



African American Achievement Plan 2022-2023

Assurances of Implementation of Strategies/Action Steps

Quarter of the School Year: 3

District Office/Department: Human Capital and Operations

In September 2022, the School District of Indian River County initiated the implementation of the 2022-2023 African American Achievement Plan. To review and ensure compliance with progress of action steps associated with the African American Achievement Plan, the District provides quarterly updates related to action steps accomplished and quarterly outcomes.

The attached documentation provides school level evidence of progress towards accomplishing action steps incorporated into the 2022-2023 African American Achievement Plan. Documentation requirements have been designed to honor the full intent of the developed African American Achievement Plan while optimizing the efficiency and effectiveness of outlined actionable steps.

To support ongoing accountability of action step implementation, documentation, and progress the following assurances have been verified by the principal/supervisor of each school/location:

- Action steps included within the 2022-2023 African American Achievement Plan have been implemented with consistency and purpose to eliminate the achievement gap.
- Progress related to action steps has been monitored at designated intervals (e.g., monthly, quarterly) outlined in the African American Achievement Plan.
- Data reviews have been conducted to identify areas of strength and concern and disaggregated data will be provided upon request.
- Progress related to the elimination of the achievement gap has been monitored in an ongoing way and needed modifications have been made as identified.

These assurances have been reviewed and verified on March 31, 2023: SB (initials)

Quarterly Reflection

(Please summarize any reflections based upon action step implementation for the quarter. What are areas of progress or opportunities for growth? What are next steps based upon work accomplished?)

Human Resources continues to seek and hire diverse candidates for teaching positions by ensuring that the process is universal for all. However, as we experienced in the first and second quarter, less individuals are applying for teaching positions, so that national trend continues to be a barrier. As a result, recruitment and retention remain a priority for SDIRC and we have and will continue to participate in recruitment events and activities hosted by HBCUs to actively recruit African American teacher. Extended Day's collaboration with outside agencies to provide enrichment programs and tutoring is proving to be very successful, and participation has increased. Transportation has continued to advertise and promote our depot stops which are being utilized by students to attend the school of their choice. Overall, the strategies implemented by HCO has continued to move in a positive direction.



African American Achievement Plan 2022-2023

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Quarter of the School Year: 3

Date of Summary: March 31, 2023

District Office: Human Capital and Operations

Strategies: 1.5, 4.2, 4.3, and 5.3

Strategy AAAP 1.5: Reduce barriers (e.g., outreach, registration, cost, location, transportation) in order to increase African American student participation in extended learning programs.

Strategy Implemented	Summary of Evaluation of Impact of Strategy Implemented
Partner with outside agencies to provide financial assistance so all students can attend	Cost of program does not inhibit the attendance of all students
Offer after-school tutoring and enrichment programs to all students to assist with academic success in school.	Certified teachers are providing extra help to students which allows them opportunities to practice and fully understand concepts taught during the course of the school day. This establishes continuity in regular classroom instruction as the foundational knowledge has been established.
Collaborate with outside agencies to provide additional academic access to various enrichment learning.	Students are exposed to different career paths that may spark their interest and/or open their minds to new possibilities, thereby bringing enrichment as well as diversity to their learning.

Strategy AAAP 4.2: Expand and enhance established relationships with career placement offices and officials at Historically Black Colleges and Universities (HBCUs) while also utilizing a broad arrange of platforms for publicizing instructional staff job vacancies.

Date(s) of Contact with Career Placement Offices and HBCUs	Type of Contact
Continuous Job Postings	https://www.indianriverschools.org/directory/jobs
Utilize other platforms to publish instructional staff vacancies	Partnered with Ed Weekly and Diversity in Ed for job wrapping and all vacancies are also posted to Indeed

*Attach examples of contacts with career placement offices or HBCUs

Strategy AAAP 4.3: Maintain diverse interviewing committees, while using universal application and interview protocols for the selection of instructional vacancy candidates.

Summary of Planned Action Steps from Meeting	
	Interview committees are determined by the hiring administrator and monitored by the Director of Human Resources. Each time a candidate is referred for hire, the interview committee members names are provided by the hiring administrator.



African American Achievement Plan 2022-2023

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Strategy AAAP 5.3: Implement a school transportation plan that includes the use of school transportation depot stops to ensure equitable access to school transportation.

Date(s) of Dates of Communication/Publicity Regarding School Transportation Depot Stops	Type of Communication/Publicity
July 29, 2022	Flyer distributed at Downtown Friday SDIRC Booth
August 10, 2022	Flyer, posted on district website transportation page, included in Parent Handbook for School Bus Transportation
October 8, 2022	Participated in Choice School Fair

*Attach examples of communication/publicity

**** New this year: Payment is DUE Monday of each week, or your child may NOT return on Tuesday or any day thereafter until paid in full. NO EXCEPTIONS. ****



Welcome to Extended Day

The purpose of our Extended Day Program is to decrease the number of latch-key children by providing services for parents who need support. The program is designed to enrich children's lives educationally, socially, emotionally, and physically in a safe and familiar setting. The program is open on regular school days to students in kindergarten through 5th grades.

Extended Day Online Registration

Please ONLY register using the link's below if your child is a new student to Extended Day, incoming kindergarten or transferred from another school. If you are unsure, please call before registering your child. 772-564-6223 or 772-564-4975

[Beachland Elementary Online Registration](#)

[Citrus Elementary Online Registration](#)

[Dodgertown Elementary Online Registration](#)

[Fellsmere Elementary Online Registration](#)

[Glendale Elementary Online Registration](#)

[Indian River Academy Online Registration](#)

[Liberty Magnet Online Registration](#)

[Osceola Magnet Online Registration](#)

[Pelican Island Elementary Online Registration](#)

[Rosewood Magnet Online Registration](#)

[Sebastian Elementary Online Registration](#)

[Treasure Coast Elementary Online Registration](#)

[Vero Beach Elementary Online Registration](#)

Extended Day Program Costs	
Registration Fee	\$25.00 per child
Morning Program	\$10.00 per week - regardless of # of mornings
1 Day Emergency Fee	\$5.00 per day
Afternoon Program	\$35.00 per week
1 Day for Emergency Fee	\$10.00 per child
Late Fee	\$10.00 per child for every 15 minutes or portion past 6:00 p.m. (All programs close at 6:00 pm)
Late Payment Fee	\$10.00 late penalty if payment is not made on time weekly

Attention SDIRC Employees: The [SDIRC Employee Discount](#) form must be filled out in its entirety, signed by your administrator, and MUST have supporting documentation attached to the form and sent to

shelly.miller@indianriverschools.org, prior to online registration. Any questions please call 772-564-6223.

Thank you

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Extended Day Information

AFTERNOON ACTIVITIES

Afternoon program hours are at the close of the school day until 6:00 p.m. A wide variety of enrichment activities including arts and crafts, computers, music, games, homework assistance, and sports is offered at each site. A low staff/child ratio and nutritious snacks are also features of the program.

STAFF

All staff are School Board employees and as such, each has been fingerprinted, drug-tested and meets all requirements of School Board employment, including having undergone a criminal background check.

REGISTRATION PROCEDURES

The online registration must be completed and a \$25.00 registration fee paid **BEFORE** a child may participate in the program. Medical, emergency contact, and special needs information are required.

Contacts



Director of Extended Learning Services

✉ [Dr. Deborah A. Taylor-Long](mailto:Dr.Deborah.A.Taylor-Long)
☎ 772-564-3026

Program Coordinator

✉ [Shelly Miller](mailto:Shelly.Miller)
☎ 772-564-6223

Supervisor

✉ [Barbara Musselwhite](mailto:Barbara.Musselwhite)
☎ 772-564-4999
📠 772-564-4989

Bookkeeper

✉ [Michelle Varenkamp](mailto:Michelle.Varenkamp)
☎ 772-564-4975

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File Name▲

Size
Modified



Extended Day Parent Handbook

157 KB
07 July, 2022





SDIRC Employee Fee Form 2022

114 KB
28 July, 2021

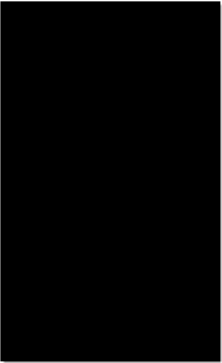


School Programs SY 2023						#
Programs	Env Learn Ctr	Journalism	Moonshot	Fun with Bat	Tutoring	
Beachland		X	X			2
Citrus		X	X			2
Dodgertown	X		X	x		3
Fellsmere	X	X			Padilla & Kerr	3
Glendale		X	X			2
IRA		X			Durst	2
Liberty	X	X			Walleshauser C. Jenkins	3
Osceola		X		x		2
PIE		X			Watson	2
Rosewood		X	X		Brausam	3
Sebastian		X		x	Erny	2
TCE		X	x			2
VBE	X	X	X			3

Tuition Assistance:	# of Students
Early Learning Coalition	76
HOPE	124

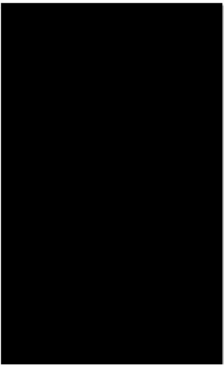
Extended Day After-School Programs

Lesson Plans

Week of /17		School: Liberty Magnet		
Teacher: Mrs. Walleshauser				
	Monday X	Tuesday	Wednesday X	Thursday
Students: 				Magic Tree House <i>Pirates Past Noon</i> (book study) Chapter 1: Vocabulary Read and response questions

Week of /29-12/1		School: Liberty Magnet
---------------------	--	---------------------------

Teacher: Mrs. Walleshauser

	Monday X	Tuesday	Wednesday X	Thursday
Students: 		Magic Tree House Pirates Past Noon (book study) Chapter 2: Vocabulary Read and response questions		Magic Tree House <i>Pirates Past Noon</i> (book study) Chapter 3: Vocabulary Read and response questions

Extended Day Tutoring Lesson Plan - Math

	School: Indian River Academy				
	Teacher: Mrs. Durst				
	Nov. 1-4	Nov. 7-11	Nov. 14-18	Nov. 28-Dec. 2	Dec. 5-16
1 st Grade	MA.1.AR.1.1 MA.1.AR.1.2 MA.1.AR.2.3 Understanding the meaning of the equal sign.	MA.1.AR.2.2 MA.1.DP.1.1 Understanding the meaning of the equal sign. Collect, represent, & interpret data.	MA.1.AR.1.2 MA.1.DP.1.2 Collect, represent, & interpret data. Solve add/subtract real world problems.	MA.1.NSO.1.1 Extend the counting sequence.	MA.1.NSO.1.1 MA.1.NSO.1.3 Extend the counting sequence. Understanding place value.
2 nd Grade	MA.2.NSO.2.3 Adding 2 whole numbers strategies.	MA.2.NSO.2.3 Adding 2 whole numbers strategies.	MA.2.NSO.1.4 Rounding whole numbers.	MA.2.NSO.2.3 MA.2.AR.1.1 Subtracting 2 whole numbers strategies. Solving 1-2 step word problems.	MA.2.NSO.2.3 MA.2.AR.2.2 Subtracting 2 whole numbers strategies. Determine the unknown number.
3 rd Grade	MA.3.GR.2.1 MA.3.GR.2.2 MA.3.GR.1.2 Solving problems involving perimeter and area of rectangles.	MA.3.NSO.1.4 MA.3.AR.3.1 Rounding whole numbers. Determine even/odd numbers.	MA.3.NSO.1.1 MA.3.NSO.1.2 MA.3.NSO.1.3 Understanding the place value of 4-digit numbers.	MA.3.NSO.2.1 Add/subtract multi-digit numbers.	MA.3.NSO.2.2 Explore multiplication of whole numbers.

*All standards are an extension of what the students are learning in their respective classes. Different strategies are taught to assist students with their learning.

Re: Afterschool Tutoring

Afterschool
Tutoring

From: Brausam, Julie <Julie.Brausam@indianriverschools.org> Rosewood
Sent: Monday, November 14, 2022 9:20 AM
To: Musselwhite, Barbara <Barbara.Musselwhite@indianriverschools.org>
Subject: Re: Afterschool Tutoring

MATH & READING

Monday- 5th/4th (30 min each)
Tuesday- 3rd/2nd (30 min each)
Wednesday- 1st/Students who were absent (30 minutes each)
Thursday- Planning

Julie Brausam
Teacher of the Gifted
Indian River County Schools
(772) 564-6210



From: Musselwhite, Barbara <Barbara.Musselwhite@indianriverschools.org>
Sent: Monday, November 14, 2022 9:17 AM
To: Brausam, Julie <Julie.Brausam@indianriverschools.org>
Subject: Re: Afterschool Tutoring

Do you know what days will be certain grades?

Barbara Musselwhite

EDP Supervisor
772-564-4999

"The beautiful thing about learning is that no one can take it away from you." — B.B King


Please complete my Customer Service Survey by clicking on the link below:

[Customer Service Survey](#)

Re: Afterschool Tutoring

From: Brausam, Julie <Julie.Brausam@indianriverschools.org>
Sent: Monday, November 14, 2022 9:13 AM
To: Musselwhite, Barbara <Barbara.Musselwhite@indianriverschools.org>
Subject: Re: Afterschool Tutoring

Hi,
Please let the parents know that we will concentrate on math and reading in grades 1-5. I will probably do Mondays, Tuesdays, and Wednesdays with 2 groups on each day. Let me know what you think. If this works for you, I will be ready to start when we come back from Thanksgiving.

Julie Brausam
Teacher of the Gifted
 **Indian River County Schools**
(772) 564-6210



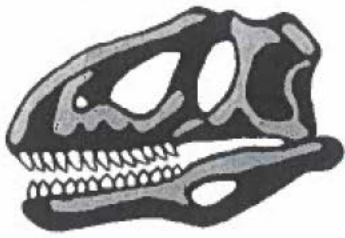
From: Musselwhite, Barbara <Barbara.Musselwhite@indianriverschools.org>
Sent: Tuesday, November 8, 2022 3:01 PM
To: Brausam, Julie <Julie.Brausam@indianriverschools.org>
Subject: Afterschool Tutoring

Good Afternoon Julie,

Please let me know what subject you want to tutor, what grades, and what days. I will get permission slips ready and hand them out on Monday. Once we receive them back you can hopefully start the following week.
Thank you so much

Barbara Musselwhite
EDP Supervisor
772-564-4999

NOTE: GEM & MINERALS Coming in Jan/Feb. 2023!



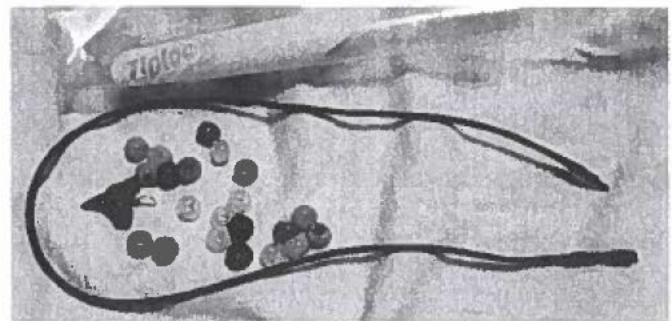
JURASSIC PARTS

Indian River County
Extended Day Science Lab

Sept 2022

Advanced Shark Tooth Lab

Our all time favorite lab, students love learning about sharks and making their own shark tooth necklace! This program is perfect for learning about fossils or marine creatures like sharks and rays. Students will get to see over two dozen varieties of genuine and replica jaws and teeth of sharks and their relatives. Then they will get to examine a real shark jaw and touch real shark skin! The lab concludes with each student making their very own fossil shark tooth necklace to keep.



For more information, visit us at www.GoJurassicParts.com and



Visit us on
Facebook

Moonshot Academy

Afterschool

2022-23 Mid-Year Check in

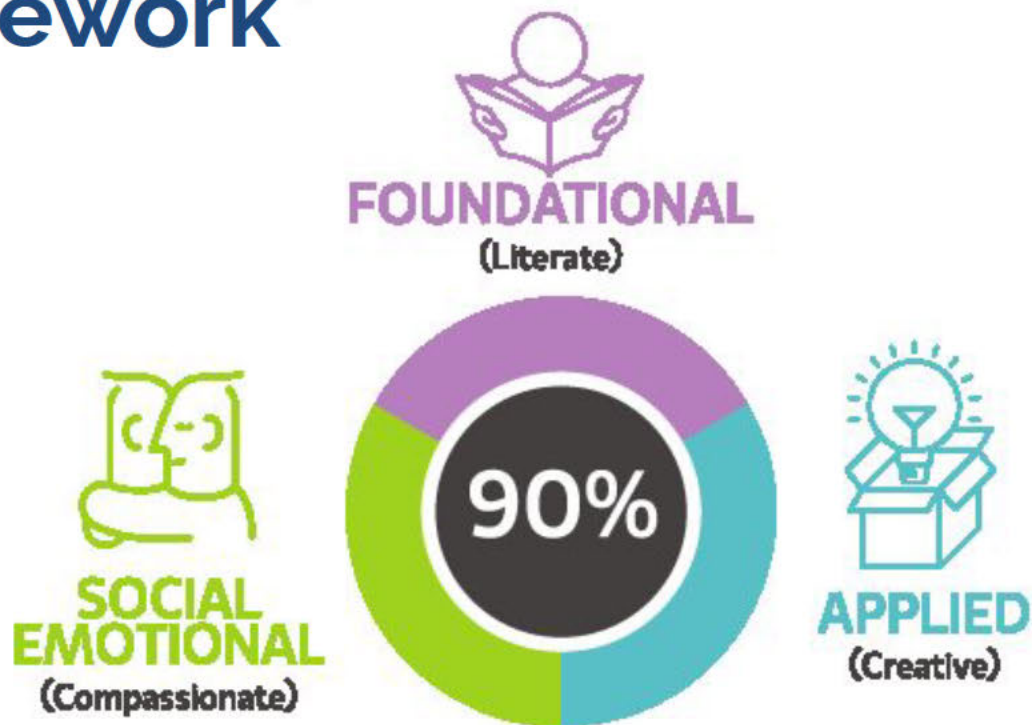


SIMPLE VIEW OF READING

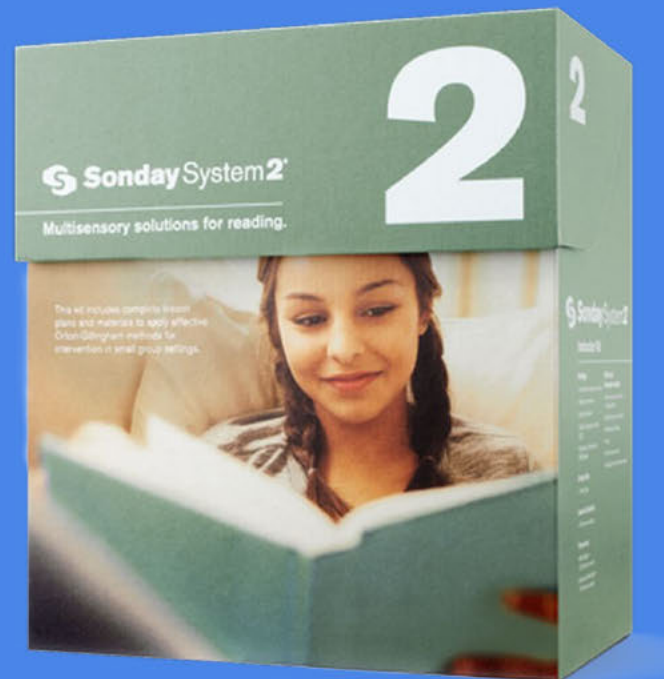
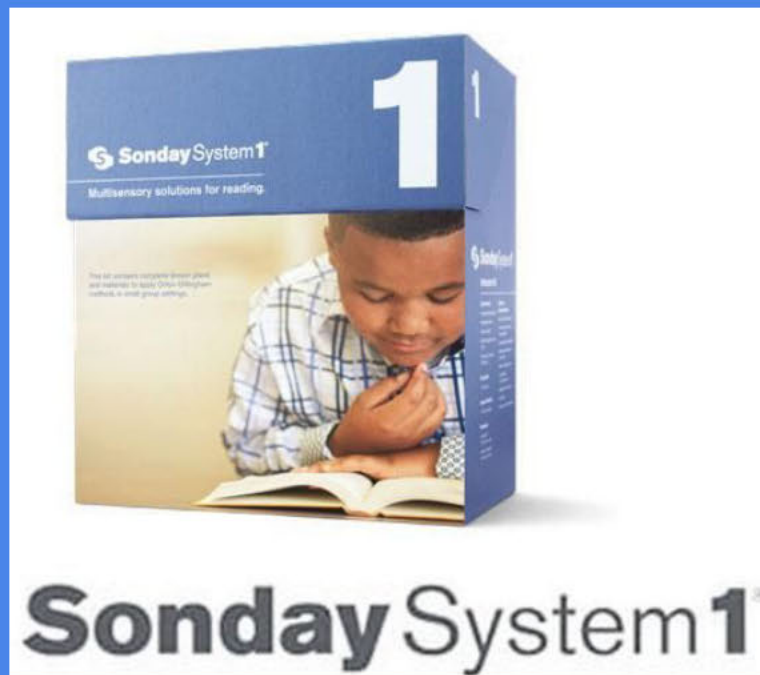
$$\begin{array}{ccc} \text{Language} & & \\ \text{Comprehension} & = & \text{Reading} \\ & \times & \text{Comprehension} \\ & & \\ \text{Word Reading} & & \end{array}$$

Gough & Tunmer, 1986

Enriched Literacy Framework

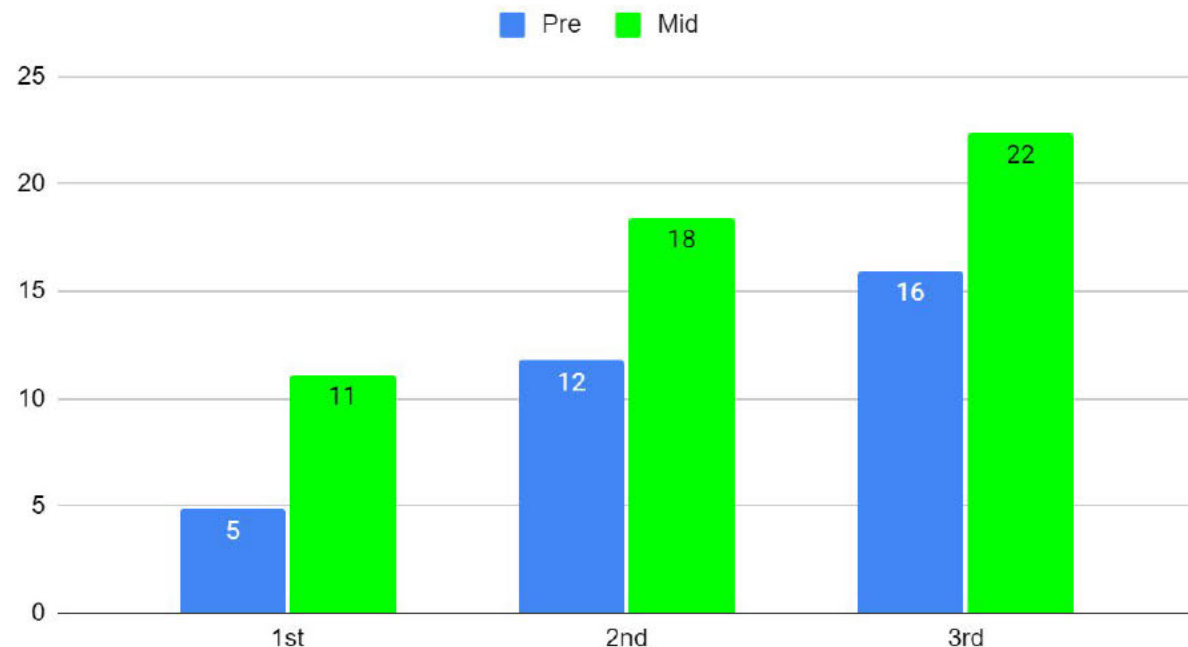


Moonshot Tutoring



Foundational Literacy Data (Overall)

MSA Fall 2022, Sonday 1, Levels Achieved

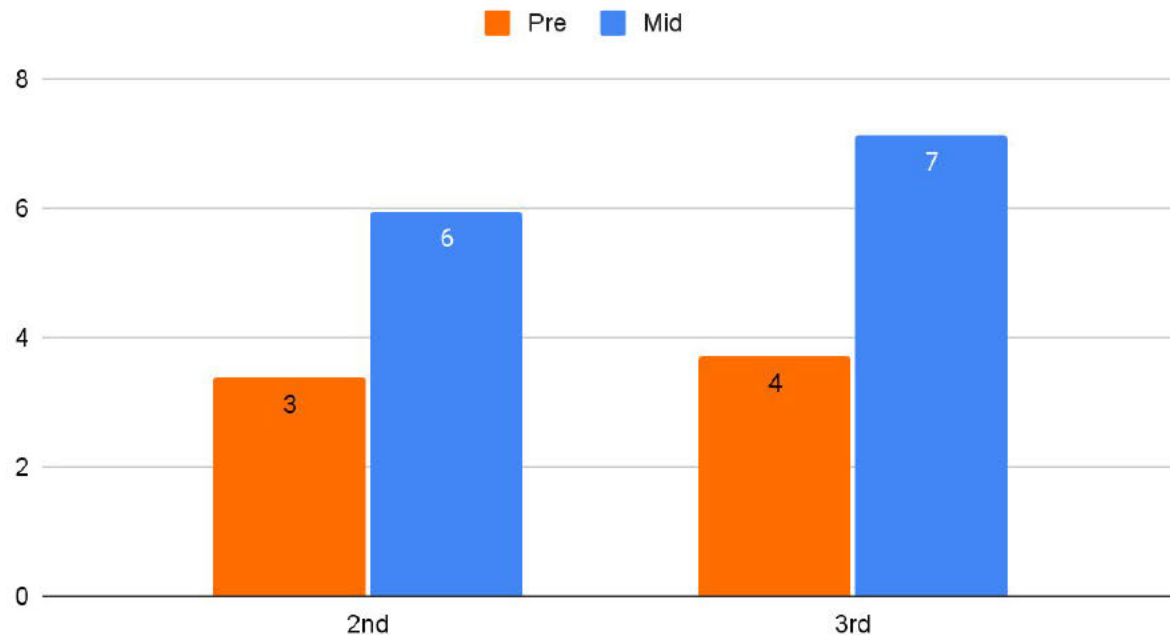


*Expected growth = 3-4 levels

7 schools, 125 students

Foundational Literacy Data (Overall)

MSA Fall 2022, Sondag 2, Levels Achieved

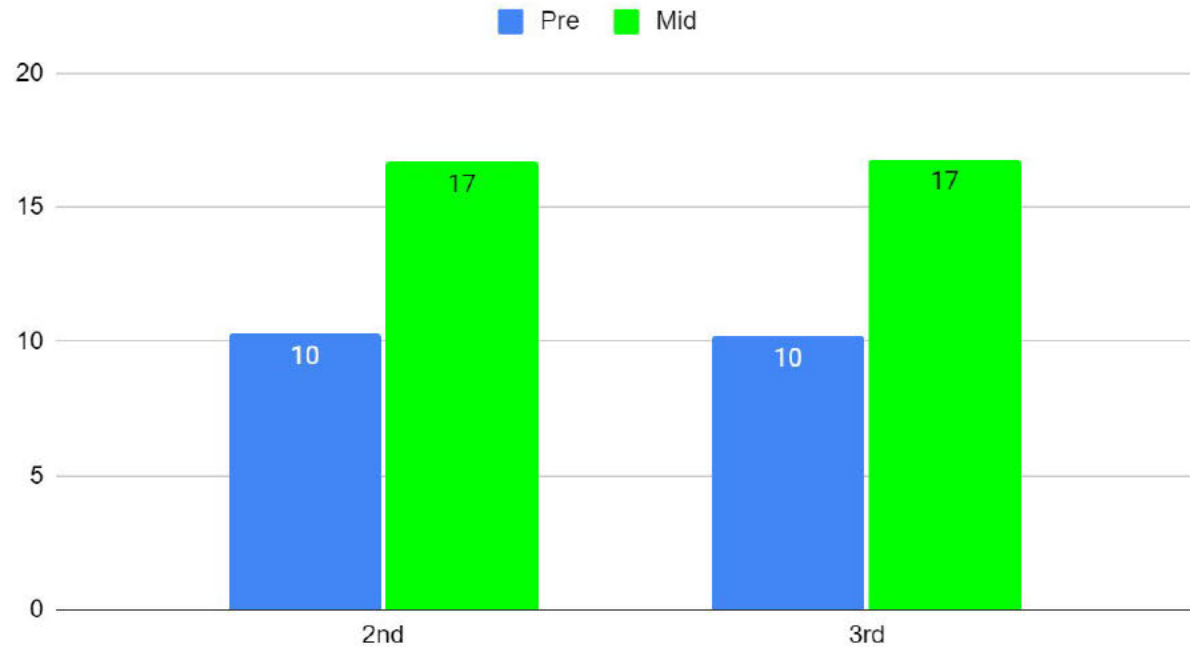


*Expected growth = 2-3 levels

6 schools, 76 students

Foundational Literacy BES Data

BES - MSA Fall 2022, Sondag 1, Levels Achieved

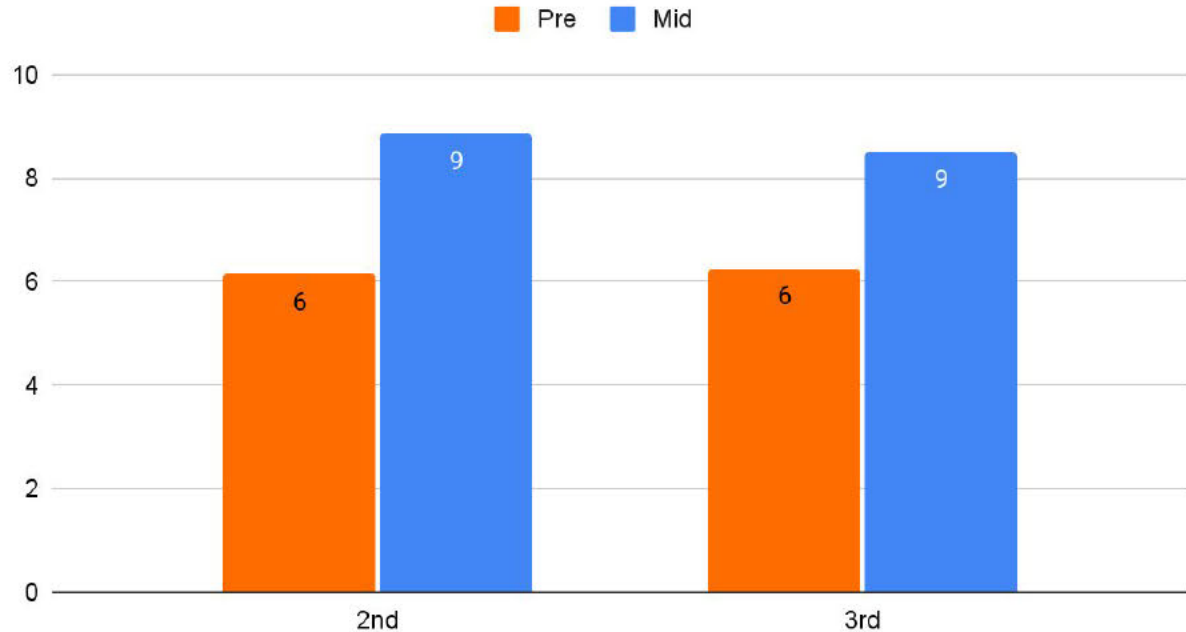


*Expected growth = 3-4 levels

14 students

Foundational Literacy BES Data

BES - MSA Fall 2022, Sondag 2, Levels Achieved

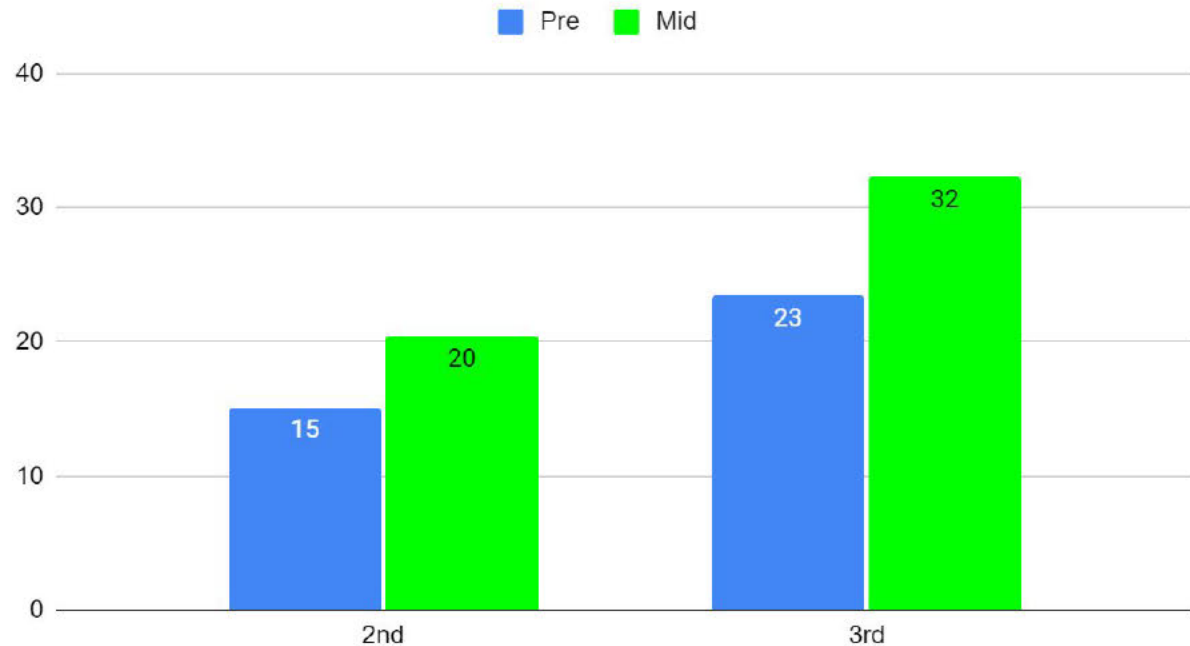


*Expected growth = 2-3 levels

19 students

Foundational Literacy CES Data

CES - MSA Fall 2022, Sondag 1, Levels Achieved

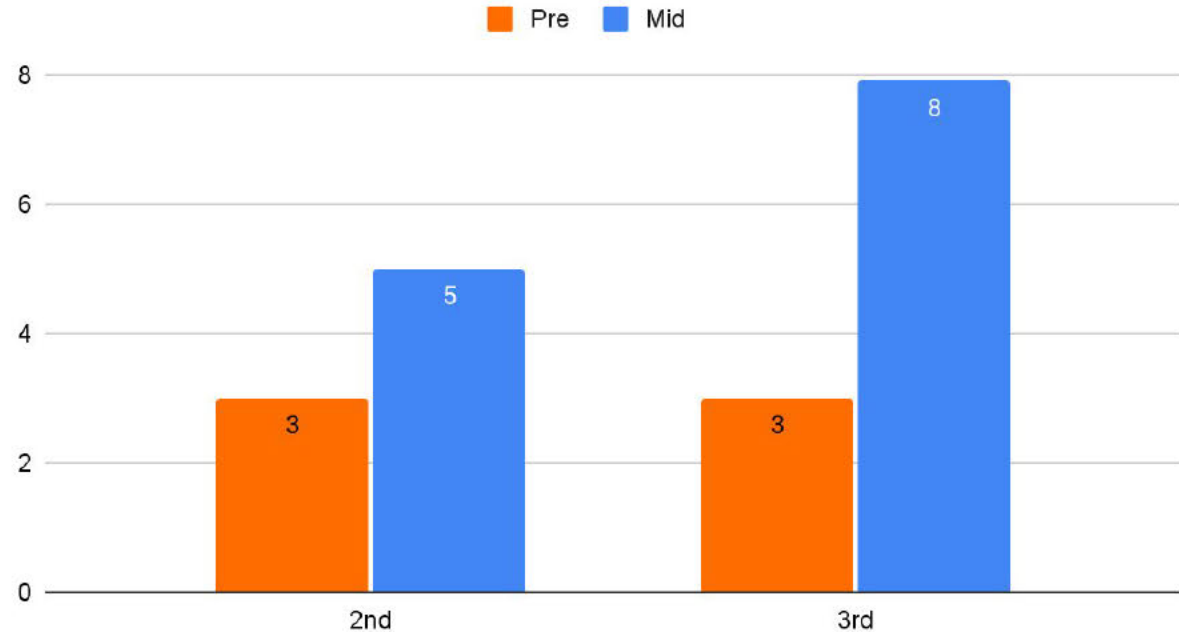


*Expected growth = 3-4 levels

21 students

Foundational Literacy CES Data

CES - MSA Fall 2022, Sondag 2, Levels Achieved

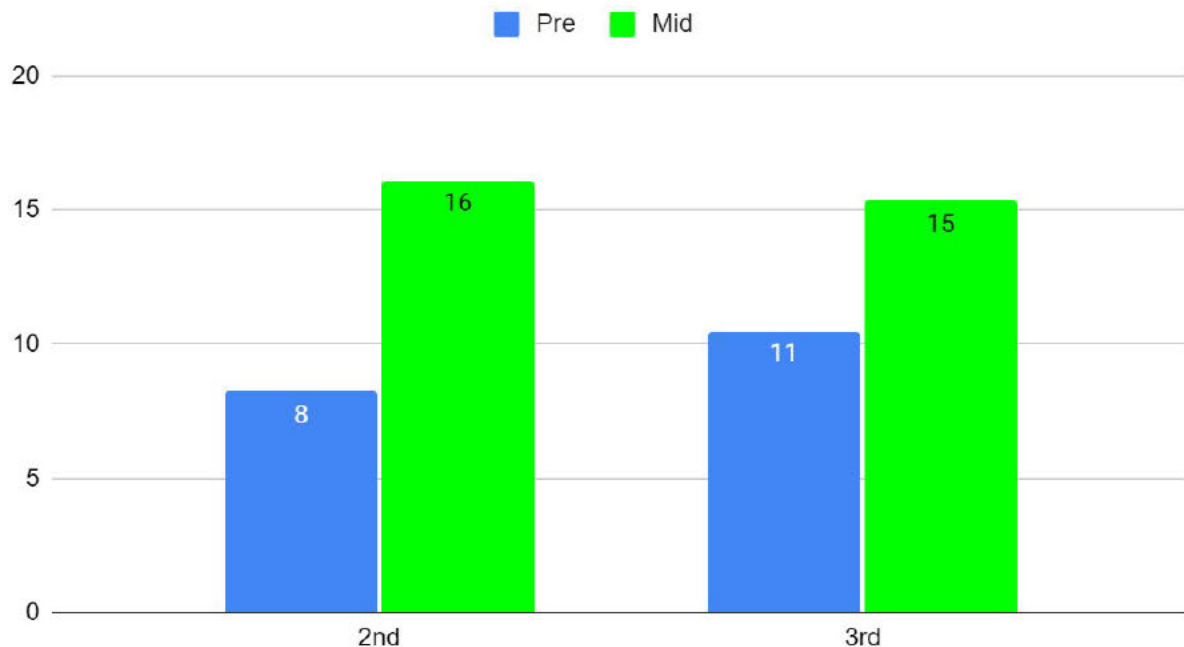


*Expected growth = 2-3 levels

12 students

Foundational Literacy DES Data

DES - MSA Fall 2022, Sondag 1, Levels Achieved

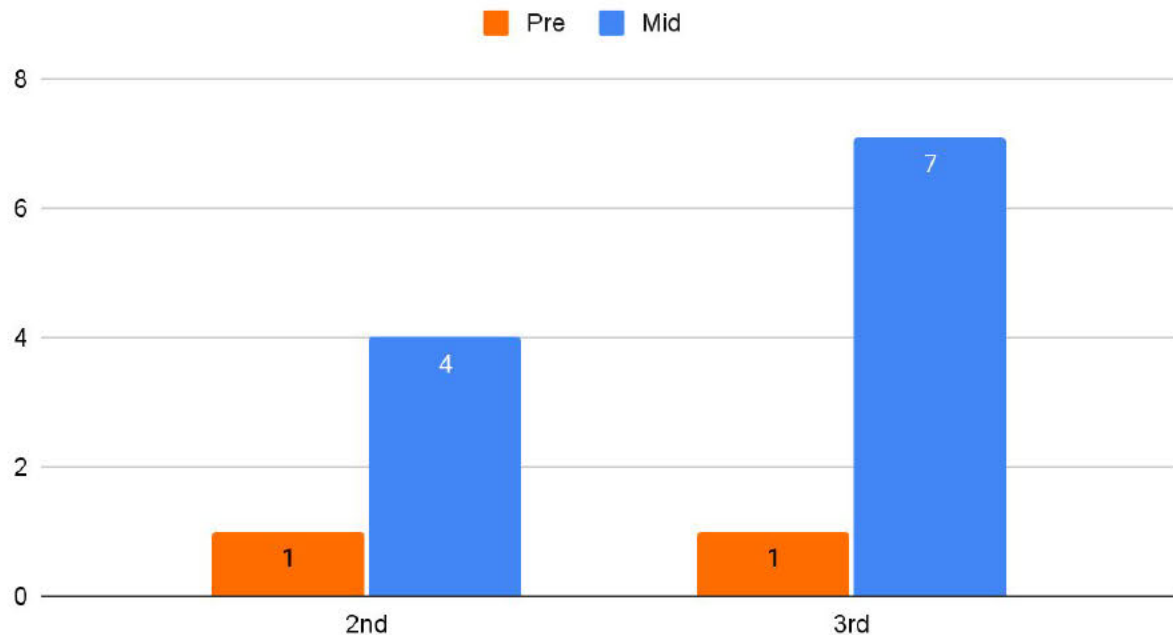


*Expected growth = 3-4 levels

15 students

Foundational Literacy DES Data

DES - MSA Fall 2022, Sunday 2, Levels Achieved

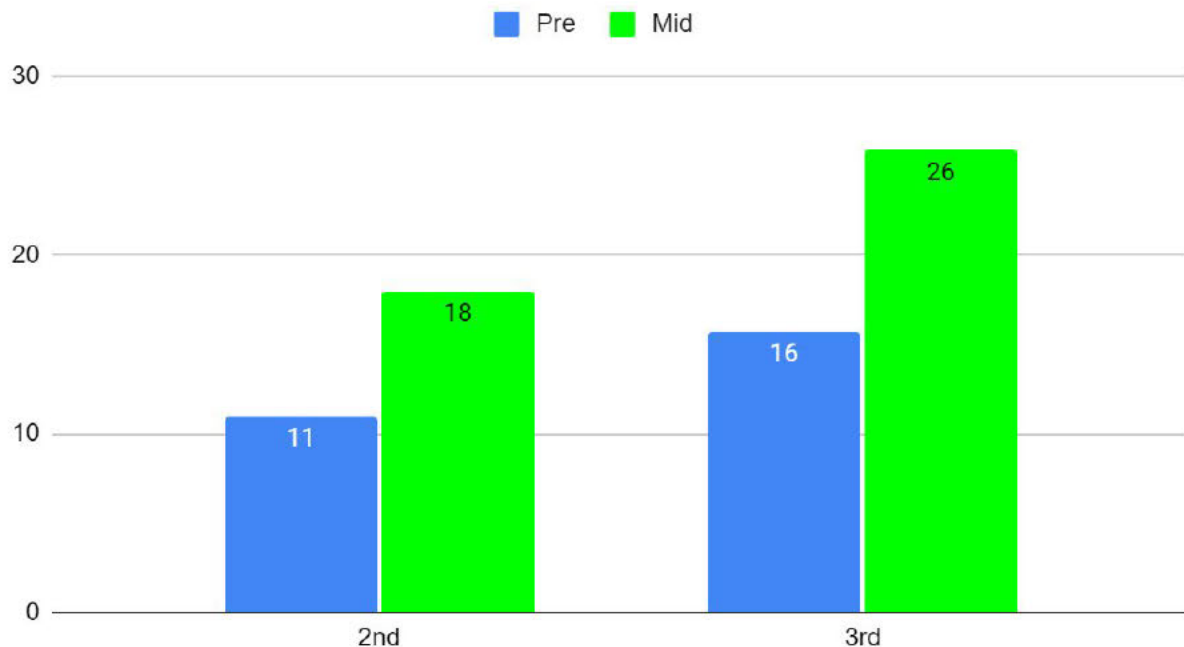


*Expected growth = 2-3 levels

11 students

Foundational Literacy GES Data

GES - MSA Fall 2022, Sondag 1, Levels Achieved

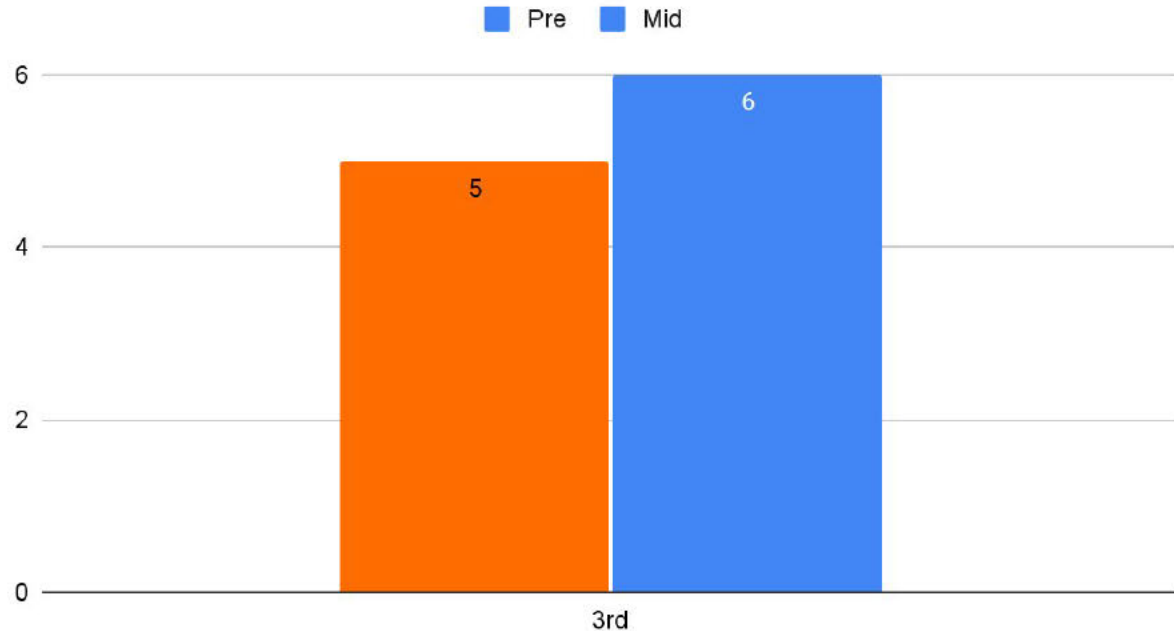


*Expected growth = 3-4 levels

20 students

Foundational Literacy GES Data

GES - MSA Fall 2022, Sondag 2, Levels Achieved (N-4)

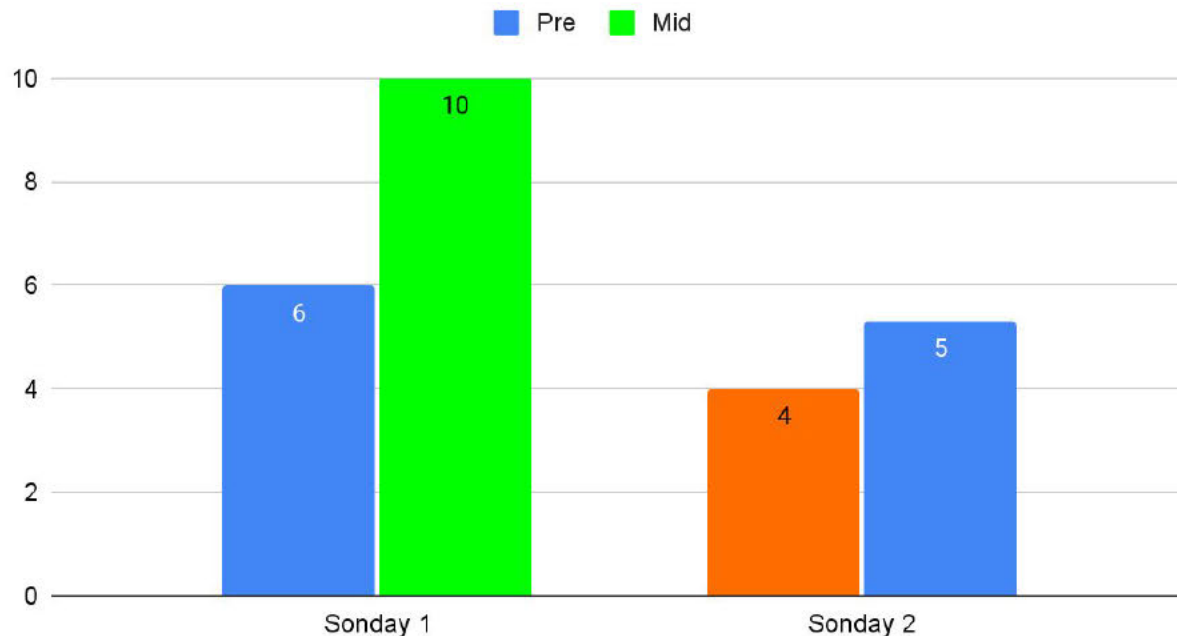


*Expected growth = 2-3 levels

4 students

Foundational Literacy RMS Data

RMS - MSA Fall 2022, 3rd Grade, Sondag Levels Achieved

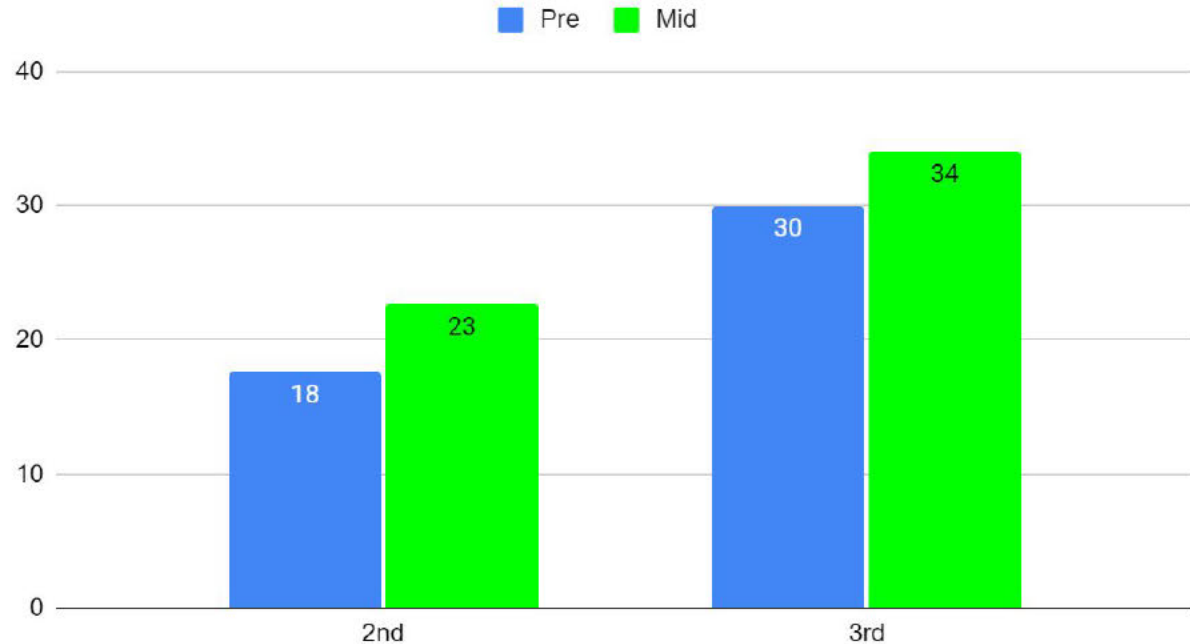


*Expected growth = 2-4 levels

Sondag 1 = 4 students;
Sondag 2 = 14 students

Foundational Literacy TCE Data

TCE - MSA Fall 2022, Sondag 1, Levels Achieved

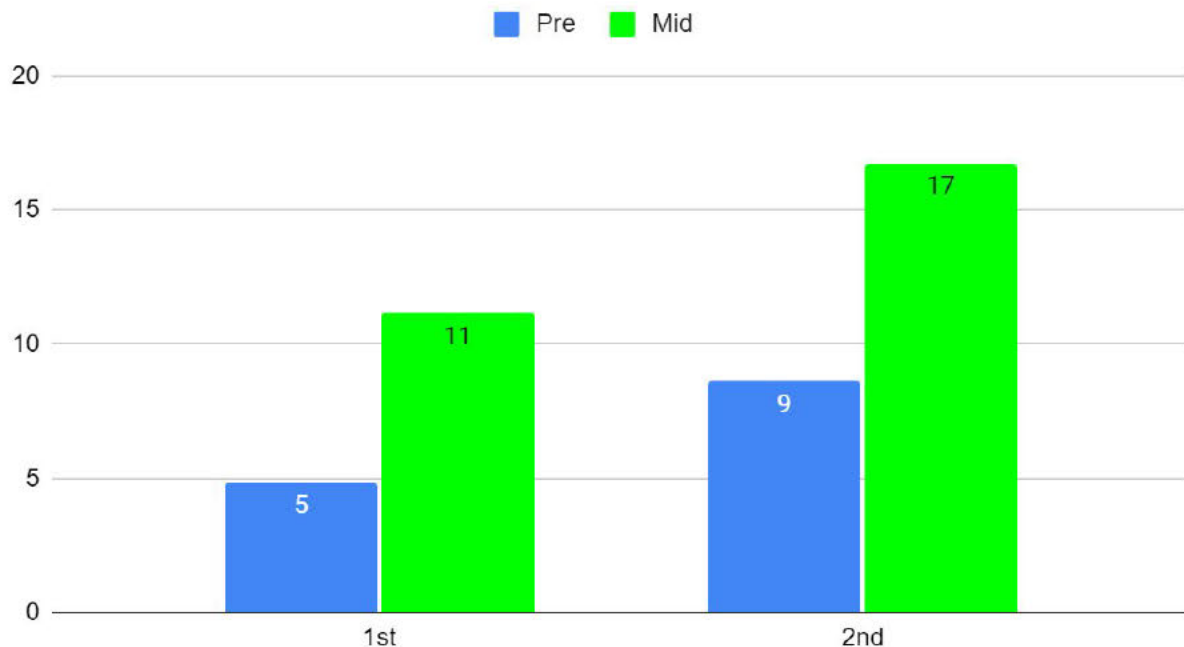


*Expected growth = 3-4 levels

22 students

Foundational Literacy VBE Data

VBE - MSA Fall 2022, Sondag 1, Levels Achieved

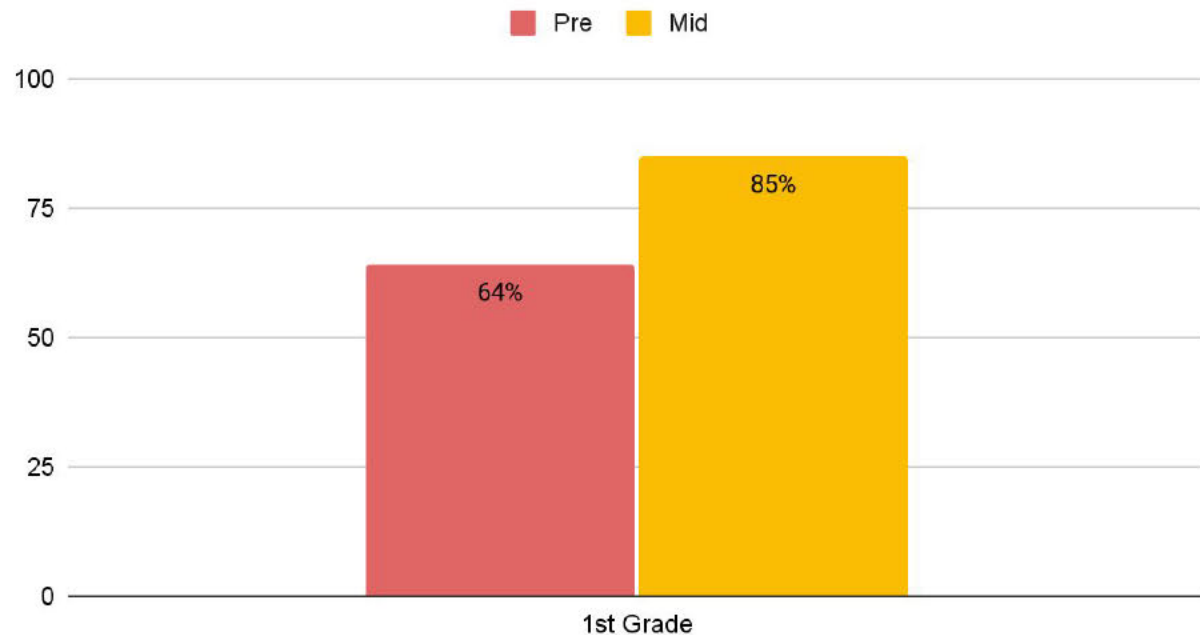


*Expected growth = 3-4 levels

29 students

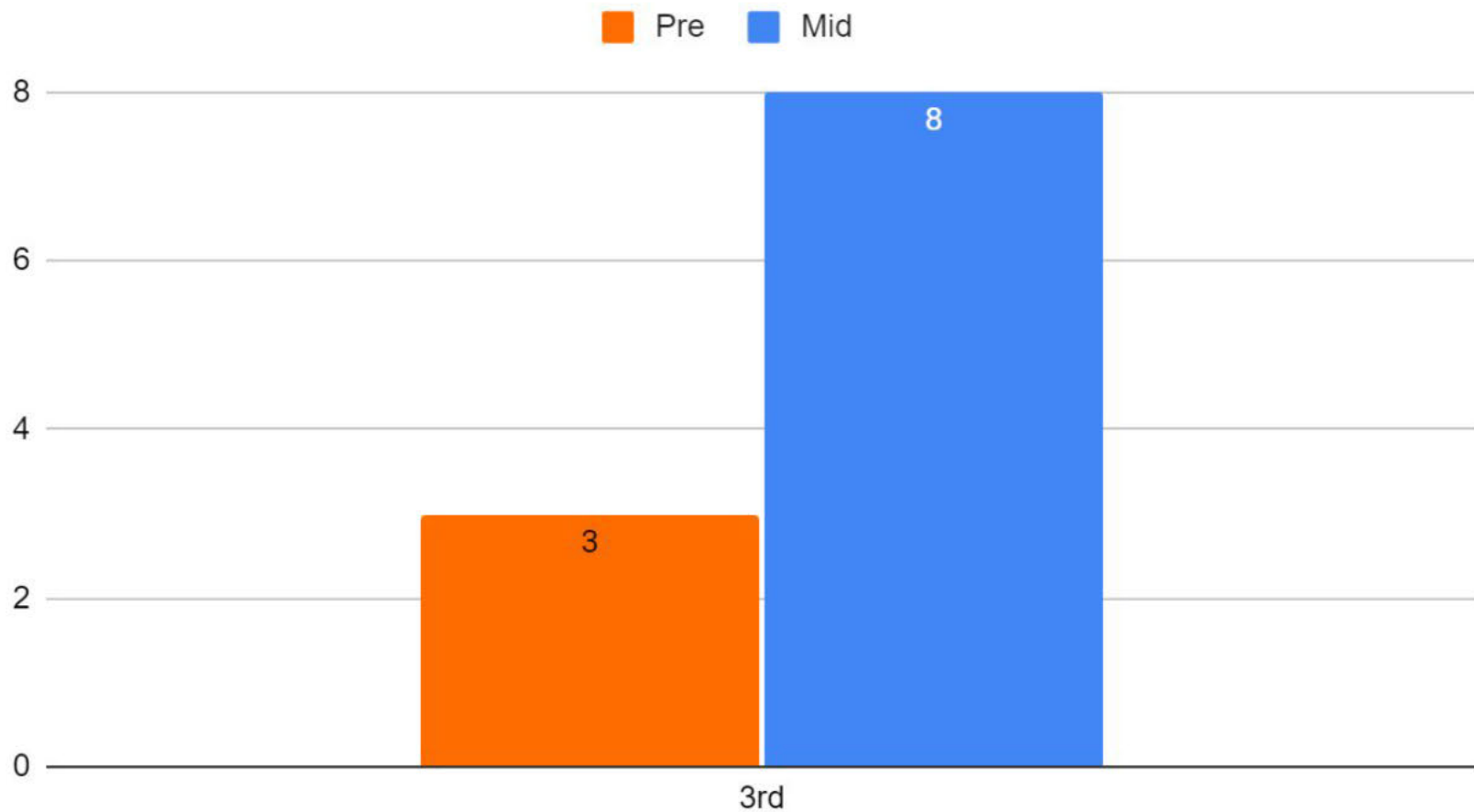
Foundational Literacy VBE Data, 1st Grade, ARG

VBE - MSA Fall 2022, 1st Grade ARG Pre/Post Assessment



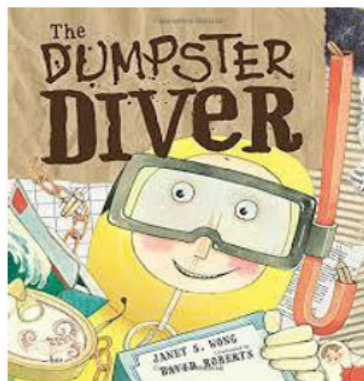
8 students

VBE - MSA Fall 2022, Sunday 2, Levels Achieved



Moonshot Storytime Workshops

Fall
2022



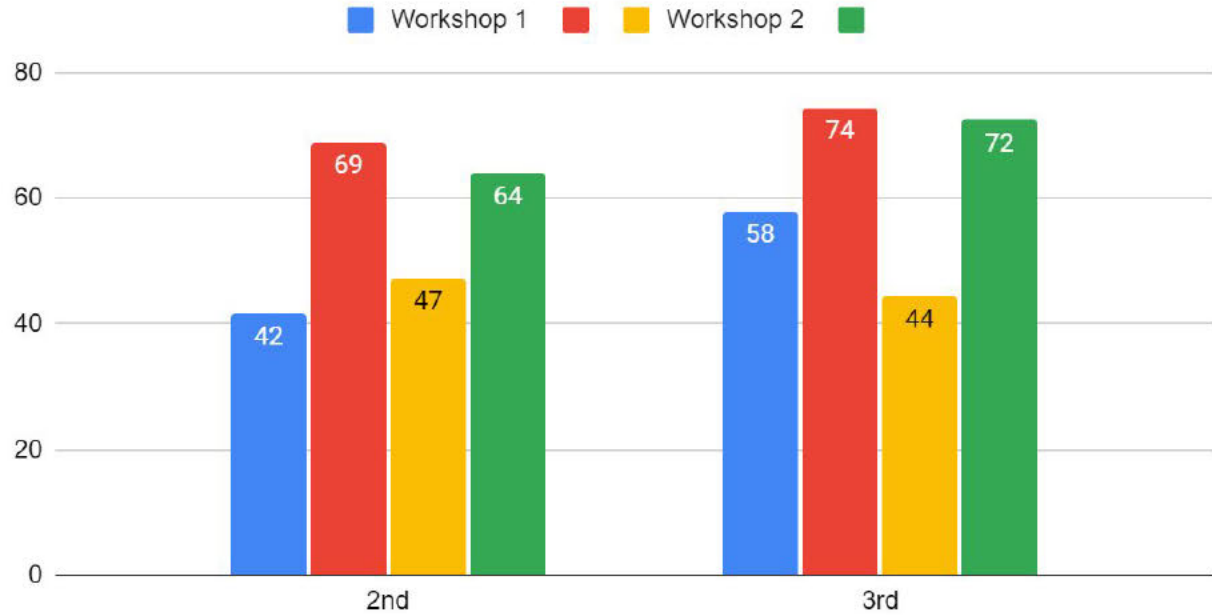
2nd Grade:
BES, CES, VBE (8 weeks)
GES, TCE (6 weeks)



3rd Grade:
BES, CES, VBE (8 weeks)
GES, RMS (6 weeks)

Applied Literacy Data

All Schools, MSA 2022, Storytime Workshop Pre/Post Assessments



6 Schools,
73 Students

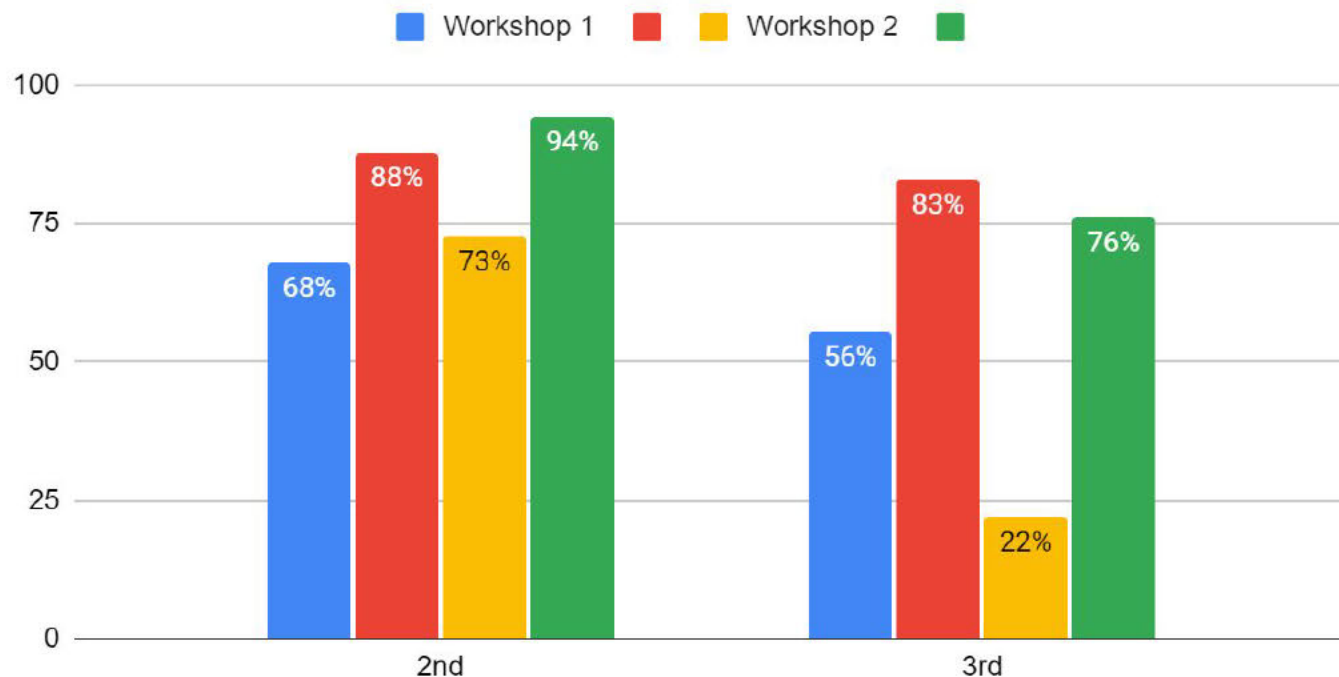
5 Schools,
51 Students

7 Schools,
87 Students

6 Schools,
78 Students

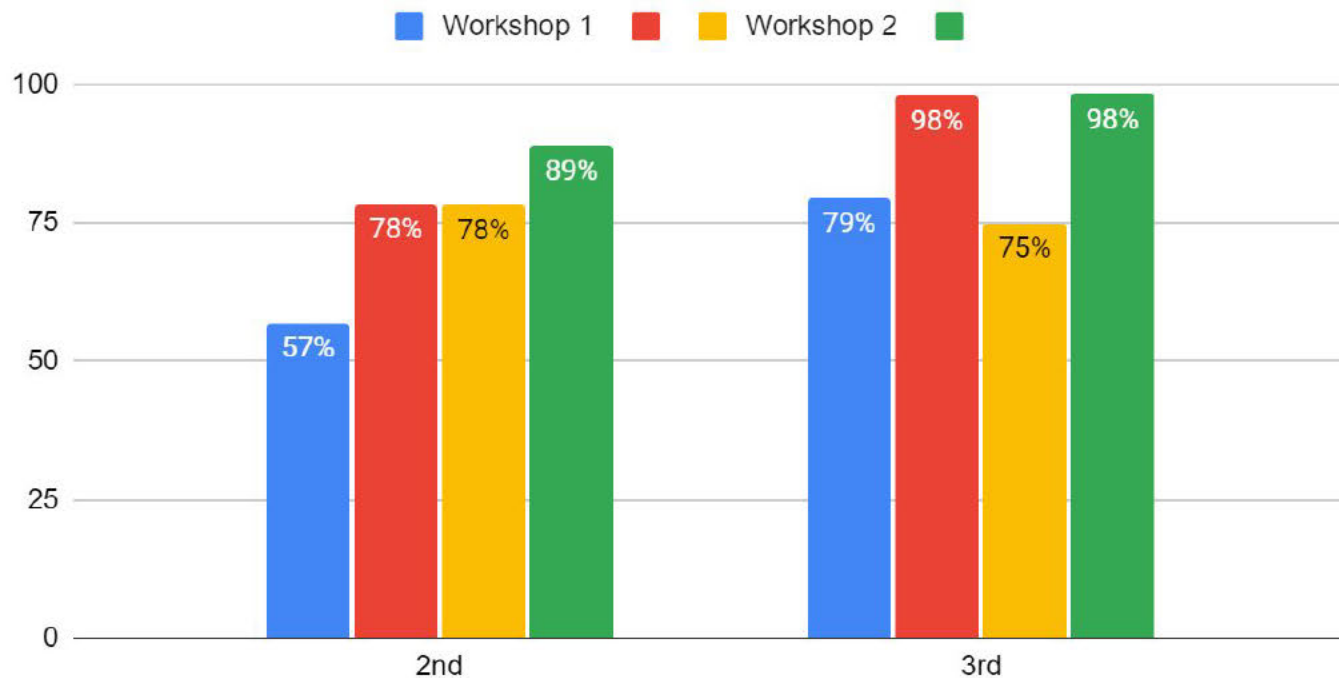
Applied Literacy Data BES

BES - MSA Fall 2022, Storytime Workshop Pre/Post Assessments



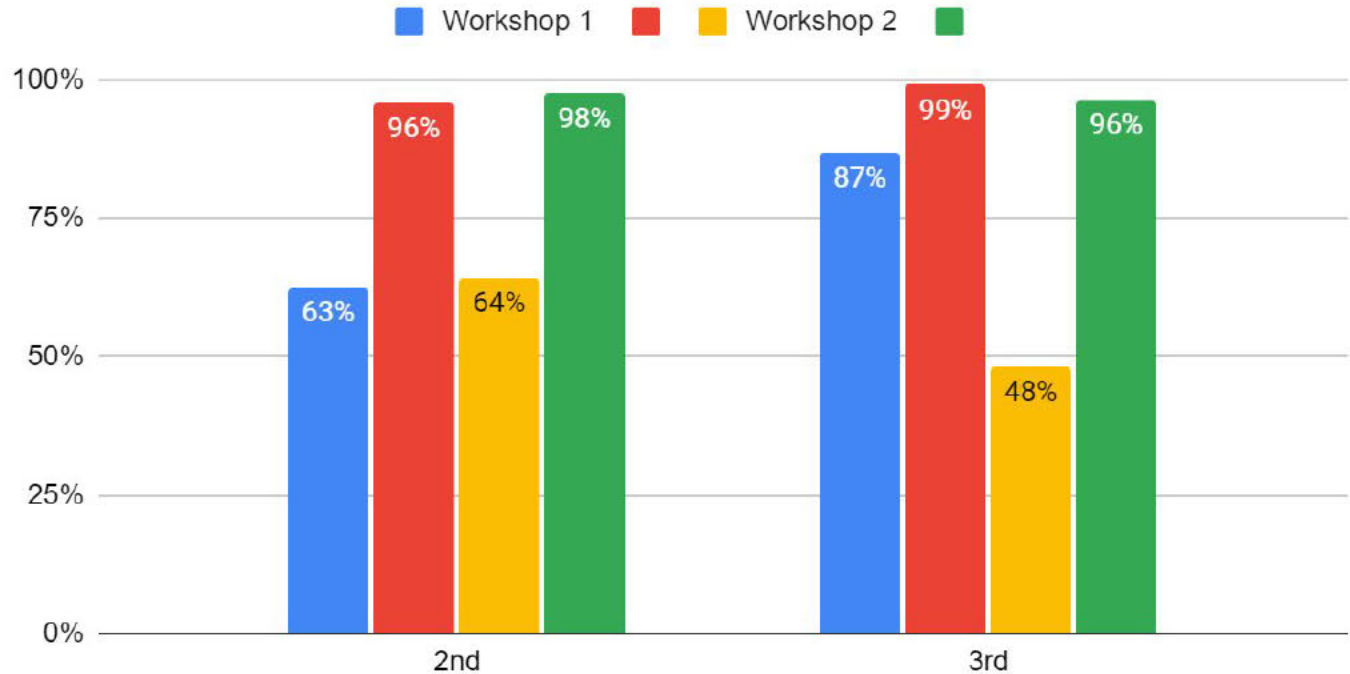
Applied Literacy Data CES

CES - MSA Fall 2022, Storytime Workshop Pre/Post Assessments



Applied Literacy Data GES

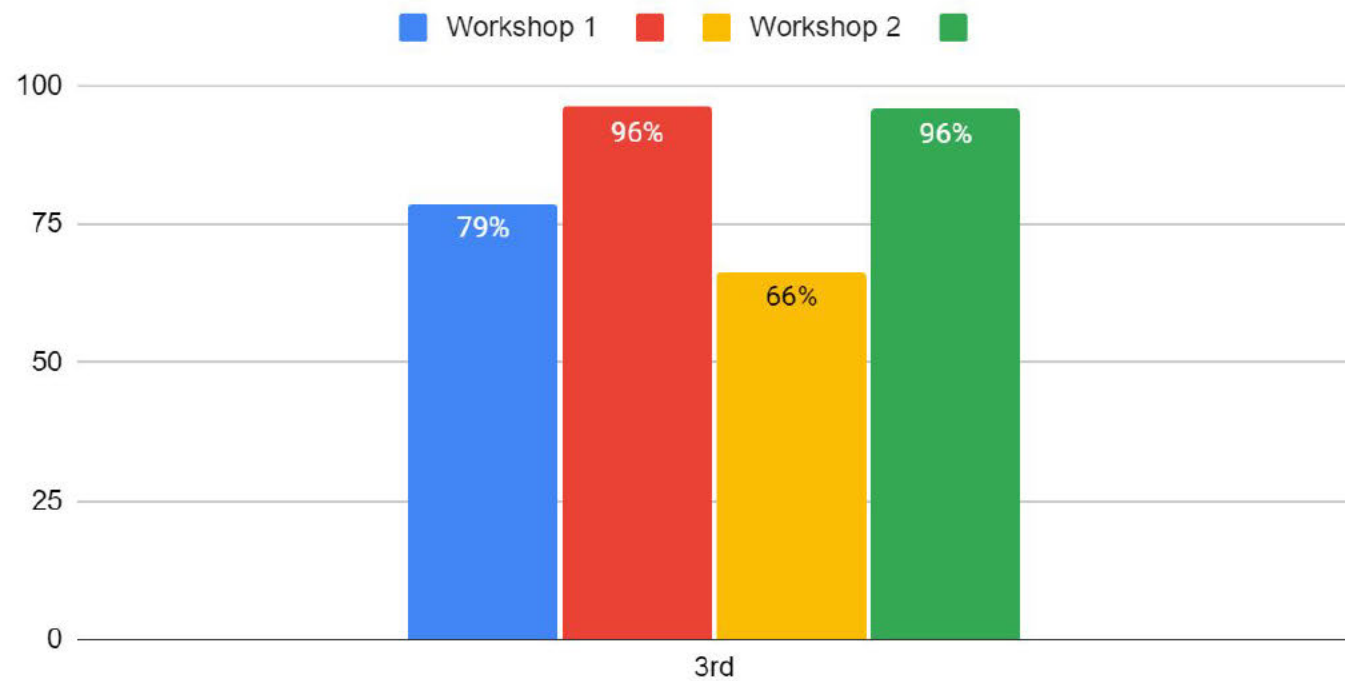
GES - MSA Fall 2022, Storytime Workshop Pre/Post Assessments





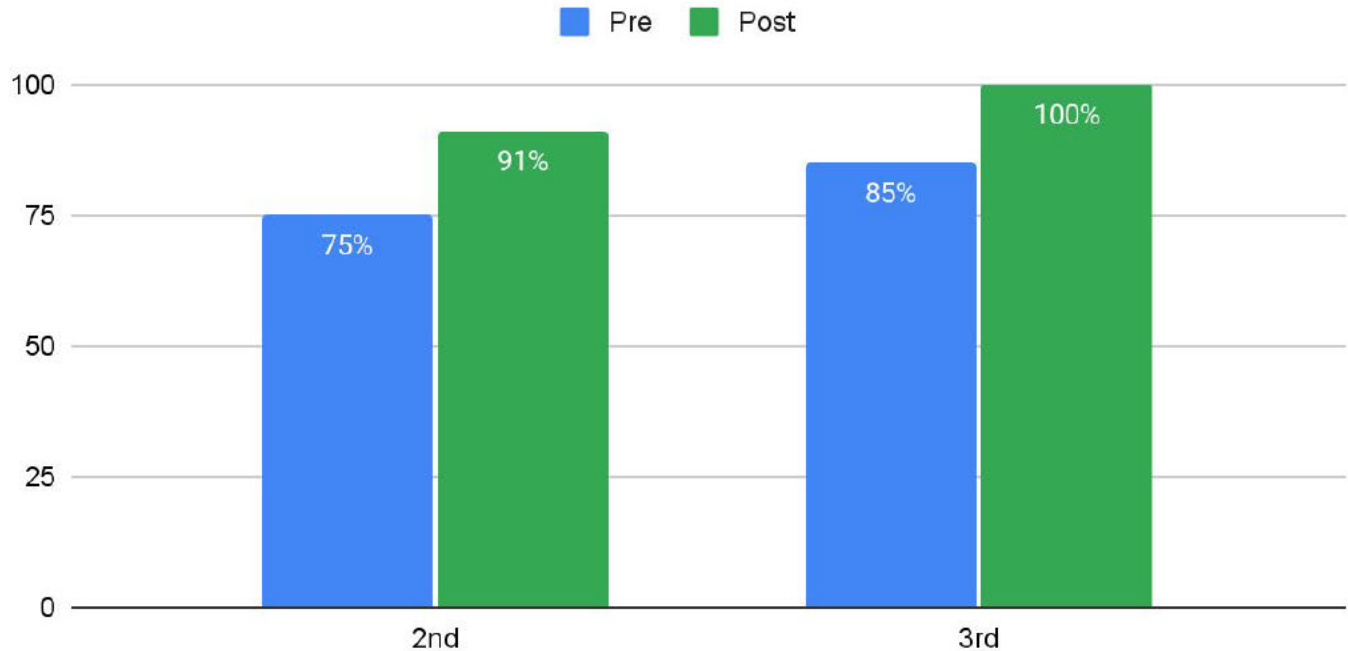
Applied Literacy Data RMS

RMS - MSA Fall 2022, Storytime Workshop Pre/Post Assessments



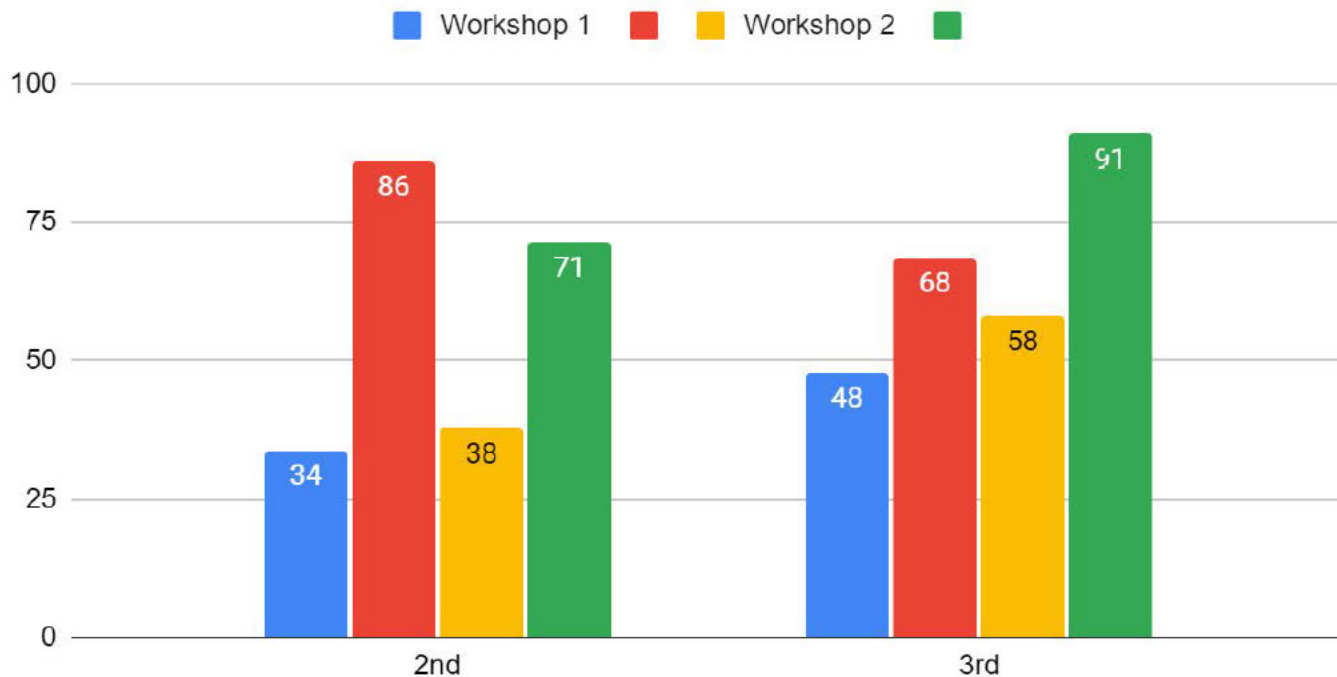
Applied Literacy Data TCE

TCE - MSA Fall 2022, Storytime Workshop 1 Pre/Post Assessment



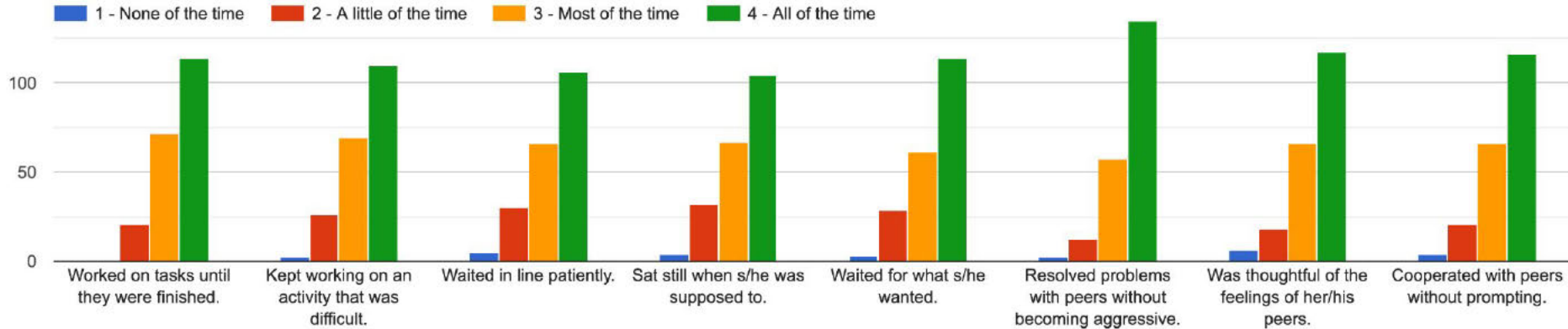
Applied Literacy Data VBE

VBE - MSA Fall 2022, Storytime Workshop Pre/Post Assessments



Student Success Skills Baseline

On a scale from 1 to 4, how well do each of the statements describe the student's behavior?



**207 students*

Measuring (1) self-control, (2) persistence, and (3) social competence.



NEW for Fall 2022

- Tutoring Lab - multiple hypotheses in play
- Later start for some sites - Welcome Glendale!
- End earlier before winter break
- Professional learning support in all spaces - strengthen Enriched Literacy integration & alignment with Amplify/standards



Areas of Focus

- Attendance
- Parent Engagement
 - *Weekly newsletter*
 - *Tips and resources for home*
 - *Quick follow up on attendance*
 - *End of semester showcase - Dec 7&8*
- Program Implementation Reflection
 - *Daily log, weekly pulse, walkthrough*

Attendance & Extended Day Program

Overall average daily attendance

Beachland = 80%

Citrus = 89%

Dodgertown = 88%

VBE = (91% & 81%)

Glendale =

Rosewood = 94%

TCE = 88%

*30% of students in MSA are enrolled in EDP
(65 students)*

	Hispanic/ Latino	Asian	White	Black/ African American	American Indian	Pacific Islander	Other/ Unknown	Total
Beachland	3		21	6			1	31
Citrus	15	1	7	6			3	32
Dodgertown	5	1	5	15			1	27
VBE	23	2	14	28			1	68
Glendale	10		9	4				23
Rosewood	2		8	6				16
TCE	4		14	3			2	23
	62	4	78	68	0	0	8	220



Parent Engagement Survey - ALL

- **90%** of parents would recommend Moonshot Academy to a friend or family member (down from 98% in Spring '22)
- **94%** of parents said their child feels very or extremely connected to teachers at MSA
- **90%** of parents said MSA was helpful in improving their child's reading skills (down from 96% in Spring '22)
- **91%** of parents said that MSA provided regular communication regarding their child's participation and program activities

**64% Response Rate*



Parent Engagement Survey

School	Surveys Returned	Response Rate
BES	21/31	68%
CES	20/32	63%
DES	12/27	44%
GES	17/23	74%
RMS	24/22	109%
TCE	17/23	74%
VBE	34/68	50%

Numbers are based on total MSA Students in each school, compared to number of surveys returned.

What does MSA do well?

A word cloud on a white rectangular background. The word 'reading' is the largest and most prominent, centered in a dark purple font. Surrounding it are various phrases in a teal font, including 'Improving things', 'Teaching students', 'Teaching', 'students', 'Making child', 'Teaching children', 'Moonshot', 'Understanding', 'Providing love', 'Helping child', 'kids learn', 'Helping kid', 'better fun', 'excited learning', 'work', 'Giving skills', 'son', 'school', 'Everything need confidence', 'Keeping', and 'Helping kids learn'.

Improving things Teaching students Teaching students Making child Teaching children Moonshot Understanding Providing love Helping child kids learn Helping kid better fun excited learning work Giving skills son school Everything need confidence Keeping Helping kids learn

reading

- *It has helped our child feel more confident in reading. By this, she has become a better reader all together.*
- *Everything they do. My child has excelled so much!*
- *Excellent way of teaching kids so that children love to learn. Thank you for all your hard work.*
- *Moonshot is great with child development. My daughter has shown more of an interest in reading. Her confidence has increased.*
- *My child is reading better and grades are improving!*



What can MSA improve on?

transportation job Better
homework kids
grades program
help great Continue
Communication Nothing
hour students happy communication parents

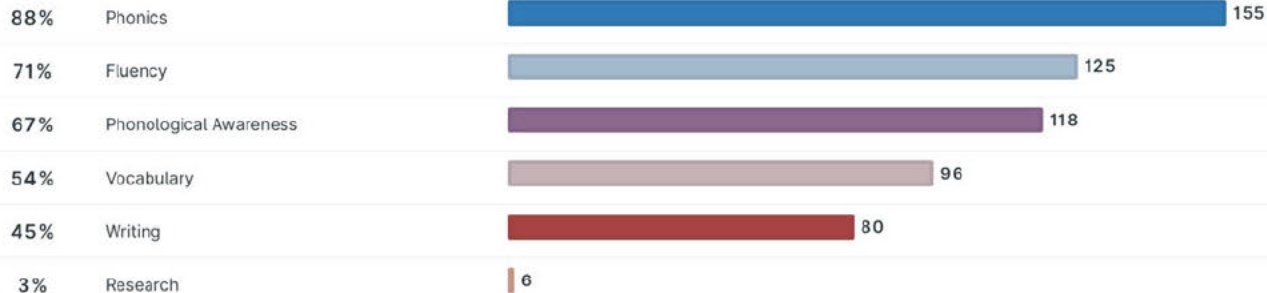
- *Give them more money!!! More funds, more help.*
- *I honestly don't know much about what Moonshot does.*
- *More one-on-one with the students.*
- *More communication; perhaps a weekly update. (at least one comment per school)*
- *Give time for students to complete homework / go over homework.*
- *Transportation*
- *Less breaks and more learning.*

Kickup Highlights: Reflection Logs

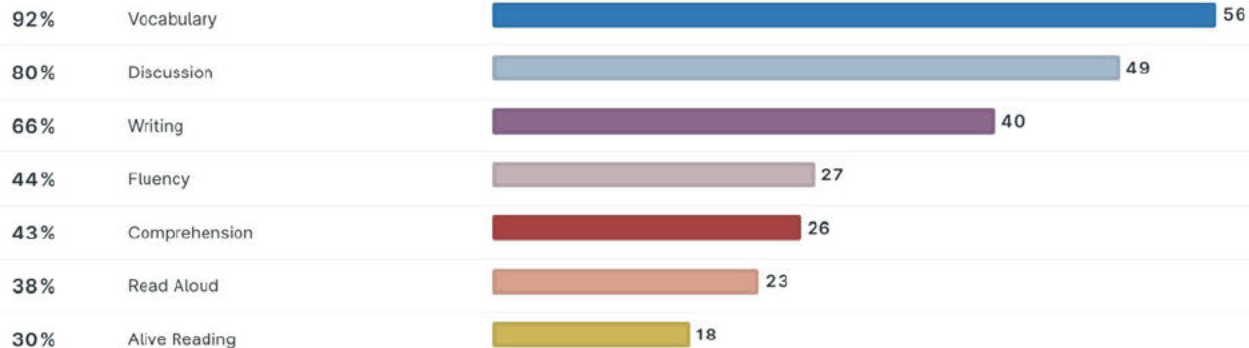


Topics Covered (Select all that apply)

Drill In



TOTAL NUMBER OF RESPONSES: 177



TOTAL NUMBER OF RESPONSES: 61



Kickup Highlights: Reflection Logs

The enthusiasm for the program actually accelerated throughout the time we spent together. I noticed marked improvement in their reading skills. Definitely a confidence builder. No matter how difficult a time they had reading and or pronouncing specific words they kept at it until they got it. They were driven.

Students are getting better at following the routines of the Sondag program. Students LOVE the program and tell me multiple times a day how glad they are to be there, which is a huge positive.

Challenges: disruptions, focus, time (especially with readers)

Students remained engaged throughout the program, their robots were a huge success, parent turnout at the celebration was fantastic, student behavior was excellent. I'm not sure how much better it gets!!

I couldn't be prouder of the work they are doing, their enthusiasm for learning, and their level of responsibility!

Challenges: time, level of specific activities (flow map)

Kickup Highlights: Weekly Pulse & Walkthrough

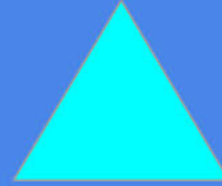
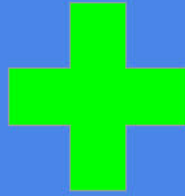
<u>TUTORS</u>		Novice	Emerging	Proficient	
	B	1	3	1	5
	C		2	2	4
	D	3	2	3	8
	G	1	2		3
	R				0
	T		1	2	3
	V				0
					23
<u>STORY TIME</u>		Novice	Emerging	Proficient	
	B		1	1	2
	C		2		2
	D	-	-	-	0
	G			2	2
	R			1	1
	T	1			1
	V				0
					8

Students are transferring what they learned in Sunday lessons to classroom. Teachers are excited to see that they using skills being taught. Teachers seeing the growth.

I have heard multiple stories that students are using the vocabulary learned from Storytime in their normal day teachers classroom. They get very excited when they can use the words in our lessons or just in conversation.

During the showcase, I was able to talk to a lot of parents that were very appreciative of the MSA program. They were very impressed and happy with the showcase. I think our group of educators are amazing. They are very receptive to feedback and willing to support each other and students.

REFLECT



What caused these results?
What should we keep or change?

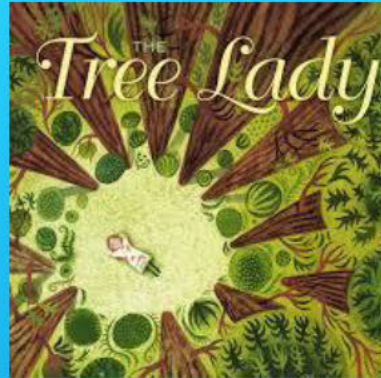
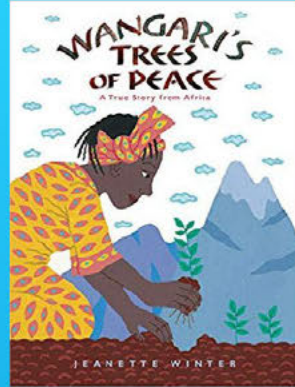
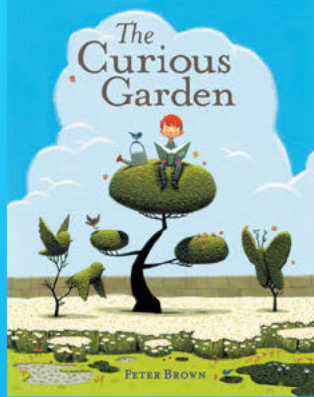




UPDATES for Winter/Spring 2022

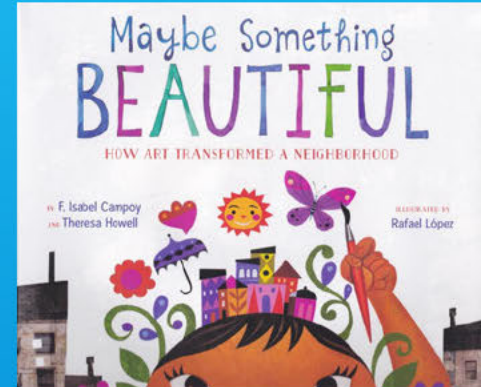
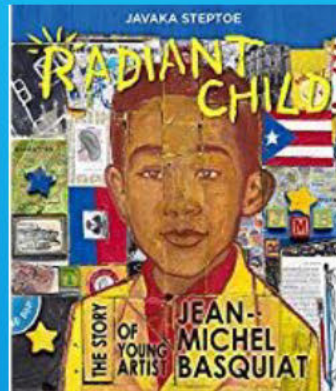
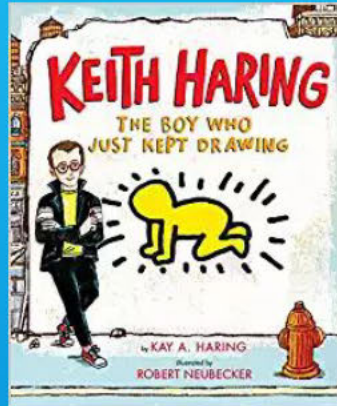
- Storytime checklist & workshop support
- Conference Week Workshops?
- Continue focus on attendance, parent engagement, and reflection

Moonshot Storytime Workshops

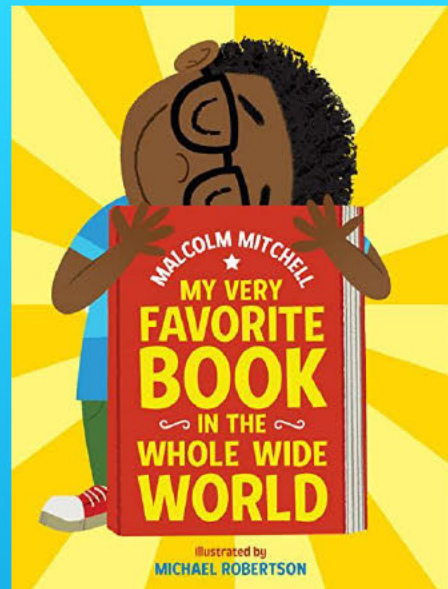


In what ways do living things need each other to survive?

How can art benefit a community?



Conference Week



From: [Crisafulli, Beth](#)
To: [Correa, Marie-Solange](#)
Subject: Q2 AAAP Update
Date: Thursday, January 5, 2023 4:34:00 PM
Attachments: [image001.png](#)
[image002.png](#)
[image003.png](#)
[image004.png](#)
[image005.png](#)
[image006.png](#)

Career Fairs upcoming: registered for in Q2

Upcoming Career Fairs	
	Spring 2023 Career and Internship Expo January 25th 2023 at 10:00 am
	Education Recruitment Day (Spring 2023) February 15th 2023 at 1:00 pm
	Virtual H.E.A.T. & Social Sciences Spring Career Fair- For Non-STEM Majors February 16th 2023 at 12:00 pm
	Howard University School of Education 15th Annual Job Fair for Educators April 12th 2023 at 12:00 pm
	Spring Education Fair April 12th 2023 at 12:00 pm

Twitter



SDIRC: Student Affairs, Advocacy an... @Access... · Nov 30, 2022 ...

Did you know that in SDIRC we have a New Employee Orientation in January for those hired after August? We support and mentor ALL of our new employees! Check us out! Join us at the Pop-Up Job Fair! Register NOW. @FAMU_1887 @bethunecookman @UCF @IRSCTheRiver



Orientation

ALL NEW EMPLOYEES ARE ENCOURAGED TO ATTEND!

**January 5, 2022
12pm - 3:30 pm**
Vero Beach High School - FLC
1507 19th Street, Vero Beach

Participants will:

- Learn how use technology platforms
- Understand and apply instructional practices consistent within SDIRC
- Learn about the SDIRC organization and supports





POP-UP JOB FAIR

**Wednesday, December 14th
2:00pm-6:00pm**

SDIRC District Office
6500 57th Street
Vero Beach, Florida 32967
For more information: 772-564-3148

ask about our Certification Reimbursement & Relocation Assistance Programs for teachers
Meet Community Partners
Success for Success and Bring Plenty of Resumes



SDIRC: Student Affairs, Advocacy and... @Access... · Oct 14, 2022 ...

We are looking for you! High school English, Security Monitor, Bus Driver, Elementary teacher! Scan and apply now. [@IRCSchools](#)
[@bethunecookman](#) [@UCF](#) [@FAMU_1887](#) [@NSUFlorida](#)



SDIRC: Student Affairs, Advocacy and... @Access... · Oct 12, 2022 ...

October 19th- can't wait to meet students from Bethune-Cookman University! Sign-up now for a session with SDIRC through Handshake! [@bethunecookman](#) [@IRCSchools](#)

FACEBOOK



Recruit SDIRC

November 25, 2022 · 🌐

Join us for the SDIRC POP-UP JOB FAIR! December 14th from 2-6pm at the District Office- 6500 57th Street, Vero Beach, Florida 32967!



POP-UP JOB FAIR

Wednesday, December 14th
2:00pm-6:00pm

SDIRC District Office
6500 57th Street
Vero Beach, Florida 32967
For more information: 772-564-3148

Click [here](#)
to register!



- ❖ Ask about our Certification Reimbursement & Relocation Assistance Programs for teachers
- ❖ Meet Community Partners
- ❖ Dress for Success and Bring Plenty of Resumes



[See insights and ads](#)

Boost post

Beth Crisafulli M.Ed.

Director of Advocacy, School Management & Leadership

Beth.Crisafulli@indianriverschools.org

772-564-3148 @recruitSDIRC



**KEEPING
the
promise**

Under Florida law, e-mail addresses are public records. If you do not want your e-mail address released in response to a public records request, do not send electronic mail to this entity. Instead, contact this office by phone or in writing. This communication may contain privileged and confidential information intended only for the addressee(s) named above. If you are not the intended recipient, you are hereby notified that any review, dissemination, distribution or duplication of this communication is strictly prohibited. If you are not the intended recipient, please notify the sender by reply email and destroy all copies of the original message. The School Board of Indian River County, Florida expressly prohibits bullying, including cyberbullying, by or towards any student or employee. See Policy 5517.01: Bullying and Harassment for additional information.

HR Recommendation Approval (Instructional)

For: [REDACTED]
Sent By: FaustA

Completed By: Users: Alise Farino, Linda Linville

Sent On: 2/27/2023 12:33pm
Completed: 3/16/2023 12:34pm

For Job ID: **7617 - Teacher, Kindergarten (2022-2023) at Rosewood Magnet**

* Is this a transfer within the District? If no, input MIKE.Smeltzer@indianriverschools.org in the outgoing manager's email address box.

Effective date of transfer:

* Location:

* Outgoing hiring manager's email address:

Does outgoing hiring manager agree with the effective date of transfer?

* Currently employed in the District?

* Personnel Recommendations location (info for Josie):

* Does candidate meet certification requirements?

* Make offer to candidate?

No

03/06/2023

Rosewood Magnet

mike.smeltzer@indianriverschools.org

No

Hire

Yes

Yes

Notes: (Viewable by other Frontline users in the workflow)

Certification: Is eligible to receive a professional license in elementary ed. pending receipt of fingerprint file.

Show: Telephone references (TOTAL OF 3 FOR EXTERNAL CANDIDATES, 1 FOR INTERNAL CANDIDATES)

[Reference \[REDACTED\].pdf](#)

* Did candidate accept position?

* Date accepted/declined:

Orientation date & time:

* Employment start date:

* Eligible for Hire?

* Date eligible for hire:

* Start date verification:

* Board Agenda date:

* Date input in Focus:

Yes

02/28/2023

03/13/2023 09:30 am

03/15/2023

Yes

03/14/2023

03/17/2023

04/24/2023

03/16/2023

For ALL applicants, please provide the information below for each category.

* Number of American Indian/Alaskan Native applicants:

0

* Number of Asian applicants:

1

* Number of Black applicants:

0

* Number of Hawaiian Native/Pacific Islander applicants:

0

* Number of White applicants:

1

* Number of Hispanic/Latino applicants:

0

List of applicants interviewed, including their Race/Ethnicity:

[REDACTED] -White

* List of Interview Committee Members, including their Race/Ethnicity:

[REDACTED] -White, [REDACTED]
[REDACTED] -Black, [REDACTED] -White,
[REDACTED] -White

HR Recommendation Approval (Instructional)

For: **Voll, Amy**
Sent By: FaustA

Completed By: Users: Alise Farino, Linda Linville

Sent On: 2/27/2023 12:33pm
Completed: 3/16/2023 12:34pm

For Job ID: **7617 - Teacher, Kindergarten (2022-2023) at Rosewood Magnet**

* Date of interview:

02/23/2023

Please upload all Interview documents. (Interview questions, notes from all team members, selection forms, etc.)

[Packet \[REDACTED\].pdf](#)

TRANSPORTATION

**FIND MY BUS GOES LIVE ON
AUGUST 1ST!**



Visit www.indianriverschools.org, click on **Find My Bus** for your bus route pick up/drop off times for home zone school.



SCHOOL OF CHOICE

The SDIRC's Transportation Department provides a depot stop location; the closest bus stop for your school of choice. Once accepted and notified by your school of choice, call 772-978-8801 and press #2 for the Routing Department.



PARENT HANDBOOK FOR SCHOOL BUS TRANSPORTATION



Please scan the QR codes for additional information or visit

www.indianriverschools.org/directory/Transportation.



SCHOOL DISTRICT OF INDIAN RIVER COUNTY

Start Times & Dismissal Times

 Elementary Schools	Start: 8:50am Dismissal: 3:30pm
 Middle Schools	Start: 8:00am Dismissal: 2:41pm
 High Schools	Start: 7:05am Dismissal: 1:52pm

Parent Handbook School Bus Transportation



**Office of Human Capital & Operations
Transportation Department
2022-2023**

Revised 03/21/2022

Policy Number [8600](#)

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BUS POLICIES & PROCEDURES

IMPORTANT INFORMATION - PLEASE READ CAREFULLY

- Students utilizing school bus transportation must use their school issued student ID when boarding the school bus and again at departure. This additional safety measure has been implemented to support ability to identify all students onboard in the event of an emergency. The school ID only records record of ridership when a student taps the ZPASS device to record their entry and exit. The initial school ID, lanyard and plastic cover is provided @ no expense. If misplaced, a \$5 replacement fee is required. Refusal to utilize school ID for school bus transportation will result in disciplinary action up to and including bus suspension.
- School bus transportation is provided for all students. Students attending their home zoned school will be provided a bus stop location within walking distance. Students attending their school of CHOICE will be provided a depot stop location. Depot stop locations may not be within walking distance and may require parent/guardian assistance to/from designated depot stop location.
- Students residing within a two-mile radius of the school they attend are not eligible for school bus transportation.
- Bus transportation is not provided from/to the location of babysitters, day care facilities, grandparents' home, parent's work or friend's home.
- Students are expected to be at the designated bus stop location at least 5-7 minutes prior to the AM scheduled bus arrival time. In accordance with Florida Statutes, parents must arrange for supervision at bus stop locations for PK/K/1st grade students.
- Students are to respect the property of others and maintain good behavior while at bus stop locations. If misbehavior occur at bus stop location, consequences will be assigned per the Transportation Discipline Matrix included in this handbook.
- Requests for stop changes or additions must be requested through the routing department and approved by the Director of Transportation.
- Registration forms will be distributed to students during their 1st week of utilizing school bus transportation. It is imperative the form is completed, including 2 emergency contact numbers and returned to driver within 48hrs. In the event of an emergency, the information supplied will be used for contact. If registration form is not returned; the student will lose the privilege of riding the bus until the form has been submitted.

F.E.F.P.-SCHOOL BUS SURVEY PERIODS FOR STATE FUNDING

- Survey 2- October
- Survey 3- February
- Survey 4 - June
- Magnet & Choice schools are supported by providing depot stop locations. Depot stops are designated areas within the community in which parents are required to transport students to/from; providing supervision prior to pick-up and beyond drop-off. Depot stop locations are not required to be within walking distance from home address.
- The School District receives state funding for transporting students who reside 2 or more miles from their assigned school or lives in a hazardous walking area. To ensure adequate funding (money to support providing transportation to your student) please be sure your child(ren) ride the bus at least once during the designated FEFP survey periods.

PARENT/GUARDIAN INFORMATION

For the first ten days of school, until route times are firmly established, please have your student to the bus stop location at least ten minutes prior to scheduled pickup times. Please be aware as bus ridership increases/decreases, bus stop AM/PM times are subject to change.

During the school year buses may be delayed due to a substitute driver being assigned, mechanical failures, road detours, train stalled on track or rainy weather may occur at any time causing your child's bus to run late. Our first concern is always the safety and well-being of our students. Thank you for your patience and understanding.

K/1ST GRADE PARENT/GUARDIAN INFORMATION

Please purchase and place a book bag tag with your student's full name, physical address, bus route number, grade level and school name. This helps transportation professionals to make sure students of this young age are getting off at the proper stop location. Without proper identification, it is difficult for bus operators/attendants to assist. It is the parents' responsibility to arrange for supervision at 5-7 minutes prior to bus stop during AM/PM stop times. Failure to do so, will cause the driver to have to return to your stop beyond dropping all other students at their stop locations. At the 3rd occurrence of no supervision at stop location, the Department of Children Family Services will be contacted and informed on violation to this policy.

STUDENTS W/ DISABILITIES/CURB TO CURB TRANSPORTATION

If you anticipate needing to cancelling pickup due your student not attending school, please call 772-978-8819 or 771-978-8840 as soon as you know. If calling before or after business hours, please leave a detailed message including your students name, assigned route number, the school they attend, date(s) of bus cancellation along with your name and contact number. After 3 days of non-pickup, the bus will not return until our office has been contacted and notified services are needed.

SRHS IB/PROGRAM TRANSPORTATION INFORMATION

Students attending the Alternative Center for Education (ACE) or the Sebastian River High School International Baccalaureate Program, please contact your school for transportation assignments.

IB program students residing outside of the SRHS attendance zone in need of transport to/from SRHS, must contact SRHS administration for transportation information/arrangements.

VIDEO SURVEILLANCE CAMERAS

All School buses are owned and operated by the School District of Indian River County. Each are equipped with video surveillance cameras. Videos are viewed randomly for ensuring proper school bus behavior and providing transportation professionals ongoing training throughout the year.

The Director of Transportation, Operations Managers and/or the Principal of students in which a bus violation is reported, will have access to view for investigative purposes to determine actual events. Videos are confidential and are not open to viewing by anyone outside of School District Personnel.

BUS SAFETY PROCEDURES & EXPECTATIONS

Safe and efficient transport of students is the goal of the Transportation Department. All rules that apply to school grounds and school activities apply to the school bus. Riding the school bus is a privilege. Misconduct while riding a school bus represents a serious threat to the safety of all occupants of the bus as well as other motorists, pedestrians, and members of the community; therefore, students must follow bus safety and courtesy rules. Safety and security measures on the school bus include video/audio recordings of all passengers including driver/attendant. Parents are responsible for the supervision and safety of students until boarding and after departing the bus. Students are only permitted to ride their assigned bus; notes to do so are no longer accepted. The Director of Transportation may grant approval under an emergency w/ documentation to support the need.

School buses are the safest means of transportation for students to get to school and back. Millions of children all around the world start and end their day with a trip on a school bus. Safety of the children on these trips is of utmost concern to both the transportation professionals, school authorities as well as parents.

Children get to school by walking, bicycling or parents drop them or by school bus.

Comparison studies with other modes of transport conclude that school buses are seven times safer than average family cars. The sheer size of the bus, its vibrant yellow color, and additional safety features like seat-belts, stop signs, big mirrors and flashing lights ensure that students are in safe hands while travelling by the school bus.

It is important that students adhere to all safety rules/procedures put into place. Respectful communication and following the instructions of the bus driver and bus aide is of utmost importance. Distractions increase risk, safety first is safety always, so everyone is required to do their part!

<p>1. At the Bus Stop</p> <ul style="list-style-type: none"> • Arrive at designated bus stop location five to seven (5-7) minutes early • Stay a safe distance from the roadway: at least ten (10) feet • Be cautious of traffic • Wait in an orderly manner 	<p>2. When the Bus Arrives</p> <ul style="list-style-type: none"> • Make sure bus has come to a complete stop, flashing lights are on and stop arms and crossing arms are out prior to approaching bus • If crossing the street to board the bus, make certain cars have stopped in both directions and always cross in front of the bus. • Board the bus in an orderly manner (allowing younger children to board first) being certain to tap your student ID onto ZPASS device to record your entry to school bus • Go directly to assigned seat
<p>3. On the Bus</p> <ul style="list-style-type: none"> • Be respectful of the driver/attendant and passengers and adhere to bus safety rules at all times • Be polite and speak with an 'inside voice' • Use appropriate language • Remain seated until arriving at your stop • Keep all body parts inside the bus • Keep bus neat and clean • Do not eat or drink • Wear seatbelts • Cell phones are permitted to be used on the bus but cannot be used to take pictures or video record; incoming calls are not to be placed on speaker mode • Headphones are required when using audio feature on electronic devices to prevent distracting driver 	<p>4. Exiting the Bus</p> <ul style="list-style-type: none"> • Follow school bus exit procedures • Exit in an orderly manner at designated stop only being certain to tap your student ID onto ZPASS device to record your exit from school bus. • Check all directions for oncoming traffic • Cross the street, if required, only in front of the bus after traffic has stopped in both directions • Avoid danger zones
<p>Students are required to communicate respectfully and follow directions of the bus operator & bus aide</p>	

VIOLATIONS OF BUS SAFETY RULES

- Refuse to sit in assigned seat
- Use electronic devices to take or send pictures, images, or videos
- Engage in fighting, rough-housing, making loud noises, and/or distracting or disruptive behavior
- Throw objects inside or out of bus window
- Vandalize school board property (school bus)
- Engage in public displays of affection and sexual behavior
- Be disrespectful and disobey the bus driver or assistant
- Delay the bus route schedule
- Board bus with banned items which includes live animals, glass containers, skateboards, rollerblades, laser pointers, and objects that could be used to inflict bodily injury
- Board bus with balloons, flower bouquets, and large musical instruments
- Engage in bullying and/or harassment of peers, or any conduct that endangers the safety

PROGRESSIVE DISCIPLINARY ACTION FOR BEHAVIOR & SAFETY INFRACTIONS

Transportation professionals (drivers and attendants) are required to implement interventions to encourage improved behavior and compliance with bus safety rules prior to submitting a discipline referral. Once a student has been provided one (1) documented intervention and misconduct continues to occur, a discipline referral will be submitted to school administrators, so an appropriate consequence can be assigned using the progressive discipline plan indicated below. Interventions used include but are not limited to redirection, seat change, conference with student, and allowing opportunity for apology/restitution.

Minor Bus Behavior Violations

- Eating or drinking on bus.
- Failing to sit in the seat assigned by bus operator and/or attendant.
- Back talking/exhibiting rude behavior towards bus operator, attendant or others.

Minor Infraction Consequences

First Offense	Verbal/Written reprimand from the Principal
Second Offense	Parent Contact/Phone Conference
Third Offense	1 –day suspension from school bus transportation
Repeated Offenses	Repeated minor unacceptable behaviors will be considered willful disobedience and/or open defiance of authority, resulting in bus behavior agreement, suspension from the bus for the remainder of nine weeks and/or out of school suspension and/or possible recommendation of expulsion from the school bus.

Mid-Range Bus Behavior Violations

- Disrupting, distracting, or disobeying a bus operator and/or attendant.
- Getting out of seat while the bus is in motion.
- Horse-playing, loud talking, playing music loudly, use of profanity, inappropriate remarks/gestures/acts in or out of the bus window at other student's pedestrians, or motorists.

Mid-Range Infraction Consequences

First Offense	Verbal or Written reprimand from the Principal combined with Parent Contact/Phone Conference
Second Offense	1 to 5-days bus suspension from school bus transportation
Repeated Offenses	Repeated mid-range unacceptable behaviors will be considered willful disobedience and/or open defiance of authority, resulting in bus behavior agreement, suspension from the bus for the remainder of semester and/or out of school suspension and/or possible recommendation for expulsion from the school bus.

Major Bus Behavior Violations

- Placing head, arms, or legs outside the window of the bus while parked or in motion
- Threats against the bus operator, bus attendant, or passengers on the bus
- Fighting on bus
- Smoking on bus
- Possession and/or use of Weapon/Drugs (Any Zero Tolerance Item) on bus
- Throwing objects inside the bus or out of the window of the bus, which may or may not cause injury to persons or physical damage
- Vandalism of seats or other bus equipment
- Opening a school bus emergency exit door while the bus is in motion
- Opening a school bus emergency door and/or exiting the bus when the bus is stopped, unless directed by the school bus operator in an emergency or during an evacuation drill.
- Boarding or attempting to board a bus route other than the student's assigned bus route or attempting to leave the school bus at stop other than the student's assigned bus stop without permission of the school Principal

Major Infraction Consequences

First Offense	1 day to 5 days of suspension from school bus transportation and/or school unless the First Offense is a zero-tolerance behavior such as drugs, weapons, or serious bodily harm. In the case of a zero-tolerance behavior, 10 days of suspension may be administered, as deemed appropriate from school bus transportation and/or school.
Second Offense	Up to 10-days of suspension from school bus transportation and/or school, bus behavior agreement, and Transition Meeting w/ Director of Transportation.
Repeated Offenses	Repeated major unacceptable behaviors will be considered willful disobedience and/or open defiance of authority, resulting in suspension from the bus for the remainder school year and/or out of school suspension and/or possible recommendation of expulsion from the school bus.

*For IDEA-eligible ESE students, suspension and expulsions shall follow applicable laws, School Board policies, and provisions of the Individual Education Plan (IEP). Likewise, for students determined to be disabled under Section 504 of the Rehabilitation Act of 1973, suspension, expulsion, and other disciplinary measures shall follow applicable laws, School Board policies, and provisions of the Section 504 Accommodation Plan.

BUS BEHAVIOR AGREEMENT

School Year: _____
IRCS D Student Bus Behavior Contract

Name: _____ ID#: _____ School: _____ Grade: _____ Bus Route: _____
Student

Indian River County School District school bus transportation is a **privilege** provided to students. School bus transportation is not a right. Safety is our #1 priority and in order to make the riding experience safe for all, there are rules that all students must follow while under the supervision of school bus transportation professionals. If students are unable to follow the rules of safe school bus riding, students may be denied the privilege of riding the school bus.

This contract has been developed because of the students rule violation(s) and/or misconduct related to the students safe school bus transportation. This contract must be signed and followed in order to continue riding the school bus. Any violation after signing this contract may result in the denial of school bus privileges for the remainder of the current school year. I have received and read a copy of the transportation rules. I understand that if I choose not to follow the expectations and the rules of school transportation services beyond signing this contract, I will be denied the privilege of riding the school bus.

Student Initials _____ Parent Initials _____

I understand that my school day begins at my designated school bus stop and ends after school at my designated school bus stop. I agree to follow the direction of the school bus transportation professionals in a courteous and respectful manner. I agree to sit in my assigned seat & treat other students at bus stop and on school bus in a courteous and respectful manner. I agree to report any concerns I have to my driver instead of taking matters into my own hands. I also agree to treat the property of the school bus and the school bus stop in a respectful manner.

Student Initials _____ Parent Initials _____

If my child violates any school bus rules, I am aware that they will be subject to school discipline as well as losing their privilege of riding a school bus.

Student Initials _____ Parent Initials _____

Date: ____/____/____

Duration of Contract: Through the End of School Year _____

Student Signature

Parent Signature

School Administrator

Director of Transportation

CONTACT INFORMATION

School Year Business Hours

8am to 5pm

Summer Business Hours

7am to 4pm

**if you need bus information prior to 8am please call dispatch @
772-978-8840 or 772-978-8819 if beyond 5pm, call 978-8829.*

 **Need to Contact
Transportation?**

If you are trying to reach transportation,
please call the main number **772-978-8801**
and follow the prompts to reach
office personnel.





School Choice

Transportation Information

School District of Indian River County Transportation Department

We are excited to support families with school bus transportation to & from your school of choice!

**Once notified of acceptance to your school of choice,
simply follow the steps below!**

**Call (772) 978-8801 and press #2 for the Routing Dept.
or
stop by our office located @ 5235 41st Street**

*the closest stop location for your school of choice will be provided. Stops are not guaranteed to be within walking distance; which may require parent's assistance. K and 1st grade parents **must** provide supervision at stop location during AM & PM

Safety First Is Safety Always!