	Palm Beach County ...		-546.00	-29,278.41
Bill Pmt -Check	06/19/2019	6718	State Of Florida Dis...		-70.70	-29,349.11
Total Checks and Payments					-29,349.11	-29,349.11
Total Uncleared Transactions					-29,349.11	-29,349.11
Register Balance as of 06/30/2019					-104,079.77	133,403.23
New Transactions						
Checks and Payments - 47 Items						
General Journal	07/15/2019	1925	Payroll		-147,265.11	-147,265.11
General Journal	07/15/2019	1925	Payroll		-47,953.15	-195,218.26
General Journal	07/15/2019	1925	Payroll		-183.65	-195,401.91
Bill Pmt -Check	07/18/2019	6738	EGIS Insurance		-65,616.00	-261,017.91
Bill Pmt -Check	07/18/2019	6741	FPL		-19,693.72	-280,711.63
Bill Pmt -Check	07/18/2019	6756	Rock & Roll Academ...		-11,999.00	-292,710.63
Bill Pmt -Check	07/18/2019	6759	Special Markets Ins...		-8,172.95	-300,883.58
Bill Pmt -Check	07/18/2019	6737	Edgenuity		-8,160.00	-309,043.58
Bill Pmt -Check	07/18/2019	6754	Pemco & Co, LLC		-6,909.37	-315,952.95
Bill Pmt -Check	07/18/2019	6746	McCullough, Keefe		-4,965.00	-320,917.95
Bill Pmt -Check	07/18/2019	6748	Memco Indemnity Co...		-3,455.30	-324,373.25
Bill Pmt -Check	07/18/2019	6735	City of Boynton Bea...		-2,660.77	-327,034.02
Bill Pmt -Check	07/18/2019	6753	Observe 4 Success...		-2,500.00	-329,534.02
Bill Pmt -Check	07/18/2019	6725	Advance Education I...		-2,400.00	-331,934.02
Bill Pmt -Check	07/18/2019	6726	Alann Corporation		-2,000.00	-333,934.02
Bill Pmt -Check	07/18/2019	6744	Mac Express Cleani...		-1,820.00	-335,754.02
Bill Pmt -Check	07/18/2019	6758	Safety-Kleen Syste...		-1,459.37	-337,213.39
Bill Pmt -Check	07/18/2019	6742	Great American Fin...		-1,303.70	-338,517.09
Bill Pmt -Check	07/18/2019	6766	US Postal Service		-1,250.00	-339,767.09
Bill Pmt -Check	07/18/2019	6755	Powell Landscaping ...		-1,200.00	-340,967.09
Bill Pmt -Check	07/18/2019	6730	Arnold Law Firm		-1,166.20	-342,133.29
Bill Pmt -Check	07/18/2019	6727	American Express ...		-1,157.55	-343,290.84
Bill Pmt -Check	07/18/2019	6743	Home Depot		-1,156.89	-344,447.73
Bill Pmt -Check	07/18/2019	6747	McInerney, Kathryn		-1,076.20	-345,523.93
Bill Pmt -Check	07/18/2019	6752	NHA		-1,053.00	-346,576.93
Bill Pmt -Check	07/18/2019	6760	Spectrum Public Rel...		-1,000.00	-347,576.93
Bill Pmt -Check	07/18/2019	6736	Dex Imaging		-940.35	-348,517.28
Bill Pmt -Check	07/18/2019	6767	Verizon Wireless		-874.36	-349,391.64
Bill Pmt -Check	07/18/2019	6729	Amerigas		-760.49	-350,152.13
Bill Pmt -Check	07/18/2019	6739	F. Mandley & Assoc...		-562.50	-350,714.63
Bill Pmt -Check	07/18/2019	6750	Neofunds by Neopost		-400.00	-351,114.63
Bill Pmt -Check	07/18/2019	6733	Building Hope Servi...		-325.00	-351,439.63
Bill Pmt -Check	07/18/2019	6731	AT&T		-323.41	-351,763.04
Bill Pmt -Check	07/18/2019	6757	S/P2		-299.00	-352,062.04
Bill Pmt -Check	07/18/2019	6764	TMobile		-268.80	-352,330.84
Bill Pmt -Check	07/18/2019	6740	FI Consortium of Pu...		-250.00	-352,580.84
Bill Pmt -Check	07/18/2019	6751	NexAir, LLC		-169.66	-352,750.50
Bill Pmt -Check	07/18/2019	6762	Stericycle		-128.44	-352,878.94
Bill Pmt -Check	07/18/2019	6728	American Express ...		-115.20	-352,994.14
Bill Pmt -Check	07/18/2019	6749	National Print & Des...		-75.00	-353,069.14
Bill Pmt -Check	07/18/2019	6763	Sun Sentinel		-74.50	-353,143.64
Bill Pmt -Check	07/18/2019	6761	Staples Advantage		-66.81	-353,210.45
Bill Pmt -Check	07/18/2019	6734	Citi Cards - Oper		-60.00	-353,270.45
Bill Pmt -Check	07/18/2019	6765	Torclvia, Donion, Go...		-60.00	-353,330.45
Bill Pmt -Check	07/18/2019	6745	Marsh, Patrice		-40.45	-353,370.90

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07/18/19

South Tech Charter Academy, Inc

Reconciliation Detail

1111 - South Tech Operating 2973, Period Ending 06/30/2019

Type	Date	Num	Name	Clr	Amount	Balance
Bill Pmt -Check	07/18/2019	6732	Buchholz, Debbie		-33.26	-353,404.16
Check	07/19/2019	Chk	Telecheck		-15.00	-353,419.16
Total Checks and Payments					-353,419.16	-353,419.16
Deposits and Credits - 2 Items						
Deposit	07/03/2019				15,363.84	15,363.84
Deposit	07/10/2019				682,532.02	697,895.86
Total Deposits and Credits					697,895.86	697,895.86
Total New Transactions					344,476.70	344,476.70
Ending Balance					240,396.93	477,879.93



P.O. Box 521599 Miami, FL 33152-1599

Page 1 of 10



>000429 3119129 0001 008229 30Z
SOUTH TECH CHARTER ACADEMY INC
OPERATING ACCOUNT
1300 SW 30TH AVE
BOYNTON BEACH FL 33426-9018

Statement Date: June 30, 2019

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

Introducing our new fraud text alert service! With BankUnited's fraud monitoring service, keeping your debit card safe is as easy as sending a text.

PUBLIC FUNDS INTEREST CHECKING Account *****2973

Account Summary

Statement Balance as of 05/31/2019			\$237,483.00
Plus	27	Deposits and Other Credits	\$1,100,636.48
Less	95	Withdrawals, Checks, and Other Debits	\$1,175,395.88
Less		Service Charge	\$13.12
Plus		Interest Paid	\$41.86
Statement Balance as of 06/30/2019			\$162,752.34

Interest Summary

Beginning Interest Rate	0.15%
Interest Paid this Statement Period	\$41.86
Interest Paid Year to Date	\$318.29

Activity By Date

Date	Description	Withdrawals	Deposits	Balance
06/03/2019	CHECK #6649	\$6,000.00		\$231,483.00
06/03/2019	CHECK #6650	\$54.14		\$231,428.86
06/03/2019	CHECK #6652	\$15.48		\$231,413.38

BankUnited, N.A.

Statement Date: June 30, 2019

Account Number: *****2973

Activity By Date

Date	Description	Withdrawals	Deposits	Balance
06/03/2019	CHECK #6655	\$7,685.00		\$223,728.38
06/03/2019	MERCHANT BANKCD INTERCHNG 498232636882 SOUTH TECH CHARTER ACA	\$53.34		\$223,675.04
06/03/2019	MERCHANT BANKCD INTERCHNG 498242150882 SOUTH TECH CHARTER ACA	\$26.92		\$223,648.12
06/03/2019	MERCHANT BANKCD DISCOUNT 498232636882 SOUTH TECH CHARTER ACA	\$12.43		\$223,635.69
06/03/2019	MERCHANT BANKCD DISCOUNT 498242150882 SOUTH TECH CHARTER ACA	\$9.83		\$223,625.86
06/03/2019	MERCHANT BANKCD FEE 498232636882 SOUTH TECH CHARTER ACA	\$18.19		\$223,607.67
06/03/2019	MERCHANT BANKCD FEE 498242150882 SOUTH TECH CHARTER ACA	\$18.60		\$223,589.07
06/03/2019	MERCHANT BANKCD DEPOSIT 498242150882 SOUTH TECH CHARTER ACA	\$500.00		\$223,089.07
06/04/2019	STATE OF FLORIDA PAYMENTS 193881980654342 SOUTH TECH CHART		\$85.00	\$223,174.07
06/04/2019	STATE OF FLORIDA PAYMENTS 193881980654350 SOUTH TECH CHART		\$345.00	\$223,519.07
06/04/2019	CHECK #6642	\$297.94		\$223,221.13
06/04/2019	CHECK #6646	\$254.50		\$222,966.63
06/04/2019	AUTHNET GATEWAY BILLING 107114565 SOUTH TECH ACADEMY	\$26.80		\$222,939.83
06/04/2019	AUTHNET GATEWAY BILLING 107140016	\$10.00		\$222,929.83



P.O. Box 521599 Miami, FL 33152-1599

Page 3 of 10

Statement Date: June 30, 2019

Account Number: *****2973

Activity By Date

Date	Description	Withdrawals	Deposits	Balance
06/04/2019	SOUTH TECH ACADEMY FDGL LEASE PYMT	\$35.28		\$222,894.55
06/05/2019	SOUTH TECHNICAL CHART MERCHANT BANKCD DEPOSIT 498232636882		\$30.00	\$222,924.55
06/05/2019	SOUTH TECH CHARTER ACA FLA DEPT REVENUE CRC 80138418	\$70,180.47		\$152,744.08
06/06/2019	SOUTH TECH CHARTER ACA MERCHANT BANKCD DEPOSIT 498232636882		\$60.00	\$152,804.08
06/06/2019	SOUTH TECH CHARTER ACA CHECK #6633	\$155.25		\$152,648.83
06/07/2019	Customer Deposit		\$3,162.44	\$155,811.27
06/07/2019	MERCHANT BANKCD DEPOSIT 498232636882		\$180.00	\$155,991.27
06/07/2019	SOUTH TECH CHARTER ACA CHECK #6645	\$3,352.78		\$152,638.49
06/07/2019	CHECK #6648	\$470.00		\$152,168.49
06/10/2019	PalmBeachSchools DIRECT PAY SOUTH TECH CHARTER ACA		\$522,461.84	\$674,630.33
06/10/2019	CHECK #6630	\$18.00		\$674,612.33
06/10/2019	CHECK #6644	\$1,088.00		\$673,524.33
06/10/2019	CHECK #6656	\$2,500.00		\$671,024.33
06/11/2019	MERCHANT BANKCD DEPOSIT 498232636882		\$90.00	\$671,114.33
06/11/2019	SOUTH TECH CHARTER ACA MERCHANT BANKCD DEPOSIT 498242150882		\$300.00	\$671,414.33
06/11/2019	SOUTH TECH CHARTER ACA CHECK #6659	\$8,609.00		\$662,805.33
06/12/2019	MERCHANT BANKCD DEPOSIT 498232636882		\$60.00	\$662,865.33
06/12/2019	SOUTH TECH CHARTER ACA PRIORITY CHECK #6693	\$117.05		\$662,748.28

BankUnited, N.A.

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Statement Date: June 30, 2019

Account Number: *****2973

Activity By Date

Date	Description	Withdrawals	Deposits	Balance
06/12/2019	CHECK #6647	\$15.34		\$662,732.94
06/12/2019	CHECK #6660	\$50.00		\$662,682.94
06/12/2019	CHECK #6663	\$954.89		\$661,728.05
06/12/2019	CHECK #6666	\$70.70		\$661,657.35
06/12/2019	5BCW EEDIRDEP	\$191,217.20		\$470,440.15
	5BCW_STC (BankU			
	South Tech Charter Aca			
06/12/2019	5BCW TRUST	\$1,260.61		\$469,179.54
	5BCW_STC (BankU			
	South Tech Charter Aca			
06/13/2019	STATE OF FLORIDA PAYMENTS		\$1,006.00	\$470,185.54
	193881980672971			
	SOUTH TECH CHART			
06/13/2019	MERCHANT BANKCD DEPOSIT		\$120.00	\$470,305.54
	498232636882			
	SOUTH TECH CHARTER ACA			
06/13/2019	MERCHANT BANKCD DEPOSIT		\$300.00	\$470,605.54
	498242150882			
	SOUTH TECH CHARTER ACA			
06/13/2019	CHECK #6591	\$78.68		\$470,526.86
06/13/2019	CHECK #6658	\$1,105.00		\$469,421.86
06/13/2019	CHECK #6664	\$13,638.32		\$455,783.54
06/13/2019	CHECK #6665	\$623.38		\$455,160.16
06/13/2019	5BCW BILLING	\$290.90		\$454,869.26
	5BCW_STC (BankU			
	South Tech Charter Aca			
06/13/2019	5BCW TAX	\$61,331.22		\$393,538.04
	5BCW_STC (BankU			
	South Tech Charter Aca			
06/14/2019	STATE OF FLORIDA PAYMENTS		\$10,450.00	\$403,988.04
	193881980676591			
	SOUTH TECH CHART			
06/14/2019	MERCHANT BANKCD DEPOSIT		\$30.00	\$404,018.04
	498232636882			
	SOUTH TECH CHARTER ACA			



P.O. Box 521599 Miami, FL 33152-1599

Page 5 of 10

Statement Date: June 30, 2019

Account Number: *****2973

Activity By Date

Date	Description	Withdrawals	Deposits	Balance
06/14/2019	CHECK #6657	\$25,483.00		\$378,535.04
06/14/2019	CHECK #6661	\$69,628.84		\$308,906.20
06/17/2019	CHECK #6671	\$291.20		\$308,615.00
06/17/2019	CHECK #6676	\$375.00		\$308,240.00
06/17/2019	CHECK #6680	\$23,150.99		\$285,089.01
06/17/2019	CHECK #6685	\$1,750.00		\$283,339.01
06/18/2019	MERCHANT BANKCD DEPOSIT 498232636882 SOUTH TECH CHARTER ACA		\$60.00	\$283,399.01
06/18/2019	MERCHANT BANKCD DEPOSIT 498242150882 SOUTH TECH CHARTER ACA		\$300.00	\$283,699.01
06/18/2019	CHECK #6662	\$6,295.56		\$277,403.45
06/18/2019	CHECK #6670	\$17,361.84		\$260,041.61
06/18/2019	CHECK #6675	\$2,060.94		\$257,980.67
06/18/2019	CHECK #6678	\$5,437.50		\$252,543.17
06/18/2019	CHECK #6681	\$1,250.00		\$251,293.17
06/18/2019	CHECK #6682	\$185.99		\$251,107.18
06/18/2019	CHECK #6686	\$534.86		\$250,572.32
06/18/2019	CHECK #6690	\$8,946.00		\$241,626.32
06/18/2019	CHECK #6691	\$688.98		\$240,937.34
06/18/2019	CHECK #6692	\$128.44		\$240,808.90
06/18/2019	CHECK #6696	\$930.40		\$239,878.50
06/18/2019	CHECK #6698	\$445.50		\$239,433.00
06/18/2019	CHECK #6699	\$6,500.00		\$232,933.00
06/19/2019	STATE OF FLORIDA PAYMENTS 193881980685573 SOUTH TECH CHART		\$5,299.00	\$238,232.00
06/19/2019	MERCHANT BANKCD DEPOSIT 498232636882 SOUTH TECH CHARTER ACA		\$60.00	\$238,292.00
06/19/2019	MERCHANT BANKCD DEPOSIT 498242150882 SOUTH TECH CHARTER ACA		\$300.00	\$238,592.00
06/19/2019	CHECK #6667	\$77,905.47		\$160,686.53

BankUnited, N.A.

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Statement Date: June 30, 2019

Account Number: *****2973

Activity By Date

Date	Description	Withdrawals	Deposits	Balance
06/19/2019	CHECK #6669	\$1,120.00		\$159,566.53
06/19/2019	CHECK #6672	\$325.00		\$159,241.53
06/19/2019	CHECK #6684	\$130.00		\$159,111.53
06/19/2019	CHECK #6689	\$1,000.00		\$158,111.53
06/19/2019	CHECK #6695	\$268.80		\$157,842.73
06/20/2019	WEB TFR FR 000119002981 063115002821 WEB RF#063115002821		\$340,000.00	\$497,842.73
06/20/2019	Customer Deposit		\$104,297.28	\$602,140.01
06/20/2019	ECHECK.NET FUNDING 107203871 SOUTH TECH ACADEMY		\$291.75	\$602,431.76
06/20/2019	CHECK #6688	\$2,133.02		\$600,298.74
06/20/2019	Telecheck INV062019D 0380181342 SOUTH TECH ACADEMY	\$15.20		\$600,283.54
06/21/2019	MERCHANT BANKCD DEPOSIT 498232636882 SOUTH TECH CHARTER ACA		\$210.00	\$600,493.54
06/21/2019	CHECK #6677	\$174.52		\$600,319.02
06/21/2019	CHECK #6704	\$287.58		\$600,031.44
06/21/2019	CHECK #6709	\$12,480.00		\$587,551.44
06/24/2019	CHECK #6668	\$2,000.00		\$585,551.44
06/24/2019	CHECK #6679	\$250.00		\$585,301.44
06/24/2019	CHECK #6711	\$3,757.00		\$581,544.44
06/25/2019	STATE OF FLORIDA PAYMENTS 193881980697933 SOUTH TECH CHART		\$81,742.17	\$663,286.61
06/25/2019	STATE OF FLORIDA PAYMENTS 193881980698294 SOUTH TECH CHART		\$20,250.00	\$683,536.61
06/25/2019	STATE OF FLORIDA PAYMENTS 193881980698493 SOUTH TECH CHART		\$9,146.00	\$692,682.61
06/25/2019	CHECK #6701	\$18,477.72		\$674,204.89



P.O. Box 521599 Miami, FL 33152-1599

Statement Date: June 30, 2019

Account Number: *****2973

Activity By Date

Date	Description	Withdrawals	Deposits	Balance
06/25/2019	CHECK #6702	\$2,261.28		\$671,943.61
06/25/2019	CHECK #6706	\$1,937.50		\$670,006.11
06/25/2019	CHECK #6710	\$445.50		\$669,560.61
06/25/2019	CHECK #6712	\$175.17		\$669,385.44
06/25/2019	CHECK #6716	\$623.38		\$668,762.06
06/25/2019	CHECK #6717	\$531.48		\$668,230.58
06/25/2019	CHECK #6722	\$1,303.70		\$666,926.88
06/25/2019	CHECK #6723	\$1,200.00		\$665,726.88
06/26/2019	CHECK #6673	\$2,663.00		\$663,063.88
06/26/2019	CHECK #6700	\$640.00		\$662,423.88
06/26/2019	CHECK #6703	\$68,764.18		\$593,659.70
06/26/2019	CHECK #6708	\$6,900.00		\$586,759.70
06/26/2019	CHECK #6713	\$968.34		\$585,791.36
06/26/2019	CHECK #6721	\$30.00		\$585,761.36
06/26/2019	CHECK #6724	\$67.70		\$585,693.66
06/26/2019	5BCW EEDIRDEP	\$229,078.69		\$356,614.97
	5BCW_STC (BankU			
	South Tech Charter Aca			
06/27/2019	CHECK #6714	\$13,638.32		\$342,976.65
06/27/2019	5BCW BILLING	\$265.50		\$342,711.15
	5BCW_STC (BankU			
	South Tech Charter Aca			
06/27/2019	5BCW TAX	\$82,137.49		\$260,573.66
	5BCW_STC (BankU			
	South Tech Charter Aca			
06/28/2019	CHECK #6705	\$30.67		\$260,542.99
06/28/2019	CHECK #6707	\$6,235.64		\$254,307.35
06/28/2019	CHECK #6719	\$5,500.00		\$248,807.35
06/28/2019	CHECK #6720	\$300.00		\$248,507.35
06/28/2019	FLA DEPT REVENUE CRC	\$85,783.75		\$162,723.60
	81054446			
	SOUTH TECH CHARTER ACA			
06/28/2019	Interest Paid		\$41.86	\$162,765.46
06/28/2019	Service Charge	\$13.12		\$162,752.34

Statement Date: June 30, 2019

Account Number: *****2973

Check Transactions

Check #	Date	Amount	Check #	Date	Amount	Check #	Date	Amount
6591	06/13	\$78.68	6668	06/24	\$2,000.00	6698*	06/18	\$445.50
6630*	06/10	\$18.00	6669	06/19	\$1,120.00	6699	06/18	\$6,500.00
6633*	06/06	\$155.25	6670	06/18	\$17,361.84	6700	06/26	\$640.00
6642*	06/04	\$297.94	6671	06/17	\$291.20	6701	06/25	\$18,477.72
6644*	06/10	\$1,088.00	6672	06/19	\$325.00	6702	06/25	\$2,261.28
6645	06/07	\$3,352.78	6673	06/26	\$2,663.00	6703	06/26	\$68,764.18
6646	06/04	\$254.50	6675*	06/18	\$2,060.94	6704	06/21	\$287.58
6647	06/12	\$15.34	6676	06/17	\$375.00	6705	06/28	\$30.67
6648	06/07	\$470.00	6677	06/21	\$174.52	6706	06/25	\$1,937.50
6649	06/03	\$6,000.00	6678	06/18	\$5,437.50	6707	06/28	\$6,235.64
6650	06/03	\$54.14	6679	06/24	\$250.00	6708	06/26	\$6,900.00
6652*	06/03	\$15.48	6680	06/17	\$23,150.99	6709	06/21	\$12,480.00
6655*	06/03	\$7,685.00	6681	06/18	\$1,250.00	6710	06/25	\$445.50
6656	06/10	\$2,500.00	6682	06/18	\$185.99	6711	06/24	\$3,757.00
6657	06/14	\$25,483.00	6684*	06/19	\$130.00	6712	06/25	\$175.17
6658	06/13	\$1,105.00	6685	06/17	\$1,750.00	6713	06/26	\$968.34
6659	06/11	\$8,609.00	6686	06/18	\$534.86	6714	06/27	\$13,638.32
6660	06/12	\$50.00	6688*	06/20	\$2,133.02	6716*	06/25	\$623.38
6661	06/14	\$69,628.84	6689	06/19	\$1,000.00	6717	06/25	\$531.48
6662	06/18	\$6,295.56	6690	06/18	\$8,946.00	6719*	06/28	\$5,500.00
6663	06/12	\$954.89	6691	06/18	\$688.98	6720	06/28	\$300.00
6664	06/13	\$13,638.32	6692	06/18	\$128.44	6721	06/26	\$30.00
6665	06/13	\$623.38	6693	06/12	\$117.05	6722	06/25	\$1,303.70
6666	06/12	\$70.70	6695*	06/19	\$268.80	6723	06/25	\$1,200.00
6667	06/19	\$77,905.47	6696	06/18	\$930.40	6724	06/26	\$67.70

Items denoted with an "*" indicate processed checks out of sequence.

Rates by Date

Date	Rate
05/31	0.15%

Balances by Date

Date	Balance
------	---------



P.O. Box 521599 Miami, FL 33152-1599

Page 9 of 10

Statement Date: June 30, 2019

Account Number: *****2973

Date	Balance	Date	Balance	Date	Balance	Date	Balance
05/31	\$237,483.00	06/10	\$671,024.33	06/18	\$232,933.00	06/26	\$356,614.97
06/03	\$223,089.07	06/11	\$662,805.33	06/19	\$157,842.73	06/27	\$260,573.66
06/04	\$222,894.55	06/12	\$469,179.54	06/20	\$600,283.54	06/28	\$162,752.34
06/05	\$152,744.08	06/13	\$393,538.04	06/21	\$587,551.44		
06/06	\$152,648.83	06/14	\$308,906.20	06/24	\$581,544.44		
06/07	\$152,168.49	06/17	\$283,339.01	06/25	\$665,726.88		

Other Balances

Minimum Balance this Statement Period

\$152,168.49



At BankUnited, we want to make sure that using your debit card is always as safe and convenient as possible. That's why we're launching fraud text alerts as part of our ongoing fraud monitoring program. If we have your mobile phone number on file, you will be automatically enrolled in our fraud text alert service. To learn more about our new service, please call us at 1-877-779-2265.

BankUnited, N.A.

Statement Date: June 30, 2019

Account Number: ***2973**

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, N.A.

8:32 AM

07/18/19

South Tech Charter Academy, Inc
Reconciliation Summary
1112 - South Tech Internal 2965, Period Ending 06/30/2019

	<u>Jun 30, 19</u>
Beginning Balance	160,866.81
Cleared Transactions	
Checks and Payments - 34 Items	-16,534.58
Deposits and Credits - 10 Items	7,693.39
Total Cleared Transactions	<u>-7,841.19</u>
Cleared Balance	153,025.62
Uncleared Transactions	
Checks and Payments - 3 Items	-81.72
Total Uncleared Transactions	<u>-81.72</u>
Register Balance as of 06/30/2019	152,943.90
New Transactions	
Checks and Payments - 5 Items	-2,473.90
Total New Transactions	<u>-2,473.90</u>
Ending Balance	150,470.00

8:32 AM

07/18/19

South Tech Charter Academy, Inc
Reconciliation Detail
1112 - South Tech Internal 2965, Period Ending 06/30/2019

Type	Date	Num	Name	Clr	Amount	Balance
Beginning Balance						160,866.81
Cleared Transactions						
Checks and Payments - 34 Items						
General Journal	04/30/2019	1926	RosenKranz, Hollis	X	-300.00	-300.00
Bill Pmt -Check	05/08/2019	2765	National Coating & ...	X	-501.02	-801.02
Bill Pmt -Check	05/22/2019	2772	Bennett Auto Supply	X	-1,009.11	-1,810.13
Bill Pmt -Check	05/22/2019	2776	Cunningham, Tarell	X	-500.00	-2,310.13
Bill Pmt -Check	05/22/2019	2783	Santalucas Commu...	X	-190.00	-2,500.13
Bill Pmt -Check	05/22/2019	2786	National Coating & ...	X	-152.21	-2,652.34
Bill Pmt -Check	05/22/2019	2785	Walters, Edward	X	-24.00	-2,676.34
Bill Pmt -Check	05/23/2019	2789	Spanish River High ...	X	-788.00	-3,464.34
Bill Pmt -Check	05/30/2019	2793	Embroid Me	X	-3,732.95	-7,177.29
Bill Pmt -Check	05/30/2019	2795	Life Safety Solutions	X	-1,140.00	-8,317.29
Bill Pmt -Check	05/30/2019	2794	GFS Gordon Food S...	X	-759.03	-9,076.32
Bill Pmt -Check	05/30/2019	2790	Baker's Trophy Cas...	X	-435.00	-9,511.32
Bill Pmt -Check	05/30/2019	2792	City of Delray Beach	X	-376.79	-9,888.11
Bill Pmt -Check	05/30/2019	2791	Canteen Refreshme...	X	-222.83	-10,110.94
Bill Pmt -Check	05/30/2019	2796	Mendenhall, Nicole	X	-49.46	-10,160.40
Bill Pmt -Check	05/30/2019	2800	Sonara, Jacqueline	X	-40.87	-10,201.27
Bill Pmt -Check	05/30/2019	2797	Palardis, Jon	X	-27.22	-10,228.49
Bill Pmt -Check	05/30/2019	2799	Salas, Roman	X	-26.67	-10,255.16
Bill Pmt -Check	05/30/2019	2798	Ross, Richard	X	-7.99	-10,263.15
Check	08/03/2019	EFT	Merchant Service Fee	X	-104.27	-10,367.42
Bill Pmt -Check	08/08/2019	2801	American Express -...	X	-1,452.72	-11,820.14
Bill Pmt -Check	08/08/2019	2807	Terry, William	X	-1,225.00	-13,045.14
Bill Pmt -Check	08/08/2019	2804	Paoletti, Ingrid or NI...	X	-100.00	-13,145.14
Bill Pmt -Check	08/08/2019	2803	Granados, Rosa	X	-100.00	-13,245.14
Bill Pmt -Check	08/08/2019	2802	GFS Gordon Food S...	X	-59.48	-13,304.62
Bill Pmt -Check	08/08/2019	2805	Pelaez, Ruthy	X	-31.00	-13,335.62
Bill Pmt -Check	08/11/2019	2808	A & S Transportation	X	-632.50	-13,968.12
Bill Pmt -Check	08/11/2019	2810	Citi Cards - Int	X	-345.68	-14,313.80
Bill Pmt -Check	08/11/2019	2809	Bennett Auto Supply	X	-326.84	-14,640.64
Bill Pmt -Check	08/11/2019	2811	O'Reilly Automotive,...	X	-2.92	-14,643.56
Bill Pmt -Check	08/19/2019	2813	Bumax Company, Inc	X	-392.25	-15,035.81
Bill Pmt -Check	08/19/2019	2812	Blondie's Beauty Su...	X	-299.77	-15,335.58
Bill Pmt -Check	08/19/2019	2816	Sysco SouthEast Fl...	X	-191.55	-15,527.13
Check	08/30/2019			X	-7.45	-15,534.58
Total Checks and Payments					-15,534.58	-15,534.58
Deposits and Credits - 10 Items						
Bill Pmt -Check	04/30/2019	2742	RosenKranz, Hollis	X	0.00	0.00
Bill Pmt -Check	04/30/2019		RosenKranz, Hollis	X	0.00	0.00
Deposit	05/31/2019			X	1,824.50	1,824.50
General Journal	08/01/2019	1926R	RosenKranz, Hollis	X	300.00	2,124.50
Deposit	08/07/2019			X	232.00	2,356.50
Deposit	08/07/2019			X	744.33	3,100.83
Deposit	08/10/2019			X	863.00	3,963.83
Deposit	08/20/2019			X	432.00	4,395.83
Deposit	08/20/2019			X	3,278.52	7,674.35
Deposit	08/30/2019			X	19.04	7,693.39
Total Deposits and Credits					7,693.39	7,693.39
Total Cleared Transactions					-7,841.19	-7,841.19
Cleared Balance					-7,841.19	153,025.62
Uncleared Transactions						
Checks and Payments - 3 Items						
Bill Pmt -Check	08/08/2019	2806	Tanner, Walter		-28.75	-28.75
Bill Pmt -Check	08/19/2019	2814	Fraga, Barbara		-32.97	-61.72
Bill Pmt -Check	08/19/2019	2815	Shamdasani, Meghan		-20.00	-81.72
Total Checks and Payments					-81.72	-81.72
Total Uncleared Transactions					-81.72	-81.72
Register Balance as of 06/30/2019					-7,922.91	152,943.90

8:32 AM

07/18/19

South Tech Charter Academy, Inc

Reconciliation Detail

1112 - South Tech Internal 2965, Period Ending 06/30/2019

Type	Date	Num	Name	Clr	Amount	Balance
New Transactions						
Checks and Payments - 5 Items						
Bill Pmt -Check	07/18/2019	2817	American Express -...		-1,168.90	-1,168.90
Bill Pmt -Check	07/18/2019	2821	Old School Square ...		-1,080.00	-2,248.90
Bill Pmt -Check	07/18/2019	2820	Melillo, JoAnn		-75.00	-2,323.90
Bill Pmt -Check	07/18/2019	2818	Devine, Lisa		-75.00	-2,398.90
Bill Pmt -Check	07/18/2019	2819	Galvan, Ruth		-75.00	-2,473.90
Total Checks and Payments					-2,473.90	-2,473.90
Total New Transactions					-2,473.90	-2,473.90
Ending Balance					-10,396.81	150,470.00



P.O. Box 521599 Miami, FL 33152-1599

Page 1 of 5



>003814 3119123 0001 008229 20Z
SOUTH TECH CHARTER ACADEMY INC
INTERNAL ACCOUNT
1300 SW 30TH AVE
BOYNTON BEACH FL 33426-9018

Statement Date: June 30, 2019

Account Number: *****2965

Customer Service Information



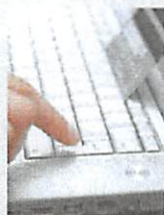
Client Care: 877-779-BANK (2265)



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 05/31/2019			\$160,866.81
Plus	6	Deposits and Other Credits	\$7,374.35
Less	34	Withdrawals, Checks, and Other Debits	\$15,227.13
Less		Service Charge	\$7.45
Plus		Interest Paid	\$19.04
Statement Balance as of 06/30/2019			\$153,025.62

Interest Summary

Beginning Interest Rate	0.15%
Interest Paid this Statement Period	\$19.04
Interest Paid Year to Date	\$132.53

Activity By Date

Date	Description	Withdrawals	Deposits	Balance
06/03/2019	MERCHANT BANKCD DEPOSIT 498232637880 SOUTH TECH CHRTR ACAD		\$1,824.50	\$162,691.31

Statement Date: June 30, 2019

Account Number: *****2965

Activity By Date

Date	Description	Withdrawals	Deposits	Balance
06/03/2019	CHECK #2765	\$501.02		\$162,190.29
06/03/2019	CHECK #2785	\$24.00		\$162,166.29
06/03/2019	CHECK #2797	\$27.22		\$162,139.07
06/03/2019	CHECK #2800	\$40.87		\$162,098.20
06/03/2019	MERCHANT BANKCD INTERCHNG 498232637880 SOUTH TECH CHRTR ACAD	\$52.63		\$162,045.57
06/03/2019	MERCHANT BANKCD DISCOUNT 498232637880 SOUTH TECH CHRTR ACAD	\$14.53		\$162,031.04
06/03/2019	MERCHANT BANKCD FEE 498232637880 SOUTH TECH CHRTR ACAD	\$37.11		\$161,993.93
06/04/2019	CHECK #2793	\$3,732.95		\$158,260.98
06/04/2019	CHECK #2796	\$49.46		\$158,211.52
06/05/2019	CHECK #2772	\$1,009.11		\$157,202.41
06/05/2019	CHECK #2783	\$190.00		\$157,012.41
06/07/2019	Customer Deposit		\$744.33	\$157,756.74
06/07/2019	CHECK #2786	\$152.21		\$157,604.53
06/07/2019	CHECK #2789	\$768.00		\$156,836.53
06/07/2019	CHECK #2790	\$435.00		\$156,401.53
06/07/2019	CHECK #2791	\$222.83		\$156,178.70
06/07/2019	CHECK #2795	\$1,140.00		\$155,038.70
06/10/2019	MERCHANT BANKCD DEPOSIT 498232637880 SOUTH TECH CHRTR ACAD		\$232.00	\$155,270.70
06/10/2019	CHECK #2776	\$500.00		\$154,770.70
06/10/2019	CHECK #2794	\$759.03		\$154,011.67
06/10/2019	CHECK #2805	\$31.00		\$153,980.67
06/12/2019	CHECK #2802	\$59.48		\$153,921.19
06/13/2019	CHECK #2792	\$376.79		\$153,544.40
06/14/2019	MERCHANT BANKCD DEPOSIT 498232637880 SOUTH TECH CHRTR ACAD		\$863.00	\$154,407.40
06/14/2019	CHECK #2798	\$7.99		\$154,399.41



P.O. Box 521599 Miami, FL 33152-1599

Page 3 of 5

Statement Date: June 30, 2019

Account Number: *****2965

Activity By Date

Date	Description	Withdrawals	Deposits	Balance
06/14/2019	CHECK #2799	\$26.67		\$154,372.74
06/17/2019	CHECK #2804	\$100.00		\$154,272.74
06/17/2019	CHECK #166184	\$1,452.72		\$152,820.02
06/18/2019	CHECK #2810	\$345.68		\$152,474.34
06/19/2019	CHECK #2808	\$632.50		\$151,841.84
06/20/2019	Customer Deposit		\$3,278.52	\$155,120.36
06/20/2019	CHECK #2809	\$326.84		\$154,793.52
06/21/2019	MERCHANT BANKCD DEPOSIT 498232637880 SOUTH TECH CHRTR ACAD		\$432.00	\$155,225.52
06/21/2019	CHECK #2807	\$1,225.00		\$154,000.52
06/24/2019	CHECK #2803	\$100.00		\$153,900.52
06/24/2019	CHECK #2811	\$2.92		\$153,897.60
06/25/2019	CHECK #2813	\$392.25		\$153,505.35
06/25/2019	CHECK #2816	\$191.55		\$153,313.80
06/26/2019	CHECK #2812	\$299.77		\$153,014.03
06/28/2019	Interest Paid		\$19.04	\$153,033.07
06/28/2019	Service Charge	\$7.45		\$153,025.62

Check Transactions

Check #	Date	Amount	Check #	Date	Amount	Check #	Date	Amount
2765	06/03	\$501.02	2794	06/10	\$759.03	2807*	06/21	\$1,225.00
2772*	06/05	\$1,009.11	2795	06/07	\$1,140.00	2808	06/19	\$632.50
2776*	06/10	\$500.00	2796	06/04	\$49.46	2809	06/20	\$326.84
2783*	06/05	\$190.00	2797	06/03	\$27.22	2810	06/18	\$345.68
2785*	06/03	\$24.00	2798	06/14	\$7.99	2811	06/24	\$2.92
2786	06/07	\$152.21	2799	06/14	\$26.67	2812	06/26	\$299.77
2789*	06/07	\$768.00	2800	06/03	\$40.87	2813	06/25	\$392.25
2790	06/07	\$435.00	2802*	06/12	\$59.48	2816*	06/25	\$191.55
2791	06/07	\$222.83	2803	06/24	\$100.00	166184*	06/17	\$1,452.72
2792	06/13	\$376.79	2804	06/17	\$100.00			
2793	06/04	\$3,732.95	2805	06/10	\$31.00			

Items denoted with an "*" indicate processed checks out of sequence.

Statement Date: June 30, 2019

Account Number: *****2965

Rates by Date

Date	Rate
05/31	0.15%

Balances by Date

Date	Balance	Date	Balance	Date	Balance	Date	Balance
05/31	\$160,866.81	06/10	\$153,980.67	06/18	\$152,474.34	06/25	\$153,313.80
06/03	\$161,993.93	06/12	\$153,921.19	06/19	\$151,841.84	06/26	\$153,014.03
06/04	\$158,211.52	06/13	\$153,544.40	06/20	\$154,793.52	06/28	\$153,025.62
06/05	\$157,012.41	06/14	\$154,372.74	06/21	\$154,000.52		
06/07	\$155,038.70	06/17	\$152,820.02	06/24	\$153,897.60		

Other Balances

Minimum Balance this Statement Period

\$151,841.84



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P.O. Box 521599 Miami, FL 33152-1599

Page 5 of 5

Statement Date: June 30, 2019

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?

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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.

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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.

1:03 PM

07/17/19

South Tech Charter Academy, Inc

Reconciliation Summary

1113 · Money Market Account 2981, Period Ending 06/30/2019

	<u>Jun 30, 19</u>
Beginning Balance	1,173,181.62
Cleared Transactions	
Checks and Payments - 1 Item	-340,000.00
Deposits and Credits - 1 item	343.86
	<hr/>
Total Cleared Transactions	-339,656.14
	<hr/>
Cleared Balance	833,525.48
	<hr/>
Register Balance as of 06/30/2019	833,525.48
Ending Balance	833,525.48

1:03 PM

07/17/19

South Tech Charter Academy, Inc

Reconciliation Detail

1113 - Money Market Account 2981, Period Ending 06/30/2019

Type	Date	Num	Name	Clr	Amount	Balance
Beginning Balance						1,173,181.82
Cleared Transactions						
Checks and Payments - 1 Item						
General Journal	06/20/2019	1922		X	-340,000.00	-340,000.00
Total Checks and Payments					-340,000.00	-340,000.00
Deposits and Credits - 1 Item						
Deposit	06/30/2019			X	343.86	343.86
Total Deposits and Credits					343.86	343.86
Total Cleared Transactions					-339,656.14	-339,656.14
Cleared Balance					-339,656.14	833,525.48
Register Balance as of 06/30/2019					-339,656.14	833,525.48
Ending Balance					-339,656.14	833,525.48



P.O. Box 521599 Miami, FL 33152-1599

Page 1 of 3



>011882 3116865 0001 008229 10Z
SOUTH TECH CHARTER ACADEMY INC
1300 SW 30TH AVE
BOYNTON BEACH FL 33426-9018

Statement Date: June 30, 2019

Account Number: *****2981

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 MONEY MARKET Account *****2981

Account Summary

Statement Balance as of 05/31/2019			\$1,173,181.62
Plus	0	Deposits and Other Credits	\$0.00
Less	1	Withdrawals, Checks, and Other Debits	\$340,000.00
Less		Service Charge	\$0.00
Plus		Interest Paid	\$343.86
Statement Balance as of 06/30/2019			\$833,525.48

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	\$343.86
Interest Paid Year to Date	\$2,278.46

Activity By Date

Date	Description	Withdrawals	Deposits	Balance
06/20/2019	WEB TFR TO 000119002973 WEB RF#063115002821	\$340,000.00		\$833,181.62

BankUnited, N.A.

Statement Date: June 30, 2019

Account Number: *****2981

Activity By Date

<i>Date</i>	<i>Description</i>	<i>Withdrawals</i>	<i>Deposits</i>	<i>Balance</i>
06/28/2019	Interest Paid		\$343.86	\$833,525.48

Rates By Date

<i>Date</i>	<i>Rate</i>
05/31	0.40%

Balances by Date

<i>Date</i>	<i>Balance</i>	<i>Date</i>	<i>Balance</i>	<i>Date</i>	<i>Balance</i>
05/31	\$1,173,181.62	06/20	\$833,181.62	06/28	\$833,525.48

Other Balances

Minimum Balance this Statement Period	\$833,181.62
---------------------------------------	--------------



At BankUnited, we want to make sure that using your debit card is always as safe and convenient as possible. That's why we're launching fraud text alerts as part of our ongoing fraud monitoring program. If we have your mobile phone number on file, you will be automatically enrolled in our fraud text alert service. To learn more about our new service, please call us at 1-877-779-2265.



P.O. Box 521599 Miami, FL 33152-1599

Page 3 of 3

Statement Date: June 30, 2019

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?

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PLEASE CALL (TOLL FREE) 1-877-779-BANK (2265) OR WRITE US AT:**

BankUnited Operations / EFT Error
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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.



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We appreciate your business.

Motion:

I recommend that the Board approve and ratify the Charter school monthly Disbursement Reports for the month ending June 30, 2019 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.

3:12 PM

07/18/19

Accrual Basis

South Tech Charter Academy, Inc
Account QuickReport
As of June 30, 2019

Date	Num	Name	Amount
1111 - South Tech Operating 2973			
06/30/2019	1910	Payroll	-229,078.69
06/15/2019	1882	Payroll	-192,477.81
06/17/2019	1920	Florida Retirement System	-85,783.75
06/30/2019	1910	Payroll	-82,137.49
06/11/2019	6667	A & S Transportation	-77,905.47
06/06/2019	6661	Blue Cross Blue Shield	-69,628.84
06/19/2019	6703	Blue Cross Blue Shield	-68,764.18
06/15/2019	1882	Payroll	-61,331.22
06/11/2019	6680	FPL	-23,150.99
06/19/2019	6701	Alta Monclair	-18,477.72
06/11/2019	6670	Alta Monclair	-17,361.84
06/06/2019	6664	Palm Beach County School Distr...	-13,638.32
06/19/2019	6714	Palm Beach County School Distr...	-13,638.32
06/19/2019	6709	Mac Express Cleaning Service	-12,480.00
06/11/2019	6697	WPGL Consulting LLC	-9,500.00
06/11/2019	6690	Speech Rehab Services, LLC	-8,946.00
06/06/2019	6659	American Express #21007 Oper	-8,609.00
06/19/2019	6708	KP Education	-6,900.00
06/11/2019	6699	Literacy Coalition of Palm Beach...	-6,500.00
06/11/2019	6687	School District of Palm Beach C...	-6,420.00
06/06/2019	6662	GIS Benefits	-6,295.56
06/19/2019	6707	GIS Benefits	-6,235.64
06/19/2019	6719	The School District of Palm Bea...	-5,500.00
06/11/2019	6678	FJ Vodolo & Associates, LLC	-5,437.50
06/19/2019	6711	National Print & Design	-3,757.00
06/11/2019	6673	College Board, SRO	-2,663.00
06/19/2019	6702	Arnold Law Firm	-2,261.28
06/11/2019	6688	South Tech Academy	-2,133.02
06/11/2019	6675	Dex Imaging	-2,060.94
06/11/2019	6668	Alann Corporation	-2,000.00
06/19/2019	6706	FJ Vodolo & Associates, LLC	-1,937.50
06/11/2019	6685	National Print & Design	-1,750.00
06/19/2019	6722	Great American Financial Service	-1,303.70
06/11/2019	6681	Frontline Technologies Group LLC	-1,250.00
06/19/2019	6723	Powell Landscaping & Design	-1,200.00
06/11/2019	6669	All Metro Health Care	-1,120.00
06/06/2019	6658	AEST	-1,105.00
06/11/2019	6689	Spectrum Public Relations	-1,000.00
06/19/2019	6713	O&L Law Group, P.L.	-968.34
06/06/2019	6663	O&L Law Group, P.L.	-954.89
06/11/2019	6696	Verizon Wireless	-930.40
06/11/2019	6691	Staples Advantage	-688.98
06/19/2019	6700	All Metro Health Care	-640.00
06/06/2019	6665	PHEAA	-623.38
06/19/2019	6716	PHEAA	-623.38
06/19/2019	6715	Palm Beach County School Distr...	-546.00
06/11/2019	6686	Pemco & Co, LLC	-534.86
06/19/2019	6717	Staples Advantage	-531.48
06/11/2019	6698	Managed Care Concepts	-445.50
06/19/2019	6710	Managed Care Concepts	-445.50
06/11/2019	6676	F. Mandley & Associates	-375.00
06/11/2019	6672	Building Hope Services	-325.00
06/19/2019	6720	Tomco Refrigeration Experts, Inc.	-300.00
06/11/2019	6671	Brown, Timothy	-291.20
06/15/2019	1882	Payroll	-290.90
06/19/2019	6704	Bogges, John-Anthony	-287.58
06/11/2019	6695	TMobile	-268.80
06/30/2019	1910	Payroll	-265.50
06/11/2019	6679	FI Consortium of Public Charter ...	-250.00
06/11/2019	6682	Home Depot	-185.99
06/19/2019	6712	NexAir, LLC	-175.17
06/11/2019	6677	FedEx	-174.52
06/03/2019	EFT	Merchant Service Fee	-139.31
06/11/2019	6684	National Notary Association	-130.00
06/11/2019	6692	Stericycle	-128.44
06/11/2019	6693	Stewart, Julie	-117.05
06/11/2019	6683	Martinez, Eddie	-95.00

3:12 PM

07/18/19

Accrual Basis

South Tech Charter Academy, Inc
Account QuickReport
As of June 30, 2019

Date	Num	Name	Amount
06/06/2019	6666	State Of Florida Disbursement Unit	-70.70
06/19/2019	6718	State Of Florida Disbursement Unit	-70.70
06/19/2019	6724	WEX Bank	-67.70
06/06/2019	6660	American Express 11003 - Oper	-50.00
06/04/2019	EFT	Authnet Gateway	-36.80
06/04/2019	EFT	FDGL	-35.28
06/19/2019	6705	Fernandez, Maria	-30.67
06/19/2019	6721	Total Compliance Network Inc	-30.00
06/19/2019	EFT	Telecheck	-15.20
06/30/2019			-13.12
06/11/2019	6674	De La Fe, Tina	0.00
06/11/2019	6694	Sysco SouthEast Florida	0.00
Total 1111 - South Tech Operating 2973			-1,073,892.12
1112 - South Tech Internal 2965			
06/06/2019	2801	American Express -21007 Int	-1,452.72
06/06/2019	2807	Terry, William	-1,225.00
06/11/2019	2808	A & S Transportation	-632.50
06/19/2019	2813	Burnmax Company, Inc	-392.25
06/11/2019	2810	Citi Cards - Int	-345.68
06/11/2019	2809	Bennett Auto Supply	-326.84
06/19/2019	2812	Blondie's Beauty Supply Inc	-299.77
06/19/2019	2816	Sysco SouthEast Florida	-191.55
06/03/2019	EFT	Merchant Service Fee	-104.27
06/06/2019	2803	Granados, Rosa	-100.00
06/06/2019	2804	Paoletti, Ingrid or Nicole	-100.00
06/06/2019	2802	GFS Gordon Food Services Miami	-59.48
06/19/2019	2814	Fraga, Barbara	-32.97
06/06/2019	2805	Pelaez, Ruthy	-31.00
06/06/2019	2806	Tanner, Walter	-28.75
06/19/2019	2815	Shamdasani, Meghan	-20.00
06/30/2019			-7.45
06/11/2019	2811	O'Reilly Automotive, Inc.	-2.92
Total 1112 - South Tech Internal 2965			-5,353.15
TOTAL			-1,079,245.27

Motion:

I recommend that the Board approve and ratify the monthly financial statements for month ending June 30, 2019 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 June 30, 2019 and For the Year Ending June 30, 2019
June 30, 2019

	<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>
ASSETS						
Cash and cash equivalents	1110	\$ 1,119,873	\$ -	\$ -	\$ -	\$ 1,119,873
Investments	1160					-
Grant receivables	1130	97,192				97,192
Other current assets	12XX	100,134				100,134
Deposits	1210				-	-
Due from other funds	1140	27,829				27,829
Other long-term assets	1400	150,763				150,763
Total Assets		<u>\$ 1,495,791</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 1,495,791</u>
LIABILITIES AND FUND BALANCE						
Liabilities						
Accounts payable	2120	\$ 51,676	\$ -	\$ -	\$ -	\$ 51,676
Salaries, benefits, and payroll taxes payable	2110, 2170, 2330	393,921				393,921
Deferred revenue	2410	1,020				1,020
Notes/bonds payable	2180, 2250, 2310, 2320					-
Lease payable	2315					-
Other liabilities	21XX, 22XX, 23XX					-
Total Liabilities		<u>446,617</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>446,617</u>
Fund Balance						
Nonspendable	2710	127,963				127,963
Restricted	2720					-
Committed	2730					-
Assigned	2740	193,199				193,199
Unassigned	2750	728,012				728,012
Total Fund Balance		<u>1,049,174</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>1,049,174</u>
TOTAL LIABILITIES AND FUND BALANCE		<u><u>\$ 1,495,791</u></u>	<u><u>\$ -</u></u>	<u><u>\$ -</u></u>	<u><u>\$ -</u></u>	<u><u>\$ 1,495,791</u></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 June 30, 2019 and For the Year Ending June 30, 2019

	FTE Projected	1,080								
	FTE Actual	1,043	97% Percent of Projected							
			General Fund				Special Revenue			
	Account Number	Month/ Quarter Actual	YTD Actual	Annual Budget	% of YTD Actual to Annual Budget	Month/ Quarter Actual	YTD Actual	Annual Budget	% of YTD Actual to Annual Budget	
Revenues										
FEDERAL SOURCES										
Federal direct	3100	\$ -	\$ -	\$ -	%	\$ -	\$ -	-	%	
Federal through state and local	3200					74,232	689,502	712,104	97%	
STATE SOURCES										
FEFP	3310	420,779	6,076,031	6,220,309	98%					
Capital outlay	3397	18,036	280,181	301,206	93%					
Class size reduction	3355	69,078	995,682	1,020,702	98%					
School recognition	3361	-	111,202	-						
Other state revenue	33XX	28,433	1,137,269	1,574,856	72%					
LOCAL SOURCES										
Interest	3430	386	5,521	5,000	110%					
Local capital improvement tax	3413									
Other local revenue	34XX	9,143	538,770	488,430	110%					
Total Revenues		545,855	9,144,656	9,610,503	95%	74,232	689,502	712,104	97%	
Expenditures										
Current Expenditures										
Instruction	5000	497,826	5,524,291	5,558,759	99%	31,563	433,417	436,792	99%	
Instructional support services	6000	49,476	605,326	609,157	99%	23,523	243,530	235,195	104%	
Board	7100	10,843	143,731	163,380	88%					
General administration	7200	30,008	363,465	364,341	100%					
School administration	7300	69,447	827,957	803,829	103%					
Facilities and acquisition	7400					(6)	15,364	40,117	38%	
Fiscal services	7500	16,390	192,131	192,242	100%					
Food services	7600									
Central services	7700	12,686	182,296	182,092	100%					
Pupil transportation services	7800	-	654,387	657,050	100%					
Operation of plant	7900	42,733	680,578	640,927	106%					
Maintenance of plant	8100	6,601	57,526	51,607	111%					
Administrative technology services	8200	9,021	120,067	114,060	105%					
Community services	9100	3,893	302,977	245,000	124%					
Debt service	9200									
Total Expenditures		748,924	9,654,732	9,582,444	101%	55,080	692,311	712,104	97%	
Excess (Deficiency) of Revenues Over Expenditures		(203,069)	(510,076)	28,059		19,152	(2,809)	-		
Other Financing Sources (Uses)										
Transfers in	3600	19,152	-	-		-	2,809			
Transfers out	9700	-	(2,809)			(19,152)	-			
Total Other Financing Sources (Uses)		19,152	(2,809)	-		(19,152)	2,809	-		
Net Change in Fund Balances		(183,917)	(512,885)	28,059		-	-			
Fund balances, beginning		1,233,091	1,691,558	1,691,558	100%					
Adjustments to beginning fund balance		-	(129,500)							
Fund Balances, Beginning as Restated		1,233,091	1,562,058	1,691,558	92%	-	-	-		
Fund Balances, Ending		\$ 1,049,174	\$ 1,049,174	\$ 1,719,617	61%	\$ -	\$ -	-	%	

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
\$	-	\$	-	\$	-	\$	-	-	-	-	%
			%				%	74,232	689,502	712,104	97%
								420,779	6,076,031	6,220,309	98%
								18,036	280,181	301,206	93%
								69,078	995,682	1,020,702	98%
								-	111,202	-	
								28,433	1,137,269	1,574,856	72%
								386	5,521	5,000	110%
								-	-	-	
								9,143	538,770	488,430	110%
-	-	-		-	-	-		620,087	9,834,158	10,322,607	95%
								529,389	5,957,708	5,995,551	99%
								72,999	848,856	844,352	101%
								10,843	143,731	163,380	88%
								30,008	363,465	364,341	100%
								69,447	827,957	803,829	103%
								(6)	15,364	40,117	38%
								16,390	192,131	192,242	100%
								-	-	-	
								12,686	182,296	182,092	100%
								-	654,387	657,050	100%
				-	-	-		42,733	680,578	640,927	106%
								6,601	57,526	51,607	111%
								9,021	120,067	114,060	105%
								3,893	302,977	245,000	124%
								-	-	-	
-	-	-		-	-	-		804,004	10,347,043	10,294,548	101%
-	-	-		-	-	-		(183,917)	(512,885)	28,059	
								19,152	2,809	-	
				-	-			(19,152)	(2,809)	-	
-	-	-		-	-	-		-	-	-	
-	-			-	-			(183,917)	(512,885)	28,059	
				-	-	-		1,233,091	1,691,558	1,691,558	100%
				-	-	-		-	(129,500)	-	
-	-	-		-	-	-		1,233,091	1,562,058	1,691,558	92%
\$	-	\$	-	\$	-	\$	-	1,049,174	1,049,174	1,719,617	61%

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. These adjustments are made in compliance with the School District Palm Beach County and do not affect our June financials.

Attachments: Amended FY19 STA Operating Budget

Presented By:

Jim Kidd, Superintendent

Financial Impact:

This amended budget reflects actual revenues and expenses.

SouthTech Academy Amended SY19 Budget - June 2019

	JUNE 2019 Amended Budget 1080 Students	January 2019 Amended Budget 1,080 Students
<u>Revenues:</u>		
110-R · General Operating		
3310000 · Base Student Allocation	6,076,031	6,220,309
3355000 · Class Size Reduction 9-12	995,682	1,020,702
3310390 - FEFP for Capital Projects	280,181	301,206
Total - General Operating (FEFP Payments)	\$ 7,351,894	\$ 7,542,217
3361000 - School Recognition Funds	111,202	111,202
3431000 · Interest On Investments	5,521	5,000
33XX000-Other State Revenue	1,137,269	1,463,654
Total 110-R · General Operating	\$ 1,253,992	\$ 1,579,856
Total 34XX000- Other local revenue	\$ 538,770	\$ 488,430
421-R · Federal Grants		
3240000 · Title 1, Part A	312,472	343,696
3250000 - Title I, Part C	655	3,509
3230000 - IDEA	264,694	235,450
3298000 - Perkins	19,725	22,244
3250000 - Title II, Part A	56,445	41,796
3250000 - Title IV	20,152	25,291
3250000 - Educational Facilities Security Grant	15,359	40,117
Total - 421-R - Federal Grants	\$ 689,502	\$ 712,104
TOTAL - Revenue	\$ 9,834,158	\$ 10,322,607
<u>Expenses</u>		
Total 5100000 · Instruction	2,350,670	2,428,923
Total 5200000 · ESE Instruction	422,300	350,632
Total 5300000 · Career Education	2,117,860	2,107,275
Total 5400000 · Adult Education	594,844	458,979
Total 5600000 · Classroom Costs	38,617	16,800
Total 6000000 · Instructional Support Services	529,396	543,862
Total 6400000 · Instructional/Staff Prof Dev	63,433	56,795
Total 6500000 · Instructional Tech	12,498	8,500
Total 7100000 · Board Expenses	143,729	163,380
Total 7200000 · General Administration	363,466	364,341
Total 7300000 · School Administration	827,955	803,829
Total 7500000 · Fiscal Services	192,131	192,242
Total 7700000 · Central Services	182,295	222,209
Total 7800000 · Transportation	654,386	657,050
Total 7900000 · Operation of Plant	680,578	640,927
Total 8100000 · Maintenance of Plant	57,526	51,607
Total 8200000 · Technology Services	120,067	114,060
TOTAL OPERATING EXPENSES	\$ 9,351,752	\$ 9,181,411
TOTAL GRANT EXPENSES	\$ 692,314	\$ 868,137
TOTAL INTERNAL ACCOUNT EXPENSES	\$ 302,977	\$ 245,000
Total Expense	\$ 10,347,043	\$ 10,294,548
Total Revenue	\$ 9,834,158.00	\$ 10,322,607
Profit/(Loss)	(512,885)	28,059

Motion:

I recommend that the Board approve and sign the adoption of Palm Beach County School District's Mental Health Allocation Plan for SY 20.

Summary Information:

SB 7030 (Chapter 2018-3, Laws of Florida) addresses School Safety, in part, through a Mental Health Assistance Allocation and District Implementation Plan. Section 1011.62, F.S., as modified under SB 7030 requires a Mental Health Assistance Allocation to provide funding to school districts to establish or expand school-based mental health care for all public schools. SouthTech Schools was provided the option of adopting Palm Beach County School District's Mental Health Plan. In choosing this option, SouthTech Schools will receive:

- Professional Development of the Kognito Gold Standard for Mental Health Awareness
- Opportunity to participate in YMHFA 6-hour course offered throughout the year
- Professional Development and support on Threat Assessment Teams and processes
- Professional Development on SESIR and student code of conduct
- Proportionate share of mental health allocation dollars to provide mental health and behavioral health services for students

Attachments:

Palm Beach County School District's Mental Health Allocation Plan

Presented By:

Jim Kidd, Superintendent

Financial Impact:

Approximate funding received by each school is based on student enrollment.

STA - \$25,800

STP - \$13,300

STSC - \$2,400

Palm Beach Mental Health Allocation Plan (2019-2020)
SB 7030 Implementation of Legislative Recommendations of the Marjory Stoneman Douglas
High School Public Safety Commission

The School District of Palm Beach County is the tenth largest in the nation and the fifth largest in the State of Florida serving more than 193,000 students who speak 146 languages and dialects. As the largest employer in Palm Beach County, the school district has 22,340 employees, including more than 12,900 teachers.

The District through its Single School Culture initiatives has been a leader in the state in establishing student assistance teams and utilizing them as part of the Multi-Tiered Systems of Support. From those teams created in the 1980's, agreements were forged with local community agencies to provide on campus assistance for drug and alcohol abuse, alternative-to-suspension opportunities and grief counseling. These teams and relationships led to a successful Safe Schools/Health Student Grant funded by the US Departments of Education, Justice and Health and Human Services. School Based Teams were formed and in 2003 were mandated for all district schools. Over the last 16 years School Based Teams (SBT) have evolved into a strong state model for problem-solving and intervention design in assisting students, families, teachers, and district-employed mental and behavioral health professionals. School Based Team continues to be the single point of access for identifying, assisting, and referring students with academic, behavioral, social, emotional and mental health concerns. The teams are the mechanism for student assessment and they form the foundation of the tiered levels of Response to Intervention required by legislation to ensure equitable and effective interventions for all students.

Over the past six years, several advocacy groups and events have determined mental and behavioral health needs and gaps and have made related recommendations for Palm Beach County. The components of the School District of Palm Beach County's Behavioral and mental Health Framework align with and/or are inclusive of current research in school behavioral health, school counseling and school psychological services; the best practices of District school counseling, school psychological services, Exceptional Student Education, and Safe Schools; and the recommendations made by the Southeast Florida Behavioral Health Network, the School Health Advisory Council, Action Alliance for Mental Health, Birth to 22 Becoming a Trauma Sensitive Community Action Team, Birth to 22 Mental Health Subcommittee, Adolescent Behavioral Health Collaborative, and Wellness Promotion Task Force.

During the 2018-2019 school year, the District focused efforts on aligning existing and creating new mental and behavioral supports within its School Behavioral and Mental Health Framework. The efforts focused on the enhancement of systems and procedures (e.g. school teams, mental health awareness training), the creation of new systems and procedures (e.g. universal process for mental health referral, co-location of mental health agency professionals onto school campuses), strategies to enhance student access to evidence-based mental health supports by District-employed, contracted and collaborative mental health professionals, and fidelity monitoring tools.

Palm Beach County School Behavioral and Mental Health Framework

Mental health and school success are closely linked, and untreated mental health challenges can create significant barriers to academic, social and emotional, and career success. Since 1 in

Palm Beach Mental Health Allocation Plan (2019-2020)
SB 7030 Implementation of Legislative Recommendations of the Marjory Stoneman Douglas
High School Public Safety Commission

5 (20%) of youth ages 13-18 live with a mental health condition, it is essential that schools and communities take a proactive stance in promoting student mental health awareness and support.

Untreated mental illness or students who experience a delay in mental health support are at greater risk of dropping out, failing classes, being truant, and/or experiencing behavioral difficulties resulting in discipline referrals. Schools provide significantly improved access to students and families and are an ideal place for mental health promotion, prevention, and early intervention.

The Palm Beach County School Behavioral and Mental Health Framework is based on a multi-tiered continuum of supports that is designed to connect students to people, programs and practices based on their level of need. Universal supports are core supports that are available to all students. Targeted/Selected supports are interventions that some students receive within schools. Intensive, individual supports are available for students experiencing mental health challenges, with a mental health diagnosis or are at-risk of a mental health diagnosis. *See Appendix A.*

Selected level, targeted supports work best when universal level, core supports are in place. Likewise, intensive supports work best when applied in a school that has or is developing a system of universal and targeted support. In general, schools have a larger role to play in universal supports while more intensive supports are provided through community-based providers or programs.

Palm Beach Mental Health Allocation Plan (2019-2020)

The Mental Health Allocation Plan Management Team is responsible for the implementation and monitoring of the Palm Beach Mental Health Allocation Plan as set forth below. *See Appendix F* for the mental health assistance allocation funded expenditures.

School-Based Student Services

The School District of Palm Beach County employs Certified School Counselors, ESOL Bilingual School Counselors, School Psychologists, Family Counselors, Mental Health Professionals (LMHC, LP), and Master Social Workers. The District's newly created School Behavioral Health Professional position, funded through local referendum dollars, will be assigned to 170 schools for the 2019-2020 school year. To afford schools the flexibility to meet the mental and behavioral health needs of their students, this position allows for a range of professional qualifications. Many applicants are clinically trained and maintain licensure in the State of Florida. In addition and also funded through local referendum dollars, the District has created and staffed two Crisis Assessment, Prevention, Education and Support (CAPE) Teams. CAPE Teams are comprised of credentialed and skilled staff that are both flexible and proactive in responding to students that are experiencing significant persistent or acute mental health or behavioral health crises on a school campus. These District-Employed Mental Health

Palm Beach Mental Health Allocation Plan (2019-2020)
SB 7030 Implementation of Legislative Recommendations of the Marjory Stoneman Douglas
High School Public Safety Commission

Professionals intervene with students, families and schools to provide universal, targeted and intensive levels supports. *See Appendix B.*

Certified School Counselors and ESOL Counselors implement the Board approved Student Development Plan, the comprehensive school counseling program framework based on the *American School Counselor Association National Model: A Framework for School Counseling Programs*. Through direct services to students and services in support of students, school counselors improve student academic achievement, social-emotional development, and college-career readiness. Elements of a school counseling program include, but are not limited to supports such as classroom and large group core-curriculum delivery, small group counseling, short-term solution focused counseling, student academic advisement, and crisis response.

School Psychologists have expertise in supporting the mental health, learning, and behavior of students. They work in collaboration with schools, students and families to provide psychological assessment and evaluation, interventions and instructional support to develop academic and behavior skills, preventative and response services, and mental health services.

Mental Health Professionals are Licensed Mental Health Counselors, Licensed Psychologist and/or persons credentialed in related fields. They collaborate with schools, students, and families in evaluation and assessment activities which are designed to identify risk for individual students in the areas of mental or behavioral health needs, or special needs where a student may otherwise be at-risk or in crisis.

Social Service Facilitators, some of whom are Masters level Social Workers, provide social services to students identified with barriers to learning (academic or social behavior). The newly established School Behavioral Health Professional position will provide prevention, intervention, and intensive strategies to meet the behavioral and mental health needs of individual students.

Direct Services to Students

The District's School Behavioral and Mental Health Framework uses a multi-tiered system of supports to align existing and new mental and behavioral health professionals, programs and practices. Embedded in the framework is the understanding that:

- Selected level, targeted supports work best when universal level, core supports are in place.
- Intensive supports work best when applied in a school that has or is developing a system of universal and targeted support.
- Direct services to students are improved when District-employed mental health professionals (e.g. school counselors, school psychologists) work to the maximum of their credential within nationally accepted models.

Palm Beach Mental Health Allocation Plan (2019-2020)
SB 7030 Implementation of Legislative Recommendations of the Marjory Stoneman Douglas
High School Public Safety Commission

Professional development has been provided to a variety of audiences through Principal Leadership Academies, Regional Collaboratives, School Counseling professional development, School Psychological Services professional development, webinars, and the annual Student Mental Health and Wellness Conference. In the spirit of developing a Single District Culture around student behavioral and mental health, common learning objectives were developed so that learners would be able to (a) increase awareness of mental health, mental illness and trauma, (b) understand the continuum of behavioral and mental health supports available to students, their families, and schools, (c) identify strategies to align the people, programs, and practices that support student mental and behavioral health, and (d) increase fidelity of mental health referral, assessment and service delivery through the use of the District Student Information System.

In addition, strong collaborative relationships exist between the District and community-based advisory and advocacy groups, such as the Birth to 22: United for Brighter Futures and the Mental Health Subcommittee of the School Health Advisory Committee. These groups provide informed input to the District, which has served to clarify the role of District-employed mental health professionals (e.g. school counselors, school psychologists).

Collaborative and Co-Located Mental Health Professionals

Through the School Behavioral and Mental Health Framework, the District leverages existing and new interagency relationships to expand student access to mental and behavioral health supports through collaborative mental health professionals and co-located mental health professionals.

Collaborative Mental Health Professionals. The District has Behavioral Health Agreements with 35 agencies that comprehensively provide a variety of mental health and/or counseling services for children and their families in schools (pending Board approval June 19). The matrix of current agencies with a Behavioral Health Agreement is found in *Appendix C*. These agencies currently cover mental health and substance abuse treatment utilizing evidence based practices which could include: mentoring, wraparound, trauma informed care, and cognitive behavioral therapy. They receive referrals from schools, services initiated by parent and are available to District and Charter Schools.

Co-Located Mental Health Professionals. The District plan addresses school-based mental health care through the placement of agency employed, co-located mental health professionals in schools to expand student access and supplement the work of District mental health professionals (e.g. school counselors, school psychologists, family counselors) and collaborative agencies with Behavioral Health Agreements. Co-located mental health professionals are credentialed professionals (e.g. LMHC, LCSW, LMFT) or registered interns. They are agency supervised and operate in alignment with school teams, policies and procedures. In terms of the Palm Beach County School Behavioral and Mental Health Framework, they provide intensive, individual supports, delivering evidence-based mental health care assessment, diagnosis, intervention, treatment, and recovery services to students with one or more co-occurring substance abuse diagnoses and to students at high risk of such diagnoses. By being

Palm Beach Mental Health Allocation Plan (2019-2020)
SB 7030 Implementation of Legislative Recommendations of the Marjory Stoneman Douglas
High School Public Safety Commission

located full-time (or in a few cases, part-time) on school campuses, they are able to integrate into the school culture through participation in school-based activities and teams.

Through a bid process, a pool of awarded vendors was established to provide evidence-based mental healthcare treatment to students. Seven agencies are currently provide co-located services (*see Appendix D*) and 9 additional agencies are eligible to participate in the process (*see Appendix E*). The current mental allocation, with the support of local referendum dollars, funds the placement of up to 100 full-time co-located mental health professionals. These individuals are credentialed professionals (e.g. LMHC, LCSW, LMFT) or Registered Interns.

Charter schools will continue to receive their proportionate share of the mental health assistance allocation categorical. Charter schools that elect to be included in the District mental health allocation plan must use their categorical funds received to contract with one or more of the currently approved agencies to provide co-located mental health support.

Fidelity of Referral and Services

The Mental Health Allocation Plan Management Team is responsible for enhancing the fidelity of mental health referrals and mental health services. The implementation of the Universal Mental/Behavioral Health Referral District form will standardize the process for referring students and their families to mental and behavioral health services. Within the District's Student Information System, a limited access Mental Health tab was established to allow for the logging of mental health screenings, referrals for mental health services, and mental health services. District-employed mental health professionals are better able to monitor referrals for services and implementation of those services through the use of the Mental Health tab. Through data sharing agreements, co-located mental health professionals input mental health referral and/or service information. As a logging platform, the tab is not used it for case notes or for recording sensitive information.

School-based problem solving teams also schedule follow up meetings to review student progress or additional supports/interventions that may be needed. The Mental Health Assistance Allocation Plan Management Team, will also provide support for students who received intensive community mental health services, by collaborating alongside The Multiagency Network for Students with and at-risk of Emotional Behavioral Disabilities (SEDNET), school psychologists, school counselors, and other mental health specialized staff across District departments.

Professional development modules (e.g. Mental Health 101, Re-Entry, Support and Safety Planning, SIS Mental Health Tab) have been developed and deployed to key audiences (e.g. school leaders, school counselors, school psychologists, School Based Team leaders). These trainings work in concert with one another to provide an (a) overview of the Palm Beach County School Behavioral and Mental Health Framework, (b) review of procedures and practices to address the fidelity of mental health referral, assessment and services within prescribed

Palm Beach Mental Health Allocation Plan (2019-2020)
SB 7030 Implementation of Legislative Recommendations of the Marjory Stoneman Douglas
High School Public Safety Commission

timelines, and (c) coordination of mental health services with providers, both school-based and community-based, through school team meetings (with appropriate releases of information).

Universal Prevention and Targeted Early Intervention

The District has adopted programs and strategies to support the positive social, emotional, and behavioral growth of students.

Social and Emotional Learning. Social and Emotional Learning (SEL) leads to children, youth and adults achieving academic, post-secondary, career and life success. SEL involves acquiring and effectively applying knowledge, attitudes and skills to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, make responsible decisions, and demonstrate behaviors that contribute to academic success. (Adapted from CASEL). The Palm Beach County School District has adopted the SEL initiative through the use of Signature Practices and Morning Meeting. Signature Practices creates conditions for learning for adult learners and includes 3 distinct pieces; a Welcoming Ritual, Engaging Practice, and Optimistic Closure. Morning Meeting was the curriculum selected for elementary cohort sites which creates a level of trust between the student and teacher and merges academic, social, and emotional learning

Matrix of Approved Supplemental Programs. A matrix of approved mental health awareness and prevention programs (e.g. Adolescent Depression Awareness Program, Sandy Hook Promise, Breaking the Silence, Erika's Lighthouse, NAMI, PBSAC) is made available to all schools with the use of the programs at the discretion of the school principal.

Palm Beach County Substance Awareness Coalition. The District has a long standing collaborative relationship with the Coalition to implement various prevention programs. The Coalition coordinates activities, provides information, and organizes public awareness campaigns to steer youths and adults away from harmful substances.

Student Information System. The District's Student Information provides identified school-based professionals, such as a school counselors school psychologists or administrators, to access the Mental Health tab. Within this tab, reporting features are available to aid in identifying students who have received a mental health screening, mental health referral or mental health services. Portal alerts populate when students change schools, improving the fidelity of service. In addition, advanced reporting features allow school-based professionals, such as a school counselor, school psychologist or administrator, to generate early warning reports based on data elements like absences, course failure rate, and discipline. Ongoing professional development on social and emotional learning, mental health awareness and trauma informed practices is available to all employees.

The Department of Safe Schools also supervises the district wide implementation of a number of prevention and intervention initiatives, including but not limited to Positive Behavior Support, Bullying programs, Safe School Ambassadors, and Restorative Justice.

Palm Beach Mental Health Allocation Plan (2019-2020)
SB 7030 Implementation of Legislative Recommendations of the Marjory Stoneman Douglas
High School Public Safety Commission

Mental and Behavioral Health Awareness and Training

The District, along with the community Mental Health First Aid Coalition, began training in Youth Mental Health First Aid three years before the course was mandated by SB 7026. With the District Mental Health Allocation Plan, a substantial expansion of mental health awareness training is planned with the implementation of Youth Mental Health First Aid (8-hour and newly designed 6-hour), Child Mental Health First Aid, and Kognito.

The Annual Student Mental Health and Wellness Conference is a full-day professional development event aimed at providing attendees with valuable information on (a) the Continuum of School Behavioral Health Supports available to meet the mental and behavioral health needs of students, (b) strategies to meet the unmet mental and behavioral health needs of students, (c) strategies to support social and emotional learning, (d) trauma sensitive practices, and (e) District and community resources.

May Mental Health Awareness and Trauma Informed Care Month is a county-wide campaign coordinated by Healthier Delray Beach and Birth to 22: United for Brighter Futures. As a partner in this campaign, the District aims to raise awareness by talking openly about mental and behavioral health and trauma.

Charter schools included in the District Mental Health Allocation Plan will receive at no additional cost: District provided training for Youth Mental Health First Aid, Threat Assessment tools and training, and technical assistance for Kognito Gold Standard.

Palm Beach Mental Health Allocation Plan (2019-2020)
SB 7030 Implementation of Legislative Recommendations of the Marjory Stoneman Douglas
High School Public Safety Commission

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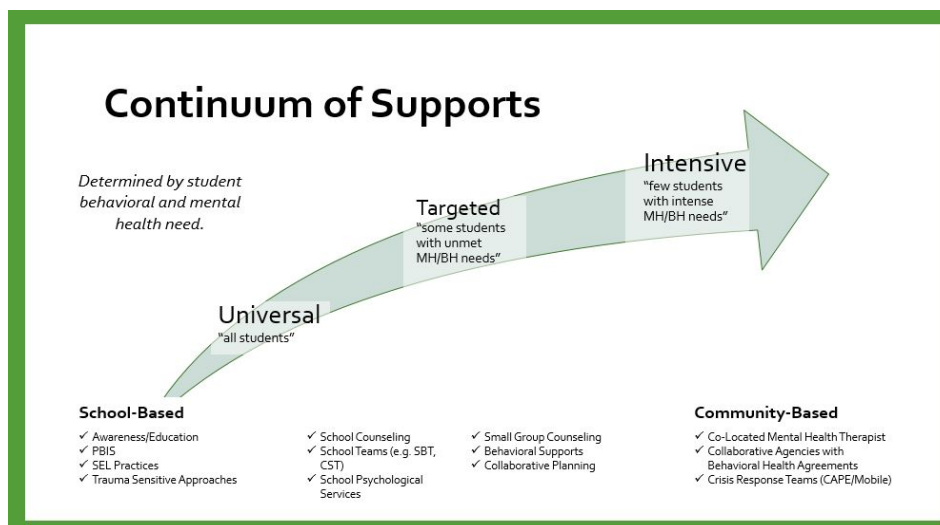
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Palm Beach Mental Health Allocation Plan (2019-2020)
SB 7030 Implementation of Legislative Recommendations of the Marjory Stoneman Douglas
High School Public Safety Commission

Appendix A: Palm Beach County School Behavioral and Mental Health Framework

	Universal Level	Targeted/Selected Level	Intensive Level
For whom	Core Supports that all Students receive within Schools	Supplemental/targeted supports that some students receive within Schools for students with Unmet/Unidentified Needs or a Mental Health Challenge	Intensive, Individual Supports for Students Experiencing Mental Health Challenges, with Mental Health Diagnosis or At-risk of Mental Health Diagnosis
By Whom	All School Staff	Degreed/Certified School Staff	Degreed/Certified School Staff Collaborative Agencies and Co-Located Agencies with Behavioral Health Agreements
What	Social and Emotional Learning Resiliency Relationship Building Prevention	Early Identification of Students with Unmet/Unidentified Needs Small Group Counseling Wellness Plans Collaborative Planning with/for Students and Families	Intensive Therapeutic Intervention and Treatment Brief Solution Focused Individual Counseling Collaborative Planning with/for Students and Families
How	PBS Team Comprehensive School Counseling Programs SEL Practices Trauma Sensitive Practices Mental Health Awareness	Intervention by District-employed Mental Health Professionals and Behavioral Health Professionals School Teams (e.g. SBT, CST) Support from Co-located or Community Mental Health Professionals	Individual Counseling/ Therapy Re-entry, Transition, Support Plans Referral/Follow-up Processes School Teams (e.g. SBT, CST)

Palm Beach Mental Health Allocation Plan (2019-2020)
SB 7030 Implementation of Legislative Recommendations of the Marjory Stoneman Douglas
High School Public Safety Commission



Appendix B: School-Based Student Services

Certified School Counselors	313
ESOL Bilingual School Counselors	85
School Psychologists	113
Family Counselors	11
Professional-Mental Health	4
Social Service Facilitators (Master Social Workers)	6
School Behavioral Health Professionals	170 (screening and interviews ongoing)

Palm Beach Mental Health Allocation Plan (2019-2020)
SB 7030 Implementation of Legislative Recommendations of the Marjory Stoneman Douglas
High School Public Safety Commission

Appendix C: Agencies with Behavioral Health Agreements

Source: Matrix of Agencies with Behavioral Health Cooperative Agreements (July 1, 2018 through June 30, 2019)

Agency	Services Provided
Aid to Victims of Domestic Abuse (AVDA)	Violence prevention and counseling (domestic, dating, and school)
American Association of Caregiving Youth	Caregiving youth project: support to youth who are taking care of ill or physically challenged family member
ASPIRA of Florida, Inc.	Hispanic leadership program (mentoring, counseling and community service); dropout prevention; and a violence prevention component
Best Foot Forward, Inc.	One-on-One intervention and support for students in foster care
Big Brothers Big Sisters of Palm Beach and Martin Counties, Inc.	Mentor/Mentee Program
Camelot Community Care	Specialized therapeutic foster care, trauma informed care, abuse and neglect, cognitive behavioral therapy, functional family therapy, crisis management, and psychiatric services for identified clients
Center for Family Services of PBC, Inc	Prevention (individual and small group), child and family counseling, crisis management, and parenting education (Triple P)
Center for Child Counseling	Play therapy, trauma informed cognitive behavior therapy, and child and family psychotherapy
Children's Healing Institute (Dick Webber)	Parent Aide mentoring for families with a child <12 years old; bereavement support groups for children 3-17 years old, and resources and support for families with premature infants in the NICU
Children's Home Society	Counseling, case management, truancy, and ungovernable petitions, and respite care
The Chrysalis Center	Outpatient therapy

Palm Beach Mental Health Allocation Plan (2019-2020)
SB 7030 Implementation of Legislative Recommendations of the Marjory Stoneman Douglas
High School Public Safety Commission

Drug Abuse Treatment Association of PBC	Counselors provide outreach, educational programs, short-term counseling, and referrals to students at risk in specific MS and HS in Palm Beach County. Provides assessment, prevention, and short-term substance abuse treatment
Families First of PBC (Children's Case Management Organization)	Individual, child, and family counseling; case management; and crisis management. Specialty: behavioral interventions, trauma, family therapy, and adjustment issues
Father Flanagan Boys Town South Florida	In-home family services, common sense parenting, behavioral health clinical services, and care coordination
Faulk Center for Counseling	Provides on-site group counseling to children and teens referred for behavioral or emotional issues: problem solving, anger management, social skills, and self-esteem for a period of 8-16 weeks.
Gulfstream Goodwill Industries, Inc.	Build career plans/skills and prepare for school completion, post HS training, and productive work by providing structured and supportive relationships with trusted adult mentors. ATDSD for returning students are monitored and mentored
Hanley Foundation	Project Northland, Class Action, Alcohol Literacy Challenge, ATLAS, ATHENA, Alcohol EDU, PATHS, Teen Intervene, Active Parenting Now and Teen; and, Level 1 approved programs including Kids of Promise, Toxic Mixture, Brain Drain, The Blunt Truth, Life Skills and Mental Health First Aid training
Healthy Mothers Healthy Babies	Educational presentations in support of the human growth and development curriculum; responsibilities of fathers; and, the importance of prenatal care and access to services for pregnant teens
Jerome Golden Center for Behavioral Health	Crisis intervention services (mobile crisis team) and therapeutic services for youth and adolescents North of Southern Boulevard and in the Glades
Legacy Behavioral Health Center, Inc.	Targeted case management and comprehensive behavioral health services

Palm Beach Mental Health Allocation Plan (2019-2020)
SB 7030 Implementation of Legislative Recommendations of the Marjory Stoneman Douglas
High School Public Safety Commission

Mental Health Association of Palm Beach County	Individual in-school weekly mentoring, care coordination and referrals, Mental Health First Aid training, free screening for depression, and anxiety. Helpline (561) 801-HELP (4357) for parents, youth, teachers, school counselors, etc.
Multicultural Community Mental Health Center	Psychiatric, psychological care, and case management (individual and family counseling in English, Spanish, and Creole)
Multilingual Psychotherapy Center	Individual counseling, case management, individual crisis management, and psychiatric medication management Specialty: ADHD, trauma, grief, child abuse, anger management, bipolar depression. Services in English, Spanish, Creole, French and Portuguese
PBC Sheriff's Office Alternative Intervention Services Unit	Case management/ truancy intervention services: contacting parents of truant youth; brief bio-psychosocial assessments to determine needs; case management including frequent visits to home & school, linkage to community agencies, and ongoing bio-psychosocial assessments
PBC Youth Services Department/Youth and Family Counseling	Family, individual and group counseling; parent education
Parent Child Center	Individual and family counseling case management, parenting (specialty: trauma, child welfare, anger, self-esteem, boundaries, severe mental illness)
Ruth and Norman Rales Jewish Family Services	Child and Family therapy, domestic abuse, special needs, psychiatry, and financial assistance, career and employment services (case management and crisis management)
SequelCare of Florida	Outpatient therapy for children and adults, case management, psychiatric care, Baker Act follow-up, anger management, trauma, and child abuse
South County Mental Health Center	Crisis intervention, screening, and evaluation services are provided, 24 hours a day, 7 days a week, wherever there is the need. The goal is to reduce unnecessary

Palm Beach Mental Health Allocation Plan (2019-2020)
SB 7030 Implementation of Legislative Recommendations of the Marjory Stoneman Douglas
High School Public Safety Commission

	"Baker Act" admissions to the inpatient units.
TrustBridge (formerly Hospice of PBC)	Grief support for individuals and group
Urban League of Palm Beach County	Case management, mentoring, individual counseling, prevention education, also a CINS/FINS funded agency

Palm Beach Mental Health Allocation Plan (2019-2020)
SB 7030 Implementation of Legislative Recommendations of the Marjory Stoneman Douglas
High School Public Safety Commission

Appendix D: Co-Located Agency Providers

Center for Child Counseling, Inc. (funded by Children's Services Council)

Center for Trauma Counseling

Drug Abuse Treatment Association (DATA)

Faulk Center for Counseling, Inc.

Multilingual Psychotherapy Centers. Inc.

Parent-Child Center, Inc (dba Community Partners of South Florida

Ruth & Norman Rales Jewish Family Services

Palm Beach Mental Health Allocation Plan (2019-2020)
SB 7030 Implementation of Legislative Recommendations of the Marjory Stoneman Douglas
High School Public Safety Commission

Appendix E: Co-Located Eligible Agencies with a Behavioral Health Agreement

Agency	Service Provided
Center for Family Services of Palm Beach County, Inc.	Prevention (individual and small groups), child and family counseling, crisis management, and parent education.
Chrysalis Health	Behavioral health services to children and families.
Families First of Palm Beach County	Individual, family, and group therapy to children attending schools within Palm Beach County grades K-12.
Invo Healthcare Associates	Case management, comprehensive clinical assessment, individual, group, and family counseling, crisis support, team based approach, small group interventions focusing on coping skills, anger management, conflict resolution and anti-bullying campaigns, leveraging Response to Intervention Strategies, and mental health awareness activities.
Legacy Behavioral Health	Individual/Family/Group therapy, Case Management, Psychological Testing, Psychiatric Evaluation and Medication Management services to children and their families. All of these services are offered in English, Spanish and Creole with a culturally sensitive treatment focus to promote and enhance emotional, social and personal growth.
Marriage and Family Services	Individual therapeutic behavioral services for children ages Pre-K - 12th grade including, but not limited to: collaboration with teachers and Multi-Disciplinary Team Staff for the best behavioral health of all children served; Play Therapy and Play Therapy small groups for children ages Pre-K - 3rd grade to deal with trauma and foster positive social skills; and tasks.
Multicultural Community Mental Health Center	Individual/Family Therapy, TBOS, Psychological Testing and Psychiatric services to children and adults in the schools and homes of Palm Beach County, as well as this provider's office.

Palm Beach Mental Health Allocation Plan (2019-2020)
SB 7030 Implementation of Legislative Recommendations of the Marjory Stoneman Douglas
High School Public Safety Commission

Sequelcare of Florida	Mental health services, including behavioral and emotional health assessments, individual and family therapy, case management services and psychiatric services.
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Palm Beach Mental Health Allocation Plan (2019-2020)
SB 7030 Implementation of Legislative Recommendations of the Marjory Stoneman Douglas
High School Public Safety Commission

Appendix F: District Budget - State Mental Health Assistance Allocation

Mental health assistance allocation funded expenditures.

Co-Located Mental Health Professional Initiative-district operated schools	\$3,273,949
Support staff for co-located, training, behavior health agreements, and threat assessments	\$900,000
Non-Salary Expenses	\$25,000
Charter school allocation (contract for school based mental health support or services as identified in charter school board adopted plan)	\$500,000
Allocation	\$4,698,949

Plan Approval and Submission

The governing board of SouthTech Charter, Inc approved the adoption of the Mental Health Assistance Allocation Plan at the board meeting held on August 8, 2019.

Board Chair Signature

Date

Motion:

I recommend that the Board approve the Position Funding Agreement with Palm Beach County, Children's Services Council of Palm Beach County and South Tech Charter Academy, Inc.

Summary Information:

This Position Funding Agreement with Palm Beach County, Children's Services Council of Palm Beach County and South Tech Charter Academy, Inc. will share the funding to employ a Licensed Clinical Social Worker (LCSW) to be shared across SouthTech Schools to assist with the delivery of preventive, comprehensive and quality behavioral and mental health services for youth enrolled within SouthTech Schools, as well as, supervision of behavioral health interns at SouthTech Schools which will start as a full time position on October 1, 2019 due to Palm Beach County's Fiscal Year starting at that time.

Attachments:

Position Funding Agreement

Presented By:

Jim Kidd, Superintendent

Financial Impact:

The financial impact for this item is \$25,000. This is the total amount for SouthTech Schools.

POSITION FUNDING AGREEMENT

This Agreement is made and entered into the _____ day of _____, 2019, by and among Palm Beach County, a Political Subdivision of the State of Florida, by and through its Board of Commissioners, hereinafter referred to as the COUNTY, the Children's Services Council of Palm Beach County, a Political Subdivision of the State of Florida, hereinafter referred to as CSC, each one constituting a public agency as defined in Part I of Chapter 163, Florida Statutes, South Tech Charter Academy, Inc., a not-for-profit corporation, authorized to do business in the State of Florida, hereinafter referred to as SOUTH TECH, whose Federal I.D. is 32-0089102, and collectively referred to as the Parties.

WITNESSETH

WHEREAS, the Parties desire at this time to fund a Licensed Clinical Social Worker (LCSW) position, County Pay Grade 32, filled by an individual deemed a COUNTY employee; and

WHEREAS, the COUNTY desires to receive and use such funds for an LCSW to be located primarily at the following charter school locations: SouthTech Academy (High School) and SouthTech Preparatory Academy (Middle School), collectively, the School; and

WHEREAS, the position of an LCSW will be hired and managed in accordance with all the COUNTY'S policies and procedures, with shared funding provided by the COUNTY, SOUTH TECH, and CSC; and

WHEREAS, the Parties recognize the advantages of collaboration to assist with delivery of preventive, comprehensive and quality behavioral and mental health services for youth enrolled at SOUTH TECH, as well as, supervision of behavioral health interns at SOUTH TECH; and

WHEREAS, the Parties desire to memorialize their understanding and clearly define their respective roles under this Agreement.

NOW, THEREFORE, in consideration of the mutual covenants and agreements expressed herein, the Parties agree as follows:

1. The above recitals are true and correct and are incorporated herein by reference.
2. The term of this Agreement shall commence on October 1, 2019, and terminate on September 30, 2020.
3. This Agreement may be extended for two (2) one (1) year terms upon written agreement of the Parties.
4. The COUNTY shall employ one (1) full-time LCSW at a County Pay Grade 32, at a total not to exceed annual salary amount provided for in the COUNTY's Compensation and Pay Plan, plus fringe benefits, which for the first year of this Agreement is anticipated to be SEVENTY-FIVE THOUSAND NINE HUNDRED NINETEEN DOLLARS (\$75,919).

- a. For subsequent years of this Agreement the anticipated annual salary amount will automatically adjust to the COUNTY'S Compensation and Pay Plan, plus fringe benefits.
5. On October 1st of each year of this Agreement, the COUNTY shall invoice SOUTH TECH and CSC each for one-third (1/3) of the anticipated annual salary amount stated in Section 4 of this Agreement. One-third (1/3) of this anticipated amount is TWENTY-FIVE THOUSAND THREE HUNDRED SIX DOLLARS (\$25,306).
6. On or before October 15th of the then following fiscal years, the COUNTY will perform a final reconciliation of the COUNTY's *actual* LCSW position expense, including fringe benefits, paid by the COUNTY to the LCSW between October 1st and September 30th for each year of the Agreement.

Unforeseen vacancies or additional pay (overtime) can result in an over/under payment by each of the Parties. If an over/under payment occurs:

- a. Any amount paid by the COUNTY over or under each of the Parties' one-third (1/3) shares of the *actual* LCSW position expense, shall either be refunded by the COUNTY or invoiced to SOUTH TECH and CSC no later than 45 days from the date of the final reconciliation; and
 - b. A copy of the COUNTY'S reconciliation will be provided to SOUTH TECH and CSC within 45 days of completion.
7. The LCSW will assist with delivery of preventive, comprehensive and quality behavioral and mental health services for youth enrolled at the School as well as, supervision of behavioral health interns at the Facilities.
 - a. The LCSW shall provide services at the School following the Palm Beach County School District school calendar.
 - b. In the event of school closure and the COUNTY is open, the LCSW will report to the assigned COUNTY office.
 - c. The LCSW's regular work schedule will be full-time, 40-hours per week, subject to occasional need for overtime.
8. The COUNTY shall assume sole and exclusive responsibility for the hiring, termination, performance appraisal, and initial payment of wages as described above to the individual filling the position of the LCSW. The LCSW shall be supervised and managed in accordance with COUNTY policy and personnel rules. The COUNTY shall accept input from SOUTH TECH on the performance of the LCSW.
9. The COUNTY'S performance and obligation to budget the full cost of the LCSW position under this Agreement for subsequent fiscal years is contingent upon annual appropriations for its purpose by the Board of County Commissioners and approved funding by SOUTH TECH, and subject to CSC'S approved annual appropriations.
10. Nothing herein shall be construed to require the COUNTY to continue the position provided for, should either SOUTH TECH or CSC cease funding of said position.

11. **Termination.** This Agreement may be terminated by any one of the Parties upon sixty (60) days' prior written notice to the non-terminating parties. If this Agreement is terminated by SOUTH TECH/CSC after payment of the October 1st invoice the COUNTY is not required to return any funds to SOUTH TECH or CSC.
- a. If this Agreement is terminated by SOUTH TECH or CSC, the remaining parties will meet to negotiate a new cost share Agreement.
 - b. If this Agreement is terminated by SOUTH TECH and CSC, the LCSW will report to the assigned COUNTY office.

12. **Remedies.** This Agreement shall be governed by the laws of the State of Florida. Any legal action necessary to enforce the Agreement will be held in a court of competent jurisdiction located in Palm Beach County, Florida. No remedy herein conferred upon any party is intended to be exclusive of any other remedy, and each and every such remedy shall be cumulative and shall be in addition to every other remedy given hereunder or now or hereafter existing at law or in equity, by statute or otherwise. No single or partial exercise by any party of any right, power, or remedy hereunder shall preclude any other or further exercise thereof.

No provision of this Agreement is intended to, or shall be construed to, create any third party beneficiary or to provide any rights to any person or entity not a party to this Agreement, including but not limited to any citizen or employees of the Parties.

13. **Inspector General.** Palm Beach County has established the Office of the Inspector General in Palm Beach County Code, Sections 2-421 - 2-440, as may be amended. The Inspector General's authority includes but is not limited to the power to review past, present and proposed COUNTY contracts, transactions, accounts and records, to require the production of records, and to audit, investigate, monitor, and inspect the activities of SOUTH TECH and CSC, its officers, agents, employees, and lobbyists in order to ensure compliance with Agreement requirements and detect corruption and fraud.

Failure to cooperate with the Inspector General or interfering with or impeding any investigation shall be in violation of Palm Beach County Code, Sections 2-421 - 2-440, and punished pursuant to Section 125.69, Florida Statutes, in the same manner as a second degree misdemeanor.

14. **Severability.** If any term or provision of this Agreement, or the application thereof to any person or circumstances shall, to any extent, be held invalid or unenforceable, the remainder of this Agreement, or the application of such terms or provision, to persons or circumstances other than those as to which it is held invalid or unenforceable, shall not be affected, and every other term and provision of this Agreement shall be deemed valid and enforceable to the extent permitted by law.
15. **Entirety of Contractual Agreement.** The Parties agree that this Agreement sets forth the entire agreement between the Parties, and that there are no promises or understandings other than those stated herein. None of the provisions, terms and conditions contained in this Agreement may be added to, modified, superseded or otherwise altered, except by written instrument executed by the Parties.

16. **Notice.** All notices required in this Agreement shall be sent by certified mail, return receipt requested, hand delivery or other delivery service requiring signed acceptance. If sent to the COUNTY, notices shall be addressed to:

Palm Beach County Youth Services Department
Attn: Tammy K. Fields, Director
50 S. Military Trail, Suite 203
West Palm Beach, FL 33415

With copy to:

Palm Beach County Attorney's Office
301 North Olive Ave., Sixth Floor
West Palm Beach, FL 33401

If sent to SOUTH TECH, notices shall be addressed to:

Attn: Shawna Kingsley-Scott, M.Ed.
1300 SW 30th Avenue
Boynton Beach, FL 33426

If sent to CSC, notices shall be addressed to:

Children's Services Council of Palm Beach County
Attn: Lisa Williams-Taylor, Chief Executive Officer
2300 High Ridge Road
Boynton Beach, FL 33426

17. **Use and Occupancy of the Office Space.** SOUTH TECH shall provide the COUNTY with office space (Premises), with secured internet connection, in a South Tech building which shall be used solely and exclusively for the purposes of the LCSW and any other COUNTY employees and/or the COUNTY's interns who are necessary to support the goals of the Parties. The COUNTY shall have the right to use the Premises for as long as: the building is occupied by SOUTH TECH or this Agreement has not expired or otherwise terminated or the COUNTY'S rights have not been revoked as provided for in Article 12, Termination, of this Agreement.

SOUTH TECH shall be the final authority as to the cooperative operation, use and occupancy of the COUNTY'S designated office space under the terms and conditions of this Agreement with the right to resolve any disputes that may arise, so long as such resolution does not require or result in any act that constitutes a breach of this Agreement by either the COUNTY or SOUTH TECH. The COUNTY shall make every reasonable effort to cooperate with other SOUTH TECH employees and departments to facilitate performance of this section.

18. **Insurance** -- SOUTH TECH shall, at its sole expense maintain in full force and effect at all times during the term of this Agreement, at least the insurance coverage and minimum limits (including endorsements), as described herein. SOUTH TECH shall agree to provide the COUNTY with at least ten (10) days' prior notice of any cancellation, non-renewal or material change to the insurance coverage. Failure to maintain the required insurance shall be a basis for termination of this Contract. The requirements contained herein, as well as the COUNTY'S review or acceptance of insurance maintained by SOUTH TECH are not intended to and shall not in any manner limit or qualify the liabilities and obligations assumed by SOUTH TECH under this Agreement. Where applicable, coverage shall apply on a primary basis.

- A. **Commercial General Liability** – SOUTH TECH shall maintain, on a primary basis, Commercial General Liability insurance at a limit of not less than **\$500,000** each occurrence. Policy shall not contain any endorsement(s) limiting or excluding coverage for Contractual Liability, or Cross Liability.
- B. **Worker's Compensation Insurance & Employers Liability** – SOUTH TECH shall maintain Worker's Compensation & Employers Liability in accordance with Chapter 440, Florida Statutes for its employees.
- C. **Additional Insured** – SOUTH TECH shall endorse the COUNTY and CSC as Additional Insureds with a CG 2026 Additional Insured - Designated Person or Organization endorsement, or its equivalent, to the Commercial General Liability. The Additional Insured endorsement shall read "Palm Beach County Board of County Commissioners, a Political Subdivision of the State of Florida, its Officers, Employees and Agents, and the Children's Services Council of Palm Beach, a Political Subdivision of the State of Florida, its Officers, Employees and Agents."
- D. **Waiver of Subrogation** – SOUTH TECH hereby waives any and all rights of Subrogation against the COUNTY, its officers, employees and agents for each required policy. When required by the insurer, or should a policy condition not permit an insured to enter into a pre-loss agreement to waive subrogation without an endorsement to the policy, then SOUTH TECH shall agree to notify the insurer and request the policy be endorsed with a Waiver of Transfer of rights of Recovery Against Others, or its equivalent. This Waiver of Subrogation requirement shall not apply to any policy, which specifically prohibits such an endorsement, or which voids coverage should SOUTH TECH enter into such an agreement on a pre-loss basis.
- E. **Certificates of Insurance** - Prior to execution of this Agreement or within forty-eight (48) hours of a request by the COUNTY, and at least five (5) days prior to the expiration of any required coverage, SOUTH TECH shall provide to the below address a signed Certificate(s) of Insurance evidencing that all of the insurance coverage required by this Contract are in full force and effect. Said Certificate(s) of Insurance shall include a project description, and, to the extent allowable by the insurer, include a minimum thirty (30) day endeavor to notify due to cancellation (ten (10) days for non-payment of premium) or non-renewal of coverage. The **Certificate Holder** shall read:

Palm Beach County Board of County Commissioners
c/o Youth Services Department
50 S. Military Trail, Suite 203
West Palm Beach, FL 33415

- F. **Right to Review** – The COUNTY, by and through its Risk Management Department, in cooperation with the contracting/monitoring department, reserves the right to review, modify, reject or accept any required policies of insurance, including limits, coverage, or endorsements, herein from time to time throughout the term of this Contract. The COUNTY reserves the right, but not the obligation, to review and reject any insurer providing coverage because of its poor financial condition or failure to operate legally.
19. **Indemnification – CSC.** The COUNTY and CSC shall be liable for their own actions and negligence and, to the extent permitted by law, the COUNTY shall indemnify, defend and hold harmless CSC against any actions, claims or damages arising out of the COUNTY’S negligence in connection with this Agreement, and CSC shall indemnify, defend and hold harmless the COUNTY against any actions, claims, or damages arising out of CSC’S negligence in connection with this Agreement. The foregoing indemnification shall not constitute a waiver of sovereign immunity beyond the limits set forth in Florida Statutes, Section 768.28, nor shall the same be construed to constitute agreement by any party to indemnify either of the other Parties for such other party’s negligent, willful or intentional acts or omissions.
20. **Indemnification – SOUTH TECH.** SOUTH TECH shall protect, defend, reimburse, indemnify and hold the COUNTY and CSC, their agents, employees and elected officers harmless from and against all claims, liability, expense, loss, cost, damages or causes of action of every kind or character, including attorney’s fees and costs, whether at trial or appellate levels or otherwise, arising during and as a result of their performance of the terms of this Agreement or due to the acts or omissions of SOUTH TECH. SOUTH TECH also shall not use funds made available pursuant to this Agreement for the purpose of initiating or pursuing litigation against the COUNTY and CSC.
21. **Non-Discrimination.** The COUNTY is committed to assuring equal opportunity in the award of contracts and complies with all laws prohibiting discrimination. Pursuant to Palm Beach County Resolution R2017-1770, as may be amended, SOUTH TECH warrants and represents that throughout the term of the Agreement, including any renewals thereof, if applicable, all of its employees are treated equally during employment without regard to race, color, religion, disability, sex, age, national origin, ancestry, marital status, familial status, sexual orientation, gender identity or expression, or genetic information. Failure to meet this requirement shall be considered default of the Agreement.

As a condition of entering into this Agreement, SOUTH TECH represents and warrants that they will comply with the COUNTY’S Commercial Non-discrimination Policy as described in Resolution 2017-1770, as amended. As part of such compliance, SOUTH TECH shall not discriminate on the basis of race, color, national origin, religion, ancestry, sex, age, marital

status, familial status, sexual orientation, gender identity or expression, disability, or genetic information in the solicitation, selection, hiring or commercial treatment of subcontractors, vendors, suppliers, or commercial customers, nor shall SOUTH TECH retaliate against any person for reporting instances of such discrimination. SOUTH TECH shall provide equal opportunity for subcontractors, vendors and suppliers to participate in all of its public sector and private sector subcontracting and supply opportunities, provided that nothing contained in this clause shall prohibit or limit otherwise lawful efforts to remedy the effects of marketplace discrimination that have occurred or are occurring in the County's relevant marketplace in Palm Beach County. SOUTH TECH understands and agrees that a material violation of this clause shall be considered a material breach of this Agreement and may result in termination of this Agreement, disqualification or debarment of the company from participating in County contracts, or other sanctions. This clause is not enforceable by or for the benefit of, and creates no obligation to, any third party. SOUTH TECH shall include this language in its subcontracts.

22. **Public Entity Crimes.** As provided in Sections 287.132-133, Florida Statutes, by entering into this Agreement or performing any work in furtherance hereof, SOUTH TECH and/or CSC certifies that it, its affiliates, suppliers, subcontractors and consultants who will perform hereunder, have not been placed on the convicted vendor list maintained by the State of Florida Department of Management Services within the thirty-six (36) months immediately preceding the date hereof. This notice is required by Section 287.133(3)(a), Florida Statutes.
23. **Confidentiality.** SOUTH TECH and COUNTY agree to maintain confidentiality of student records, as required by federal and state laws.
24. **Drug-Free Workplace.** SOUTH TECH shall implement and maintain a drug-free workplace program of at least the following items:
 - A. Publish a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the workplace and specifying the actions that will be taken against employees for violations of such prohibition.
 - B. Inform employees about the dangers of drug abuse in the workplace, SOUTH TECH's policy of maintaining a drug-free workplace, any available drug counseling, rehabilitation, and employee assistance programs, and the penalties that may be imposed upon employees for drug abuse violations.
 - C. Give each employee engaged in providing the services that are under Agreement, a copy of the statement specified in this Article, Paragraph A.
 - D. In the statement specified in this Article, Paragraph A, notify the employees that, as a condition of working on the Agreement services, the employee will abide by the terms of the statement and will notify SOUTH TECH of any conviction of, or plea of guilty nolo contendere to, any violation of Chapter 893, Florida Statutes, or of any controlled substance law of the United States or any state, for a violation occurring in the workplace no later than five (5) days after such conviction or plea.

- E. Impose a sanction on, or require the satisfactory participation in a drug abuse assistance or rehabilitation program if such is available in the employee's community, by any employee who is so convicted or so pleads.
- F. Make a good faith effort to continue to maintain a drug-free workplace through implementation of Section 287.087, Florida Statutes.

25. Disclosure and Ownership of Documents. All COUNTY/client files and records of the LCSW will remain the property of the COUNTY.

To the extent allowed by Chapter 119, Florida Statutes, all written and oral information not in the public domain or not previously known, and all information and data obtained, developed, or supplied by the COUNTY or at its expense will be kept confidential by SOUTH TECH and/or CSC and will not be disclosed to any other party, directly or indirectly, without the COUNTY'S prior written consent unless required by a lawful court order. All drawings, maps, sketches, programs, data base, reports and other data developed, or purchased, under this Agreement for or at the COUNTY'S expense shall be and remain the COUNTY'S property and may be reproduced and reused at the discretion of the COUNTY.

All covenants, agreements, representations and warranties made herein, or otherwise made in writing by any party pursuant hereto, including but not limited to any representations made herein relating to disclosure or ownership of documents, shall survive the execution and delivery of this Agreement and the consummation of the transactions contemplated hereby.

Notwithstanding any other provision in this Agreement, all documents, records, reports and any other materials produced hereunder shall be subject to disclosure, inspection and audit, pursuant to the Palm Beach County Office of the Inspector General, Palm Beach County Code, Sections 2-421 - 2-440, as amended.

- 26. The COUNTY'S representative/liaison during the performance of this Agreement shall be Tanya L. Tibby, Chief Community Based Clinical Services (telephone no. 561-242-5707).
- 27. SOUTH TECH'S representative/liaison during the performance of this Agreement shall be Shawna Kingsley-Scott, M.Ed. (telephone no. 561-364-7935).
- 28. CSC'S representative/liaison during the performance of this Agreement shall be Lisa Williams-Taylor, Chief Executive Officer (telephone no. 561-740-7000).

{Remainder of page left blank intentionally}

IN WITNESS WHEREOF, the Board of County Commissioners of Palm Beach County, Florida has made and executed this Agreement on behalf of the COUNTY, the CSC and SOUTH TECH, has hereunto set its hand the day and year above written.

ATTEST:

SHARON R. BOCK
CLERK AND COMPTROLLER

By: _____
Deputy Clerk

APPROVED AS TO FORM
AND LEGAL SUFFICIENCY

By: _____
County Attorney

COUNTY:

PALM BEACH COUNTY
BOARD OF COUNTY COMMISSIONERS

By: _____
Mack Bernard, Mayor

APPROVED AS TO TERMS
AND CONDITIONS

By: _____
Youth Services Department

SOUTH TECH CHARTER ACADEMY, INC.

WITNESS:

Signature

Name (type or print)

Signature

James Notter

Typed Name

Board Chair

Title

CHILDREN'S SERVICES COUNCIL OF PALM
BEACH COUNTY

WITNESS:

Signature

Name (type or print)

Signature

Lisa Williams-Taylor

Typed Name

Chief Executive Officer

Title

SOUTHTECH PREPARATORY ACADEMY, INC.
CONSENT AGENDA
August 8, 2019

Old Business

None.

Administrative Items

- PA-1** I recommend that the Board approve the SouthTech Preparatory Academy 2019-2020 calendar revisions.
- PA-2** I recommend that the Board approve the Mileage Reimbursement rate increase to align with grant compliance.
- PA-3** I recommend that the Board approve the SouthTech Preparatory Academy, Inc. Organizational Chart 2019-2020 revisions.
- PA-4** I recommend that the Board designate Gustavo Guzman as the Board representative to facilitate parental involvement, provide access to information, assist parents and others with questions and concerns, and resolve disputes as now required by law.
- PA-5** I recommend that the Board approve STPA's Active Assailant Procedures SY19-20 draft.

Personnel Items

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

Financial Items

- PC-1** I recommend that the Board approve and ratify the monthly Charter school bank account reconciliation for month ending June 30, 2019 as required by the Sponsor.
- PC-2** I recommend that the Board approve and ratify the Charter school monthly Disbursement Report for month ending June 30, 2019 as required by the Sponsor.
- PC-3** I recommend that the Board approve and ratify the monthly financial statements for month ending June 30, 2019 as required by the Sponsor.
- PC-4** I recommend that the Board approve the agreement between SouthTech Preparatory Academy, Inc. and the Boynton Beach Police Department for off duty Police Officer Special Detail for SY2019-2020.
- PC-5** I recommend the Board approve the amended STPA Operating Budget for FY19.

Emergency Items

None.

**Board Meeting
August 8, 2019**

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

**Agenda Item
PA-1**

Motion:

I recommend that the Board approve the SouthTech Preparatory Academy 2019-2020 calendar revisions.

Summary Information:

This revision is necessary because we are changing the teacher workday on November 8th to November 11th. November 8th will be a regular school day.

Attachments: STPA Calendar 2019-2020

Presented By:

Jim Kidd, Superintendent

Financial Impact:

There is no financial impact for this item.

JULY 2019				
MON	TUE	WED	THU	FRI
1 School Closed	2 HOLIDAY School Closed	3 School Closed	4 School Closed	5 School Closed
8 School Closed	9 School Closed	10 School Closed	11 School Closed	12 School Closed
15	16	17	18	19 School Closed 4 Day Week
Floating Week for all 220 Employees Contract ONLY				
22 Begin 220-A, I, IS, NI 210-I 213-I	23	24 SAM RECRUITMENT NIGHT	25	26 School Closed 4 Day Week
29 Begin 202-I	30	31 SAM		
OCTOBER 2019				
MON	TUE	WED	THU	FRI
	1A	2 B Retake Picture Day CPSC	3 A	4 B
7 A	8 B DHM/SISC	9 HOLIDAY ALL	10 A FACM Board Meeting	11 B
14 A	15 B	16 A CPEM	17 B End 1st Nine Weeks Grades Completed	18 No Students Teacher Work Day FACM/LTM/PLC BTAP /SAM/GLM
21 A Begin 2nd Nine Weeks	22 B DHM	23 A Fall Training for Parents	24 B Grade Verification	25 A
BOOK FAIR				
28 B	29 A Report Card Distribution	30 B	31 A CPSC	
JANUARY 2020				
MON	TUE	WED	THU	FRI
		1 HOLIDAY ALL	2 HOLIDAY ALL	3 HOLIDAY ALL
6 No Students Teacher Work Day FACM/LTM BTAP/PEP/ SAM	7 B Begin 3rd Nine Weeks Begin 2nd Semester	8 A CPEM Grade Verification	9 B DHM	10 A
13 B	14 A	15 B CPSC	16 A FACM Board Meeting Report Card Distribution	17 B
20 HOLIDAY ALL	21 A DHM	22 B RECRUITMENT NIGHT SISC	23 A GLM	24 B
27 A	28 B	29 A	30 B PLC	31 A

AUGUST 2019				
MON	TUE	WED	THU	FRI
			1 Begin 191-15	2 School Closed 4 Day Week
5 Pre-School FACM Begin 196-I	6 Pre-School FACM/LTM BTAP/DHM	7 Pre-School New Student Orientation	8 Pre-School FACM Board Meeting	9 Pre-School BTAP
12 A STUDENTS FIRST DAY Begin 1st Semester Begin 1st Nine Weeks	13 B	14 A CPEM	15 B	16 A DHM
19 B	20 A DHM	21 B CPSC	22 A GLM PICTURE DAY	23 B
26 A	27 B DHM	28 A SISC MEET THE TEACHER PARENT NIGHT/ TITLE I	29 B	30 A
NOVEMBER 2019				
MON	TUE	WED	THU	FRI
				1 B
4 A	5 B	6 A CPEM/ SISC	7 B SUMMIT	8 A
11 No Students Teacher Work Day FACM/LTM/ BTAP/SAM/DHM	12 B PLC	13 A	14 B GLM/FACM Board Meeting	15 A Progress Reports Go Home
18 B	19 A	20 B	21 A DHM	22 B
25 HOLIDAY ALL	26 HOLIDAY ALL	26 HOLIDAY ALL	28 HOLIDAY ALL	29 HOLIDAY ALL
FEBRUARY 2020				
MON	TUE	WED	THU	FRI
3 B	4 A	5 B	6 A	7 B
10 A	11 B DHM	12 A CPEM	13 B FACM Board Meeting	14 A
17 B Progress Reports go Home	18 A CPSC	19 B PARENT NIGHT/ Parent Training SISC	20 A GLM	21 B
24 A	25 B DHM	26 A	27 B PLC College Tour	28 No Students Teacher Work Day FACM/DHM/ BTAP/SAM

SEPTEMBER 2019				
MON	TUE	WED	THU	FRI
2 HOLIDAY ALL	3 B	4 A CPEM	5 B	6 A
9 B	10 A DHM	11 B CPSC/SISC	12 A	13 B Progress Reports Go Home
16 A	17 B FACM Annual / Regular Governing Board Meeting	18 A	19 B GLM	20 A
23 B	24 A DHM	25 B RECRUITMENT NIGHT 6:00PM	26 A	27 B
30 HOLIDAY ALL				
DECEMBER 2019				
MON	TUE	WED	THU	FRI
2 A	3 B	4 A	5 B PLC	6 A
9 B	10 A DHM	11 B CPSC Club Photos	12 A Early Dismissal @ 11:30 am Staff Luncheon FACM PLC-11:30-12:30 Board Meeting	13 B RNR FEST
16 A	17 B	18 A CPEM	19 B Mid Term Exam Early Dismissal GLM	20 A Mid Term Exam Early Dismissal End 2nd Nine Weeks Grades Completed End 1st Semester
23 HOLIDAY ALL	24 HOLIDAY ALL	25 HOLIDAY ALL	26 HOLIDAY ALL	27 HOLIDAY ALL
30 HOLIDAY ALL	31 HOLIDAY ALL			
MARCH 2020				
MON	TUE	WED	THU	FRI
2 A	3 B	4 A	5 B	6 A
9 B	10 A DHM	11 B CPSC/SISC	12 A PLC/FACM Board Meeting	13 B
16 A	17 B	18 A CPEM	19 B GLM	20 A End 3rd Nine Weeks Grades Completed
23 HOLIDAY ALL	24 HOLIDAY ALL	25 HOLIDAY ALL	26 HOLIDAY ALL	27 HOLIDAY ALL
30 No Students Teacher Work Day FACM/LTM/ BTAP/SAM/ DHM	31 B Begin 4th Nine Weeks			

APRIL 2020				
MON	TUE	WED	THU	FRI
		1 A Grade Verification	2 B PLC	3 A
6 B	7 A DHM Board Meeting	8 B SISC Report Card Distribution	9 A FACM	10 HOLIDAY ALL
Staff Appreciation Week				
13 B	14 A	15 B RECRUITMENT NIGHT	16 A GLM	17 B
20 A	21 B DHM	22 A	23 B	24 A Progress Reports Go Home
27 B	28 A	29 B	30 A PLC	

MAY 2020				
MON	TUE	WED	THU	FRI
				1 B 8th Grade Trip
4 A	5 B DHM	6 A	7 B	8 A 8th Grade Dance Early Dismissal
11 B	12 A	13 B	14 A FACM Board Meeting	15 B 7th Grade Trip
18 A	19 B	20 A 6th Grade Trip	21 B	22 A R&R FEST
25 HOLIDAY ALL	26 B	27 A 8th Grade Ceremony Early Dismissal	28 B Final Exams Grades Completed Early Dismissal DHM	29 A Final Exams Grades Completed Early Dismissal STUDENTS LAST DAY End Grading Period

JUNE 2020				
MON	TUE	WED	THU	FRI
1 EMD Post School BTAP / FACM Grade Verification End 196-I 191-IS	2 EMD End 202-I	3 EMD	4 EMD	5 EMD End 210-I
8 EMD	9 EMD	10 EMD End 213-I Report Cards Mailed After June 10, 2020	11	12 School Closed 4 Day Week
15	16 Board Meeting	17	18	19 School Closed 4 Day Week End 220-A, I, IS, NI
22 School Closed	23 School Closed	24 School Closed	25 School Closed	26 School Closed
29 School Closed	30 School Closed			

Grade 6-8 Grades

School Hours 9:00 AM to 3:45 PM

Teacher Work Days
Pre/Post School

Oct 18, 2019
Nov 08, 2019
Jan 06, 2020
Feb 28, 2020
March 30, 2020

August 01-09, 2019
(STP Pre-School)

June 01, 2020
(Post School)

EMD - Emergency Make-Up Days

June 01, 2019
June 02, 2019
June 03, 2019
June 04, 2019
June 05, 2019

June 08, 2019
June 09, 2019
June 10, 2019
June 11, 2019
June 12, 2019

STP ~ Student Attendance Days

Period	Begins	Ends	# of Days
Q1	Aug 12, 2019	Oct 17, 2019	46
Q2	Oct 21, 2019	Dec 20, 2019	39
Q3	Jan 07, 2020	Mar 20, 2020	52
Q4	Mar 31, 2020	May 29, 2020	42

STP ~ Report Card Distribution Dates

Grading Period	Distribution Dates
Q1	October 29, 2019
Q2	Jan 16, 2020
Q3	April 08, 2020
Q4	Mailed after Jun 10, 2020

Scheduled Meetings

Board Meeting/Workshop @ 7:00PM ~ with Administration and Public
PLC Professional Learning Community @ 8:00 AM
CPEM Common Planning for Reading, ELA, Math @ 8:00 AM
CPSC Common Planning for Social Studies, Science & Career @ 8:00 AM
BTAP Beginning Teacher Assistance Program Meeting with Administration
DHM Department Head Meeting @ 4:00PM with Administration
FACM Faculty Meeting with Instr. Staff, Guidance and Administration @ 4:00PM
SAM System Administrators Meeting @ 8:00AM with Administration and Managers
Recruitment Open House / Parent Night times vary with All Employees
SISC School Improvement Steering Committee @ 5:30PM with Administration and Public
GLM Grade Level Meeting

Employee Contract Periods

Employee Group	Begin Date	End Date	# of Days
Administration (A)	Jul 22, 2019	Jun 19, 2020	220 Days
Non-Instructional (NI, IS)	Jul 22, 2019	Jun 19, 2020	220 Days
Instructional Support (IS)	Aug 02, 2019	Jun 01, 2020	191 Days
Instructional (I) (6 PD Holidays)	Jul 22, 2019 Jul 22, 2019 Jul 22, 2019 Jul 29, 2019 Aug 05, 2019	Jun 19, 2020 Jun 10, 2020 Jun 05, 2020 Jun 02, 2020 Jun 01, 2020	220 Days 213 Days 210 Days 202 Days 196 Days

HOLIDAYS

Date	Holiday	A/NI	IS	I/A
July 04, 2019	Independence Day	X	X	X
Sep 02, 2019	Labor Day	X	X	PD
Sep 30, 2019	Fall Holiday	X	X	X
Oct 09, 2019	Fall Holiday	X	X	X
Nov 25-29, 2019	Thanksgiving Holidays	X	X	1 PD
Dec 23, 2019 - Jan 3, 2020	Winter Break	X	X	2 PD
Jan 20, 2020	M. L. King's Birthday	X	X	PD
Mar 23-27, 2020	Spring Break	X	X	X
Apr 10, 2020	Spring Holiday	X	X	X
May 25, 2020	Memorial Day	X	X	PD



Employees work 10 Hr Days M-Th and Friday school is closed



Floating Week for all 220 Employees Contract ONLY



FSA FLORIDA STANDARDS ASSESSMENTS (No off-campus Activities, W/O Prior Admin Approval)

Motion:

I recommend that the Board designate Gustavo Guzman as the Board representative to facilitate parental involvement, provide access to information, assist parents and others with questions and concerns, and resolve disputes as now required by law.

Summary Information:

Senate Bill 1546, which has now been signed into law, requires that every charter school's governing board must appoint a representative to facilitate parental involvement, provide access to information, assist parents and others with questions and concerns, and resolve disputes. The representative must reside in the school district. The representative may be a governing board member, employee, or individual contracted to represent the governing board. Contact information for the representative must be provided in writing to parents each year, and must be posted prominently on the charter schools web site if a web site is maintained by the charter school.

Attachments: None.

Presented By:

Jim Kidd, Superintendent

Financial Impact:

There is no financial impact associated with this item.

**Board Meeting
August 8, 2019**

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

**Agenda Item
PA-3**

Motion:

I recommend that the Board approve the SouthTech Preparatory Academy, Inc. Organizational Chart 2019-2020 revisions.

Summary Information:

The SouthTech Preparatory Academy Organizational Chart is revised to reflect adjustments to align with FY20 staff assignments.

Attachments: SouthTech Preparatory Academy, Inc. Organizational Chart 2019-2020

Presented By:

Jim Kidd, Superintendent

Financial Impact:

There is no financial impact for this item.

SouthTech Preparatory Academy, Inc.

Organizational Chart

FY 2019-2020

GOVERNING BOARD

SUPERINTENDENT

James R. Kidd

Executive Secretary

Board Clerk

Barbara Fraga

DEPUTY SUPERINTENDENT

John-Anthony Boggess

Administrative

Secretary

Ruthy Pelaez

Legal Service

Financial Officer

Kathryn McInerney

Human Resources
Manager

Jennifer Melillo

CPA
Accounting
Manager

Ginger DeKalb

Accounting Clerk

Tonya Thompson

Grants & Support
Administrator

Julie Stewart

ESE / IDEA
Specialist

Shawna Kingsley-Scott

Supported Employment
&
Vocational Rehabilitation

Business & Community
Partnership Liaison Officer

Steven Kozak

Technology Specialist &
Property Control
Manager

Marilyn Ruiz

Technology Support

Adilene Avila

Marketing
Consultant

PRINCIPAL

Nicole Handy

Asst. Principal

Denise Beattie

School Counselor
Verna Henry

Testing Coordinator
Bobby Newman

ESE Coordinator
Kristie Vullo

Academic Instruction
&
Academic Coach
Chimere Brown

Dean of
Student Services &
School Culture
Lakilya Johnson
Assistant Dean
Anthony Principe

Principal Secretary

Nathalie Strickland

School Safety Officer

Boynton PD

Operations Manager

Gustavo Guzman

PBCSD Food Serv.

Cleaning Services

Custodians
Maintenance Support

= Contracted

= Middle / High School

= 100 % Grant

Revised: 7/31/2019 12:29 PM

**Board Meeting
August 8, 2019**

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

**Agenda Item
PA-4**

Motion:

I recommend that the Board approve the Mileage Reimbursement rate to align with grant compliance.

Summary Information:

The Mileage Reimbursement rate has changed over the years and grant compliance needs Board approval. The new rate is 54 cents per mile.

Attachments: None.

Presented By:

Jim Kidd, Superintendent

Financial Impact:

There is no financial impact for this item.

Motion:

I recommend that the Board approve STPA's Active Assailant Procedures SY19-20 draft.

Summary Information:

The Active Assailant Response Plan is based on best practices in school settings that are recommended by law enforcement professionals and experts in emergency management operations. The Plan has been developed to assist staff members and other stakeholders during a school-based emergency with an active assailant incident. The Active Assailant Response Plan provides an outline to guide stakeholders through an emergency situation with an active assailant. An Active Assailant is defined as an individual actively engaged in killing or attempting to kill people in a confined and populated place. Active assailant situations are unpredictable and evolve quickly. Because active shooter situations are often over within 10-15 minutes, before law enforcement arrives on the scene, individuals must be prepared both mentally and physically, to the extent possible, to deal with an active assailant situation.

School readiness requires that school administrators develop and exercise response plans that apply general preparedness and response protocols to specific emergencies and facility, including security resources. Training and exercising the plan is particularly essential in active assailant exercises, allowing administrators and law enforcement to identify gaps, correct weaknesses, and validate the plan.

The Active Assailant Plan is considered to be a "living document" that should be reviewed and updated as necessary.

Attachments: Active Assailant Plan

Presented By:

Jim Kidd, Superintendent

Financial Impact:

There is no financial impact for this item.

**Board Meeting
August 8, 2019**

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

**Agenda Item
PB-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 PREPARATORY ACADEMY
PERSONNEL ACTIONS
August 2019**

<u>Personnel Action</u>	<u>Employee Name</u>	<u>Position</u>	<u>Effective Date</u>
--------------------------------	-----------------------------	------------------------	------------------------------

New Hires/ Transfers

Malinda Starling	Reading Instructor	8/5/19
Denise Beattie	Assistant Principal	8/9/19
Scott Cotto	Drama Instructor	8/5/19
Reginald Hinson	Social Studies Instructor	8/5/19
Gustavo Guzman	Parent Liaison	8/1/19
Sharon Ferguson	Math- Permanent Sub	8/5/19
Eric Pietrusinski	Language Arts	8/5/19

Resignations/Terminations

Resignation:

Kevin Hardy	Assistant Principal	7/18/19
Freddy Ponton	Parent Liaison	7/24/19

Retirement/Leave of Absence

NONE

Motion:

I recommend that the Board approve and ratify the monthly Charter school bank account reconciliation for month ending June 30, 2019 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.

12:58 PM

07/17/19

**SouthTech Preparatory Academy
Reconciliation Summary**

1111 · South Tech Prep 9852918542, Period Ending 06/30/2019

	<u>Jun 30, 19</u>	
Beginning Balance		268,103.02
Cleared Transactions		
Checks and Payments - 48 Items	<u>-524,780.53</u>	
Deposits and Credits - 6 Items	<u>323,931.90</u>	
Total Cleared Transactions	<u>-200,848.63</u>	
Cleared Balance		67,254.39
Uncleared Transactions		
Checks and Payments - 5 Items	<u>-623.61</u>	
Total Uncleared Transactions	<u>-623.61</u>	
Register Balance as of 06/30/2019		66,630.78
New Transactions		
Checks and Payments - 4 Items	<u>-65,368.44</u>	
Deposits and Credits - 2 Items	<u>28,173.00</u>	
Total New Transactions	<u>-27,195.44</u>	
Ending Balance		39,435.34

12:58 PM

07/17/19

SouthTech Preparatory Academy Reconciliation Detail

1111 - South Tech Prep 9852918542, Period Ending 06/30/2019

Type	Date	Num	Name	Clr	Amount	Balance
Beginning Balance						268,103.02
Cleared Transactions						
Checks and Payments - 48 Items						
Bill Pmt -Check	04/17/2019	5263	Christine Air Service	X	-2,078.50	-2,078.50
Bill Pmt -Check	05/09/2019	5282	1325 Gateway, LLC	X	-51,328.90	-53,407.40
Bill Pmt -Check	05/22/2019	5309	Go Clean Inc.	X	-3,080.00	-56,487.40
Bill Pmt -Check	05/30/2019	5314	DSD Services Inc	X	-1,286.90	-57,774.30
Bill Pmt -Check	05/30/2019	5315	Great American Fin...	X	-283.55	-58,057.85
Bill Pmt -Check	06/06/2019	5329	South Tech Academy	X	-58,049.02	-116,106.87
Bill Pmt -Check	06/06/2019	5317	A & S Transportatio...	X	-41,874.19	-157,981.06
Bill Pmt -Check	06/06/2019	5320	Blue Cross/ Blue Shi...	X	-24,739.40	-182,720.46
Bill Pmt -Check	06/06/2019	5328	Palm Beach County ...	X	-4,124.18	-186,844.64
Bill Pmt -Check	06/06/2019	5323	Daka Group Inc	X	-4,062.50	-190,907.14
Bill Pmt -Check	06/06/2019	5327	GIS Benefits	X	-2,536.18	-193,443.32
Bill Pmt -Check	06/06/2019	5318	Alta Montclair	X	-1,840.54	-195,283.86
Bill Pmt -Check	06/06/2019	5330	Spectrum Public Rel...	X	-1,000.00	-196,283.86
Bill Pmt -Check	06/06/2019	5324	Dex Imaging	X	-542.35	-196,826.21
Bill Pmt -Check	06/06/2019	5322	Coast Professional Inc	X	-359.08	-197,185.29
Bill Pmt -Check	06/06/2019	5326	FL Consortium of Pu...	X	-250.00	-197,435.29
Bill Pmt -Check	06/06/2019	5321	Charter School Servi...	X	-150.00	-197,585.29
Bill Pmt -Check	06/06/2019	5325	ESRM Communicati...	X	-42.00	-197,627.29
Bill Pmt -Check	06/11/2019	5334	EmbroidMe	X	-5,292.00	-202,919.29
Bill Pmt -Check	06/11/2019	5336	Go Clean Inc.	X	-3,080.00	-205,999.29
Bill Pmt -Check	06/11/2019	5341	Preventive Fire	X	-1,095.00	-207,094.29
Bill Pmt -Check	06/11/2019	5336	Konica Minolta Busi...	X	-560.56	-207,654.85
Bill Pmt -Check	06/11/2019	5337	Maxis 360	X	-275.00	-207,929.85
Bill Pmt -Check	06/11/2019	5332	CleanAll Supply	X	-244.71	-208,174.56
Bill Pmt -Check	06/11/2019	5333	Elite Pest Solutions, ...	X	-150.00	-208,324.56
Bill Pmt -Check	06/11/2019	5340	Verizon Wireless	X	-101.74	-208,426.30
Bill Pmt -Check	06/11/2019	5331	Canteen Refreshme...	X	-78.29	-208,504.59
Bill Pmt -Check	06/11/2019	5339	Thomas, Everett	X	-75.00	-208,579.59
General Journal	06/15/2019	671	Payroll	X	-66,264.13	-274,843.72
General Journal	06/15/2019	671	Payroll	X	-19,026.74	-293,870.46
General Journal	06/15/2019	671	Payroll	X	-89.70	-293,960.16
Bill Pmt -Check	06/19/2019	5359	South Tech Academy	X	-45,000.00	-338,960.16
Bill Pmt -Check	06/19/2019	5343	Blue Cross/ Blue Shi...	X	-18,341.91	-357,302.07
Bill Pmt -Check	06/19/2019	5357	The School District ...	X	-8,332.00	-365,634.07
Bill Pmt -Check	06/19/2019	5353	Palm Beach County ...	X	-4,124.18	-369,758.25
Bill Pmt -Check	06/19/2019	5348	DSD Services Inc	X	-3,716.15	-373,474.40
Bill Pmt -Check	06/19/2019	5356	Speech Rehab Servi...	X	-3,307.50	-376,781.90
Bill Pmt -Check	06/19/2019	5351	GIS Benefits	X	-2,219.25	-379,001.15
Bill Pmt -Check	06/19/2019	5342	Alta Montclair	X	-1,840.54	-380,841.69
Bill Pmt -Check	06/19/2019	5352	National Print & Des...	X	-697.00	-381,538.69
Bill Pmt -Check	06/19/2019	5345	City of Boynton Bea...	X	-460.43	-381,999.12
Bill Pmt -Check	06/19/2019	5347	Comcast	X	-389.97	-382,389.09
Bill Pmt -Check	06/19/2019	5344	Brown, Chimere	X	-383.01	-382,772.10
Bill Pmt -Check	06/19/2019	5346	Coast Professional Inc	X	-359.08	-383,131.18
General Journal	06/30/2019	694	Payroll	X	-103,089.35	-486,220.53
General Journal	06/30/2019	694	Payroll	X	-38,476.97	-524,697.50
General Journal	06/30/2019	694	Payroll	X	-79.95	-524,777.45
Check	06/30/2019			X	-3.08	-524,780.53
Total Checks and Payments					-524,780.53	-524,780.53
Deposits and Credits - 6 Items						
Deposit	06/05/2019			X	20,979.00	20,979.00
Bill Pmt -Check	06/06/2019	5319	American Express-9...	X	0.00	20,979.00
Bill Pmt -Check	06/06/2019	5316	1325 Gateway, LLC	X	0.00	20,979.00
Deposit	06/10/2019			X	302,918.19	323,897.19
Bill Pmt -Check	06/11/2019	5338	Preventive Fire	X	0.00	323,897.19
Deposit	06/30/2019			X	34.71	323,931.90
Total Deposits and Credits					323,931.90	323,931.90
Total Cleared Transactions					-200,848.63	-200,848.63
Cleared Balance					-200,848.63	67,254.39

12:58 PM

07/17/19

SouthTech Preparatory Academy

Reconciliation Detail

1111 - South Tech Prep 9852918542, Period Ending 06/30/2019

Type	Date	Num	Name	Clr	Amount	Balance
Uncleared Transactions						
Checks and Payments - 5 Items						
Bill Pmt -Check	05/30/2019	5313	Christine Air Service		-202.00	-202.00
Bill Pmt -Check	06/19/2019	5354	Palm Beach County ...		-222.00	-424.00
Bill Pmt -Check	06/19/2019	5350	Elite Pest Solutions, ...		-150.00	-574.00
Bill Pmt -Check	06/19/2019	5349	Dziaba, Georgianna		-28.34	-602.34
Bill Pmt -Check	06/19/2019	5355	Rangel, Luz		-21.27	-623.61
Total Checks and Payments					-623.61	-623.61
Total Uncleared Transactions					-623.61	-623.61
Register Balance as of 06/30/2019					-201,472.24	66,630.78
New Transactions						
Checks and Payments - 4 Items						
Bill Pmt -Check	07/01/2019	5360	Preventive Fire		-2,118.56	-2,118.56
General Journal	07/15/2019	708	Payroll		-41,404.80	-43,523.36
General Journal	07/15/2019	708	Payroll		-11,792.43	-55,315.79
General Journal	07/15/2019	708	Payroll		-52.65	-55,368.44
Total Checks and Payments					-55,368.44	-55,368.44
Deposits and Credits - 2 Items						
General Journal	07/03/2019	705			7,180.00	7,180.00
General Journal	07/10/2019	707			20,983.00	28,173.00
Total Deposits and Credits					28,173.00	28,173.00
Total New Transactions					-27,195.44	-27,195.44
Ending Balance					-228,667.68	39,435.34



P.O. Box 521599 Miami, FL 33152-1599

Page 1 of 6

>002601 3119138 0001 008229 202
SOUTH TECH PREPARATORY ACADEMY, INC.
OPERATING
1300 SW 30TH AVENUE
BOYNTON BEACH FL 33426

Statement Date: June 30, 2019

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



Customer Message Center

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COMMUNITY INT BUSINESS CKG Account *****8542

Account Summary

Statement Balance as of 05/31/2019			\$268,103.02
Plus	2	Deposits and Other Credits	\$323,897.19
Less	47	Withdrawals, Checks, and Other Debits	\$524,777.45
Less		Service Charge	\$3.08
Plus		Interest Paid	\$34.71
Statement Balance as of 06/30/2019			\$67,254.39

Interest Summary

Beginning Interest Rate	0.15%
Interest Paid this Statement Period	\$34.71
Interest Paid Year to Date	\$229.84

Activity By Date

Date	Description	Withdrawals	Deposits	Balance
06/03/2019	CHECK #5314	\$1,286.90		\$266,816.12
06/05/2019	PalmBeachSchools DIRECT PAY SOUTH TECH PREPARATORY		\$20,979.00	\$287,795.12

Statement Date: June 30, 2019

Account Number: *****8542

Activity By Date

Date	Description	Withdrawals	Deposits	Balance
06/05/2019	CHECK #5282	\$51,328.90		\$236,466.22
06/10/2019	PalmBeachSchools DIRECT PAY SOUTH TECH PREPARATORY		\$302,918.19	\$539,384.41
06/10/2019	CHECK #5263	\$2,078.50		\$537,305.91
06/10/2019	CHECK #5315	\$283.55		\$537,022.36
06/10/2019	CHECK #5323	\$4,062.50		\$532,959.86
06/11/2019	CHECK #5309	\$3,080.00		\$529,879.86
06/12/2019	CHECK #5325	\$42.00		\$529,837.86
06/12/2019	5BCW EEDIRDEP 5BCW_STP (BankU South Tech Preparatory	\$66,264.13		\$463,573.73
06/13/2019	CHECK #5322	\$359.08		\$463,214.65
06/13/2019	CHECK #5328	\$4,124.18		\$459,090.47
06/13/2019	CHECK #5334	\$5,292.00		\$453,798.47
06/13/2019	CHECK #5339	\$75.00		\$453,723.47
06/13/2019	5BCW BILLING 5BCW_STP (BankU South Tech Preparatory	\$89.70		\$453,633.77
06/13/2019	5BCW TAX 5BCW_STP (BankU South Tech Preparatory	\$19,026.74		\$434,607.03
06/14/2019	CHECK #5320	\$24,739.40		\$409,867.63
06/17/2019	CHECK #5341	\$1,095.00		\$408,772.63
06/18/2019	CHECK #5318	\$1,840.54		\$406,932.09
06/18/2019	CHECK #5324	\$542.35		\$406,389.74
06/18/2019	CHECK #5327	\$2,536.18		\$403,853.56
06/18/2019	CHECK #5331	\$78.29		\$403,775.27
06/18/2019	CHECK #5332	\$244.71		\$403,530.56
06/18/2019	CHECK #5340	\$101.74		\$403,428.82
06/19/2019	CHECK #5317	\$41,874.19		\$361,554.63
06/19/2019	CHECK #5321	\$150.00		\$361,404.63
06/19/2019	CHECK #5330	\$1,000.00		\$360,404.63
06/19/2019	CHECK #5333	\$150.00		\$360,254.63
06/19/2019	CHECK #5337	\$275.00		\$359,979.63
06/20/2019	CHECK #5329	\$58,049.02		\$301,930.61



P.O. Box 521599 Miami, FL 33152-1599

Page 3 of 6

Statement Date: June 30, 2019

Account Number: *****8542

Activity By Date

Date	Description	Withdrawals	Deposits	Balance
06/20/2019	CHECK #5359	\$45,000.00		\$256,930.61
06/20/2019	CHECK #5335	\$3,080.00		\$253,850.61
06/20/2019	CHECK #5336	\$560.56		\$253,290.05
06/20/2019	CHECK #5348	\$3,716.15		\$249,573.90
06/21/2019	CHECK #5357	\$8,332.00		\$241,241.90
06/24/2019	CHECK #5326	\$250.00		\$240,991.90
06/24/2019	CHECK #5344	\$383.01		\$240,608.89
06/24/2019	CHECK #5352	\$697.00		\$239,911.89
06/25/2019	CHECK #5342	\$1,840.54		\$238,071.35
06/25/2019	CHECK #5345	\$460.43		\$237,610.92
06/25/2019	CHECK #5347	\$389.97		\$237,220.95
06/25/2019	CHECK #5356	\$3,307.50		\$233,913.45
06/26/2019	CHECK #5343	\$18,341.91		\$215,571.54
06/26/2019	5BCW EEDIRDEP 5BCW_STP (BankU South Tech Preparatory	\$103,089.35		\$112,482.19
06/27/2019	CHECK #5346	\$359.08		\$112,123.11
06/27/2019	CHECK #5353	\$4,124.18		\$107,998.93
06/27/2019	5BCW BILLING 5BCW_STP (BankU South Tech Preparatory	\$79.95		\$107,918.98
06/27/2019	5BCW TAX 5BCW_STP (BankU South Tech Preparatory	\$38,476.97		\$69,442.01
06/28/2019	CHECK #5351	\$2,219.25		\$67,222.76
06/28/2019	Interest Paid		\$34.71	\$67,257.47
06/28/2019	Service Charge	\$3.08		\$67,254.39

Check Transactions

Check #	Date	Amount	Check #	Date	Amount	Check #	Date	Amount
5263	06/10	\$2,078.50	5315	06/10	\$283.55	5321	06/19	\$150.00
5282*	06/05	\$51,328.90	5317*	06/19	\$41,874.19	5322	06/13	\$359.08
5309*	06/11	\$3,080.00	5318	06/18	\$1,840.54	5323	06/10	\$4,062.50
5314*	06/03	\$1,286.90	5320*	06/14	\$24,739.40	5324	06/18	\$542.35

Statement Date: June 30, 2019

Account Number: *****8542

Check #	Date	Amount	Check #	Date	Amount	Check #	Date	Amount
5325	06/12	\$42.00	5335	06/20	\$3,080.00	5346	06/27	\$359.08
5326	06/24	\$250.00	5336	06/20	\$560.56	5347	06/25	\$389.97
5327	06/18	\$2,536.18	5337	06/19	\$275.00	5348	06/20	\$3,716.15
5328	06/13	\$4,124.18	5339*	06/13	\$75.00	5351*	06/28	\$2,219.25
5329	06/20	\$58,049.02	5340	06/18	\$101.74	5352	06/24	\$697.00
5330	06/19	\$1,000.00	5341	06/17	\$1,095.00	5353	06/27	\$4,124.18
5331	06/18	\$78.29	5342	06/25	\$1,840.54	5356*	06/25	\$3,307.50
5332	06/18	\$244.71	5343	06/26	\$18,341.91	5357	06/21	\$8,332.00
5333	06/19	\$150.00	5344	06/24	\$383.01	5359*	06/20	\$45,000.00
5334	06/13	\$5,292.00	5345	06/25	\$460.43			

Items denoted with an "*" indicate processed checks out of sequence.

Rates by Date

Date	Rate
05/31	0.15%

Balances by Date

Date	Balance	Date	Balance	Date	Balance	Date	Balance
05/31	\$268,103.02	06/12	\$463,573.73	06/19	\$359,979.63	06/26	\$112,482.19
06/03	\$266,816.12	06/13	\$434,607.03	06/20	\$249,573.90	06/27	\$69,442.01
06/05	\$236,466.22	06/14	\$409,867.63	06/21	\$241,241.90	06/28	\$67,254.39
06/10	\$532,959.86	06/17	\$408,772.63	06/24	\$239,911.89		
06/11	\$529,879.86	06/18	\$403,428.82	06/25	\$233,913.45		

Other Balances

Minimum Balance this Statement Period \$67,254.39



P.O. Box 521599 Miami, FL 33152-1599

Page 5 of 6

Statement Date: June 30, 2019

Account Number: ***8542**



At BankUnited, we want to make sure that using your debit card is always as safe and convenient as possible. That's why we're launching fraud text alerts as part of our ongoing fraud monitoring program. If we have your mobile phone number on file, you will be automatically enrolled in our fraud text alert service. To learn more about our new service, please call us at 1-877-779-2265.

Statement Date: June 30, 2019

Account Number: ***8542**

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:**

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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.

12:48 PM

07/17/19

SouthTech Preparatory Academy
Reconciliation Summary
1112 · South Tech Internal 8666, Period Ending 06/30/2019

	<u>Jun 30, 19</u>	
Beginning Balance		120,132.73
Cleared Transactions		
Checks and Payments - 17 Items	-31,213.80	
Deposits and Credits - 3 Items	4,010.38	
	<u></u>	
Total Cleared Transactions	-27,203.42	
	<u></u>	
Cleared Balance		92,929.31
	<u></u>	
Uncleared Transactions		
Checks and Payments - 4 Items	-246.94	
	<u></u>	
Total Uncleared Transactions	-246.94	
	<u></u>	
Register Balance as of 06/30/2019		92,682.37
	<u></u>	
Ending Balance		92,682.37

12:49 PM

07/17/19

SouthTech Preparatory Academy

Reconciliation Detail

1112 - South Tech Internal 8666, Period Ending 06/30/2019

Type	Date	Num	Name	Cir	Amount	Balance
Beginning Balance						120,132.73
Cleared Transactions						
Checks and Payments - 17 Items						
Bill Pmt -Check	05/22/2019	200295	EmbroidMe	X	-12,075.00	-12,075.00
Bill Pmt -Check	05/22/2019	200296	From the Inside-Out ...	X	-255.00	-12,330.00
Bill Pmt -Check	05/22/2019	200299	Young, Victoria	X	-30.00	-12,360.00
Bill Pmt -Check	06/06/2019	200301	American Express-9...	X	-15,237.01	-27,597.01
Bill Pmt -Check	06/06/2019	200302	Pelaez, Ruthy	X	-29.00	-27,626.01
Bill Pmt -Check	06/11/2019	200311	MVP Sports & Scree...	X	-1,696.00	-29,322.01
Bill Pmt -Check	06/11/2019	200315	Solomon, Alexandra	X	-800.00	-29,922.01
Bill Pmt -Check	06/11/2019	200308	Citi Cards (Costco)	X	-441.13	-30,363.14
Bill Pmt -Check	06/11/2019	200304	A & S Transportatio...	X	-367.50	-30,730.64
Bill Pmt -Check	06/11/2019	200314	Signarama	X	-110.00	-30,840.64
Bill Pmt -Check	06/11/2019	200312	Romero, Claudia	X	-80.00	-30,920.64
Bill Pmt -Check	06/11/2019	200316	Tran, Donna	X	-80.00	-31,000.64
Bill Pmt -Check	06/11/2019	200313	Sammiet, Lisa	X	-80.00	-31,080.64
Bill Pmt -Check	06/11/2019	200309	Martin, Diane	X	-72.00	-31,152.64
Bill Pmt -Check	06/11/2019	200306	Brown Nicole	X	-50.00	-31,202.64
Bill Pmt -Check	06/11/2019	200307	Brown, Chimere	X	-10.25	-31,212.89
Check	06/30/2019			X	-0.91	-31,213.80
Total Checks and Payments					-31,213.80	-31,213.80
Deposits and Credits - 3 Items						
Deposit	06/06/2019			X	2,686.00	2,686.00
Deposit	06/12/2019			X	1,312.00	3,998.00
Deposit	06/30/2019			X	12.38	4,010.38
Total Deposits and Credits					4,010.38	4,010.38
Total Cleared Transactions					-27,203.42	-27,203.42
Cleared Balance					-27,203.42	92,929.31
Uncleared Transactions						
Checks and Payments - 4 Items						
Bill Pmt -Check	03/14/2019	200283	Johnson, Lakilya		-6.94	-6.94
Bill Pmt -Check	06/11/2019	200317	Rivera, Marisol		-80.00	-86.94
Bill Pmt -Check	06/11/2019	200305	Alvarado, Cynthia		-80.00	-166.94
Bill Pmt -Check	06/11/2019	200310	Martinez, Ayma		-80.00	-246.94
Total Checks and Payments					-246.94	-246.94
Total Uncleared Transactions					-246.94	-246.94
Register Balance as of 06/30/2019					-27,450.36	92,682.37
Ending Balance					-27,450.36	92,682.37



P.O. Box 521599 Miami, FL 33152-1599

Page 1 of 4

Statement Date: June 30, 2019

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

>001415 3119138 0001 008229 10Z
SOUTH TECH PREPARATORY ACADEMY, INC.
INTERNAL
1300 SW 30TH AVENUE
BOYNTON BEACH FL 33426

Customer Message Center



Introducing our new fraud text alert service! With BankUnited's fraud monitoring service, keeping your debit card safe is as easy as sending a text.

COMMUNITY INT BUSINESS CKG Account *****8666

Account Summary

Statement Balance as of 05/31/2019			\$120,132.73
Plus	2	Deposits and Other Credits	\$3,998.00
Less	16	Withdrawals, Checks, and Other Debits	\$31,212.89
Less		Service Charge	\$0.91
Plus		Interest Paid	\$12.38
Statement Balance as of 06/30/2019			\$92,929.31

Interest Summary

Beginning Interest Rate	0.15%
Interest Paid this Statement Period	\$12.38
Interest Paid Year to Date	\$89.18

Activity By Date

Date	Description	Withdrawals	Deposits	Balance
06/04/2019	CHECK #200295	\$12,075.00		\$108,057.73
06/04/2019	CHECK #200296	\$255.00		\$107,802.73
06/06/2019	Customer Deposit		\$2,686.00	\$110,488.73

Statement Date: June 30, 2019

Account Number: *****8666

Activity By Date

Date	Description	Withdrawals	Deposits	Balance
06/10/2019	CHECK #200302	\$29.00		\$110,459.73
06/11/2019	CHECK #200301	\$15,237.01		\$95,222.72
06/12/2019	Customer Deposit		\$1,312.00	\$96,534.72
06/13/2019	CHECK #200315	\$600.00		\$95,934.72
06/17/2019	CHECK #200307	\$10.25		\$95,924.47
06/18/2019	CHECK #200308	\$441.13		\$95,483.34
06/18/2019	CHECK #200309	\$72.00		\$95,411.34
06/18/2019	CHECK #200314	\$110.00		\$95,301.34
06/19/2019	CHECK #200311	\$1,696.00		\$93,605.34
06/19/2019	CHECK #200316	\$80.00		\$93,525.34
06/20/2019	CHECK #200299	\$30.00		\$93,495.34
06/20/2019	CHECK #200312	\$80.00		\$93,415.34
06/21/2019	CHECK #200306	\$50.00		\$93,365.34
06/25/2019	CHECK #200304	\$367.50		\$92,997.84
06/26/2019	CHECK #200313	\$80.00		\$92,917.84
06/28/2019	Interest Paid		\$12.38	\$92,930.22
06/28/2019	Service Charge	\$0.91		\$92,929.31

Check Transactions

Check #	Date	Amount	Check #	Date	Amount	Check #	Date	Amount
200295	06/04	\$12,075.00	200306*	06/21	\$50.00	200313	06/26	\$80.00
200296	06/04	\$255.00	200307	06/17	\$10.25	200314	06/18	\$110.00
200299*	06/20	\$30.00	200308	06/18	\$441.13	200315	06/13	\$600.00
200301*	06/11	\$15,237.01	200309	06/18	\$72.00	200316	06/19	\$80.00
200302	06/10	\$29.00	200311*	06/19	\$1,696.00			
200304*	06/25	\$367.50	200312	06/20	\$80.00			

Items denoted with an "*" indicate processed checks out of sequence.

Rates by Date

Date	Rate
05/31	0.15%



P.O. Box 521599 Miami, FL 33152-1599

Page 3 of 4

Statement Date: June 30, 2019

Account Number: *****8666

Balances by Date

Date	Balance	Date	Balance	Date	Balance	Date	Balance
05/31	\$120,132.73	06/11	\$95,222.72	06/18	\$95,301.34	06/25	\$92,997.84
06/04	\$107,802.73	06/12	\$96,534.72	06/19	\$93,525.34	06/26	\$92,917.84
06/06	\$110,488.73	06/13	\$95,934.72	06/20	\$93,415.34	06/28	\$92,929.31
06/10	\$110,459.73	06/17	\$95,924.47	06/21	\$93,365.34		

Other Balances

Minimum Balance this Statement Period

\$92,917.84



At BankUnited, we want to make sure that using your debit card is always as safe and convenient as possible. That's why we're launching fraud text alerts as part of our ongoing fraud monitoring program. If we have your mobile phone number on file, you will be automatically enrolled in our fraud text alert service. To learn more about our new service, please call us at 1-877-779-2265.

Statement Date: June 30, 2019

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.



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12:45 PM

07/17/19

SouthTech Preparatory Academy
Reconciliation Summary
1113 · ST Prep MM 8690, Period Ending 06/30/2019

	<u>Jun 30, 19</u>
Beginning Balance	293,782.50
Cleared Transactions	
Deposits and Credits - 1 item	<u>84.51</u>
Total Cleared Transactions	<u>84.51</u>
Cleared Balance	<u><u>293,867.01</u></u>
Register Balance as of 06/30/2019	293,867.01
Ending Balance	293,867.01

12:45 PM

07/17/19

SouthTech Preparatory Academy
Reconciliation Detail
1113 - ST Prep MM 8690, Period Ending 06/30/2019

<u>Type</u>	<u>Date</u>	<u>Num</u>	<u>Name</u>	<u>Clr</u>	<u>Amount</u>	<u>Balance</u>
Beginning Balance						293,782.50
Cleared Transactions						
Deposits and Credits - 1 Item						
Deposit	06/30/2019			X	84.51	84.51
Total Deposits and Credits					84.51	84.51
Total Cleared Transactions					84.51	84.51
Cleared Balance					84.51	293,867.01
Register Balance as of 06/30/2019					84.51	293,867.01
Ending Balance					84.51	293,867.01



P.O. Box 521599 Miami, FL 33152-1599

Page 1 of 3

>005249 3116882 0001 008229 10Z
SOUTH TECH PREPARATORY ACADEMY, INC.
MONEY MARKET
1300 SW 30TH AVENUE
BOYNTON BEACH FL 33426

Statement Date: June 30, 2019

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

Introducing our new fraud text alert service! With BankUnited's fraud monitoring service, keeping your debit card safe is as easy as sending a text.

BUSINESS MONEY MARKET Account *****8690

Account Summary

Statement Balance as of 05/31/2019			\$293,782.50
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	\$84.51
Statement Balance as of 06/30/2019			\$293,867.01

Interest Summary

Beginning Interest Rate	0.35%
Interest Paid this Statement Period	\$84.51
Interest Paid Year to Date	\$509.51

Activity By Date

Date	Description	Withdrawals	Deposits	Balance
06/28/2019	Interest Paid		\$84.51	\$293,867.01

Rates By Date

Date	Rate
05/31	0.35%

Statement Date: June 30, 2019

Account Number: *****8690

Balances by Date

Date	Balance	Date	Balance
05/31	\$293,782.50	06/28	\$293,867.01

Other Balances

Minimum Balance this Statement Period	\$293,782.50
---------------------------------------	--------------



At BankUnited, we want to make sure that using your debit card is always as safe and convenient as possible. That's why we're launching fraud text alerts as part of our ongoing fraud monitoring program. If we have your mobile phone number on file, you will be automatically enrolled in our fraud text alert service. To learn more about our new service, please call us at 1-877-779-2265.



P.O. Box 521599 Miami, FL 33152-1599

Page 3 of 3

Statement Date: June 30, 2019

Account Number: *****8690

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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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.

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BankUnited

We appreciate your business.

Motion:

I recommend that the Board approve and ratify the Charter school monthly Disbursement Reports for the month ending June 30, 2019 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.

3:19 PM

07/18/19

Accrual Basis

SouthTech Preparatory Academy
Account QuickReport
As of June 30, 2019

Date	Num	Name	Amount
1111 - South Tech Prep 9852918542			
06/30/2019	694	Payroll	-103,089.35
06/15/2019	671	Payroll	-66,264.13
06/06/2019	5329	South Tech Academy	-58,049.02
06/19/2019	5359	South Tech Academy	-45,000.00
06/06/2019	5317	A & S Transportation Inc	-41,874.19
06/30/2019	694	Payroll	-38,476.97
06/06/2019	5320	Blue Cross/ Blue Shield	-24,739.40
06/15/2019	671	Payroll	-19,026.74
06/19/2019	5343	Blue Cross/ Blue Shield	-18,341.91
06/19/2019	5357	The School District of Palm Beac...	-8,332.00
06/11/2019	5334	EmbroidMe	-5,292.00
06/06/2019	5328	Palm Beach County School Distri...	-4,124.18
06/19/2019	5353	Palm Beach County School Distri...	-4,124.18
06/06/2019	5323	Daka Group Inc	-4,062.50
06/19/2019	5348	DSD Services Inc	-3,716.15
06/19/2019	5356	Speech Rehab Services LLC	-3,307.50
06/11/2019	5335	Go Clean Inc.	-3,080.00
06/06/2019	5327	GIS Benefits	-2,536.18
06/19/2019	5351	GIS Benefits	-2,219.25
06/06/2019	5318	Alta Montclair	-1,840.54
06/19/2019	5342	Alta Montclair	-1,840.54
06/11/2019	5341	Preventive Fire	-1,095.00
06/06/2019	5330	Spectrum Public Relations	-1,000.00
06/19/2019	5352	National Print & Design	-697.00
06/11/2019	5336	Konica Minolta Business Solutions	-560.56
06/06/2019	5324	Dex Imaging	-542.35
06/19/2019	5345	City of Boynton Beach Utilities D...	-460.43
06/19/2019	5347	Comcast	-389.97
06/19/2019	5344	Brown, Chimere	-383.01
06/06/2019	5322	Coast Professional Inc	-359.08
06/19/2019	5346	Coast Professional Inc	-359.08
06/11/2019	5337	Maxis 360	-275.00
06/06/2019	5326	FL Consortium of Public Charter ...	-250.00
06/11/2019	5332	CleanAll Supply	-244.71
06/19/2019	5354	Palm Beach County School Distri...	-222.00
06/06/2019	5321	Charter School Services Corp	-150.00
06/11/2019	5333	Elite Pest Solutions, LLC	-150.00
06/19/2019	5350	Elite Pest Solutions, LLC	-150.00
06/11/2019	5340	Verizon Wireless	-101.74
06/15/2019	671	Payroll	-89.70
06/30/2019	694	Payroll	-79.95
06/11/2019	5331	Canteen Refreshment Services	-78.29
06/11/2019	5339	Thomas, Everett	-75.00
06/06/2019	5325	ESRM Communications LLC	-42.00
06/19/2019	5349	Dziaba, Georgianna	-28.34
06/19/2019	5355	Rangel, Luz	-21.27
06/30/2019			-3.08
06/06/2019	5316	1325 Gateway, LLC	0.00
06/06/2019	5319	American Express-91010	0.00
06/11/2019	5338	Preventive Fire	0.00
Total 1111 - South Tech Prep 9852918542			-467,144.29

3:19 PM

07/18/19

Accrual Basis

SouthTech Preparatory Academy
Account QuickReport
As of June 30, 2019

Date	Num	Name	Amount
1112 · South Tech Internal 8666			
06/06/2019	200301	American Express-91010	-15,237.01
06/11/2019	200311	MVP Sports & Screenprinting, Inc	-1,696.00
06/11/2019	200315	Solomon, Alexandra	-600.00
06/11/2019	200308	Citi Cards (Costco)	-441.13
06/11/2019	200304	A & S Transportation Inc	-367.50
06/11/2019	200314	Signarama	-110.00
06/11/2019	200305	Alvarado, Cynthia	-80.00
06/11/2019	200310	Martinez, Ayma	-80.00
06/11/2019	200312	Romero, Claudia	-80.00
06/11/2019	200313	Sammuel, Lisa	-80.00
06/11/2019	200316	Tran, Donna	-80.00
06/11/2019	200317	Rivera, Marisol	-80.00
06/11/2019	200309	Martin, Diane	-72.00
06/11/2019	200306	Brown Nicole	-50.00
06/06/2019	200302	Pelaez, Ruthy	-29.00
06/11/2019	200307	Brown, Chimere	-10.25
06/30/2019			-0.91
Total 1112 · South Tech Internal 8666			-19,093.80
TOTAL			-486,238.09

Motion:

I recommend that the Board approve and ratify the monthly financial statements for month ending June 30, 2019 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 June 30, 2019 and For the Year Ending June 30, 2019
June 30, 2019

	<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>
ASSETS						
Cash and cash equivalents	1110	\$ 453,180	\$ -	\$ -	\$ -	\$ 453,180
Investments	1160					-
Grant receivables	1130	28,197				28,197
Other current assets	12XX	26,595				26,595
Deposits	1210	87,400				87,400
Due from other funds	1140					-
Other long-term assets	1400					-
Total Assets		<u>\$ 595,372</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 595,372</u>
LIABILITIES AND FUND BALANCE						
Liabilities						
Accounts payable	2120	\$ 12,214	\$ -	\$ -	\$ -	\$ 12,214
Salaries, benefits, and payroll taxes payable	2110, 2170, 2330	34,738				34,738
Deferred revenue	2410					-
Notes/bonds payable	2180, 2250, 2310, 2320					-
Lease payable	2315					-
Other liabilities	21XX, 22XX, 23XX	27,829				27,829
Total Liabilities		<u>74,781</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>74,781</u>
Fund Balance						
Nonspendable	2710	113,995				113,995
Restricted	2720					-
Committed	2730					-
Assigned	2740	70,975				70,975
Unassigned	2750	335,621				335,621
Total Fund Balance		<u>520,591</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>520,591</u>
TOTAL LIABILITIES AND FUND BALANCE		<u>\$ 595,372</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 595,372</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 June 30, 2019 and For the Year Ending June 30, 2019

FTE Projected	540								
	534	99% Percent of Projected							
		General Fund				Special Revenue			
	Account Number	Month/ Quarter Actual	YTD Actual	Annual Budget	% of YTD Actual to Annual Budget	Month/ Quarter Actual	YTD Actual	Annual Budget	% of YTD Actual to Annual Budget
Revenues									
FEDERAL SOURCES									
Federal direct	3100	\$ -	\$ -	\$ -	%	\$ -	\$ -	-	%
Federal through state and local	3200					24,094	320,371	324,880	99%
STATE SOURCES									
FEFP	3310	267,841	3,255,191	3,242,667	100%				
Capital outlay	3397			-					
Class size reduction	3355	42,467	512,349	509,358	101%				
School recognition	3361								
Other state revenue	33XX	-	81,147	81,500	100%				
LOCAL SOURCES									
Interest	3430	119	1,580	1,500	105%				
Local capital improvement tax	3413								
Other local revenue	34XX	4,010	120,058	107,500	112%				
Total Revenues		314,437	3,970,325	3,942,525	101%	24,094	320,371	324,880	99%
Expenditures									
Current Expenditures									
Instruction	5000	218,909	1,888,181	1,817,469	104%	18,599	187,054	194,928	96%
Instructional support services	6000	17,836	178,823	176,229	101%	2,022	129,130	129,952	99%
Board	7100	5,342	42,178	42,464	99%				
General administration	7200	17,961	215,296	216,443	99%				
School administration	7300	48,189	458,982	407,166	113%				
Facilities and acquisition	7400								
Fiscal services	7500	6,913	86,233	83,879	103%				
Food services	7600								
Central services	7700	5,156	74,032	100,182	74%				
Pupil transportation services	7800	-	346,902	335,000	104%				
Operation of plant	7900	59,156	804,785	805,150	100%				
Maintenance of plant	8100	5,299	49,586	54,375	91%				
Administrative technology services	8200	7,205	75,750	71,529	106%				
Community services	9100	1,408	95,953	100,000	96%				
Debt service	9200								
Total Expenditures		393,374	4,316,701	4,209,885	103%	20,621	316,184	324,880	97%
Excess (Deficiency) of Revenues Over Expenditures		(78,937)	(346,376)	(267,361)	130%	3,473	4,187	-	
Other Financing Sources (Uses)									
Transfers in	3600	45,435	274,401	361,000		-	-		
Transfers out	9700	-	-			(3,473)	(4,187)		
Total Other Financing Sources (Uses)		45,435	274,401	361,000	76%	(3,473)	(4,187)	-	
Net Change in Fund Balances		(33,502)	(71,975)	93,639		-	-	-	
Fund balances, beginning		554,096	661,294	661,294	100%				
Adjustments to beginning fund balance		(3)	(68,728)						
Fund Balances, Beginning as Restated		554,093	592,566	661,294	90%	-	-	-	
Fund Balances, Ending		\$ 520,591	\$ 520,591	754,933	69%	\$ -	\$ -	-	%

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
\$ -	\$ -	\$ -	%	\$ -	\$ -	\$ -	%	-	-	-	%
								24,094	320,371	324,880	99%
								267,841	3,255,191	3,242,667	100%
				41,962	270,214	272,808	99%	41,962	270,214	272,808	99%
								42,467	512,349	509,358	101%
								-	-	-	
								-	81,147	81,500	100%
								119	1,580	1,500	105%
							%	-	-	-	
								4,010	120,058	107,500	112%
-	-	-		41,962	270,214	272,808	99%	380,493	4,560,910	4,540,213	100%
								237,508	2,075,235	2,012,397	103%
								19,858	307,953	306,181	101%
								5,342	42,178	42,464	99%
								17,961	215,296	216,443	99%
								48,189	458,982	407,166	113%
								-	-	-	
								6,913	86,233	83,879	103%
								-	-	-	
								5,156	74,032	100,182	74%
								-	346,902	335,000	104%
								59,156	804,785	805,150	100%
								5,299	49,586	54,375	91%
								7,205	75,750	71,529	106%
								1,408	95,953	100,000	96%
								-	-	-	
-	-	-		-	-	-		413,995	4,632,885	4,534,765	102%
-	-	-		41,962	270,214	272,808	99%	(33,502)	(71,975)	5,447	-1321%
				(41,962)	(270,214)	(361,000)		45,435	274,401	361,000	
								(45,435)	(274,401)	(361,000)	
-	-	-		(41,962)	(270,214)	(361,000)		-	-	-	
-	-	-		-	-			(33,502)	(71,975)	5,447	
								554,096	661,294	661,294	100%
								(3)	(68,728)	-	
-	-	-		-	-	-		554,093	592,566	661,294	90%
\$ -	\$ -	\$ -	%	\$ -	\$ -	\$ -	%	\$ 520,591	\$ 520,591	\$ 666,741	78%

**Board Meeting
August 8, 2019**

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

**Agenda Item
PC-4**

Motion:

I recommend that the Board approve the agreement between SouthTech Preparatory Academy, Inc. and the Boynton Beach Police Department for off duty Police Officer Special Detail for SY2019-2020.

Summary Information:

This item covers

Attachments: Request for off duty Police Officer Special Detail Agreement

Presented By:

Jim Kidd, Superintendent

Financial Impact:

The financial impact for this item is \$70,200 for 1,404 hours.



100 E. Boynton Beach Blvd.
Boynton Beach, FL 33425
561.742.6100
561.742.6185

Boynton Beach Police Department

Michael G. Gregory
Chief of Police

Assistant Chief
Administrative Services

Vanessa K. Snow
Assistant Chief
Support Services

Joseph DeGiulio
Assistant Chief
Uniform Services



A CFA Accredited
Law Enforcement
Agency

Request for off duty Police Officer Special Detail

DATE: July 16, 2019

TO: Chief of Police
Boynton Beach Police Department
100 E. Boynton Beach Blvd.
Boynton Beach, FL 33435
Fax # 561-742-6846

FROM:

Requesting Party: SOUTHTECH PREPARATORY ACADEMY

Address: 1325 Gateway Boulevard, Boynton Beach, FL 33426

Date of Detail: 8/12/2019 - 5/29/2020

Location of Detail: SouthTech Preparatory Academy

The Requesting Party requests to hire 1 (insert number) off-duty Police Officer(s) to provide private security services on the dates and times indicated on the attached schedule.

The following terms are understood and agreed by the Requesting Party:

1. All off duty security services are provided by off-duty police officers, not by the City of Boynton Beach.
2. The City of Boynton Beach is acting solely as the coordinator of services for the benefit and convenience of the off-duty officers and the Requesting Party.
3. The City of Boynton Beach assumes no responsibility for the actions of the off-duty officers while they are under the control of the Requesting Party.
4. The City represents that the officer is a law enforcement officer certified by the State of Florida but makes no representations as to the police officers suitability to perform the security tasks assigned by the Requesting Party.
5. The Requesting Party covenants not to sue the City of Boynton Beach, its officers, agents and employees for any claims arising out of the conduct of the off-duty officer. The monetary consideration for Requesting Party's covenant not to sue is calculated in the stated rates.
6. The cost is \$50.00 per hour per officer for a 3 hour minimum period per day. If the detail falls on a holiday / premium day, billing will be \$60.00 3 hour minimum period per day. Holidays / premium days are as follows: New Year's Eve & Day, Super Bowl Sunday, Easter, Memorial Day, Independence Day, Labor Day, Halloween, Thanksgiving Day, Black Thursday / Friday specific details and Christmas Eve & Day.
7. Twenty-four (24) hour notice is required to cancel or change all or any part of the scheduled detail. If 24-hour notice is not given, the 3 hour minimum rate will be assessed if the officer reports to work. Notification of cancellation or change may be made to the Police Department at 742-6126 during the hours of 8:00 AM – 5:00 PM, Monday-Friday. If cancellation is requested other than the hours above,

the Requesting Party must contact a Watch Commander at 742-6100 when contacting the Police Department for cancellation.

8. The City of Boynton Beach will submit bills on a monthly basis, to be paid upon receipt, but in no case later than 10 working days after the billing date. In the event of legal action to collect unpaid charges, the Requesting Party shall be obligated for interest on the delinquency, plus the City's attorney fees and court costs.
9. The City of Boynton Beach may require a refundable security deposit equal to the first four weeks obligation, calculated as follows:

(Anticipated man hours/week X cost/hour X 4 weeks = Deposit)

For short term details, the City of Boynton Beach may require a 100% deposit.


10. If the City of Boynton Beach requires a security deposit, the deposit will be applied to any delinquent amount due under this agreement on the fifth day after the due date.
11. If the bill is to be made to an individual or business entity which resides or exists outside the City Limits of Boynton Beach, the City of Boynton Beach may require the security deposit to be made in cash or by certified check.
12. The City of Boynton Beach will maintain official billing records for all off duty details. All inquiries should be made to the Administrative Sergeant at 742-6102.
13. Invoices shall be sent to:

Name of Company: SOUTHTECH PREPARATORY ACADEMY
Attention: Kathryn McInerney
Address: 1300 S.W. 30th Avenue
Boynton Beach, FL 33426

14. In case of problem or question, the City of Boynton Beach should contact:

James R. Kidd At (561)676-8707
(Name) (Phone #)

15. A copy of this agreement will be returned to Requesting Party when approved and deposit is received.

 7-22-19
Signature of Authorized Representative/ Date
Title of Requesting Party Superintendent

Chief M. Gregory ☒ Approve 7.23.19
Chief of Police ☐ Disapprove Date
No Sgt. James #1768
Charles Turco

OFFICER SCHEDULE

DATE OF DETAIL	# OF OFFICERS REQUESTING	ARRIVAL AND DEPARTURE TIME OF OFFICER	WITH VEHICLE	WITHOUT VEHICLE
AUG 12 TO 16, 2019	1	8:00 A.M. TO 4:00 P.M.	✓	
AUG 19 TO 23, 2019	1	8:00 A.M. TO 4:00 P.M.	✓	
AUG 26 TO 30, 2019	1	8:00 A.M. TO 4:00 P.M.	✓	
SEP 3 TO 6, 2019	1	8:00 A.M. TO 4:00 P.M.	✓	
SEP 9 TO 13, 2019	1	8:00 A.M. TO 4:00 P.M.	✓	
SEP 16 TO 20, 2019	1	8:00 A.M. TO 4:00 P.M.	✓	
SEP 23 TO 27, 2019	1	8:00 A.M. TO 4:00 P.M.	✓	
OCT 1 TO 4, 2019	1	8:00 A.M. TO 4:00 P.M.	✓	
OCT 7 TO 8, 2019	1	8:00 A.M. TO 4:00 P.M.	✓	
OCT 10 TO 11, 2019	1	8:00 A.M. TO 4:00 P.M.	✓	
OCT 14 TO 17, 2019	1	8:00 A.M. TO 4:00 P.M.	✓	
OCT 21 TO 25, 2019	1	8:00 A.M. TO 4:00 P.M.	✓	
OCT 28 TO NOV 1, 2019	1	8:00 A.M. TO 4:00 P.M.	✓	
NOV 4 TO 7, 2019	1	8:00 A.M. TO 4:00 P.M.	✓	
NOV 11 TO 15, 2019	1	8:00 A.M. TO 4:00 P.M.	✓	
NOV 18 TO 22, 2019	1	8:00 A.M. TO 4:00 P.M.	✓	
DEC 2 TO 6, 2019	1	8:00 A.M. TO 4:00 P.M.	✓	
DEC 9 TO 11, 2019	1	8:00 A.M. TO 4:00 P.M.	✓	
DECEMBER 12, 2019	1	8:00 A.M. TO 12:00 P.M.	✓	
DECEMBER 13, 2019	1	8:00 A.M. TO 4:00 P.M.	✓	
DEC 16 TO 18, 2019	1	8:00 A.M. TO 4:00 P.M.	✓	
DEC 19 TO 20, 2019	1	8:00 A.M. TO 12:00 P.M.	✓	
JAN 7 TO 10, 2020	1	8:00 A.M. TO 4:00 P.M.	✓	
JAN 13 TO 17, 2020	1	8:00 A.M. TO 4:00 P.M.	✓	
JAN 21 TO 24, 2020	1	8:00 A.M. TO 4:00 P.M.	✓	

OFFICER SCHEDULE

DATE OF DETAIL	# OF OFFICERS REQUESTING	ARRIVAL AND DEPARTURE TIME OF OFFICER	WITH VEHICLE	WITHOUT VEHICLE
JAN 27 TO 31, 2020	1	8:00 A.M. TO 4:00 P.M.	✓	
FEB 3 TO 7, 2020	1	8:00 A.M. TO 4:00 P.M.	✓	
FEB 10 TO 14, 2020	1	8:00 A.M. TO 4:00 P.M.	✓	
FEB 17 TO 21, 2020	1	8:00 A.M. TO 4:00 P.M.	✓	
FEB 24 TO 27, 2020	1	8:00 A.M. TO 4:00 P.M.	✓	
MAR 2 TO 6, 2020	1	8:00 A.M. TO 4:00 P.M.	✓	
MAR 9 TO 13, 2020	1	8:00 A.M. TO 4:00 P.M.	✓	
MAR 16 TO 20, 2020	1	8:00 A.M. TO 4:00 P.M.	✓	
MAR 31 TO APR 3, 2020	1	8:00 A.M. TO 4:00 P.M.	✓	
APR 6 TO 9, 2020	1	8:00 A.M. TO 4:00 P.M.	✓	
APR 13 TO 17, 2020	1	8:00 A.M. TO 4:00 P.M.	✓	
APR 20 TO 24, 2020	1	8:00 A.M. TO 4:00 P.M.	✓	
APR 27 TO MAY 1, 2020	1	8:00 A.M. TO 4:00 P.M.	✓	
MAY 4 TO 7, 2020	1	8:00 A.M. TO 4:00 P.M.	✓	
MAY 8, 2020	1	8:00 A.M. TO 12:00 P.M.	✓	
MAY 11 TO 15, 2020	1	8:00 A.M. TO 4:00 P.M.	✓	
MAY 18 TO 22, 2020	1	8:00 A.M. TO 4:00 P.M.	✓	
MAY 26, 2020	1	8:00 A.M. TO 4:00 P.M.	✓	
MAY 27 TO 29, 2020	1	8:00 A.M. TO 12:00 P.M.	✓	

1,404

\$70,200

hours
X price
(Deposit)

Payment Received by: _____ Date: _____

Latest Date for Cancellation: _____

Brief description of Officer duties (i.e. door security, parking lot security, walking around detail area, etc.):

INSTRUCTIONS TO FOLLOW

SouthTech Preparatory Academy Amended SY19 Budget - June 2019

	JUNE 2019 Amended Budget 534 Students	January 2019 Amended Budget 540 Students
<u>Revenues:</u>		
110-R • General Operating		
3310000 • Base Student Allocation	3,255,191	3,242,666
3355000 • Class Size Reduction 9-12	512,349	509,358
3310390 • FEFP for Capital Projects	270,214	272,808
Total - General Operating (FEFP Payments)	\$ 4,037,754	\$ 4,024,832
3431000 • Interest On Investments	1,580	1,500
33XX000-Other State Revenue	81,147	81,500
Total 110-R • General Operating	\$ 82,727	\$ 83,000
Total 34XX000- Other local revenue	\$ 120,058	\$ 107,500
421-R • Federal Grants		
3240000 • Title 1, Part A	177,382	161,740
3250000 • Title I, Part C	2,858	1,652
3230000 • IDEA	95,181	110,800
3250000 • Title II, Part A	14,366	19,667
3250000 • Title IV	19,103	11,902
3250000 • S.A.F.E	4,292	-
3250000 • Educational Facilities Security	7,190	19,119
Total - 421-R - Federal Grants	\$ 320,371	\$ 324,880
TOTAL - Revenue	\$ 4,560,910	\$ 4,540,212
<u>Expenses</u>		
Total 5100000 • Instruction	1,696,442	1,705,759
Total 5200000 • ESE Instruction	179,624	100,958
Total 5600000 • Classroom Costs	12,115	10,750
Total 6100000 • Instructional Support Se	133,948	128,315
Total 6400000 • Instructional/Staff Prof I	31,023	35,130
Total 6500000 • Instructional Tech	13,853	12,784
Total 7100000 • Board Expenses	42,179	42,464
Total 7200000 • General Administration	215,296	216,443
Total 7300000 • School Administration	458,983	407,166
Total 7500000 • Fiscal Services	86,233	83,879
Total 7700000 • Central Services	74,031	100,181
Total 7800000 • Transportation	346,902	335,000
Total 7900000 • Operation of Plant	804,786	805,150
Total 8100000 • Maintenance of Plant	49,584	54,375
Total 8200000 • Technology Services	75,750	71,529
TOTAL OPERATING EXPENSES	\$ 4,220,749	\$ 4,109,883
TOTAL GRANT EXPENSES	\$ 316,186	\$ 324,881
TOTAL INTERNAL ACCOUNT EXPENSES	\$ 95,950	\$ 100,000
Total Expense	\$ 4,632,886	\$ 4,534,765
Total Revenue	\$ 4,560,910	\$ 4,540,212
Profit/(Loss)	(71,975)	5,447

**Board Meeting
August 8, 2019**

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

**Agenda Item
PC-5**

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. These adjustments are made in compliance with the School District Palm Beach County and do not affect our June financials.

Attachments: Amended FY19 STPA Operating Budget

Presented By:

Jim Kidd, Superintendent

Financial Impact:

This amended budget reflects actual revenues and expenses.

SOUTHTECH SUCCESS CENTER, INC.
CONSENT AGENDA
August 8, 2019

Old Business

None.

Administrative Items

SCA-1 I recommend that the Board approve the Mileage Reimbursement rate increase to align with grant compliance.

SCA-2 I recommend that the Board approve the SouthTech Schools and SouthTech Academy 2019-2020 calendar revisions.

SCA-3 I recommend that the Board designate Ruth Galvan as the Board representative to facilitate parental involvement, provide access to information, assist parents and others with questions and concerns, and resolve disputes as now required by law.

SCA-4 I recommend that the Board approve STSC's Active Assailant Procedures SY19-20 draft.

Personnel Items

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

Financial Items

None.

Emergency Items

None.

**Board Meeting
August 8, 2019**

**Governing Board of Directors
SouthTech Success Center, Inc.**

**Agenda Item
SCA-1**

Motion:

I recommend that the Board approve the Mileage Reimbursement rate to align with grant compliance.

Summary Information:

The Mileage Reimbursement rate has changed over the years and grant compliance needs Board approval. The new rate is 54 cents per mile.

Attachments: None.

Presented By:

Jim Kidd, Superintendent

Financial Impact:

There is no financial impact for this item.

**Board Meeting
August 8, 2019**

**Governing Board of Directors
SouthTech Success Center, Inc.**

**Agenda Item
SCA-2**

Motion:

I recommend that the Board approve the SouthTech Success Center 2019-2020 calendar revisions.

Summary Information:

This revision is necessary because we are changing the teacher workday on November 8th to November 11th. November 8th will be a regular school day.

Attachments: Revised STSC Calendar 2019-2020

Presented By:

Jim Kidd, Superintendent

Financial Impact:

There is no financial impact for this item.

JULY 2019				
MON	TUE	WED	THU	FRI
1 School Closed	2 School Closed	3 School Closed	4 School Closed HOLIDAY	5 School Closed
8 School Closed	9 School Closed	10 School Closed	11 School Closed	12 School Closed
15	16	17	18	19 School Closed 4 Day Week
Floating Week for all 220 Employees Contract ONLY				
22 Begin 220 A, I, IS, NI 210-I 213-I	23	24 SAM	25 RECRUITMENT OPEN HOUSE	26 School Closed 4 Day Week
29 Begin 202-I	30	31		
OCTOBER 2019				
MON	TUE	WED	THU	FRI
	1	2	3	4
7	8	9 HOLIDAY ALL	10 Midterm Exams P1-P2 Students Early Dismissal DHM / SISC Board Meeting	11 Midterm Exams P3-P4 Students Early Dismissal
14 Make up Students Early Dismissal End Grading Period 2	15 Begin Grading Period 3	16	17	18 No Students Teacher Work Day FACM/LTM BTAP / SAM
21 Report Card Distribution	22	23	24	25
28	29 RECRUITMENT OPEN HOUSE	30	31	
JANUARY 2020				
MON	TUE	WED	THU	FRI
		1 HOLIDAY ALL	2 HOLIDAY ALL	3 HOLIDAY ALL
6 No Students Teacher Work Day FACM/LTM BTAP / SAM	7 Begin Grading Period 5 Begin 2nd Semester	8	9	10 Report Card Distribution
13	14	15	16 DHM / SISC Board Meeting	17
20 HOLIDAY ALL	21	22 FACM	23	24
27	28 PARENT NIGHT/ Parent Training	29	30	31

AUGUST 2019				
MON	TUE	WED	THU	FRI
			1 SAM Begin 191-IS	2 School Closed 4 Day Week
5 Pre-School Begin 196-I FACM/LTM BTAP	6 Pre-School New Student Orientation	7 Pre-School	8 Pre-School DHM Board Meeting	9 Pre-School BTAP
12 STUDENTS FIRST DAY Begin 1st Semester Begin Grading Period 1	13	14	15 ADULT ED RECRUITMENT OPEN HOUSE	16
19	20	21	22	23
26	27	28	29	30
NOVEMBER 2019				
MON	TUE	WED	THU	FRI
				1
4	5	6	7 SUMMIT	8
11 No Students Teacher Work Day FACM/LTM BTAP / SAM	12	13	14 End Grading Period 3 DHM / SISC Board Meeting	15 Begin Grading Period 4
18 FACM	19	20	21	22 Report Card Distribution
25 HOLIDAY ALL	26 HOLIDAY ALL	27 HOLIDAY ALL	28 HOLIDAY ALL	29 HOLIDAY ALL
FEBRUARY 2020				
MON	TUE	WED	THU	FRI
3	4	5	6	7
10	11	12 End Grading Period 5	13a Begin Grading Period 6 DHM/SISC Board Meeting	14
Tentative Regional SkillsUSA Competition				
17	18	19 FACM Report Card Distribution	20	21
24	25	26	27 RECRUITMENT OPEN HOUSE	28 No Students Teacher Work Day FACM/LTM/ BTAP/SAM

SEPTEMBER 2019				
MON	TUE	WED	THU	FRI
2 HOLIDAY ALL	3	4 PARENT NIGHT/ TITLE I	5	6
9	10 End Grading Period 1	11 Begin Grading Period 2	12	13
16	17 DHM/SISC Annual / Regular Governing Board Meeting	18 Report Card Distribution	19	20
23	24 College FAIR/ Fall Training for Parents	25 FACM	26	27
30 HOLIDAY ALL				
DECEMBER 2019				
MON	TUE	WED	THU	FRI
2	3	4	5 Adult Ed RECRUITMENT OPEN HOUSE	6
9	10	11	12 Students Early Dismissal Staff Luncheon DHM/SISC Board Meeting	13
16	17	18 FACM Final Exams-Sem. 1 P1-P2 Students Early Dismissal	19 Final Exams-Sem. 1 P3-P4 Students Early Dismissal	20 End 1st Semester End Grading Students Early Dismissal Period 4 Makeup Day
23 HOLIDAY ALL	24 HOLIDAY ALL	25 HOLIDAY ALL	26 HOLIDAY ALL	27 HOLIDAY ALL
30 HOLIDAY ALL	31 HOLIDAY ALL			
MARCH 2020				
MON	TUE	WED	THU	FRI
2	3	4	5	6
9	10	11 ADULT ED RECRUITMENT OPEN HOUSE	12 SISC Board Meeting	13
16	17	18 Midterm Exams P1-P2 Students Early Dismissal	19 Midterm Exams P3-P4 Students Early Dismissal FACM/ DHM	20 Exams Make-up Students Early Dismissal End Grading Period 6
23 HOLIDAY ALL	24 HOLIDAY ALL	25 HOLIDAY ALL	26 HOLIDAY ALL	27 HOLIDAY ALL
30 No Students Teacher Work Day FACM/LTM/ BTAP/SAM	31 Begin Grading Period 7			

School Calendar 2019-2020

APRIL 2020				
MON	TUE	WED	THU	FRI
		1 FSA	2 FSA	3 FSA Report Card Distribution
6 FSA	7 FSA DHM / SISC Board Meeting	8 FSA	9 FSA	10 HOLIDAY ALL
13 FSA	14 FSA	15 FSA	16 FSA	17 FSA
20 FSA	21 FSA	22 FSA FACM	23 FSA RECRUITMENT OPEN HOUSE	24 FSA
27 FSA	28 FSA	29	30 End Grading Period 7	
Tentative State SkillsUSA Competition				

SOUTHTECH SUCCESS CENTER

MAY 2020				
MON	TUE	WED	THU	FRI
				1 Begin Grading Period 8
4	5	6	7 Report Card Distribution	8
11	12	13	14 DHM / SISC Board Meeting	15
18	19	20	21	22
25 HOLIDAY ALL	26	27 DHM Final Exams - Sem. 2 - P1-P2 Students Early Dismissal	28 Final Exams - Sem. 2 P3-P4 Students Early Dismissal	29 Final Exams - Sem. 2 - Make Up Students Early Dismissal STUDENTS LAST DAY End Grading Period 8

BOARD APPROVED 02.14.2019 - Rev. . 07.16.19

JUNE 2020				
MON	TUE	WED	THU	FRI
1 EMD Post School BTAP / FACM End 196-1 191-15	2 EMD End 202-1	3 EMD	4 EMD	5 EMD End 210-1
8 EMD	9 EMD	10 EMD Report Cards Mailed After June 12, 2020 End 213-1	11	12 School Closed 4 Day Week
15	16 Board Meeting	17	18	19 School Closed 4 Day Week End 220-A,I,IS, NI
22 School Closed	23 School Closed	24 School Closed	25 School Closed	26 School Closed
Tentative National				

Grade 9 School Hours 7:00 AM to 1:45 PM

HOLIDAYS

Date	Holiday	A/NI	IS	I/A
July 04, 2019	Independence Day	X	X	X
Sep 02, 2019	Labor Day	X	X	PD
Sep 30, 2019	Fall Holiday	X	X	X
Oct 09, 2019	Fall Holiday	X	X	X
Nov 25-29, 2019	Thanksgiving Holidays	X	X	1 PD
Dec 23, 2019 - Jan 3, 2020	Winter Break	X	X	2 PD
Jan 20, 2020	M. L. King's Birthday	X	X	PD
Mar 23-27, 2020	Spring Break	X	X	X
Apr 10, 2020	Spring Holiday	X	X	X
May 25, 2020	Memorial Day	X	X	PD

Employee Contract Periods

Employee Group	Begin Date	End Date	# of Days
Administration (A)	Jul 22, 2019	Jun 19, 2020	220 Days
Non-Instructional (NI, IS)	Jul 22, 2019	Jun 19, 2020	220 Days
Instructional Support (IS)	Aug 02, 2019	Jun 01, 2020	191 Days
Instructional (I) (6 PD Holidays)	Jul 22, 2019	Jun 19, 2020	220 Days
	Jul 22, 2019	Jun 10, 2020	213 Days
	Jul 22, 2019	Jun 05, 2020	210 Days
	Jul 29, 2019	Jun 02, 2020	202 Days
	Aug 05, 2019	Jun 01, 2020	196 Days

Teacher Work Days - Pre/Post School

Oct 18, 2019	August 05 – 09, 2019 (STA / STSC Pre-School)
Nov 08, 2019	
Jan 06, 2020	June 01, 2020 (Post School)
Feb 28, 2020	
March 30, 2020	

EMD - Emergency Make-Up Days

June 01, 2020	June 08, 2020
June 02, 2020	June 09, 2020
June 03, 2020	June 10, 2020
June 04, 2020	June 11, 2020
June 05, 2020	June 12, 2020

Scheduled Meetings

Board Meeting/Workshop @ 7:00PM - with Administration and Public
LTM Learning Team Meeting with Instructional Staff
BTAP Beginning Teacher Assistance Program Meeting with Administration
DHM Department Head Meeting with Administration
FACM Faculty Meeting with Instr. Staff, Guidance and Administration
SAM System Administrators Meeting @ 8:00AM with Administration and Managers
Recruitment Open House / Parent Night @ 6:30PM with All Employees
SISC School Improvement Steering Committee @ 6:00PM with Administration and Public
NOTE: Advisory Committee Meetings of academy teachers and local business/industry volunteers occur 4 times a year and date is decided upon by the participants

Student Attendance Days

Period	Begins	Ends	# of Days
BQ1	Aug 12, 2019	Sep 10, 2019	21
BQ2	Sept 11, 2019	Oct 14, 2019	22
BQ3	Oct 15, 2019	Nov 14, 2019	21
BQ4	Nov 15, 2019	Dec 20, 2019	21
BQ5	Jan 07, 2020	Feb 12, 2020	26
BQ6	Feb 13, 2020	Mar 20, 2020	26
BQ7	Mar 31, 2020	Apr 30, 2020	22
BQ8	May 01, 2020	May 29, 2020	20

Report Card Distribution Dates

Grading Period	Distribution Dates
BQ1	Sep 18, 2019
BQ2	Oct 21, 2019
BQ3	Nov 22, 2019
BQ4	After EOC scores arrive
BQ5	Feb 19, 2020
BQ6	Apr 03, 2020
BQ7	May 07, 2020
BQ8	Mailed after Jun 10, 2020

Employees work 10 Hr Days M-Th and Friday school is closed

Floating Week for all 220 Employees Contract ONLY

FSA FLORIDA STANDARDS ASSESSMENTS (No off-campus Activities, W/O Prior Admin Approval)

Motion:

I recommend that the Board designate Ruth Galvan, School Secretary, as the Board representative to facilitate parental involvement, provide access to information, assist parents and others with questions and concerns, and resolve disputes as now required by law.

Summary Information:

Senate Bill 1546, which has now been signed into law, requires that every charter school's governing board must appoint a representative to facilitate parental involvement, provide access to information, assist parents and others with questions and concerns, and resolve disputes. The representative must reside in the school district. The representative may be a governing board member, employee, or individual contracted to represent the governing board. Contact information for the representative must be provided in writing to parents each year, and must be posted prominently on the charter schools web site if a web site is maintained by the charter school.

Attachments: None.

Presented By:

Jim Kidd, Superintendent

Financial Impact:

There is no financial impact associated with this item.

Motion:

I recommend that the Board approve STSC's Active Assailant Procedures SY19-20 draft.

Summary Information:

The Active Assailant Response Plan is based on best practices in school settings that are recommended by law enforcement professionals and experts in emergency management operations. The Plan has been developed to assist staff members and other stakeholders during a school-based emergency with an active assailant incident. The Active Assailant Response Plan provides an outline to guide stakeholders through an emergency situation with an active assailant. An Active Assailant is defined as an individual actively engaged in killing or attempting to kill people in a confined and populated place. Active assailant situations are unpredictable and evolve quickly. Because active shooter situations are often over within 10-15 minutes, before law enforcement arrives on the scene, individuals must be prepared both mentally and physically, to the extent possible, to deal with an active assailant situation.

School readiness requires that school administrators develop and exercise response plans that apply general preparedness and response protocols to specific emergencies and facility, including security resources. Training and exercising the plan is particularly essential in active assailant exercises, allowing administrators and law enforcement to identify gaps, correct weaknesses, and validate the plan.

The Active Assailant Plan is considered to be a "living document" that should be reviewed and updated as necessary.

Attachments: Active Assailant Plan

Presented By:

Jim Kidd, Superintendent

Financial Impact:

There is no financial impact for this item.

**Board Meeting
August 8, 2019**

**Governing Board of Directors
SouthTech Success Center, Inc.**

**Agenda Item
SCB-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 SUCCESS CENTER ACADEMY
PERSONNEL ACTIONS
August 2019**

<u>Personnel Action</u>	<u>Employee Name</u>	<u>Position</u>	<u>Effective Date</u>
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New Hires/ Transfers

Transfer:

Robert DiVerde from STA to STSC	Math Instructor	8/5/19
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New Hires:

Michelle Brock	Science Instructor	8/5/19
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Resignations/Terminations

NONE

Retirement/Leave of Absence

NONE