

School District of Indian River County



2018 Joint Plan

District Progress Update –
Action Steps and Artifacts
July 2021 – September 2021

Joint Plan
District Progress Update – Action Steps and Artifacts
July 2021 – September 2021



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Joint Plan Section II – Mentoring of New Teachers and Instructional Staff

Joint Plan Section II – Mentoring of New Teachers and Instructional Staff

Required Goal: The District will continue its plan and practice of welcoming and providing a professional environment for its employees, including African American employees of the School District and its schools. Each school will have a PD Council representative on site who offers new teachers support, and each new teacher will be provided with a mentor who also works at his/her school, and the mentoring program will be tailored to meet the individual needs of each new teacher. *Joint Plan Section II Page 3*

| Action Steps |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2.1 Electronically sent a survey to all African American teachers participating in the Strengthening Teachers to Achieve Results and Relationships (STARR) program to gather feedback on teacher needs and experiences. 2.2 For surveys not returned electronically, enlisted mentors of new, African American teachers in individually asking survey questions to their mentees during mentorship meetings to gather feedback. 2.3 Reviewed survey feedback from mentees as a Professional Development (PD) Specialist Team and utilized it for STARR program planning for the 2021-2022 academic year. 2.4 Conducted classroom observations and provided feedback to new African American teachers. 2.5 Provided professional development for new teachers based on identified needs observed in the classroom visits. 2.6 Publicized information regarding the STARR mentoring program to prospective teacher candidates at the SDIRC 2.7 Virtual Career Fair conducted in collaboration with “Diversity in Education” and scheduled for October 2021. 2.8 Increased the diversity of mentors and staff providing coaching support as part of the STARR Mentoring program. 2.9 Developed a training for mentors in trauma-informed practices and cultural competency. |
| Staff Responsible |
| R. Myhre, Assistant Superintendent of Curriculum & Instruction B. Crisafulli, Director of Recruitment, Retention, & Professional Practices C. Lord, Director of Educator Quality T. Beckham, Professional Development Specialist |
| Considerations for Monitoring Progress |
| <ul style="list-style-type: none"> • What percentage of new, African American teachers provided survey feedback? • How satisfied are new, African American teachers with their mentorship experience? • Were any recommendations likely to positively impact mentorship supports made based upon the feedback provided? • Was the STARR mentoring program publicized to prospective teacher candidates at the SDIRC Virtual Career Fair? |

Action steps also support the following recommendations made by the 2019 Equity Committee:

- ¹Documentation showing that African American teacher mentoring pairing is active and effective.
- ²Strategies used to ensure that mentors are culturally competent and open to diversity present.

Artifacts of Actions Taken: Mentorship Survey, Educator Quality team school assignments for professional development, STARR professional development PowerPoint presentation, Diversity in Ed advertising material, Community outreach and retired educators PR campaign materials.

Progress Update

The District continues to implement the STARR new teacher mentoring program for all new teachers (0-3 years of experience in the profession) to ensure ongoing supports for new teachers. During the New Teacher Orientation that was provided on July 28 – 29, 2021, new teachers were introduced to the mentoring program, as well as information on instructional routines and best practice. Incorporated into the supports of the District’s teacher mentorship program, feedback from participating African American teachers is gathered through surveys which supports the utilization of data to tailor mentorship experiences to the needs of new, African American teachers. After reviewing the survey

results, the Educator Quality team determined that new teachers are requesting professional learning and support to build their instructional toolkit in the areas of lesson planning and classroom management. An additional layer of the system of support includes classroom visits by the PD Specialists to provide non-evaluative feedback to new African American teachers.

The Educator Quality team is working in conjunction with Dr. Kyra Schafte from the Office of Student Affairs, Advocacy, and Access, to reach out to community members and retired educators to provide additional support to new teachers. This outreach is designed to serve as an additive for school-based mentors to support the social and emotional needs of SDIRC newest hires.

As of September 2021, the cumulative retention rate for new, African American teachers participating in the STARR mentoring program during the 2021-2022 academic year is 100%. This cumulative retention rate for new, African American teachers is above the District’s overall 2021-2022 retention rate of 95%.

| Retention Rates for New, African American Teachers Participating in the SDIRC New Teacher Mentoring Program & Overall Teacher Retention Rates 2020-2021 Academic Year Retrieved 09/01/21, Sources: Focus School Software, Department of Educator Quality | | | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|----------------------------------------|----------------------------------------|------------------------------------|
| Cohort | African American Teachers Participating (#) | African American Teachers Retained (#) | African American Teachers Retained (%) | Overall Teacher Retention Rate (%) |
| 2019 – 2020 | 19 | 18 | 95% | 90% |
| 2020 – 2021 | 34 | 33 | 97% | 93% |
| 2021 – 2022* | 36 | 36 | 100% | 95% |

As of September 2021.

Joint Plan Section II – Mentoring of New Teachers and Instructional Staff Artifacts





Joint Plan Explanation of Artifacts for Action Steps

School District of Indian River County #SDIRCStrongerTogether

| | |
|----------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Date: | September 1, 2021 |
| Office/Departments(s): | Office of Curriculum and Instruction Department of Educator Quality |
| Report generated by: | Colleen Lord, Ed.D., Director of Educator Quality Beth Crisafulli, Director of Recruitment and Retention Terri Beckham, Professional Development Specialist |
| Action Step (please include the description provided in the District Progress Update Joint Plan): | <ol style="list-style-type: none">2.1 Electronically sent a survey to all African American teachers participating in the Strengthening Teachers to Achieve Results and Relationships (STARR) program to gather feedback on teacher needs and experiences.2.2 For surveys not returned electronically, enlisted mentors of new, African American teachers in individually asking survey questions to their mentees during mentorship meetings to gather feedback.2.3 Reviewed survey feedback from mentees as a Professional Development (PD) Specialist Team and utilized it for STARR program planning for the 2021-2022 academic year.2.4 Conducted classroom observations and provided feedback to new African American teachers.2.5 Provided professional development for new teachers based on identified needs observed in the classroom visits.2.6 Publicized information regarding the STARR mentoring program to prospective teacher candidates at the SDIRC2.7 Virtual Career Fair conducted in collaboration with “Diversity in Education” and scheduled for October 2021.2.8 Increased the diversity of mentors and staff providing coaching support as part of the STARR Mentoring program.2.9 Developed a training for mentors in trauma-informed practices and cultural competency. |
| Explanation of Evidence: | <ol style="list-style-type: none">2.1 Educator Quality sent a survey link on August 13, 2021, for all new teachers to complete their first quarter needs assessment. Of the 36 African American teachers, 19 completed the survey in the time frame allotted (7 calendar days) which is a 53% completion rate. (Artifact 1) Individualized emails were shared with each mentor specifying the results of their new teacher’s responses on August 21st. Individual responses for the survey of African American new teachers are included in Artifact 1.2.2 The mentors of the new teachers who did not respond in the time allotted for the survey were sent an email (Artifact 2) requesting they ask their new teacher(s) the survey questions and input the data on their first semester mentor log.2.3 The survey results were analyzed and used to plan 2021-22 professional development for the new teachers. A summary (Artifact 3) of the New Teacher |

Quarter One Survey determined the trend in the responses. Mentees received the results of the survey.

- 2.4 The PD Specialists, Terri Beckham and Anitra Cummings, have specific schools they will visit and support the new teachers through classroom observations, attending STARR meetings, and providing professional development as identified in the observations and teacher surveys. The memo (Artifact 4) documents the responsibilities and assigned schools for the new teacher support in 2021-22.
- 2.5 STARR meetings are designed to meet the needs of the teachers in the school. Professional development is based on the identified areas through classroom observations conducted by school administrators, mentors and PD specialists. Information is shared through a Canvas Course (Artifact 5) for the monthly STARR meetings.
- 2.6 The STARR mentoring program is promoted as part of the *We Promise* (Artifact 6) commitment to prospective teacher candidates.
- 2.7 The Virtual Fair is advertised to prospective Teacher Candidates. This document (Artifact 7) is a Candidates Registrations report between the School District of Indian River County and Diversity in Ed for the 2021 Diversity Job Fair.
- 2.8 Educator Quality is working in conjunction with Dr. Kyra Schafte from the Office of Student Affairs, Advocacy, and Access, to reach out to community members to provide additional support to new teachers. A flyer (Artifact 8) has been created and a short infomercial is in progress.
- 2.9 To enrich the STARR Program, additional professional development and support for both new teachers and mentors have been created. As the flyers (Artifact 9) indicate, mentors and first year teachers will be meeting quarterly. Second and third year teachers will meet monthly.

Results of Action Taken:

Educator Quality has examined the results of the first quarter survey, and it was determined that many teachers are requesting support with lesson planning and classroom management. Collaborative planning is a focus this year in SDRIC, so new teachers will receive support from their school-based teams and instructional coaches in this area. Moreover, classroom management is something that many new teachers are requesting, so SDRIC has purchased Harry Wong's *First Days of School*, and a book study is planned will be implemented for interested new teachers on September 15, 2021. In addition, mentors are supporting their developing professional in this area as well. Nine mentors met during our first Mentor Meet Up, and these teachers would like more support in providing evaluative feedback to their new teacher(s), assistance on how to support them emotionally, and organization/time management. Also, second and third year teachers met, and they would like their subsequent monthly meetings to be focused on organization/time management, ESOL strategies, and Marzano training.

Reflection/Next Steps:

Now that teachers have completed their first few weeks in the classroom, Educator Quality PD Specialists will conduct classroom visits to support new teachers and their mentors. Once the PD Specialists have identified an instructional area of focus, coaching cycles will be initiated by the PD Specialists for some new teachers. Due to an increase in concern over COVID, limited large group meetings will necessitate virtual or small group support.

example of email
Sent
Artifact 1

1st Nine Week Survey

Beckham, Terri <Terri.Beckham@indianriverschools.org>

Sat 8/21/2021 1:15 PM

To: Polverari, Adrienne <Adrienne.Polverari@indianriverschools.org>

Cc: Slaughter, Makilah <Makilah.Slaughter@indianriverschools.org>

Good afternoon, Adrienne,

Below are the results from your mentee's first quarter survey. This information will serve as a springboard to best support your new teacher navigate her work these first few months in school. Thank you for tailoring your support to meet Makilah's individual needs.

Thank you for the work you have done and continue to do as you support your mentee. Your time and expertise are invaluable!

Should you have any questions or would like support, please reach out. We are always happy to support!

2021-2022 Artifact 1
1st Quarter Survey

| Name | School | Subject/Grade Level | Do you have a school-based mentor? If so, please submit his/her name here. | What are your strengths as a teacher? | What are some areas where you would like to grow? | What are some challenges, if any, are you facing in the classroom this year? | What type of professional development/support would be beneficial to you right now? | What support would be helpful from your school-based mentor? |
|------------------------------|--------------------------------------|-----------------------------------------------------------------|----------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Melissa Roberts | Indian River Academy | Math and Science / grade 2 | Biggs | Connection with students, standard based instruction | Useful data collection | Just setting up a functional class schedule while implementing district expectations | efficient data collection procedures for all students to be used throughout the year. | Be available to for on campus strategies |
| Marsha Roberts | Vero Beach Elementary | 1st Grade | Sharon Keeley | Classroom Management and Time Management | Lesson Planning with standards | Starting with amplify | Amplify walk through, lesson by lesson | Help planning |
| Latoya Charles | Beachland Elementary | ELA/5th | Diana O'Connor | My strengths as a teacher is building a positive relationship with my students. Hands on interactive learning, family communication/engagement activities | I would like to grow in learning the curriculum. | At this, time there aren't any challenges. | The professional development that I will benefit from right now is taking the steps to get my professional license. | My mentor is awesome because she is my cheerleader!! Just keep being you; that's what I appreciate about having her as my mentor! |
| Christina Stinson-Mcken: PIE | | Pre-K | No | | Being more organized and allowing for mistakes | At this time none | Not sure right now | To have a mentor at my site. |
| Mara Simms | Gifford Middle School | 6th/Math | John Schwenger | connecting with students | lesson planning | timing myself so I can complete a lesson within 90 minutes | not sure | how to plan my lessons so that I can include formative assessments throughout |
| Makilah Slaughter | Beachland Elementary School | Music k-5 | Adrianne Polverari | Being creative with lesson planning | Classroom management, community outreach | refusing to follow directions and nothing is working. | student behavior workshop | Daily support and encouragement |
| Lionel Lalanne | Oslo Middle School | 7 th grade Math | Brandi, Byrd | As a teacher, I always go by the book. I am able to communicate with students on both an informative and non-informative manner. | Class management | Behavior problem with some unmotivated students | Any kind, because there is always something new to learn. | ESE support, because I have a lot of ESE students in my class. |
| Aquaria Baines | Vero Beach High School (Main Campus) | Biology and Earth/Space Science/10th-12th | Patricia Mandigo | | Comprehension with students, and implementing class collaborations. | Missing students, and making up late work via Canvas. | Implementive plans for students with ESOL, or 504 plans. | Being open for discussions and conversations. |
| Sharette Greenidge | Oslo Middle School | ELA/7th Grade | Yes. Ms. Shawna Pennell | My strengths are Classroom Management, getting students engaged in the lesson, building personal relationships, with-it-ness, creating a good culture and climate, finding innovative ways to teach new content, | I would like to learn to deliver lessons more smoothly, increase my understanding of new lesson planning requirements, i.e. L.A.U.N.C.H and differentiation strategies | I am having challenges with the canvas medium, writing lesson plans | Canvas, ELA teaching strategies | My mentor is always available and ready with any help that I need. She makes sure that every resource is available to me. She checks in on me and meets with me regularly during every day and she answers every question that I ask her. She is very knowledgeable and she has made sure that I am well prepared for every task. I could not ask for a better mentor. She is completely supportive! |
| Mary Davis | Osceola Magnet School | 3rd | Jennifer Morrow | Classroom management | Time management | Time management in regards to planning. | Making curriculum more engaging | Curriculum Instruction |
| Antoinique Ellis | Rosewood Magnet School | 2nd | Megan Stranzin | Connecting with students | Behavior management | Behavior management (I look very young and it's a disadvantage) | Classroom Management | Megan is great already |
| Nila Seales | BES | 1st Grade | Yes | Community Building, Flexible, Adaptable | Classroom Management | Classroom Management | Phonics | None, Very helpful. |
| Kerryann Wilson | Dodgertown Elementary | 3 | Ms Ingrum | planning, implementing and assessing | adapting to this system | none yet | not sure yet | emotional |
| Chandra Williams | Storm Grove | 7th Critical Thinking / 6th Career Research and Decision-Making | Shana Nathaniel | Building relationship and learning the needs of my students | Organization skills | finished my certificate | help studying for certificate | help with beacon |

| | | | | | | | | |
|-----------------------------|---------------------------|-----------------------------|-----------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Henry Burson | Vero Beach High School | CTE Culinary Arts 10-12th | Yes ,Amy Coonces | Kitchen Instructional direction . The cooking aspect of it. | Planning organization (just where to start from on the list to do's), warm up opener, getting kids to engaged naturally and Exit ticketing | Sage on the stage. Keep the students engaged listening to me. | lesson planning, uploading content on canvas, putting in weekly grades. Expediting ways to make it simple | MY mentor is doing a great job with me! She's guiding me in different ways of being successful in the classroom |
| Kathy Anthony | VBHS/FLC | 9th Grade/Algebra 1 | No | knowledgeable of my content i teach and being able to build healthy relationships with people. | Knowing more resources for ESOL students. | Having resources for my ESOL students. | Resources for ESOL and passing the Professional Education Exam. | Any ESOL resources they may have. |
| Darius Cohen | Indian River Academy | Physical Education/K-5 | Various P.E teachers in the district. (James Broxton, Marissa Campbell, Christina Ferrari, Yolando Lucas) | Knowledge of students wants and needs. | Structure and Routine | Not necessarily challenges more like trial and error, being that it is my first year. | Any professional developments related to physical education, and exercise. | Just being able to learn from them. Watching how they go through their daily structures and routines. |
| Patrecia Fillippone Sinclai | Storm Grove Middle School | Critical Thinking / grade 6 | yes I do, her name is Mrs. Shana Nathaniel | My understanding of most of the children and their emotions. my passion for teaching, also my commitment to helping these students. | Classroom management, strategies for learning differentiating instructions, help with the curriculum and how to access the materials to used to make the lesson meanig ful to the students. also assessment and grading | I faced discipline, how to get the students motivated and progress and have a growth mindset, getting them full engaged. | continuing education to improve myself and my kids. how to get materials needed for my class. help in making teaching my kids more effective | maybe just go over how to be an effective what are the things needing to navigate like classroom test how you read a data to help the kids just the basic of the grading, how things are done really i am not sure I am explain it correctly, forgive me. maybe a real jolt of confidence. |
| Monica Sherrill-Long | Sebastian Elementary | Resource/Reading | Cheryl Hoyt | ESE | ELA | None | Science | Sonday Support |

Email to mentors
for non-responders
Artifact 2

<Amanda.Libby@indianriverschools.org>; Morales, Meaghan
<Meaghan.Morales@indianriverschools.org>; Knight, Robert
<Robert.Knight@indianriverschools.org>; Presley, Barbara
<Barbara.Presley@indianriverschools.org>; Durwin, Brenda
<Brenda.Durwin@indianriverschools.org>; Ortiz Garcia, Zahirelie
<Zahirelie.OrtizGarcia@indianriverschools.org>; Victoria, Therese
<Therese.Victoria@indianriverschools.org>; Smith, Lyn <Lyn.Smith@indianriverschools.org>;
Roux, Joanna <Joanna.Roux@indianriverschools.org>; Reese, Marsha
<Marsha.Reese@indianriverschools.org>; Smith, Judith <Judith.Smith@indianriverschools.org>;
Weese, Kimberly <Kimberly.Weese@indianriverschools.org>; Willems, Josephine
<Josephine.Willems@indianriverschools.org>; Halliday, Jill <Jill.Halliday@indianriverschools.org>;
Coleman, Jaime <Jaime.Coleman@indianriverschools.org>; Lucas, Yolanda
<Yolanda.Lucas@indianriverschools.org>; Jones, Nicholas
<Nicholas.Jones@indianriverschools.org>; Walker, Frances
<Frances.Walker@indianriverschools.org>; Celesti, Sandra
<Sandra.Celesti@indianriverschools.org>; Tobias, Melissa
<Melissa.Kurrus@indianriverschools.org>; Hall, Concetta <Concetta.Hall@indianriverschools.org>;
Nathaniel, Shana <Shana.Nathaniel@indianriverschools.org>; Coppola, John
<John.Coppola@indianriverschools.org>; Srigley, Sean <Sean.Srigley@indianriverschools.org>;
Coyle, Debbie <Debbie.Coyle@indianriverschools.org>; Vogel, Daphna
<Daphna.Vogel@indianriverschools.org>; Conway, Shawn
<Shawn.Conway@indianriverschools.org>; Berwick, Cari <Cari.Berwick@indianriverschools.org>;
Dickens, Daniel <Daniel.Dickens@indianriverschools.org>; Gaddis, Linda
<Linda.Gaddis@indianriverschools.org>; Odom, Kristi <Kristi.Odom@indianriverschools.org>;
Wingate, Jonnette <Jonnette.Wingate@indianriverschools.org>; Butler, Carole
<Carole.Butler@indianriverschools.org>; Bennett-Campbell, Dawn <Dawn.Bennett-
Campbell@indianriverschools.org>; Martin, John <John.Martin@indianriverschools.org>
Cc: Lord, Colleen <Colleen.Lord@indianriverschools.org>
Subject: First Quarter Survey Needed Please

Good evening.

You are receiving this email because your new teacher(s) did not complete the First Quarter New Teacher Needs Assessment Survey.

Obtaining this information from your new teacher is important, so we kindly ask that you spend a little time with him/her in the next few days to answer the following questions. The responses to these questions can be documented in the Needs Assessment box of the Mentor Log. Below are the questions that were asked in this survey.

<image.png>

- What are your strengths as a teacher?
- What are some areas where you would like to grow?
- What are some challenges, if any, are you facing in the classroom this year?
- What type of professional development/support would be beneficial to you right now?
- What support would be helpful from your school-based mentor?

Using your new teacher's responses to these questions, you will be able to tailor your support to him/her.

Thank you for attending to this important task. We want to do everything possible to support our new teachers and retain them.

We appreciate the work you do with your developing teacher(s). Thank you for sharing your knowledge and expertise.

Know that we in Educator Quality are here to support you, so please don't hesitate to reach out should you have questions, concerns, or would like support as you support your new teacher(s).

Have a great night!

Terri Beckham, M. Ed.
PD Specialist
Department of Educator Quality

772-564-3025 (office)

772-559-7520 (cell)

Follow me on Twitter @Terri_Beckham

"Let everything you do be done as if it makes a difference." – William James

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Office of Curriculum and Instruction
Richard Myhre, Assistant Superintendent

Department of Educator Quality
Colleen H. Lord, Ed.D., Director

Date: 8/28/2021

RE: 2021 SDIRC NEW TEACHER SURVEY RESULTS FIRST QUARTER SUMMARY FINDINGS

A survey was sent to new teachers August 13, 2021. Thirty-nine teachers responded to the questionnaire with the following results:

1. What are your strengths as a teacher?

Fourteen (34%) of the respondents answered connecting with students, knowing student needs, and engaging with students was a strength. Below are additional responses to perceived strengths.



2. What are some areas where you would like to grow?

Six (16%) respondents answered Organization, and lesson planning, time management and classroom management were also identified as areas the teachers targeted for their own growth. Below are additional responses in areas identified for growth.



3. What are some challenges you face in your classroom?

Ten (26%) respondents shared challenges relating to students such as ESOL students, students who were virtual last year, a unmotivated students. Time and new curriculum were noted as additional challenges. Below are additional responses for challenges the new teacher is facing.



Based on the responses, future professional development in 2021-22 will include curriculum support, classroom management, and lesson planning. Additionally, ESOL coursework is offered throughout the year to gain new strategies for working with ESOL students, and mentors will be provided the results of the survey.



Office of Curriculum and Instruction

*Department of Educator Quality
Colleen H. Lord, Ed.D., Director*

TO: SDIRC School-based Administrators
 FROM: Colleen H. Lord, Ed.D., Director of Educator Quality *CL*
 Date: 8/02/2021
 RE: School Supports for Professional Development

In order to best serve the needs of the teachers, administrators and schools, SDIRC PD Specialists Terri Beckham and Anitra Cummings will focus on specific schools and provide ongoing support. If a teacher at your school site has a question about recertification point, or support for professional development is needed, then please contact the PD specialist serving your school. In addition, support to teachers and schools will provided throughout the year.

Professional Development Specialists will:

1. Serve as a liaison between the district and the school. This includes supporting the school-based PD contact.
2. Assist schools planning for professional development to meet the School Improvement Goals.
3. Support new teachers and school-based mentors throughout the year.
4. Provide information to teachers, support staff and administrators on Frontline and certification.
5. Assist in long-range planning with departments, grade levels and schools to meet professional growth goals.

The PD specialists will serve the following schools:

| Anitra Cummings |
|-------------------------------|
| Dodgertown Elementary School |
| Fellsmere Elementary School |
| Liberty Magnet School |
| Pelican Island Elementary |
| Sebastian Elementary School |
| Treasure Coast Elementary |
| Sebastian River Middle School |
| Storm Grove Middle School |
| Sebastian River High School |
| Ace |

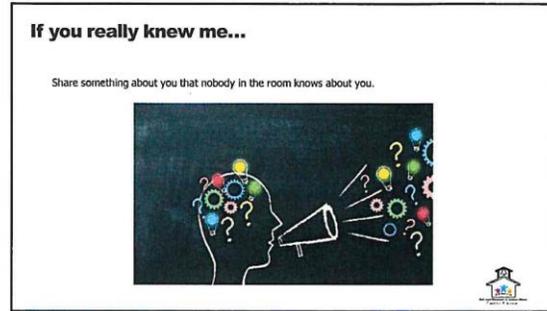
| Terri Beckham |
|-----------------------------|
| Beachland Elementary School |
| Citrus Elementary School |
| Glendale Elementary School |
| Indian River Academy |
| Osceola Magnet School |
| Rosewood Magnet School |
| Vero Beach Elementary |
| Gifford Middle School |
| Oslo Middle School |
| Vero Beach High School |
| Wabasso |

Terri Beckham will continue to oversee the Alternative Certification Program, Anitra Cummings will coordinate Mindset Mondays, and both will support ESOL certification courses.

Please do not hesitate to contact me (Lord, ext 3209) if you have any questions. Thank you.



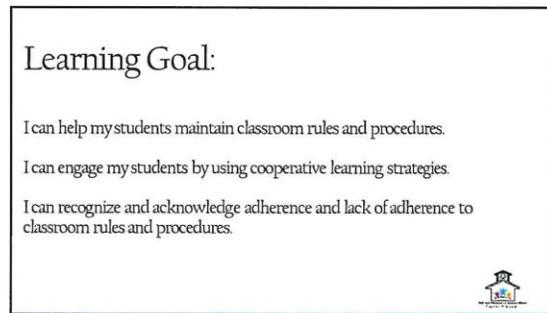
1



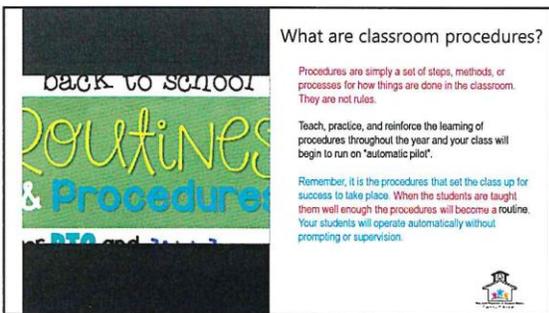
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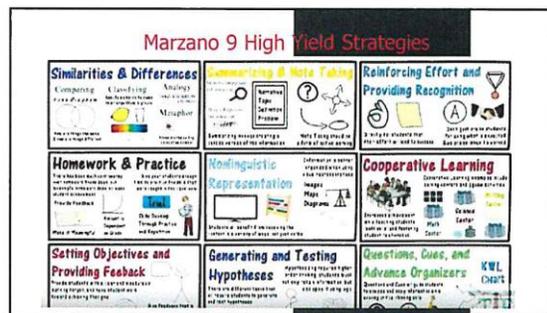
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5



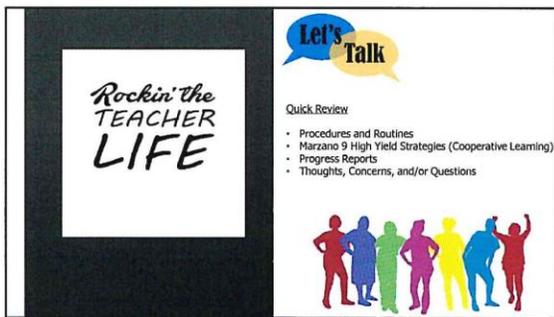
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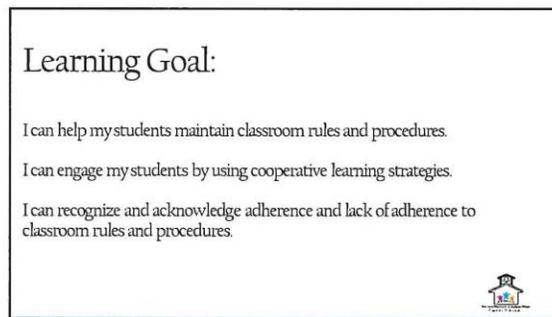
7



8



9



10



11



WEpromise to listen

1. Monthly visits with NEW instructional staff
2. Feedback from surveys to drive recruitment and retention strategies
3. Feedback from community FOCUS group

WEpromise to support

1. NEW TEACHER support from STARR program and ACP Program Coordinator
2. Quality Professional Development catered to individual needs and district and school initiatives
3. Mentoring Program and School-based tiered support from coaches and instructional leadership

WEpromise to make inclusion and equity a priority

1. Cultural Competence and Trauma-Informed Care training
2. Hiring of African American and Hispanic instructional staff to match student population at each school (aspirational goal)
3. Multicultural Club and Activities

WEpromise to build future school leaders

1. School-based instructional leadership professional development
2. Leadership Program for aspiring administrators

WEpromise to work STRONGER TOGETHER

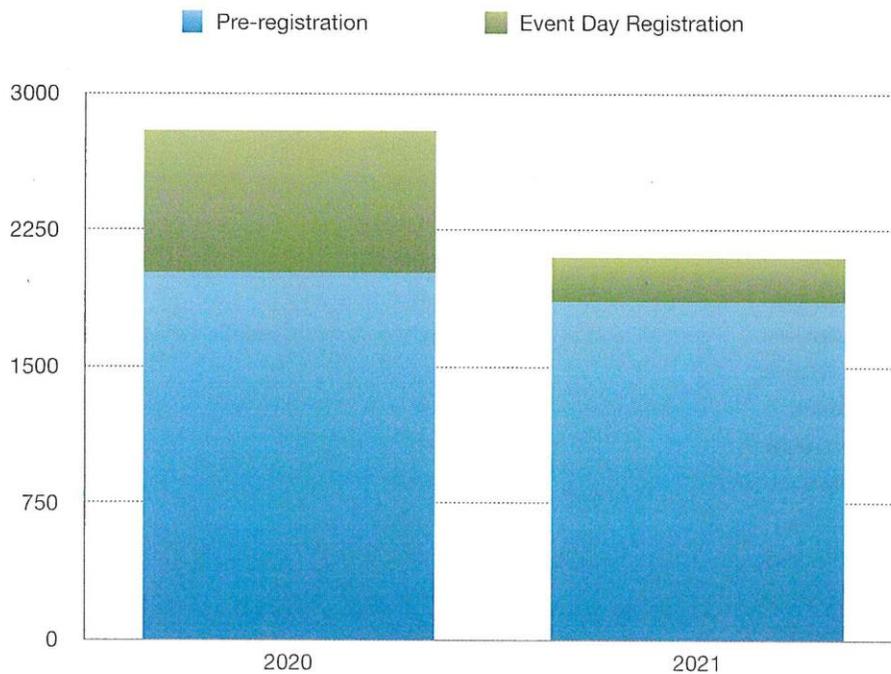
1. Collaboration amongst staff at each site
2. Collaboration between schools and district staff
3. Collaboration between district and community

CANDIDATE REGISTRATIONS

Comparison of the 2020 to 2021 Virtual Recruitment Fairs Candidate Registrations

Candidate registrations are generally based on exhibiting schools, districts and their locations. Candidate booth attendance is generally based on employer job openings and employer chat invitations.

| Candidate Registrations | 2020 | 2021 |
|-------------------------------|-------|------|
| Pre-registration | 2012 | 1854 |
| Event Day Registration | 786 | 249 |
| Total Registrations | 2798 | 2103 |
| Total Logins | 1755 | 424 |
| Booth Visits | 14474 | 3324 |



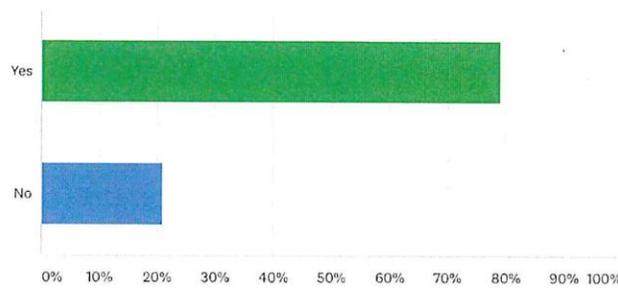
CANDIDATE MARKETING & ADVERTISING

How and Where Candidates Learned of Virtual Teacher Recruitment Fair

The survey results below captures 30% of the April 14, 2021 Virtual Teacher Recruitment Fair candidates. The "Other" category includes *DIVERSITY in Ed Magazine*.

| ANSWER CHOICES | RESPONSES |
|----------------------------------|-----------|
| ▼ DIVERSITY in Ed Email | 30.53% |
| ▼ DIVERSITY in Ed Job Board | 8.95% |
| ▼ Handshake | 3.68% |
| ▼ Indeed | 16.84% |
| ▼ Eventbrite | 2.63% |
| ▼ School District Invited You | 6.84% |
| ▼ Google Search or Advertisement | 11.05% |
| ▼ Social Media | 11.58% |
| ▼ Press Release | 0.53% |
| ▼ College Professor Told You | 4.74% |
| ▼ Other | 15.79% |

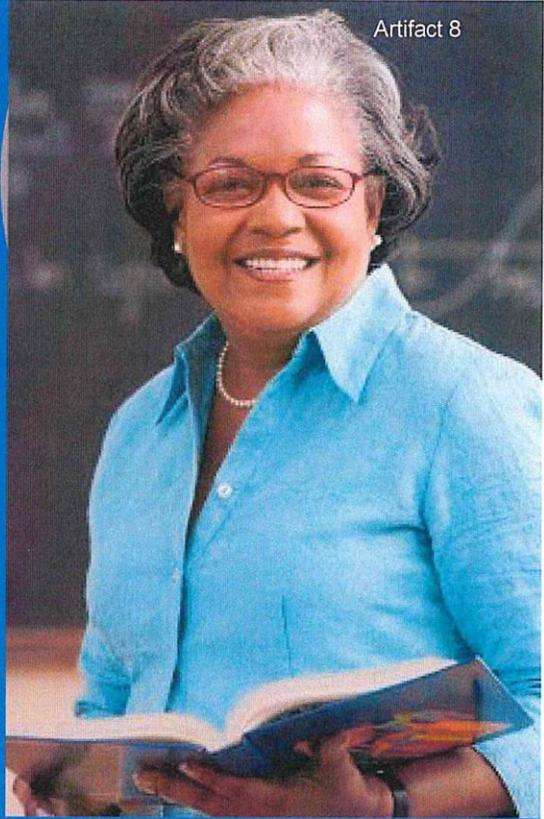
Are you a teacher of color, diverse background or bilingual?



| ANSWER CHOICES | RESPONSES |
|----------------|-----------|
| ▼ Yes | 79.04% |
| ▼ No | 20.96% |



Artifact 8



Calling all retired educators!

1

Do you have some time each week to support a new teacher?

2

Contact us for more information.

3

Feel good about giving back to your educational community.



Compassionate educators needed to provide support and guidance for new teachers in Indian River County.

For more information please contact kyra.schafte@indianriverschools.org



Department of Educator Quality

Artifact 9

STARR PROGRAM 2ND AND 3RD YEAR TEACHERS ONLINE PROFESSIONAL LEARNING 2021-2022

Participants will engage in collaborative conversations around best classroom practices as it relates to increasing student achievement and teacher efficacy.



Online via Teams
4:00 pm - 5:00 pm

Thursday, August 19th
Tuesday, September 21st
Monday, October 25th
Tuesday, November 16th
Tuesday, December 14th
Monday, January 24th
Monday, February 22nd
Monday, March 14th
Tuesday, April 19th
Monday, May 16th
Register on
Frontline



For more information, please contact
Terri Beckham
or Anitra Cummings



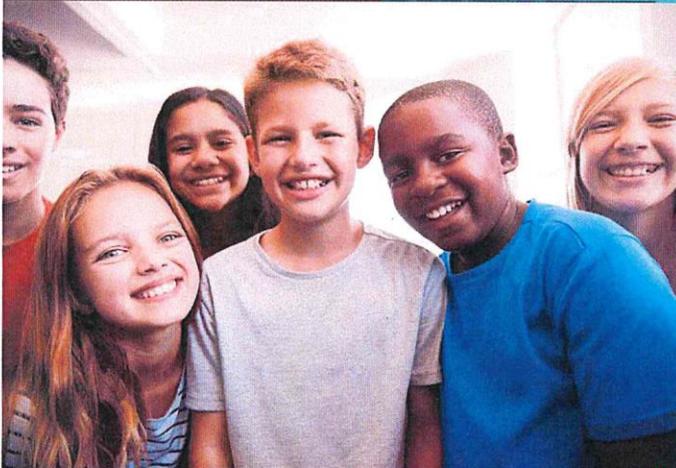
Artifact 9

*First Year
Teachers -
Unite!*

Questions?
Call Terri Beckham
x-3025 or Anitra
Cummings at x-3131
Registration is
available in Frontline

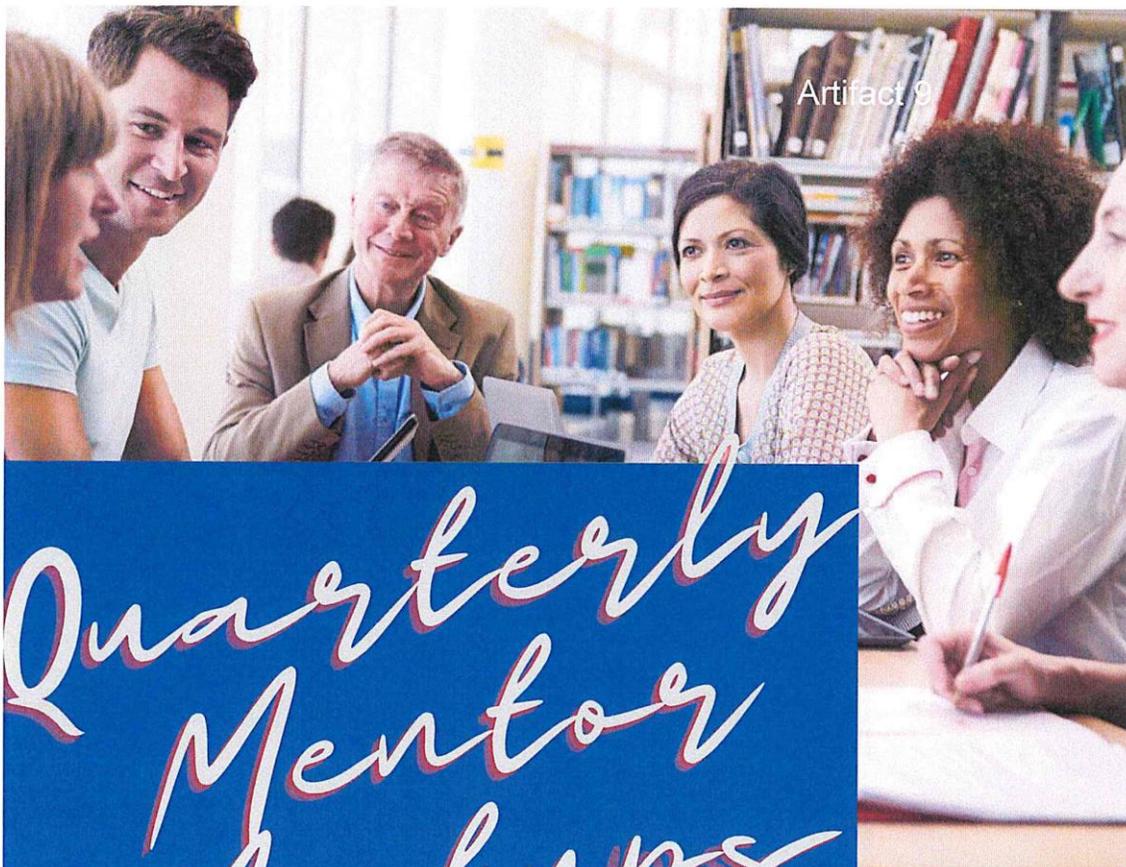


QR code to join meeting



Meet up on Teams from 4-5 pm
Monday, September 13th
Monday, December 6th
Monday, February 7th
Monday, May 2nd

**Collaborate,
problem solve,
and learn best
classroom
practices with
other first year
teachers**



Quarterly Mentor Meetups

**COLLABORATE WITH
OTHER MENTORS
DISTRICT WIDE**

AUGUST 24, 2021
NOVEMBER 15, 2021
FEBRUARY 15, 2022
APRIL 25, 2022

All meetings are via
Teams from
4:00 pm -5:00 pm



Joint Plan Section III – Strategies for Recruitment of African American Teachers

Joint Plan Section III – Strategies for Recruitment of African American Teachers

Required Goal: The School District will utilize appropriate strategies in attempting to recruit and employ African American teachers and other instructional staff. *Joint Plan Section III Page 4*

| Action Steps |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>3.1 Ensured involvement of African American staff members in contacts with career placements offices and/or HBCUs.¹</p> <p>3.2 Continued to implement a recruiting program that advertises the supports and resources that are strengths of SDIRC. (WEpromise)²</p> <p>3.3 Utilized multiple methods of communication to establish and grow the relationship between the District and Historically Black Colleges and Universities (HBCUs).¹</p> <p>3.4 Planned and held an SDIRC Virtual Career Fair in collaboration with “Diversity in Education”, and included invitations to HBCUs, in October 2021.³</p> <p>3.5 Identified action steps and implementation timelines to address recruitment efforts for instructional vacancy needs.</p> <p>3.6 Conducted regular meeting(s) with the established Recruitment Focus Group of African American community members to identify and discuss recruitment strategies.³</p> <p>3.7 Reviewed position vacancies to tailor identified strategies to instructional vacancy needs.</p> <p>3.8 Worked with IRCEA to facilitate the employment of African American instructional staff.¹</p> <p>3.9 Listed NAACP as a community partner on the District website (continued listing).¹</p> <p>3.10 Required school-based administration to interview, whenever possible, a diverse pool of applicants.^{1,4}</p> <p>3.11 Initiated the distribution of an onboarding package to new employees that included information about benefits, wellness center, District Strategic Plan, discounts from the community, recruiting partners, basic moving information, (e.g., utilities, cable, etc.), as well as SDIRC gear and wear.¹</p> <p>3.12 Implemented the SDIRC teachIR Academy for the 2021-2022 school year and meet with FFEA chapters at high schools.^{1,3}</p> <p>3.13 Pending School Board approval, established FFEA Scholarship program for the 2021-2022 school year.³</p> <p>3.14 Continued to partner with the Office of Strategic Planning & Support Services to update and streamline an IR Recruitment Data Dashboard to assist school teams.⁴</p> |
| Staff Responsible |
| <p>S. Bass, Deputy Superintendent B. Crisafulli, Director of Recruitment, Retention, & Professional Practices</p> |
| Considerations for Monitoring Progress |
| <ul style="list-style-type: none"> • How many contacts did the District make with HBCUs to further relationships with HBCUs? • How many resulting contacts were made with prospective African American teacher candidates? • What is the racial/ethnic composition of the District Recruitment Team? • Was the SDIRC Virtual Career Fair, held in collaboration with “Diversity in Education?” • What information was gathered from the review of instructional vacancies by the Focus Group of African American community members? • Has there been progress in the recruitment of African American teachers? • Were diverse pools of applicants interviewed, whenever possible? • Has the District implemented the distribution of an onboarding package to new hires? |

Action steps also support the following recommendations made by the 2019 Equity Committee:

¹Submit documentation showing that strategies of Section III: A-L have been implemented. If a strategy is not working, show what steps have been taken to improve or replace said strategy.

²District submits a step-by-step plan of how African American teachers and instructional staff are recruited.

³Partner with community organizations, fraternities, and sororities, IRSC for recruitment.

Artifacts of Actions Taken: SDIRC Career Fair Log with Handshake, SDIRC Recruitment Plan, meeting agenda(s) of the Focus Group of African American community members, Canvas course details for the Culturally Responsive Interviewing Strategies, Tweets to showcase the onboarding package provided to all new hires, information about the SDIRC teachIR Academy, and example of the Power BI (Business Intelligence) recruitment dashboard.

Progress Update

The Department of Recruitment, Retention, and Professional Practices continues to maintain and utilize a diverse recruitment team, with 60% of recruitment team members being African American. Due to COVID-19, contacts made with HBCUs and during career fairs have been occurring virtually or via online platforms.

The District has an established recruitment plan that includes information specific to minority recruitment. Additionally, the WEpromise program is being implemented to showcase strengths of the District and support recruitment efforts. Presently, 13% of certified instructors are African American, as compared with 18% of students in the District who are identified as African American. There has been a two-percentage point increase in the percentage of African American certified instructors since July 2021. Despite this increase, additional recruitment efforts are needed to align the percentage of African American instructors with the overall representation of African American students in the District. To continue to increase the recruitment of African American certified instructors, the District is implementing various strategies such as registering for virtual career fairs, publicizing the Wepromise program through social media, requiring principals to interview diverse applicants when possible, meeting with the SDIRC Recruitment Focus Group of African American community members, and posting vacancies on platforms such as the Diversity in Education website.

Joint Plan Section III – Strategies for Recruitment of African American Teachers

Artifacts





Joint Plan Explanation of Artifacts for Action Steps

School District of Indian River County #SDIRCStrongerTogether

| | |
|----------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Date: | September 1, 2021 |
| Office/Departments(s): | Office of Human Capital and Operation Department of Recruitment, Retention, and Professional Practices |
| Report generated by: | Beth Crisafulli, Director of Recruitment and Retention |
| Action Step (please include the description provided in the District Progress Update Joint Plan): | <ol style="list-style-type: none">3.1 Ensured involvement of African American staff members in contacts with career placements offices and/or HBCUs.¹3.2 Continued to implement a recruiting program that advertises the supports and resources that are strengths of SDIRC. (WEpromise)²3.3 Utilized multiple methods of communication to establish and grow the relationship between the District and Historically Black Colleges and Universities (HBCUs).¹3.4 Planned and held an SDIRC Virtual Career Fair in collaboration with “Diversity in Education”, and included invitations to HBCUs, in October 2021.³3.5 Identified action steps and implementation timelines to address recruitment efforts for instructional vacancy needs.3.6 Conducted regular meeting(s) with the established Recruitment Focus Group of African American community members to identify and discuss recruitment strategies.³3.7 Reviewed position vacancies to tailor identified strategies to instructional vacancy needs.3.8 Worked with IRCEA to facilitate the employment of African American instructional staff.¹3.9 Listed NAACP as a community partner on the District website (continued listing).¹3.10 Required school-based administration to interview, whenever possible, a diverse pool of applicants.^{1,4}3.11 Initiated the distribution of an onboarding package to new employees that included information about benefits, wellness center, District Strategic Plan, discounts from the community, recruiting partners, basic moving information, (e.g., utilities, cable, etc.), as well as SDIRC gear and wear.¹3.12 Implemented the SDIRC teachIR Academy for the 2021-2022 school year and meet with FFEA chapters at high schools.^{1,3}3.13 Pending School Board approval, established FFEA Scholarship program for the 2021-2022 school year.³3.14 Continued to partner with the Office of Strategic Planning & Support Services to update and streamline an IR Recruitment Data Dashboard to assist school teams.⁴ |
| Explanation of Evidence: | 3.1 and 3.8 SDIRC Career Fair Log shows the list of Career Fairs. The SDIRC Recruiting Team members include teachers, administrators, and district staff. The team is diverse and includes members of IRCEA. (<i>artifact #1</i>) |

3.2 The WEPromise Program is continually marketed to shareholders to ensure that the strengths of SDIRC are supporting new hires and potential candidates. *(artifact #2)*

3.3 Handshake, email, and other methods are used to continue to build relationships with HBCU career offices. Handshake provides a platform for School Districts to interact with colleges and universities around the country. SDIRC connects with HBCUs and other universities weekly by posting jobs and reaching out to potential candidates. *(artifact #3)*

3.4 The October 2021 Virtual Fair has been postponed.

3.5 The SDIRC Recruitment Plan includes a list of strategies to be used to recruit the most highly qualified, diverse workforce possible. A general timeline of strategies is provided. *(artifact #4)*

3.6 The SDIRC Recruitment Focus Group schedules monthly meetings to discuss current state of recruiting, suggest new strategies, review strategies, and analyze current staff data. The July Agenda is provided. *(artifact #5)*

3.7 and 3.10 All principals and assistant principals must complete the course *Culturally Responsive Interviewing Strategies* and follow HR procedures for hiring established by the Director of Human Resources. These procedures include interviewing a diverse pool of applicants. School administration teams must include a list of candidates interviewed by race and a list of staff on the interviewing team. *(artifact #6)*

3.9 A screenshot of the SDIRC public webpage that identifies the NAACP as a community partner. *(artifact #7)*

3.11 Onboarding Boxes were distributed at the SDIRC New Employee Orientation. Each box included SDIRC gear to welcome each new employee (instructional and support staff). Along with the actual box, each instructional staff was provided electronically information about benefits, the WePROMISE program and other general information. *(artifact #8)*

3.12 The teachIR Academy is a program to encourage, motivate, facilitate interest in a career in teaching in our middle and high schools. This program gives SDIRC high school students the opportunity to participate in a dual enrollment track that leads to an AA in Education. This is a collaborative effort with IRSC (Indian River State College). *(artifact #9)*

3.14 The IR Recruitment Dashboard is updated daily and provides a breakdown by school of percentage of instructional staff and students at each site. This is used to monitor hiring practices and ensure access for all students. The goal for August 2021 was to increase the percentage of African American Instructional staff to 13% of total Instructional Staff. Currently, SDIRC has 12.6% of total staff are African American. *(artifact #10)*

Results of Action Taken:

For the 2021-2022 school year we have already registered for several virtual career fairs. The SDIRC Virtual Fair in April was very successful and provided SDIRC an opportunity to learn how to use technology to recruit from across the nation. Recruiting strategies are embedded into all actions of the SDIRC Recruitment Team and Department of Recruitment. As of September 2021, 12.6% of all instructional staff in SDIRC are Black/African American. All school-based administrators have implemented the Culturally Responsive Interviewing questions along with the standardized SDIRC questions for the 2021-2022 school year.

Reflection/Next Steps:

Many of the recruitment strategies in the Recruitment Plan and suggestions from the community are ongoing throughout the school year. HR along with District Leadership reviews staffing needs based on certification renewals, shortages due to retirement and resignations, as well as potential non-renewals and will continue to participate in a variety of career fairs as well as host SDIRC fairs as well. Starting in August 2021, high school students will be able to follow a dual enrollment track resulting in an AA in Education which will be accompanied by a Conditional Letter of Employment. We will continue to build our relationship with IRCEA as a recruiting partner into the 2021-2022 school year. We will also continue to build the relationship with the NAACP so that we can all be part of the change here in Indian River County.

Artifact 3.1 and 3.8



SDIRC CAREER FAIRS LOG



| <i>CAREER FAIR</i> | <i>DATE</i> | <i>TIME</i> | <i>Member #1</i> | <i>Member #2</i> | <i>Member #3</i> |
|--------------------------------------------------------------------------------|-------------|-------------|------------------|------------------|------------------|
| PACE UNIVERSITY-Job Fair for Recent Graduates | 6/15/21 | 11-2pm | Beth Crisafulli | | |
| Georgia State University Virtual Alumni Career Fair (PBI) | 7/9/21 | 11-2pm | Beth Crisafulli | Cindy Emerson | |
| Cornell University Career Fair Days 2021 | 9/2/21 | 11-2pm | Beth Crisafulli | | |
| Wake Forest University Career Fair | 9/15/21 | 12-4pm | Beth Crisafulli | Germaine Johnson | |
| NC A&T State University Fall Career Awareness Fair (HBCU) | 9/15/21 | 12-4pm | Beth Crisafulli | Germaine Johnson | |
| FAU Diversity Recruiting Showcase (VIRTUAL) | 9/21/21 | 4pm | Beth Crisafulli | Germaine Johnson | Jayde Norwood |
| UCF Fall 2021 Virtual Career Expo | 9/22/21 | 10am | Beth Crisafulli | Germaine Johnson | Terri Beckham |
| Howard University Fall 2021 Virtual All Majors Job and Internship Fair | 9/28/21 | 5:00pm | Beth Crisafulli | TBD | TBD |
| FAMU Fall 2021 All Majors Career & Internship Expo | 9/29/21 | 4:00PM | Beth Crisafulli | TBD | TBD |
| Delaware State University Fall 2021 Career Fair | 10/5/21 | 4:00pm | Beth Crisafulli | TBD | TBD |
| Bethune-Cookman University's Fall 2021 Virtual Graduate School and Career Fair | 10/27/21 | 7:00pm | Beth Crisafulli | TBD | TBD |



School District of Indian River County
6500 57th Street • Vero Beach, Florida, 32967 • Telephone: 772-564-3000 • Fax: 772-564-3054
David K. Moore, Ed.D. - Superintendent

WEpromise



WEpromise to listen

1. Check-ins with NEW instructional staff
2. Feedback from surveys to drive recruitment and retention strategies
3. Feedback from community FOCUS group

WEpromise to support

1. NEW TEACHER support from STARR program and ACP Program Coordinator
2. Quality Professional Development catered to individual needs and district and school initiatives
3. Mentoring Program and School-based tiered support from coaches and instructional leadership

Dr. Mara Schiff • Jacqueline Rosario • Dr. Peggy Jones • Teri L. Berenberg • Brian M. Barefoot
District 1 District 2 District 3 District 4 District 5

Transforming education to inspire & empower ALL students to maximize their full potential.
Equal Opportunity Educator and Employer

WEpromise to make inclusion and equity a priority

1. Cultural Competence and Trauma-Informed Care training
2. Hiring of African American and Hispanic instructional staff to match student population at each school (aspirational goal)
3. Multicultural Club and Activities
4. Unity through Equity training

WEpromise to build future school leaders

1. School-based instructional leadership professional development
2. District Leadership Program for aspiring coaches and administrators

WEpromise to work STRONGER TOGETHER

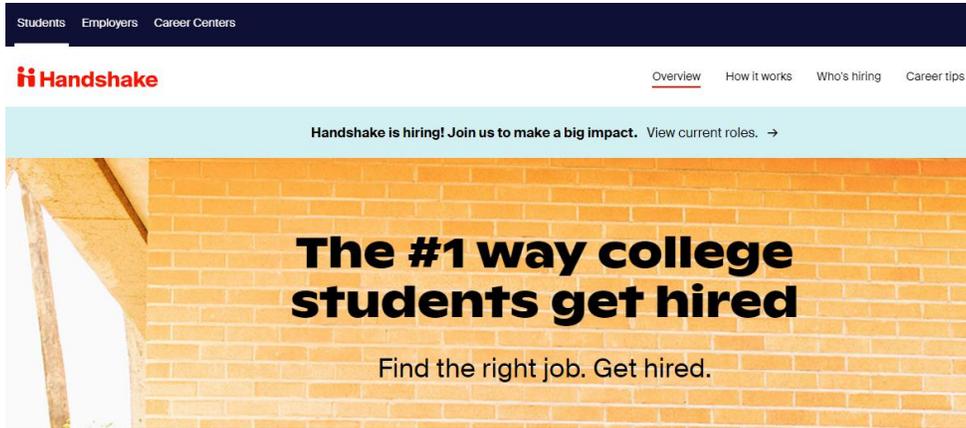
1. Collaboration amongst staff at each site
2. Collaboration between schools and district staff
3. Collaboration between district and community

We promise to provide you with the best customer service so that you can thrive in the classroom and be the role-model that every student deserves. We are dedicated to being here for you. So, do not hesitate to email or call with any questions. Here in Indian River County- we work STRONGER TOGETHER.

Beth Crisafulli, Director of Recruitment
School District of Indian River County
Beth.Crisafulli@indianriverschools.org 772-564-8148



Artifact 3.3



Your job **Teacher, ASPIRE**, posted at **61 schools**, will expire in 3 days. 🗑️
Want to keep it longer? [Update its expiration date.](#)

Your job **High School Math Teacher**, posted at **8 schools**, will expire in 3 days. 🗑️
Want to keep it longer? [Update its expiration date.](#)

Your job **Elementary School Teacher**, posted at **1 school**, will expire in 3 days. 🗑️
Want to keep it longer? [Update its expiration date.](#)

Good news Beth Crisafulli! You have been approved to search students, create interview schedules, post jobs, post events at **Rollins College**
You're now well on your way to activating your university network and unlocking a world of possibilities!

 **Love Bristol** has approved the job **High School Math Teacher** at **University of Central Florida** 🗑️
August 3rd at 12:48pm

 **Tikiyah Ivey** has approved the job **High School Math Teacher** at **University of Miami** 🗑️
August 3rd at 9:45am

 **Brooke Hammon** has approved the job **High School Math Teacher** at **University of North Florida** 🗑️
August 2nd at 1:14pm

 **Kindrea Hill** has approved the job **High School Math Teacher** at **Florida Agricultural & Mechanical University** 🗑️
August 2nd at 1:10pm



SDIRC RECRUITMENT STRATEGIES TIMELINE



| STRATEGY | MONTH | WHO? |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|------------------------------------------------------------------------------------------|
| Examine previous strategies to evaluate diversity, effectiveness, major source(s) of new hires. | JULY, AUGUST, SEPTEMBER | Director of Recruitment, Director of HR, and SDIRC Recruitment Team |
| Engage our community and advertise Recruitment Plan on district website. | Update as needed throughout the school year | Director of Recruitment |
| Use social media to promote and advertise job openings and programs. | Ongoing throughout year | Director of Recruitment |
| Use Microsoft Teams and Zoom for interviews and career fair | Ongoing throughout year | Director of Recruitment, Recruitment Team members, and school administrators |
| Examine staffing needs by identifying: 1. number of potential non-renewals 2. possible shortages due to retirement and resignations 3. teachers who must renew their certifications | March, April, May, June | School Administrators and Director of HR |
| Strive to fill all open teacher positions by July 15 th and post job vacancies by April 1st | March, April, May, June, July | Director of Recruitment, Director of HR, School Administrators |
| Communicate with any candidates who have received a "Letter of intent" | Ongoing throughout the year | Director of Recruitment and Recruitment Team members |
| Attend and host Career Fairs in Florida and other states to target candidates | | |
| Update and review data of instructional staff by school and student data by race to ensure equity in hiring practices | Ongoing throughout the year | Director of Recruitment, Recruitment Team members, Director of HR, Deputy Superintendent |
| | | |



AGENDA

Recruitment Focus Group

7/12/21 5:30-6:30pm

AGENDA

Recruiting Update

Update on Career Fairs

Update on Housing

Suggestions:

Questions/Suggestions/Concerns:

Equity Committee focus on 1994 ~~Deseg~~ Order for reports and strategies

Layout three-year plan goals: matching % of staff to student

20-40% of all new hires- African American

District growth projections

Suggestions for community involvement

TEACHER HELP BOOK with incentives (E BOOK)

Artifact 3.7 and 3.10



Beth Crisafulli

AUTHOR

TEACHER

Oct 12, 2020 10:10am Edited May 3 11:28am

Welcome to Culturally Responsive Interviewing Strategies!

This course will guide you through culturally responsive strategies to be used in interviews.

Please ensure that you have a diverse interviewing committee and that you are blending culturally responsive interview questions along with your job-specific questions.

If you need assistance, please do not hesitate to reach out to the Office of Human Capital.

Reply

EDIT VERSIONS of INTERVIEW QUESTIONS



[All Sections](#)

Good morning! I have added a WORD document for the sample interview questions so that you can download and add your own. Just a reminder that all administrative staff...

Reminder to COMPLETE



[All Sections](#)

Thanks to all that have completed so far! Please make sure to finish course by end of March. We want all hiring administrators to use the NEW interviewing questions for t...

REMINDER TO COMPLETE



[All Sections](#)

Good afternoon everyone! Just a reminder to complete this course before end of March. Any upcoming interviews must include the NEW questions. I will also be sending o...

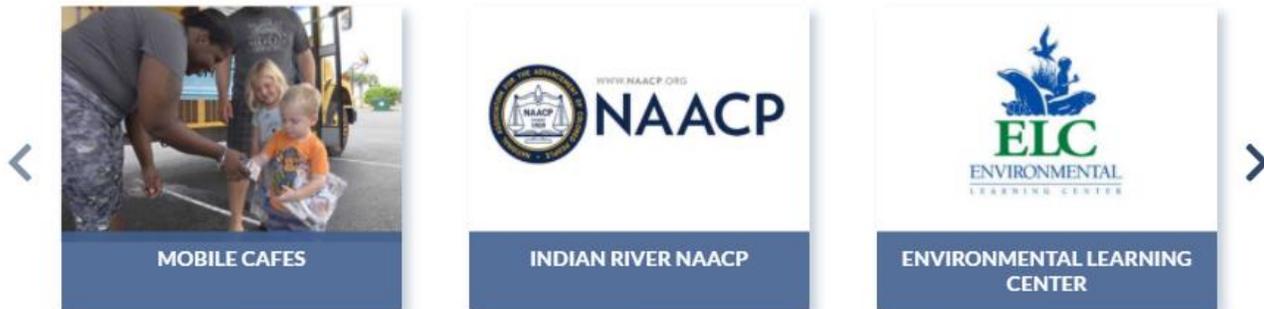
Welcome to Culturally Responsive Interviewing Strategies!



[All Sections](#)

This course will guide you through culturally responsive strategies to be used in interviews. Please ensure that you have a diverse interviewing committee and that you are bl...

Community Partnerships



https://www.indianriverschools.org/students_families

Artifact 3.11

 **recruitSDIRC** @re... · 7/28/21 ...
SDIRC New Employee Orientation!



1 7 41 [Share icon] [Menu icon]



-  SDIRC NEW EMPLOYEE ORIENTATION.pdf 281 KB
-  Benefit Pamphlet.pdf 214 KB
-  WEPromise letter to candidates.pdf 190 KB

SAVE THE DATE!

Please see attached NEW EMPLOYEE ORIENTATION flyer, SDIRC Benefits pamphlet, and WE PROMISE letter. A representative from Human Resources will be reaching out to you in the next couple of weeks to schedule your visit to complete your HR Orientation which includes a full background check, benefits overview, ID badge and other pertinent information for new employees. The NEW teacher salary starts at \$47,500 pending verification of years of experience.

Please also note that you will be provided with a complete guide to SDIRC Benefits at your HR Orientation. Enrollment must be completed within 30 days of your date of hire. The elections are effective the first of the month after one full calendar month of employment. Example: Start date of August 3rd, then your benefits will become effective October 1st.

Please take a moment to view our SDIRC Recruiting Video and SDIRC School Choice Booklet for information about your new school. There's lot to see in SDIRC.

Recruitment Video: <https://www.youtube.com/watch?v=HBmCeAgfpIU>

School Choice Booklet: <https://www.flipsnack.com/innovatesdirc/sdirc-choice-booklet/full-view.html>

If you need some assistance with housing, please see our Facebook page @recruitSDIRC: <https://www.facebook.com/recruitSDIRC>. If you need to connect with a realtor, you will find partners with SDIRC on the Facebook page.

Please feel free to contact me if you have any other questions.

BETH (HOFER) CRISAFULLI
DIRECTOR OF RECRUITMENT AND RETENTION
BETH.CRISAFULLI@INDIANIVERSCHOOLS.ORG
771-504-3186
FOLLOW ME ON TWITTER AND FACEBOOK @RECRUITSDIRC



TeachIR Academy

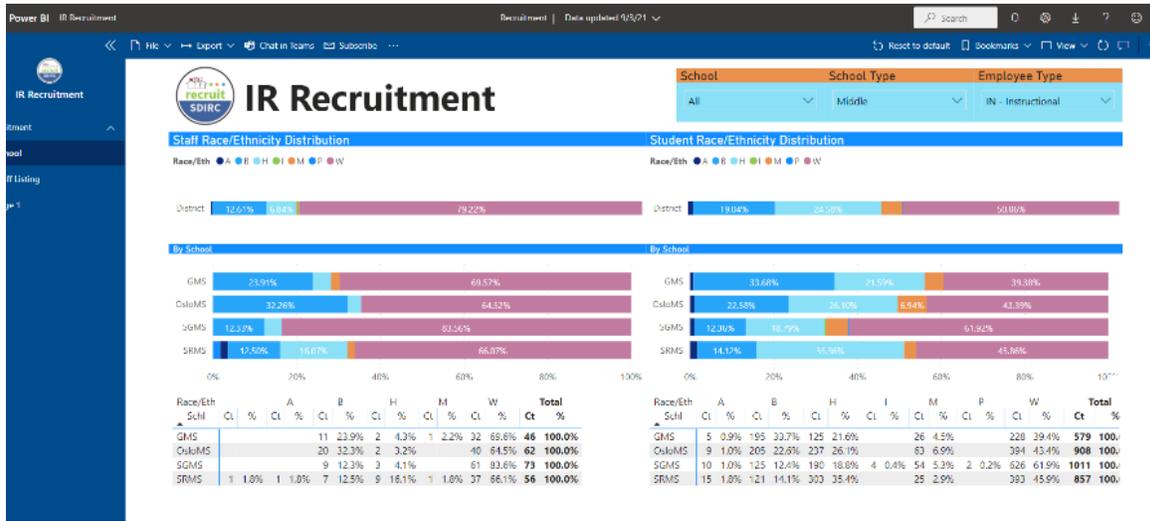
Dual Enrollment



In partnership with Indian River State College (IRSC), the School District of Indian River County is offering a dual enrollment program for students to earn their Associates in Arts in Education by the time they graduate high school. Student Success (SLS1101) will be the first class students need to take to start the dual enrollment program. Students in the TeachIR Academy will need to meet the requirements for high school graduation as well as the requirements for an AA. It is suggested that students meet with a high school guidance counselor to help them develop a plan to meet their graduation needs prior to enrolling in college level classes. The following course progression track is a sample plan for those seeking an AA in Education from IRSC. Classes may be different per student based on their individual level. For example, a 9th grade student might take English, English Honors, IB English or AP English to meet the requirement for high school graduation.

| | 9 th Grade Spring | 10 th Grade Fall | 10 th Grade Spring | 11 th Grade Fall | 11 th Grade Spring | 12 th Grade Fall | 12 th Grade Spring |
|------------------|------------------------------------|--------------------------------------|-----------------------------------------|------------------------------------------------------------------|-----------------------------------------------------------------------------------|---------------------------------------|-----------------------------------------------------------------------------|
| HS English | HS English I | HS English II | HS English II | | IRSC English Comp I ENC1101 | IRSC English Comp II ENC1102 | |
| Mathematics | HS Math | HS Math | HS Math | IRSC Intermediate Algebra MAT1093 (Depending on placement score) | IRSC College Level Math | IRSC College Level Math | |
| Science | HS Enviro. Science | HS Biology | HS Biology | HS Chemistry | HS Chemistry | IRSC Science Course | IRSC Science Course |
| Social Science | | HS World History | HS World History | IRSC American History AMH2010 | IRSC American History AMH2020 | IRSC Econ. Financial Literacy ECO2013 | IRSC American Government POS1041 IRSC Introduction to Psychology PSY2012 |
| Humanities | | | | | IRSC Music and Music Therapy MU12100 | | IRSC Art Appreciation ARH1000 |
| Foreign Language | HS Spanish I | HS Spanish II | HS Spanish II | | | | |
| Electives | HS or IRSC Student Success SLS1101 | IRSC EDG2031 General Teaching Skills | IRSC Intro to Special Education EE12010 | IRSC Speech SPC1017 | IRSC Intro to the Teaching Profession EDF2005 (15 hours of Classroom Observation) | IRSC Educational Psychology EDP2002 | IRSC SYG2000 Intro to Sociology |

Artifact 3.14



Joint Plan Section IV – Representation of African American Teachers and Instructional Staff

Joint Plan Section IV – Representation of African American Teachers and Instructional Staff

Required Goal: The School Board shall endeavor to maintain a reasonable representation of African American teachers and instructional staff at each school compared to the percentage of African American teachers and instructional staff at the school’s corresponding level. The District shall endeavor to employ at least one African American teacher at each school, and if this is not possible to encourage transfer to that school(s). *Joint Plan Section IV Page 5*

| Action Steps |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4.1 Posted instructional vacancies on the District’s publicly available website and Diversity in Education website. 4.2 Posted critical need vacancies on Handshake. ¹ 4.3 Publicized the New Teacher Mentoring program at career fairs and/or HBCUs. ² 4.4 Provided professional development related to Culturally Competent Interviewing Strategies to principals and assistant principals via the Canvas platform. ^{3,7} 4.5 Generated a report of race/ethnicity of all instructional staff by school. ^{4,7} 4.6 Generated a report of retention of African American instructional staff by school location. ⁷ 4.7 Generated a report of vacancies for each school that include vacancy, race/ethnicity of applicants, race/ethnicity of interviewees, and the person hired for the vacancy. ^{5,7} 4.8 Continued to facilitate a Workforce Housing Committee meeting to plan for affordable housing options in the local community. ⁶ |
| Staff Responsible |
| S. Bass, Deputy Superintendent B. Crisafulli, Director of Recruitment, Retention, & Professional Practices E. Hudson Suit, Director of Human Resources M. Smeltzer, Position Control Specialist & Human Resources Systems Manager |
| Considerations for Monitoring Progress |
| <ul style="list-style-type: none"> • How many African American candidates have applied for posted teacher vacancies? • How many principals/assistant principals completed the professional development related to Culturally Competent Interviewing Strategies? • Has the representation of African American teachers in the District grown over time? • What is the representation of African American teachers at each elementary, middle, high, and alternative school? |

Action steps also support the following recommendations made by the 2019 Equity Committee:

¹Handshake is a recruitment website targeted at college students searching for employment. As of August 2021, the Handshake community includes 18 million students and alumni at over 1,000 colleges and universities.

²Submit documentation showing that strategies of Section III: A-L have been implemented. If a strategy is not working, show what steps have been taken to improve or replace said strategy (an original recommendation made for Section III of the Joint Plan).

³Provide continued Culturally Competent Interviewing Strategies training for all staff.

⁴Monthly report detailing the race/ethnicity of current teacher and instructional staff role by principal and school, supported by an easily readable chart showing the racial ethnic makeup of their teaching and instructional staff. In Excel format.

⁵Report from principals detailing all teaching and instructional staff vacancy announcements, including the race/ethnicity of each applicant, interviewee, the person selected to fill the vacancy, and rationale for hiring said person. The report should be easily readable in Excel format.

⁶Develop community partnerships to bring incentives to District for African American hiring. Sponsorships to cover hiring visits and moving expenses with yearly lease commitment. Partnerships with realtor

associations/real estate owners to supply affordable housing (an original recommendation made for Section III of Joint Plan).

Artifacts of Actions Taken: Examples of shared instructional vacancies posted, and shared via the SDIRC website as well as Diversity in Education, Handshake, Indeed, and Education Week, published materials related to the SDIRC STARR program, Culturally Competent Interviewing Strategies professional development Canvas course information, instructional staff reports and vacancy reports and a Workforce Housing Committee meeting agenda.

Progress Update:

The representation of African American teachers and instructional staff is closely tied to the recruitment efforts of the District and teacher mentoring programs. In addition to the website, instructional vacancies are posted on the “Diversity in Education” website. During virtual recruitment fairs, the brochure for the District’s new teacher mentoring program is shared.

With regard to applicants for instructional positions, the percentage of African American applicants has shown an increase over time. During the 18-19 academic year, 8% of applicants were African American, while 10% of applicants were African American during the 19-20 academic year. As of August 30, 2021, 6% of applicants for instructional positions were African American. As related to the representation of interviewees for instructional vacancies, the percentage of African American interviewees are as follows: 18-19 – 17%, 19-20 – 12%, 20 – 21 (as of 09/01/21) – 6%. The representation of African American instructors has increased two percentage points since July 2021.

| Representation of Certified Instructors by Race (%)* | | | |
|--------------------------------------------------------------------|-----------|-------------|----------------|
| Districtwide; PK-12, Non-Charter Schools in the SDIRC | | | |
| Retrieved 08/30/21, Source: Office of Human Capital and Operations | | | |
| Race | July 2021 | August 2021 | September 2021 |
| African American | 10% | 13% | 13% |
| White, Non-Hispanic | 79% | 79% | 79% |

*This indicator utilizes the Department of Education’s single race/ethnicity methodology in alignment with Florida Department of Education reporting requirements.

Joint Plan Section IV –
Representation of African American
Teachers and Instructional Staff
Artifacts





Joint Plan Explanation of Artifacts for Action Steps

School District of Indian River County #SDIRCStrongerTogether

| | |
|----------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Date: | September 1, 2021 |
| Office/Departments(s): | Office of Human Capital and Operations Department of Human Resources |
| Report generated by: | Beth Crisafulli, Director of Recruitment and Retention Dr. Edwina Hudson Suit, Director of Human Resources Mike Smeltzer, Position Control Specialist and Human Resources Systems Manager |
| Action Step (please include the description provided in the District Progress Update Joint Plan): | <p>4.1 Posted instructional vacancies on the District’s publicly available website and Diversity in Education website.</p> <p>4.2 Posted critical need vacancies on Handshake.</p> <p>4.3 Publicized the New Teacher Mentoring program at career fairs and/or HBCUs.</p> <p>4.4 Provided professional development related to Culturally Competent Interviewing Strategies to principals and assistant principals via the Canvas platform.</p> <p>4.5 Generated a report of race/ethnicity of all instructional staff by school.</p> <p>4.6 Generated a report of retention of African American instructional staff by school location.</p> <p>4.7 Generated a report of vacancies for each school that include vacancy, race/ethnicity of applicants, race/ethnicity of interviewees, and the person hired for the vacancy.</p> <p>4.8 Continued to facilitate a Workforce Housing Committee meeting to plan for affordable housing options in the local community.</p> |
| Explanation of Evidence: | <p>4.1 and 4.2 Vacancies are posted by Human Resource staff on SDIRC website as well as Diversity in Education, Indeed, and Education Week. Critical need vacancies are also posted on Handshake. Evidence shows a sampling of positions posted and with associated University or College.</p> <p>4.3 When participating in a career fair, the Mentoring Brochure is uploaded to the platform for potential candidates to view. An example from the Diversity in Education SDIRC Fair is provided.</p> <p>4.4 All principals and assistant principals must complete the course <i>Culturally Responsive Interviewing Strategies</i> and follow HR procedures for hiring established by the Director of Human Resources. These procedures include interviewing a diverse pool of applicants. School administration teams must include a list of candidates interviewed by race and a list of staff on the interviewing team.</p> <p>4.5 HR staff provides a monthly report of race/ethnicity of all instructional staff by school. Please see spreadsheet snapshot provided.</p> |

4.6 Retention report showing instructional staff by race/ethnicity is provided.

4.7 Report of vacancies for each school that include vacancy, race/ethnicity of applicants, race/ethnicity of interviewees, and the person hired for the vacancy.

4.8 Workforce Housing Committee meets quarterly. Please see artifacts for our campaign LIVE INDIAN RIVER COUNTY. Also provided is the agenda from the last meeting.

Results of Action Taken:

The aspiration goal for each school to match or exceed the percentage of African American Instructional Staff to the percentage of African American students is the driving force to increase representation of African American staff. Due to a concerted focus on attracting the most highly qualified and diverse workforce possible, we have increased our percentage of African American Instructional staff to 13%.

Reflection/Next Steps:

Next steps are to continue the advertisement of positions on our own website and Diversity in Education as well as targeted postings on HANDSHAKE. The Department of Recruitment and Retention continues to participate in job fairs and had a summer intern from an HBCU working through the summer to assist on projects. All principals and assistant principals will implement the culturally responsive interviewing questions as well as the standardized SDIRC interviewing questions when conducting interviews. The Department of Human Resources will continue to provide monthly reports. The focus at this time is to build our list of available candidates by providing the best support system possible. WE PROMISE!

Artifact 4.1 and 4.2

+ Post a Job

Jobs

Speech and Language Pathologist

Approved July 01 at 11:17am

Approved

Speech and Language Pathologist

Approved July 01 at 11:17am

Approved

Speech and Language Pathologist

Approved July 01 at 11:17am

Approved

Speech and Language Pathologist

Approved July 01 at 11:17am

Approved

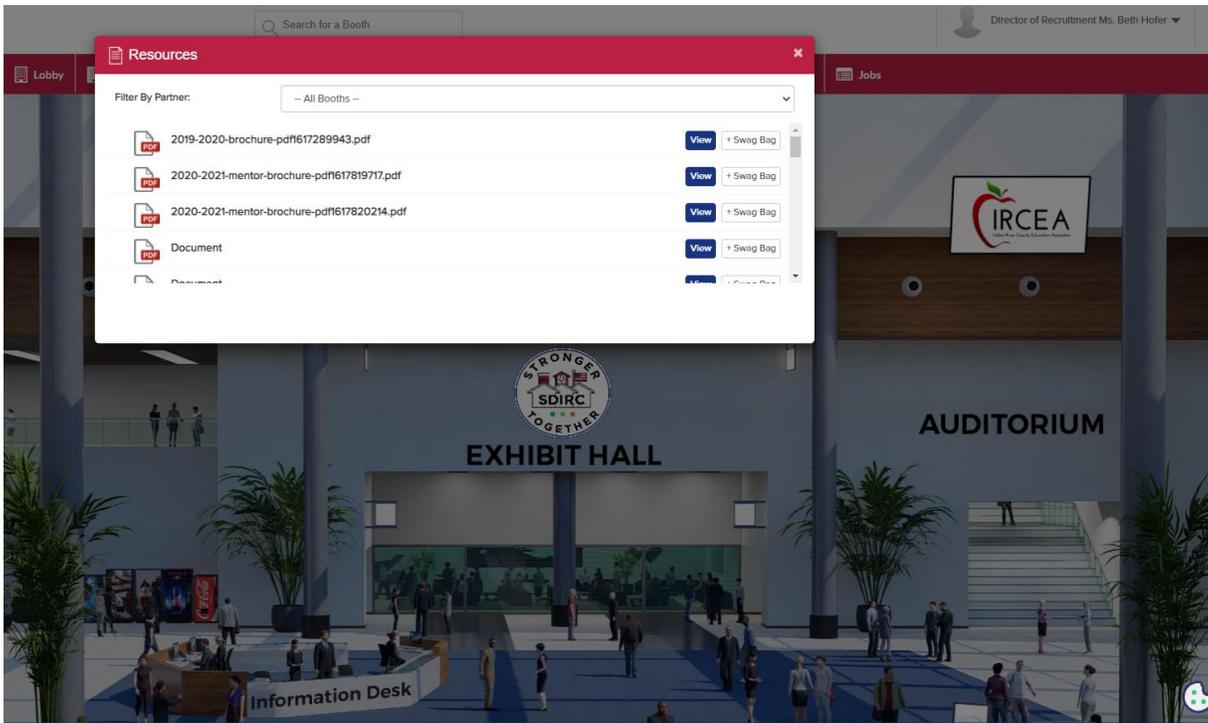
Speech and Language Pathologist

Approved July 09 at 10:18am

Approved

| | | | | |
|--------------------------|---------|--------------------------------------------------------|---|----------------------------------------------|
| <input type="checkbox"/> | 4999238 | Teacher, ASPIRE | 0 | Michigan State University |
| <input type="checkbox"/> | 4999238 | Teacher, ASPIRE | 0 | Morehouse College |
| <input type="checkbox"/> | 4999238 | Teacher, ASPIRE | 0 | University of Delaware |
| <input type="checkbox"/> | 4999238 | Teacher, ASPIRE | 0 | North Carolina A&T State University |
| <input type="checkbox"/> | 4999238 | Teacher, ASPIRE | 0 | UNC Greensboro |
| <input type="checkbox"/> | 4999238 | Teacher, ASPIRE | 0 | Appalachian State University |
| <input type="checkbox"/> | 5123222 | High School Math Teacher | 0 | University of North Florida |
| <input type="checkbox"/> | 5123222 | High School Math Teacher | 0 | Bethune-Cookman University |
| <input type="checkbox"/> | 5123222 | High School Math Teacher | 0 | Florida International University |
| <input type="checkbox"/> | 5123222 | High School Math Teacher | 0 | Nova Southeastern University |
| <input type="checkbox"/> | 5123222 | High School Math Teacher | 0 | Florida Agricultural & Mechanical University |
| <input type="checkbox"/> | 5123222 | High School Math Teacher | 0 | University of Miami |
| <input type="checkbox"/> | 5123222 | High School Math Teacher | 0 | University of Central Florida |
| <input type="checkbox"/> | 5123222 | High School Math Teacher | 0 | Florida Atlantic University |
| <input type="checkbox"/> | 4934228 | Elementary School Teacher | 0 | Pace University |
| <input type="checkbox"/> | 4449024 | Secondary Teacher (Middle and High School) Job ID#4913 | 0 | Florida Memorial University |
| <input type="checkbox"/> | 4449024 | Secondary Teacher (Middle and High School) Job ID#4913 | 0 | Spelman College |
| <input type="checkbox"/> | 4449024 | Secondary Teacher (Middle and High School) Job ID#4913 | 0 | University of South Carolina |

Artifact 4.3



Artifact 4.4

-
-  **EDIT VERSIONS of INTERVIEW QUESTIONS**
All Sections
Good morning! I have added a WORD document for the sample interview questions so that you can download and add your own. Just a reminder that all administrative staff...
-
-  **Reminder to COMPLETE**
All Sections
Thanks to all that have completed so far! Please make sure to finish course by end of March. We want all hiring administrators to use the NEW interviewing questions for t...
-
-  **REMINDER TO COMPLETE**
All Sections
Good afternoon everyone! Just a reminder to complete this course before end of March. Any upcoming interviews must include the NEW questions. I will also be sending o...
-
-  **Welcome to Culturally Responsive Interviewing Strategies!**
All Sections
This course will guide you through culturally responsive strategies to be used in interviews. Please ensure that you have a diverse interviewing committee and that you are bl...
-



Beth Crisafulli

AUTHOR

TEACHER

Oct 12, 2020 10:10am Edited May 3 11:28am

Welcome to Culturally Responsive Interviewing Strategies!

This course will guide you through culturally responsive strategies to be used in interviews.

Please ensure that you have a diverse interviewing committee and that you are blending culturally responsive interview questions along with your job-specific questions.

If you need assistance, please do not hesitate to reach out to the Office of Human Capital.

Reply

Artifact 4.5

| School | Asian | A.A. | HISP | N.A. | M.R. | P.I. | W | Grand Total | % of Asian | % of A.A. | % of HISP | % of N.A. | % of M.R. | % of P.I. | % of W |
|-----------------------------------------|----------|------------|-----------|----------|----------|----------|------------|-------------|------------|------------|-----------|-----------|-----------|-----------|------------|
| ALTERNATIVE CENTER FOR EDUCATI | | 6 | | | 1 | | 5 | 12 | 0% | 50% | 0% | 0% | 8% | 0% | 42% |
| BEACHLAND ELEMENTARY | | 4 | 1 | | | | 38 | 43 | 0% | 9% | 2% | 0% | 0% | 0% | 88% |
| CITRUS ELEMENTARY | | 4 | 4 | | | | 52 | 60 | 0% | 7% | 7% | 0% | 0% | 0% | 87% |
| CURRICULUM & INSTRUCTIONAL | | 2 | 1 | | | | 7 | 10 | 0% | 20% | 10% | 0% | 0% | 0% | 70% |
| DODGERTOWN ELEMENTARY | | 12 | 1 | | | | 29 | 42 | 0% | 29% | 2% | 0% | 0% | 0% | 69% |
| ESE SCHOOL WIDE | 1 | | 1 | | | | 12 | 14 | 7% | 0% | 7% | 0% | 0% | 0% | 86% |
| FELLSMERE ELEMENTARY | | 1 | 12 | | | | 35 | 48 | 0% | 2% | 25% | 0% | 0% | 0% | 73% |
| GIFFORD MIDDLE SCHOOL | | 11 | 2 | | 1 | | 33 | 47 | 0% | 23% | 4% | 0% | 2% | 0% | 70% |
| GLENDALE ELEMENTARY | | 3 | 2 | | | | 38 | 43 | 0% | 7% | 5% | 0% | 0% | 0% | 88% |
| INDIAN RIVER ACADEMY | | 3 | 3 | | 1 | | 30 | 37 | 0% | 8% | 8% | 0% | 3% | 0% | 81% |
| LIBERTY ELEMENTARY | | 3 | 3 | 3 | | | 32 | 41 | 0% | 7% | 7% | 7% | 0% | 0% | 78% |
| OSCEOLA ELEMENTARY | | 2 | | | | | 40 | 42 | 0% | 5% | 0% | 0% | 0% | 0% | 95% |
| OSLO MIDDLE SCHOOL | | 20 | 2 | | | | 40 | 62 | 0% | 32% | 3% | 0% | 0% | 0% | 65% |
| PELICAN ISLAND ELEMENTARY | | 4 | 2 | | | | 30 | 36 | 0% | 11% | 6% | 0% | 0% | 0% | 83% |
| PRE-KINDERGARTEN PROGRAM | | | | | | | 7 | 7 | 0% | 0% | 0% | 0% | 0% | 0% | 100% |
| ROSEWOOD ELEMENTARY | | 4 | 3 | | | | 37 | 44 | 0% | 9% | 7% | 0% | 0% | 0% | 84% |
| SEBASTIAN ELEMENTARY | | 5 | | | | | 28 | 33 | 0% | 15% | 0% | 0% | 0% | 0% | 85% |
| SEBASTIAN RIVER HIGH SCHOOL | | 14 | 12 | | 1 | | 88 | 115 | 0% | 12% | 10% | 0% | 1% | 0% | 77% |
| SEBASTIAN RIVER MIDDLE SCHL | 1 | 9 | 9 | | 1 | | 40 | 60 | 2% | 15% | 15% | 0% | 2% | 0% | 67% |
| STORM GROVE MIDDLE SCHOOL | | 10 | 3 | | | | 62 | 75 | 0% | 13% | 4% | 0% | 0% | 0% | 83% |
| Strategic Planning and Support Services | | | | | | | 1 | 1 | 0% | 0% | 0% | 0% | 0% | 0% | 100% |
| STUDENT SERVICES | | | | | | | 3 | 3 | 0% | 0% | 0% | 0% | 0% | 0% | 100% |
| TEACHER CERT/STAFF DEVELOPMENT | | 2 | | | | | 4 | 6 | 0% | 33% | 0% | 0% | 0% | 0% | 67% |
| TREASURE COAST ELEMENTARY | 1 | 2 | 2 | | | 1 | 43 | 49 | 2% | 4% | 4% | 0% | 0% | 2% | 88% |
| Treasure Coast Technical College | | 1 | | | | | 4 | 5 | 0% | 20% | 0% | 0% | 0% | 0% | 80% |
| VERO BEACH ELEMENTARY | | 4 | 2 | | | | 43 | 49 | 0% | 8% | 4% | 0% | 0% | 0% | 88% |
| VERO BEACH HIGH - FLC | 1 | 8 | 4 | | | | 28 | 41 | 2% | 20% | 10% | 0% | 0% | 0% | 68% |
| VERO BEACH HIGH SCHOOL | | 11 | 9 | | 1 | 1 | 98 | 120 | 0% | 9% | 8% | 0% | 1% | 1% | 82% |
| WABASSO SCHOOL FOR EXCEPTIONAL | | 1 | 1 | | | | 12 | 14 | 0% | 7% | 7% | 0% | 0% | 0% | 86% |
| Grand Total | 4 | 146 | 79 | 3 | 6 | 2 | 918 | 1158 | 0% | 13% | 7% | 0% | 1% | 0% | 79% |

Artifact 4.6

| Retention Rates for New, African American Teachers Participating in the SDIRC New Teacher Mentoring Program Districtwide; PK-12, Non-Charter Schools in the SDIRC Retrieved 09/01/21, Source: Department of Educator Quality | | | | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|----------|-----------|-----------|-------------|----------------|
| | April 2021 | May 2021 | June 2021 | July 2021 | August 2021 | September 2021 |
| New, African American Teachers Retained (%) | 97% | 97% | 97% | NA | NA | 100% |

| Form Title | Person | Job Posting | Did candidate accept per applicant? | Number of American with diverse backgrounds | Number of Asian applicants | Number of Black applicants | Number of Hispanic/Latino applicants | Number of White applicants | List of applicants interviewed including their Race/Ethnicity | List of interview Committee Members, including their Race/Ethnicity |
|------------------------|------------------------|---------------------------------------------------------------------------|-------------------------------------|---------------------------------------------|----------------------------|----------------------------|--------------------------------------|----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|
| HFR Recommendation App | Stacy McNaab | Abid 5718 Teacher, 5th Grade (2021-2022) | Yes | 0 | 0 | 0 | 0 | 2 | Stacy McNaab, White | Scott Simpson - W, Susan Del Tado - W, Terri Rollins - W, Chelsea Castillo - H, Arne Grathoff - W |
| HFR Recommendation App | Charles Rusty | Abid 5719 Teacher, Career Technical Training (2021-2022) | Yes | 0 | 0 | 0 | 0 | 0 | Shawn O'Keefe, white, David Erickson, white | Shawn O'Keefe, white, David Erickson, white |
| HFR Recommendation App | Debra Pugh Wright | Abid 5720 Teacher, ESE (English) (2021-2022) | Yes | 0 | 1 | 0 | 0 | 2 | Debra Pugh Wright, Black Bryon Sapp, white Heather Maggittin, white Julian Branch, black Janelle Branch, black another position | Rachel Moore, white, Tom Bull, white, Jess Rojas, white |
| HFR Recommendation App | Julian Branch | Abid 5726 Teacher, Social Studies (2021-2022) | Yes | 0 | 0 | 1 | 0 | 3 | Mansour Gouzarat Kira Pettinato Eric Adams, Caribbean Eric Snyder (Black) Bryon Sapp | Shawn O'Keefe, white, Richard Morgan, Black |
| HFR Recommendation App | Kristal Pettinato | Abid 5761 Teacher, ESE (2021-2022) | Yes | 0 | 0 | 1 | 0 | 1 | Victoria Santamaria (Hispanic) Doreen Francis - Hispanic Melinda Weston - White | TSOAK, OMS & TSA, B, OSG & A, A Beth Crawford (White) (Cherokee/Cumming) (Black) |
| HFR Recommendation App | Eric Snyder | Abid 5761 Teacher, Secondary Freshman Seminar (2021-2022) | Yes | 0 | 0 | 1 | 0 | 0 | James Robinson, White/Caucasian Sandra Morgan, Black/African American Deborah Johnson, Black/African American Sandra Morgan, Black/African American Debra Johnson, Black/African American James Roberts, White/Caucasian | JEMET SPANGLER, W/ TSA, BUDGE, B |
| HFR Recommendation App | James Robinson | Abid 5745 Teacher, Foreign Language Spanish I & II (2021-2022) | Yes | 0 | 0 | 0 | 0 | 0 | Victoria Santamaria (Hispanic) Doreen Francis - Hispanic Melinda Weston - White | T. James, Black, T. Bridgman, W |
| HFR Recommendation App | James Roberts | Abid 5748 Teacher, 3rd Grade (2021-2022) | Yes | 0 | 0 | 0 | 0 | 2 | Victoria Santamaria (Hispanic) Doreen Francis - Hispanic Melinda Weston - White | Jacks Conti (Hispanic) (Hispanic/White) Felix Higgins - African American, Jeremy Klein - White |
| HFR Recommendation App | James Roberts | Abid 5749 Teacher, ESE (2021-2022) (PH/ENGL) | Yes | 0 | 0 | 0 | 0 | 1 | Victoria Santamaria (Hispanic) Doreen Francis - Hispanic Melinda Weston - White | Arnell Venetris, (Black/African American), Kristin Rasmussen (White/Caucasian) |
| HFR Recommendation App | Carly Hildsworth | Abid 5738 Teacher, ESE (2021-2022) | Yes | 0 | 0 | 0 | 0 | 1 | Victoria Santamaria (Hispanic) Doreen Francis - Hispanic Melinda Weston - White | Arnell Venetris, (Black/African American), Kristin Rasmussen (White/Caucasian) |
| HFR Recommendation App | Amie Pyles | Abid 5732 Teacher, Science (2021-2022) | Yes | 0 | 0 | 0 | 0 | 3 | Victoria Santamaria (Hispanic) Doreen Francis - Hispanic Melinda Weston - White | Arnell Venetris, (Black/African American), Kristin Rasmussen (White/Caucasian) |
| HFR Recommendation App | Mark Robinson | Abid 5738 Business/Marketing Teacher (2021-2022) | Yes | 0 | 0 | 0 | 0 | 0 | Victoria Santamaria (Hispanic) Doreen Francis - Hispanic Melinda Weston - White | Arnell Venetris, (Black/African American), Kristin Rasmussen (White/Caucasian) |
| HFR Recommendation App | Kristina Campbell | Abid 5772 Teacher, Critical Thinking (2021-2022) | Yes | 0 | 0 | 0 | 0 | 1 | Victoria Santamaria (Hispanic) Doreen Francis - Hispanic Melinda Weston - White | Arnell Venetris, (Black/African American), Kristin Rasmussen (White/Caucasian) |
| HFR Recommendation App | Teri Adams | Abid 5772 Teacher, Critical Thinking (2021-2022) | Yes | 0 | 0 | 0 | 0 | 1 | Victoria Santamaria (Hispanic) Doreen Francis - Hispanic Melinda Weston - White | Arnell Venetris, (Black/African American), Kristin Rasmussen (White/Caucasian) |
| HFR Recommendation App | Meghan DiGiacomo | Abid 5772 Teacher, Critical Thinking (2021-2022) (PH/ENGL) | Yes | 0 | 0 | 0 | 0 | 4 | Victoria Santamaria (Hispanic) Doreen Francis - Hispanic Melinda Weston - White | Arnell Venetris, (Black/African American), Kristin Rasmussen (White/Caucasian) |
| HFR Recommendation App | Jan Vanhook | Abid 5718 Teacher, 2nd Grade (2021-2022) | Yes | 0 | 0 | 0 | 0 | 0 | Victoria Santamaria (Hispanic) Doreen Francis - Hispanic Melinda Weston - White | Arnell Venetris, (Black/African American), Kristin Rasmussen (White/Caucasian) |
| HFR Recommendation App | Emily Tove | Abid 5708 Teacher, ESE (2021-2022) | Yes | 0 | 0 | 0 | 0 | 5 | Victoria Santamaria (Hispanic) Doreen Francis - Hispanic Melinda Weston - White | Arnell Venetris, (Black/African American), Kristin Rasmussen (White/Caucasian) |
| HFR Recommendation App | Clouds Navarro | Abid 5707 Resource Specialist (2021-2022) | Yes | 0 | 0 | 1 | 0 | 5 | Victoria Santamaria (Hispanic) Doreen Francis - Hispanic Melinda Weston - White | Arnell Venetris, (Black/African American), Kristin Rasmussen (White/Caucasian) |
| HFR Recommendation App | Carren Trank | Abid 5706 Teacher, Reading/English (2021-2022) | Yes | 0 | 0 | 0 | 0 | 6 | Victoria Santamaria (Hispanic) Doreen Francis - Hispanic Melinda Weston - White | Arnell Venetris, (Black/African American), Kristin Rasmussen (White/Caucasian) |
| HFR Recommendation App | James Kelly | Abid 5705 Teacher, Science (2021-2022) | Yes | 0 | 0 | 0 | 0 | 2 | Victoria Santamaria (Hispanic) Doreen Francis - Hispanic Melinda Weston - White | Arnell Venetris, (Black/African American), Kristin Rasmussen (White/Caucasian) |
| HFR Recommendation App | Mary Ellis | Abid 5704 Teacher, Reading/English (2021-2022) | Yes | 0 | 0 | 0 | 0 | 0 | Victoria Santamaria (Hispanic) Doreen Francis - Hispanic Melinda Weston - White | Arnell Venetris, (Black/African American), Kristin Rasmussen (White/Caucasian) |
| HFR Recommendation App | Dawn Henley | Abid 5703 Teacher, 1st Grade (2021-2022) | Yes | 0 | 0 | 0 | 0 | 0 | Victoria Santamaria (Hispanic) Doreen Francis - Hispanic Melinda Weston - White | Arnell Venetris, (Black/African American), Kristin Rasmussen (White/Caucasian) |
| HFR Recommendation App | Robert Fortro | Abid 5700 Teacher, Technology Education - Automotive (2021-2022) (NONNET) | Yes | 0 | 0 | 0 | 0 | 2 | Victoria Santamaria (Hispanic) Doreen Francis - Hispanic Melinda Weston - White | Arnell Venetris, (Black/African American), Kristin Rasmussen (White/Caucasian) |
| HFR Recommendation App | Mark Robinson | Abid 5697 Teacher, Business Education (2021-2022) | Yes | 0 | 0 | 0 | 0 | 0 | Victoria Santamaria (Hispanic) Doreen Francis - Hispanic Melinda Weston - White | Arnell Venetris, (Black/African American), Kristin Rasmussen (White/Caucasian) |
| HFR Recommendation App | Mark Robinson | Abid 5697 Teacher, Business Education (2021-2022) | No | 0 | 0 | 0 | 0 | 0 | Victoria Santamaria (Hispanic) Doreen Francis - Hispanic Melinda Weston - White | Arnell Venetris, (Black/African American), Kristin Rasmussen (White/Caucasian) |
| HFR Recommendation App | Clouds, Rodriguez | Abid 5696 Teacher, Kindergarten (2021-2022) | Yes | 0 | 0 | 0 | 0 | 2 | Victoria Santamaria (Hispanic) Doreen Francis - Hispanic Melinda Weston - White | Arnell Venetris, (Black/African American), Kristin Rasmussen (White/Caucasian) |
| HFR Recommendation App | Margjorie Mitchell | Abid 5690 School Counselor (2021-2022) | Yes | 0 | 0 | 1 | 0 | 1 | Victoria Santamaria (Hispanic) Doreen Francis - Hispanic Melinda Weston - White | Arnell Venetris, (Black/African American), Kristin Rasmussen (White/Caucasian) |
| HFR Recommendation App | Brandon Grimsom | Abid 5686 Teacher, Science (2021-2022) | Yes | 0 | 0 | 0 | 0 | 0 | Victoria Santamaria (Hispanic) Doreen Francis - Hispanic Melinda Weston - White | Arnell Venetris, (Black/African American), Kristin Rasmussen (White/Caucasian) |
| HFR Recommendation App | Barbara Lafferty/Healy | Abid 5685 Teacher, 1st Grade (2021-2022) | Yes | 0 | 0 | 0 | 0 | 1 | Victoria Santamaria (Hispanic) Doreen Francis - Hispanic Melinda Weston - White | Arnell Venetris, (Black/African American), Kristin Rasmussen (White/Caucasian) |
| HFR Recommendation App | Steven Skinner | Abid 5677 Teacher, 5th Grade (2021-2022) | Yes | 2 | 2 | 4 | 0 | 29 | Victoria Santamaria (Hispanic) Doreen Francis - Hispanic Melinda Weston - White | Arnell Venetris, (Black/African American), Kristin Rasmussen (White/Caucasian) |
| HFR Recommendation App | James Roberts | Abid 5677 Teacher, 5th Grade (2021-2022) | Yes | 0 | 0 | 1 | 0 | 7 | Victoria Santamaria (Hispanic) Doreen Francis - Hispanic Melinda Weston - White | Arnell Venetris, (Black/African American), Kristin Rasmussen (White/Caucasian) |



**LIVE
INDIAN
RIVER
COUNTY**

PARTNER WITH SDIRC!
RENT TO OUR DYNAMIC WORKFORCE AND
BE THE CHANGE FOR OUR STUDENTS!

GET IN TOUCH @RECRUITSDIRC

Beth Crisafulli
Director of Recruitment
772-564-3148
beth.crisafulli@indianriverschools.org



SCHOOL DISTRICT OF INDIAN RIVER COUNTY



**WORKFORCE HOUSING
COMMITTEE**

AGENDA

July 21, 2021
5:30pm-7:00pm
District Office-TEC

- Call to Order
- Welcome- Intro of Guest Richard Bialosky
- Approval of April Minutes
- Update on # of New Hires & Immediate Housing Needs
- Update on Housing Outreach Efforts
- Building for the Future - Long Range Planning
- Action steps for next meeting
- Calendar (set date for next meeting)
- Other discussion
- Adjournment



Joint Plan Section V – Partial Unitary Status and Continued Plan Supervision

Joint Plan Section V – Partial Unitary Status and Continued Plan Supervision

Required Goal: The School District will continue under this [August 2018] Desegregation Order while the plan developed by the parties for achieving full unitary status is implemented. *Joint Plan Section V Page 6*

| Action Steps |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 5.1 In August 2021, provided the established Equity Committee with a summary of planned District action steps from July 2021 to September 2021, for which a progress update will be provided in September 2021. |
| 5.2 Provided the Equity Committee with monthly data progress updates for the 2018 Joint Plan for September 2021. |
| 5.3 Before scheduled Equity Committee meetings, District staff availed themselves to provide an overview of publicly posted documents and respond to questions posed by individual members of the Equity Committee. |
| 5.4 Ensured that relevant District staff members are in attendance at scheduled Equity Committee meetings. ^{2,3} |
| 5.5 Scheduled to update the “Joint Plan – District Progress Update” in September 2021 with artifacts of actions taken for the designated period and share the updated document with the Equity Committee. |
| 5.6 Established the SDIRC CLIMATE (Convening Leaders In Maximizing Access To Education) Task Force that includes community members in which perspectives, feedback, and support will be gathered to ensure equitable access to educational experiences for students districtwide. |
| 5.7 Presented a draft Unitary Status Sustainability Policy to the School Board for consideration for approval to ensure that progress related to the 1967 Desegregation Order is maintained. |
| 5.8 Held a CLIMATE Task Force meeting to gather feedback related to the drafted Unitary Status Sustainability Policy. |
| Staff Responsible |
| D. Moore, Superintendent C. Jacobs, Director of Strategic Initiatives & Systems Compliance K. Schafte, Coordinator of Equity B. Davis, Administrative Assistant |
| Considerations for Monitoring Progress |
| <ul style="list-style-type: none"> • Has the Equity Committee been provided with information to assess progress related to the Joint Plan? |

Action steps also support the following recommendations made by the 2019 Equity Committee:

¹We recommend the NAACP and School Board meet quarterly and/or biannually, in addition to annual progress meetings. (Both parties agreed)

²We recommend that the Superintendent emphasizes to District Staff that compliance with the Desegregation Order is non-negotiable.

Artifacts of Actions Taken: Links to BoardDocs to review the canceled Equity Committee and the official motion to progress the Unitary Status Sustainability Policy to public hearing, C.L.I.M.A.T.E. Task Force meeting agenda and official welcome letter, and the topic briefing provided to 2021 Equity Committee members entitled “The Achievement Gap.”

Progress Update: The creation of the Office of Student Affairs, Advocacy, and Access was formed during the window for this update. As of July 1, 2021, the office includes an Assistant Superintendent, a Community Liaison Specialist, a Coordinator of Parent and Community Involvement, and a Coordinator of Equity. Dr. Kyra Schafte, the Coordinator of Equity, was introduced virtually and in person to members of the Equity Committee. After this introduction it was determined that to maintain consistency in all oversight of the Joint Plan, Dr. Schafte would serve as the point of contact for the Equity Committee as well as the members of the SDIRC- NAACP.

Additionally, the office held an introductory meeting of the C.L.I.M.A.T.E. – Convening Leaders In Maximizing Access to Education) Task Force. This meeting served as the foundation step to establish a diverse group of community members to review policy and procedures while providing recommendations for the next steps. This newly formed body of stakeholders reviewed a draft of the Unitary Status Sustainability Policy, before presenting the policy to the School

Board for approval to move forward with a public hearing. On August 25, 2021, School Board members unanimously approved to proceed with progressing the policy to a public hearing.

Joint Plan Section V – Partial Unitary Status and Continued Plan Supervision

Artifacts





Joint Plan Explanation of Artifacts for Action Steps

School District of Indian River County #SDIRCStrongerTogether

| | |
|----------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Date: | September 1, 2021 |
| Office/Departments(s): | Office of Student Affairs, Advocacy, and Access |
| Report generated by: | Dr. Christina Jacobs, Director of Strategic Initiatives & Systems Compliance (5.4) Dr. Kyra Schafte, Coordinator of Equity (5.1 – 5.3, 5.5 – 5.7) |
| Action Step (please include the description provided in the District Progress Update Joint Plan): | <ol style="list-style-type: none">5.1 In August 2021, provided the established Equity Committee with a summary of planned District action steps from July 2021 to September 2021, for which a progress update will be provided in September 2021.5.2 Provided the Equity Committee with monthly data progress updates for the 2018 Joint Plan for September 2021.5.3 Before scheduled Equity Committee meetings, District staff availed themselves to provide an overview of publicly posted documents and respond to questions posed by individual members of the Equity Committee.5.4 Ensured that relevant District staff members are in attendance at scheduled Equity Committee meetings.^{2,3}5.5 Scheduled to update the “Joint Plan – District Progress Update” in September 2021 with artifacts of actions taken for the designated period and share the updated document with the Equity Committee.5.6 Established the SDIRC CLIMATE (Convening Leaders In Maximizing Access To Education) Task Force that includes community members in which perspectives, feedback, and support will be gathered to ensure equitable access to educational experiences for students districtwide.5.7 Presented a draft Unitary Status Sustainability Policy to the School Board for consideration for approval to ensure that progress related to the 1967 Desegregation Order is maintained.5.8 Held a CLIMATE Task Force meeting to gather feedback related to the drafted Unitary Status Sustainability Policy. |
| Explanation of Evidence: | <ol style="list-style-type: none">5.1 Screenshot of the email communication from Dr. Kyra Schafte to all members of the 2021 Equity Committee with the Joint Plan District Progress Update – July 2021 – September 2021 attached.5.2 Topic Briefing focusing on the Achievement Gap emailed from Kyra Schafte to all members of the Equity Committee on September 13, 20215.3 Evidence is captured in 2021 Equity Committee members’ emails and through Outlook calendar invitations. Meetings took place on Tuesday, July 6 and Wednesday, July 7, 2021. |

5.4 The Equity Committee Meeting that was scheduled for 07.22.21 was canceled. The following link provides information regarding the posted agenda and backup information: [Equity Committee Meeting \(Canceled\) - 07/22/21](#). No other Equity Committee meetings were scheduled as of the date of the writing of this document.

5.5. This document is the “Joint Plan – District Progress Update” and serves as the evidence of completion.

5.6 and 5.8 SDIRC held an introductory meeting for the C.L.I.M.A.T.E. Task Force. The agenda is included as well as the introductory letter shared with invited members in advance of the meeting held on August 19, 2021.

5.7 The Unitary Status Sustainability Policy was approved to proceed to public hearing by all five School Board members at the August 24, 2021 – Business Meeting. The following link provides the motion and voting details: <http://go.boarddocs.com/fl/ircs/Board.nsf/goto?open&id=BTGKN250086E>.

Results of Action Taken:

The creation of the Office Student Affairs, Advocacy, and Access, under the guidance of Mr. Eric Seymour, shares responsibility for the continued supervision of the 2018 Joint Plan. The newly created coordinator positions – Coordinator of Parent and Community Involvement and Equity – serve in capacities to promote equitable access to programming for students, families, staff, and the community. Convening an introductory meeting of the C.L.I.M.A.T.E. Task Force will provide direction and recommendations to the staff of the School District of Indian River County (SDIRC) to ensure equity and excellence in each of our schools through the implementation of research-based strategies, with the goal of ensuring academic success and the social and emotional development. Providing monthly reports to the 2021 Equity Committee members provides access to the necessary data for members to authentically assess compliance with the 2018 Joint Plan.

Reflection/Next Steps:

District staff will be in attendance at the next scheduled Equity Committee meeting to provide support for any questions or information needed by the Committee. Additionally, the Office of Student Affairs, Advocacy, and Access will engage in the review of reflection survey data from the introductory C.L.I.M.A.T.E. Task force meeting to guide future decision-making, and identify members interested in serving in leadership roles.

Artifact 5.1

SDIRC Planned Action Steps - July 2021 - September 2021



Schafte, Kyra

To: Carol Bristol; Carol Pinder (1); Carol Pinder (2); Kevin Browning; Patterson, Ataaba; Walker, Lavonne
Cc: Seymour, Eric; Davis, Brenda; Jacqueline Warrior; Tony Brown; Moore, David

Reply Reply All Forward

Fri 8/13/2021 5:08 PM



Hello, Chairperson Browning and Members of the Equity Committee,

I hope this email finds each of you well! Please find attached a summary of planned District action steps from July 2021 to September 2021. I will email a follow-up report in September 2021 with a progress update for the documented planned actions steps.

Please call or email if you have any questions.

Warmest regards,

[Kyra Schafte, Ed.D.](#)
Coordinator of Equity
School District of Indian River County
6500 57th Street
Vero Beach, FL 32967
772.564.3087



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2021 Equity Committee Topic Briefing

THE ACHIEVEMENT GAP

Overview

Alignment with 2018 Joint Plan Section

VI: African American Student Achievement/Resource Allocation

Alignment with 2020-2021 African American Achievement Plan

Goal 1: Improve Academic Achievement of African American Students

Alignment with the 2021-2022 District Strategic Plan*

Focus Area 1: Academic Success

***District Strategic Plan also includes the African American Achievement Plan**

Achievement gaps are observed when one subgroup of students (e.g., race/ethnicity, students with disabilities, gender) outperforms another group of students, and there is a statistically significant difference between overall average scores. This briefing focuses on the achievement gap between African American students and White, non-Hispanic students in the School District of Indian River County (SDIRC).

To provide a historical context, information related to two major district indicators of the achievement gap, performance on the Florida Standards Assessments (FSA) in English Language Arts and Combined Mathematics, are included below. Students enrolled in grades 3–10 participated in Florida Standards Assessments (FSA) English Language Arts (ELA) tests. All grades 3–10 students participated in ELA Reading. Students enrolled in grades 4–10 participated in ELA Writing. These students received one ELA score, which accounts for both ELA Reading and Writing components.

Over time, an achievement gap between African American students and White, Non-Hispanic students in the SDIRC has been observed. A slight narrowing of the District’s African American-White, Non-Hispanic achievement gap, as measured by the FSA in ELA and Mathematics, has been observed since 2015-2016, with the exception of a slight increase in 2020 – 2021 on the heels of the COVID-19 pandemic. Currently, African American-White, Non-Hispanic achievement gaps in the SDIRC are slightly higher than state achievement gaps in ELA, as measured by the 20-21 FSA in English Language Arts (District Gap = 30 percentage points, State Gap = 29 percentage points) and slightly lower in Mathematics, as measured by the 20-21 Combined Mathematics (District Gap = 33percentage points, State Gap = 34 percentage points).

NOTE: All data displays included in this briefing are rounded to the nearest whole number. However, calculations use “floating” decimal places. As a result, some gaps may appear incorrect due to this. For example, if Group A shows 30.6% and Group B shows 30.4%, the true “gap” between the two will be 0.2%. However, due to rounding, this will show as Group A at 31%, Group B at 30%, and the gap at 0%.

**Performance on the FSA – English Language Arts (Grades 3-10)
District % (Count) of Students Performing at Level 3 and Above**

Retrieved 08/19/21; Source: FLDOE EdStats, African American Achievement Plan Monthly Progress Monitoring

| Race | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 |
|------------------|-------------------|-------------------|-------------------|-------------------|-------------------------------------|-------------------|
| African American | 27% (475/1781) | 29% (512/1775) | 31% (525/1703) | 35% (602/1738) | Pursuant to Florida | 32% (536/1701) |

| | | | | | | |
|-----------------------------|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|
| White, Non-Hispanic | 61% (3574/5819) | 62% (3520/5672) | 62% (3515/5713) | 64% (3663/5702) | Department of Education Emergency Order No. 2020-EO-1 , spring K-12 statewide assessment test administrations for the 2019 - 2020 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-2020 school year. | 62% (3279/5292) |
| District Gap (% pts) | 35 | 33 | 31 | 30 | | 30 |
| State Gap (% pts) | 29 | 30 | 29 | 29 | | 29 |

**Performance on the FSA – Combined Math (Grades 3-10)
District % (Count) of Students Performing at Level 3 and Above**

Retrieved 08/19/21; Source: FLDOE EdStats, African American Achievement Plan Monthly Progress Monitoring

| Race | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 |
|-----------------------------|---------------------------|---------------------------|---------------------------|---------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|
| African American | 26% (477/1722) | 29% (509/1779) | 34% (548/1627) | 35% (595/1724) | Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 , spring K-12 statewide assessment test administrations for the 2019 - 2020 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-2020 school year. | 27% (486/1816) |
| White, Non-Hispanic | 60% (3426/5691) | 62% (3495/5617) | 65% (3490/5339) | 66% (3529/5345) | | 60% (3210/5390) |
| District Gap (% pts) | 34 | 34 | 31 | 32 | | 33 |
| State Gap (% pts) | 30 | 29 | 29 | 29 | | 34 |

Graduation is the culminating experience of a student’s academic career and graduation rates are often analyzed when examining the achievement gap. The graduation rate measures the percentage of students who graduate within four years of their first enrollment in ninth grade. Subsequent to their enrollment in ninth grade, students who transfer out and deceased students are removed from the calculation. Entering transfer students are included in the graduation rate for the cohort of their scheduled graduation, based on their first date of enrollment in ninth grade. State, district, and school graduation rates are calculated using this same methodology. Since 2016, the gap in graduation rates for African American and White, Non-Hispanic students has narrowed. In particular, in 2015-2016 the African American graduation rate was 17 percentage points lower than the White, Non-Hispanic graduation rate, while in 2019-2020 the African American graduation rate was 5 percentage points lower as compared to the rate of their White, Non-Hispanic peers. With regard to the count of graduates, in 2015- 2016 there were 135 African American SDIRC graduates as compared with 199 in 2019-2020.

Graduation Rates

Retrieved 05/05/21; Source: FLDOE EdStats, African American Achievement Plan Monthly Progress Monitoring

Retrieved 04/29/21; Source: FLDOE EdStats

| Race | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 |
|----------------------|------------------|------------------|------------------|------------------|------------------|------------------------------------------------------------------------------|
| African American | 74% (135/182) | 80% (149/187) | 82% (167/204) | 81% (162/201) | 90% (199/221) | 2020-2021 Graduation Rates will be finalized by FLDOE in the Winter of 2021. |
| White, Non-Hispanic | 91% (733/808) | 90% (683/760) | 96% (723/755) | 92% (698/761) | 95% (655/689) | |
| District Gap (% pts) | 17 | 10 | 14 | 11 | 5 | |
| State Gap (% pts) | 13 | 11 | 8 | 8 | 5 | |

An additional layer of discussion regarding the African American-White, Non-Hispanic achievement gap emerged along with the arrival of COVID-19. Beyond the disruptions in learning due to COVID-19, within the School District of Indian River County, significant differences in student enrollment in varying instructional models (i.e., face-to-face, virtual, transitional) by race were observed as schools reopened in 2020-2021. Specifically, higher percentages of African American students were enrolled in remote learning options as compared to White, Non-Hispanic students.

**Percentage of Students by Race Enrolled in the Brick & Mortar Setting During the 2020-2021 Academic Year
Districtwide, PK-12 Non-Charter Schools**

Retrieved 07/31/20 and 08/06/21; Source: Focus Student Software

| SDIRC Instructional Model | Quarter 1 (% of Students) | Quarter 4 (% of Students) |
|-------------------------------|------------------------------|------------------------------|
| Brick & Mortar | 67% | 85% |
| Virtual School | 17% | 9% |
| Traditional Distance Learning | 16% | 6% |

**Percentage of Students within Each Racial/Ethnic Subgroup Enrolled in Brick & Mortar
(Quarter 1 to Quarter 4 Comparison)**

| Race/Ethnicity | Quarter 1 (% of Students) | Quarter 4 (% of Students) | Percentage Point Increase |
|---------------------|------------------------------|------------------------------|---------------------------|
| African American | 56% | 83% | +27 |
| White, Non-Hispanic | 75% | 86% | +11 |

**Achievement Gaps on Spring 2021 Assessment Results by
Instructional Model (SDIRC Non-Charter Schools 3-12)**

Retrieved 08/05/21; Source: Focus School Software

| ELA Grades 3-10 Achievement (Level 3+) | |
|----------------------------------------|---------------------------------|
| Instructional Model (2020 – 2021) | Percentage of Students Level 3+ |
| Face-to-Face (Full Year) | 54% |
| Face-to-Face and Remote (Combined) | 44% (-10) |
| Remote (Full Year) | 44% (-10) |

| Mathematics Combined Achievement (Level 3+) | |
|---------------------------------------------|---------------------------------|
| Instructional Model (2020 – 2021) | Percentage of Students Level 3+ |
| Face-to-Face (Full Year) | 53% |
| Face-to-Face and Remote (Combined) | 39% (-14) |
| Remote (Full Year) | 26% (-27) |

To accommodate the missing year of assessment results (2020), the Florida Department of Education provided assessment and accountability data with comparisons to the “prior-prior” year resulting in comparative data between the 2018 - 2019 and 2020 - 2021 school years. In reviewing the impact of face-to-face instruction for African American students, the decrease in student achievement is equivalent to the state average as measured by the FSA in English Language Arts (District Decrease = -3 percentage points, State Decrease = -3 percentage points). The decrease in student achievement is less than the state average as measured by FSA in Mathematics (District Decrease = 8 percentage points, State Decrease = 11 percentage points).

Performance on the FSA – English Language Arts (Grades 3-10)
District % of Students Enrolled in Face-to-Face Instruction Performing at Level 3 and Above
 Retrieved 08/05/20: Source: Florida EdStats; SDIRC Non-Charter Schools

| ELA – Grades 3-10 (Level 3+) | | | |
|------------------------------|-------------|-------------|----------|
| Subgroup | 2018 - 2019 | 2020 – 2021 | Decrease |
| African American | 33% | 30% | -3 |
| White, Non-Hispanic | 62% | 60% | -2 |
| State | 55% | 52% | -3 |

| Combined Mathematics (Level 3+) | | | |
|---------------------------------|-------------|-------------|----------|
| Subgroup | 2018 - 2019 | 2020 - 2021 | Decrease |
| African American | 33% | 25% | -8 |
| White, Non-Hispanic | 65% | 57% | -8 |
| State | 58% | 47% | -11 |

As anticipated, the statewide data is reflective of the learning disruptions due to COVID-19. Acknowledging this, this data still demonstrates that the SDIRC has shown resiliency in instruction and learning during this past year. Our district’s state rankings within each of the areas measured, show increases based upon current results, with the exception of Algebra I. It is important to note, that prior to 2019, the District did not encourage student access to this course in middle school and delayed enrollment in high school until the 10th grade. As a result, we increased participation in this course by 36% in 8th grade (please see the tables below).

Indian River Spring 2021 FSA Scores
 Data is reflective of all test-takers regardless of full-year enrollment status
 As of 07/29/21; Source: FLDOE

| Category | 2019 | | 2021 | | Change | |
|---------------|------|---------------|------|---------------|----------------|----------------------|
| | % 3+ | State Ranking | % 3+ | State Ranking | % Point Change | Rank Position Change |
| ELA | 55% | 30 | 52% | 28 | -3% | 2 |
| Math Combined | 60% | 30 | 53% | 26 | -7% | 4 |

| | | | | | | |
|-----------------|-----|----|-----|----|------|------|
| Algebra EOC | 58% | 32 | 41% | 42 | -17% | -10* |
| Geometry EOC | 53% | 40 | 54% | 16 | 1% | 24 |
| Science Grade 5 | 53% | 30 | 52% | 18 | -1% | 12 |
| Science Grade 8 | 49% | 35 | 51% | 15 | 2% | 20 |
| Biology EOC | 64% | 45 | 63% | 24 | -1% | 21 |
| Civics EOC | 69% | 40 | 67% | 27 | -2% | 13 |
| US History EOC | 64% | 46 | 67% | 24 | 3% | 22 |

* A decrease in the Algebra EOC was expected as SDIRC increased enrollment in Algebra, particularly at the middle school level, by 36%. This increased access at earlier grade levels allowed for more students the ability to take a HS course at the middle school level increasing chances of higher-level math enrollment prior to graduation.

**Comparison of Achievement Gaps on Spring 2021 Assessment Results for Surrounding School Districts
As of 07/29/21; Source: FLDOE**

| ELA – Grades 3-10 (Level 3+) | | | | | | | | | | |
|------------------------------|----------------------------|-------------------------|--------------|---------------|----------------------------|-------------------------|--------------|---------------|----------------|----------------------|
| District | 2018 - 2019 | | | | 2020 - 2021 | | | | Change | |
| | White, Non-Hispanic (% 3+) | African American (% 3+) | Gap | State Ranking | White, Non-Hispanic (% 3+) | African American (% 3+) | Gap | State Ranking | % Point Change | Rank Position Change |
| Indian River | 64.2% | 34.6% | 29.6% | 47 | 62.0% | 31.5% | 30.5% | 48 | -0.9% | -1 |
| Brevard | 68.1% | 36.2% | 31.9% | 51 | 63.6% | 31.5% | 32.1% | 53 | -0.2% | -2 |
| Broward | 73.5% | 44.4% | 29.1% | 45 | 67.8% | 38.8% | 28.9% | 45 | 0.2% | 0 |
| Martin | 69.6% | 31.6% | 38.0% | 65 | 66.6% | 27.7% | 39.0% | 64 | 1% | 1 |
| Miami-Dade | 77.1% | 40.3% | 36.9% | 63 | 73.3% | 34.3% | 39.1% | 65 | -2.2% | -2 |
| Okeechobee | 52.4% | 27.8% | 24.6% | 29 | 48.3% | 25.9% | 22.4% | 23 | 2.2% | 6 |
| Palm Beach | 75.4% | 41.3% | 34.1% | 59 | 71.4% | 37.8% | 33.7% | 55 | 0.4% | 4 |
| St Lucie | 61.6% | 38.6% | 23.0% | 21 | 57.2% | 36.0% | 21.2% | 18 | 1.8% | 3 |

| Combined (Level 3+) | | | | | | | | | | |
|---------------------|----------------------------|-------------------------|--------------|---------------|----------------------------|-------------------------|--------------|---------------|----------------|----------------------|
| District | 2018 - 2019 | | | | 2020 - 2021 | | | | Change | |
| | White, Non-Hispanic (% 3+) | African American (% 3+) | Gap | State Ranking | White, Non-Hispanic (% 3+) | African American (% 3+) | Gap | State Ranking | % Point Change | Rank Position Change |
| Indian River | 66.0% | 34.5% | 31.5% | 44 | 59.6% | 26.8% | 32.8% | 46 | -1.3% | -2 |
| Brevard | 69.6% | 35.6% | 34.0% | 53 | 60.2% | 26.9% | 33.3% | 48 | 0.7% | 5 |
| Broward | 75.2% | 45.5% | 29.7% | 38 | 59.2% | 26.0% | 33.2% | 47 | -3.5% | -9 |
| Martin | 75.8% | 42.0% | 33.8% | 52 | 64.8% | 25.8% | 39.0% | 62 | -5.2% | -10 |
| Miami-Dade | 77.5% | 42.8% | 34.7% | 59 | 66.2% | 26.2% | 39.9% | 64 | -5.2% | -5 |
| Okeechobee | 60.4% | 34.8% | 25.7% | 27 | 47.7% | 22.4% | 25.2% | 22 | 0.5% | 5 |
| Palm Beach | 79.4% | 45.1% | 34.2% | 56 | 67.1% | 28.7% | 38.4% | 60 | -4.2% | -4 |
| St Lucie | 61.0% | 36.6% | 24.4% | 23 | 50.8% | 27.1% | 23.7% | 14 | 0.7% | 9 |

Spring 2021 FSA Scores
 Data is reflective of all test-takers regardless of full-year enrollment status
 As of 07/29/21; Source: FLDOE

| District | ELA | | | | | Combined Math | | | | |
|---------------------|------------|------------------|------------|------------------|----------------------------|---------------|------------------|------------|------------------|----------------------------|
| | 2019 | | 2021 | | Rank Position Change | 2019 | | 2021 | | Rank Position Change |
| | % 3+ | State Ranking | % 3+ | State Ranking | | % 3+ | State Ranking | % 3+ | State Ranking | |
| State | 55% | | 52% | | | 61% | | 51% | | |
| Indian River | 55% | 30 | 52% | 28 | 2 | 60% | 30 | 53% | 26 | 4 |
| Brevard | 61% | 11 | 57% | 11 | 0 | 64% | 19 | 57% | 18 | 1 |
| Broward | 58% | 18 | 52% | 28 | -10 | 63% | 21 | 45% | 52 | -31 |
| Martin | 57% | 21 | 53% | 20 | 1 | 67% | 11 | 54% | 21 | -10 |
| Miami-Dade | 58% | 18 | 54% | 18 | 0 | 63% | 21 | 48% | 43 | -22 |
| Okeechobee | 45% | 56 | 41% | 56 | 0 | 60% | 30 | 47% | 47 | -17 |
| Palm Beach | 57% | 21 | 53% | 20 | 1 | 64% | 19 | 49% | 39 | -20 |
| St Lucie | 51% | 44 | 47% | 44 | 0 | 52% | 52 | 44% | 54 | -2 |

| District | Algebra EOC | | | | | Geometry | | | | |
|---------------------|-------------|------------------|------------|------------------|----------------------------|------------|------------------|------------|------------------|----------------------------|
| | 2019 | | 2021 | | Rank Position Change | 2019 | | 2021 | | Rank Position Change |
| | % 3+ | State Ranking | % 3+ | State Ranking | | % 3+ | State Ranking | % 3+ | State Ranking | |
| State | 60% | | 47% | | | 57% | | 46% | | |
| Indian River | 58% | 32 | 41% | 42 | -10 | 53% | 40 | 54% | 16 | 24 |
| Brevard | 63% | 19 | 48% | 23 | -4 | 61% | 20 | 51% | 19 | 1 |
| Broward | 60% | 29 | 41% | 42 | -13 | 55% | 31 | 39% | 47 | -16 |
| Martin | 74% | 3 | 54% | 12 | -9 | 66% | 10 | 54% | 16 | -6 |
| Miami-Dade | 61% | 25 | 46% | 27 | -2 | 54% | 38 | 41% | 39 | -1 |
| Okeechobee | 50% | 52 | 36% | 54 | -2 | 47% | 52 | 38% | 52 | 0 |
| Palm Beach | 64% | 16 | 50% | 17 | -1 | 61% | 20 | 47% | 28 | -8 |
| St Lucie | 51% | 49 | 42% | 39 | 10 | 55% | 31 | 33% | 56 | -25 |

| District | Science Grade 5 | | | | | Science Grade 8 | | | | |
|---------------------|-----------------|------------------|------------|------------------|----------------------------|-----------------|------------------|------------|------------------|----------------------------|
| | 2019 | | 2021 | | Rank Position Change | 2019 | | 2021 | | Rank Position Change |
| | % 3+ | State Ranking | % 3+ | State Ranking | | % 3+ | State Ranking | % 3+ | State Ranking | |
| State | 53% | | 47% | | | 51% | | 48% | | |
| Indian River | 53% | 30 | 52% | 18 | 12 | 49% | 35 | 51% | 15 | 20 |
| Brevard | 56% | 16 | 52% | 18 | -2 | 50% | 22 | 51% | 20 | 2 |
| Broward | 49% | 41 | 40% | 46 | -5 | 45% | 33 | 39% | 38 | -5 |
| Martin | 53% | 30 | 48% | 24 | 6 | 52% | 8 | 54% | 14 | -6 |
| Miami-Dade | 53% | 30 | 43% | 42 | -12 | 47% | 25 | 41% | 30 | -5 |
| Okeechobee | 44% | 54 | 36% | 57 | -3 | 38% | 51 | 38% | 51 | 0 |
| Palm Beach | 51% | 38 | 44% | 36 | 2 | 48% | 25 | 47% | 25 | 0 |
| St Lucie | 46% | 48 | 43% | 42 | 6 | 45% | 35 | 33% | 38 | -3 |

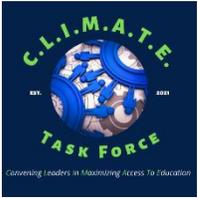
| District | Biology EOC | | | | |
|----------|-------------|------------------|------|------------------|----------------------------|
| | 2019 | | 2021 | | Rank Position Change |
| | % 3+ | State Ranking | % 3+ | State Ranking | |
| | | | | | |

| | | | | | |
|---------------------|------------|-----------|------------|-----------|-----------|
| State | 67% | | 62% | | |
| Indian River | 64% | 45 | 63% | 24 | 21 |
| Brevard | 67% | 32 | 62% | 29 | 3 |
| Broward | 67% | 32 | 58% | 46 | -14 |
| Martin | 74% | 10 | 68% | 12 | -2 |
| Miami-Dade | 68% | 28 | 61% | 34 | -6 |
| Okeechobee | 62% | 49 | 63% | 24 | 25 |
| Palm Beach | 69% | 24 | 64% | 22 | 2 |
| St Lucie | 71% | 18 | 62% | 29 | -11 |

| District | Civics EOC | | | | | U.S. History EOC | | | | |
|---------------------|------------|------------------|------------|------------------|----------------------------|------------------|------------------|------------|------------------|----------------------------|
| | 2019 | | 2021 | | Rank Position Change | 2019 | | 2021 | | Rank Position Change |
| | % 3+ | State Ranking | % 3+ | State Ranking | | % 3+ | State Ranking | % 3+ | State Ranking | |
| State | 71% | | 64% | | | 69% | | 63% | | |
| Indian River | 69% | 40 | 67% | 27 | 13 | 64% | 46 | 67% | 24 | 22 |
| Brevard | 75% | 13 | 71% | 14 | -1 | 71% | 24 | 67% | 24 | 0 |
| Broward | 71% | 32 | 58% | 52 | -20 | 66% | 43 | 56% | 55 | -12 |
| Martin | 78% | 8 | 75% | 7 | 1 | 78% | 8 | 69% | 20 | -12 |
| Miami-Dade | 73% | 22 | 62% | 40 | -18 | 70% | 28 | 59% | 48 | -20 |
| Okeechobee | 59% | 59 | 55% | 56 | 3 | 57% | 60 | 51% | 60 | 0 |
| Palm Beach | 72% | 27 | 62% | 40 | -13 | 68% | 35 | 61% | 44 | -9 |
| St Lucie | 68% | 43 | 61% | 45 | -2 | 69% | 32 | 60% | 45 | -13 |

Goals for 2021-2022

- Establish & maintain educational learning environments that support student & staff health & safety amidst COVID-19.
- Provide high-quality, standards-aligned instruction, while maximizing instructional time at all levels of schooling.
- Continue to maintain an emphasis on equitable access to high-quality instruction for historically underserved populations.
- Provide a continuum of supports to maximize the resiliency & psychological safety of all members of our school communities.
- Increase the intensity of interventions for subgroups of students disproportionately impacted by reduced time in face-to-face instruction during the 2020-2021 school year.



Location: United Against Poverty
Date: Thursday, August 19, 2021
Time: 6:00 P.M. – 7:00 P.M.

Task Force Agenda

5:30 P.M. – 6:00 P.M. (OPTIONAL) Informal Meet and Greet

| | | |
|-------------|-----------------------------------------|------------------------------------------------------------------------------------------------------|
| I. | Welcome and Introductions | Dr. Kyra Schafte <i>Coordinator of Equity</i> |
| II. | Opening Remarks | Dr. David K. Moore <i>Superintendent</i> |
| III. | Charge to the Task Force | Mr. Eric Seymour <i>Assistant Superintendent of Student Affairs, Advocacy, and Access</i> |
| IV. | Attaining and Sustaining Unitary Status | Dr. Kyra Schafte <i>Coordinator of Equity</i> |
| V. | Operating Logistics | Mr. Eric Seymour <i>Assistant Superintendent of Student Affairs, Advocacy, and Access</i> |
| VI. | Next Steps | Dr. Kyra Schafte <i>Coordinator of Equity</i> |

August 11, 2021

Mr./Ms./Mrs. _____,

As part of our ACHIEVE 2025 District Strategic Plan, the School District of Indian River County has identified “Transformational Impacts 2025”, which provides the innovative vision for the future of our District. Two of the “Transformational Impacts 2025” are relevant to this correspondence and are provided below:

- All students are accepted and included within our school communities; and
- All students have access to programs that supports their talents and interests.

In alignment with these “Transformational Impacts 2025”, a critical action step within our Strategic Plan is to establish a task force of community leaders entitled C.L.I.M.A.T.E. - Convening Leaders In Maximizing Access To Education. The C.L.I.M.A.T.E. Task Force will engage in work to gather community perspectives, feedback, and support to ensure that all children experience safe and inclusive educational environments inside and outside of the classroom. Additionally, this task force will examine student access to educational programming and activities and maintain a solution-driven mindset to recommend actions to eliminate barriers experienced by students and families served by our District.

You are receiving this letter as we aim to assemble a task force that is fully representative of our larger community. To learn more about this opportunity, please join us on Thursday, August 19, 2021, at United Against Poverty Indian River. At this meeting, we will share the purpose and vision of the C.L.I.M.A.T.E. Task Force, as well as seek input on processes to attain and sustain unitary status.

If you have any questions, please contact Mr. Eric Seymour, Assistant Superintendent of Student Affairs, Advocacy, and Access at (772) 564-3173 or Eric.Seymour@indianriverschools.org.

Sincerely,

Eric Seymour

Assistant Superintendent of Student Affairs, Advocacy, & Access

School District of Indian River County

Joint Plan Section VI – African American Student Achievement / Resource Allocation

Joint Plan Section VI – African American Student Achievement / Resource Allocation

Required Goal: The School District’s African American Achievement Plan shall be to eliminate the achievement gap as compared to white students, identify barriers to the academic achievement of African American students, list the strategies, procedures, and programs that will be implemented to improve the academic performance of African American students, and address the disparate discipline of African American students, as well as the placement of African American students in special programs, such as exceptional student education (ESE) and alternative education programs. *Joint Plan Section VI Page 6*

| Action Steps |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>6.1 Revised and received School Board approval for the 2021-2022 African American Achievement Plan.¹</p> <p>6.2 Incorporated the 2021-2022 African American Achievement Plan into the School Board-approved District Strategic Plan.</p> <p>6.3 Continued the implementation and monitoring of the African American Achievement Plan.</p> <p>6.4 Expanded professional development/technical support related to revisions to the “Checklist of Gifted Characteristics” and revised Gifted “Plan B criteria to identified school-based staff.”^{1, 2}</p> <p>6.5 Required that all out-of-school suspensions be approved by the principal’s supervisor before assigning an out-of-school suspension to a student.¹</p> <p>6.6 Conducted Cabinet Level reviews of academic and discipline data, including racial/ethnic disparities in achievement and discipline.</p> <p>6.7 Provided additional District problem solving and technical support to schools, as identified as needed through District data reviews, related to identified achievement and discipline disparities.^{1, 2}</p> <p>6.8 Held African American Student Council meetings at high schools to provide tailored leadership experiences and continue to gather feedback related to their perceptions of their school experiences.³</p> <p>6.9 Ensured that African American students who show a substantial deficiency in reading in grades K-3 per i-Ready receive targeted reading intervention as defined by the District’s Reading Plan.</p> <p>6.10 Used Florida Early Warning Indicators to support secondary School Leadership Teams in developing and implementing interventions for African American students who are not on track to graduate.</p> <p>6.11 Implemented processes to ensure that African American students have equitable access to advanced and accelerated courses in middle school and high school.</p> <p>6.12 Initiated the revision of the job description for the “Multicultural Coordinators” to align supports provided by the positions to currently identified staff and student needs.⁴</p> <p>6.13 Reduced barriers (e.g., outreach, registration, cost, location, transportation) to increase African American student participation in extended learning programs.</p> <p>6.14 Ensured that administrators address how schools are providing interventions related to achievement gaps for African American students in the School Improvement Plan platform.</p> <p>6.15 Initiated the development of school-based monitoring of the African American Achievement Plan through the District-established School Improvement Plan platform.³</p> |
| Staff Responsible |
| <p>S. Bass, Deputy Superintendent</p> <p>P. Dampier, Assistant Superintendent of Strategic Planning & Support Services</p> <p>R. Myhre, Assistant Superintendent of Curriculum & Instruction</p> <p>K. Baysura, Director of Academic Success</p> <p>C. Lord, Director of Educator Quality</p> <p>P. Lewis, Director of Student Services</p> <p>R. Moree, Director of Exceptional Student Education</p> <p>D. Taylor-Long, Director of Extended Day</p> <p>B. McMahon, Coordinator of Accountability & Research</p> |
| Considerations for Monitoring Progress |
| <ul style="list-style-type: none"> • Has the percentage of African American students identified as eligible for gifted services increased over time? |

- Has the number and percentage of African American students assigned out-of-school suspension decreased over time? Has the risk ratio for out-of-school suspension of African American students decreased over time?
- Has the achievement gap improved over time?

Action steps also support the following recommendations made by the 2019 Equity Committee:

¹Develop an African American Achievement Plan ([Strategic Plan 2025 Document](#), which includes the African American Achievement Plan) that reflects measurable goals that mirror Pinellas County’s Bridge the Gap Plan. It should include:

- Statistics for removals for all black students, as well as, the current statistics for African American ESE removals. Specify in and out of school suspensions, arrests, and any other infractions that result in students being removed from the classroom. Please provide a breakdown by school.
- Input charts that are easily readable for parents. In this chart, show all ethnicities by grade, including all grade levels, by school. Ethnicities should be color-coded to help parents/students better identify, understand, and decipher the information.

²Provide culturally competent training for all staff (an original recommendation made for Joint Plan Section IV)

³Provide details of those special programs and other District efforts being made specifically for African American students to close the Achievement Gap.

Artifacts of Actions Taken: Examples of evidence of implementation of the African American Achievement Plan, examples of materials for Gifted Plan B professional development, an example of approval form for out-of-school suspensions, agendas for Cabinet-level review of achievement and discipline data, evidence of technical support and problem-solving to schools related to achievement and discipline disparities, PD materials and roster of participants for ASPIRE Boot Camp, and Prevention Intervention Specialist log of support provided to Success Coaches and ASPIRE teachers.

Progress Update:

In August 2020, the District initiated the implementation of the work of the 2020-2021 District Strategic Plan and African American Achievement Plan.

All elementary and secondary administrators were provided a copy of the updated Gifted Characteristics Checklist and a copy of the PowerPoint which reviewed gifted characteristics not commonly identified by teachers. Speech Pathologists, Occupational Therapists, Physical Therapists, Behavior Analysts, Teachers of the Deaf, Hard of Hearing, and Blind, Sign Language Interpreters, Behavior Technicians, ESE Teacher Aides, and Self-Care Aides also participated in a review of gifted characteristics not commonly identified by teachers and were updated on the new characteristics’ checklist. School Psychologists, Resource Specialists, and Teachers of the Gifted were presented an extensive training on Plan B Eligibility criteria, the update Gifted Characteristics Checklist, and Gifted Enrichment. The goal is for these identified key stakeholders to provide training to site-based teams to build capacity and understanding. This work began mid-year during the 2020-21 school year; PD logs were collected from the School Psychologists once they had provided training to site-based teams. As a result, there was a marked increase in Plan B Gifted Eligibilities at one elementary school that has historically shown chronic underrepresentation.

Cabinet members were shown the applicable Power BI Dashboards all while providing input regarding additional information or changes to the current dashboard that would meet more of their needs to problem solve around students. All dashboards have “slicers” which are unique visualization tools that change what data you are seeing based on your selections. Typically, dashboards include “slicers” for teacher, grade, race/ethnicity, ESE (Students with Disabilities), ELL (English Language Learners), and ED (Economically Disadvantaged). Specific items were noted to be altered to reflect the desires of the Cabinet members. After each meeting, a variety of action items pertaining to further problem solving, edits to existing data dashboards, or directives to school-or district-level leadership teams.

Each Team reviewed typical agendas and working norms. Team members then were shown the applicable Power BI Dashboards all while providing input regarding additional information or changes to the current dashboard that would meet more of their needs to problem solve around students. All dashboards have “slicers” which are unique visualization tools that change what data you are seeing based on your selections. Typically, dashboards include “slicers” for teacher, grade, race/ethnicity, ESE (Students with Disabilities), ELL (English Language Learners), and ED (Economically Disadvantaged). For several of the Problem-Solving Teams, specific items were noted to be altered to reflect the desires of the team.

Based on iReady data, 444 k-3 students are identified as needing intensive reading interventions. As a result of the Instructional Readiness Reviews, training on the K12 Reading Plan and Master Schedule Resource Guide, there are 267 students scheduled in focus for intensive interventions and 177 needing further review. Of those 177 students who need further review, 43 of them are African American students. District leadership has been meeting with school teams to conduct an Instructional Readiness Review during the month of August. These numbers indicate that during the month of August 444 students have already been identified and scheduled for intensive interventions.

Based on the Prevention Interventionist log entries beginning July 2021 through August 2021, Prevention Interventionists are coaching ASPIRE teachers and Success coaches. This coaching involved ensuring that the ASPIRE teachers and Success coaches provide structured ASPIRE classrooms. Prevention Intervention Specialists coached and modeled evidenced-based practices including (i.e., restorative practices, and trauma-informed practices).

Student enrollment for the Extended Day Program at all elementary school locations are currently full. At this time new student enrollment to the Extended Day Program has been/is suspended due to staff shortage.

| Percentage of Students within Each Racial Subgroup with One or More Office Discipline Referral – Grades K - 12 Districtwide, Non-Charter and Charter Schools Retrieved 08/30/21, Source: Focus School Software and Power BI | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|--------------------|-----------------------|
| Race | July 2021 | August 2021 | September 2021 |
| African American | NA | NA | 2.0% |
| White, Non-Hispanic | NA | NA | 0.6% |

| Percentage of Students within Each Racial Subgroup with One or More In-School-Suspension – Grades K - 12 Districtwide, Non-Charter and Charter Schools Retrieved 08/30/21, Source: Focus School Software | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|--------------------|-----------------------|
| Race | July 2021 | August 2021 | September 2021 |
| African American | NA | NA | 0% |
| White, Non-Hispanic | NA | NA | <10 Students |

| Percentage of Students within Each Racial Subgroup with One or More Out-of-School Suspension – Grades K - 12 Districtwide, Non-Charter and Charter Schools Retrieved 08/30/21, Source: Focus School Software | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|--------------------|-----------------------|
| Race | July 2021 | August 2021 | September 2021 |
| African American | NA | NA | <10 Students |
| White, Non-Hispanic | NA | NA | <10 Students |

**To protect the privacy of individual students, data are not reported when the total number of students is fewer than 10.

| Racial Representation in the Alternative Disciplinary School (Alternative Center for Education) – Grades 6 -12 Retrieved 08/30/21, Source: Focus School Software | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|

| Race | July 2021 | August 2021 | September 2021 |
|---------------------|------------------|--------------------|-----------------------|
| African American | NA | NA | 64% |
| White, Non-Hispanic | NA | NA | 24% |

**Percentage of Students within Each Racial Subgroup in Exceptional Student Education – Grades PK – 12
Districtwide, Non-Charter and Charter Schools**

Retrieved 08/30/21, Source: Focus School Software and Power BI

| Race | July 2021 | August 2021 | September 2021 |
|---------------------|------------------|--------------------|-----------------------|
| African American | NA | NA | 21% |
| White, Non-Hispanic | NA | NA | 14% |

Joint Plan Section VI –
African American Student
Achievement and Resource
Allocation
Artifacts





Joint Plan Explanation of Artifacts for Action Steps

School District of Indian River County #SDIRCStrongerTogether

| | |
|----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Date: | September 1, 2021 |
| Office/Departments(s): | Office of the Superintendent Office of Strategic Planning and Support Services Department of Strategic Initiatives & Systems Compliance Department of Accountability & Research Office of Human Capital and Operations Office of Curriculum and Instruction Department of Academic Services Department of Extended Day |
| Report generated by: | Dr. Christina Jacobs, Director of Strategic Initiatives & Systems Compliance (6.1 – 6.2) Dr. Kyra Schafte, Coordinator of Equity (6.3, 6.8, 6.12) Jessica Rojas, ESE Program Specialist (6.4) Scott Bass, Deputy Superintendent (6.5) Dr. Brian McMahon, Coordinator of Accountability and Research (6.6 – 6.7) Kelly Baysura, Director of Academic Services (6.9, 6.11, 6.14 – 6.15) Dr. Paula M. Lewis, Director of Student Services (6.10) Dr. Deborah Taylor-Long, Director of Extended Learning Services (6.13) |
| Action Step (please include the description provided in the District Progress Update Joint Plan): | 6.1 Revised and received School Board approval for the 2021-2022 African American Achievement Plan. 6.2 Incorporated the 2021-2022 African American Achievement Plan into the School Board-approved District Strategic Plan. 6.3 Continued the implementation and monitoring of the African American Achievement Plan. 6.4 Expanded professional development/technical support related to revisions to the “Checklist of Gifted Characteristics” and revised Gifted “Plan B criteria to identified school-based staff.” 6.5 Required that all out-of-school suspensions be approved by the principal’s supervisor before assigning an out-of-school suspension to a student. 6.6 Conducted Cabinet Level reviews of academic and discipline data, including racial/ethnic disparities in achievement and discipline. 6.7 Provided additional District problem solving and technical support to schools, as identified as needed through District data reviews, related to identified achievement and discipline disparities. 6.8 Held African American Student Council meetings at secondary schools to provide tailored leadership experiences and continue to gather feedback related to their perceptions of their school experiences. |

- 6.9 Ensured that African American students who show a substantial deficiency in reading in grades K-3 per i-Ready receive targeted reading intervention as defined by the District's Reading Plan.
- 6.10 Used Florida Early Warning Indicators to support secondary School Leadership Teams in developing and implementing interventions for African American students who are not on track to graduate.
- 6.11 Implemented processes to ensure that African American students have equitable access to advanced and accelerated courses in middle school and high school.
- 6.12 Initiated the revision of the job description for the "Multicultural Coordinators" to align supports provided by the positions to currently identified staff and student needs.
- 6.13 Reduced barriers (e.g., outreach, registration, cost, location, transportation) to increase African American student participation in extended learning programs.
- 6.14 Ensured that administrators address how schools are providing interventions related to achievement gaps for African American students in the School Improvement Plan platform.
- 6.15 Initiated the development of school-based monitoring of the African American Achievement Plan through the District-established School Improvement Plan platform.³

Explanation of Evidence:

6.1 and 6.2 The attached evidence is a copy of the District Strategic Plan and African American Achievement Plan that was approved for the 2021-2022 school year. For the current school year, the District Strategic Plan and the African American Achievement Plan have been combined. This modification was made to optimize alignment between the District Strategic Plan and African American Achievement Plan with regard to strategies implemented and targeted outcomes. Combining the District Strategic Plan and African American Achievement Plan also assists in communicating the District's priority of eliminating educational disparities between African American and White, Non-Hispanic students.

6.3 On a quarterly basis, District offices will continue to monitor the implementation of action steps aligned with the infused African American Achievement Plan strategies outlined in the District Strategic Plan. An example of the quarterly monitoring document from the Office of Student Affairs, Advocacy, and Access is included.

6.4 The attached evidence includes slides from two separate PowerPoint presentations that were presented to targeted staff including site-based Administrators, ESE Staff, ESE Support Staff, and School Psychologists; the presentations occurred during the Ready to Launch in-service. Additionally, extensive review and training was held with the resource specialists and school psychologists as they are identified as key stakeholders at school sites. The targeted Professional Development and technical assistance is provided in effort to build capacity of knowledge pertaining to updates in policies and procedures surrounding Gifted Plan B Eligibility, the Gifted Characteristics Checklist, and Gifted Enrichment. This information, along with the PowerPoints, was published through the collaborator.

6.5 Communications between Deputy Superintendent Bass and principals occur via phone conversation or text message when any decisions pertaining to out-of-school suspensions are warranted, per the code of conduct. Evidence of this communication is included with the student's name redacted.

6.6 The Department of Accountability & Research facilitates a bi-weekly data review with the Superintendent's Cabinet. During the meetings for which agendas are attached, data targeting the following areas were explored: Student Attendance, Discipline including suspensions, Master Scheduling Audit, Graduation, School and District Grades, Middle School Acceleration, and High School College and Career Acceleration. The attached documentation are the agendas with action steps from the prior meeting and sample data used. These meetings take place every other week to keep Cabinet members current with academic, behavioral, and discipline data and to provide further problem solving. Additionally, these meetings assist in connecting all leadership layers from Cabinet to school staff on district and school priorities.

6.7 The Department of Accountability & Research facilitated problem solving meetings separately targeting the following areas: Early Warning System, Attendance, Discipline and ESE Suspensions, and Graduation Monitoring. Team members consisted of both school-based and district-based staff members as appropriate. The attached documentation is the agenda with minutes from the meeting, detailed action items to be completed, and sample data used. These meetings take place monthly to ensure our problem solving is data-based. Additionally, these meetings will assist in connecting all leadership layers from Cabinet to school staff.

6.8 Example of a middle school welcome letter to invite students to join the African American Student Council.

6.9 The K-12 District Reading Plan and the Master Schedule Resource Guide were developed to ensure that our students with a substantial deficiency in reading based on iReady data were identified and scheduled into an intensive intervention class with a reading endorsed or certified teacher. School Administrators, coaches, and interventionists received training on this requirement and the supporting K12 Reading Plan and Master Schedule Resource Guide on July 30, 2021, September 2, 2021, and September 7, 2021. School leadership teams and district leadership are monitoring the implementation of this action step through a PowerBi app Scheduling Audit. District leadership has been meeting with schools throughout the month of August to conduct an Instructional Readiness Review. The review includes a schedule audit using Power Bi.

6.10 The School District of Indian River County has developed a new program that serves as an alternative to in school suspension titled ASPIRE (Alternative School-based Program to Inspire Renewed Excellence.) Each secondary school now has an ASPIRE classroom on campus. The ASPIRE Boot Camp training PowerPoint was delivered to ASPIRE teachers and Success coaches on August 4, 2021, from 8:00 a.m. to 4:00 p.m. at the United Against Poverty Center, located on 1400 27th Street, Vero Beach, FL 32960. The purpose of this presentation was to provide ASPIRE teachers and Success coaches the following: (1) to gain an understanding of the

purpose of the ASPIRE program; (2) to acquire viable tools and strategies to support students; and (3) to connect with other ASPIRE teachers, Success coaches, and district staff to facilitate collaboration. To help students who are assigned to the ASPIRE program find renewed excellence, a Student Reflection and Success Plan document was created and now being implemented in the ASPIRE classrooms. Once students have reflected on their current situation and what led to them being assigned to the ASPIRE Program, they meet one-on-one with the ASPIRE teacher to set a goal and outline three actions they will take to meet this goal. A copy of the ASPIRE Student Reflection and Success Plan is attached below.

Prevention intervention logs were submitted by the SDIRC Prevention Intervention Specialists representing the activities rendered at elementary and secondary schools beginning July 2021 through August 2021. Please review the graphical representations of this data provided below.

6.11 The Master Schedule Resource Guide was developed to support school teams creating systematic scheduling thresholds across the district for advanced and accelerated coursework. School Administrators and coaches received training on Master Schedule Resource Guide on July 30, 2021 and September 2, 2021. School leadership teams and district leadership are monitoring the implementation of this action step through a PowerBi app Scheduling Audit for acceleration. District leadership has been meeting with schools throughout the month of August to conduct an Instructional Readiness Review. The review includes a schedule audit using Power Bi.

Additionally, SDIRC and IRSC has partnered to create additional opportunities for acceleration in support of action step 6.11. SDIRC added Dual Enrollment opportunities for our students by expanding the number of sections on high school campuses and by creating the Dual Enrollment Success Academy (DESA) Program where 12th grade students who have met specific eligibility requirements and are seeking college credits are encouraged to enroll in college courses.

6.12 Revised the multicultural coordinator (supplemental position) job description. The job description is now with the Office of Human Capital and Operation to obtain approval from the bargaining unit representative and place on a Business Meeting agenda for School Board approval. No artifact is included.

6.13 Revised fee schedule for the Extended Day Program for the 2021-2022 school year.

6.14 Training on the School Improvement Plan was delivered to all school-based leadership teams during Reignite in July 19-21, 2021. Instructional Readiness Reviews have been conducted throughout the month of August to provide additional support and feedback to school teams. School teams will address African American Achievement gaps in the following ways:

1. They will utilize the School Improvement Plan platform to align their work on the African American Achievement Plan.
2. School leadership teams will write and plan specific and additional implementation steps if the ESSA subgroups did not meet the 41% threshold in the academic portion of the SIP.

6.15 The District-established School Improvement Plan platform has been developed to become the primary platform used by every school to set goals, create an action plan, and monitor progress. The SDIRC SIP is a “living document” that incorporates District structures and data to continually monitor, update, and refine the work throughout the year. The SIP was also developed to create consistency and continuous improvement across the system.

District leaders and school teams were trained on the SIP platform during Reignite in July 2021. This process is in the initial implementation stages of development. Met with SPSS to develop the expectations. Met with IT to develop the process to capture the work in the new platform.

Results of Action Taken:

In August 2020, the District initiated the implementation of the work of the 2020-2021 District Strategic Plan and African American Achievement Plan.

All elementary and secondary administrators were provided a copy of the updated Gifted Characteristics Checklist and a copy of the PowerPoint which reviewed gifted characteristics not commonly identified by teachers. Speech Pathologists, Occupational Therapists, Physical Therapists, Behavior Analysts, Teachers of the Deaf, Hard of Hearing, and Blind, Sign Language Interpreters, Behavior Technicians, ESE Teacher Aides, and Self-Care Aides also participated in a review of gifted characteristics not commonly identified by teachers and were updated on the new characteristics’ checklist. School Psychologists, Resource Specialists, and Teachers of the Gifted were presented an extensive training on Plan B Eligibility criteria, the update Gifted Characteristics Checklist, and Gifted Enrichment. The goal is for these identified key stakeholders to provide training to site-based teams to build capacity and understanding. This work began mid-year during the 2020-21 school year; PD logs were collected from the School Psychologists once they had provided training to site-based teams. As a result, there was a marked increase in Plan B Gifted Eligibilities at one elementary school that has historically shown chronic underrepresentation.

Cabinet members were shown the applicable Power BI Dashboards all while providing input regarding additional information or changes to the current dashboard that would meet more of their needs to problem solve around students. All dashboards have “slicers” which are unique visualization tools that change what data you are seeing based on your selections. Typically, dashboards include “slicers” for teacher, grade, race/ethnicity, ESE (Students with Disabilities), ELL (English Language Learners), and ED (Economically Disadvantaged). Specific items were noted to be altered to reflect the desires of the Cabinet members. After each meeting, a variety of action items pertaining to further problem solving, edits to existing data dashboards, or directives to school-or district-level leadership teams.

Each Team reviewed typical agendas and working norms. Team members then were shown the applicable Power BI Dashboards all while providing input regarding additional information or changes to the current dashboard that would meet more of their needs to problem solve around students. All dashboards have “slicers” which are unique visualization tools that change what data you are seeing based on your selections. Typically, dashboards include “slicers” for teacher, grade, race/ethnicity, ESE (Students with Disabilities), ELL (English Language Learners), and

ED (Economically Disadvantaged). For several of the Problem-Solving Teams, specific items were noted to be altered to reflect the desires of the team.

Based on iReady data, 444 k-3 students are identified as needing intensive reading interventions. As a result of the Instructional Readiness Reviews, training on the K12 Reading Plan and Master Schedule Resource Guide, there are 267 students scheduled in focus for intensive interventions and 177 needing further review. Of those 177 students who need further review, 43 of them are African American students. District leadership has been meeting with school teams to conduct an Instructional Readiness Review during the month of August. These numbers indicate that during the month of August 444 students have already been identified and scheduled for intensive interventions.

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Student enrollment for the Extended Day Program at all elementary school locations are currently full. At this time new student enrollment to the Extended Day Program has been/is suspended due to staff shortage.

Reflection/Next Steps:

Incorporating the African American Achievement Plan into the District Strategic Plan will support deeper implementation of identified strategies to accelerate progress towards identified outcomes. Additionally, the current design of the strategic work of the district will ensure that equity remains a priority and at the forefront of the work of the District. Updates on the District Strategic Plan and African American Achievement Plan will be provided to the Board on a quarterly basis. School leadership teams are continuing to review the information through iReady and the PowerBi scheduling app and adjusting students' schedules.

Based on the marked increase of Plan B eligible students on one school campus identified with chronic underrepresentation, the ESE Department will work collaboratively with the identified school to capture the work that was implemented. This work will then be shared as an exemplar with other schools identified as having chronic underrepresentation of culturally and linguistically diverse populations. Additionally, Program Specialists will work in conjunction with the School Psychologists in researching IQ screeners that are developed especially with cultural sensitivity/less cultural loading in mind.

The Department of Accountability & Research will continue to meet monthly with these four school-district based teams to monitor the data, problem solve, and review/update dashboards at all levels within the School District of Indian River County.

A review of the ASPIRE Program has prompted the following reflections and activities:

- ASPIRE Classroom visits by Prevention Interventionists take place to ensure that classroom layouts include an academic, self-reflection, de-escalation, restorative practices, and conferring zones.
- Identifying how Prevention Interventionists are evaluating the effectiveness of the interventions implemented in the ASPIRE classroom.
- How do we know we are having a direct impact on the students? Program evaluation will be investigated further.
- Aligning the Joint plan objectives with the Prevention Intervention Logs.

In addition to supporting the ASPIRE teacher, the Prevention Intervention Specialists will also be supporting the Success Coaches as mentioned above. This support will focus on the Success Coaches role in providing support to students identified through the Early Warning Indicators system.

The results of the actions outlined in the Master Schedule Resource Guide and the additional opportunities through Dual Enrollment are that the maximum possible acceleration points are improving compared to our maximum possible acceleration points possible a year ago.

SRHS had 52% max possible points in November 2020. They are currently at 69%.
VBHS had 47% max possible points in November 2020. They are currently at 58%.



*Transforming education to inspire & empower
All students to maximize their full potential.*



DISTRICT STRATEGIC PLAN 2020-2025



Approved 07.2021; Data Update 08.2021

School District of Indian River County



OUR SCHOOL BOARD



**Brian M. Barefoot, Chair
District 5**

The School Board members of the School District of Indian River County have played a key role in the development and enhancement of our ACHIEVE 2025 District Strategic Plan. As part of their ongoing support for effective plan implementation, the School Board is provided with quarterly updates on the District's progress related to plan implementation and also takes part in providing feedback and guidance related to annual plan updates and needed revisions to the ACHIEVE 2025 Strategic Plan.



**Teri L. Barenborg, Vice Chair
District 4**



**Dr. Mara Schiff
District 1**



**Jacqueline Rosario
District 2**

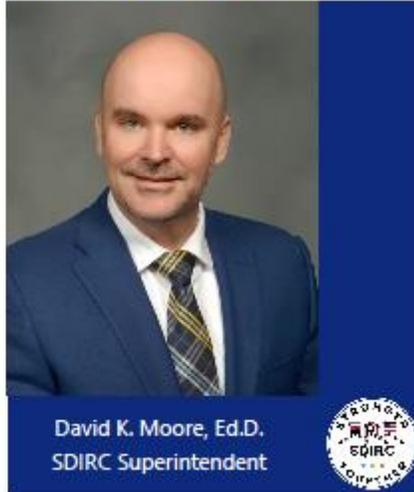


**Dr. Peggy Jones
District 3**

SUPERINTENDENT'S MESSAGE

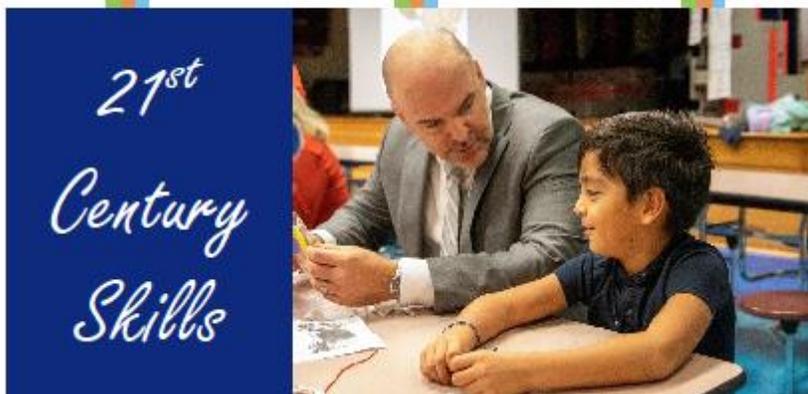
"The work of our district is grounded in the belief that all students deserve equitable access to an education that will prepare them for the 21st Century."

In January of 2020, the School District of Indian River County embarked on a mission to re-envision school excellence in ways that cultivate optimal learning conditions and school environments for students and staff to maximize educational outcomes for each and every student served by our district. Our ACHIEVE 2025 District Strategic Plan has been developed to guide our district through the needed transformations to realize unprecedented levels of student achievement. Towards this end, our district has clearly established and outlined a Unifying Mission, Guiding Principles, Transformational Impacts, Focus Areas, Five-Year Targets, and Annual Strategies and Targets for implementation



David K. Moore, Ed.D.
SDIRC Superintendent

within our organization. Over the course of the next five years, our district will be actively and fully implementing this work on behalf of students to ensure that they will have the knowledge and skills to thrive in the communities of tomorrow and to ensure our actions are "Best by Kids!"



EXECUTIVE SUMMARY

“Innovation is not about tools.
It’s about people, processes, and pedagogy.”

-Thomas C. Murray

Our ACHIEVE 2025 District Strategic Plan has been carefully designed and structured based upon a data-driven decision-making process that involved a diverse cross-section of our school communities and communities at large. The importance of the involvement of a broad range of stakeholders in the development of our plan cannot be understated, given the diversity of the strengths, needs, interests, and backgrounds of our student populations. The process that was used in developing the Strategic Plan was thoughtfully designed to support educational equity, innovation, improvement, and transformation across our district. Below, information related to the various approaches utilized in gathering data and developing our ACHIEVE 2025 Plan is outlined to provide a clear understanding of the planning process.

Listen & Learn Feedback

During the first “Listen & Learn” phase of the Superintendent’s 90-Day Plan, site visits and faculty meetings were conducted by the superintendent at all schools to learn more about the needs of the District. Additionally, community Town Halls, community contacts, stakeholder surveys, and district data reviews took place to gather additional information to accurately describe the reality of the District. These activities generated over 10,000 data points and over 1,700 contacts with school and community members.

Focus Group Feedback

During all phases of the strategic planning process, focus groups were held to gather more detailed information and additional perspectives related to the current reality of the District, areas of opportunity for improvement, and the drafted revisions of various components of the current ACHIEVE 2025 District Strategic Plan. A total of 20 formalized focus groups were held during the development of the strategic plan.

Strategic Plan Workgroups

As the ACHIEVE 2025 District Strategic Plan was drafted, over 20 formal and informal workgroups were held, including district and school-based leadership, to assist in drafting various components of the plan using the information gathered through other approaches described above.

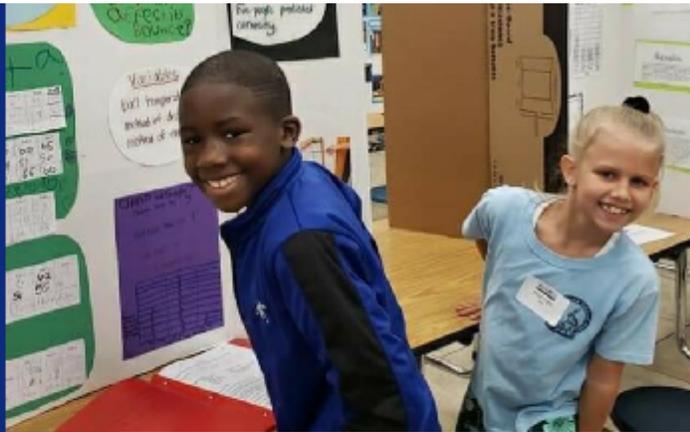
School Board Feedback

During scheduled superintendent’s workshops and individual superintendent-board member meetings, school board members provided feedback and guidance on the crafting of the District Strategic Plan and suggestions for improvement during the planning process.

UNIFIED MISSION



Transforming education to inspire & empower ALL students to maximize their full potential.



Our district has identified "Transforming education to inspire & empower ALL students to maximize their full potential" as our unifying mission. The underlying rationale for establishing a unifying mission is to clearly communicate the overarching educational priority in our district, while connecting all those supporting the work of the Strategic Plan to a common and meaningful purpose.

Our district's unified mission is supported by five Guiding Principles that set the standards by which all our decisions, behaviors, and outcomes are judged. These Guiding Principles are based upon our district's collective core values and have been specifically developed to clearly communicate actionable ways in which our core values are exemplified as we carry out the work of our district and provide high-quality educational experiences for our students.

GUIDING PRINCIPLES



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TRANSFORMATIONAL IMPACTS 2025

The School District of Indian River County has identified "Transformational Impacts 2025" to assist in illustrating what the future of our district will look like as a result of implementing our ACHIEVE 2025 District Strategic Plan. Our District is fully committed to the implementation of our Plan, and it is our unwavering belief that as we effectively and consistently implement the strategies identified in our Plan, by 2025 we will realize a number of key "Transformational Impacts" that will qualitatively change the way that education is experienced in the School District of Indian River County. With these Transformational Impacts 2025 on the horizon, we anticipate that there will be immediate positive effects on the educational trajectories of all our students, which will lead to far-reaching ripple effects that will benefit our broader communities in a variety of ways.



All students are accepted & included within our school communities.



All classrooms are designed to meet the needs of students in the 21st Century.



All students have access to programs that support their talents & interests.



All employees are respected & valued as part of an innovative workforce.

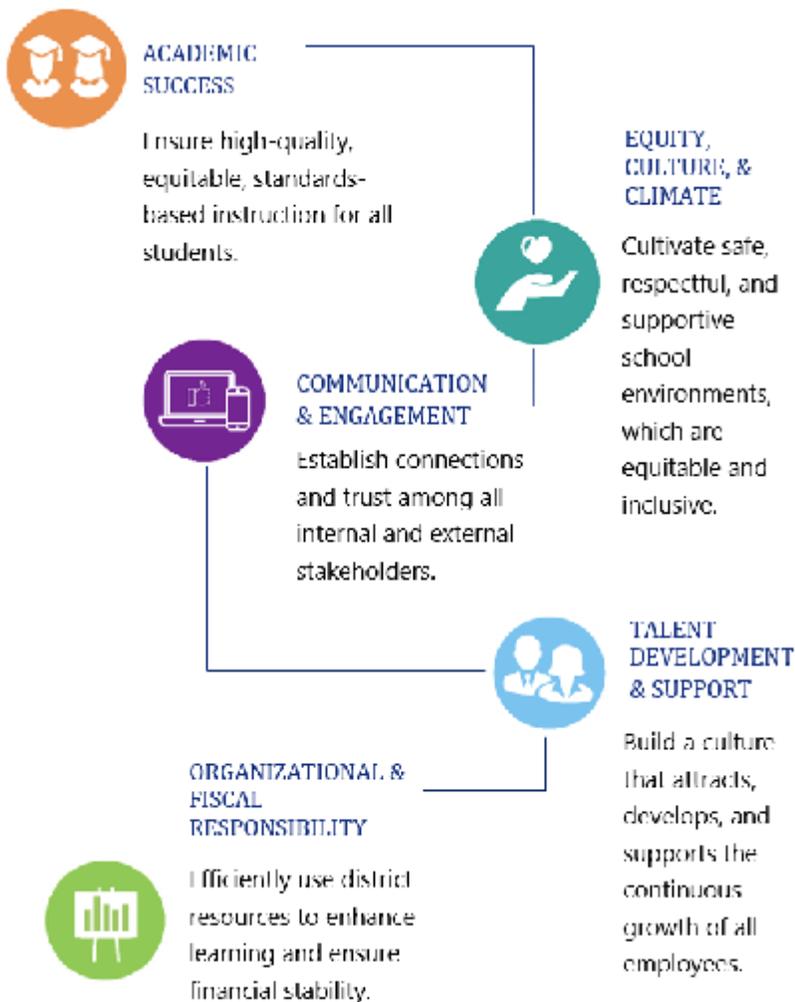


All students graduate & are prepared to be the global leaders & innovators of the future.



FOCUS AREAS

As part of our ACHIEVE 2025 Plan, five key "Focus Areas" and associated priority statements have been identified. Focus Areas are strategically organized to address identified district needs in ways that are systematic, systemic, and sustainable. The Focus Areas were selected based upon information gathered during the strategic planning process and were carefully evaluated to ensure that they were sufficiently comprehensive to have the intended impacts on school improvement. Aligned with each Focus Area is a "Priority Statement" that defines the specific nature of the work in each Focus Area.





In each of the Focus Areas that have been identified, the district also has identified specific, measurable goals referred to as “Targets 2025.” The Targets 2025 provide clearly defined metrics to quantify goal attainment and measure the degree to which anticipated educational transformations have been attained by the conclusion of the 2025 Academic Year.



ACADEMIC SUCCESS

- Ensure the SDIRC Early Learning Program ranks¹ in the Top 10 Florida districts as measured by kindergarten readiness.
- Increase overall achievement on state standardized test performance in English Language Arts so that the SDIRC ranks in the Top 10 Florida districts.
- Increase overall achievement on state standardized test performance in Mathematics so that the SDIRC ranks in the Top 10 Florida districts.
- Increase the district average in Accelerated Performance in middle and high school so that the SDIRC ranks in the Top 10 Florida districts for acceleration.



EQUITY, CULTURE, & CLIMATE

- Eliminate out-of-school suspension by increasing the use of alternatives to suspension.
- Eliminate disparities in classroom removals of all racial/ethnic subgroups of students so that risk ratios² for subgroup comparisons are equal to 1.0.
- Decrease the achievement gap³ between all subgroups of students (African American, Hispanic, White, Students with Disabilities, English Language Learners, and Students who are Economically Disadvantaged) on state standardized assessments in English Language Arts and Mathematics so that the SDIRC ranks in the Top 10 Florida districts with the smallest achievement gaps.
- Increase the number of students with disabilities spending $\geq 80\%$ of the day in the general education classroom so that SDIRC ranks in the Top 10 Florida Districts for the Least Restrictive Environment Indicator.



COMMUNICATION & ENGAGEMENT

- Increase the number of face-to-face opportunities for community members to engage in district activities by 50%.
- Increase the percentage of parents accessing the Focus Parent Portal by 31 percentage points.
- Increase the number of parent workshops offered by 100%.



TALENT DEVELOPMENT & SUPPORT

- Increase the retention of effective/highly effective instructional staff members by 5 percentage points.
- Reduce the percentage of instructional staff members with out-of-field waivers by 5 percentage points.
- Increase the percentage of certified minority instructors (i.e., African American, Hispanic) to align with the representation of each racial/ethnic subgroup in the overall student population.



ORGANIZATIONAL & FISCAL RESPONSIBILITY

- Decrease the percentage of schools with internal accounts audit findings to 0%.
- Achieve a 12% total ending fund balance.
- Achieve alignment of District average teacher to student ratios with State average teacher to student ratios.
- Increase supplemental grant funding by 100%.
- Achieve no material operational or financial audit findings.
- Maintain 100% compliance with state-mandated safety drills.
- Achieve 100% compliance on the Florida Safe Schools Assessment Tool (FSSAT).
- Reduce the number of initial health and safety inspection violations by 35%.

¹Rankings: Identifies our district numeric ranking on a performance indicator as compared with the 67 traditional school districts in the State of Florida. Achievement rankings are based upon the percentage of students scoring Level 3 and higher on state assessments.

²Risk Ratio: A data point that represents the likelihood that a member of one group would incur a consequence as compared to another subgroup or all other students. If a risk ratio is 1.0, then the top percentage is the same as the bottom percentage, with each group being compared equally likely to incur the consequence.

³Gap: Identifies the quantitative difference in outcomes related to two different subgroups of students. The “achievement gap” is the percentage point difference between the percentage of students in each subgroup scoring Level 3 and higher on state assessments.

THEORY OF ACTION



FOCUS AREA 1: ACADEMIC SUCCESS

ANNUAL TARGETS 2021-2022

Key Performance Indicators for the superintendent's annual performance evaluation.

Target 1.1: Increase the District's state ranking for its Early Learning Program by six (6) rank positions compared to Baseline 2019-2020.

Target 1.2: Increase the District's state ranking for English Language Arts achievement by six (6) rank positions.

Target 1.3: Increase the District's state ranking for Mathematics achievement by six (6) rank positions.

Target 1.4: Increase the District's state ranking for middle school accelerated performance by nine (9) rank positions.

Target 1.5 Increase the District's state ranking for high school accelerated performance by two (2) rank positions.



Ensure high-quality, equitable, standards-based instruction for all students.

ANNUAL STRATEGIES 2021-2022

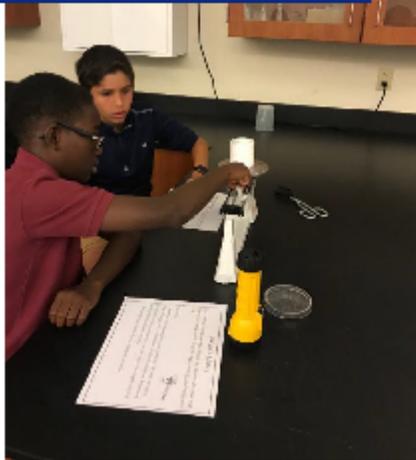
Strategy 1.1: Create and implement an enhanced system and structure for school improvement planning and monitoring.

Strategy 1.2: Provide data-driven professional development and technical support to ensure fidelity in the adoption of the new English Language Arts curriculum materials.

Strategy 1.3: Systematically expand STEAM initiatives districtwide through increased supports for instructional and programmatic planning.

Strategy 1.4: Support the effective implementation of an 8-period day at the secondary level through master scheduling support and professional development.

Strategy 1.5: Increase the academic impact of all extended learning opportunities through a comprehensive alignment of services and programs.



FOCUS AREA 1: ACADEMIC SUCCESS



African American Achievement Plan 2021 - 2022

ANNUAL TARGETS 2021-2022

Target AAAP 1.1: Increase the District's state rankings related to the African American - White, Non-Hispanic Achievement Gap in English Language Arts by seven (7) rank positions.

Target AAAP 1.2: Decrease the gap in graduation rates between African American and White students by one (1) percentage point.

Target AAAP 1.3: Decrease the gap in the percentage of African American students and percentage of White students earning middle school course acceleration credit by five (5) percentage points.

Target AAAP 1.4: Decrease the gap in the percentage of African American students and percentage of White students earning high school college and career acceleration credit by five (5) percentage points.



ANNUAL STRATEGIES 2021-2022

Strategy AAAP 1.1: Integrate African American History teachings into curriculum maps for grades K-12 that supports Florida statute and is aligned to the standards of the course.

Strategy AAAP 1.2: Ensure that African American students who show a substantial deficiency in reading in grades K-3 per i-Ready, receive targeted reading intervention as defined by the District's Reading Plan.

Strategy AAAP 1.3: Use Florida Early Warning Indicators to support secondary School Leadership Teams in developing and implementing interventions for African American students who are not on-track to graduate.

Strategy AAAP 1.4: Implement processes to ensure that African American students have equitable access to advanced and accelerated courses in middle school and high school.

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.

FOCUS AREA 2: EQUITY, CULTURE, & CLIMATE

ANNUAL TARGETS 2021-2022

Key Performance Indicators for the superintendent's annual performance evaluation.

Target 2.1: Decrease the number of assigned out-of-school suspensions by 75% compared to Baseline 2019-2020.

Target 2.2: Decrease disparities in classroom removals of all racial/ethnic subgroups of students by .56 risk ratio points.

Target 2.3: Increase the District's state rankings related to closing achievement gaps across all student subgroups (please see page 19 for the annual target for each subgroup) in English Language Arts and Mathematics.

Target 2.4: Increase the District's state ranking related to Least Restricted Environment for students with disabilities by six (6) rank positions.



Cultivate safe, respectful, and supportive school environments, which are equitable and inclusive.

ANNUAL STRATEGIES 2021-2022

Strategy 2.1: Infuse alternative discipline supports into classroom settings utilizing focused staff, mentors, and an Alternative Intervention Measures (AIM) advocate.

Strategy 2.2: Implement district and school-level data-driven problem solving for areas identified for improvement and systematically allocate needs-based supports.

Strategy 2.3: Evaluate, refine, and leverage the roles of multicultural coordinators to improve the cultural competence of school-based staff.

Strategy 2.4: Build the knowledge and skills of school staff related to meeting the needs of students with disabilities through specialized professional development and technical support.



FOCUS AREA 2: EQUITY, CULTURE & CLIMATE



African American Achievement Plan 2021 - 2022

ANNUAL TARGETS 2021-2022

Target AAAP 2.1: Decrease the gap in the percentage of African American and White students assigned one or more out-of-school suspension as compared with Baseline 2019-2020 by 0.5 percentage points.

Target AAAP 2.2: Decrease African American-White disparities in classroom removals by .56 risk ratio points.

Target AAAP 2.3: Increase the District's state rankings related to the African American - White, Non-Hispanic Achievement Gap in English Language Arts by seven (7) rank positions.

Target AAAP 2.4: Increase the District's state rankings related to the African American - White, Non-Hispanic Achievement Gap in Mathematics by seven (7) rank positions.



ANNUAL STRATEGIES 2021-2022

Strategy AAA 2.1: Implement data-driven problem solving and provide needs-based supports to schools to specifically address identified discipline and achievement disparities.

Strategy AAA 2.2: Implement alternative discipline interventions and supports for African American students identified as off-track according to disciplinary Early Warning Indicators.

Strategy AAA 2.3: Monitor that all out-of-school suspensions are approved by principal supervisors prior to being assigned to a student.

Strategy AAA 2.4: Ensure that School Improvement Plans for all schools specifically address how schools are providing interventions related to achievement gaps for African American students.

FOCUS AREA 3: COMMUNICATION & ENGAGEMENT

ANNUAL TARGETS 2021-2022

Key Performance Indicators for the superintendent's annual performance evaluation.

Target 3.1: Increase the number of face-to-face opportunities for community members to engage in district activities by 41% compared to Baseline 2019-2020.

Target 3.2: Increase family engagement with student information by increasing the percentage of parents accessing the Focus Parent Portal by three (3) percentage points.

Target 3.3: Increase the number of parent workshops that provide parents with new knowledge and skills to support their children's education by 9%.



Establish connections and trust among all internal and external stakeholders.

ANNUAL STRATEGIES 2021-2022

Strategy 3.1: Implement varied approaches to engage community members in district activities while offering at least two in-person, district-supported activities for community engagement quarterly.

Strategy 3.2: Implement strategies to increase parent access and interaction with the Focus Parent Portal for the purposes of increased communication.

Strategy 3.3: Strategically identify and offer district and school-based parent workshops that enhance and expand parents' knowledge and skills in supporting their children's education.



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FOCUS AREA 3: COMMUNICATION & ENGAGEMENT



African American Achievement Plan 2021 - 2022

ANNUAL TARGETS 2021-2022

Target AAAP 3.1: Increase the percentage of African American students participating in extracurricular activities districtwide from 18% to 25%.

Target AAAP 3.2: Increase the number of students participating in African American Student Councils at secondary schools from 69 students to 83 students.

Target AAAP 3.3: Increase the percentage of parents of African American student that are participating in parent workshops (Baseline Year).



ANNUAL STRATEGIES 2021-2022

Strategy AAAP 3.1: Increase communication regarding the availability of extracurricular activities through the dissemination of a resource that provides information for individual schools.

Strategy AAAP 3.2: Facilitate a taskforce that includes community members in which perspectives, feedback, and support will be gathered to ensure equitable access to educational experiences for students districtwide.

Strategy AAAP 3.3: Expand outreach and publicity to parents of African American students to increase participation in parent workshops.

Strategy AAAP 3.4: Communicate to District Staff and Board Members the importance of participating in scheduled Equity Committee meetings.

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FOCUS AREA 4: TALENT DEVELOPMENT & SUPPORT

ANNUAL TARGETS 2021-2022

Key Performance Indicators for the superintendent's annual performance evaluation.

Target 4.1: Increase the retention of effective/highly effective instructors by one (1) percentage point.

Target 4.2: Decrease the percentage of instructors with out-of-field waivers by one (1) percentage point.

Target 4.3: Increase the recruitment of African American instructional staff to vacancies by two (2) percentage points.

Target 4.4: Increase the recruitment of Hispanic instructional staff to vacancies by five (5) percentage points.



Build a culture that attracts, develops, and supports the continuous growth of all employees.

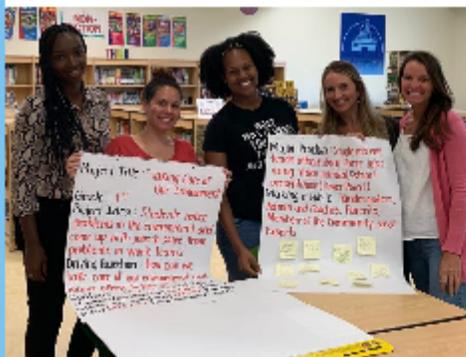
ANNUAL STRATEGIES 2021-2022

Strategy 4.1: Implement "Leadership Academies" to build current and prospective administrators' leadership capacity.

Strategy 4.2: Conduct an analysis of the Human Resources application, screening, and interview process to evaluate the presence of equitable hiring practices and remediate any identified inequities.

Strategy 4.3: Implement a plan that builds upon our WE PROMISE program and incorporates strategies to support currently employed instructors in obtaining needed certifications/endorsements, while recruiting diverse instructional staff.

Strategy 4.4: Increase capacity for effective and efficient collaborative planning through professional development, intentional review, and feedback.



FOCUS AREA 4: TALENT DEVELOPMENT & SUPPORT



African American Achievement Plan 2021 - 2022

ANNUAL TARGETS 2021-2022

Target AAAP 4.1: Maintain a new, African American teacher retention rate that is 95% or higher.

Target AAAP 4.2: Increase the recruitment of African American instructional staff to vacancies by two (2) percentage points.

Target AAAP 4.3: Decrease the gap in the representation of African American instructional staff at each school as compared with the percentage representation of African American students in the District by the number of percentage points that will result in a representation gap of +/- 3 percentage points by 2025.

Target AAAP 4.4: Increase the number of community partnerships to assist with identifying and connecting new hires with affordable housing options in the local community (i.e., Indian River County) by 100%.



ANNUAL STRATEGIES 2021-2022

Strategy AAAP 4.1: Increase the diversity of mentors and staff providing coaching support as part of the STARR Mentoring program, while training mentors in trauma-informed practices and cultural competency.

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.

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

Strategy AAAP 4.4: Facilitate a Workforce Housing Committee to identify affordable housing options for new educators in the local community.

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FOCUS AREA 5: ORGANIZATIONAL & FISCAL RESPONSIBILITY

ANNUAL TARGETS 2021-2022

Key Performance Indicators for the superintendent's annual performance evaluation.

Target 5.1: Decrease the number of schools with internal accounts audit findings by 25%

Target 5.2: Achieve a District Total Ending Fund Balance of 11% (+/- 1%).

Target 5.3: Maintain 100% alignment of average teacher-student ratios with average state teacher-student ratios.

Target 5.4: Increase overall grant funding by 25%.

Target 5.5: Maintain 100% compliance with material and financial audits.

Target 5.6: Ensure compliance with 100% of the Office of Safe Schools' safety and security mandates.

Target 5.7: Decrease the number of initial health and safety violations by 34% compared to Baseline 2019-2020.



Efficiently use district resources to enhance learning and ensure financial stability.

ANNUAL STRATEGIES 2021-2022

Strategy 5.1: Provide training and site visit technical support on any school internal accounts audit findings.

Strategy 5.2: Analyze existing budgets and apply a Staff Allocation Model (SAM) to implement data-driven allocation of resources.

Strategy 5.3: Expand the identification and application for grant opportunities to supplement existing funding.

Strategy 5.4: Expand technological utilization to enhance academic success, improve operational efficiencies and compliance, and analyze strategic goal performance while demonstrating effective Return on Investment (ROI).

Strategy 5.5: Monitor implementation of the Office of Safe Schools' mandates related to school safety and security.

Strategy 5.6: Increase monitoring of compliance with health and safety requirements.



FOCUS AREA 5: ORGANIZATIONAL & FISCAL RESPONSIBILITY



African American Achievement Plan 2021 - 2022

ANNUAL TARGETS 2021-2022

Target AAAP 5.1: Increase the percentage of African American students enrolled in school choice or magnet school programming by seven (7) percentage points.

Target AAAP 5.2: Increase the number of schools in the District in which the percentage enrollment of African American students is within a range of plus or minus nine (9) percentage points of the overall district enrollment of African American students from 16 schools to 17 schools.

Target AAAP 5.3: Maintain a percentage representation of African American students using school transportation that is equal to or above the percentage representation of African American students in the District.



ANNUAL STRATEGIES 2021-2022

Strategy AAAP 5.1: Enhance school choice and magnet school offerings, including transportation to access school choice, districtwide to maximize opportunities for African American students to enroll in schools that best align with their needs and interests.

Strategy AAAP 5.2: Evaluate the impact that school choice, including magnet enrollment, is having on the representation of African American students at specific schools, with a particular focus on schools that are racially identifiable.

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.

Strategy AAAP 5.4: Continue to provide evidence of implementation of the AAAP and progress monitoring, including a 5-year progress monitoring framework, on the District's public-facing website.

Strategy AAAP 5.5: Establish and obtain approval for a Unitary Status Sustainability Policy to ensure that progress related to the 1967 Desegregation Order is maintained.



SCHOOL DISTRICT OF INDIAN RIVER COUNTY

Transforming education to inspire & empower ALL students to maximize their full potential.



GUIDING PRINCIPLES

Invest in collaborative cultures that promote the growth of all.

Provide equitable access to high-quality, rigorous instruction.

Engage in innovative practices to optimize outcomes.

Communicate with transparency & integrity with all stakeholders.

Empower problem solvers at every level of the organization.

Transformational Impacts →

- ____ All students are accepted & included within our school communities.
- ____ All classrooms are designed to meet the needs of students in the 21st Century.
- ____ All students have access to programs that support their talents & interests.
- ____ All employees are respected & valued as part of an innovative workforce.
- ____ All students graduate & are prepared to be global leaders & innovators of the future.

FOCUS AREAS



Academic Success:
Ensure high-quality, equitable, standards-based instruction for all students.



Equity, Culture, & Climate: Cultivate safe, respectful, & supportive school environments, which are equitable & inclusive.



Communication & Engagement:
Establish connections & trust among all internal & external stakeholders.



Talent Development & Support: Build a culture that attracts, develops, & supports the continuous growth of all employees.



Organizational & Fiscal Responsibility:
Efficiently use district resources to enhance learning & ensure financial stability.

TARGETS 2025

- Early Learning Program - State Ranking
- English Language Arts (ELA) Achievement – State Ranking
- Mathematics Achievement – State Ranking
- Middle School Accelerated Performance – State Ranking
- High School Accelerated Performance – State Ranking

- Out-of-School Suspensions (#)
- Disparities in Classroom Removals (Risk Ratio)
- Achievement Gap–English Language Arts & Mathematics Achievement (African American, Hispanic, White, Students with Disabilities, English Language Learners, Economically Disadvantaged) - State Rankings
- Inclusion of Students with Disabilities – Least Restrictive Environment State Ranking

- Face-to-Face Opportunities for Community Member Engagement in District Activities (#)
- Parents Accessing Focus Parent Portal (%)
- Parent Workshops Offered (#)

- Retention of Effective/Highly Effective Instructional Staff Members (%)
- Instructional Staff Members with Out-of-Field Waivers (%)
- Certified Instructors – African American (%)
- Certified Instructors – Hispanic (%)

- Schools with Internal Accounts Audit Findings (%)
- Total Ending Fund Balance (%)
- Alignment of Average Teacher-Student Ratios to Average State Teacher-Student Ratios (%)
- Supplemental Grant Funding (% increase)
- Compliance with Material & Financial Audits (%)
- Compliance with State-Mandated Safety Drills (%)
- Compliance on the Florida Safe Schools Assessment Tool (PSSAT) (%)
- Initial Health & Safety Inspection Violations (#)



ACHIEVE 2025 DISTRICT STRATEGIC PLAN ANNUAL TARGETS & TARGETS 2025



+ Indicates that the original Target 2025 has been increased.

Note: "est" denotes that the outcome has been estimated and that official state data is not yet available.

| Academic Success | Baseline | Outcome | Targets | |
|----------------------------------------------------------------------|------------|---------|---------|------|
| | 2019-2020* | 2021 | 2022 | 2025 |
| Early Learning Program - State Ranking | 40 | 18 | 28 | ≤10 |
| English Language Arts (ELA) Achievement ¹ - State Ranking | 38 | 33 | 26 | ≤10 |
| Mathematics Achievement - State Ranking | 40 | 36 | 28 | ≤10 |
| Middle School Accelerated Performance - State Ranking | 56 | 42(est) | 38 | ≤10 |
| High School Accelerated Performance - State Ranking | 21 | Pending | 17 | ≤10 |

| Equity, Culture, & Climate | Baseline | Outcome | Targets | |
|------------------------------------------------------------------------------------------------|------------------|---------|---------|------|
| | 2019-2020* | 2021 | 2022 | 2025 |
| Out-of-School Suspensions (#) | 1461 | 126 | 365 | 0 |
| African American-White Disparities in Classroom Removals (Risk Ratio) | 4.00 (2018-2019) | 2.06 | 1.5 | 1.0 |
| African American - White, Non-Hispanic Achievement Gap-ELA - State Ranking | 45 | 47 | 31 | ≤10 |
| Hispanic - White, Non-Hispanic Achievement Gap-ELA - State Ranking | 46 | 47 | 32 | ≤10 |
| Students with Disabilities - Without Disabilities Achievement Gap-ELA - State Ranking | 47 | 45 | 33 | ≤10 |
| English Language Learners (ELLs) - Non-ELLs Achievement Gap - ELA - State Ranking | 24 | 26 | 18 | ≤10 |
| Economically Disadvantaged (ED) - Non-ED Achievement Gap - ELA - State Ranking | 48 | 20 | 32 | ≤10 |
| African American - White, Non-Hispanic Achievement Gap- Mathematics- State Ranking | 43 | 42 | 29 | ≤10 |
| Hispanic - White, Non-Hispanic Achievement Gap-Mathematics - State Ranking | 40 | 40 | 32 | ≤10 |
| Students with Disabilities - Without Disabilities Achievement Gap- Mathematics - State Ranking | 48 | 28 | 32 | ≤10 |
| English Language Learners (ELLs) - Non-ELLs Achievement Gap - Mathematics - State Ranking | 22 | 22 | 18 | ≤10 |
| Economically Disadvantaged (ED) - Non-ED Achievement Gap - Mathematics - State Ranking | 45 | 20 | 31 | ≤10 |
| Least Restrictive Environment for Students with Disabilities - State Ranking | 40 | 20(est) | 28 | ≤10 |

| Communication & Engagement | Baseline | Outcome | Targets | |
|--------------------------------------------------------------------------|-----------|---------|---------|------|
| | 2019-2020 | 2021 | 2022 | 2025 |
| Opportunities for Community Member Engagement in District Activities (#) | 32 | 183 | 45 | 48+ |
| Parents Accessing Focus Parent Portal (%) | 59% | 84% | 87% | 90%+ |
| Parent Workshops Offered (#) | 31 | 55 | 60 | 62+ |

| Talent Development & Support | Baseline | Outcome | Targets | |
|-------------------------------------------------------------------------|-----------|---------|---------|------|
| | 2019-2020 | 2021 | 2022 | 2025 |
| Retention of Effective/Highly Effective Instructional Staff Members (%) | 90% | 93% | 94% | 95% |
| Instructional Staff Members with Out-of-Field Waivers (%) | 10% | 8% | 7% | 5% |
| Certified Instructors - African American (%) | 9% | 11% | 13% | 18%+ |
| Certified Instructors - Hispanic (%) | 5% | 6% | 11% | 25%+ |

| Organizational & Fiscal Responsibility | Baseline | Outcome | Targets | |
|-----------------------------------------------------------------------------------------|-----------|-----------|-------------|------|
| | 2019-2020 | 2021 | 2022 | 2025 |
| Schools with Internal Accounts Audit Findings (%) | 96% | 91% | 50% | 0% |
| Total Ending Fund Balance (%) | 11% | 14% (est) | 11% (+/-1%) | 12% |
| Alignment of Average Teacher-Student Ratios to Average State Teacher-Student Ratios (%) | | | | |
| Grades K-3 Average | 91% | 100% | 100% | 100% |
| Grades 4-8 Average | 85% | 100% | 100% | 100% |
| Grades 9-12 Average | 88% | 100% | 100% | 100% |
| Supplemental Grant Funding (cumulative \$ secured) | \$2M | \$2.51M | \$3M | \$4M |
| Compliance with Material Audits (%) | 100% | 100% | 100% | 100% |
| Compliance with Financial Audits (%) | 100% | 100% | 100% | 100% |
| Compliance with State-Mandated Safety Drills (%) | 100% | 100% | 100% | 100% |
| Compliance on the Florida Safe Schools Assessment Tool (FSSAT) (%) | 100% | 100% | 100% | 100% |
| Initial Health & Safety Inspection Violations (#) | 753 | 520 | 500 | 489+ |

¹All state rankings related to "achievement" are based upon the percentage of students scoring Level 3 or higher on state assessments and all rankings related to "achievement gaps" are based upon the percentage point difference between the percentage of students in each subgroup scoring Level 3 and higher on state assessments. State assessment results from the 2018-2019 Academic Year are used for the 2019-2020 achievement and achievement gap baseline data, given that no state assessments were administered in Spring 2020 due to COVID-19.



AFRICAN AMERICAN ACHIEVEMENT PLAN ANNUAL TARGETS & TARGETS 2025



Academic Success

Note: "est" denotes that the outcome has been estimated and that official state data is not yet available.

| | Baseline | Outcome | Targets | |
|----------------------------------------------------------------------------------------------|-----------------|---------|---------|------|
| | 2019-2020* | 2021 | 2022 | 2025 |
| African American - White, Non-Hispanic Achievement Gap-ELA - State Ranking | 45 | 47 | 31 | ≤10 |
| African American - White Graduation Rate Gap (% points) | 5% | 2%(est) | 1% | 0% |
| African American - White Gap in Middle School Course Acceleration Credits (% points) | 11% (2018-2019) | 21% | 16% | 0% |
| African American - White Gap in High School College & Career Acceleration Credits (% points) | 25% | Pending | 15% | 0% |

Equity, Culture, & Climate

| | Baseline | Outcome | Targets | |
|---------------------------------------------------------------------------------------------|------------------|---------|---------|------|
| | 2019-2020* | 2021 | 2022 | 2025 |
| African American - White Gap in Students with 1 or more Out-of-School Suspension (% points) | 5% | 0.5% | 0% | 0% |
| African American - White Disparities in Classroom Removals (Risk Ratio) | 4.00 (2018-2019) | 2.06 | 1.5 | 1.0 |
| African American - White, Non-Hispanic Achievement Gap-ELA - State Ranking | 45 | 47 | 31 | ≤10 |
| African American - White, Non-Hispanic Achievement Gap-Mathematics- State Ranking | 43 | 42 | 29 | ≤10 |

Communication & Engagement

| | Baseline | Outcome | Targets | |
|----------------------------------------------------------------------------|-----------|---------|---------|------|
| | 2019-2020 | 2021 | 2022 | 2025 |
| African American Students Participating in Extracurricular Activities (%) | NA | 18% | 25% | 30% |
| Students Participating in African American Student Councils (#) | NA | 69 | 83 | 100 |
| Parents of African American Students Participating in Parent Workshops (%) | NA | NA | 25% | 75% |

Talent Development & Support

| | Baseline | Outcome | Targets | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|---------|---------|-------|
| | 2019-2020 | 2021 | 2022 | 2025 |
| Retention of New, African American Instructional Staff Members (%) | NA | 97% | 95% | 95% |
| Certified Instructors – African American (%) | 9% | 11% | 13% | 18% |
| African American Instructional Staff – African American Student Gap in Representation by School (AA Instructional Staff Percentage – District AA Student Percentage) | | | | |
| Alternative Center for Education | +28% | +55% | +42% | +/-3% |
| Beachland Elementary School | -18% | -13% | -10% | +/-3% |
| Citrus Elementary School | -10% | -11% | -9% | +/-3% |
| Dodgertown Elementary School | -7% | -2% | +/-3% | +/-3% |
| Fellsmere Elementary School | -16% | -16% | -12% | +/-3% |
| Gifford Middle School | +6% | +3% | +/-3% | +/-3% |
| Glendale Elementary School | -16% | -7% | -6% | +/-3% |
| Indian River Academy | -10% | -15% | -12% | +/-3% |
| Liberty Magnet School | -11% | -10% | -8% | +/-3% |
| Osceola Magnet School | -13% | -15% | -12% | +/-3% |
| Oslo Middle School | -2% | +10% | +8% | +/-3% |
| Pelican Island Elementary School | -13% | -15% | -12% | +/-3% |
| Rosewood Magnet School | -16% | -15% | -12% | +/-3% |
| Sebastian Elementary School | -1% | -3% | +/-3% | +/-3% |
| Sebastian River High School | -10% | -9% | -7% | +/-3% |
| Sebastian River Middle School | -2% | -3% | +/-3% | +/-3% |
| Storm Grove Middle School | -9% | -9% | -7% | +/-3% |
| Treasure Coast Elementary School | -16% | -14% | -11% | +/-3% |
| Vero Beach Elementary School | -4% | -4% | +/-3% | +/-3% |
| Vero Beach High School | -8% | -8% | -7% | +/-3% |
| Wabasso School | -18% | -9% | -7% | +/-3% |
| Community Partnerships for Affordable Housing (#) | NA | 7 | 14 | 25 |

Organizational & Fiscal Responsibility

| | Baseline | Outcome | Targets | |
|----------------------------------------------------------------------------------------------------------------------------|-----------|---------|---------|------|
| | 2019-2020 | 2021 | 2022 | 2025 |
| African American Students Enrolled in School Choice/Magnet Programming (%) | 18% | 18% | 25% | 30% |
| Schools with African American Student Representation within +/- 9% of District African American Student Representation (#) | 17 | 16 | 17 | 21 |
| African American Students Utilizing School Transportation for Choice/Magnet Programming (% representation) | NA | 31% | ≥18% | ≥18% |

*All state rankings related to "achievement" are based upon the percentage of students scoring Level 3 or higher on state assessments and all rankings related to "achievement gaps" are based upon the percentage point difference between the percentage of students in each subgroup scoring Level 3 and higher on state assessments. State assessment results from the 2018-2019 Academic Year are used for the 2019-2020 achievement and achievement gap baseline data, given that no state assessments were administered in Spring 2020 due to COVID-19.



TRANSFORM - INSPIRE - EMPOWER - ACHIEVE



CONTACT US



School District of Indian River County
6500 57th Street
Vero Beach, FL 32967



+ 772 564 3000



Website: www.indianriverschools.org
Facebook: @SchoolDistrictofIRC
Twitter: @IRCSchools

*Transforming education to inspire
& empower ALL students to
maximize their full potential.*



Artifact 6.3



School District of Indian River County
African American Achievement Plan 2021 -2022
Assurances of Implementation of Strategies/Action Steps



Quarter of the School Year: Choose an item.

District Office: Student Affairs, Advocacy, & Access

In August 2021, the School District of Indian River County initiated the implementation of the 2021-2022 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 2021-2022 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 of each school:

- Action steps included within the 2021-2022 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: Click or tap to enter a date. _____ (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?)

Click or tap here to enter text.



School District of Indian River County
African American Achievement Plan 2021 – 2022
Quarterly Summary of Implementation of Strategies/Action Steps



Quarter of the School Year: Choose an item.

Date of Summary: Click or tap to enter a date.

District Office: Student Affairs, Advocacy, & Access

Strategies: 3.2, 3.3, 5.5

Strategy AAAP 3.2: Facilitate a taskforce that includes community members in which perspectives, feedback, and support will be gathered to ensure equitable access to educational experiences for students districtwide.

| | |
|---------------------------------|--|
| Dates of Taskforce Meeting(s) | |
| Summary of Planned Action Steps | |

*Attach meeting agendas

Strategy AAAP 3.3: Expand outreach and publicity to parents of African American students to increase participation in parent workshops.

| Date of Parent Workshop | Title of Parent Workshop | Date of Publicity |
|-------------------------|--------------------------|-------------------|
| | | |
| | | |
| | | |

*Attach examples of publicity for parent workshops

Strategy AAAP 5.5: Establish and obtain approval for a Unitary Status Sustainability Policy to ensure that progress related to the 1967 Desegregation Order is maintained.

| | |
|--------------------------------------------|--|
| Dates of Work Sessions/Revisions of Policy | |
|--------------------------------------------|--|

*Attach most recent revision of the policy

Artifact 6.4

AAAP Q 1 Evidence and Artifacts- Exceptional Student Education

PD on Plan B Gifted Eligibility, Gifted Characteristics Checklist, and Gifted Enrichment provided to ESE Resource Specialists and School Psychologists



Agenda

- Plan B Eligible Populations
- Screening and Referral Criteria and Process
- Plan B Eligibility Criteria
- Gifted Characteristics and Updated Checklist
- Enrichment Services and Considerations
- Canvas for Home Access
- Service Log Submissions

Which student populations may be considered for PLAN B Eligibility

LY: K - 12 grade ELL students enrolled in classes specifically designed for ELL students.

LP = K - 12 grade ELL students for whom the reading/writing test is pending

LF = K - 12 grade former ELL students who exited the program within the last two years

Students whose primary language spoken in the home is other than English (as indicated on their initial registration form) whose score on a test of English proficiency indicates a CALP level of fluent, but only within the first two years of being enrolled in a classroom where instruction is delivered primarily in English

Low SES as defined as students who are eligible for the government-subsidized free or reduced lunch program.

Screening and Referral Criteria and Process

fall 2021-22 iReady scores will be sent to building level administration to elicit a site-based team review

qualifying students K-3 (iReady scores at or above the 83rd %) will be identified and disseminated to elementary schools for review

qualifying students 4-6 (FSA scores at level 4 or 5 in ELA or MATH) will be identified and disseminated to elementary schools for further review

administrators are to collaborate with elected school-based team to consider potential candidates for further screening and possibly a gifted evaluation

Further Screening Criteria for Gifted Referral



a majority of characteristics of gifted students according to a standard scale or checklist completed by at least one of the student's teachers



K-BIT IQ screener score at or above 115

Eligibility Criteria

A student is eligible for special instructional programs for the gifted under Plan B from kindergarten through grade 12, if the student demonstrates:

- The need for a special program as indicated by one or more of the following statements checked in the referral paperwork.
- Ability above regular class curricula
- Interest far advanced for regular classwork
- Social maturity above classmates
- Needs stimulation of advanced program

A majority of characteristics of gifted students according to a standard scale or checklist completed by at least one of the student's teachers. Forms are located in FOCUS.

Above average intellectual development as measured by an intelligence quotient of **115** or above on an individually administered standardized test of intelligence.

Gifted Characteristics not Commonly Identified by Teachers

| | | | |
|-------------------------------------------------------|-------------------------------------------------------|--------------------------------------------------------------------------------------------|------------------------------------------------|
| Bored with routine task, refuses to do rote homework | Difficult to get him/her to move into another topic | Is self-critical, impatient with failures | Is critical of others and of the teacher |
| Often disagrees vocally with others, with the teacher | Makes jokes or puns at inappropriate times | Emotionally sensitive – may overreact, get angry easily or ready to cry if things go wrong | Not interested in details, hands in messy work |
| | Refuses to accept authority; non-conforming, stubborn | Tends to dominate others | |

Updated Gifted Checklist

Please read through, and mark with an X as appropriate, the following list of behaviors in th creativity, leadership, motivation, and learning that are associated with gifted learners.

- 1. Demonstrates strong leadership skills in their own culture
 - 2. Has an expanded vocabulary
 - 3. Becomes deeply involved with topics or problems
 - 4. Often turns in work that is inconsistent with ability level; may hand in messy work
 - 5. Will attempt the challenge of new and different topics
 - 6. Often disagrees vocally with others, possibly including the teacher
 - 7. Asks many questions to gain a deeper understanding
 - 8. Is resourceful; tries to reason things out independently and in ingenious ways
 - 9. Transfers learning to new situations
 - 10. Eagerly shares ideas or discoveries
 - 11. Can be perfectionistic
 - 12. Becomes bored with routine tasks; is reluctant to do rote work
 - 13. Acquires languages with ease and rapidity
 - 14. Is self-critical and can be impatient with own failures
 - 15. Demonstrates idealism and sense of justice at an earlier age than peers
-
- 26. Is able to see and consider the perspective of others
 - 27. Carries responsibility well
 - 28. Initiates activities
 - 29. Has the ability to think logically
 - 30. Demonstrates resiliency, or the ability to cope, when presented with challenging circumstances
 - 31. Has the ability to take on adult roles at home, such as managing the household and supervising siblings, (may negatively impact school attendance and achievement)
 - 32. Has a strong sense of self, pride, and/or worth
 - 33. Is critical of others which may include adults in authority (i.e., teachers, parents, coaches, etc.)
 - 34. Makes jokes or puns at inappropriate times
 - 35. Can be emotionally sensitive, anger easily, and/or be over-reactive
 - 36. Can be non-conforming or stubborn
 - 37. Uses creative abilities in problem solving
 - 38. Rapidly processes information in complex ways
 - 39. Is observant
 - 40. Is excited about new ideas

Enrichment Service Considerations

Students not currently identified as gifted

Scores at or above the 83rd% on the MATH or ELA 21-22 FALL iReady diagnostics

FSA scores at level 4 or 5 in ELA or MATH

Teacher observations are aligned with characteristics associated with gifted students

Previous Gifted Screener or Eval = a DNO but student is a high achiever

Shows need for a Tier 2 supplemental gifted enrichment

High levels of acculturation and linguistic development

Considerations for Teams for Gifted Enrichment

- Some important considerations teams should make when identifying which students on the list should move forward for additional screening are as follows, but not limited to:
 - Previous screenings or formal evaluations (and results) for gifted;
 - Teacher observations related to characteristics associated with gifted students;
 - Overall measures of student academic performance;
 - Tiered levels of support required for student academic progress;
 - Levels of acculturation and linguistic development; and
 - The student's individual need for gifted programming.

Service Log Review

- Weekly submission of Enrichment and Gifted service logs to Mr. Stull by the end of the day each Friday

PD Rosters and Agendas (Teachers of the Gifted, School Psychologists, and Resource Specialists), Respectively
Teachers of the Gifted 8.4.21 (10:00am -12:00pm)

1105006: Teacher of the Gifted Meeting

Preschool meeting to discuss placement, Plan b, and enrichment services.

Meeting Date(s) • #1 Aug 4 2021 10:00AM - 12:00PM
 Location(s) ESE Office
 Owner/Manager Thomas Stull - Thomas.Stull@indianriverschools.org
 Goal(s) • EQUITY, CULTURE, & CLIMATE: Strategy 2.4: Expand professi
 development and learning relate
 Purpose(s) • C - Florida Educators Certificate Renewal
 Building(s) • -All-
 Department(s) • -All-
 Grade(s) • -All-
 Program/Sponsor District Catalog
 Contact: Gregory MacDonald

| # | Name District Building | Approval Status | Hours#1 | Awarded Hours |
|----|-----------------------------------------------|-----------------|---------|---------------|
| 1. | HasslerJones, Sonja 9002 - ESE SCHOOL WIDE | Confirmed | 2.00 | 2.00 |
| 2. | Marini, Michaelan 9002 - ESE SCHOOL WIDE | Confirmed | 2.00 | 2.00 |
| 3. | Nikla, Karen 9002 - ESE SCHOOL WIDE | Confirmed | 2.00 | 2.00 |

School Psychologist's PD 8.17.21 (2:00pm-4:00pm)

Psychologist Meeting 8/17/21:

Roster:

- Rebecca Almore
- Paul Boissonneault
- Maggie Donovan
- Leslie Evans
- Andrea Johnston
- Terra Jones
- Renee Arms (Keller)
- Elaine McGinty
- Traci McGough
- Claire Miller
- Erika Palacios
- Michelle Soucy

Resource Specialists 9.1.21 (all day)

| | |
|---------------------------------------|---------------|
| Beachland | Navarro |
| Citrus | Hoover |
| Dodgertown | Whittaker |
| Fellsmere | Halbin |
| FLC | Potter |
| ACE | Potter |
| GM | Browning |
| Glendale | DeAquir |
| IRA | Logue |
| Liberty | Collins |
| Osceola | Irish |
| PIE | Mistretta |
| Rosewood | Henry |
| SES | Campbell |
| SRM | Sarrasin |
| SRHS | Norman/Goodin |
| SGM | Seeley |
| TCE | Stanfield |
| VBE | Decker |
| VBHS-Main Campus | Moody/Goode |
| Wabasso | Johnston |
| PreK | Whitney |
| Oslo Middle School | Broxton-Brown |
| Virtual Instruction IEP's/504s/Gifted | Johnston |

Ready To Launch PD with all ESE Staff, Support Staff, and Site Based Administrators (updated Gifted Characteristics Checklist was provided to all Admin and ESE staff)

GIFTED CHARACTERISTICS NOT TYPICALLY IDENTIFIED BY TEACHERS

| | | | |
|-------------------------------------------------------|-------------------------------------------------------|--------------------------------------------------------------------------------------------|------------------------------------------------|
| Bored with routine task, refuses to do extra homework | Difficult to get him/her to move into another topic | Is self-critical, impatient with failures | Is critical of others and of the teacher |
| Often disagrees vocally with others, with the teacher | Makes jokes or puns at inappropriate times | Emotionally sensitive - may overreact, get angry easily or ready to cry if things go wrong | Not interested in details, hands in messy work |
| | Refuses to accept authority, non-conforming, stubborn | Tends to dominate others | |

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- 4. Often turns in work that is inconsistent with ability level; may hand in messy work
- 5. Will attempt the challenge of new and different topics
- 6. Often disagrees vocally with others, possibly including the teacher
- 7. Asks many questions to gain a deeper understanding
- 8. Is resourceful; tries to reason things out independently and in ingenious ways
- 9. Transfers learning to new situations
- 10. Eagerly shares ideas or discoveries
- 11. Can be perfectionistic
- 12. Becomes bored with routine tasks; is reluctant to do rote work
- 13. Acquires languages with ease and rapidity
- 14. Is self-critical and can be impatient with own failures
- 15. Demonstrates idealism and sense of justice at an earlier age than peers

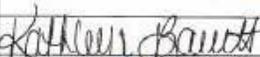
Ready to Launch PD Roster- ESE Staff (8.5.21)

| DISTRICT ESE STAFF PROFESSIONAL DEVELOPMENT SIGN - IN SHEET | | | |
|----------------------------------------------------------------|-----------------------------|-------------|---------------|
| Meeting Date: | August 5, 2021 | Place/Room: | VBE Cafeteria |
| Name | Signature | | |
| Allerton, Terri | <i>Terri Allerton</i> | | |
| Almore, Rebecca | <i>Rebecca Almore, Ed.S</i> | | |
| Benavides, Kimberly | | | |
| Bolssonneault, Paul | <i>Paul Bolssonneault</i> | | |
| Boudreaux, Chelsea | | | |
| Brausam, Julie | | | |
| Browning, Kristina | <i>Kristina Browning</i> | | |
| Browning, Kristina | | | |
| Broxton-Brown, Tammy | | | |
| Caldwell, Taylor | | | |
| Campbell, Deborah | | | |
| Cole, Marie | | | |
| Collins, Linda | <i>Linda Collins</i> | | |
| Colonna, Audrey | <i>Audrey Colonna</i> | | |
| Cooper, Clarence | <i>Clarence Cooper</i> | | |
| Coyne, Jessica | | | |
| Cusson, Kelly | <i>Kelly Cusson, DTRIL</i> | | |
| Deaquair, Rebecca | | | |
| Decker, Roxanne | <i>Roxanne Decker</i> | | |
| Delph-Prince, Andrea | <i>Andrea Delph-Prince</i> | | |

| Name | Signature |
|-------------------------|------------------------|
| Norris, Jennifer | Jennifer Norris |
| Norwood, Jayde | Jayde Norwood |
| Racine, Kristen | Kristen Racine |
| Rahal, Kimberly | Kim Rahal |
| Simpson, Scott | Scott Simpson |
| Van Brimmer, Sarah | Sarah Van Brimmer |
| Vernette, Aretha | Aretha Vernetta |
| Whitfield-Hart, Letitia | Letitia Whitfield-Hart |
| Jessica Rojas | Jessica Rojas |
| Brooke Ford | Brooke Ford |
| Jody Houston | Jody Houston |
| Rachel Morice | Rachel Morice |
| | |
| | |

| READY TO LAUNCH OFFICE OF STRATEGIC PLANNING & SUPPORT SERVICES SIGN - IN SHEET | |
|---------------------------------------------------------------------------------------|-------------------------|
| Meeting Date: | July 30, 2021 |
| Place/Room: | TEC |
| Name | Signature |
| Ahrens, Greg | |
| Bethel, Robyn | |
| Bieber, Anne | <i>Anne Bieber</i> |
| Blidgen, Tisa | <i>Tisa Blidgen</i> |
| Brown, Daryall | <i>Daryall Brown</i> |
| Contri, Jacquelyn | <i>Jacquelyn Contri</i> |
| Cummings, Christopher | |
| Duchemin, Dawn | |
| Erickson, David | <i>David Erickson</i> |
| Gonzalez, Vanessa | |
| Griffin, Joy | <i>J. Griffin</i> |
| Hart, Denny | |
| Holmes, Michele | <i>Michele Holmes</i> |
| Jones, Tosha | <i>Tosha Jones</i> |
| Kinsley, Craig | |
| Kohlstedt, Chris | <i>Chris Kohlstedt</i> |
| Morgan, Rahshard | |
| O'Keefe, Shawn | ✓ |

Ready to Launch PD with ESE Support Staff Roster (Teacher Aides, Self-Care Aides, and Behavior Techs) 8.6.21

| ESE SUPPORT STAFF PROFESSIONAL DEVELOPMENT BEHAVIOR TECHS/ESE TEACHER ASSISTANTS/ESE SELF-CARE AIDES SIGN - IN SHEET | | | |
|----------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|-------|------------|
| Meeting Date: | August 6, 2021 | Time: | 9:15-11:15 |
| Place/Room: | GMS Media Center | | |
| Name | Signature | | |
| Abbado, Rose Marie | | | |
| Adams, Adriana |  | | |
| Barner-Holmes, Mary Lee | | | |
| Barrett, Kathleen |  | | |
| Bass, Reginald |  | | |
| Beaudoin, Patricia | | | |
| Bell, Trudy | | | |
| Boatright, Tammy | | | |
| Boyd, Danyelle | | | |
| Bradshaw, Olivia | | | |
| Brauer, Heidi | | | |
| Brothers, Jillian | | | |
| Burks, Stacey |  | | |
| Butler, Everette | | | |
| Caldara, Joann |  | | |
| Caprice, Matthew | | | |
| Chapman, Doreen |  | | |
| Chase, Amanda | | | |
| Chatfield, Jenna |  | | |

| Name | Signature |
|-----------------------|--------------------------|
| Chica Gil, Luisa | <i>Luisa Gil</i> |
| Colao, Kenneth | |
| Collucci, Kelly | |
| Coppola, Cassandra | <i>Cassandra Coppola</i> |
| Crain, Redina | |
| Cromie, Leah | |
| Davis, Carol | |
| De La Hoz, Luz | |
| Dillard, Samantha | <i>Samantha Dillard</i> |
| Dimescio, Carol | |
| Dobson, Eliane | |
| Dowd, Callin | |
| Eriksen, Tammy | |
| Esposito-Knight, Lynn | |
| Farnsworth, Abby | |
| Freeman, Ronald | |
| Frengel, Bryanna | |
| Gipson, Wanda | |
| Goodger, Laura | |
| Goodson, Donna | |
| Hastings, Heather | |
| Hawkins, Kim | |

Karlene Morgan

| READY TO LAUNCH OFFICE OF STRATEGIC PLANNING & SUPPORT SERVICES SIGN - IN SHEET | |
|---------------------------------------------------------------------------------------|--------------------------|
| Meeting Date: | July 30, 2021 |
| Place/Room: | TEC |
| Name | Signature |
| Racine, Todd | <i>Todd Racine</i> |
| Riskin, Robert | <i>Robert Riskin</i> |
| Robinson, Eddie | <i>Eddie Robinson</i> |
| Ross, Latonya | |
| Shells, Christine | <i>Christine Shells</i> |
| Shields, Christi | |
| Szpaichler, Jeremy | |
| Taylor, Chris | |
| Thimmer, James | <i>James Thimmer</i> |
| Van Brimmer, Kevin | <i>Kevin Van Brimmer</i> |
| Ward, Kelly | <i>Kelly Ward</i> |
| <i>Boyer, Sandra</i> | <i>Sandra Boyer</i> |
| <i>Folliver, Rachelle</i> | <i>Rachelle Folliver</i> |
| <i>Wolf, Katherine</i> | <i>Katherine Wolf</i> |
| <i>Morgan, Rachel</i> | <i>Rachel Morgan</i> |

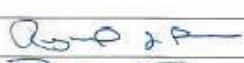
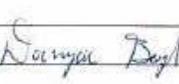
Ready to Launch PD- Behavior Techs, TA's, and Self Care Aides-8.6.21

| ESE SUPPORT STAFF PROFESSIONAL DEVELOPMENT BEHAVIOR TECHS/ESE TEACHER ASSISTANTS/ESE SELF-CARE AIDES SIGN - IN SHEET | | | |
|----------------------------------------------------------------------------------------------------------------------------|---------------------|------------|------------------------------|
| Meeting Date: | August 6, 2021 | 9:15-11:15 | Place/Room: GMS Media Center |
| Name | Signature | | |
| Abbado, Rose Marie | | | |
| Adams, Adriana | | | |
| Barner-Holmes, Mary Lee | <i>Mary Holmes</i> | | |
| Barrett, Kathleen | | | |
| Bass, Reginald | | | |
| Beaudoin, Patricia | | | |
| Bell, Trudy | <i>Bridget Bell</i> | | |
| Bostright, Tammy | | | |
| Boyd, Danyelle | | | |
| Bradshaw, Olivia | | | |
| Brauer, Heidi | <i>Heidi Brauer</i> | | |
| Brothers, Jillian | | | |
| Burks, Stacey | | | |
| Butler, Everette | | | |
| Caldera, Joann | | | |
| Caprice, Matthew | | | |
| Chapman, Doreen | | | |
| Chase, Amanda | | | |
| Chatfield, Jenna | | | |

Kaitoua Adams

Rachael Das

| Name | Signature |
|-----------------------|------------------------------------------------------------------------------------|
| Chica Gil, Luisa | |
| Colao, Kenneth |  |
| Collucci, Kelly |  |
| Coppola, Cassandra | |
| Crain, Redina | |
| Cromie, Leah | |
| Davis, Carol | |
| De La Hoz, Luz |  |
| Dillard, Samantha | |
| Dimascio, Carol |  |
| Dobson, Eliane | |
| Dowd, Cailin | |
| Eriksen, Tammy | |
| Esposito-Knight, Lynn | |
| Farnsworth, Abby | |
| Freeman, Ronald | |
| Frengel, Bryanna | |
| Gipson, Wanda |  |
| Goodger, Laura | |

| ESE SUPPORT STAFF PROFESSIONAL DEVELOPMENT BEHAVIOR TECHS/ESE TEACHER ASSISTANTS/ESE SELF-CARE AIDES SIGN - IN SHEET | | | |
|----------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|------------|------------------------------|
| Meeting Date: | August 6, 2021 | 9:15-11:15 | Place/Room: GMS Media Center |
| Name | Signature | | |
| Abbado, Rose Marie |  | | |
| Adams, Adriana | | | |
| Barner-Holmes, Mary Lee | | | |
| Barrett, Kathleen | | | |
| Bass, Reginald |  | | |
| Beaudoin, Patricia |  | | |
| Bell, Trudy | | | |
| Boatright, Tammy | | | |
| Boyd, Danyelle |  | | |
| Bradshaw, Olivia | | | |
| Brauer, Heidi | | | |
| Brothers, Jillian | | | |
| Burks, Stacey | | | |
| Butler, Everette | | | |
| Caldara, Joann | | | |
| Caprice, Matthew | | | |
| Chapman, Doreen | | | |
| Chase, Amanda |  | | |
| Chatfield, Jenna | | | |

| | |
|-----------------------|-----------------------------|
| Cromie, Leah | |
| Davis, Carol | |
| De La Hoz, Luz | <i>Luz De la Hoz</i> |
| Dillard, Samantha | |
| Dimascio, Carol | <i>Carol Dimascio</i> |
| Dobson, Eliane | |
| Dowd, Ceilin | |
| Eriksen, Tammy | |
| Esposito-Knight, Lynn | <i>Lynn Esposito Knight</i> |
| Farnsworth, Abby | <i>Abby Farnsworth</i> |
| Freeman, Ronald | |
| Frengel, Bryanna | |
| Gipson, Wanda | |
| Goodger, Laura | |
| Goodson, Donna | <i>Donna Goodson</i> |
| Hastings, Heather | |
| Hawkins, Kim | <i>Kim Hawkins</i> |

| | |
|------------------------|-------------------------|
| Hines, Gwendolyn | <i>G. Hines</i> |
| Hommel, Karen | |
| Hubbard, Laura | |
| Hussain, Rizwana | |
| Jefferson, Christopher | |
| Jones, Gloria | |
| Kramer, Sherry | |
| Langdon, Tiffany | |
| Lewis, Janelle | |
| Lewis, Mary | |
| Lindsay, Shannon | <i>Shannon Lindsay</i> |
| Luczak, Laura | |
| Luna, Gloria | |
| Lutman, Latasha | |
| Maglio, Melissa | <i>Melissa Maglio</i> |
| Marchman, Leann | <i>Leann Marchman</i> |
| Mathieu, Jean | <i>Jean Mathieu</i> |
| Mccombs, Ashley | |
| Mccombs, Kenyatta | <i>Kenyatta Mccombs</i> |
| Nachada, Amy | <i>Amy Nachada</i> |

| Name | Signature |
|---------------------|-----------------------|
| Mcgill, Chester | |
| Melton, Crystal | <i>Crystal Melton</i> |
| Mercado, Krystal | |
| Miller, Tammy | |
| Moore, Rachel | |
| Morgan, Kimberly | |
| Nelson, Lori | <i>L. S. Nelson</i> |
| Ones, Jenneke | <i>Jenneke Ones</i> |
| Phillips, Wendy | |
| Peindexter, Carolyn | |
| Pivette, Francesca | |
| Renniger, Cathy | <i>Cathy Renniger</i> |
| Reynolds, David | <i>David Reynolds</i> |
| Rocha, Kay | |

| Name | Signature |
|---------------------|-----------------|
| McGill, Chester | |
| Melton, Crystal | |
| Mercado, Krystal | Krystal Mercado |
| Miller, Tammy | |
| Moore, Rachel | |
| Morgan, Kimberly | Kimberly Morgan |
| Nelson, Lori | |
| Ones, Jenneke | |
| Phillips, Wendy | |
| Paindexter, Carolyn | |
| Pivette, Francesca | |
| Renniger, Cathy | |
| Reynolds, David | |
| Rocha, Kay | Kay Rocha |
| Rogers, Joshua | |

| | |
|---------------------|----------------|
| Scortino, Catherine | |
| Scott, Cathernie | |
| Sentance, Amber | Amber Sentance |
| Snedrick, Jennifer | |
| Smith, Rickey | Rickey Smith |
| Smith, Sabrina | Sabrina Smith |
| Snow, Jordan | Jordan Snow |

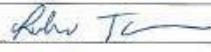
| Name | Signature |
|-------------------|---------------|
| Heller, Chanachal | |
| Henry, Rachel | Rachel Henry |
| Herlan, Kyla | Kyla Herlan |
| Hines, Gwendolyn | |
| Hommel, Karen | |
| Hubbard, Laura | Laura Hubbard |
| Hussain, Rizwana | |

| | |
|------------------|-----------------------------------------------------------------------------------|
| Turner, Beverly | |
| Vargas, Jonathan |  |
| Viamontes, Susan | |
| Vollbracht, Jean | |
| Walker, Jalencia | |
| Wardlow, Susan | |
| West, Eric | |
| Williams, Delbra | |
| Wolf, Heather | |
| Woods, Yolanda | |

| | |
|------------------|-----------------------------------------------------------------------------------|
| Claudia Gonzalez | Claudia Gonzalez |
| Yolanda Snyder | |
| Travis Hazzard |  |

| | |
|--------------------|-----------------------------------------------------------------------------------|
| Tory, Rhondonnette |  |
| Turner, Beverly | |
| Vargas, Jonathan | |
| Viamontes, Susan |  |
| Vollbracht, Jean | |
| Walker, Jalencie | |
| Wardlow, Susan | |
| West, Eric |  |
| Williams, Delbra | |
| Wolf, Heather | |
| Woods, Yolande | |

Jessica Rojas 
 Manuel Baez 
 Taylor, April 

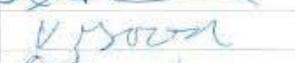
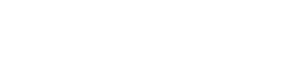
| Name | Signature |
|-------------------|-------------------------------------------------------------------------------------|
| Snyder, Eric | |
| States, Sandy |  |
| Stepsis, Jayne |  |
| Stull, Thomas | |
| Tamulevicz, Robin |  |
| Taylor, Valerie | |
| Thomas, Arianna |  |

| Name | Signature |
|--------------------|------------------------|
| Snyder, Eric | |
| States, Sandy | <i>Sandy States</i> |
| Stepsis, Jayne | <i>Jayne Stepsis</i> |
| Stull, Thomas | |
| Tamulevich, Robin | <i>Robin Tam</i> |
| Taylor, Valerie | |
| Thomas, Arianna | <i>Arianna Thomas</i> |
| Tognella, Julieann | |
| Tory, Pline | |
| Tory, Rhondonette | |
| Turner, Beverly | <i>Bert Turner</i> |
| Vargas, Jonathan | |
| Viamontes, Susan | |
| Vollbracht, Jean | <i>Jean Vollbracht</i> |
| Walker, Jalencia | |
| Wardlow, Susan | <i>Susan Wardlow</i> |
| West, Eric | |
| Williams, Delbra | |
| Wolf, Heather | <i>Heather Wolf</i> |
| Woods, Yolanda | |

Ahrens, Barbara 1100934 *Barbara Ahrens*

Jammy Miller Tammy Miller
 Elaine Dobson
 Dorothy Thomas Dorothy Thomas
 Ethan Stull
 Cailin Dowd Cailin Dowd
 Catherine Scott
 Jean Robert Jules Jean Jules
 Carolyn Poindexter Wabasso school /
 Felle Toofes - wabasso school
 Bryanna Frengel - wabasso
 Joshua Rogers - wabasso
 Marian Rivera - Wabasso school
 Leah Cromic VBE
 Tony Moody ~~BT~~ BT
 Ericka Bughardt - Rosewood Magnet
 Karen Reminger - VBE
 Amber Corleia - wabasso
 Christine Brooks - VBE (AC)
 Rachel Cook - Detroit (turn) / Barbara Cook

Ready to Launch PD with Site Based Administration 7.26.21

| READY TO LAUNCH OFFICE OF STRATEGIC PLANNING & SUPPORT SERVICES SIGN - IN SHEET | | | |
|---------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|-------------|-----|
| Meeting Date: | July 28, 2021 | Place/Room: | TEC |
| Name | Signature | | |
| Alderton, Jennifer |  | | |
| Bacon, Chadwick |  | | |
| Banack, Michelle |  | | |
| Brown, Kenneth |  | | |
| Del Tufo, Susan |  | | |
| Echeverria, Ramon |  | | |
| Err, Natalie |  | | |
| Esposito, Tabettha |  | | |
| Faust, Adam | ✓ | | |
| Finnegan, Rachel |  | | |
| Flores, Casandra |  | | |
| Garcia, Kimberly |  | | |
| Good, Kelly |  | | |
| Heppern, Felice |  | | |
| Harris, Takisha |  | | |
| Keen, Jeremy |  | | |
| Kohlstedt, Ashley |  | | |
| Kohlstedt, Christopher |  | | |
| Matheny, Lyndsey |  | | |

| Name | Signature |
|-------------------------|------------------------|
| Norns, Jennifer | Jennifer Norns |
| Norwood, Jayde | Jayde Norwood |
| Racine, Kristen | Kristen Racine |
| Rahal, Kimberly | Kim Rahal |
| Simpson, Scott | Scott Simpson |
| Van Brimmer, Sarah | Sarah Van Brimmer |
| Vernette, Aretha | Aretha Vernetta |
| Whitfield-Hart, Letitia | Letitia Whitfield-Hart |
| Jessica Rojas | Jessica Rojas |
| Brooke Fried | Brooke Fried |
| Jody Houston | Jody Houston |
| Rachel Morce | Rachel Morce |

| READY TO LAUNCH OFFICE OF STRATEGIC PLANNING & SUPPORT SERVICES SIGN - IN SHEET | |
|---------------------------------------------------------------------------------------|-------------------------|
| Meeting Date: | July 30, 2021 |
| Place/Room: | TEC |
| Name | Signature |
| Ahrens, Greg | |
| Bethel, Robyn | |
| Bieber, Anne | <i>Anne Bieber</i> |
| Blidgen, Tisa | <i>Tisa Blidgen</i> |
| Brown, Daryall | <i>Daryall Brown</i> |
| Contri, Jacquelyn | <i>Jacquelyn Contri</i> |
| Cummings, Christopher | |
| Duchemin, Dawn | |
| Erickson, David | <i>David Erickson</i> |
| Gonzalez, Vanessa | |
| Griffin, Joy | <i>Joy Griffin</i> |
| Hart, Denny | |
| Holmes, Michele | <i>Michele Holmes</i> |
| Jones, Tosha | <i>Tosha Jones</i> |
| Kinsley, Craig | |
| Kohlstedt, Chris | <i>Chris Kohlstedt</i> |
| Morgan, Rahshard | |
| O'Keefe, Shawn | ✓ |

| READY TO LAUNCH | |
|-------------------------------------------------|--------------------------|
| OFFICE OF STRATEGIC PLANNING & SUPPORT SERVICES | |
| SIGN - IN SHEET | |
| Meeting Date: | July 30, 2021 |
| Place/Room: | TEC |
| Name | Signature |
| Racine, Todd | <i>Todd Racine</i> |
| Riskin, Robert | <i>Robert Riskin</i> |
| Robinson, Eddie | <i>Eddie Robinson</i> |
| Ross, Latonya | |
| Shells, Christine | <i>Christine Shells</i> |
| Shields, Christi | |
| Szpaichler, Jeremy | |
| Taylor, Chris | |
| Thimmer, James | <i>James Thimmer</i> |
| Van Brimmer, Kevin | <i>ON TEAMS ✓</i> |
| Ward, Kelly | <i>Kelly Ward</i> |
| <i>Royce, Jessica</i> | <i>Jessica Royce</i> |
| <i>Folliver, Rachelle</i> | <i>Rachelle Folliver</i> |
| <i>Wolf, Katherine</i> | <i>Katherine Wolf</i> |
| <i>Morgan, Rachel</i> | <i>Rachel Morgan</i> |

Student Suspension Form



School VBHS [Redacted]

Date 8/23/21

Student's Name [Redacted]

Grade

Dates of suspension 8-23-21 — 8-30-21

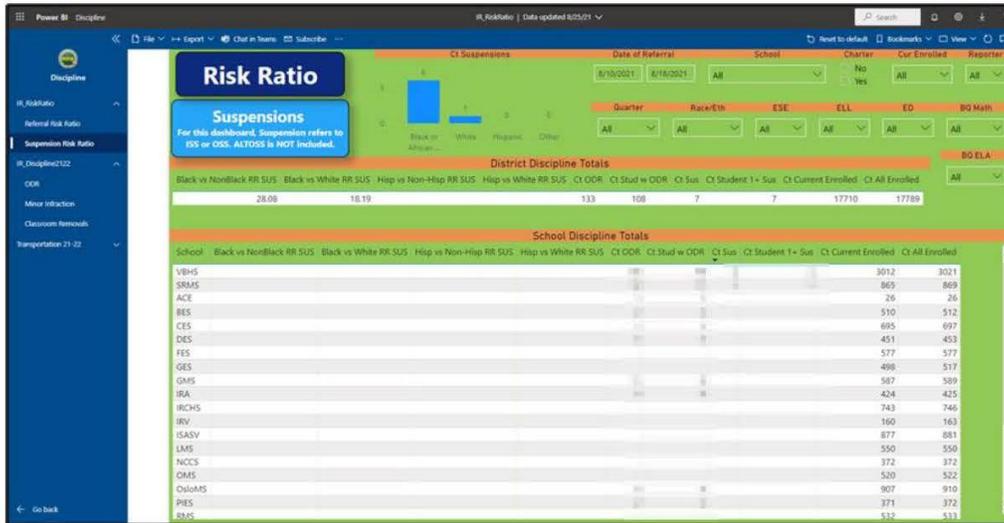
Number of days 6

Reason for Request

Friday night the 20th of August
at the Citrus Bowl, there was a
fight in the student section
Parent meeting today
Grey Al

Artifact 6.6

Sample Discipline:



Sample Attendance:



Sample Master Scheduling Audit:

Power BI 2021-2022 Scheduling | 21-22 Enrollment - ELA | Data updated 8/25/21

21-22 Enrollment - ELA

Schl: All | Grade: All | Race/Eth: All | ESE: All | ELL: All | ED: All | 2122 BQ: All

15300 Ct Students

| Student ID | Name | Grade | Race/Eth | ED | ESE | ELL | 2122 BQ | 2021 BQ | SS | AchM | Bucket | 21 Gam? | Fall Percentile | Fall Ready SS | Fall PL | Win Percentile | Win Rte |
|------------|------------------|-------|----------|----|-----|-----|---------|---------|-----|------|--------|---------|-----------------|---------------|------------------------------|----------------|---------|
| 1000171 | Alfonso, David | 100 | H | Y | N | N | 36-100 | N | 360 | 4 | 4.00 | N | 79 | 641 | Early On Grade Level | 75 | 64 |
| 1000176 | Alfonso, Anthony | 100 | B | Y | N | N | 36-100 | N | 318 | 1 | 1.60 | N | | | | | |
| 1000177 | Alfonso, Angel | 100 | A | Y | N | N | | N | | | | N | | | | 25 | 40 |
| 1000178 | Alfonso, David | 100 | W | Y | N | N | 36-100 | N | 314 | 3 | 3.00 | N | 96 | 486 | Mid or Above Grade Level | 94 | 51 |
| 1000179 | Alfonso, David | 100 | W | Y | N | N | 36-100 | N | 314 | 3 | 3.00 | N | 85 | 551 | Mid or Above Grade Level | 71 | 54 |
| 1000180 | Alfonso, David | 100 | W | Y | N | N | 36-100 | N | 375 | 5 | 5.00 | Y | 69 | 630 | Early On Grade Level | 90 | 67 |
| 1000181 | Alfonso, David | 100 | O | Y | N | N | | N | | | | N | 25 | 326 | 1 Grade Level Below | 67 | 38 |
| 1000182 | Alfonso, David | 100 | O | Y | N | N | 36-100 | N | 318 | 3 | 3.00 | N | 66 | 552 | 1 Grade Level Below | 78 | 58 |
| 1000183 | Alfonso, David | 100 | W | Y | N | N | 36-100 | N | 378 | 5 | 5.00 | N | | | | | |
| 1000184 | Alfonso, David | 100 | S | Y | N | N | L25 | Y | 295 | 1 | 1.30 | N | 60 | 606 | 1 Grade Level Below | | |
| 1000185 | Alfonso, David | 100 | H | Y | Y | N | | N | | | | N | 1 | 265 | 3 or More Grade Levels Below | | |
| 1000186 | Alfonso, David | 100 | H | Y | N | N | | N | 328 | 1 | 1.60 | N | | | | | |
| 1000187 | Alfonso, David | 100 | W | Y | N | N | 36-100 | N | 340 | 4 | 4.00 | N | 80 | 615 | Early On Grade Level | 82 | 62 |
| 1000188 | Alfonso, David | 100 | W | Y | N | N | 36-100 | N | 354 | 5 | 5.00 | N | 92 | 593 | Mid or Above Grade Level | 85 | 59 |
| 1000189 | Alfonso, David | 100 | W | Y | N | N | | N | | | | N | | | | | |
| 1000190 | Alfonso, David | 100 | W | Y | N | N | | N | | | | N | | | | | |
| 1000191 | Alfonso, David | 100 | W | Y | N | N | | N | | | | N | 48 | 458 | 1 Grade Level Below | 40 | 47 |
| 1000192 | Alfonso, David | 100 | W | Y | Y | N | 26-35 | Y | 316 | 2 | 2.50 | N | 32 | 533 | 2 Grade Levels Below | 49 | 56 |
| 1000193 | Alfonso, David | 100 | W | Y | N | N | | N | | | | N | | | | | |
| 1000194 | Alfonso, David | 100 | H | Y | N | N | | N | | | | N | 96 | 406 | Mid or Above Grade Level | 95 | 42 |
| 1000195 | Alfonso, David | 100 | W | Y | N | N | 36-100 | N | 342 | 2 | 2.50 | N | | | | | |
| 1000196 | Alfonso, David | 100 | W | Y | N | N | 36-100 | N | 330 | 3 | 3.00 | Y | 58 | 567 | 1 Grade Level Below | 22 | 52 |
| 1000197 | Alfonso, David | 100 | B | Y | N | N | | N | | | | N | 84 | 373 | Early On Grade Level | 68 | 39 |
| 1000198 | Alfonso, David | 100 | W | Y | N | N | 36-100 | N | 342 | 4 | 4.00 | Y | 67 | 595 | 1 Grade Level Below | 57 | 59 |
| 1000199 | Alfonso, David | 100 | W | Y | N | N | | N | | | | N | | | | | |
| 1000200 | Alfonso, David | 100 | W | Y | N | N | | N | | | | N | 63 | 351 | 1 Grade Level Below | 15 | 33 |
| 1000201 | Alfonso, David | 100 | W | Y | N | N | 36-100 | N | 340 | 4 | 4.00 | N | 75 | 608 | Early On Grade Level | | |
| 1000202 | Alfonso, David | 100 | W | Y | N | N | | N | | | | N | 90 | 526 | Mid or Above Grade Level | 90 | 54 |
| 1000203 | Alfonso, David | 100 | B | Y | N | N | L25 | Y | 283 | 1 | 1.60 | N | 48 | 531 | 1 Grade Level Below | 23 | 51 |
| 1000204 | Alfonso, David | 100 | B | Y | N | N | L25 | Y | 295 | 1 | 1.60 | Y | 29 | 529 | 2 Grade Levels Below | 33 | 54 |

Power BI 2021-2022 Scheduling | Schedule Audit | Data updated 8/25/21

Intensive Reading Audit: K-5

School: All | Grade: All | Teacher: All | Race/Eth: All

7690 Ct of K-5 Students | 1501 Ct Need Fun Read | 603 Ct Need Fun Read & Sched... | 898 Ct Need Fun Read & NOT Sched... | 144 Ct Scheduled & do NOT need

Need Fun Read but Not Scheduled

| Schl | Name | Student ID | Gd | Race/Eth | ED | ESE | ELL | IR PER | FSA ELA | 2021 ELA LG | ELA UA 2021 |
|------|----------------|------------|----|----------|----|-----|-----|--------|---------|-------------|-------------|
| 001 | Alfonso, David | 1000171 | 3 | B | Y | N | ZZ | 16 | NA | | NA |
| 001 | Alfonso, David | 1000176 | 3 | B | Y | N | ZZ | 7 | NA | | NA |
| 001 | Alfonso, David | 1000177 | 4 | H | Y | Y | ZZ | 8 | 1.30 | NA | 0 |
| 001 | Alfonso, David | 1000178 | 5 | W | Y | N | ZZ | 41 | 2.50 | NA | |
| 001 | Alfonso, David | 1000179 | 4 | W | Y | N | ZZ | 47 | 2.00 | NA | |
| 001 | Alfonso, David | 1000180 | 5 | B | Y | Y | ZZ | 19 | 2.00 | NA | 66 |
| 001 | Alfonso, David | 1000181 | 2 | W | Y | N | ZZ | 15 | NA | | NA |
| 001 | Alfonso, David | 1000182 | 3 | B | Y | N | ZZ | 15 | NA | | NA |
| 001 | Alfonso, David | 1000183 | 4 | W | Y | N | ZZ | 7 | 1.30 | NA | 45 |
| 001 | Alfonso, David | 1000184 | 4 | W | Y | N | ZZ | 39 | 1.60 | NA | 29 |

Scheduled but do not need

| Schl | Name | Student ID | Gd | Race/Eth | ED | ESE | ELL | IR PER | FSA ELA | 2021 ELA LG | ELA UA 2021 |
|------|----------------|------------|----|----------|----|-----|-----|--------|---------|-------------|-------------|
| 001 | Alfonso, David | 1000185 | 2 | W | Y | N | ZZ | 28 | NA | | NA |
| 001 | Alfonso, David | 1000186 | 2 | B | Y | N | ZZ | 48 | NA | | NA |
| 001 | Alfonso, David | 1000187 | 1 | B | Y | N | ZZ | 20 | NA | | NA |
| 001 | Alfonso, David | 1000188 | 4 | H | Y | N | LF | 56 | 3.00 | NA | 76 |
| 001 | Alfonso, David | 1000189 | 4 | H | Y | N | ZZ | 83 | 4.00 | NA | 77 |
| 001 | Alfonso, David | 1000190 | 5 | H | Y | N | LA | 59 | 4.00 | NA | 72 |
| 001 | Alfonso, David | 1000191 | 5 | H | N | N | ZZ | 90 | 4.00 | NA | 77 |
| 001 | Alfonso, David | 1000192 | 5 | H | Y | Y | LA | 40 | 3.00 | NA | 64 |

Full Schedule

| Name | Course Title | CourseID | Period | Teacher |
|----------------|--------------|----------|--------|----------------|
| Alfonso, David | Math | 1000171 | 1 | Alfonso, David |
| Alfonso, David | Math | 1000176 | 1 | Alfonso, David |
| Alfonso, David | Math | 1000177 | 1 | Alfonso, David |
| Alfonso, David | Math | 1000178 | 1 | Alfonso, David |
| Alfonso, David | Math | 1000179 | 1 | Alfonso, David |
| Alfonso, David | Math | 1000180 | 1 | Alfonso, David |
| Alfonso, David | Math | 1000181 | 1 | Alfonso, David |
| Alfonso, David | Math | 1000182 | 1 | Alfonso, David |
| Alfonso, David | Math | 1000183 | 1 | Alfonso, David |
| Alfonso, David | Math | 1000184 | 1 | Alfonso, David |

This dashboard utilizes the students' prior year FSA ELA performance level (1 or 2) and the prior year Spring Ready percentile (<20th) to determine if a student should be scheduled in Functional Reading Skills (Fun Read) - 5010022 for K-2 and 5010026 for Grade 3-5 according to the 21-22 Master Schedule Resource Guide.

DATA BRIEFING - AGENDA



Date: 7.8.21

Facilitator: Dr. Brian McMahon

Staff in Attendance

- Dr. David K. Moore, Superintendent | Scott Bass, Deputy Superintendent |
- Pamela Dampier, Asst Sup | Ronald Fagan, CFO | Cristen Maddux, PIO |
- Richard Myhre, Asst Sup | Dr. Christina Jacobs, Director | Eric Seymour, Asst Sup |
- Dr. Brian McMahon

| Item | Staff Responsible |
|------------------------------------------------|-------------------|
| Review of Action Steps from last Data Briefing | McMahon |
| 20-21 Archive App | McMahon |
| 20-21 Graduation Dashboard | McMahon |
| 20-21 School Grade Dashboard | McMahon |
| Review of Next Steps | Cabinet |

6/16/21 Action Steps:

1. Build Master Schedule Dashboard that includes acceleration components, intensive reading, AP/Honors, Reading Endorsements – In Progress
2. Clean Up Course Grades dashboard to include semester 2 grades – Complete
3. Build out Weekly Progress Monitoring App for Principals – In Progress

DATA BRIEFING - AGENDA



Date: 8.5.21

Facilitator: Dr. Brian McMahon

Staff in Attendance

- Dr. David K. Moore, Superintendent | Scott Bass, Deputy Superintendent |
- Pamela Dampier, Asst Sup | Ronald Fagan, CFO | Cristen Maddux, PIO |
- Richard Myhre, Asst Sup | Dr. Christina Jacobs, Director | Eric Seymour, Asst Sup |
- Dr. Brian McMahon

| Item | Staff Responsible |
|------------------------------------------------|-------------------|
| Review of Action Steps from last Data Briefing | McMahon |
| Master Schedule Audit Dashboard | McMahon |
| 20-21 School Grade Dashboard | McMahon |
| Review of Next Steps | Cabinet |

7/8/21 Action Steps:

1. Build Master Schedule Dashboard that includes acceleration components, intensive reading, AP/Honors, Reading Endorsements – Race/Eth breakdown – Complete
2. Weekly Progress Monitoring Dashboard – In Progress
3. Recruitment Date Slider – In progress (Had to wait until after 21-22 teacher start date)

DATA BRIEFING - AGENDA



Date: 8.19.21

Facilitator: Dr. Brian McMahon

Staff in Attendance

- Dr. David K. Moore, Superintendent | Scott Bass, Deputy Superintendent |
- Pamela Dampier, Asst Sup | Ronald Fagan, CFO | Cristen Maddux, PIO |
- Richard Myhre, Asst Sup | Dr. Christina Jacobs, Director | Eric Seymour, Asst Sup |
- Dr. Brian McMahon

| Item | Staff Responsible |
|----------------------------------------------------------------|-------------------|
| Review of Action Steps from last Data Briefing | McMahon |
| Schedule of Courses – Master Schedule, MS Acceleration, HS CCA | McMahon |
| Public Facing Recruitment | McMahon |
| District Grade Dashboard Preview | McMahon |
| Review of Next Steps | Cabinet |

8/5/21 Action Steps:

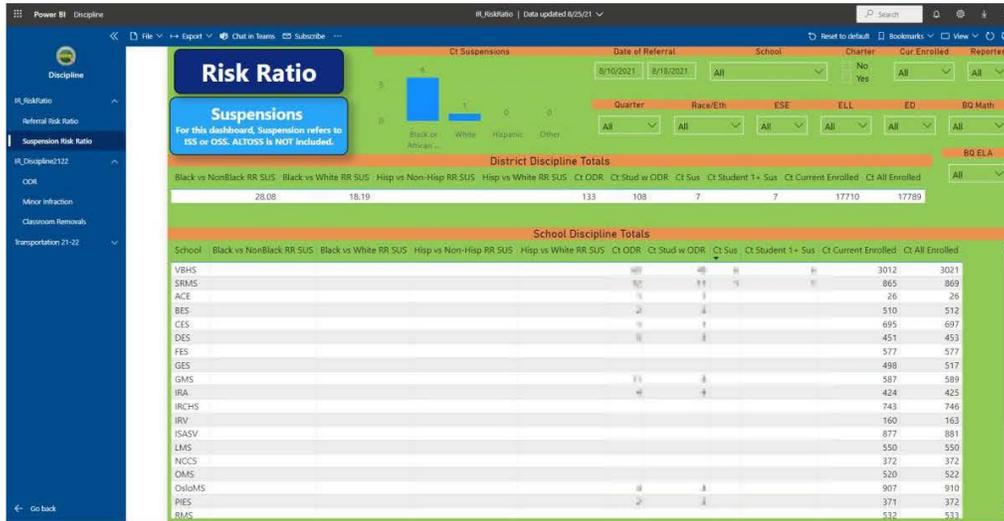
1. COVID Dashboard – Complete
2. District Grade Dashboard – It's live, but under construction. 60% done.

Power BI Dashboard Priorities:

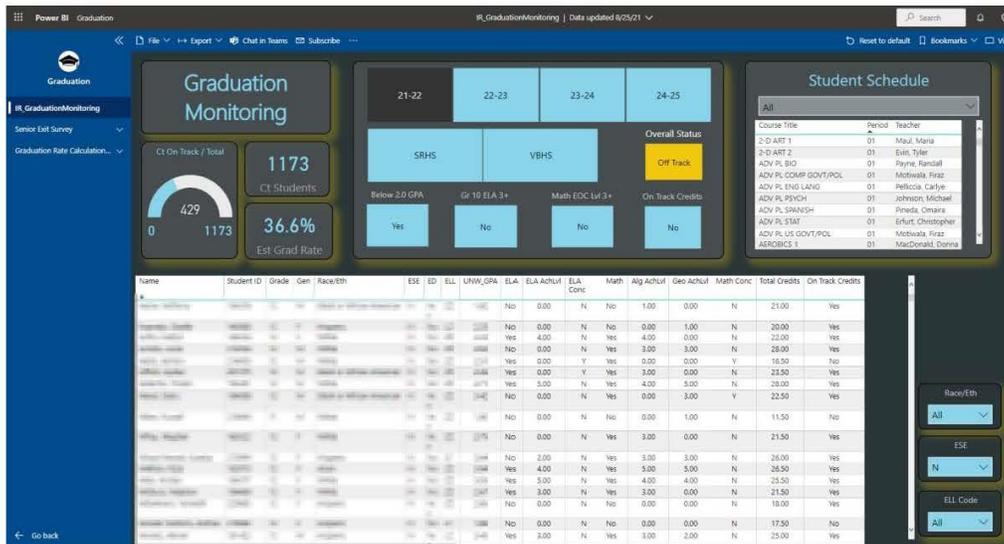
1. Grade Level Problem Solving App (Reading and Math; K-2, 3-8) – iReady, Unit Assessment, DIBELS
2. iReady Diagnostic and Usage
3. Teacher/Staff Attendance
4. Student Attendance Enhancements (Habitually Truant, Canvassing Maps, Categorical)
5. Early Warning System
6. Weekend Update
7. Goal Tracker
8. Public Facing Strategic Plan, Joint Plan, and AAAP

Artifact 6.7

Sample Discipline:



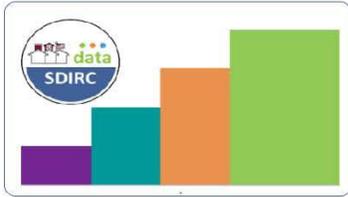
Sample Graduation Monitoring:



Sample Attendance:



Sample EWS:



EARLY WARNING SYSTEM MEETING AGENDA

Staff in Attendance:

- | | | |
|----------------------|-------------------|-------------------|
| - Dr. Paula Lewis | -Traci Mcgough | - Catherine Beck |
| - Dr. Tracy Crawford | - Ginger Bernal | - Walker, Lavonne |
| - Shannon Bass | - Sara Ange | - Dowdell, Ashley |
| - Dr. Brian McMahon | - Donna Hedgecock | - Jody Houston |

Minutes from Previous Meeting:

N/A for this meeting

Agenda:

- Purpose of the meeting:
 - To meet on a regular basis with this team’s discussions grounded in data to support students regarding Early Warning Signs.
 - Introductions were completed regarding team members.
- Typical Agenda for Meetings:
 - Meeting protocols:
 - Reflect on minutes from previous meeting.
 - Review PBI data dashboards.
 - Problem Solve.
 - Discuss action steps.
 - Overall goal is once students in need are identified according to EWS, how do we intervene?
 - Review current EWS dashboards, get feedback, and any suggestions.
- Review of Dashboards
 - The EWS dashboard the team members can view **now** is based on students enrolled this year, but it contains last year’s data which was used to help schools develop their School Improvement Plans (SIP).
 - Dr. McMahon presented what the layout of the new EWS dashboard will look like for this year. It should be rolled out in about 2 weeks once it can be populated with current data.
 - This dashboard will include four “typologies” related to EWS:
 - ✓ Quite Dropout
 - ✓ Disengaged
 - ✓ Low Achievement
 - ✓ Maladjusted

Action Steps/Next Meeting:

- Dr. McMahon and Catherine Beck to refine the dashboard to include 504 and if student has been referred to Tier 3 Individual Problem Solving.
- Dr. McMahon will email this team when this page of the dashboard goes live. It will be part of the current EWS Power BI app.



- The Support Service team members will review the descriptions and interventions in this new dashboard and begin thinking of what other evidence/research-based interventions could be added.
- The Support Service team members will inform Dr. McMahon and Catherine Beck of any errors (e.g., students are double printing – in this case send them the student’s identification number).
- Schedule the next meeting.





ATTENDANCE MEETING AGENDA

Staff in Attendance:

- Dr. Tracy Crawford, School Social Worker
- Dr. Paula Lewis, Director of Student Support Services
- Dr. Brian McMahon, COORD of Accountability & Research
- Donna Hedgecock, School Social Worker
- Jody Houston, Data Coach

Minutes from Previous Meeting: N/A

Agenda:

Overview

- Purpose of the meeting
 - Introductions were completed regarding team members.
 - To meet on a regular basis with this team’s discussions grounded in common set of data to support students regarding Attendance
 - To connect all layers of the SDIRC in the discussion of data, including the Cabinet Members
- Typical Agenda for Meetings
 - Review previous meeting’s minutes
 - Review the data
 - Problem-solve any student concerns and identify action item
 - Dr. McMahon will serve as facilitator as needed
 - Will review action steps
- Review of Dashboards
 - Reviewed page for Attendance
- Habitually Truant
 - Reviewed a “proof of concept” using a dashboard to track this information and got input from team
 - Students are notified and it is documented about removal of “driver’s license” when they are at 5 unexcused, 10 unexcused, 15 unexcused, etc., however, cases at the 15 unexcused make, these will be reviewed by Dr. Lewis.

Action Steps/Next Meeting:

- Houston to add Lead School Counselors (Sara Ange and Ginger Bernal)
- Dr. McMahon
 - Categorical Attendance page will be added
 - Canvassing Map – will have all students loaded and addresses – so that when following up with students can see addresses and make note of those that are common.
 - Next summer – will add NO SHOW as a filter
 - Pull in ‘Habitually Truant Flag’ from FOCUS for Habitually Truant dashboard





DISCIPLINE/ESE/10+ MEETING AGENDA

Staff in Attendance:

- Dr. Paula Lewis, Director of Student Services
- Dr. Tracy Crawford, Social Worker
- Dr. Brian McMahon, Coordinator of Accountability & Research
- Jody Houston, Data Coach
- Kat Wolf, Program Specialist
- Rachel Moree, Director of ESE
- Dr. Daphne Mathews, Program Specialist
- Jessica Rojas, Program Specialist
- Ainsley Seeley, Program Specialist

Minutes from Previous Meeting: N/A

Agenda:

Overview

- Purpose of the meeting
 - Introductions were completed regarding team members.
 - To meet on a regular basis with this team's discussions grounded in common set of data to support students regarding Discipline and Suspension Rates for SWD.
 - To connect all layers of the SDIRC in the discussion of data, including the Cabinet Members
- Typical Agenda for Meetings
 - Review previous meeting's minutes
 - Review the data
 - Problem-solve any student concerns and identify action item
 - Dr. McMahon will serve as facilitator as needed
 - Will review action steps
- Review of Dashboards
 - Discipline App
 - Dashboards
 - Explanation of Risk Ratio dashboard
 - Ensure ODR's by teachers are proportionate
 - Discipline Dashboard
 - Discussed number of ODR's at VBHS – need to monitor
 - Transportation
 - Discussed problem solving that occurred last year
 - Rachel Moree followed up with Ms. Bass to request that when a suspension is requested, could he clarify if the student was a SWD



- Jessica Rojas – can we capture a count of students restrained - SWD and Non-SWD. (Imminent Danger) – the state is requesting this data. Also, the need for training.

Action Steps/Next Meeting:

- Confirm meeting day and time
 - Expand meeting to an hour
- Dr. McMahon
 - To add a page within the Discipline App with directions/video about use and understanding of the dashboards
 - Suspension Risk Ratio – is the ESE data pulling to this report?
 - Fix Discipline dashboard by demographics
 - Add OSS
 - Get Transportation App
 - Will look through data for “imminent danger” and clarify if that term is understood by staff– will reach out to Greg McDonald to see if that data could be added to the ODRs
- Rachel Moree and Dr. Lewis
 - Met with VBHS Administration regarding Training at VBHS CPI and Discipline in Secondary Schools





GRADUATION MONITORING MEETING AGENDA

Staff in Attendance

- Dr. Brian McMahon, Coordinator of Accountability & Research
- Jody Houston, Data Coach

- Vanessa Gonzalez, AP at VBHS
- Karin Watson, Scheduling Technician

- Jessica Wood, Counselor
- Madison Cama, Counselor

- Dawn Molton, VBHS Graduation Coach
- Robert Riskin, AP SRHS

Minutes from Previous Meeting: N/A

Agenda:

Overview

- Purpose of the meeting
 - Introductions were completed regarding team members
 - To meet on a regular basis with this team's discussions grounded in common set of data to support students regarding Graduation
 - To connect all layers of the SDIRC in the discussion of data, including the Cabinet Members
- Typical Agenda for Meetings
 - Review previous meeting's minutes
 - Review the data
 - Review action steps
 - Dr. McMahon will serve as facilitator as needed
- Review of Dashboard: Reviewed components for the page titled:
 - Graduation Monitoring Dashboards
 - Graduation rate calculation for 21-22

Action Steps/Next Meeting:

- Move time to the 4th Monday at 2:30 once a month
T/Th – collaborative meeting for Teachout and Hiller and M/F – afternoons work best for Teachout and Hiller
- Houston
 - Add VBHS Graduation Coach (Fran Walker), Karen Watson, David Erickson, and Dr. Paula Lewis to the meeting invites
- Jessica to send Dr. McMahon reminder for Edgenuity for next summer
- Dr. McMahon will get clarification regarding documentation for student withdrawals.



Artifact 6.8

STORM GROVE MIDDLE SCHOOL
6400 57th Street • Vero Beach, FL 32967
772-564-6400 • Fax: 772-564-6321
Anne Bieber, Principal

August 25, 2021

You have been selected to participate on the Storm Grove African American Student Council for the school year 2021-2022. This group will meet once a month to discuss relevant school concerns, positive experiences and ideas. We will meet at different times to ensure that no one class is interrupted too often. Out meeting dates are listed below:

September 8, 2021

October 6, 2021

November 3, 2021

December 1, 2021

January 6, 2022

February 2, 2022

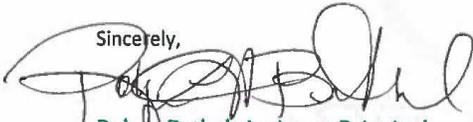
March 2, 2022

April 6, 2022

May 4, 2022

We are excited to hear your voice and ideas!

Sincerely,



Robyn Bethel, Assistant Principal
Storm Grove Middle School
772-564-6327
Robyn.Bethel@indianriverschools.org



School District of Indian River County

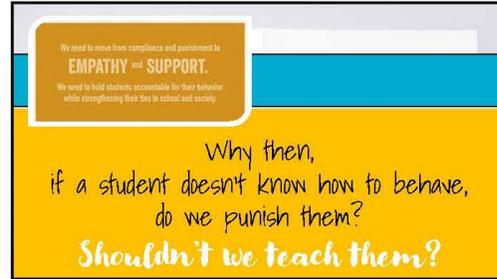
Artifact 6.9

6.9 Ensured that African American students who show a substantial deficiency in reading in grades K-3 per i-Ready receive targeted reading intervention as defined by the District’s Reading Plan.

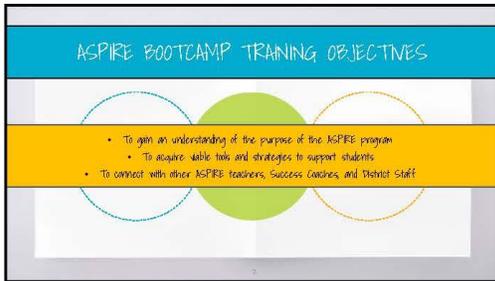
| Scheduling Review 8/30/2021 | k-3 Ss needing Intensive Intervention | Currently scheduled for Intensive Intervention | Needs Further Review | #AA Ss who need further review Intensive Intervention |
|-----------------------------|---------------------------------------|------------------------------------------------|----------------------|-------------------------------------------------------|
| BES | 18 | 18 | 0 | |
| CES | 88 | 0 | 88 | 15 |
| DES | 52 | 42 | 10 | 3 |
| FES | 25 | 25 | 0 | |
| GES | 22 | 21 | 1 | |
| IRA | 33 | 0 | 33 | 11 |
| LMS | 7 | 7 | 0 | |
| OMS | 26 | 26 | 0 | |
| PIE | 38 | 36 | 2 | |
| RMS | 15 | 15 | 0 | |
| SES | 34 | 32 | 2 | 1 |
| TCE | 42 | 35 | 7 | 1 |
| VBE | 44 | 10 | 34 | 12 |
| | 444 | 267 | 177 | 43 |



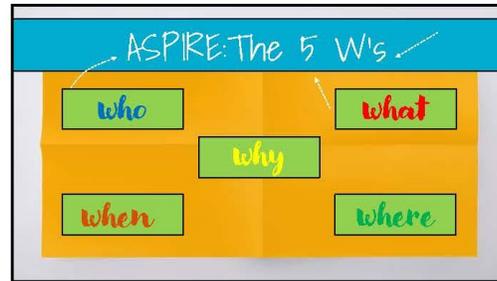
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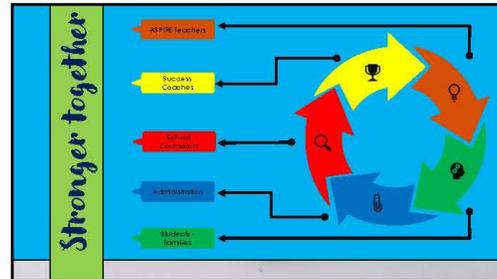
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5



3



6

who

Success Coaches will be an integral part of the school learning environment.

Success coaches will:
 Identify students requiring interventions and assist in problem solving.

- Assist with the implementation of PBIS, Character Counts and MTSS structure campus wide.
- Assist with SEB interventions and collaborate with school counselors when appropriate.
- Provide social skills instruction and interventions to support students in classrooms.
- Assist parents and faculty to utilize appropriate behavior modification techniques.
- Identify behavioral supports and provide training to ensure classroom implementation.
- Provide coaching and modeling of behavior interventions and strategies.

7

what Daily Schedule

10

what ASPIRE is a short-term, on-site intervention classroom

ALTERNATIVE SCHOOL-BASED PROGRAM TO INSPIRE RENEWED EXCELLENCE

Short Term

- May be assigned for one day but not to exceed ten days
- ASPIRE teacher has authority to determine when a student may be returned to the regularly assigned classroom, based on an assessment of student participation and progress in restorative practices, self-reflection, and classwork completion. They follow the ASPIRE program to assist some students in the least restrictive environment.
- May be used in special circumstances to support students for de-escalation & reflection.

Classroom Components

- Help students develop effective coping skills and prosocial behaviors
- SEL Tier 1 & 2 Interventions
- Ripple Effects
- Relationship Checks
- Assist students with academics

it is not a time-out location

8

what

When a student is assigned to the ASPIRE program, regularly assigned classroom teachers will provide the ASPIRE teacher the student's assignments via email, Canvas, or Focus.

If this does not occur, the ASPIRE teacher is responsible to follow up on the missing work by contacting those teachers directly.

The ASPIRE teacher and assigned teachers should coordinate to make sure there is a smooth transition system for coverage of academic curriculum. This includes the provision of services for ESE or 504 students.

11



9

what Scenarios

What would you do?

12

What would you do if...

In circle, a girl reveals she has been cutting.



13

What would you do if...

A student simply refuses to do any work.



16

What would you do if...

An upset student enters the room using profanity. The escort remains in the room and continues to allow the student to vent.



14

When

- A student exhibits a level 2, 3, or 4 (minor only) behavior as defined in the Code of Student Conduct.
- Students are assigned full days.
- A student may attend for a portion of the day as determined by an administrator.

School Wide Interventions and Supports
All students are taught academic and behavioral skills.

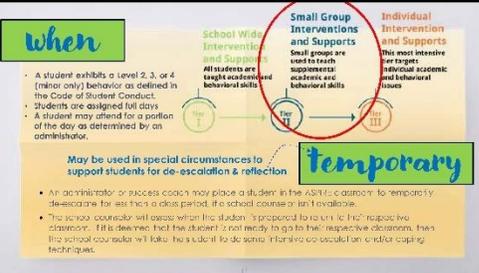
Small Group Interventions and Supports
Small groups are used to teach supports, academic and behavioral skills.

Individual Intervention and Supports
This most intensive tier targets individual academic and behavioral issues.

Temporary

May be used in special circumstances to support students for de-escalation & reflection.

- An administrator or success coach may place a student in the ASSTC classroom to temporarily de-escalate for less than a class period, if a school counselor isn't available.
- The school counselor will assess when the student is prepared to return to their respective classroom. If it is deemed that the student is not ready to go to their respective classroom, then the school counselor will take the student to de-escalation for de-escalation or other coping techniques.



17

What would you do if...

A student refuses to enter the classroom because her boyfriend's ex is in the room.

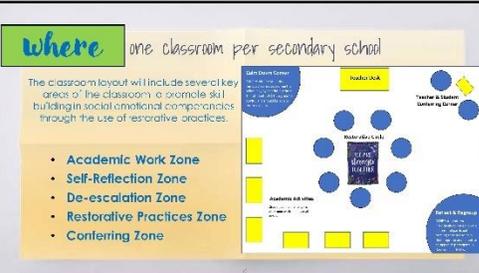


15

Where one classroom per secondary school

The classroom layout will include several key areas of the classroom, a primary skill building in social emotional competencies through the use of restorative practices.

- Academic Work Zone
- Self-Reflection Zone
- De-escalation Zone
- Restorative Practices Zone
- Conferring Zone



18

Why to be best by kids

Let The Marshall Project

19

What is Trauma

- Trauma is defined as any event that is experienced by an individual as physically or emotionally harmful because the individual perceives his life or the life of someone he loves is threatened.
- 25-50% of students in your classroom are affected by Adverse Childhood Events.

- Community violence
- Domestic violence
- Serious medical illness
- Natural disasters
- Neglect
- Physical Abuse
- Displacement and refugee trauma
- Sexual Abuse
- Loss of lives/onset
- Psychological Maltreatment

22

School climate + Discipline: Challenge or Opportunity?

- African American (AA) students are 3x more likely than their white peers to be expelled or suspended
- AA students represent 16% of the public-school population, they make up 33% of students suspended once, 42% of those suspended more than once, and 34% of students expelled
- AA & Latino students make up 40% of the student population but over 50% of the students referred to law enforcement or involved in school-related arrests.
- Individuals with Disabilities Education Act (IDEA) program: 12% of students in the country, more than twice as likely to receive one or more out-of-school suspensions as a non-30k student (10% vs 6%)
- Students with disabilities (under the IDEA) represent 12% of students but nearly 75% of the students who are physically restrained in their schools.

It is 100% an OPPORTUNITY TO CHANGE A LIFE!!

20

Adverse Childhood Experiences and Trauma

- Trauma is a child's response to an external negative event that surpasses their ability to cope. (McIntemey & McClinton, 2015)
- Trauma experiences as a child are also referred to as adverse childhood experiences (ACEs).
- Can impact children of all races, genders, and socioeconomic backgrounds.
- Approximately 2/3 of the American population has had exposure to at least one ACE. (Plumb, Rush, & Kersевич, 2014)



23

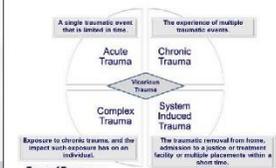
Trauma Informed Care



21

Types of Trauma

- Acute Trauma**: Single traumatic event that is limited in time.
- Chronic Trauma**: Ongoing or recurrent traumatic events.
- Complex Trauma**: Exposure to chronic trauma, and the impact such exposure has on an individual.
- System Induced Trauma**: The traumatic removal from home, admission to a prison or treatment facility or multiple placements within a short time.



24

Symptoms of Trauma

- ☒ Sleeping Disturbance
- ☒ Appetite Disturbance
- ☒ Trouble Focusing and Concentrating
- ☒ Behavioral Disturbance- anger, outbursts, road rage
- ☒ Traumatic Reminders- triggers that cause re-experience of the original trauma

25

Impact of Trauma/ACES in Education

- Trauma/Adverse Childhood Experiences have a direct impact on a child's ability to learn.
- Can impact and limit brain development
- Interferes with a child's:
 - Learning
 - Academic Success
 - School Engagement
 - Emotional and behavioral responses
 - Ability to pay attention
- **Children with three or more ACEs are more likely to have behavioral and learning difficulties.**

28

Symptoms by Developmental Stages

| | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Preschool <ul style="list-style-type: none"> • Screams or cries excessively • Poor appetite or losing weight • Fear of being separated from parents or caregivers • Nightmares | Middle and High School <ul style="list-style-type: none"> • Substance Abuse • Depression and/or loneliness • Falling asleep or underperforming in classes • Risky sexual behaviors |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Elementary School

- Feeling guilt and/or shame
- Difficulty concentrating
- Appears anxious or fearful
- Difficulty sleeping



26

ABC SCHOOL READINESS 123

- There is a significant association between the number of exposures to ACEs and school readiness.
- Children who have experienced at least one ACE performed lower on 7 out of 8 preschool readiness tests.
- Children with certain types of ACEs tend to have worse educational outcomes than their peers.
- Children with three or more ACEs are at a significantly higher risk of grade retention

(Wash, Joyce, Madoney, & Vathirathan, 2019)
(Hinojosa, Hinojosa, Blight, & Nguyen, 2019)

29



27

School Attendance and Drop Out Rates

Attendance Matters!
Every Student, Every School, Every Day

Exposure to trauma/ACEs can lead to:

- ☒ Chronic absenteeism
- ☒ Poor school performance
- ☒ Higher drop out rates

Stempel, Cox-Martin, Bennett, Dickinson, & Allison, 2017
Manson & Woodley, 2017

30

Principles for Trauma-Informed Schools

(Kolko, et al. 2018)

- Safety
- Trust
- Peer Support
- Collaboration
- Empowerment
- Cultural Sensitivity

Educators have an important role in providing a safe, stable, and understanding environment for their students.

Being trauma informed means being **informed about** and **sensitive to** trauma.

The goal of trauma-informed schools is to **prevent re-traumatization** by acknowledging the trauma and its triggers. (McInerney & McClindon, 2015)

31

Building Relationships

- It is important that educators shift their mindset from that of asking what is wrong with a student, to one that demonstrates understanding of where the student is coming from and how they can help them.
- Teachers should strive to see student behavior through a trauma-sensitive lens.
- This can reassure the student that their relationship with their teacher is strong, constant, and capable of handling strong emotions.
- It is imperative that all teachers and staff build positive and trusting relationships with all students.
- How?
 - Model respectful interactions
 - Treat each student with kindness and respect
 - Cultivate supportive peer relationships in the classroom
 - Support isolated children

34

Schools and Teacher

- Provide a safe environment
- Engage students and families

32

What does this look like in the classroom?

- Student who can't concentrate may be experiencing memories, flashbacks, had a poor night's sleep, or be in a state of hyperarousal
- Student who is aggressive and can't calm down may be feeling unsafe and now has extra stress hormones in their body
- Student who isn't turning in or doing their work may have a self-defeating attitude that they have no control in the world and will fail regardless

35

Teachers' Roles

- Build coping techniques and relaxation skills into curriculum
- Ensure that the classroom is a warm and friendly environment that meets learning needs, while providing security and comfort
- Foster a culture of community and trust in the classroom.
- Help to strengthen self-regulation skills by:
 - Modeling conflict resolution strategies
 - Teaching problem-solving skills
 - Setting clear behavioral expectations

33

| Phases of Acting out Behaviors | How to Intervene |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> Phase 1: Calm Classroom Phase 2: Classroom Triggers <ul style="list-style-type: none"> Unpredictability Sensory overload Feeling vulnerable or frustrated confrontation Phase 3: Agitation Phase 4: Acceleration Phase 5: Peak | <ul style="list-style-type: none"> Attempt to empathize with students Redirect with opportunities for success Provide student with choices in clear language Avoid engaging in a power struggle or taking behavior personally Attempt to discuss the issue only after the student is calm |

36

Example

Teacher: "everyone, please turn in work."
 ○ Sandra: she's in chair, answer mine.
 Teacher: "Sandra, give me your work."
 ○ Sandra: "I don't have it."
 Teacher: "Why don't you have your work? This is the due time this week."
 ○ Sandra: "I just don't have it" with a frown.
 Teacher: "Okay, well you are going to get a zero."
 ○ Sandra: "well, I don't care" in a going to leave than "this class doesn't matter."
 Teacher: "I hear that you are upset, you can't tell me why. In class if you feel calm, or you can go outside to a courtyard. Either way, I am here if you need to talk about why you are not turning in your work."
 ○ Sandra: "Okay miss, I'm going to go see my counselor."

37

Applying Restorative Discipline

On a scale from 1 to 5, where are we as a district on applying restorative discipline?



- 1 - unfairly applied, huge disparities, harsh consequences
- 2 - unfairly applied, some disparities, consequences randomly applied
- 3 - fairly applied, minimal disparities, consequences may match behavior/intensity
- 4 - fairly applied, no disparities, consequences usually match behavior/intensity
- 5 - fairly applied, no disparities, consequences consistently match intensity of behavior

40

Mindfulness

What is it?



- Simply being present in the moment
- Positive Affirmations to self
- Mindfulness techniques
- Reflection
- Meditation

38

DATA

What does the data tell us?

American students are losing nearly **13 million** days of instruction due to out-of-school suspensions.

NATIONWIDE TREND...

Nearly 3.5 million students were suspended at least once in the 2011-2012 school year.

41

Restorative Practices



39



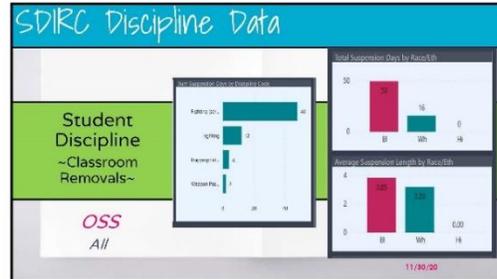
Florida Suspends More Students Than Any Other State.
(2014)

Suspension rates vary widely in secondary schools, from 3% in North Dakota to 19% in Florida.

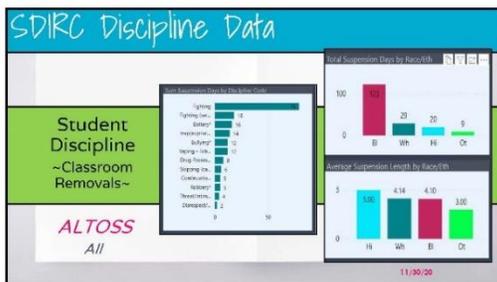
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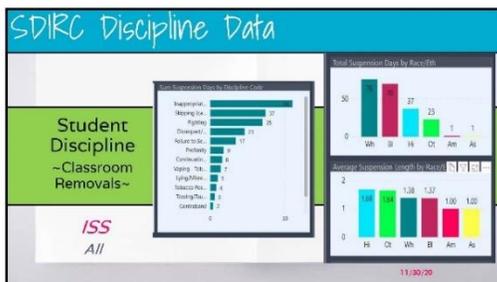


44

Black students are removed from classrooms more than any other group of students.

Why might that be?

47



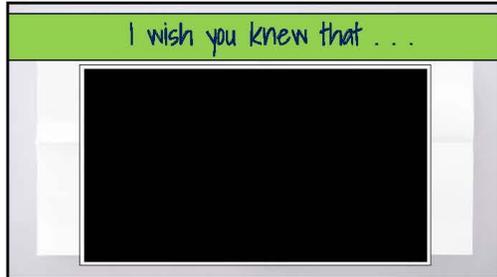
45

Time to Reflect

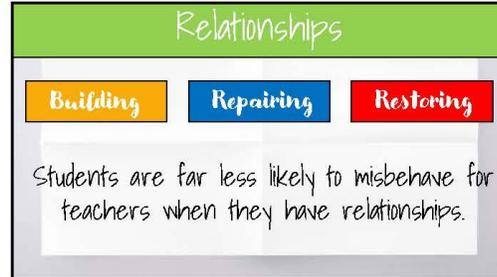
Having reviewed the data, consider your rating, would you change it?

balance, calmness, confidence, SELF-CONTROL, willpower

48



49



52



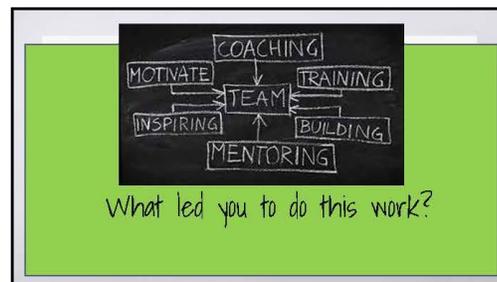
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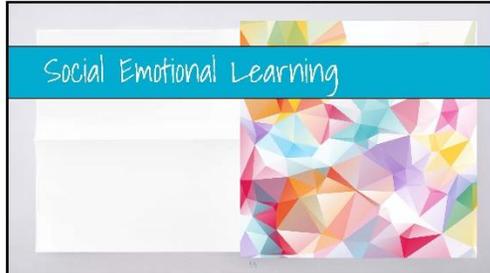
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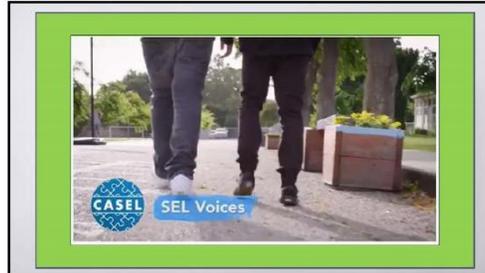
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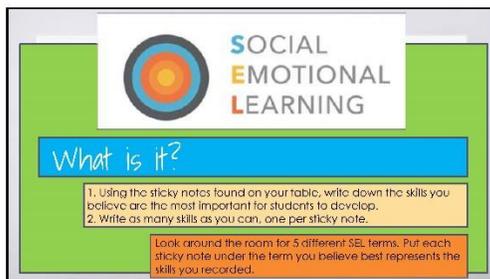
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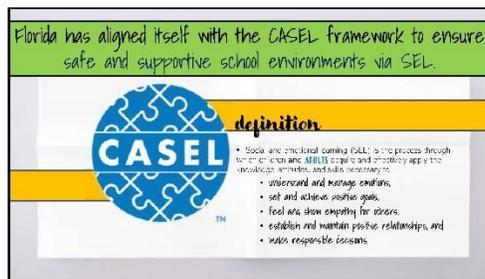
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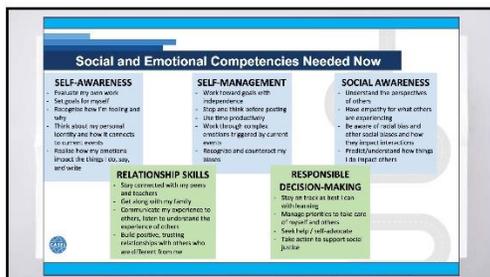
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56



59



57



60

Collaborative for Academic, Social, and Emotional Learning
CASEL Wheel of Competencies

Where's the evidence?

What behaviors do students exhibit if they possess:

1. Self-Awareness
2. Self-Management
3. Social Awareness
4. Relationship Skills
5. Responsible Decision-Making

61

Self-Management

Play (0)

64

Self-Awareness

SELF-AWARENESS

Pause (0)

62

Develop Self-Management

STRAW POPPER

Human beings are like stress balls, bottling up stress and tension. We become fragile over a period, and with the slightest "kick" will burst. It's healthy to admit and recognize our individual trigger to de-stress and allow us to bounce back!

PREPARE: Prepare a bag of straws.
© 2015 by Linda Ward Beech

ENGAGE: Teachers try to make lessons, decisions, decisions and decisions that work for the brain, and get students to be more self-aware of their own "popper" that bursts when they are angry or upset or the teacher. For the same reason, it's important to be aware of our own "popper" that bursts when we are angry or upset or the teacher. For the same reason, it's important to be aware of our own "popper" that bursts when we are angry or upset or the teacher.

EXTEND: Partner up with someone if you like. Select a straw and use your popper. Then, discuss with your partner about a "popper" straw. Discuss why you think that happened and what you can do in the future to help yourself when you feel like your "straw" is going to burst.

65

Develop Self-Awareness

SITUATION CIRCLES

THINK • FEEL • DO

Students will be required to be able to identify and describe a situation and then describe a feeling and a thought that is likely to result from that action. The feelings and thoughts are the "feel" and "think" that lead to an action. For example, "I feel like a homework assignment is given, you remember you made on the last one, and the teacher is good at giving you a homework assignment, and feel, I feel good feeling about myself, then do the situation for a negative situation. Continue with a negative situation, one positive and negative.

EXTEND: Students will be required to be able to identify and describe a situation and then describe a feeling and a thought that is likely to result from that action. The feelings and thoughts are the "feel" and "think" that lead to an action. For the same reason, it's important to be aware of our own "popper" that bursts when we are angry or upset or the teacher.

63

Social Awareness

SOCIAL AWARENESS

66

Develop Social Awareness

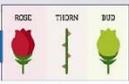
MINDFUL REFLECTION

Reflect on what and how you feel about the situations. Do you have a strong opinion on their successes, through conversation and reflection with your friend? Do you disagree with the way they supported their success?

PREPARE Passages in 1 minute. (10 minutes)

ENGAGE Take copy of reflection sheet or simply look to the camera.
 Step 1: Hold up your card with a smiling face if you agree.
 Step 2: Hold up your card with a sad face if you disagree.
 Step 3: Hold up your card with a neutral face if you are unsure.

EXTEND Take a moment and discuss your reflection and how you feel about the situation with your friend or group.



67

Responsible Decision-Making



Pass 8)

70

Relationship Skills

RELATIONSHIP SKILLS



68

Develop Decision-Making Skills

WHAT'S IN THE BAG



Students use the passage to analyze the decision-making process. They also investigate the decision-making process to determine the best decision. What are the key factors that help us make a decision that is best for us?

PREPARE Students will take time to read the passage and think about the decision-making process. They will also think about the key factors that help us make a decision that is best for us.

ENGAGE Students will take time to read the passage and think about the decision-making process. They will also think about the key factors that help us make a decision that is best for us.

EXTEND Students will take time to read the passage and think about the decision-making process. They will also think about the key factors that help us make a decision that is best for us.

71

Develop Relationship Building Skills

PASSING TRAINS



When you are in the time to learn more about each other, relationship building naturally starts to occur. It is a conversation that includes active listening, open-mindedness, and a willingness to be vulnerable.

PREPARE Passages in 1 minute. (10 minutes)

ENGAGE Take a copy of the reflection sheet or simply look to the camera.
 Step 1: Hold up your card with a smiling face if you agree.
 Step 2: Hold up your card with a sad face if you disagree.
 Step 3: Hold up your card with a neutral face if you are unsure.

EXTEND Take a moment and discuss your reflection and how you feel about the situation with your friend or group.

69

SEL WORKS

Benefits of SEL

An extensive body of rigorous research (including randomized, controlled trials, longitudinal follow-ups, and multiple replications) demonstrates that teaching social and emotional learning (SEL) skills and behaviors yields results:

- 11% Academic Gains** (K-12)
- 11:1 Return on Investment** (K-12)
- Multiple Individual and Social Benefits**



72

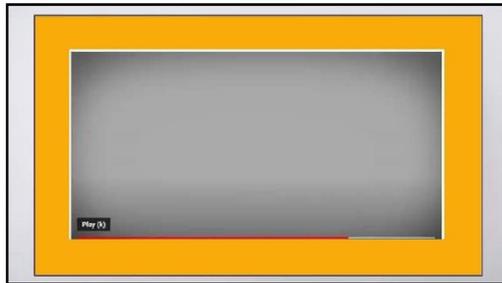
Demand is at an all-time high in every sector

- ✓ **public**
Most important factor in school quality: **teach cooperation, respect, problem-solving.**
- ✓ **employers**
growth in jobs that require mastery of **21st skills** outpaced growth of all other jobs.
- ✓ **district personnel**
strongest services among stakeholders not across all roles. **SEL skills** are important & should be taught in schools to all students.
- ✓ **principals**
53% are more inclined to champion **science** tests and **critical skills** in their schools.
- ✓ **teachers**
57% of teachers want to **greater focus on social and emotional learning.**
- ✓ **parents**
3 out of 5 give **greater importance** to their children being **happy & not overly stressed**, than doing well in school.
- ✓ **students**
the majority of high school and recent grads **agree that** going to a school that focuses on developing 21st skills would help better prepare them for life after high school.

73

The screenshot shows the 'Navigating Focus' dashboard with a sidebar on the left and a main content area. The main content area is titled 'Classroom Management' and includes a 'Classroom Management' section with a 'Classroom Management' table. The table has columns for 'Classroom Management', 'Classroom Management', and 'Classroom Management'. The table is currently empty.

76



74

The screenshot shows the 'Navigating Focus' dashboard with a sidebar on the left and a main content area. The main content area is titled 'Absence Summary' and includes a table with columns for 'Absence Summary', 'Absence Summary', and 'Absence Summary'. The table contains several rows of data, with some cells highlighted in green. A red circle highlights a cell in the 'Absence Summary' column.

77

A graphic titled 'Technical Tidbits' with a colorful geometric pattern of triangles in various colors (red, blue, green, yellow, purple) on the right side. The title is in a white font on a blue background.

75

The screenshot shows the 'Navigating Focus' dashboard with a sidebar on the left and a main content area. The main content area contains a detailed data table with multiple columns and rows. The table has a header row and several data rows. The table is currently empty.

78

Navigating Focus

| Grade | Subject | Unit | Lesson | Standard | Assessment | Resources | Notes |
|-------|---------|--------|-----------|-----------|------------|-----------|-------|
| 7 | Math | Unit 1 | Lesson 1 | 7.EE.A.1 | Formative | Handout | |
| 7 | Math | Unit 1 | Lesson 2 | 7.EE.A.2 | Formative | Handout | |
| 7 | Math | Unit 1 | Lesson 3 | 7.EE.A.3 | Formative | Handout | |
| 7 | Math | Unit 1 | Lesson 4 | 7.EE.A.4 | Formative | Handout | |
| 7 | Math | Unit 1 | Lesson 5 | 7.EE.A.5 | Formative | Handout | |
| 7 | Math | Unit 1 | Lesson 6 | 7.EE.A.6 | Formative | Handout | |
| 7 | Math | Unit 1 | Lesson 7 | 7.EE.A.7 | Formative | Handout | |
| 7 | Math | Unit 1 | Lesson 8 | 7.EE.A.8 | Formative | Handout | |
| 7 | Math | Unit 1 | Lesson 9 | 7.EE.A.9 | Formative | Handout | |
| 7 | Math | Unit 1 | Lesson 10 | 7.EE.A.10 | Formative | Handout | |
| 7 | Math | Unit 1 | Lesson 11 | 7.EE.A.11 | Formative | Handout | |
| 7 | Math | Unit 1 | Lesson 12 | 7.EE.A.12 | Formative | Handout | |
| 7 | Math | Unit 1 | Lesson 13 | 7.EE.A.13 | Formative | Handout | |
| 7 | Math | Unit 1 | Lesson 14 | 7.EE.A.14 | Formative | Handout | |
| 7 | Math | Unit 1 | Lesson 15 | 7.EE.A.15 | Formative | Handout | |
| 7 | Math | Unit 1 | Lesson 16 | 7.EE.A.16 | Formative | Handout | |
| 7 | Math | Unit 1 | Lesson 17 | 7.EE.A.17 | Formative | Handout | |
| 7 | Math | Unit 1 | Lesson 18 | 7.EE.A.18 | Formative | Handout | |
| 7 | Math | Unit 1 | Lesson 19 | 7.EE.A.19 | Formative | Handout | |
| 7 | Math | Unit 1 | Lesson 20 | 7.EE.A.20 | Formative | Handout | |
| 7 | Math | Unit 1 | Lesson 21 | 7.EE.A.21 | Formative | Handout | |
| 7 | Math | Unit 1 | Lesson 22 | 7.EE.A.22 | Formative | Handout | |
| 7 | Math | Unit 1 | Lesson 23 | 7.EE.A.23 | Formative | Handout | |
| 7 | Math | Unit 1 | Lesson 24 | 7.EE.A.24 | Formative | Handout | |
| 7 | Math | Unit 1 | Lesson 25 | 7.EE.A.25 | Formative | Handout | |
| 7 | Math | Unit 1 | Lesson 26 | 7.EE.A.26 | Formative | Handout | |
| 7 | Math | Unit 1 | Lesson 27 | 7.EE.A.27 | Formative | Handout | |
| 7 | Math | Unit 1 | Lesson 28 | 7.EE.A.28 | Formative | Handout | |
| 7 | Math | Unit 1 | Lesson 29 | 7.EE.A.29 | Formative | Handout | |
| 7 | Math | Unit 1 | Lesson 30 | 7.EE.A.30 | Formative | Handout | |

79

Re-Entry Procedures

**ASPIRE Program
Re-entry Pass**

Student ID: _____
Student Name: _____
Re-entry Date: _____

This pass signifies the student has completed all required assignments of the ASPIRE Program and has earned re-entry to class.

ASPIRE Teacher Signature: _____
Date: _____

Notification of the change in assignment will be provided to both the classroom teachers and the administration by the ASPIRE teacher via email/focus. The ASPIRE teacher will provide a pass to the student, allowing for admittance to all regularly assigned classrooms.

The pass indicates that the student has earned an early release from the ASPIRE assignment and shall return to class on the upcoming school day.

82

Ripple Effects

Personalized technology to address non-academic barriers to school success.

Evidence-based, barrier-directed, trauma informed

80

Insights or questions

THANK YOU!

83

Re-Entry Procedures

- ASPIRE teachers have the authority to determine when a student may be returned to the regularly assigned classroom, based on an assessment of student participation and progress in restorative practices, self-reflection, and classwork completion. This allows the ASPIRE program to best serve students in the least restrictive environment.

A Re-Entry Form will be completed that includes collaboration between the student and ASPIRE teacher, with a selection of strategies that the student agrees to apply upon return to the regular classroom setting. The ASPIRE teacher, school counselor, success coach, and administrator will work together to ensure the student's successful transition.

Coping Strategies for Re-Entry

- Journaling/Writing
- Drawing/coloring
- Stress ball/stress fidget
- Respite pass
- Specified Safe Space in School

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ASPIRE Boot Camp (6403002)

(8/4/2021 8:00:00 AM - 8/4/2021 4:00:00 PM)

Meeting Dates: #1: 8/4/2021 8:00 am - 4:00 pm at UP (United Against Poverty) Center

Presenter: Ashley Dowdell

Hours: 7 hr

Enrollment: 16 / 35

| | Name | Signature | Building |
|-----|-------------------------------|-----------|---------------------------|
| 1. | 7.00 Blue, Keanna | _____ | 0081 - GIFFORD MIDDLE |
| 2. | 7.00 Crawford, Tracy | _____ | 9224 - STUDENT SERVICES |
| 3. | 7.00 Cusick, Richard | _____ | 0171 - SEBASTIAN RIVER |
| 4. | 7.00 Dowdell, Ashley | _____ | 9552 - STUDENT |
| 5. | 7.00 Harris, Demarcus | _____ | 0031 - VERO BEACH HIGH |
| 6. | 7.00 Lee, Harvey | _____ | 0171 - SEBASTIAN RIVER |
| 7. | 7.00 Leslie, Robert | _____ | 0021 - VERO BEACH HIGH - |
| 8. | 7.00 Macdonald, David | _____ | 0371 - STORM GROVE |
| 9. | 7.00 Mangieri, Lisa | _____ | 0371 - STORM GROVE |
| 10. | 7.00 Morgan, Quentin | _____ | 0081 - GIFFORD MIDDLE |
| 11. | 7.00 Payne, Nina | _____ | 0291 - SEBASTIAN RIVER |
| 12. | 7.00 Puscher, David | _____ | 0021 - VERO BEACH HIGH - |
| 13. | 7.00 RichardsonPryor, Marylin | _____ | 0271 - OSLO MIDDLE SCHOOL |
| 14. | 7.00 Spivey, Rhonda | _____ | 0271 - OSLO MIDDLE SCHOOL |
| 15. | 7.00 Taylor, Johnny | _____ | 0031 - VERO BEACH HIGH |
| 16. | 7.00 Walker, Lavonne | _____ | 9552 - STUDENT |
| 17. | _____ | _____ | |
| 18. | _____ | _____ | |
| 19. | _____ | _____ | |
| 20. | _____ | _____ | |
| 21. | _____ | _____ | |
| 22. | _____ | _____ | |
| 23. | _____ | _____ | |
| 24. | _____ | _____ | |
| 25. | _____ | _____ | |



ASPIRE Program
Student Reflection & Success Plan

Student Name: _____ Student ID #: _____ School: _____

Entry Date: _____ Exit Date: _____ Days Completed: _____

What happened? Why are you here today?

Who was affected? (ex. you, teacher, classmates, parents)

How will you make things right?

Think about why you chose not to follow the expectation(s) (check all that apply).

- | | |
|---------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
| <input type="checkbox"/> I wanted attention from my classmates. | <input type="checkbox"/> I was angry about something outside of class. |
| <input type="checkbox"/> I wanted attention from my teacher. | <input type="checkbox"/> I was angry about something in class (not the work). |
| <input type="checkbox"/> I wanted to get out of doing my work. | <input type="checkbox"/> I wanted to show the class I am "tough" or "in control." |
| <input type="checkbox"/> I did not think I would be successful on my assignment, so I did not start it. | <input type="checkbox"/> I wanted to avoid the teacher. |
| <input type="checkbox"/> I was frustrated with my work. | <input type="checkbox"/> I wanted to avoid a classmate. |
| <input type="checkbox"/> I was finished with my work and bored. | <input type="checkbox"/> Other |

What will you do differently next time?

This section completed in collaboration with the ASPIRE teacher.

Goal setting is an important skill that will help lead you to success. Identify one goal you will commit to that will help you maintain healthy behaviors and lead to a successful future.

My goal: _____

To reach my goal, I will do these 3 things:

- 1.
- 2.
- 3.

Student's Signature Date ASPIRE Teacher's Signature Date

| District Staff Member: Ashley Dowdell | | | | | | | | | | | | | | | | | |
|---------------------------------------------------------------------------------------------------|----------------|-------------|---------------------------------------------------------------|-------------------|---------------------------------|-----------------|-------------------------|------------|-------------------------------|----------------------------|--------------------------------------|------------------------|----------------------|-------|---------------|----------------------------|-------------------------------------------------------------------------------------------|
| Office of Strategic Planning & Support Services - District Coaching & Consultation Log -2021-2022 | | | | | | | | | | | | | | | | | |
| Date | Units (15 min) | School | School Coaching/Consultation Provided (Select all that apply) | | | | | | | | | | | Notes | | | |
| | | | Attendance Supports | Behavior Supports | Culturally Responsive Practices | Crisis Supports | Coaching Cycle/Modeling | Discipline | Exceptional Student Education | Gifted/Enrichment Supports | Problem Solving (Team or Individual) | Mental Health Supports | MTSS Tiered Supports | | PBIS Supports | Policy/Procedural Supports | Professional Development Sessions |
| 7/26/2021 | 16 | Mul Schools | | | | | | | | | | | | X | | | Ready to Launch Training (Elementary) |
| 7/26/2021 | 8 | Mul Schools | | | | | | | | | | | | X | | | Discipline Handbook |
| 7/26/2021 | 2 | | | | | | | | | | | | | | | | Logging of observations/meeting notes; correspondence |
| 7/26/2021 | 6 | Mul Schools | | | | | | | | | | | | | X | | Developing Canvas Courses and Training Tool for Code of Conduct/Bullying - Staff/Students |
| 7/27/2021 | 4 | | | | | | | | | | | | | | | | Logging of observations/meeting notes; correspondence |
| 7/27/2021 | 4 | | | | | | | | | | | | | X | | | Department Meeting |
| 7/27/2021 | 24 | Mul Schools | | | | | | | | | | | | | X | | Developing Canvas Courses and Training Tool for Code of Conduct/Bullying - Staff/Students |
| 7/28/2021 | 12 | Mul Schools | | | | | | | | | | | | | X | | Prep: ASPIRE Boot Camp Review Meeting with Team Members |
| 7/28/2021 | 4 | | | | | | | | | | | | | | | | Logging of observations/meeting notes; correspondence |
| 7/28/2021 | 8 | Mul Schools | | | | | | | | | | | | | X | | Developing Canvas Courses and Training Tool for Code of Conduct/Bullying - Staff/Students |
| 7/28/2021 | 8 | Mul Schools | | | | | | | | | | | | | X | | Discipline Handbook |
| 7/29/2021 | 12 | Mul Schools | | | | | | | | | | | | | X | | Developing Canvas Courses and Training Tool for Code of Conduct/Bullying - Staff/Students |
| 7/29/2021 | 12 | Mul Schools | | | | | | | | | | | | | X | | Prep: Ready to Launch presentations |
| 7/29/2021 | 3 | | | | | | | | | | | | | | | | Logging of observations/meeting notes; correspondence |
| 7/29/2021 | 5 | Mul Schools | | | | | | | | | | | | | X | | Discipline Handbook |
| 7/30/2021 | 16 | Mul Schools | | | | | | | | | | | | | X | | Ready to Launch Training (Secondary) |
| 7/30/2021 | 12 | Mul Schools | | | | | | | | | | | | | X | | Discipline Handbook |

| District Staff Member: Ashley Dowdell | | | | | | | | | | | | | | | | | |
|---------------------------------------------------------------------------------------------------|----------------|-------------|---------------------------------------------------------------|-------------------|---------------------------------|-----------------|-------------------------|------------|-------------------------------|----------------------------|--------------------------------------|------------------------|-------|----------------------|---------------|----------------------------|-------------------------------------------------------------------------------------------------|
| Office of Strategic Planning & Support Services - District Coaching & Consultation Log -2021-2022 | | | | | | | | | | | | | | | | | |
| Date | Units (15 min) | School | School Coaching/Consultation Provided (Select all that apply) | | | | | | | | | | Notes | | | | |
| | | | Attendance Supports | Behavior Supports | Culturally Responsive Practices | Crisis Supports | Coaching Cycle/Modeling | Discipline | Exceptional Student Education | Gifted/Enrichment Supports | Problem Solving (Team or Individual) | Mental Health Supports | | MTSS Tiered Supports | PBIS Supports | Policy/Procedural Supports | Professional Development Sessions |
| 8/16/2021 | 8 | Mul Schools | | | | | | | | | X | | X | | | | Design ReEntry/Student Success Plan Form |
| 8/16/2021 | 4 | Mul Schools | | | | | | | | | | | X | | | | Canvas Course Problem Solving/Support |
| 8/16/2021 | 8 | Mul Schools | | | | | | | | | | | X | | | | Research: Attendance Matters |
| 8/16/2021 | 12 | | | | | | | | | | | | | | | | Logging of observations/meeting notes; correspondence |
| 8/17/2021 | 3 | | | | | | | | | | | | X | | | | EWS Meeting |
| 8/17/2021 | 12 | | | | | | | | | | | | | | | | Logging of observations/meeting notes; correspondence; School Counselor scheduling; travel time |
| 8/17/2021 | 17 | | | | | | | | | | | | X | | | | Design Expectations Poster for ALTOSS/ASPIRE |
| 8/18/2021 | 6 | TCE | | | | | | | | | | | X | | | | School Counselor Support: PBIS/SEL |
| 8/18/2021 | 6 | BES | | | | | | | | | | | X | | | | School Counselor Support: PBIS/SEL |
| 8/18/2021 | 6 | GES | | | | | | | | | | | X | | | | School Counselor Support: PBIS/SEL |
| 8/18/2021 | 4 | Mul Schools | | | | | | | | | | | X | | | | Canvas Course Problem Solving/Support |
| 8/19/2021 | 4 | BES | | | | | X | | | | | | | | | | Modeling: Sanford Harmony |
| 8/19/2021 | 3 | | | | | | | | | | | | X | | | | Online Leave Requests Training |
| 8/19/2021 | 8 | | | | | | | | | | | | X | | | | RJ PD Training |
| 8/19/2021 | 8 | | | | | | | | | | | | | | | | SEL supports via to School Counselor |
| 8/19/2021 | 9 | | | | | | | | | | | | | | | | Logging of observations/meeting notes; correspondence; School Counselor scheduling; travel time |
| 8/20/2021 | 6 | PIE | | | | | | | | | | | X | | | | School Counselor Support: PBIS/SEL |
| 8/20/2021 | 6 | LMS | | | | | | | | | | | X | | | | School Counselor Support: PBIS/SEL |

| District Staff Member: LaVonne Walker (08/25/21) | | | | | | | | | | | | | | | | | | |
|---------------------------------------------------------------------------------------------------|--------------|-----------|---------------------------------------------------------------|-------------------|---------------|-----------------|-------------------------|------------|-------------------------------|----------------------------|--------------------------------------|------------------------|----------------------|---------------|----------------------------|-----------------------------------|-----------------------|---------------------------|
| Office of Strategic Planning & Support Services - District Coaching & Consultation Log -2020-2021 | | | | | | | | | | | | | | | | | | |
| Date | Units (HOUR) | School | School Coaching/Consultation Provided (Select all that apply) | | | | | | | | | | | | | | | |
| | | | ASPIRE | Behavior Supports | Success Coach | Crisis Supports | Coaching Cycle/Modeling | Discipline | Exceptional Student Education | Gifted/Enrichment Supports | Problem Solving (Team or Individual) | Mental Health Supports | MTSS Tiered Supports | PBIS Supports | Policy/Procedural Supports | Professional Development Sessions | Restorative Practices | Walk-Throughs/Self-Audits |
| 8/4/2021 | 6 | Mul Schoo | X | X | X | | | X | | X | | | | X | X | | | |
| 8/10/2021 | 2.5 | SRHS | X | X | X | | | X | | X | | | | | | | | |
| 8/10/2021 | 2 | SRMS | X | | X | | | X | | X | | | | | | | | |
| 8/11/2021 | 2.5 | SGMS | X | | X | | | X | | X | | | | | | | | |
| 8/11/2021 | 2 | GMS | X | | X | | | X | | X | | | | | | | | |
| 8/12/2021 | 5 | VBHS | X | | X | | | X | | X | | | | | | | | |
| 8/12/2021 | 1 | VBHS | X | | X | | | X | | X | | | | | | | | |
| 8/13/2021 | 2 | OMS | X | | X | | | X | | X | | | | | | | | |
| 8/16/2021 | 3.5 | OMS | X | | X | | | X | | X | | | | | | | | |
| 8/19/2021 | 8 | SRHS | X | | X | | | X | | X | | | | | | | | |
| 8/20/2021 | 3.5 | VBHS | X | | X | | | X | | X | | | | | | | | |
| 8/25/2021 | 8 | SRHS | X | | X | | | X | | X | | | | | | | | |

Artifact 6.11

| 6.11 Implemented processes to ensure that African American students have equitable access to advanced and accelerated courses in middle school and high school. | | | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|-------------------------------------|-------------------|---------------|-----------------------------|
| Schedule Audit 8/30/2021 | | Max possible Acceleration 8/30/2021 | #Ss in EOC Course | #Ss to review | # of AA students for review |
| all middle | | 91% | 703 | 4 | 2 |
| GMS | | 90% | 148 | 0 | 0 |
| OSLO | | 96% | 140 | 3 | 0 |
| SGMS | | 83% | 242 | 0 | 0 |
| SRHS | | 100% | 173 | 0 | 0 |
| | | | | | |
| Schedule Audit 8/30/2021 | Max Possible Acceleration 11/18/2020 | Max Possible Acceleration 8/30/2021 | Met CCA | #Ss to review | # of AA students for review |
| SRHS | 52 | 69% | 18% | 602 | |
| 2021-22 | | 67% | 39% | 150 | 26 |
| 2022-23 | | 68% | 19% | 148 | 19 |
| 2023-24 | | 72% | 17% | 140 | 20 |
| 2024-25 | | 67% | 0% | 154 | 20 |
| | | | | | |
| VBHS | 47 | 58% | 18% | 1266 | |
| 2021-22 | | 61% | 40% | 252 | 73 |
| 2022-23 | | 59% | 23% | 294 | 91 |
| 2023-24 | | 49% | 16% | 406 | 116 |
| 2024-25 | | 64% | 0% | 297 | 95 |



School District of Indian River County

6500 57th Street • Vero Beach, Florida, 32967 • Telephone: 772-564-3000 • Fax: 772-564-3054

David K. Moore, Ed.D. - Superintendent



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 Program Costs | |
|----------------------------|--------------------------------------------------------------------------------------------------|
| Registration Fee | \$20.00 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 |

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](#)

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

Dr. Mara Schiff • Jacqueline Rosario • Dr. Peggy Jones • Teri L. Barenborg • Brian M. Barefoot
 District 1 • District 2 • District 3 • District 4 • District 5

Transforming education to inspire & empower ALL students to maximize their full potential.
 Equal Opportunity Educator and Employer



School District of Indian River County

6500 57th Street • Vero Beach, Florida, 32967 • Telephone: 772-564-3000 • Fax: 772-564-3054

David K. Moore, Ed.D. - Superintendent



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 \$20.00 registration fee paid **BEFORE** a child may participate in the program. Medical, emergency contact, and special needs information are required.

Dr. Mara Schiff • Jacqueline Rosario • Dr. Peggy Jones • Teri L. Barenborg • Brian M. Barefoot
District 1 District 2 District 3 District 4 District 5

Transforming education to inspire & empower ALL students to maximize their full potential.
Equal Opportunity Educator and Employer

Joint Plan Section VII – Student Assignments

Joint Plan Section VII – Student Assignments

Required Goal: Each year, the percentage of African American students assigned to individual schools should be consistent with the percentage of African American students represented in the School District. The School District will continue the practice of curricular and programmatic choice in assigning students who may reside outside an attendance area of school on a space available basis. *Joint Plan Section VII Page 7*

| Action Steps |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 7.1 Publicized school choice programming and application through multiple approaches. ¹ |
| 7.2 Planned a Choice and Community Extravaganza for families and community members to learn more about the District and school choice programming. ¹ |
| 7.3 Enhanced school choice and magnet school offerings districtwide to maximize opportunities for African American students to enroll in schools that best align with their needs and interests. |
| Staff Responsible |
| P. Dampier, Assistant Superintendent of Strategic Planning & Support Services C. Maddux, Public Information Officer C. Emerson, Director of Instructional Innovation H. Holden, Coordinator of Assessment & Virtual Education C. Batory, Student Assignment Coordinator |
| Considerations for Monitoring Progress |
| <ul style="list-style-type: none"> • Has the percentage of African American students accessing school choice programming increased over time? • Has stakeholder feedback related to the Master Plan been requested and generated? |

Action steps also support the following recommendations made by the 2019 Equity Committee:

¹Provide documentation of strategies and plans implemented to achieve compliance with student assignment.

Artifacts of Actions Taken: Data related to additional school choice seats offered, publicity related to school choice programming, and Choice and Community Extravaganza promotional flyers and materials.

Progress Update: As of August 26, 2021, 52% of African American students have been offered a seat at a school of their choice compared to 48% of other ethnicities. Choice applications have been accepted throughout the summer. The enrollment office is currently preparing to push out the choice enrollment window that begins November 1, 2021.

The District looks forward to the upcoming Choice and Community Extravaganza event, as a critical opportunity for families to review educational programming at each of our school locations.

| Racial Representation of Students by School (Non-Charter and Charter Schools) | | |
|-------------------------------------------------------------------------------|------------------|---------------------|
| Retrieved 08/30/21, Source: Focus School Software | | |
| School | African American | White, Non-Hispanic |
| District | 18% | 53% |
| Alternative Center for Education (ACE) | 64% | 24% |
| Beachland Elementary School (BES) | 15% | 60% |
| Citrus Elementary School (CES) | 20% | 54% |
| Dodgertown Elementary School (DES) | 48% | 21% |
| Fellsmere Elementary School (FES) | 2% | 13% |
| Gifford Middle School (GMS) | 33% | 40% |
| Glendale Elementary School (GES) | 16% | 65% |
| Imagine Schools at South Vero* (ISSV) | 6% | 84% |
| Indian River Academy (IRA) | 26% | 36% |

| | | |
|-----------------------------------------------|-----|-----|
| Indian River Charter High School* (IRCHS) | 4% | 74% |
| IR Virtual | 24% | 53% |
| Liberty Magnet School (LMS) | 14% | 62% |
| North County Charter School* (NCCS) | 11% | 73% |
| Osceola Magnet School (OMES) | 16% | 60% |
| Oslo Middle School (OMS) | 23% | 43% |
| Pelican Island Elementary (PIE) | 21% | 60% |
| Rosewood Magnet School (RMS) | 22% | 59% |
| Sebastian Charter Junior High* (SCJHS) | 7% | 71% |
| Sebastian Elementary School of the Arts (SES) | 31% | 53% |
| Sebastian River High School (SRHS) | 12% | 51% |
| Sebastian River Middle School (SRMS) | 14% | 46% |
| St. Peter's Academy* (SPA) | 54% | 10% |
| Storm Grove Middle School (SGMS) | 12% | 62% |
| Treasure Coast Elementary School (TCES) | 9% | 66% |
| Vero Beach Elementary School (VBES) | 25% | 41% |
| Vero Beach High School (VBHS) | 22% | 51% |
| Wabasso School (WS) | 31% | 40% |

Joint Plan Section VIII – Student Assignments Artifacts





Joint Plan Explanation of Artifacts for Action Steps

School District of Indian River County
#SDIRCStrongerTogether

Date: August 27, 2021

Office/Department(s): Office of Curriculum and Instruction
Department of Instructional Innovation
Office of Strategic Planning and Support Services
Department of Assessment and Virtual Education

Report generated by: Heather Holden, Coordinator of Assessment and Virtual Education (7.1)
Cynthia Emerson, Director of Instructional Innovation (7.2)

Action Step (please include the description provided in the District Progress Update Joint Plan):

- 7.1 Publicized school choice programming and application through multiple approaches.
- 7.2 Planned a Choice and Community Extravaganza for families and community members to learn more about the District and school choice programming.
- 7.3 Enhanced school choice and magnet school offerings districtwide to maximize opportunities for African American students to enroll in schools that best align with their needs and interests.

Explanation of Evidence:

7.1 The evidence attached contains the following: The number of students accepted to a school of choice for the 2021 –2022 school year broken down by race, and the number of pending acceptances for a school of choice for the 2021 –2022 school year broken down by race and a snapshot of current choice website gallery items.

7.2 The attached evidence is the presentation of information shared with district personnel including transportation, food services, student support services, enrollment, ESE, curriculum and instruction, community partners (MCAN), and building level administration. The event has been planned for the IG center for October 9th and included 3 shuttle spots to support family’s attendance. Shuttle stops will be at Gifford Youth Achievement Center, Sebastian River High School, and Fellsmere Elementary. Each school will have the opportunity to showcase their school choice theme and unique offerings with support of their leadership teams.

Results of Action Taken:

As a result of publicizing the Choice and Magnet application and running five additional lotteries, 248 African American students who applied to a Choice or Magnet program were offered a seat. As of August 26,2021, 52% of African American students have been offered a seat at a school of their choice compared to 48% of other ethnicities. Choice applications have been accepted throughout the summer. The enrollment office is currently preparing to push out the choice enrollment window that begins November 1, 2021.

With the Choice and Community Extravaganza event being planned, our public information office and our school administrative teams have had the opportunity to share the event with our families through connect messages, Facebook messages, Twitter, and at Orientation.

Reflection/Next Steps: The first Wednesday of every month, applications are reviewed, and available seats are filled. Beginning September 15, 2021, we will confirm with parents still on choice list if they would like to remain for SY 2023. Open Enrollment for new applicants will begin November 1, 2021.

Implementation of the event. Gathering feedback from school, community, and breakout sessions.



Office of Strategic Planning & Support Services
Pamela Dampier, Assistant Superintendent

Department of Student Services
Camille L. Batory, Student Assignment Coordinator

Memorandum #22-007

Date: August 26, 2021
To: Pamela Dampier
From: Heather Holden and Camille Batory
Subject: SDIRC Magnet and Choice Update

Per Mr. Fagan's Email on 08/20/21, I have changed the teacher allocations as follows:

CES: reduce 1(KG), **DES:** move 1 teacher from 3rd to 4th, **SES:** add 1(KG), move teacher from 4th to 1st,
TCE: Add 1(KG), **VBE:** reduce 1(5th)

TOTAL NUMBER OF APPLICATIONS FOR PUBLIC SCHOOL CHOICE 2021-2022

| | Total Applications | Other Ethnicity | African American Ethnicity |
|--------------|--------------------|-----------------|----------------------------|
| Elementary | 1403 | 1080 | 323 |
| | | 77% | 23% |
| Secondary | 522 | 368 | 154 |
| | | 70% | 30% |
| Total | 1925 | 1448 | 477 |
| | | 75% | 25% |

ACCEPTED

| | Total Accepted | Other Ethnicity | African American Ethnicity |
|--------------|----------------|-----------------|----------------------------|
| Elementary | 628 | 467 | 161 |
| | | 74% | 26% |
| Secondary | 311 | 224 | 87 |
| | | 72% | 28% |
| Total | 939 | 691 | 248 |
| | | 74% | 26% |

WAITING LIST

| | Total Waiting List | Other Ethnicity | African American Ethnicity |
|--------------|--------------------|-----------------|----------------------------|
| Elementary | 431 | 378 | 53 |
| | | 88% | 12% |
| Secondary | 41 | 27 | 14 |
| | | 66% | 34% |
| Total | 472 | 405 | 67 |
| | | 86% | 14% |

David K. Moore, Ed.D., Superintendent



School District of Indian River County

| Beachland Elementary | SAM Allocations | Current Teacher Number | Capacity Seats by Staffing | Capacity Seats Available | 95% Cap | Current Enrollment 08/26/21 | 95% Seats Available |
|----------------------|-----------------|------------------------|----------------------------|--------------------------|---------|-----------------------------|---------------------|
| KG | 5 | 5 | 90 | 4 | 86 | 86 | 0 |
| 1 | 5 | 5 | 90 | 0 | 86 | 90 | 0 |
| 2 | 5 | 5 | 90 | 10 | 86 | 80 | 6 |
| 3 | 5 | 5 | 90 | (1) | 86 | 91 | 0 |
| 4 | 4 | 4 | 88 | 7 | 84 | 81 | 3 |
| 5 | 4 | 4 | 88 | 6 | 84 | 82 | 2 |
| | 28 | 28 | 536 | 26 | 509 | 510 | 10 |

Program Capacity 536

| Citrus Elementary | SAM Allocations | Current Teacher Number | Capacity Seats by Staffing | Capacity Seats Available | 95% Cap | Current Enrollment 08/26/21 | 95% Seats Available |
|-------------------|-----------------|------------------------|----------------------------|--------------------------|---------|-----------------------------|---------------------|
| KG | 6 | 5 | 90 | (4) | 86 | 94 | 0 |
| 1 | 6 | 6 | 108 | 3 | 103 | 105 | 0 |
| 2 | 6 | 6 | 108 | (5) | 103 | 113 | 0 |
| 3 | 7 | 7 | 126 | (11) | 120 | 137 | 0 |
| 4 | 6 | 6 | 132 | 19 | 125 | 113 | 12 |
| 5 | 6 | 6 | 132 | 5 | 125 | 127 | 0 |
| | 37 | 36 | 696 | 7 | 661 | 689 | 12 |

Program Capacity 709

| Dodgertown Elementary | SAM Allocations | Current Teacher Number | Capacity Seats by Staffing | Capacity Seats Available | 95% Cap | Current Enrollment 08/26/21 | 95% Seats Available |
|-----------------------|-----------------|------------------------|----------------------------|--------------------------|---------|-----------------------------|---------------------|
| PreK | 0 | | | | | 45 | |
| KG | 4 | 4 | 72 | (11) | 68 | 83 | 0 |
| 1 | 4 | 4 | 72 | (1) | 68 | 73 | 0 |
| 2 | 4 | 4 | 72 | 9 | 68 | 63 | 5 |
| 3 | 3 | 3 | 54 | (13) | 51 | 67 | 0 |
| 4 | 3 | 3 | 66 | 20 | 63 | 46 | 17 |
| 5 | 3 | 3 | 66 | 1 | 63 | 65 | 0 |
| | 21 | 21 | 402 | (40) | 382 | 442 | 22 |

Program Capacity 516

David K. Moore, Ed.D., Superintendent

School District of Indian River County

| Fellsmere Elementary | SAM Allocations | Current Teacher Number | Capacity Seats by Staffing | Capacity Seats Available | 95% Cap | Current Enrollment 08/26/21 | 95% Seats Available |
|----------------------|-----------------|------------------------|----------------------------|--------------------------|---------|-----------------------------|---------------------|
| PreK | 0 | | | | | 33 | |
| KG | 4 | 4 | 72 | (15) | 68 | 87 | 0 |
| 1 | 5 | 5 | 90 | (9) | 86 | 99 | 0 |
| 2 | 5 | 5 | 90 | 9 | 86 | 81 | 5 |
| 3 | 5 | 5 | 90 | 8 | 86 | 82 | 4 |
| 4 | 4 | 4 | 88 | 5 | 84 | 83 | 1 |
| 5 | 5 | 5 | 110 | 5 | 105 | 105 | 0 |
| | 28 | 28 | 540 | (30) | 513 | 570 | 9 |

Program Capacity 715

| Glendale Elementary | SAM Allocations | Current Teacher Number | Capacity Seats by Staffing | Capacity Seats Available | 95% Cap | Current Enrollment 08/26/21 | 95% Seats Available |
|---------------------|-----------------|------------------------|----------------------------|--------------------------|---------|-----------------------------|---------------------|
| PreK | 0 | | | | | 14 | |
| KG | 4 | 4 | 72 | (8) | 68 | 80 | 0 |
| 1 | 5 | 5 | 90 | 0 | 86 | 90 | 0 |
| 2 | 4 | 4 | 72 | 3 | 68 | 69 | 0 |
| 3 | 5 | 5 | 90 | 17 | 86 | 73 | 13 |
| 4 | 4 | 4 | 88 | 13 | 84 | 75 | 9 |
| 5 | 5 | 5 | 110 | 16 | 105 | 94 | 11 |
| | 27 | 27 | 522 | 27 | 496 | 495 | 32 |

Program Capacity 648

| Indian River Academy | SAM Allocations | Current Teacher Number | Capacity Seats by Staffing | Capacity Seats Available | 95% Cap | Current Enrollment 08/26/21 | 95% Seats Available |
|----------------------|-----------------|------------------------|----------------------------|--------------------------|---------|-----------------------------|---------------------|
| PreK | 0 | | | | | 17 | |
| KG | 4 | 4 | 72 | (5) | 68 | 77 | 0 |
| 1 | 4 | 4 | 72 | 10 | 68 | 62 | 6 |
| 2 | 4 | 4 | 72 | 11 | 68 | 61 | 7 |
| 3 | 4 | 4 | 72 | 2 | 68 | 70 | 0 |
| 4 | 3 | 3 | 66 | 6 | 63 | 60 | 3 |
| 5 | 4 | 4 | 88 | 14 | 84 | 74 | 10 |
| | 23 | 23 | 442 | 21 | 420 | 421 | 26 |

Program Capacity 522

David K. Moore, Ed.D., Superintendent



School District of Indian River County

| Liberty Magnet School | SAM Allocations | Current Teacher Number | Capacity Seats by Staffing | Capacity Seats Available | 95% Cap | Current Enrollment 08/26/21 | 95% Seats Available |
|-----------------------|-----------------|------------------------|----------------------------|--------------------------|---------|-----------------------------|---------------------|
| KG | 5 | 5 | 90 | 1 | 90 | 89 | 1 |
| 1 | 5 | 5 | 90 | (2) | 90 | 92 | 0 |
| 2 | 6 | 6 | 108 | 2 | 108 | 106 | 2 |
| 3 | 5 | 5 | 90 | 2 | 90 | 88 | 2 |
| 4 | 4 | 4 | 88 | 2 | 88 | 86 | 2 |
| 5 | 4 | 4 | 88 | (1) | 88 | 89 | 0 |
| | 29 | 29 | 554 | 4 | 554 | 550 | 7 |

Program Capacity 526

| Osceola Magnet School | SAM Allocations | Current Teacher Number | Capacity Seats by Staffing | Capacity Seats Available | 95% Cap | Current Enrollment 08/26/21 | 95% Seats Available |
|-----------------------|-----------------|------------------------|----------------------------|--------------------------|---------|-----------------------------|---------------------|
| KG | 5 | 5 | 90 | 10 | 90 | 80 | 10 |
| 1 | 5 | 5 | 90 | (6) | 90 | 96 | 0 |
| 2 | 6 | 6 | 108 | 15 | 108 | 93 | 15 |
| 3 | 5 | 5 | 90 | 10 | 90 | 80 | 10 |
| 4 | 4 | 4 | 88 | 5 | 88 | 83 | 5 |
| 5 | 4 | 4 | 88 | 1 | 88 | 87 | 1 |
| | 29 | 29 | 554 | 35 | 554 | 519 | 41 |

Program Capacity 526

| Pelican Island Elementary | SAM Allocations | Current Teacher Number | Capacity Seats by Staffing | Capacity Seats Available | 95% Cap | Current Enrollment 08/26/21 | 95% Seats Available |
|---------------------------|-----------------|------------------------|----------------------------|--------------------------|---------|-----------------------------|---------------------|
| PreK | 0 | | | | | 33 | |
| KG | 3 | 3 | 54 | (10) | 51 | 64 | 0 |
| 1 | 3 | 3 | 54 | (1) | 51 | 55 | 0 |
| 2 | 3 | 3 | 54 | 12 | 51 | 42 | 9 |
| 3 | 3 | 3 | 54 | 5 | 51 | 49 | 2 |
| 4 | 2 | 2 | 44 | (5) | 42 | 49 | 0 |
| 5 | 3 | 3 | 66 | (8) | 63 | 74 | 0 |
| | 17 | 17 | 326 | (40) | 310 | 366 | 12 |

Program Capacity 526

David K. Moore, Ed.D., Superintendent



School District of Indian River County

| Rosewood Magnet School | SAM Allocations | Current Teacher Number | Capacity Seats by Staffing | Capacity Seats Available | 95% Cap | Current Enrollment 08/26/21 | 95% Seats Available |
|------------------------|-----------------|------------------------|----------------------------|--------------------------|---------|-----------------------------|---------------------|
| KG | 5 | 5 | 90 | (2) | 90 | 92 | 0 |
| 1 | 5 | 5 | 90 | 3 | 90 | 87 | 3 |
| 2 | 5 | 5 | 90 | (1) | 90 | 91 | 0 |
| 3 | 5 | 5 | 90 | 0 | 90 | 90 | 0 |
| 4 | 4 | 4 | 88 | (2) | 88 | 90 | 0 |
| 5 | 4 | 4 | 88 | 6 | 88 | 82 | 6 |
| | 28 | 28 | 536 | 4 | 536 | 532 | 9 |

Program Capacity 526

| Sebastian Elementary | SAM Allocations | Current Teacher Number | Capacity Seats by Staffing | Capacity Seats Available | 95% Cap | Current Enrollment 08/26/21 | 95% Seats Available |
|----------------------|-----------------|------------------------|----------------------------|--------------------------|---------|-----------------------------|---------------------|
| KG | 2 | 3 | 54 | (9) | 51 | 63 | 0 |
| 1 | 2 | 3 | 54 | 5 | 51 | 49 | 2 |
| 2 | 3 | 3 | 54 | (4) | 51 | 58 | 0 |
| 3 | 3 | 3 | 54 | 6 | 51 | 48 | 3 |
| 4 | 3 | 2 | 44 | (4) | 42 | 48 | 0 |
| 5 | 4 | 4 | 88 | 10 | 84 | 78 | 6 |
| | 17 | 18 | 348 | 4 | 331 | 344 | 11 |

Program Capacity 535

| Treasure Coast Elementary | SAM Allocations | Current Teacher Number | Capacity Seats by Staffing | Capacity Seats Available | 95% Cap | Current Enrollment 08/26/21 | 95% Seats Available |
|---------------------------|-----------------|------------------------|----------------------------|--------------------------|---------|-----------------------------|---------------------|
| KG | 5 | 6 | 108 | 10 | 103 | 98 | 5 |
| 1 | 6 | 6 | 108 | 0 | 103 | 108 | 0 |
| 2 | 5 | 5 | 90 | (12) | 86 | 102 | 0 |
| 3 | 6 | 6 | 108 | 8 | 103 | 100 | 3 |
| 4 | 6 | 6 | 132 | 6 | 125 | 126 | 0 |
| 5 | 6 | 6 | 132 | 4 | 125 | 128 | 0 |
| | 34 | 35 | 678 | 16 | 644 | 662 | 7 |

Program Capacity 710

David K. Moore, Ed.D., Superintendent



School District of Indian River County

| Vero Beach Elementary | SAM Allocations | Current Teacher Number | Capacity Seats by Staffing | Capacity Seats Available | 95% Cap | Current Enrollment 08/26/21 | 95% Seats Available |
|-----------------------|-----------------|------------------------|----------------------------|--------------------------|---------|-----------------------------|---------------------|
| PreK | 0 | | | | | 45 | |
| KG | 5 | 5 | 90 | (13) | 86 | 103 | 0 |
| 1 | 5 | 5 | 90 | (9) | 86 | 99 | 0 |
| 2 | 5 | 5 | 90 | 4 | 86 | 86 | 0 |
| 3 | 5 | 5 | 90 | 1 | 86 | 89 | 0 |
| 4 | 5 | 4 | 88 | 10 | 84 | 78 | 6 |
| 5 | 5 | 4 | 88 | (1) | 84 | 89 | 0 |
| | 30 | 28 | 536 | (53) | 509 | 589 | 6 |
| Program Capacity | 714 | | | | | | |

David K. Moore, Ed.D., Superintendent



School District of Indian River County

| Gifford Middle | 2021-2020 | | Current Enrollment 08/26/21 | 95% Seats Available |
|------------------|----------------------|---------|--------------------------------|------------------------|
| | Projected Enrollment | 95% Cap | | |
| 6 | 246 | 296 | 182 | 114 |
| 7 | 193 | 296 | 196 | 100 |
| 8 | 213 | 295 | 207 | 88 |
| | 652 | 887 | 585 | 302 |
| Program Capacity | | 934 | | |

| Oslo Middle | 2021-2020 | | Current Enrollment 08/26/21 | 95% Seats Available |
|------------------|----------------------|---------|--------------------------------|------------------------|
| | Projected Enrollment | 95% Cap | | |
| 6 | 282 | 305 | 310 | -5 |
| 7 | 289 | 305 | 297 | 8 |
| 8 | 329 | 306 | 299 | 7 |
| | 900 | 916 | 906 | 10 |
| Program Capacity | | 964 | | |

| Sebastian River Middle | 2021-2020 | | Current Enrollment 08/26/21 | 95% Seats Available |
|---------------------------|----------------------|---------|--------------------------------|------------------------|
| | Projected Enrollment | 95% Cap | | |
| 6 | 277 | 350 | 277 | 73 |
| 7 | 277 | 348 | 283 | 65 |
| 8 | 292 | 348 | 302 | 46 |
| | 846 | 1046 | 862 | 184 |
| Program Capacity | | 1101 | | |

| Storm Grove Middle | 2021-2020 | | Current Enrollment 08/26/21 | 95% Seats Available |
|--------------------|----------------------|---------|--------------------------------|------------------------|
| | Projected Enrollment | 95% Cap | | |
| 6 | 380 | 394 | 344 | 50 |
| 7 | 378 | 394 | 305 | 89 |
| 8 | 378 | 394 | 367 | 27 |
| | 1136 | 1182 | 1016 | 166 |
| Program Capacity | | 1244 | | |

| Sebastian River High | 2021-2020 | | Current Enrollment 08/26/21 | 95% Seats Available |
|----------------------|----------------------|---------|--------------------------------|------------------------|
| | Projected Enrollment | 95% Cap | | |
| 9 | 573 | 548 | 504 | 44 |
| 10 | 547 | 548 | 568 | (20) |
| 11 | 507 | 548 | 460 | 88 |
| 12 | 451 | 548 | 411 | 137 |
| | 2078 | 2192 | 1943 | 249 |
| Program Capacity | | 2307 | | |

| Vero Beach High | 2021-2020 | | Current Enrollment 08/26/21 | 95% Seats Available |
|------------------|----------------------|---------|--------------------------------|------------------------|
| | Projected Enrollment | 95% Cap | | |
| 9 | 889 | 845 | 825 | 20 |
| 10 | 862 | 819 | 855 | -36 |
| 11 | 691 | 656 | 677 | -21 |
| 12 | 657 | 624 | 654 | -30 |
| | 3099 | 2944 | 3011 | (67) |
| Program Capacity | | 2900 | | |

David K. Moore, Ed.D., Superintendent



School District of Indian River County

Screenshot from the school district's home page of the website.



Retrieved 08/26/2021

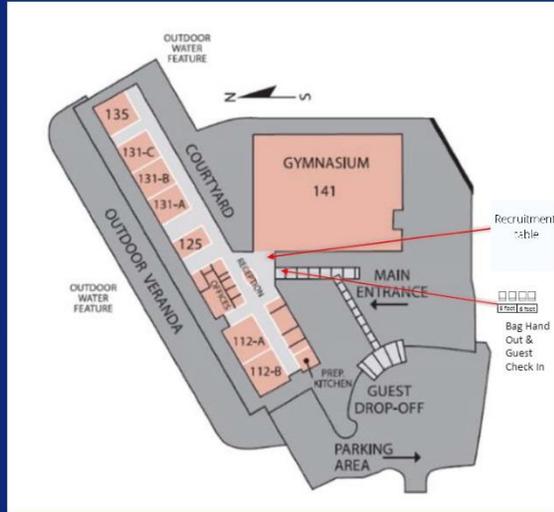
Artifact 7.2 and 7.3

Evidence:

https://www.canva.com/design/DAEcVJB_rYU/oL_meBfZW1Gn0CUVd7dV9g/view?utm_content=DAEcVJB_rYU&utm_campaign=designshare&utm_medium=link&utm_source=sharebutton



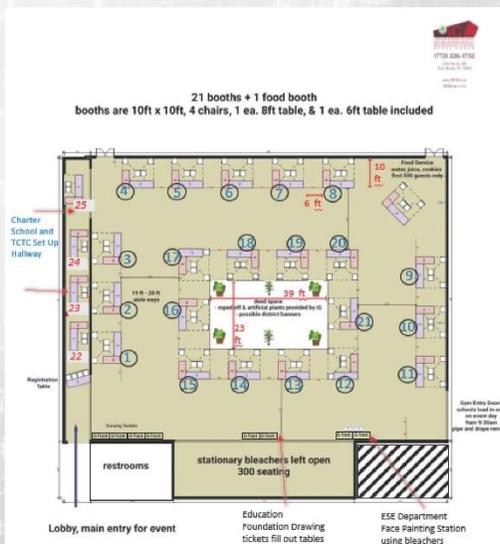
THE IG CENTER



INDOOR SET-UP- SCHOOL PROGRAMS

School Site Set Up

1. PIE
2. LMES
3. TCE
4. FES
5. SES
6. RME
7. VBE
8. VBHS
9. IR Virtual
10. OMES
11. GES
12. SGMS
13. IRA



School Site Set Up

14. SRHS
15. SRMS
16. DTE
17. GMS
18. Early Learning
19. Citrus
20. OMS
21. BES
22. TCTC
23. NCCS
24. IRCH
25. Imagine

10:00-1:00

SCHOOL CHOICE SPOTLIGHT



SCHOOL CHOICE EXTRAVAGANZA

EACH SCHOOL WILL BE ABLE TO SHOWCASE THE INNOVATIVE AND UNIQUE OFFERINGS AT YOUR SITE TO HELP FAMILIES FIND THE BEST SCHOOL OPTION FOR THEIR CHILD.



OUTDOOR SET UP- COMMUNITY PARTNERSHIPS AND EXTENDED LEARNING OPPORTUNITIES



ORGANIZED BY DR. TRICIA KAWI- COORDINATOR OF FAMILY AND COMMUNITY ENGAGEMENT



THE LEARNING ALLIANCE

Confirmed Participants:

Explorer Program

Learning Alliance

Kona Ice

BREAK-OUT SESSIONS

SESSION DRIVEN PARENT ENGAGEMENT PLANNED

Room 112 A

10:00- 10:15 Dr. Moore

11:00-11:15 Dr. Moore

11:15- 11:45 "Did you know?"
Parent Resource Session

12:00 -12:15 Dr. Moore

12:15-12:45 "Did you know?"
Parent Resource Session (Spanish)

Room 131 A

10:00 Elevate ESE
Sign Language Session

11:00 Elevate ESE
Enrichment Activities

12:00 Elevate ESE
Continuum of Services

Room 131 C

10:00 Community Group
session title

11:00 Community Group
session title

12:00 Community Group
session title

Room 131 B

Health Screenings

Tentative Focus Parent Portal Supports
Family and Community Engagement Team
Conference Hallways

Meet the Superintendent

Hourly Mini-Sessions

10:00, 11:00, 12:00 Room 112A



DR. DAVID K. MOORE ED.D

ACHIEVE 2025

Hear about the strategic plan

NEW INITIATIVES

Hear about the guiding
principles of the work of SDIRC

PICK-UP SITES FOR IG CENTER



**Gifford Youth
Achievement
Center**



**Sebastian
River High
School**



**Fellsmere
Elementary
School**

EDUCATION FOUNDATION FUNDRAISER & SILENT AUCTION

THE BIG  aligned to the
I.D.E.A.S. SDIRC District
Strategic Plan and
Guiding Principles.

| Innovation | Development | Equity | Access | Support |
|-----------------------------------------------------------|----------------------|------------------------|------------------------|------------------------------|
| High impact Grants | Staff Development | Step into Kindergarten | Enrichment Experiences | A.I.M. Advocacy Program |
| Indian River County Regional Science and Engineering Fair | Facility Development | Technology Equity | All Access Program | Adopt-a-Class Fund-a-Project |



FREE FACE PAINTING



COURTESY OF OUR ESE DEPARTMENT



COOKIES AND JUICE PROVIDED BY OUR
FOOD SERVICE DEPARTMENT

FREE SNACKS COURTESY OF OUR SDIRC FOOD SERVICES
TEAM



RELEASE ONLINE CHOICE BOOKLET

NOVEMBER 2021-
INCLUDE COMMUNITY ORGANIZATIONS

JOIN US AT THE **IG CENTER** FOR THE

SDIRC CHOICE & COMMUNITY EXTRAVAGANZA

Saturday, October 9
10:00 am - 1:00 pm

FREE EVENT FOR FAMILIES
 HEAR ABOUT OUR CHOICE PROGRAMS
 LEARN ABOUT OUR COMMUNITY PARTNERSHIPS

Hands-on Experiences

Meet our School Teams

Break out sessions

Free Face Painting



Joint Plan Section VIII - Transportation

Joint Plan Section VIII – Transportation

Required Goal: The School District will continue to operate under the requirements of the 1967 Order with respect to transportation, which mandate (1) no student shall be segregated or discriminated against on account of race or color in any service, activity, or program, including transportation, and that (2) where transportation is generally provided, buses must be routed to the maximum extent feasible in light of the geographic distribution of students, so as to serve students assigned in accordance with the provisions of this plan. *Joint Plan Section VIII Page 7*

| Action Steps |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>8.1 Continued to provide school transportation depot stops districtwide to schools of choice.</p> <p>8.2 Continue to provide ongoing technical support/embedded professional development to school transportation professionals to provide positive, safe, and supportive school climates to students while using school transportation.</p> <p>8.3 Implemented the rollout of the ZPass system for the 2021-2022 school year to increase communication with parents regarding school transportation.</p> <p>8.4 Implemented a school transportation plan that includes the use of school transportation depot stops to ensure equitable access to school transportation.</p> |
| Staff Responsible |
| <p>S. Bass, Deputy Superintendent</p> <p>J. Idlette, Director of Transportation</p> |
| Considerations for Monitoring Progress |
| <ul style="list-style-type: none"> • How many depot stops are being offered districtwide to support access to school choice? • What percentage of students utilizing school transportation depot stops are African American? • Has technical support/embedded professional development been provided to school transportation professionals to support the provision of positive student experiences related to school transportation? |

Artifacts of Actions Taken: Professional Development Agenda, ZPass Quick Fact Sheet, and Choice School Information Flyer.

Progress Update: To increase student access to school choice, school transportation is provided through the District’s Depot Stop program. Currently, all bus stops serve as bus depot stops for accessing transportation to a student’s school of choice. With regard to students accessing bus depot stops for school choice, 31% of all students transported for school choice are African American students.

Through the School Choice Parent/Family Survey noted earlier in the Joint Plan Section VII – Student Assignments, parents have identified “expanded transportation” to a school of choice as a factor impacting enrollment in a school of choice. As a result, it is important that continued and focused efforts to publicize the availability of school transportation depot stops district wide be made as specifically related to school choice enrollment.

Joint Plan Section VIII – Transportation Artifacts





Joint Plan Explanation of Artifacts for Action Steps

School District of Indian River County
#SDIRCStrongerTogether

| | |
|----------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Date: | September 1, 2021 |
| Office/Departments(s): | Office of Human Capital and Operations Department of Transportation |
| Report generated by: | Beth Crisafulli, Director of Recruitment and Retention Jennifer Idlette, Director of Transportation |
| Action Step (please include the description provided in the District Progress Update Joint Plan): | <p>8.1 Continued to provide school transportation depot stops districtwide to schools of choice.</p> <p>8.2 Continue to provide ongoing technical support/embedded professional development to school transportation professionals to provide positive, safe, and supportive school climates to students while using school transportation.</p> <p>8.3 Implemented the rollout of the ZPass system for the 2021-2022 school year to increase ridership accountability.</p> <p>8.4 Implemented a school transportation plan that includes the use of school transportation depot stops to ensure equitable access to school transportation.</p> |
| Explanation of Evidence: | PD Agenda, ZPass Quick Fact Sheet, & Choice School Info Flyer |
| Results of Action Taken: | <p>Transportation professionals continue to cover relevant topics to increase/maintain general behavior awareness & perimeter security awareness to quickly detect/identify/take action as needed.</p> <p>Schools are still actively distributing student ID cards for use w/ ZPass. This increased security measure permits transportation to know which students rode the bus and the last location where they were picked up/dropped off (if ID is tapped on the device as they enter/exit the bus). We are not @ 100% as schools are still distributing to students.</p> <p>Parents are informed by choice school flyer that they will be provided the closest depot stop location for their school of choice; parent/guardian support is necessary since depot stop location is not guaranteed to be within walking distance.</p> |
| Reflection/Next Steps: | Ongoing professional development, work to getting to 100% ZPass usage so ridership accountability is accurate and continue providing support to parents who choose a school of choice by providing the nearest depot stop location. |

Artifact 8.1

Indian River County School District Transportation Professional
2021-2022 Back2School Orientation



"Safety first is safety always!"

Mandatory In-Service Agenda

| | |
|----------------|---------------------------------------------------------------------------------------------------------------------------------------|
| 8:00am-9:00am | Welcome Back!!! Raising The Bar Yet Again! 😊 New Team Member Introductions Policy Updates & New Technology /Speed & Idle Alerts |
| 9:00am-10:00am | IED Recognition & Awareness - TSS-E Craig Ogden |
| 10:00-10:15am | Break |
| 10:15-11:15am | Active Shooter Training - TSI Brandon Allen |
| 11:15-12noon | CWA Updates-Michelle Olk |
| 12:00-1:00pm | LUNCH (Sponsored by FL Transit System/Blue Bird-THANK YOU! ❤️) |
| 1:00-2:30pm | TP Safety Protocols- Operations Managers |
| 2:30-3:30pm | Daily Operating Procedures-Dispatch/Routing/Bookkeeping/Field Trips |
| 3:30-4:15pm | Transportation Professional Jeopardy Procedure and Standard Operations Review |
| 4:15-5:00pm | Medical, Signs & Symptoms -Victoria Burney, Health Coordinator |

Route Bidding – Friday, August 6th @ 9am in the Training Room
Dry Runs To Occur On – Monday August 9th between 6am-9am only (up to 2 hrs)

IT'S GONNA BE A GREAT YEAR!

Z Pass™

Student Ridership Visibility



Smarter Student Transportation

Z Pass improves the safety and efficiency of pupil transportation with a patented RFID data collection process that provides instant ridership information to decision makers. With Z Pass, schools know the time, date and location of each entry and exit from the bus for real-time child search, child check and Medicaid reporting.

Ridership Tracking

Each student is issued a unique Z Pass RFID card. Upon entering or exiting the bus, the time, date and location is captured, securely transmitted and accessible via Zonar's Ground Traffic Control and the Z Pass+ parent portal. Z Pass helps reduce parent inquiries, increase safety and streamline Medicaid reimbursements.

Features and Capabilities

- RFID reader
- Passive RFID cards
- Z Pass+ parental portal
- Immediate data transmission
- Simple mounting system
- Low-power sleep mode
- Web-based reporting
- Special needs reimbursement
- 4.2" W x 4.2" L x 1.2" H
- Edison Award Winner



www.zonarsystems.com | 18200 Cascade Ave S, Seattle, WA 98188 | 206-878-2459

Rev 10/28/15

POWERED BY ZONAR™



School Choice Expo

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!

Joint Plan Section IX – Extracurricular

Joint Plan Section IX – Extracurricular

Required Goal: The School District will continue to operate under the requirements of the 1967 Order with respect to extracurricular activities, which mandates that no student shall be segregated or discriminated against on account of race or color in any service, activity or program, including athletics or other extracurricular activity, and all such programs conducted by the School District shall be conducted without regard to race or color. *Joint Plan Section IX Page 8*

| Action Steps |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>9.1 Developed a resource to be made available via various forms of media to communicate the range of extracurricular activities available to students.¹</p> <p>9.2 Held African American Student Council meetings at secondary schools to continue to gather feedback related to their perceptions of their school experiences.²</p> <p>9.3 Held a culminating meeting with the Superintendent’s Student Advisory Council, summarizing student feedback and actions in response to student feedback implemented during the current academic year.²</p> <p>9.4 Implemented the Good Cause Committee to establish Eligibility Standards for Extracurricular Activities when students face undue hardship(s).²</p> <p>9.5 Established facility-use agreements through the Park Partners Program which is a new public-to-public partnership with Indian River County Parks and Recreation that will provide more opportunities to practice and compete at a regulated venue for students participating in lacrosse, baseball, soccer, and swimming.^{2,3}</p> <p>9.6 Continued the Champions List Program which lists all extracurricular activities at each school site on individual school and District websites as well as provides handouts at each school and community partners.²</p> <p>9.7 Created and communicated clear and consistent data processes for inputting student participation in extracurricular activities within Focus Student Information System.⁴</p> |
| Staff Responsible |
| <p>S. Bass, Deputy Superintendent</p> <p>P. Dampier, Assistant Superintendent of Strategic Planning & Support Services</p> <p>E. Seymour, Assistant Superintendent of Student Affairs, Advocacy & Access</p> <p>C. Jacobs, Director of Strategic Initiatives & Systems Compliance</p> <p>C. Maddux, Public Information Officer</p> <p>J. Kastensmidt, Program Specialist for Support Services</p> <p>C. Beck, Data Analyst & Project Manager</p> |
| Considerations for Monitoring Progress |
| <ul style="list-style-type: none"> • What is the overall percentage of African American students participating in school-sponsored extracurricular activities? Has this percentage increased over time? • Are there specific extracurricular activities for which racial/ethnic disparities in participation can be identified? |

Action steps also support the following recommendations made by the 2019 Equity Committee:

- ¹Ask school administrators to identify all extracurricular activities offered on the school campus.
- ²Establish resources and policies for equity with those activities.

Artifacts of Actions Taken: Draft of resource outlining extracurricular activities, informational materials to begin African American Student Council meetings at secondary school sites, information regarding the Park Partners Program, and Champions List resources.

Progress Update: African American Student Achievement Councils have been established at secondary schools and will begin meeting during Quarter 1 to gather feedback from African American students on their perceptions and feedback related to their school experiences. Updates on information gathered through these meetings will be provided through the Quarter 2 District Update on the African American Achievement Plan.

Growing evidence demonstrates the overall value of participation in organized activities for positive youth development, including fewer behavior problems, improved academic self-concept, and increased educational achievement. Beginning in Quarter 1 of the 2021 – 222 school year, the Office of Student Affairs Advocacy and Access will monitor student participation in Extracurricular Activities through Focus. Pending review and approval from each school, a digital brochure will be placed on each school’s website, and a dedicated page on our district website, for families to access information regarding athletics and extracurricular activities.

Joint Plan Section IX – Extracurricular Artifacts





Joint Plan Explanation of Artifacts for Action Steps

School District of Indian River County
#SDIRCStrongerTogether

Date: 09/01/2021

Office/Department(s): Office of Student Affairs, Advocacy, and Access

Report generated by: Ms. Cristen Maddux, Public Information Officer (9.1)
Dr. Kyra Schafte, Coordinator of Equity (9.2 – 9.7)

Action Step (please include the description provided in the District Progress Update Joint Plan):

- 9.1 Developed a resource to be made available via various forms of media to communicate the range of extracurricular activities available to students.
- 9.2 Planned for the implementation of African American Student Council meetings at secondary schools to continue to gather feedback related to their perceptions of their school experiences.
- 9.3 Held a culminating meeting with the Superintendent’s Student Advisory Council, summarizing student feedback and actions in response to student feedback implemented during the current academic year.
- 9.4 Implemented the Good Cause Committee to establish Eligibility Standards for Extracurricular Activities when students face undue hardship(s)
- 9.5 Established facility-use agreements through the Park Partners Program which is a new public-to-public partnership with Indian River County Parks and Recreation that will provide more opportunities to practice and compete at a regulated venue for students participating in lacrosse, baseball, soccer, and swimming.
- 9.6 Continued the Champions List Program which lists all extracurricular activities at each school site on individual school and District websites as well as provides handouts at each school and community partners.
- 9.7 Created and communicated clear and consistent data processes for inputting student participation in extracurricular activities within Focus Student Information System.

Explanation of Evidence:

9.1 The attached evidence provides a screenshot of the communication and monitoring plan to identify all extracurricular activities offered at every school location with the goal of creating digital school brochures as well as a consolidated flipbook via the digital design platform Canva. Additionally, examples of the digital pages are included to showcase working examples of the digital brochures created to date.

9.2 Information flyer from a school to promote student participation in the African American Student Council

9.4 Informational flyer from Vero Beach Rowing's Open Rowing Day. Plans in are place to gauge student interest and seek out avenues to provide transportation to this extracurricular option.

9.5 Established facility-use agreement with local government agencies to ensure equitable access to facilities for extracurricular athletics.

9.6 The Athletic Handbook outlines the Champions List Program.

9.7 Communication from the August 26 Collaborator outlining the expectation for school site administrators to enter student rosters in relation to participation in Extracurricular programming.

Results of Action Taken:

At the time of submission of this report, students have returned to campus for a total of 17 days. All action steps are continuation structures from the previous years (i.e., Champions List Program), or are in the initial stages of implementation (coordinating meeting dates for African American Student Councils).

The establishment of the facility use agreement establishes a partnership with the city to ensure that all students have access to quality facilities while engaging in extracurricular athletics.

Reflection/Next Steps: After the close of Quarter 1, the Office of Student Affairs, Advocacy, and Access will assess school-based action plans as they pertain to the goals within the African American Achievement Plan. One of the variables included is an acknowledgement statement to ensure that school administrators are monitoring extracurricular student participation to seek interventions, if necessary.

Artifact 9.1

Extracurricular Activities (Response required)

 Schafte, Kyra
 To District, Principals All
 Cc District, Superintendent Cabinet; Seymour, Eric; Correa, Marie-Solange
 You forwarded this message on 7/26/2021 4:53 PM.

 Reply
  Reply All
  Forward
  ...
 Wed 7/21/2021 6:29 PM

Principals,

I hope your three days of professional learning at Reignite energized you as we prepare to open schools in a couple of weeks! As we look to the upcoming school year, we will be producing school-specific brochures highlighting the extracurricular activities occurring on your school site. Each brochure will detail all extracurricular activities in narrative form as well as photos to provide a visual. The photos submitted may be a specific logo or additional photos of students and staff engaging in the activity. Kindly utilize the format below to provide the requested information. Additionally, all photos should be formatted and attached as jpeg or png. Please note, you do not have to provide a photo for each extracurricular activity, this is included in the table below to ensure alignment between the specific extracurricular activity and photo.

| Extracurricular Activity | Brief Description | Photo attached (Y/N) <i>*If yes, please include the name of the jpeg or png file*</i> |
|--------------------------|-------------------|------------------------------------------------------------------------------------------|
| | | |
| | | |
| | | |

The requested information should be emailed to Mr. Eric Seymour and myself on or before Friday, July 30 by the close of business.

We can't wait to see all of the extracurricular activities available for our students!

Please call or email if you have any questions.

Warmest regards,

Kyra Schafte, Ed.D.
 Coordinator of Equity
 School District of Indian River County
 6500 57th Street
 Vero Beach, FL 32967
 772.564.3087



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 SS17.01: Bullying and Harassment for additional information.

School District of Indian River County

OSLO MIDDLE WILDCATS

OMS ATHLETICS

ROSEWOOD MAGNET SCHOOL

EXTRACURRICULAR PROGRAMS GUIDE

Rosewood Magnet School 2021-2022 Edition

STRONGER TOGETHER SDIRC

Basketball (Boys/Girls)
Baseball
Cheerleading
Lacrosse (Boys/Girls)
Soccer (CO-ED)
Softball
Volleyball
Cross Country (CO-ED)
Flag Football (CO-ED)



VBHS EXTRACURRICULAR PROGRAMS

Student Government:
Interested in becoming a class officer or Student Government representative? SGA supports different events and activities on campus to engage the student body in school-spirit events to support the school and community.

Surf Clubs:
To provide a place for students interested in or currently involved in the sport of surfing. The VBHS surf club provides a place to socialize, share ideas, learn about the sport, compete and learn ways to take care of the ocean.

Surfrider Foundation:
Plastic Pollution: Reducing the impact of plastics in the marine environment around us.
Ocean Protection: Defending our oceans from challenges threatening the vitality of the ecosystem.
Coastal Preservation: Taking on issues that threaten our beaches and shorelines. Providing a safe space for beach lovers and surfers alike to make a difference in the community.

Table Tennis:
Safe environment for students to learn the Olympic sport of table tennis.

TED-ED Student Talks:
To allow students to research topics that they are passionate about while developing public speaking skills in the form of "TED-styled" presentations.

School District of Indian River County



EXTRACURRICULAR PROGRAMS GUIDE

**Osceola Magnet School
2021-2022 Edition**



The Vero Digital (Magazine):
To enable students to develop skills in the production of journalism across print, multimedia, web, and broadcast/radio platforms and to report/write across a broad spectrum of interests/ areas.

Tribe Tutors:
Peer tutoring in all academic areas.

Tri-M Music Honor Society:
International music honor society for middle/high school students. It is designed to recognize students for their academic and musical achievements, reward them for their accomplishments and service activities and to inspire other students to excel at music and leadership.

Get reacquainted!
Get 8 solid class averages!
Get ready to lead!

The OMS African American Student Council is excited to have you back for another year of positive impacts, peer motivation, and fun!

We will have our first meeting of the 2021-2022 school year on Wednesday, September 22, 2021, where we will review the goals of our group and expectations of all members. If you are unable to attend, please let Ms.

Reese know through focus messenger or email at:

marsha.reese@indianriverschools.org

Meeting Date: Wednesday, September 22, 2021

Meeting Time: 2:50pm—4:00pm

Meeting Location: Room 727 (8th grade pod)

Afterschool Bus will be available for anyone who needs it. If your ride is not here by the time the buses leave (4:15) you will be expected to take the bus.

Artifact 9.4



Middle School Rowing Program

Our Middle School Rowing program is open to all 7th and 8th grade students from any of the area Middle Schools. The goal of this program is for participants to have fun learning the fundamentals of rowing.

High School Rowing Program

Our High School Program draws athletes from all area high schools. The team competes at regattas across the state, region, and nation. Both Fall and Spring Seasons are offered, with start and end dates matching the academic calendar.

The Team Participation Fees

Fees vary by season, and covers equipment use, coaching, race entry fees, High School Fees can range from \$800 to \$1,000. Middle School \$450

Scholarships are Available

Don't count yourself out - our Scholarship fund is there if you need it!

Why Rowing?

WHY NOT! Let us list some reasons:

- Our practice field is the Indian River Lagoon.
- You will join this team and have 50 brand new friends from all over the county.
- You will get into the best shape of your life.
- You will automatically be part of the most successful team in the city.



Can I try it out first?

Absolutely! The season begins August 28th and you can try it out for 2 weeks before paying!

Rowing and College Recruitment?

Rowing is the highest recruited sport in the history of NCAA athletics. Female rowers have a 48% chance at getting recruited. Male rowers have a 20% chance. As a comparison, football, volleyball, basketball, and soccer all offer only a 2% chance at college recruitment.



We train hard on the water and on land! You will never be fitter than when you are rowing.

We train to race, and race to win. Join us to get in great shape and win some races!



AGREEMENT FOR USE OF FACILITIES

THIS AGREEMENT FOR USE OF FACILITIES (“Agreement”) is made and entered into this _____ day of _____, 2021, by and between the INDIAN RIVER COUNTY BOARD OF COUNTY COMMISSIONERS (“County”), and the SCHOOL BOARD OF INDIAN RIVER COUNTY (“School Board”).

WITNESSETH:

WHEREAS, County, on behalf of the Indian River County Parks and Recreation Department (the “Recreation Department”), and School Board desire to enter into this Agreement for School Board’s use of certain County facilities and County’s use of certain School Board facilities; and

WHEREAS, County and School Board find that such an arrangement as set out herein is mutually beneficial.

NOW, THEREFORE, in consideration of the mutual covenants and provisions hereof, and other good and valuable consideration, the receipt and sufficiency all of which are hereby acknowledged, the parties desire to be legally bound by the terms and conditions of this Agreement as follows:

1. **Recitals.** The foregoing recitals are hereby incorporated herein in their entirety by this reference.
2. **Use of County Facilities.** County shall allow the School Board to use the following:
 - 2.1. The competition pool at North County Aquatic Center located at 9450 County Road 512, Sebastian, Florida 32958, for use for swimming practices and swimming meets.
 - 2.2. The baseball fields and softball fields at Commissioner Fran B. Adams Park (formerly North County Park) located at 9450 County Road 512, Sebastian, Florida 32958, for use for baseball and softball practices and games.
 - 2.3. The competition pool, baseball fields, and softball fields shall collectively be referred to herein as the “County Facilities.”
 - 2.4. County and School Board acknowledge that School Board will have priority use of the County Facilities during the school year. County and School Board also acknowledge that any requests made by School Board for use of the County Facilities submitted during the school year will be scheduled by County on an as-available basis.
3. **Use of School Board Facilities.** School Board shall allow the County to use the following:
 - 3.1. Gymnasium facilities at Sebastian High School located at 9001 Shark Boulevard, Sebastian, Florida 32958 for use for recreation programs.
 - 3.2. Gymnasium facilities at Sebastian River Middle School located at 9400 CR 512, Sebastian, Florida 32958 for use for recreational programs.

- 3.3. Gymnasium facilities at Oslo Middle School located at 480 20th Ave SW, Vero Beach, Florida 32962 for use for recreational programs.
- 3.4. The gymnasiums shall collectively be referred to herein as the "School Board Facilities."
- 3.5. County and School Board acknowledge that County will have priority use of the County Facilities during the County recreational program seasons. County and School Board also acknowledge that any requests made by County for use of the School Board Facilities submitted during the recreational program season will be scheduled by School Board on an as-available basis.

4. Cost of Rental. If and as availability allows, School Board will be permitted the use of the County Facilities and the County will be permitted the use of the School Board Facilities listed above during the school year and recreational program season, respectively, at no rental charge. School Board shall pay County a \$20 per hour lighting fee for evening use of County Facilities, which shall be due thirty days after use of the County Facility. Use of other County Facilities such as the Indian River County Intergenerational Recreation Center and the Indian River County Fairgrounds, will be subject to normal rental rates and reservation rules.

5. School Board Responsibilities.

- 5.1. School Board shall repair any damage to County Facilities and any County equipment used by School Board, other than normal wear and tear, that is incurred as a result of such use.
- 5.2. School Board shall provide any and all additional services and equipment necessary for its use of the County Facilities.
- 5.3. School Board shall be responsible for providing qualified supervision of all activities by acting in capacity as School Board employees.
- 5.4. School Board shall, at its own expense, obtain all necessary permits and licenses and pay all fees and taxes required to comply with all local ordinances and state and federal law, rules, and regulations applicable to its use of the County Facilities.

6. County Responsibilities.

- 6.1. County shall repair any damage to School Board Facilities and any School Board equipment used by County, other than normal wear and tear, that is incurred as a result of such use.
- 6.2. County shall provide any and all additional services and equipment necessary for its use of the School Board Facilities.
- 6.3. County shall be responsible for providing qualified supervision of all activities by acting in capacity as County Parks and Recreation employees.

6.4. County shall, at its own expense, obtain all necessary permits and licenses and pay all fees and taxes required to comply with all local ordinances and state and federal law, rules, and regulations applicable to its use of the School Board Facilities.

7. **Term.** This Agreement shall be effective _____, 2021 and shall continue for a period of three (3) years, through _____, 2024. This Agreement may be extended by mutual agreement of the parties.

8. **Termination.** School Board and County reserve the right to terminate this Agreement at any time and for any reason, upon 90 days' prior written notice to the other party.

9. **Insurance.**

County and School Board shall provide each other with proof of General Liability Insurance:

Each Occurrence \$1,000,000; General Aggregate \$3,000,000.

with a thirty (30) day notice of cancellation. Coverage for Sexual Abuse and Molestation must be included in the commercial general liability insurance and/or an additional insured endorsement must be attached to the certificate of insurance. The additional insured endorsement should be issued on an ISO or similar form and apply on a primary and noncontributory basis.

County and School Board further agree to secure insurance coverage for its own buildings and contents.

County and School Board agree to provide adequate Worker's Compensation insurance coverage as required by Chapter 440.F.S.

County and School Board further agree to secure professional liability insurance coverage for its own employee actions.

10. **Primary Points of Contact, Conflict Resolution.** The primary point of contact for communications shall be for County, the Indian River County Director of the Parks and Recreation Department, or designee, and for School Board Director of Advocacy, Athletics and Student Activities, or designee. The primary points of contact will be responsible for providing the other party's primary point of contact with the schedules of the use of the other party's facilities provided in section 2 and 3 above, 90 days prior to the beginning of any recreational program season or school year. The primary points of contact shall also meet, at a minimum of once per quarter, to coordinate on schedules. The parties agree that before resorting to any dispute resolution or legal action, the primary points of contact will make best efforts to resolve any issues or disputes.

11. Force Majeure/Emergency. Any non-performance of the terms or conditions of this Agreement caused by or resulting from an event of Force Majeure (as defined below) shall not constitute a violation or event of default under this Agreement. For the purposes of this Agreement, the term “Force Majeure” shall mean acts of God, strikes, lockouts or other industrial disturbances, acts of the public enemy, wars, blockades, explosions, insurrections, riots, epidemics, landslides, lightening, earthquakes, fires, hurricanes, tropical storms, floods, tornadoes, restraints of governments, civil disturbances, unavoidable breakage of machinery or equipment, enactment of applicable laws prohibiting performance, and other such causes not within the reasonable control of the party claiming the occurrence of an event of Force Majeure.

12. Cancellation of Use of Facilities. In the event, either party wishes to cancel the use of a facility, the party must provide 72 hours’ notice to the other party’s primary point of contact.

13. Indemnification. Each party shall indemnify and hold harmless the other party, its agents, officials, and employees from and against all claims, liabilities, losses, damages, personal injuries, or other causes of action which may arise from any misconduct, negligent act, or omissions of such indemnifying party or any of its respective agents, officers, or employees in connection with the performance of this Agreement. Such indemnification and hold harmless shall be only to the extent allowed by and within the limits of liability provided by section 768.28, Florida Statutes, and shall not otherwise be deemed a waiver of sovereign immunity of either party.

14. Assignment. This Agreement shall not be assigned by any party without the prior written consent of all of the parties hereto.

15. Modification. Modifications of this Agreement shall only be made in writing signed by both parties.

16. Severability. If any provision of this Agreement or its application is held invalid by a court of competent jurisdiction, the remainder of the Agreement shall not be affected.

17. Notices. Any notice, request, instruction, or other document to be given as part of this Agreement shall be in writing and shall be deemed given under the following circumstances: when delivered in person; or three (3) business days after being deposited in the United States Mail, postage prepaid, certified or registered; or the next business day after being deposited with a recognized overnight mail or courier delivery service; or when transmitted by facsimile or telecopy transmission, with receipt acknowledged upon transmission; and addressed as follows (or to such other person or at such other address, of which any party hereto shall have given written notice as provided herein):

For County:

For School Board:

County Administrator
1801 27th Street
Vero Beach, Florida 32960

Superintendent
6500 57th Street
Vero Beach, Florida 32967

18. Governing Law. This Agreement shall be governed, interpreted and enforced in accordance with the laws of the State of Florida.

IN WITNESS WHEREOF, the parties have executed this Agreement on the day and year written above.

SCHOOL BOARD OF INDIAN RIVER COUNTY

Brian M. Barefoot, Chairman

Date: _____

Attest:

Dr. David Moore, Superintendent

Date: _____

INDIAN RIVER COUNTY BOARD OF COUNTY COMMISSIONERS

By: _____
Joseph E. Flescher, Chairman

Date approved: _____

Attest: Jeffrey R. Smith, Clerk of Court and Comptroller

By: _____
Deputy Clerk

Approved:

Jason E. Brown, County Administrator

Approved as to form and legal sufficiency

Dylan Reingold, County Attorney

School District of Indian River County



MIDDLE & HIGH SCHOOL ATHLETIC HANDBOOK

Mission: *Maximizing the full potential of all students.*

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**School District of Indian River
School Board Members**

Dr. Mara Schiff

District 1

Jacqueline Rosario

District 2

Dr. Peggy Jones

District 3

Teri L. Barenborg (Vice Chairman)

District 4

INTRODUCTION

The Secondary Athletic Handbook was prepared to establish guidelines and procedures for those connected with the administration of any phase of the School District of Indian River County (SDIRC) Athletic Program. The objectives, guidelines and procedures must be communicated to athletic directors, coaches, and school administration. Every coach on school campus must complete an in-take process, which includes the guidelines and procedures included in this document. Principals are to ensure athletic directors (AD) and coaching staff comply with policies and procedures established by the Florida Department of Education, Florida High School Athletic Association, and the School District of Indian River County. This handbook is designed to ensure safety procedures are in place at all athletic programs in SDIRC middle and high schools. Updated district and FHSAA regulations should be followed as guidelines are revised.

Athletic programs in SDIRC middle and high schools are focused on positive interactions, developing physical skills, as well as character and emotional well-being. The SDIRC is proud to have a strong athletics program that ensures equity for student athletics and coaching staff, promotes parent and community partnerships, and builds the academic and social emotional learning for our students.

SCHOOL DISTRICT OF INDIAN RIVER COUNTY ATHLETIC PROGRAM OBJECTIVES

- To ensure a safe environment for all players, spectators, staff and community members.
- To encourage participation while providing opportunities for students to experience success in a variety of programs.
- To create an atmosphere that promotes cooperation, success and excellence.
- To provide, through competition, for the emergence of a strong self-concept by developing a strong character, leadership qualities, and good citizenship.
- To enable students to develop skills and talents both on and off the playing field.
- To promote academic achievement and good sportsmanship.
- To establish and maintain effective communication within the community.
- To promote the belief that members of an interscholastic team have a definite responsibility to contribute to the tradition of their school and to the team concept, thereby gaining personal satisfaction.

FLORIDA HIGH SCHOOL ATHLETIC ASSOCIATION

The Florida High School Sports Athletic Association (FHSAA) is the governing organization for its member schools. The purpose of FHSAA is to provide leadership for the development, supervision and promotion of interscholastic athletic programs in Florida. All secondary schools are members of the FHSAA and will follow the rules and policies established to promote a safe and positive athletic program. Additional information may be found at <https://www.fhsaa.org/>.

The Florida High School Athletic Association . . . building leaders through teamwork, sportsmanship and citizenship.

DUTIES AND RESPONSIBILITIES OF THE ATHLETIC STAFF

PRINCIPAL

The principal of the school is held responsible for the operation of the athletic program. The appointment of the athletic director, head coaches, and assistant coaches is made at the discretion of the principal on a year to year basis. Duties include, but are not limited to, the following:

- To enforce the rules and regulations of the Florida High School Athletic Association (FHSAA), the School District of Indian River County (SDIRC) and the Conference.
- Coaching staff selection with input from the athletic director.
- Approval and signing of all game contracts and FHSAA required forms.
- Monitor the conduct of students, athletes, parents and fans at all athletic events.
- The assignment of administrative coverage at necessary athletic events.
- To ensure that the athletic department's program is integrated into the total school program.

ASSISTANT PRINCIPAL

The Assistant Principal for Facilities works closely with the principal and athletic director to oversee that all athletic facilities are maintained, safe, clean and comfortable.

ATHLETIC DIRECTOR

The athletic director works under the direction of the school's principal and assists in the supervision of the coaches and others involved in the school's athletic programs. The athletic director's duty is to provide overall leadership while coordinating the school's various athletic teams. Duties include but are not limited to the following:

- Assist the principal in determining athletic policies and appointing coaches.

- To enforce the rules and regulations of the FHSAA and SDIRC, while maintaining communications in order to keep coaches updated.
- The athletic director will approve all purchase orders (athletic budget and internal club accounts).
- Initiate all home contest contracts after coaches develop schedules with input from the athletic director.
- Responsible for sending completed schedules to the Mid-Coast Officials Association (MCOA) to have officials assigned to the event.
- Be sure all athletes have the necessary forms on file in the athletic office.
- Will submit names of athletes provided by the head coaches for eligibility according to FHSAA guidelines.
- Verify the athletes' grades once they have become available.
- Will obtain, at the end of each sports season, an accurate inventory compiled by the head coach, listing all equipment and uniforms, and their locations.
- Purchase all awards, letters, certificates, and pins for all athletic teams (except those purchased under special conditions or provided by the Conference).
- Ensure all necessary arrangements are made for home contests.
- Verify that arrangements have been made to have qualified announcers and scorekeepers at those contests which require them.
- To serve as tournament director for all state and conference tournaments assigned to the school.
- Prepare transportation requests, which must be made by each coach at least two weeks in advance of the trip/contest.
- Coordinate the use of facilities and schedule all gym activities (games and practices) with the school administrator in charge of facilities.
(Sports in season should always have priority in the use of the facility)
- Establish a calendar of athletic events.
- Coordinate with the bookkeeper regarding the gate tickets and ticket sales.

- Responsible for hiring security for home contests when necessary.
- Report concerns regarding coaching behavior to the principal as appropriate.
- Assist coaches as needed and to help them develop/grow into their position.
- Coordinate all fundraising activities on the school calendar and assure principal signature and approval on fundraising forms.
- Schedule an all-coaches staff meeting during pre-planning while also inviting the school principal. Varsity head coaches are expected to additionally meet with the athletic director frequently during their sport's season to discuss rules, policies, etc.
- Represent the school in all athletic department business at the county, conference and state meetings.
- Responsible, along with the principal, and after consulting with the head coach, for the cancellation or postponement of contracted contests because of inadequate playing conditions.
- Constantly evaluate the overall athletic program, always seeking ways of improving interscholastic athletics.
- Advise the principal on athletic department matters.
- Perform other duties as requested by the principal.

HEAD COACH

The head coach of each sport is responsible to the athletic director who provides overall objectives for the athletic department in conjunction with the school's principal. In most cases, the head coach will be responsible for advising with and coordinating the duties of assistant coaches in conjunction with the athletic director and the principal. The head coach is responsible for instructing athletes in the fundamental skills, strategies, and physical training necessary for them to attain a degree of individual and team success. At the same time, the student-athlete will receive instruction that will lead to the formulation of moral values, pride of accomplishment, acceptable social behavior, self-discipline and self-confidence.

The head coach will:

- Enforce the rules and regulations of the FHSAA and SDIRC.

- Be held accountable for overseeing any and all activities associated with the coaching staff and the overall program for their sport.
- Be responsible for facilities and equipment (inventory and storage). Specific facility problems should be reported to the Assistant Principal for Facilities as well as the athletic director.
- Attend all mandatory FHSAA, Conference and school level coaches' meetings.
- Complete all FHSAA online rules clinics and required online courses. Attend coaching clinics when possible, to enhance program.
- Prepare a list of all athletes who are trying out for your sport. This includes varsity, junior varsity and ninth grade teams. The purpose of this list is for the athletic director to determine eligibility. Parents become upset when their son/daughter has been practicing for a sport, and then being told they are not eligible to participate.
- Explain eligibility requirements to all prospective athletes.
- Check eligibility of athletes. While the athletic director will verify eligibility, it is the head coach's responsibility to know that every player is eligible.
- Verify that every athlete has a signed FHSAA Consent and Release from Liability Certificate (FHSAA form EL-3) complete with insurance information and a Preparticipation Medical Evaluation (FHSAA form EL-2) completed and signed by a physician PRIOR to participation in conditioning, tryouts, practices or contests. (In order for a physical to be valid for an entire school year, it is suggested for physicals to be completed after June 1st each school year.) Updated EL-2 and EL-3 forms are available from the athletic director or on the [FHSAA](#) website. The FHSAA now mandates that each athlete must have an FHSAA Heat Related Illnesses Information form (EL3CH) along with the EL2 and EL3 forms on file with the athletic department complete with student and parent/guardian signatures.
- Verify that every student manager and/or trainer has a completed EL2 (page 1 only), EL-3 and EL3CH on file with the athletic department complete with student and parent/guardian signatures.
- Verify that every team member has a birth certificate on file in the athletic office as soon as possible. Athletes cannot be determined eligible until a birth certificate is on file and processed.
- Coaches should retain a copy of each EL-2 and EL-3 form as well as the SDIRC Parent Permission and Responsibility Statement for Off-Campus Extra-Curricular Activity form and have them available at each practice and contest throughout the season. The original EL2, EL3 and EL3CH forms are to be kept on file with the athletic department.

- Coaches are responsible for all players, managers, and trainers, whenever they are under your supervision, which includes before, during and after practices and contests. (Adult supervision is required at least 30 minutes after practices or games conclude if there are students remaining).
- Locker room supervision is always required . Students should be discouraged from leaving money or valuables in the locker room unattended.
- Provide the proper environment for the safety and health of all athletes, including prevention and proper care of athletic injuries.
- Complete required procedures for all injuries (see page 14).
- Review with all athletes the proper handling procedures and daily care of equipment.
- Request bus transportation, in writing, to events at least two weeks in advance. Follow policies and procedures regarding transportation of students.
- The athletic director must approve all purchases made through the athletic budget and athletic internal club account. All purchases be approved through the SDIRC bookkeeping procedures.
- Cooperate with other coaches and teachers and encourage student athletes to participate in other school activities.
- Encourage athletes with their academic endeavors as well as their athletic pursuits.
- Explain to athletes, in writing, the lettering policy (including attendance, discipline, practices, and eligibility) and submit a copy of the policy as well as other pertinent information, like your parent letter, regarding your team to the athletic director.
- Make arrangements for the filming of contests when necessary.
- Ensure that proper first-aid equipment and water is readily available.
- Request permission from the athletic director to have athletes excused early on game days. Once approved, notify teachers and the attendance office in a timely manner, of student names and dismissal time. Be attentive to the amount of time athletes are missing class to attend athletic contests.
- Be responsible for securing facilities to be utilized for games/contests.
- **UNDER NO CIRCUMSTANCES SHOULD A STUDENT BE GIVEN SCHOOL KEYS TO LOCK OR UNLOCK ANY FACILITY.**

- Schedule award ceremonies within the guidelines provided by the athletic director. Ensure that athletes receive their awards within a reasonable time after the conclusion of the season. Submit a legible list of awards with names spelled correctly, to the athletic director in a timely manner, that includes names for certificates, number of pins, letters, etc.
- Provide a written inventory of equipment, with their location, to the athletic director within two weeks after the end of the sport season.
- Make appropriate contacts with college coaches when it is in the best interest of the student athletes.
- Assist the athletic director in the development of your game schedule. (**FHSAA district mandated contests take precedence over the conference and non-conference scheduled games**).
- Understand the proper administrative chain of command and refer all requests and/or grievances through proper channels.
- Maintain discipline, and work to increase morale and cooperation among team members.
- Never use or allow profanity.
- Know, enforce fairly, and share the rules.
- Other duties may be assigned by the athletic director and/or principal.

ASSISTANT COACH

The assistant coach reports to their head coach in conjunction with the athletic director, the Assistant Principal for Facilities and the school principal. He/she supervises the athletes and team assigned and assumes supervision duties when necessary. Currently, the age limit for coaches is 21. The assistant coach is responsible for carrying out the aims and objectives of the sport program as outlined by the head coach. The assistant coach will:

- Enforce the rules and regulations of the FHSAA and SDIRC.
- Be responsible for athletes when they are under your supervision.
- Provide the proper environment for the safety and health of all athletes including the prevention of and proper care for, athletic injuries.
- Maintain loyalty to the head coach and perform any duties deemed necessary by him/her to enhance the program.

- Work with the head coach in determining the competitive level (varsity or junior varsity) in which an athlete should compete.
- Understand the proper administrative chain of command and refer all student and parent requests and grievances to the varsity head coach.
- Perform other duties that are consistent with the nature of the position and which may be requested by the head coach, athletic director and/or principal.

COMMUNITY COACHES

To receive a coaching supplement from the SDIRC, a non-faculty coach must complete the following requirements:

Complete all SDIRC paperwork, background check and drug testing. This paperwork can usually be obtained from the school secretary. Fingerprinting must be done through SDIRC. **The requirements must be completed prior to having contact with any players in a practice or game/contest setting.**

The Florida Department of Education (DOE) requires all paid coaches to obtain a coaching certificate. A three-year temporary coaching certificate must be initially secured. During that three-year period, the community coach must complete the three required coaching courses. After successful completion of the required courses, the community coach may apply for a five-year coaching certificate from the DOE. Please note that only one temporary coaching certificate is allowed and there is no extension of time permitted. See the athletic director for information on securing a coaching certificate and steps required by SDIRC and the Florida DOE. **Schools are encouraged to have all community coaches sign off that they understand this policy.**

ATHLETIC TRAINER

The athletic trainer reports to and works closely with the athletic director and head coaches. The duties of the athletic trainer include but are not limited to the following:

- Keep detailed records of all injuries and creates and maintains student athlete medical files.
- Creates protocol for the successful and professional operation of the training room.
- Works closely with the school team physicians.
- Recognizes and applies instructions given by student athlete's personal physician if requested.
- Maintains good relations with coaching staff, keeping them abreast of current trends for conditions affecting today's athletes. Communicates effectively when necessary, with parent and/or student athlete.

- Maintains accurate inventory of supplies needed and submits same to athletic director.
- Attends practices when possible and home contests for all sports, as well as away games.
- **NOTE: IN THE ABSENCE OF AN ATHLETIC TRAINER, THESE RESPONSIBILITIES ARE ASSUMED BY THE HEAD COACH.**

ACCIDENT/INCIDENT REPORTS

File an accident/incident report immediately if a student athlete is injured and report all injuries to your administration. If the injury occurred at an away game, that information should be shared with that school's athletic director / administrator as well. Additionally, any coach, official, or spectator that is hurt, also need to have a form completed. Accident reports should be turned in to the appropriate personnel within 24 to 48 hours after the incident takes place. See [Risk Management](#), on the SDIRC website for forms, policy, and procedures.

AUTOMATED EXTERNAL DEFIBRILLATORS (AED)

Each public school in the District, in accordance to the Florida High School Athletic Association (FHSAA) and SDIRC regulations, must have an operational AED on school grounds.

An AED is a medical device designed to analyze the heart rhythm and deliver an electric shock to victims of ventricular fibrillation to restore the heart rhythm to normal. Ventricular fibrillation is the uncoordinated heart rhythm most often responsible for sudden cardiac arrest. Sudden cardiac arrest occurs when ventricular fibrillation takes place or when the heart stops beating altogether. Without medical attention, the victim collapses, loses consciousness, becomes unresponsive, and dies. Many victims have no prior history of heart disease and are stricken without warning.

All employees or volunteers who are reasonably expected to use an AED will be required to complete appropriate training, including completion of a course in cardiopulmonary resuscitation (CPR) or a basic first aid course that includes CPR and demonstrated proficiency in the use of an AED. In accordance with State law, any person, including District employees or volunteers who uses or attempts to use an AED on a victim of a perceived medical emergency, without objection of the victim of the perceived medical emergency, is immune from civil liability for any harm resulting from the use or attempted use of such AED, subject to certain exceptions set forth in Florida law.

ATTENDANCE

All students must be in attendance a minimum of four (4) hours of instructional time to be considered present each day. Student athletes are expected to be present in order to participate in practices and contests. **Any exceptions are at the discretion of the principal.**

ATTENDANCE REQUIREMENTS – STUDENT ELIGIBILITY PER FHSAA

A student must attend school and may only participate in the interscholastic athletic programs sponsored by the school he/she first attends each school year, unless it is addressed by Bylaw 9.3, Transfer Regulations. A student can only attend one school at a time for the purpose of interscholastic athletic eligibility. Per FHSAA guidelines, those students choosing to attend choice schools are only permitted to participate in interscholastic athletics offered by their choice school. Refer to the [FHSAA Manual](#), updated each year, for Student Eligibility, Bylaw 9, which covers Attendance Requirements beginning at section 9.2. This includes Public, Home Education, FLVS, Charter, and Private School Students. Additionally, Bylaw 9.3, Transfer Regulations, covers Transfer Eligibility, a student's Move to a New Residence, and Transferring after Starting a Sport.

AWARDS

Each school will establish criteria for athletic lettering and special awards and communicate those parameters to parents and student-athletes at the coach's pre-season parent meeting.

BOOSTER CLUBS

Booster clubs are defined as groups of individuals that support athletic programs. Their primary purpose is to assist in raising needed funds as well as providing any additional support that will benefit the entire athletic program. Their function is not to set athletic department policies or determine the status of the coaching staff. *Donations exceeding \$1,000 must be approved by the School Board of Indian River County.*

BUDGET

The athletic budgets are developed at the school level to meet the needs of the school's athletic program. Funding is based upon regular season ticket sales and fundraising.

CLASSIFICATIONS

The FHSAA currently classifies schools according to school population. The FHSAA assigns schools to districts for participation by sport in the state series, unless, (like in 1A – 4A Football) other competitive parameters are set. **The scheduling of district games takes precedence over conference and non-conference games.** For scheduling purposes, district contests are scheduled first, followed by conference games and lastly non-conference contests.

COACHING EXPECTATIONS

There is a need for precise criteria to measure coaching accomplishments within the framework of the School District of Indian River County's objectives for athletic programs. The following areas are of extreme importance:

Communication

A coach must be able to develop a good rapport with all stakeholders, which includes individuals and groups such as team personnel, the student body, the professional staff (faculty, administration, maintenance, etc.), the community as a whole, spectators, officials, fellow coaches, media

representatives, and the parents of players. Good rapport and an image of competency are invaluable to the coach. Coaches must establish effective lines of communication with the principal, athletic director, and members of the staff.

Leadership

Coaching staff members should always exhibit strong traits of morality, ethical values, and integrity. Coaches are viewed as educational leaders on campus as well as in the community and should lead by example daily.

Discipline

Establishing fair and consistent policies is essential for a successful athletic program. The coaching staff will model what the program represents and thereby encourage all involved to comply with the ideals of good sportsmanship and established rules and regulations. Staff, players, parents, boosters, students and spectators should be made aware of and motivated towards established goals. **These policies and procedures should be presented to players and their parents at the first team meeting, prior to the season starting.**

Professional Development

Coaches are educators and educating is an ongoing process. A coach must constantly take advantage of opportunities presented for self-improvement and professional development. Attendance at required district meetings, clinics in specific fields and in-service training programs are a must. Membership should be maintained in professional organizations such as the Florida Athletic Coaches Association (FACA), the National Federation of High Schools (NFHS), and the Florida Interscholastic Athletic Administrators Association (FIAAA), whose programs are geared toward greater achievement. Keeping abreast of current literature and utilizing enrichment material available in other media forms is also expected.

COACHING TECHNIQUES

- Provide proper instruction and develop well organized practice sessions.
- Closely supervise athletes before, during, and after practice sessions, team meetings and contests.
- Provide a safe, physical environment at all times, as well as safe and proper equipment.
- Warn of inherent risks (injuries, danger of participation, heat and concussion awareness, and not complying with established policies and procedures).
- Adhere to an established emergency protocol which includes having required emergency forms with contact numbers, first aid kits and AEDs all readily accessible.
- Evaluate athletes for injury and their ability to return to the field of play with the assistance of the athletic trainer. Special attention should be paid to any student having or suspected of having, a concussion or like symptoms.

- Keep open lines of communication with assistant coaches, student managers, statisticians, maintenance and custodial staff, administration, and parents.
- Always follow the proper chain of command to address any concerns that may develop throughout the season. Head coaches should seek out their Athletic Director for assistance when parent concerns, etc., are brought to their attention.

CONDUCT OF COACHES AND ATHLETES

Appropriate acceptable behavior is expected of all coaches and athletes. Coaches are expected to model appropriate behavior and to maintain their composure and should not be ejected from any contest for any reason. At no time should an athlete be permitted to be an embarrassment to the team, school and community. Fair and consistent discipline is expected when an athlete displays inappropriate behavior.

Anytime an athlete or coach is ejected or removed from an interscholastic contest, the incident should immediately be reported to the athletic director or principal. The FHSAA is handing down penalties to athletes and coaches who are ejected from contests. The FHSAA has approved that any player ejected from a contest shall be ineligible to participate in any contests for a minimum seven calendar days and must miss a minimum of two contests (only one in football). Any fine imposed by the FHSAA requires prompt payment. The principal shall determine the method of payment. SDIRC principals and athletic directors should consider additional penalties at the school level if it is determined that the coach or athlete initiated or continued gross unsportsmanlike conduct.

CONDUCT OF PARENTS

It is understood that parents see their children as the most important people in their life, and with that in mind, conflicts can arise between them and coaches. Coaches are not exempt from dealing with discontented parents. Confrontations can occur that might be intense and stressful for all involved. The coach and parent should both work toward the development of the player as an athlete and young adult. Coaches share a part of their development as a person and in their future successes. Parents are vital to the success of our programs. Their support, assistance, and involvement in booster clubs is necessary to continue with the successful tradition in SDIRC athletics.

However, they must not cross the line and involve themselves in the coaching aspect of sports. It must be established that coaches have the following rights:

- The head coach has the right to select the team.
- The head coach has the right to select the style of play.
- The head coach determines playing time and playing time is non-negotiable with players or parents.
- The head coach determines the parameters for earning a varsity letter and with his or her coaching staff, selects the award winners at the season ending banquet.

After the team has been selected and prior to the start of the season, the head coach should establish their rules and parameters in a general, pre-season team meeting, with parents and players present. Emphasize that as the season progresses, roles will be established. These roles may change and evolve as the season unfolds. Playing time will be determined as the roles are established.

It is essential that parents have the opportunity to communicate concerns to the coach. However, it should be made known that it is inappropriate to express these concerns before or after games or contests. Parents may schedule a conference during the coaches planning period or a time that is convenient for both parties. Furthermore, parents that express displeasure during games for the benefit of others, undermine the entire program.

Note: See the sample Parent/Coach Communication document located in Appendix A.

CROWD CONTROL

The host school administration is responsible for the control of spectators during an athletic contest. They should secure uniformed security if necessary. The visiting school administration and coaches are encouraged to assist with the control of its own spectators when possible. It is the responsibility of all in attendance to demonstrate appropriate sportsmanship.

(Refer to FHSAA Policy 29 on Crowd Control).

DRUG TESTING OF STUDENT ATHLETES (HIGH SCHOOL ONLY)

Prior to participating in interscholastic extra-curricular competitive activities, the student and the student's parent/guardian shall sign and deliver the Consent To Random Student Drug Testing For Interscholastic Extra-Curricular Competitive Participants Form (Form 2431.02 F1) to the student's school. The consent shall be valid for twelve (12) months from date of signature. A student who does not have a current consent on file will not be allowed to participate, which includes attendance at any practice, tryout, game, contest, performance, or competition.

All high school students who wish to participate in interscholastic extra-curricular competitive activities shall be subject to random drug testing in accordance to School Board Policy 2431.02.

ELIGIBILITY OF ATHLETES

The FHSAA and SDIRC determine athlete eligibility. In order for an athlete to be eligible the following guidelines must be met:

- Per FHSAA Bylaw 9.6, Age, section 9.6.1, High School Age Limit, “A student who reaches the age of 19 prior to September 1st shall become permanently ineligible.” Additionally, refer to Bylaw 9.5, Limit of Eligibility, which discusses “Four Years of Eligibility”.
- A copy of the athlete's birth certificate must be on file in the athletic director's office. Students participating for the first time in a sport or activity that requires a birth certificate must bring the original to the school where a copy will be made, and the original will then be returned.

- Once a regularly promoted ninth grader has turned in a birth certificate, and completed the Consent and Release from Liability Certificate (Form EL3), Pre-participation Physical Evaluation (Form EL2), and Consent and Release from Liability Certificate for Sudden Cardiac Arrest and Concussion (Form EL3CH), they are eligible to participate per FHSAA guidelines. **Additional forms may be required as well, by the school's athletic department prior to participation.** A first-year high school student, entering the ninth grade for the first time, is academically eligible during his/her first semester of high school attendance. The student, however, must have at least a state unweighted cumulative 2.0 GPA at the conclusion of his/her first semester of high school attendance to be academically eligible to participate during his/her next semester of attendance. (Refer to FHSAA Bylaw 9.4, Academic Requirements)
- After the first semester of the ninth grade, all students must have a state unweighted cumulative 2.0 GPA at the conclusion of each semester to be academically eligible during the next semester.
- A student who changes attendance at any time during his/her high school career after having begun the ninth grade in another school, regardless of whether the change occurs during the school year or the summer period between school years, must complete an Affidavit of Compliance with Policy on Athletic Recruiting form (GA4), which is to be signed in the presence of a notary public by the student and the parent/guardian.
- All student athletes must provide medical insurance coverage information. This information is required to complete the FHSAA EL3 form. Sports specific insurance coverage is available for purchase for athletes who don't have medical insurance coverage. Football coverage is limited to that sport only. For more information on insurance coverage, go to [School Insurance of Florida](#).
- Special circumstances may arise, such as displaced students due to natural disasters (hurricanes, flooding) which will be subject to review by the SDIRC Good Cause Committee.

EQUIPMENT CARE AND INVENTORY

The head coach is responsible for his/her sport's equipment and uniform inventory. The head coach and their assistants are responsible for instilling the need of proper care of school equipment to all their athletes before, during and after their season. Students should not be permitted to keep school uniforms or equipment from one school year to another (i.e. golf bags, warm-ups, etc.)

FHSAA RULES & PUBLICATIONS

FHSAA bylaws and policies are published annually in the FHSAA Handbook, FHSAA sports manuals and the FHSAA Officials Guidebook. Supplemental publications include the FHSAA Member School Directory. All or portions of each publication are made available as they are published as PDF files, at the [FHSAA](#) website.

The following policies are critical for annual review by all SDIRC coaches and may be subject to review by the SDIRC Good Cause Committee:

- Eligibility Criteria as listed in Bylaw 9, for both traditional and non-traditional students.
- Eligibility of Youth Exchange, Other International and Immigrant Students

- Practices and Scrimmages
- Summer Athletic Participation
- Off-Season Conditioning
- Open Facilities Program
- Coaching Schools, Camps, Clinics, Combines or Workshops by Member Schools
- Participation by Student-Athletes and Teams in Coaching Schools, Camps, Combines or Workshops
- Unsportsmanlike Conduct
- Use of Alcohol, Tobacco and Other Substances
- Sideline Cheerleading
- Athletic Recruiting
- Concussions, Heat Acclimatization, and Sudden Cardiac Arrest
(FHSAA Policies 40-42)

FUNDRAISING

Athletic teams are expected to follow the SDIRC policies and individual school procedures concerning fund raisers. All fund raisers, including those of any booster club, must be requested and approved on a "Request for Fund Raising Activity" form. Appropriate student dress and behavior is expected at all fundraising activities. In addition, all monies collected should be deposited with the bookkeeper daily, throughout the fundraiser. Any fund raiser involving student athletes must be deposited into your school "club" internal account according to SDIRC policy. Under no circumstances should money raised by student athletes be deposited into an outside booster club account. At the conclusion of the fund raiser, a financial report accounting for all funds and inventory must be completed and filed with the school's bookkeeper.

GAME CONTRACTS

Per FHSAA guidelines, schools must have a signed contract by the principal and athletic director for each interscholastic contest. Beginning with the 2017-18 school year, the FHSAA began utilizing Home Campus and Max Preps, and information on uploading/submitting contracts can be located on their website.

GENDER EQUITY

The federal government has established regulations for any educational institution receiving federal financial assistance under Title IX of Education Amendments of 1972. Title IX regulations state: "No person in the **United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance.**" Each school year, every high school must submit a gender equity report to the Office of Equity. **If male/female participation figures are not in compliance, the school must submit a corrective action plan for the following year.**

HAZING

Any action or situation that recklessly or intentionally endangers the mental or physical health or safety of a student under the sanction of a high school is illegal. Refer to F.S. 1006.135, Hazing prohibited at schools with any of grades 6-12. A major part of the problem is the lack of understanding among the general

population about hazing. Hazing practices in high schools are often overlooked and dismissed as mere "traditions" because students, parents, teachers, coaches, and administrators do not understand the definition of hazing and how it operates in society. Many who are aware of hazing activities do not concern themselves with confronting the behavior because of the popular myths and misconceptions that are attached to the term. Hazing is not about harmless traditions or silly antics—hazing is about abuse of power and violation of human dignity. Hazing is a form of abuse and victimization. Therefore, it is crucial to promote anti-hazing education and support for victims at the middle and high school levels. It is the responsibility of everyone to immediately report any incidents of hazing to the principal or athletic director for proper investigation and disciplining of students involved in any hazing incident.

HEALTH AND WELLNESS

The health of every athlete is vital. All decisions must be made with the safety and welfare of the athlete as the top priority. Always be aware of the risks of health-related issues (concussions, dehydration, steroids and supplements, and communicable diseases such as HIV, MRSA, and sports related skin infections). It is also important to make our student athletes aware of these dangers and risks. For additional information on current health related issues, go to the FHSAA Health and Wellness Page. You can also refer to FHSAA policies 40 (Concussions), 41 (Heat Acclimatization), and 42 (Sudden Cardiac Arrest) for more specifics on these categories.

INJURIES

Athletes need to be evaluated for injury and incapacity. Athletes must be referred to the athletic trainer, team or family physician, when appropriate, for proper evaluation. In today's age of litigation, playing hurt or sitting on the bench hurt is not always at the discretion of the coaching staff or player. Once a student has been treated by a physician, it is required that a Return to Play

form from the physician be submitted to the head coach and a copy to the athletic director, releasing the athlete for practice and/or competition. (Refer to FHSAA Policy 40.5, and Form AT18, Return to Play, if required)

INTERSCHOLASTIC ATHLETIC ACTIVITIES

SDIRC is committed to an athletic program which is as broad in scope as financial resources and student interests permit. Efforts are constantly being made to provide opportunities for participation in interscholastic athletics to an ever-increasing number of students. The following is a list of the current athletic programs offered:

Fall Teams - Girls' and Boys' Bowling (Varsity)

Girls' and Boys' Cross Country (JV & Varsity)

Football (Sub-Varsity & Varsity)

Girls' and Boys' Golf (Varsity)

Girls' and Boys' Swimming & Diving (Varsity)

Girls' Volleyball (9th Grade, JV & Varsity)

Winter Teams - Girls' & Boys' Basketball (9th Grade, JV & Varsity)

Girls' & Boys' Soccer (JV & Varsity)

Wrestling (JV & Varsity)

Spring Teams - Baseball (JV & Varsity)

Girls' and Boys' Lacrosse (JV & Varsity) – (at those schools participating)

Girls' Softball (JV & Varsity)

Girls' and Boys' Tennis (Varsity)

Girls' and Boys' Track (Varsity)

The starting dates for the above sports are determined by the FHSAA, which can be found on their website or inside their [Annual Planning Calendar](#).

LIGHTNING PREDICTION AND WARNING SYSTEM

In an ongoing effort to increase safety for all stakeholders, SDIRC has installed lightning prediction and warning systems on our high school campuses and at football stadiums. This system will help protect our athletes, coaches, administrators, and our community, at outdoor events.

SDIRC policy mandates that when the system goes into "red alert" mode, the students, athletes, coaches, employees, fans, etc., will have to immediately move indoors to a safe area where they are to remain until the "all clear" horn alerts (3 short horns with five second intervals) have sounded.

"30-30 RULE"

Some of our athletic events (practices or contests) are at locations where there is no lightning warning system. The following guidelines should be used for outdoor activities in those circumstances where there is no system available:

1. Prior to outdoor activities, use available resources (weather forecasts on local TV/radio, NOAA weather radio, apps such as Weather Bug) to determine if severe weather is forecast for the area of the activity).
2. If severe weather is forecast or observed, the use of the "30-30 Rule" is mandatory. If the time between lightning and thunder is 30 seconds or less, notify persons outdoors to seek proper shelter. If lightning can't be seen, just hearing thunder means the thunderstorm is close. **Wait 30 minutes or more** after last hearing thunder before leaving proper shelter. Sufficient time must be afforded for the evacuation and will depend on the location of the event, the number of persons involved, the distance to suitable shelter, and the behavior of the storm.

Always use common sense and caution. There is never a practice, match, meet, or contest worth risking anyone's life.

MEDIA

The media can play a vital role in promoting athletic programs. It is important to report game results for home and out of county contests, regardless of whether your team won or lost.

When being interviewed, it is important to understand that you must choose your words carefully. Please contact the SDIRC Public Information Officer with any questions on the media, information requested, etc.

MID COAST OFFICIALS ASSOCIATION

The SDIRC is under contractual obligation to the Mid Coast Officials Association (MCOA). They have the exclusive right to officiate the following contests: Football, Volleyball, Basketball, Wrestling, Soccer, Softball, Baseball and Girl's Lacrosse. The contract often stipulates game times, game fees, and travel allowances. In addition, specific requirements of school personnel are included and must be followed. More information can be found at [MCOA](#). Additionally, the **Florida Lacrosse Officials Association (FLOA)** is under contract to officiate our Boy's Lacrosse contests.

OPEN ENROLLMENT PROCEDURES

Please refer to our Office of School Choice for any questions involving students who are attending a school outside of his/her attendance zone. For any questions on non-traditional students playing for a school they are not zoned for, who also must apply via our ELO procedures and deadlines, please refer to FHSAA Bylaw 9.

OVERNIGHT TRIPS

All trips must have prior approval of the school's principal. Any trips that require travel outside the state must be approved by the School Board of Indian River County. One chaperone per ten (10) athletes is the minimum requirement. Coaches and chaperones should schedule supervision that covers the athletes twenty-four hours a day. All chaperones must be registered volunteers with the school district. A trip itinerary, along

with the name of the hotel, phone number and address, must be given to the school administration and made available to parents. Please see the [Risk Management](#) page on the SDIRC website for Field Trips procedures and forms.

PUBLIC ADDRESS POLICIES

It must be understood that anything which comes over the school's public address system is heard by a diverse audience that includes students, school personnel, parents, grandparents, and a cross section of the school's community. Therefore, all announcements and the playing of music must be appropriate for all in attendance. The public address announcer is there to offer general information and public service announcements. At no time are they to reference players, coaches or officials in a negative manner. They are to remain neutral and not make their affiliation obvious to the visiting fans and team. Furthermore, they are to feature the participants and not attempt to become the focal point.

Profanity, reference to alcohol, drugs, tobacco, or sex is strictly forbidden. Public address announcers must be screened carefully and instructed as to what is appropriate and acceptable. The playing of music during times in which there is a "break in the action" is certainly acceptable and can add to the overall contest experience as long as it is acceptable and appropriate for all in attendance. **The head coach of each sport is responsible for screening the music before it is played over the public address system and is to verify with the AD that it has been checked.**

PURCHASING PROCEDURES

All personnel must follow proper SDIRC and school procedures with regard to the purchasing of goods and services. The athletic director must approve all purchases made through the athletic budget and athletic internal club account. Approved purchase order must be obtained in a timely manner before placing an order with any vendor. Failure to comply will result in an individual being held personally accountable for the expenditure.

SCHEDULING OF CONTESTS

The schedules set by the conference and all required district contests will not be changed without prior approval from the athletic director. The FHSAA limits the number of contests in which each athletic team participates. The head coach should check the contest regulations booklet prior to scheduling additional contests. The head coach is also expected to develop their schedule around the District and conference schedule and must consult with the athletic director prior to making any definite commitments to other member schools. Every effort should be made to submit the completed season schedule to the athletic director at least 30 days prior to the start of the season. Gender equity guidelines require that similar sports schedule the same number of contests for all levels. Girls' and boys' teams should play the same number of contests and any deviation from this must be approved, in advance, by the athletic director. As coaches schedule contests, they must only schedule home contests at the specific times agreed to with the MCOA (or FLOA for Boy's Lacrosse) and the conference. Do not schedule away games or tournaments that will require a loss of class time without prior approval of the athletic director and/or principal designee.

SPORTSMANSHIP

The head coach must assume the responsibility for the conduct of their players, and through his/her actions, is also partially responsible for the conduct of students and spectators at contests. Coaches must **conduct** themselves in such a way as to prevent the possibility of inciting an already highly emotional crowd. They should avoid confrontations with officials and outward displays of emotion over their decisions. Coaches should assume the responsibility for their players to accept the officials' decisions without outward displays of

poor sportsmanship during the game. In the event a player exhibits poor conduct in front of the crowd, the coach will promptly remove him/her from the contest. Coaches are expected to shake hands with the opposing coach after the game on the court or field in full view of the crowd and will ensure that their athletes will do the same. Coaches are encouraged to actively participate in any sportsmanship program adopted and being promoted by the FHSAA.

The head coach should emphasize the following points to his/her athletes:

- Play hard, play to win, and play fair.
- An athlete must understand that losing is part of the game, and that he/she should be gracious in defeat and modest in victory.
- The use of profanity or illegal tactics is strictly prohibited and will not be tolerated.
- Congratulate the opponent on a well- played game after the contest regardless of the outcome.
- Abide by the decision of game officials. Only the appointed team captain should talk to an official, and a captain should speak in a tone of respect and only for the purpose of clarifying a call or asking the official to watch for a certain situation.
- Athletes should always show respect for students, faculty members, and officials at all times.
- Athletes should be well groomed and attempt to make a good impression, always remembering that they represent their school, community, home, and family.
- Always Maintain poise and self-control.

SCHOOL CLOSINGS AND ATHLETIC EVENTS

When an emergency arises for which the superintendent has officially closed a school or schools, this closing also includes the cessation of all extracurricular activities; for example, athletics, contests, practices, clubs and organizations during the length of the official closing of the school(s). An example of such would be due to a hurricane or extreme weather.

SUNDAY PRACTICES

The FHSAA strictly prohibits the assembling of an athletic team on Sundays for an interscholastic contest, practice, team meetings, or to show game films. (Policy # 4.1.8)

SUPPLEMENTS

The SDIRC provides each school with supplements for coaching positions. School administration and ADs must check to ensure the current contract and supplement scales, are being utilized.

SUSPENSION FROM SCHOOL

Suspension dictates that the student shall not be allowed to attend his/her regular classes or school sponsored activities for a prescribed number of days and shall be declared ineligible (practices or contests) for the period of the suspension (including weekends and holidays). Suspensions begin with the conclusion of school on the day of the suspension until the start of school the day the student returns from the suspension. A second suspension within a competitive season may result in ineligibility for the remainder of the season in the case of athletics and cheerleading.

TICKETS/PASSES/FINANCIAL ACCOUNTABILITY

Admission should be charged for all interscholastic athletic events except where the cost of gatekeepers and configuration of facilities make it uneconomical. Schools' reports of receipts and expenditures pursuant to this plan shall be included in the audit of internal accounts. All schools are expected to be in compliance with the provisions established by SDIRC and the FHSAA. Admission prices to state series events are determined by the FHSAA.

Only FHSAA and SDIRC approved passes will be honored at interscholastic athletic events.

The pass policy for FHSAA State Series events must be strictly enforced.

FHSAA policies and procedures for contests not controlled by the district, such as athletic playoff games supersede language in this section. It is the responsibility of the athletic director, collaborating with the school administration, to assure that admission policies to all events are advertised and enforced.

TRANSPORTATION TO AWAY CONTESTS

The SDIRC Risk Management Office requires that each athlete complete a Parent Permission and Responsibility Statement for Off-Campus Extra-Curricular Athletics Form each school year. That form should include provisions for transportation to and from home, off campus practices, meetings, and contests.

The transporting of athletes to interscholastic contests is an important responsibility of the head coach for each sport. **Each school's principal must determine the distance they are comfortable allowing their students to provide their own transportation to an away contest. When transportation is provided by the school, please refer to Field Trip Manual.**

VENDORS

Purchasing of goods and services must be done through SDIRC approved vendors.

Note: Refer to F.S. 1012.32, Qualifications of Personnel, and the Jessica Lunsford Act located in SB 988.

VOLUNTEER COACHES

SDIRC holds volunteer coaches to the highest standard of any volunteer within the system. Any volunteer coach working with our athletes must be a **REGISTERED** volunteer, which includes fingerprinting.

CERTIFIED PAID COACHES

A certified paid coach is one that holds a valid Florida temporary, professional or athletic coaching certificate. Both volunteer and certified coaches must complete the Acknowledgement of Coaching Position form prior to starting their coaching position (See Appendix A).

PARENT/COACH COMMUNICATION

Both parenting and coaching are extremely difficult vocations. By establishing an understanding of each position, we are better able to accept the actions of the other and provide greater benefit for all students. Parents have a right to understand what expectations are placed on their child. Communication is to be maintained by both parents and coaches. If a parent issue isn't resolved with AD, the parent may request to be heard by the Good Cause Committee.

COMMUNICATION PARENTS SHOULD EXPECT FROM THEIR CHILD'S COACH:

1. Philosophy of the coach.
2. Expectations the coach has for the student as well as the other players on the team.
3. Locations and times of all practices and contests.
4. Team requirements, i.e., fees, special equipment, off-season conditioning.
5. Procedure should a player be injured during participation.
6. Discipline that may result in the denial of the student's participation.
7. Requirements to earn a varsity letter.

COMMUNICATION COACHES EXPECT FROM PARENTS:

1. Concerns expressed directly to the coach.
2. Notification of any schedule conflicts well in advance.
3. Specific concern regarding a coach's philosophy and/or expectations.
4. Medical or physical limitations of your child.

As students becomes involved in the athletic program, he/she will experience some of the most rewarding moments in his/her life. It is important to understand that there may be times when things do not go the way the student would like. At these times, discussion with the coach is encouraged when done in the right way and the right time. This can help develop the social-emotional skills of the student, as well as resolving any concerns.

APPROPRIATE CONCERNS TO DISCUSS WITH COACHES:

1. How to assist the improvement of skills of the student.
2. Concerns about the student's behavior.
3. How to support the program.

Parents may not agree with the play time given to their child. Coaches are professionals.

They make judgment decisions based on what they believe to be best for all students involved on their team. Certain things can and should be discussed with your child's coach. Other things must be left to the discretion of the coach.

ISSUES NOT APPROPRIATE TO DISCUSS

1. Playing time.
2. Team strategy.
3. Play calling.
4. Other student athletes.

IF A PARENT HAS A CONCERN TO DISCUSS

1. Call to set up an appointment.
2. If the coach can't be reached, call the Athletic Director and he/she will set up the meeting for you.
3. Please do not attempt to confront a coach before or after a contest or practice. These can be emotional times for both the parent and the coach. Meetings of this nature do not usually promote resolution of the problem.

WHAT CAN A PARENT DO IF THE MEETING WITH THE COACH DOES NOT PROVIDE A SATISFACTORY RESOLUTION?

1. Call and set up an appointment with the School Athletic Director.
2. If the School Athletic Director does resolve the matter, the SDIRC Good Cause Committee process may be instituted by appeal. .

Research indicates a student involved in extracurricular activities has a greater chance for success during adulthood. Many of the character traits required to be a success when participating in high school athletics are exactly those that will promote success after high school.

APPENDIX A



School District of Indian River County

Acknowledgement of Coaching Position

Please read and initial each box.

I understand that there are two types of coaches:

Volunteer Coach: A volunteer coach is an UNPAID assistant to a designated team. A coach who does not hold a valid Florida temporary, professional or athletic coaching certificate is considered a volunteer coach.

Certified Paid Coach: A certified paid coach is one that holds a valid Florida temporary, professional or athletic coaching certificate.

Florida Statute 1012.55(2)(a) mandates each person who is employed and renders service as an athletic coach in any public school in any district of this state **shall hold a valid temporary or professional certificate or athletic coaching certificate**. The athletic coaching certificate may be used for either part-time or full-time positions.

I understand that in order to be a volunteer coach I must obtain a **fingerprint clearance & workplace screening (consisting of a Drug Screening) from Human Resources**.

I understand that in order to be a certified paid coach I must complete the following:

- Employment application

- Certification application with the Florida Department of Education (athletic coaching or teaching certification). **Certification must be issued by the State of Florida by the end of the sport season.**
- Fingerprint and workplace screening (consisting of a Drug Screening) through Human Resources
- Completion of all new hire paperwork
- Copy of Social Security Card and ID
- Signed Acknowledgement of Coaching Position

I understand that I may not start working and will not be allowed to be on the field or court **until I have obtained a fingerprint clearance & workplace screening from Human Resources.**

I understand that I am considered a volunteer coach until all certified paid coach requirements have been met.

I understand that I must possess a valid Florida athletic coaching certificate or teaching certificate in order to receive a coaching supplement. If I do not possess a valid Florida athletic coaching and/or teaching certificate upon being hired, I must apply for my certificate BEFORE the start of the sport season. Failure to apply may forfeit payment of the coaching supplement and my services will be considered voluntary.

I understand that I have until the end of the sport season in which I am coaching to complete the requirements necessary for my certificate to be issued. Failure to complete the requirements and obtain certification within the time frames outlined above will forfeit payment of the coaching supplement and my services will be considered voluntary.

Signature of Coach

Printed Name

Date

Signature of Athletic Director or School Administrator

Printed Name

Date

Artifact 9.7

Monitoring Student Participation in Extracurricular Activities

 Content Type

WeeklyBriefings

 Title *

Monitoring Student Participation in Extracurricular Activities

 Post Date *

08/26/2021

 Action Due Date

9/10/2021

 Purpose *

Growing evidence demonstrates the overall value of participation in organized activities for positive youth development, including fewer behavior problems, improved academic self-concept, and increased educational achievement.

 Focus Area *

Focus Area 2: Equity, Culture, & Climate

 Briefing * 

Beginning in Quarter 1 of the 2021 - 2022 school year, we will begin monitoring student participation in Extracurricular Activities through