In August 2020, the School District of Indian River County initiated the implementation of the 2020-2021 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. Following the first quarter of implementation of the African American Achievement Plan, it became clear that increased time and effort should be invested in action step implementation in comparison with compliance activities. As such, the system associated with submitting evidence of the implementation of action steps was analyzed and revised to maximize the allocation of human capital and resources towards supporting students and staff in eliminating the achievement gap.

The attached documentation provides district level evidence of progress towards accomplishing action steps incorporated into the 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 Senior Leadership in each respective District Office:

- Action steps included within the 2020-2021 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: 3/9/2021 _____cj_____ (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?)

During Quarter 3, small to moderate increases in the percentage of classrooms observed to be implementing various equitable classroom practices was noted. A significant opportunity for growth in equitable classroom practices is "asking higher-order questions equitably of all students." This information related to high-order thinking questions should be examined in conjunction with information collected through Impact Reviews to determine if there is a need to expand the use of higher-order thinking questions in general in classrooms, while also ensuring that these questions are asked equitably of all students. With regard to the school choice feedback received from parents/families, information gathered suggests that continued investment in growing robust school choice programs that demonstrate academic excellence and provide special program options and supports for students is warranted. In the area of school choice, deeper examination of the specific factors contributing to either the selection or non-selection of a school choice program by African American families will likely contribute to the ability to further tailor these program offerings to the needs of African American students. The disproportionate representation of African American students placed at the District's alternative school continues to be an area of concern. An examination of the data shows that disproportionality in representation begins with the referrals made to the Suspension Expulsion Review Team (SERT). For all students referred to SERT during the current quarter, the primary referrals reasons included weapons, fighting/assault, and drug sales/possession. The ability to gather various information and progress monitor work associated with the African American Achievement Plan over time is assisting in the ability to identify needs and potential modifications of supports as departments begin to plan for the upcoming academic year.

In August 2020, the School District of Indian River County initiated the implementation of the 2020-2021 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. Following the first quarter of implementation of the African American Achievement Plan, it became clear that increased time and effort should be invested in action step implementation in comparison with compliance activities. As such, the system associated with submitting evidence of the implementation of action steps was analyzed and revised to maximize the allocation of human capital and resources towards supporting students and staff in eliminating the achievement gap.

The attached documentation provides district level evidence of progress towards accomplishing action steps incorporated into the 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 director of each department:

- Action steps included within the 2020-2021 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: 3/1/2021 _____**RFB**___ (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?)

The first open enrollment for Choice and Magnet schools closed on January 15, 2021. 100% of African American students were offered a seat in their program of choice (140 students). Parents were given a ten-day window to accept or decline the seat being offered. The second window is now open for schools that still have seats opened and Student Services is working with the Director of School Innovation and the Coordinator of Equity and Family Involvement to disseminate information to our African American families bout this current open enrollment period.

PeerForward coaches met with the school liaisons and student leaders to outline upcoming projects. The next meetings will be to discuss a plan for those team projects and student outreach.

Based upon the ALTOSS data, Student Services will continue to identify barriers and provide more support to students as they are assigned ALTOSS.

Professional development was provided at several times throughout the quarter. Several trainings focused on trauma-informed care, while others focused on behavioral, social emotional, mental health, and restorative tiered support. These trainings and training to staff on students' re-entry to schools after ALTOSS will be provided, as necessary.

In August 2020, the School District of Indian River County initiated the implementation of the 2020-2021 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. Following the first quarter of implementation of the African American Achievement Plan, it became clear that increased time and effort should be invested in action step implementation in comparison with compliance activities. As such, the system associated with submitting evidence of the implementation of action steps was analyzed and revised to maximize the allocation of human capital and resources towards supporting students and staff in eliminating the achievement gap.

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- 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: 3/4/2021 BMM (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?)

Power BI is a data analytics application offered through Microsoft. This tool allows us to load, transform, and display data enabling our end users (district- and school-based leadership) to disaggregate data across a variety of demographics in real-time, especially the achievement gaps between our African American and White students. Last year, the Department of Accountability and Research created over 20 dashboards covering topics such as Student Attendance, Student Discipline, ESE Least Restrictive Environment, Early Warning System, a graduation monitoring system, middle school acceleration, high school college and career acceleration, School Grade Goal Tracker, and grade level dashboards that provide detailed data on progress monitoring measures including iReady, Unit Assessments, FLKRS, and DIBELS. Data within these dashboards are tied to real-time data so as student information such as enrollment, schedules, or assessments change, school- and district-leadership teams have accurate data. Since the Department of Accountability and Research controls the data fed into the dashboards as well as the visualization of this data, we can leverage specific actions by pinpointing specific data. These dashboards have allowed principals a quick access to specific, targeted data in areas of concern that may or may not be available in one or more systems. However, with the vast amount of dashboards available, extensive training not only in utilizing the dashboard, but using it to leverage change in data-based problem solving is required. Therefore, the trainings have resulted in an increased usage (as evidenced by the usage charts), continued training is needed as new dashboards are rolled out. Additionally, enhancements to existing dashboards will continue to be implemented to refine, improve, and augment data available.

In August 2020, the School District of Indian River County initiated the implementation of the 2020-2021 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. Following the first quarter of implementation of the African American Achievement Plan, it became clear that increased time and effort should be invested in action step implementation in comparison with compliance activities. As such, the system associated with submitting evidence of the implementation of action steps was analyzed and revised to maximize the allocation of human capital and resources towards supporting students and staff in eliminating the achievement gap.

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- 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: February 28th, 2021, Daphne R. Mathews

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?)

- Plan B Eligibility IQ cutoff score was reduced from 119 to 115 in order to increase underrepresentation of students who are linguistically diverse and students who experience economic disadvantage.
- The Gifted Characteristics Checklist was revised to reflect characteristics that commonly present in students who are gifted yet may be viewed in a negative light by teachers. Additionally, characteristics that are more culturally sensitive and responsive have been added and those they were culturally loaded were removed from the checklist.
- Training on updated regarding Plan B eligibility were held with ESE staff, and school psychologists are providing review of the information with their respective school sites and submitting their training logs.
- The five elementary schools with chronic underrepresentation of gifted eligible students are providing gifted enrichment services to students they have determined would benefit from such services. Teachers of the gifted are submitting logs for services they are providing on a monthly basis.
- Behavior analysts meet monthly for professional development and technical assistance for Tier 2 and 3 behavioral supports that fall under our MTSS. This information is then disseminated to behavior techs who meet with the behavior analysts weekly.
- The Resource Specialist are now completing a log of all Pre-referral Checklists completed prior to consent for evaluation, all Plan B gifted eligibilities, all initial eligibilities, and all trainings provided to MTSS school site teams. The logs are reviewed weekly.

Last Date of Review: 3/12/21
Action Steps: 1.1, 1.2, 1.9, 1.13, 1.24, 1.25, 1.26, 1.27, 1.35, 1.36, 2.1, 2.2, 2.3. 2.4, 2.7, 2.8, 2.10, 2.11, 2.12, 2.13, 2.14, 3.1, 3.2, 3.3. 3.4, 3.5, 3.6

Action Steps 1.1, 2.1, 2.14, 3.1 & 3.2

Date(s) of Equitable Classroom Practices Observations	During Quarter 3 (January 4, 2021 – March 8, 2021) 281 classroom observations were conducted related to equitable classroom practices.
Summary of Observations	The most frequently observed equitable classroom practices (i.e., acknowledges all students' comments, responses, questions, and contributions; uses equitable proximity with all students) from Quarters 1 & 2, also were the most frequently observed practices during Quarter 3. Small to moderate increases in the percentage of classrooms in which other equitable classroom practices were being implemented were observed during Quarter 3. For example, "using cooperative learning structures" increased from being observed in 24% of classrooms in Quarter 2 to 46% of classrooms in Quarter 3. Additionally, "uses multiple approaches to consistently monitor students' understanding" increased from being observed in 15% of classroom in Quarter 2 to 25% of classrooms in Quarter 3. Finally, despite observing a small increase in the percentage of classrooms implementing the practice, "asking higher-order questions equitably of all students," continues to be an area in need of improvement. Please see the attached evidence for additional information on Equitable Classroom Practices Observations.

*Percentage of classrooms in which equitable classroom practices were observed attached below

Action Step 1.2

Date of Root Cause Analysis	03/11/21
Summary of results and analysis of the root cause analysis	Session #3 of the Root Cause Analysis involves cross-walking root causes for the achievement gap identified during previous sessions, with the current work being implemented associated with the African American Achievement Plan. Additionally, session #3 includes an initial exploration of the root causes for disproportionate representation of instructional staff with regard to race. A summary of root cause analysis will be provided in the Quarter 4 Update, given that the session occurs just prior to the end of Quarter 3.

Action Step 1.7

Summary of District Student Enrollment Plan to balance student enrollment	As a result of publicizing the open enrollment of the Magnet and Choice Application starting in October 2020 via School Messenger calls, social media, and flyers on the home page of our website that linked to our enrollment webpages, 140 African American students applied for a Magnet or Choice program. This population represents 22% of the total population of students who applied during the open enrollment window from November 1, 2020 – January 15, 2021. All 140 (100%) African American students were offered a seat in a program of choice. Parents were given a ten-day window to accept or decline the seat offered. In collaboration with the Director of School Innovation and the Coordinator of Equity and Family Involvement, another enrollment campaign was launched on March 1, 2021. The Director of School Innovation is working with school principals who have additional openings to creatively market his/her school for this campaign. The Coordinator of Equity and Family Involvement is working to disseminate information to our African American families about the upcoming enrollment period.

*Evidence of targeted awareness and application drives regarding Magnet/Student Choice Enrollment attached below

Action Step 1.9

	A total of 175 parents/families responded to the School Choice Feedback Survey. Of those parents/families that responded, 12 indicated that their child(ren) were African American, which represents 7% of the total respondents. Due to the small sample size of African American parents, information gathered from African American parents/families should be interpreted with caution. The top reasons parents/families provided for selecting a school of choice included: academic reputation, convenience of location, special program offerings, school focus/theme/area, and behavioral and social emotional supports. A review of the results revealed that there a high degree of similarity in the factors indicated by African American parents/families and all parents/families that contribute to their reasons for selecting school choice. Please see attached evidence for additional information related to the results of the survey.
Summary of feedback and results of study and focus groups related to parent choice and out-of-zone schools	Based upon the information gathered, school leaders may consider the following: holding a focus group of parents of African American students to further understand factors impacting selecting a school of choice, identifying diversified approaches for sharing information related to school choice to African American families, increasing publicity and focused information sharing related to the availability of school depot stops for accessing school choice, and more clearly identifying barriers to school-family communication.

Action Step 1.13

	Dates: 1/19/21, 1/22/21, 1/25/21, 1/28/21, 1/29/21, 2/3/21, 2/9/21, 2/10/21
Dates of training & support provided to schools	Trainings were provided to various personnel on how to use the various Power BI Dashboards. These trainings are a continuation of trainings provided to both district- and school-based leadership teams. The evidence provided detail of the dates of these trainings and targeted personnel. Additionally, training videos were made and provided to users through email and the Collaborator.
Evidence of leadership using Power BI to monitor the impact of instruction and plan for targeted support for improved learning	The evidence provided for this action step include the agendas for the biweekly Cabinet Data Briefing sessions held during the first quarter of 2021. Note: The Cabinet Data Briefing scheduled for January 21 was replaced with the DataCom data review (DataCom is a semi-quarterly data review session with principals. Cabinet meets prior to the DataCom to review the data to be used within DataCom). Additionally, the latest Data Calendar is included and showcases the topics discussed at each Cabinet Data Briefing as well as the Power BI Usage stats. Twice a month, usage statistics for school-based personnel are sent out to all principals and assistant principals. At each Cabinet Data Briefing, the usage statistics are reviewed for all users. Finally, various screenshots of dashboards utilized during cabinet data briefings are included. Note: These are static screenshots of a dashboard. Within each dashboard, racial disparities are either directly displayed (such as Risk Ratios) or enabled through a "filter" on the dashboard.

*Examples of training materials and rosters provided below

Action Steps 1.24 & 1.36

Student Enrollment in Advanced and Accelerated Courses	White	Hispanic	Black	Two or More	All Other Race/Ethnicities
AP IB Total Number Breakdown of Enrollment by Race/Ethnicity	770	245	84	49	46
AP IB Total Percentage Breakdown of Enrollment by Race/Ethnicity	25%	18%	10%	22%	35%
Dual Enrollment Total Number Breakdown of Enrollment by Race/Ethnicity	408	83	34	24	28
Dual Enrollment Total Percentage Breakdown of Enrollment by Race/Ethnicity	13%	6%	4%	11%	21%
Honors (Level 3) Total Number Breakdown of Enrollment by Race/Ethnicity	2072	848	373	130	98
Honors (Level 3) Total Percentage Breakdown of Enrollment by Race/Ethnicity	68%	63%	44%	58%	74%

*Data as of February 23, 2021 from Focus School Software

Action Step 1.26

Dates of review of teacher of the gifted service logs for tiered enrichment supports	1/20/21, 2/10/21, 3/10/21

*Example of service logs attached below

Action Step 1.27

Plan B Eligibility					
Dates of trainings and technical support to teachers and administration	Resource Specialists and School Psychologists: 2/10/21, 2/24/21				
	White	Hispanic	Black	Two or More	All Other Race/Ethnicities
Total Number Breakdown of Eligibility by Race/Ethnicity	43	17	<10	<10	<10
Total Percentage Breakdown of Eligibility by Race/Ethnicity	58%	23%	**	**	**

*Data as of February 25,2021 from Focus School Software

Action Step 1.35

Dates of review of school counselor contacts with students participating in the PeerForward Program	1/24/21, 2/11/21, 2/22/21, 2/23/21
Reflection on review of school counselor contacts	Student groups were formed, and training was conducted. The PeerForward coaches and the Leads met with school liaisons and student leaders to outline upcoming projects. Their next steps will be to hold additional meetings to plan for team projects and ways for student leaders to conduct outreach.

Action Step 2.2

Dates of Tier 1 Restorative Practices professional development opportunities	02/24/21 at Treasure Coast Elementary School
Summary of feedback from student surveys regarding use of Restorative Practice	NA

*Examples of training materials attached below

Action Step 2.3

ALTOSS	White	Hispanic	Black	Two or More	All Other Race/Ethnicities
Total Number Breakdown by Race/Ethnicity	47	21	60	<10	<10
Total Percentage Breakdown by Race/Ethnicity	34.1%	15.2%	43.5%	**	**
ALTOSS	White	Hispanic	Black	Two or More	All Other Race/Ethnicities
Total Number Breakdown of ALTOSS completion with re-entry plan by Race/Ethnicity	47	21	60	<10	<10
Total Percentage Breakdown of ALTOSS completion with re-entry plan by Race/Ethnicity	100%	100%	100%	**	**

Action Step 2.4

Summary of research of successful alternative to out-of-school suspension programs and summary of plan for additional alternatives to OSS.	An initial meeting was held with members from the Mental Health Association and the Hospital District to research the possibility of more supportive or therapeutic school setting. Follow up meetings will be hold in Quarter 4.

Action Step 2.7

Dates of professional development on prevention and corrective intervention strategies	1/4/21, 1/13/21, 1/20/21, 1/26/21, 1/27/21, 2/1/21, 2/6/21, 2/12/21, 2/20/21, 2/24/21, 2/25/21				
	White	Hispanic	Black	Two or More	All Other Race/Ethnicities
Total Number Breakdown of Removals (ISS, OSS, & ALTOSS) for Students with Disabilities	28	14	45	<10	<10
Total Percentage Breakdown of Removals (ISS, OSS, & ALTOSS) for Students with Disabilities	29.2%	14.6%	46.9%	**	**

*Examples of PD materials & rosters attached below

Action Step 2.8

Results of needs analyses utilized for clarification of SERT plan	NA				
	White	Hispanic	Black	Two or More	All Other Race/Ethnicities
Total Number Breakdown of Students Placed at ACE as a result of SERT	5	1	12	1	0
Total Percentage Breakdown of Students Placed at ACE as a result of SERT	26%	5%	63%	5%	0%

*SERT information attached below

Action Step 2.10

Dates for professional development related to In-School Suspension	NA
Summary of walk-throughs of In-School-Suspension programs and action plans developed to improve outcomes	Walk-throughs of ISS Classrooms were conducted on 10/22/20, 10/23/20, 12/07/20, 01/07/21, 01/12/21, & 02/23/21. During the walk-throughs, the ISS Classrooms had small numbers of students present (<5 students). Information gathered through the observations consistently showed that assignments were readily available, technology was accessible, and the teachers displayed positive demeanors with the students. Only one instance of restorative conferencing was observed. Feedback provided for one of the classrooms included that there was an opportunity to incorporate Tier 1 supports and artifacts related to social emotional learning within the classroom.

Action Steps 2.11, 2.12 & 2.13

Dates of professional development training focused on trauma-informed care	1/25/21, 2/1/21, 2/8/21, 2/15/21, 2/22/21, 3/1/21
Dates of professional development training focused on behavioral, social emotional, mental health, and restorative tiered support	1/27/21, 1/29/21, 2/11/21, 2/12/21, 2/13/21, 2/24/21, 2/25/21, 2/26/21, 2/27/21
Dates of professional development training to staff related to student's re-entry to schools	No professional development was given to staff related to students' re-entry to schools during the Quarter 3

*Examples of training materials and rosters attached below

Action Steps 3.3, 3.4, & 3.5

Dates of self-audit of discussion of "rule-out" factors prior to parental consent for evaluation and incorporation of culturally responsive strategies	2/24/21, 3/1/21
Dates of professional development for rule-out factors and culturally responsive instructional strategies	Training for Resource Specialists: 2/16/21, 2/24/21 Psychologist's Site Based MTSS Team Trainings: 　　　Vero Beach Elementary: 2/18/21 　　　Freshman Learning Center: 2/22/21 　　　Sebastian Elementary School: 2/24/21 　　　Vero Beach High School: 2/24/21
Summary of MTSS Tier 2 & Tier 3 Technical Assistance	All-day Professional Development and Technical Assistance Around Tier 2 and 3 Behavioral Supports provided to Behavior Analysts on the first Tuesday of each month. Behavior Analysts provided TA to the Behavior Techs weekly.

Examples of training materials attached below

Action Step 3.6

Number of Pre-Referral Checklists by Site-Based Teams prior to consideration of parental consent for evaluation	9 (between 1/4/21 and 3/1/21)

Action Step 4.22

Dates of Equity Committee Meetings	2/16/21, 3/4/21

**Documentation of staff who attended meetings with topics pertaining to their department are discussed attached

Percentage of Classrooms in Which Equitable Classroom Practice Was Observed
9.22.20 - 10.17.20
150 Classroom Walk-Throughs
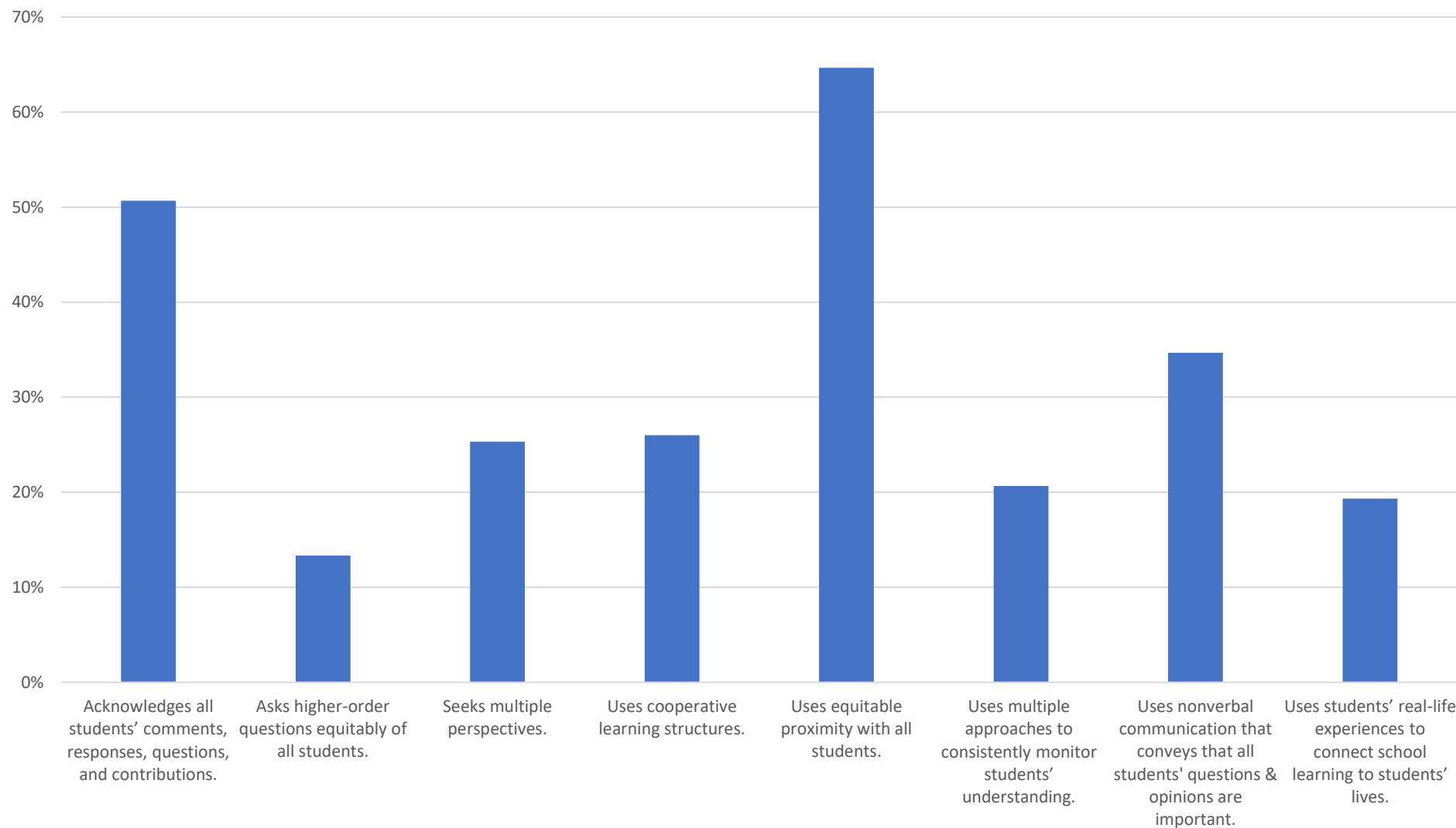
Percentage of Classrooms in Which Equitable Classroom Practice Was Observed
10.19.20 - 12.18.20
79 Classroom Walk-Throughs
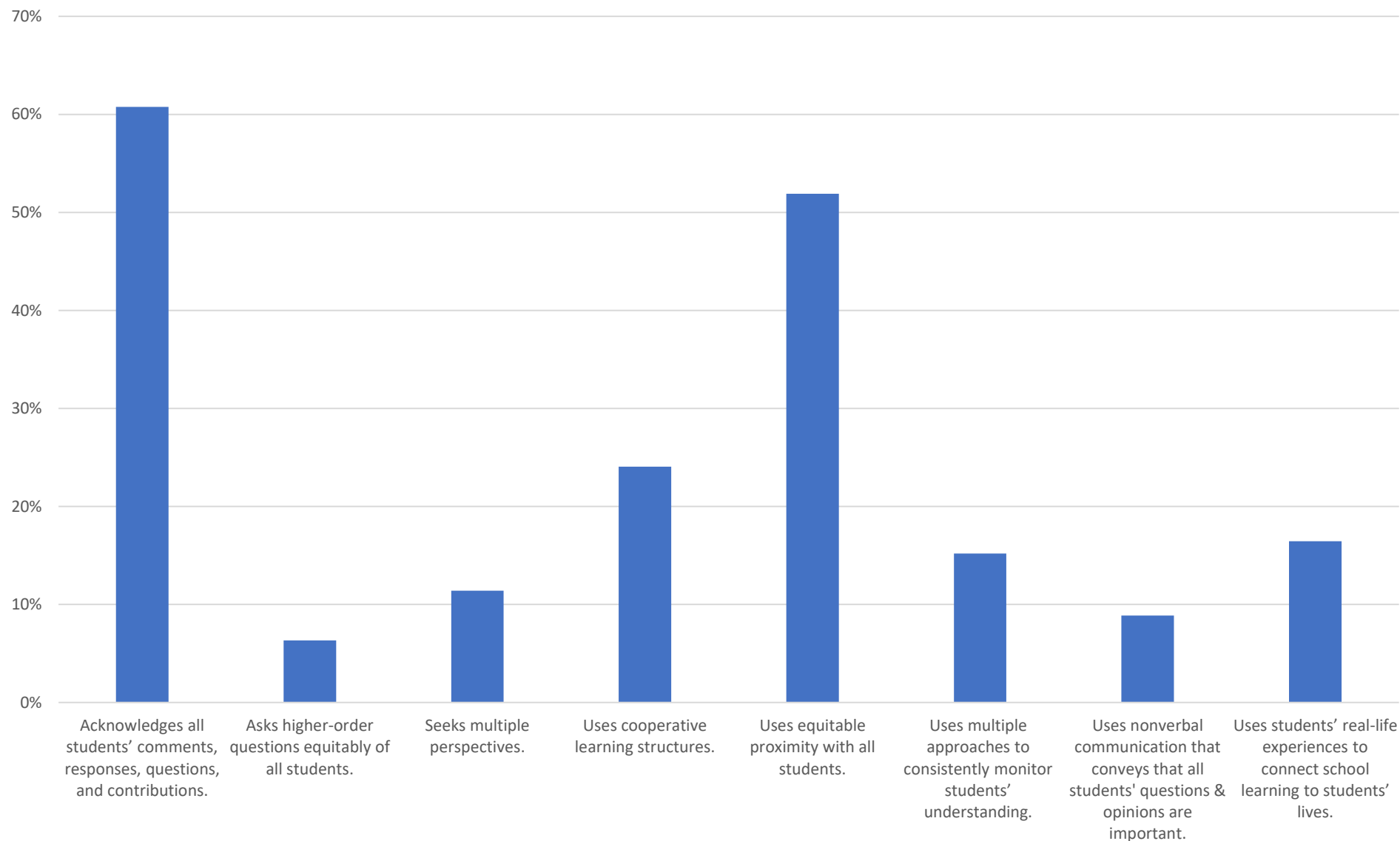
Percentage of Classrooms in Which Equitable Classroom Practice Was Observed
01.04.21 - 03.08.21
281 Classroom Walk-Throughs
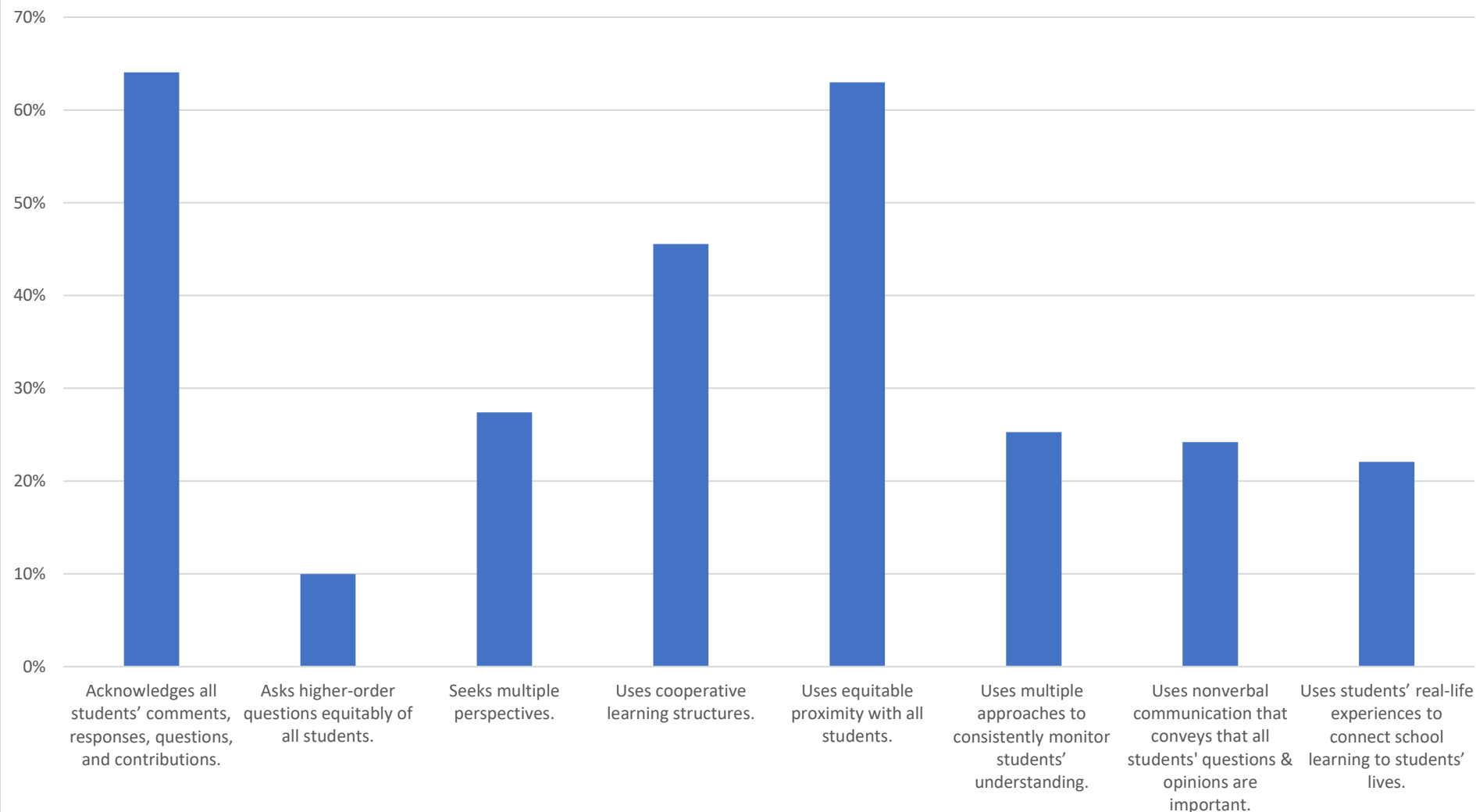
Slide 1
2021-2022 SCHOOL CHOICE OPTIONS & ENROLLMENT
STRONGER TOGETHER SDIRC
Cindy Emerson– Director of Instructional Innovation
Robyn Bethel – Director of Student Services

Slide 2
School Choice Video Catalog
SDIRC School Choice Videos
Message from David E. Moore, Ed.D. Superintendent of the School District of Indian River County
School Choice Booklet English
School Choice Booklet Spanish
Want more information? Visit our SDIRC Family Resources
Choice BOOKLET

Slide 3
What CHOICE is right for YOU and YOUR Family?
School District of Indian River County
STEP Into Kindergarten
ONLINE NOW OPEN

Slide 4
What CHOICE is right for YOU and YOUR Family?
School Choice Programs

Slide 5
School Choice Options Elementary Schools
Fellsmere Elementary
An Emerging Dual Language School
Featuring: A Kindergarten pilot Dual Language Program Bilingual and Biliterate Support.
Citrus Elementary
A School of Community Citizenship
Featuring: Genius Hour, Peer Mentoring, and Community Partnerships with HALO, Hope for Families, VBMA, Piper, Harbor Branch, and FPL

Slide 6
School Choice Options Elementary Schools
Sebastian Elementary
A School of the Arts
Featuring: Enrichment through music, dance, theatre, visual, and culinary arts.
Vero Beach Elementary
A School of Project-Based Learning
Featuring: Interdisciplinary teaching focusing on hands-on, real world learning experiences following the PBLworks Gold model.

Slide 7
STEAM Focused School Choice Options Elementary Schools
Pelican Island Elementary
A School of Environmental Science:
Featuring: Gardening, Composting, Recycling, Sustainability, Conservation, and Green School Designation
Beachland Elementary
A STEAM School of Enrichment:
Featuring: Project Lead the Way, Hydroponic Gardening, Robotics, and Coding.

Slide 8
STEAM Focused School Choice Options Elementary Schools
Dodgertown Elementary
A STEAM tech Community Partnership School
Featuring: A STEAM tech elective focusing on labs and hands on learning. A Community Partnership school with local support.
Glendale Elementary
A School of Science and Engineering
Featuring: Community Partnerships, INNOVATION learning lab, and Engineering Design Challenges

Slide 9
STEAM Focused School Choice Options Elementary Schools
Treasure Coast Elementary
A School of Marine Science
Featuring: A Marine Science Focus to make STEAM learning hands on.
IR Academy
A School of Aerospace and Robotics
Featuring: Coding, Robotics, and Aerospace embedded learning through classroom experiences and community partnerships.

Slide 10
Middle School Choice
Gifford Middle School
A School of Marine Science and Robotics
Featuring: A STEAM wheel that gives students opportunities to dive deep into robotics, coding, and marine science.
Oslo Middle School
A School of Design Thinking
Featuring: A LAUNCH approach to learning using problem solving, critical thinking, and innovative approaches for personalized experiences.

Slide 11
Online Enrollment
Questions? Contact Us
www.indianriverschools.org/enrollment

Slide 12
New Student Enrollment
This includes new kindergartener for next school year

Slide 13
Parent Portal Registration
Welcome to the Indian River Schools SIS - Focus Parent Portal Registration.
Choose one of the following options

Slide 14
Magnet and Choice Application
FOCUS

Slide 15
STEP INTO KINDERGARTEN SUMMER PROGRAM
STEP Into Kindergarten
ONLINE REGISTRATION NOW OPEN
Summer Transition Enrichment Program for Incoming Kindergarteners

Slide 16
STEP into Kindergarten
FREE Summer Transition Enrichment Program for students who have attended VPK during the 2020-2021 school year and are enrolled to attend Kindergarten at a Title I school in August.
June 7 – July 2nd   8:00 am – 3:00 pm
How do I register my child for STEP into Kindergarten?
Option 1: Complete a registration form at your child's zoned school of attendance by April 30, 2021.
Option 2: Visit www.indianriverschools.org to complete online registration form by April 30, 2021.
Questions? Contact the SDIRC Federal Programs Department at (772) 564-3096.

Help Flyer for Online Application Process

- Choice Booklet *Page 5 includes the directions they provide to parents on how to apply*

- Choice Parent Guide: *The last page includes the directions they provide to parents on*

SchoolMessenger

Address Book (addresses.php?origin=nav) | Account (account.php) | Help (help/index.php) | Logout (index.php?logout=...

Indian River County School Di...

| Dashboard (start.php) | Broadcasts (lists.php) | Reports (reports.php) | System (contacts.php) |

Reports (reports.php)   Call Distribution (reportsystemdistribution.php)

Broadcast Summary - Choice Waiting List Choice

← Back   ↻ Refresh   ✓ Save/Schedule

Summary

Broadcast Summary:	Broadcast Name	Broadcast Type	Submitted by	Scheduled Date	Scheduled Time	First Pass	Status	Recipients	# of Phones	# of Emails
	Choice Waiting List Choice	General	batoryc	Oct 9, 2020 - Oct 9, 2020	5:30 pm - 9:00 pm	00:06	Complete	122	122	0

Related Links: PDF (reportjobsummary.php/report.pdf?pdf=1) | Time Distribution | Recipients Not Contacted (reportjobdetails.php?result=undelivered)

Broadcast Content Show/Hide

Results

Summary:

Phone (122 people) (reportjobdetails.php?type=phone&resultgroup=default)

(reportjobdetails.php?type=phone&resultgroup=default)

- Queued 0
- Not Delivered 6
- Delivered 101

Phones 107   91.4%   5.6%

Email (122 people) (reportjobdetails.php?type=email&resultgroup=default)

(reportjobdetails.php?type=email&resultgroup=default)

- Queued 0
- Not Delivered 0
- Delivered 0

Emails 0

SMS (122 people) (reportjobdetails.php?type=sms&resultgroup=default)

(reportjobdetails.php?type=sms&resultgroup=default)

- Ineligible to Send 0
- Not Sent 0
- Sending 0
- Sent 0
- Failed to Send 0

SMS 0

Parent/Family School Choice Feedback Survey

Summary of Results

School District of Indian River County
February 2021

Parent/Family School Choice Feedback Survey- An Overview

- Provides information on parent/family perceptions of their home zoned and choice school.

- Provides information on factors leading to the selection of a school choice school.

- The survey was sent to parents of currently enrolled students attending a school on choice.

- 175 responses were received.

- The following demographic breakdowns were observed for responses received:

Response by Student Grade Level	
Grade Level Group	Percentage
PK – 2	27%
3-5	30%
6-8	29%
9-12	14%

Response by Student Gender	
Gender	Percentage
Female	43%
Male	57%

Response by Student Race/Ethnicity	
Race/Ethnicity	Percentage
African American	7%
Hispanic	12%
Other	9%
White, Non-Hispanic	70%
All Other Race/Ethnicities	2%

Perceptions of Home Zoned School

If your child was ever enrolled in their home zoned school, please use the following scale to indicate how satisfied you were with your child's home zoned school in which they were enrolled.
1- Very Unsatisfied 2- Unsatisfied
3- Neither Unsatisfied or Satisfied
4- Satisfied 5- Very Satisfied

2.65

Top Reasons Provided for **Not Attending** Home Zoned School (All Parents)

1. School Academic Performance/Quality
2. Location
3. Individual Concerns/Experiences with Home Zoned School
4. Student Safety/Well-Being
5. Program Offerings

Top Reasons Parents of African American Students Provided for **Not Attending** Home Zoned School*

1. School Academic Performance/Quality
2. Location
3. Individual Concerns with Home Zoned School

*Results should be interpreted with caution due to the small sample size of respondents.

Perceptions of School of Choice

Using the following scale, please indicate how satisfied you are with your child's choice school in which they are currently enrolled. 1- Very Unsatisfied 2- Unsatisfied 3- Neither Unsatisfied or Satisfied 4- Satisfied 5- Very Satisfied

4.31

Top Reasons Provided for **Selecting a School of Choice** (All Parents)

1. Academic Reputation
2. Convenience of Location
3. Special Program Offerings
4. School Focus/Theme/Area of Emphasis
5. Behavioral and Social Emotional Supports

Top Reasons Parents of African American Students Provided for **Selecting a School of Choice***

1. Academic Reputation
2. Convenience of Location
3. Special Program Offerings
4. Behavioral and Social Emotional Supports

*Results should be interpreted with caution due to the small sample size of respondents.

Feedback Themes for Improvements

Home Zoned School
(All Parents)

Improved Academics

**Improved School Culture &
Climate/Discipline**

School of Choice
(All Parents)

Expanded Transportation &

**Improved Communication between
Schools & Families**

Home Zoned School
(Parents of African American Students)

**No Themes Could Be Identified
Related to Improvements.**

Home Zoned School
(Parents of African American Students)

**No Themes Could Be Identified
Related to Improvements.**

Future Considerations

- Consider holding a focus group of parents of African American students to further understand factors impacting selecting a school of choice.

- Identify diversified approaches for disseminating information related to school choice to African American families.

- Increase publicity and focused information sharing related to the availability of school depot stops for accessing school choice.

- More clearly identify barriers to school-family communication, including evaluating the effectiveness of current websites and social media platforms for communicating with families.

DATA BRIEFING - AGENDA

Date: 1.6.21
Time: 3:00pm
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 | ☐ Dr. Brian McMahon

Duration	Item	Staff Responsible
25 min	Review of Action Steps from last Data Briefing (New Dashboards – Graduation Monitoring, Transportation Discipline, Cabinet, and iReady Growth)	McMahon
2 min	Usage Data	McMahon
3 min	Review of Next Steps	Cabinet

12/2/20 Action Steps:

1. Graduation – develop dashboard for graduation monitoring and meet with graduation coaches
   a. Solution – Graduation Monitoring Dashboard
2. Provide Discipline Data to transportation.
   a. Solution – Transportation Discipline Dashboard
3. Risk Ratio – send weekly risk ratio to secondary and cc cabinet
   a. Solution – Cabinet Dashboard
4. Winter iReady diagnostic outcomes
   a. Solution iReady Diagnostic Dashboard

DATA BRIEFING - AGENDA

Date: 2.18.21
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 | ☐ Dr. Brian McMahon

Duration	Item	Staff Responsible
5 min	Review of Action Steps from last Data Briefing	McMahon
10 min	Attendance, Behavior, Risk Ratio	McMahon
10 min	College and Career Acceleration Component Update	McMahon
2 min	Usage Data	McMahon
3 min	Review of Next Steps	Cabinet

2/4/21 Action Steps:

1. Course Grade edits to Power BI – Not complete
2. Discipline: Top Teachers at each school with disparate discipline emailed to principals with follow up plan - Complete
3. CCA 3 year – Complete
4. Course Progression Audit Dashboard – Draft version submitted to C&I, revisions are being made.

DATA BRIEFING - AGENDA

Date: 2.4.21
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 | ☐ Dr. Brian McMahon

Duration	Item	Staff Responsible
5 min	Review of Action Steps from last Data Briefing	McMahon
10 min	Attendance, Behavior, Course Grades Data	McMahon
10 min	Grade Level Dashboard	McMahon
2 min	College and Career Acceleration Component Update	McMahon
2 min	Usage Data	McMahon
3 min	Review of Next Steps	Cabinet

1/6/21 Action Steps:

1. Transportation Discipline – Meet with Mrs. Idlette.
2. Graduation Monitoring – Add any flag, add concordant.
3. Cabinet Dashboard - #/% Suspended and 1+ Suspended by school
4. DataCom – Add predictions for all schools

DATA BRIEFING - CALENDAR

Date: 2.18.21
Facilitator: Dr. Brian McMahon

Calendar of Topics

District Data Review Date	Cabinet Data Briefing Date	Seasonal Data Briefing Topics		
		All Briefings: Attendance, Discipline, Graduation, iReady/A3K Usage		
	8/20/2020			
	9/3/2020		African American Achievement Plan Data	
	9/17/2020			
Impact Review 9/28-10/9	10/5/2020	iReady Diagnostic 1		
	10/20/2020	Unit Assessment 1	Achieve3000	
	10/29/2020	Quarter 1 Grades/GPA/Failures	Middle School Acceleration	
DataCom 11/10/20	11/12/2020	STAR Kindergarten Readiness	African American Achievement Plan Data	
	12/3/2020	Graduation	Edgenuity/SAVASS	
Impact Review 1/6-1/20	1/6/2021	Unit Assessment 2-4	iReady Diagnostic 2	Graduation Monitoring
DataCom 1/21/21	1/21/2021	Replaced with DataCom		
	2/4/2021	Unit Assessment 2-5	Semester 1 Course Grades	
Impact Review 2/22-3/8	2/18/2021	Graduation/CCA		
	3/4/2021	Unit Assessment 6	Goal Tracker Update	
DataCom 3/12/21	3/18/2021	Quarter 3 Grades/GPA/Failures	Teacher Attendance	
	4/1/2021	Unit Assessment 7	African American Achievement Plan Data	
	4/15/2021	Graduation		
	4/29/2021	Unit Assessment 8		
	5/13/2021	iReady Diagnostic 3		
	5/27/2021	FSA Results	Teacher Attendance	
	6/10/2021	Semester 2 Grades/GPA/Failures		
	6/24/2021	School Grades		

Cabinet Dashboard

Distribution of Absenteeism

ADA Category ● Chronic ● Severe ● Adequate

Filter	Value
School	All
ESE	All
Q2 Model	All
Race/Eth	All
ED	All
Q3 Model	All
Grade	All
ELL	All

Average Daily Attendance

- 2019: 88.8%
- 2020: 88.1%

School Type

Elementary	High	Middle	Other

Charter

No	Yes

Distribution of Absenteeism (by Race/Eth group)

Group	Year	Chronic	Severe	Adequate
A	2019	13.0%	8.7%	78.3%
A	2020	11.8%	11.8%	76.5%
B	2019	18.9%	26.9%	54.2%
B	2020	37.3%	19.1%	43.7%
H	2019	18.4%	24.5%	57.1%
H	2020	28.2%	22.5%	49.3%
I	2020	50.0%		50.0%
O	2019	20.0%	20.7%	59.3%
O	2020	32.5%	14.6%	52.9%
W	2019	18.6%	28.1%	53.3%
W	2020	24.7%	19.8%	55.6%

Distribution of Absenteeism

ADA Category ● Chronic ● Severe ● Adequate

School	Year	Chronic	Severe	Adequate
GMS	2019	20.1%	30.6%	49.3%
GMS	2020	36.9%	17.6%	45.5%
OsloMS	2019	44.2%	25.0%	30.9%
OsloMS	2020	44.8%	16.4%	38.8%
SGMS	2019	15.8%	23.5%	60.7%
SGMS	2020	23.3%	20.0%	56.7%
SRMS	2019	17.7%	25.1%	57.2%
SRMS	2020	27.0%	20.0%	53.0%
District	2019	33.9%	25.3%	40.8%
District	2020	34.2%	18.3%	47.5%

Cabinet Dashboard

School All

ESE All

Distribution of Absenteeism

ADA Category ● Chronic ● Severe ● Adequate

Average Daily Attendance

91.7% (2019) 90.4% (2020)

Q2 Model All

Race/Eth All

ED All

Q3 Model All

Grade All

ELL All

School Type

| Elementary | High | Middle | Other |

Charter

| No | Yes |

Distribution of Absenteeism chart — ADA Category by Race/Eth (A, B, H, I, O, W) for 2019 and 2020:

- A: 2019 — 76.5% Adequate, 17.6% Severe; 2020 — 73.1% Adequate, 11.8% Severe, 15.1% Chronic
- B: 2019 — 53.1% Adequate, 23.9% Severe, 23.1% Chronic; 2020 — 48.7% Adequate, 14.6% Severe, 36.7% Chronic
- H: 2019 — 45.3% Adequate, 25.0% Severe, 29.7% Chronic; 2020 — 49.4% Adequate, 19.1% Severe, 31.4% Chronic
- I: 2019 — 33.3% Adequate, 25.0% Severe, 41.7% Chronic; 2020 — 31.3% Adequate, 37.5% Severe, 31.3% Chronic
- O: 2019 — 49.4% Adequate, 20.8% Severe, 29.8% Chronic; 2020 — 53.7% Adequate, 19.1% Severe, 27.1% Chronic
- W: 2019 — 41.5% Adequate, 31.3% Severe, 27.1% Chronic; 2020 — 51.9% Adequate, 20.6% Severe, 27.5% Chronic

Distribution of Absenteeism

ADA Category ● Chronic ● Severe ● Adequate

Distribution of Absenteeism chart by school (SRHS, VBHS, District) for 2019 and 2020:
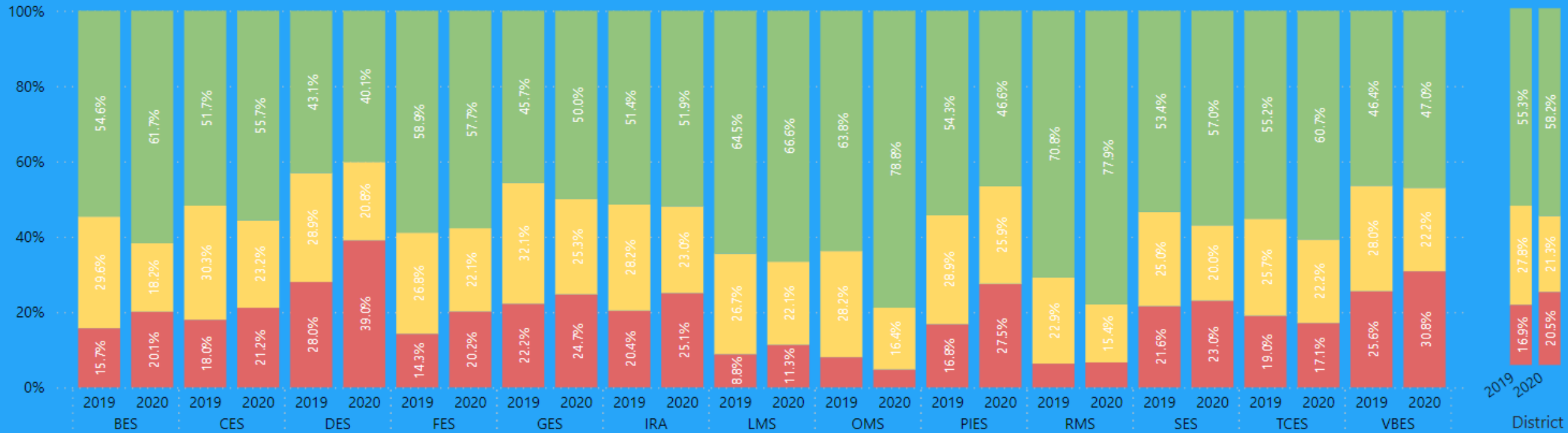
- SRHS 2019 — 48.6% Adequate, 28.1% Severe, 23.3% Chronic
- SRHS 2020 — 51.5% Adequate, 18.9% Severe, 29.5% Chronic
- VBHS 2019 — 43.4% Adequate, 27.4% Severe, 29.2% Chronic
- VBHS 2020 — 50.9% Adequate, 19.2% Severe, 30.0% Chronic
- District 2019 — 45.5% Adequate, 27.7% Severe, 26.8% Chronic
- District 2020 — 51.1% Adequate, 19.1% Severe, 29.8% Chronic
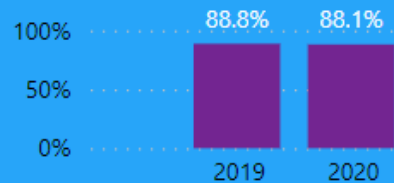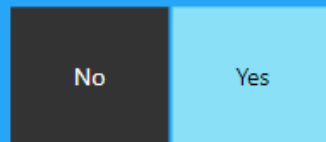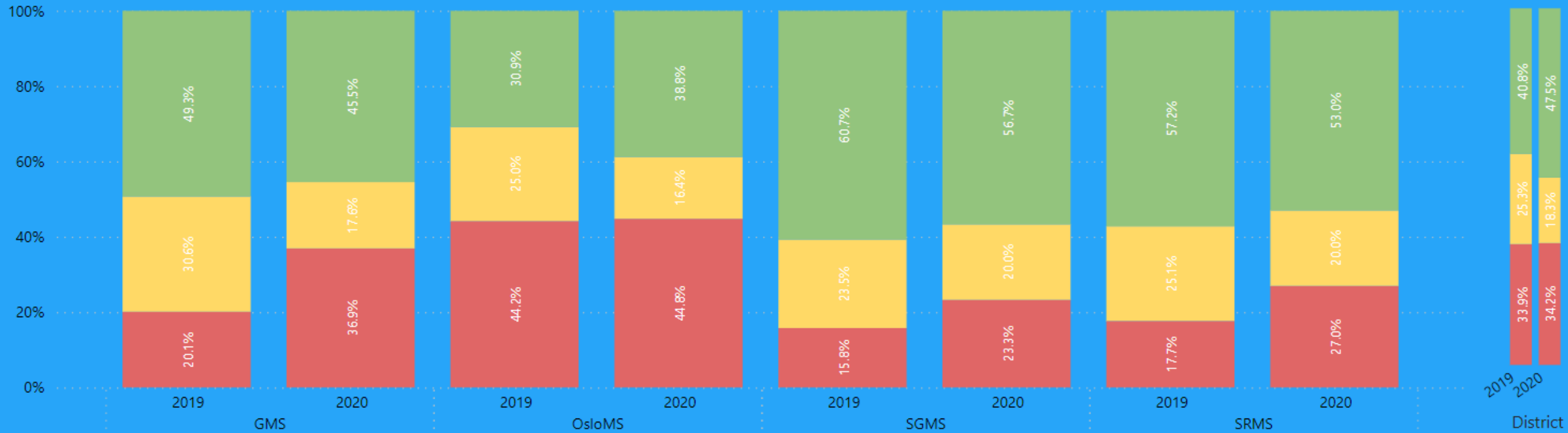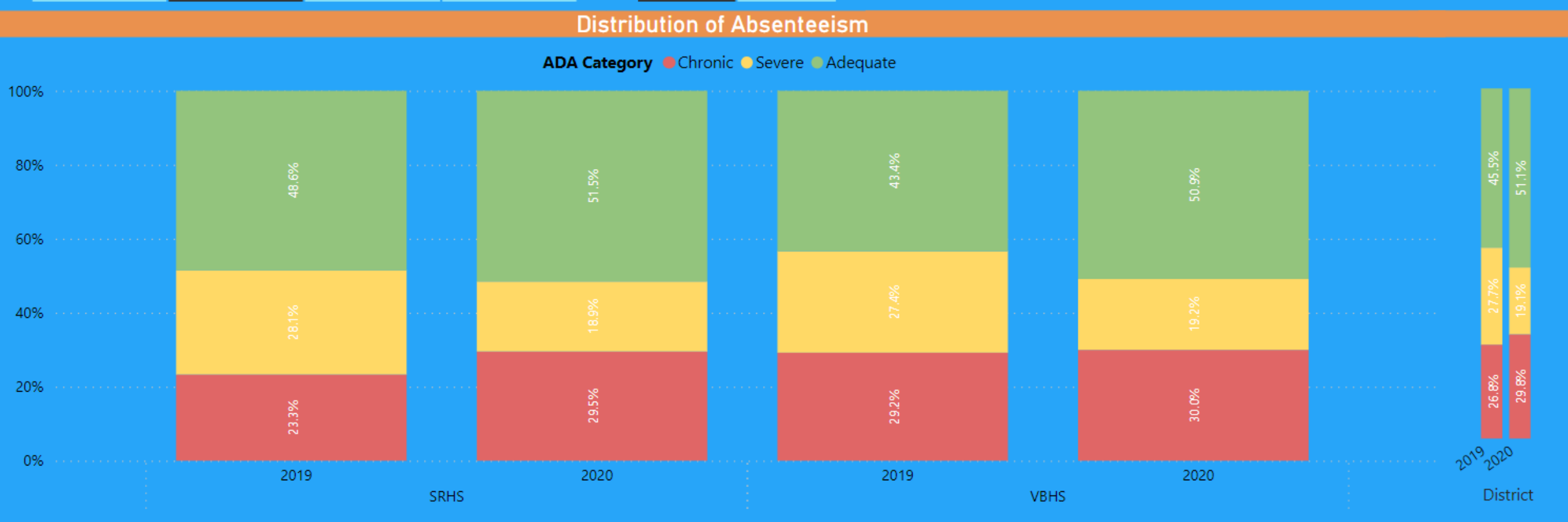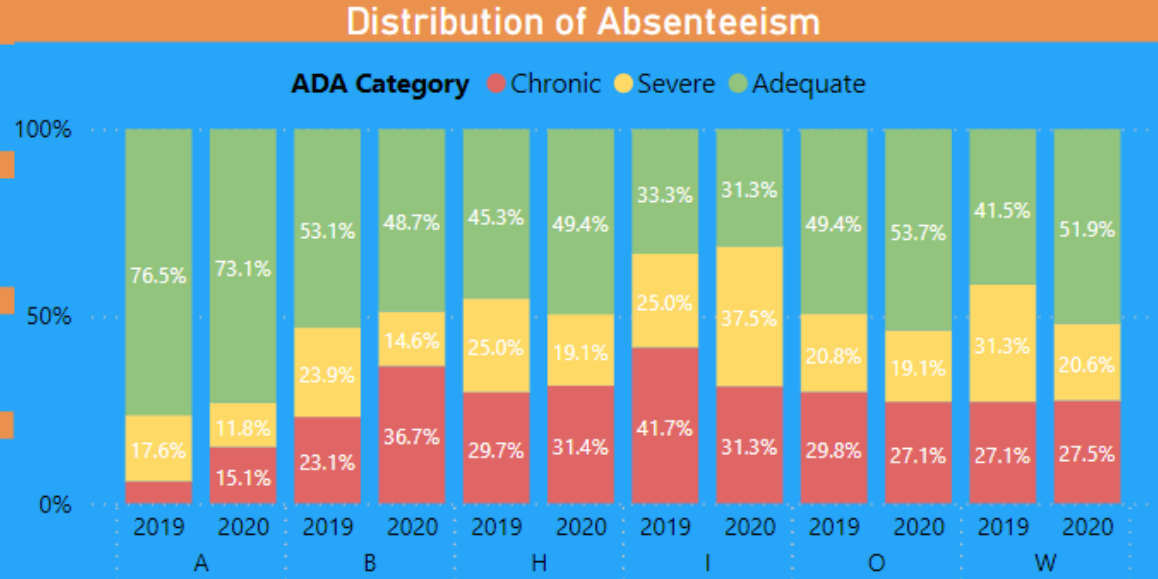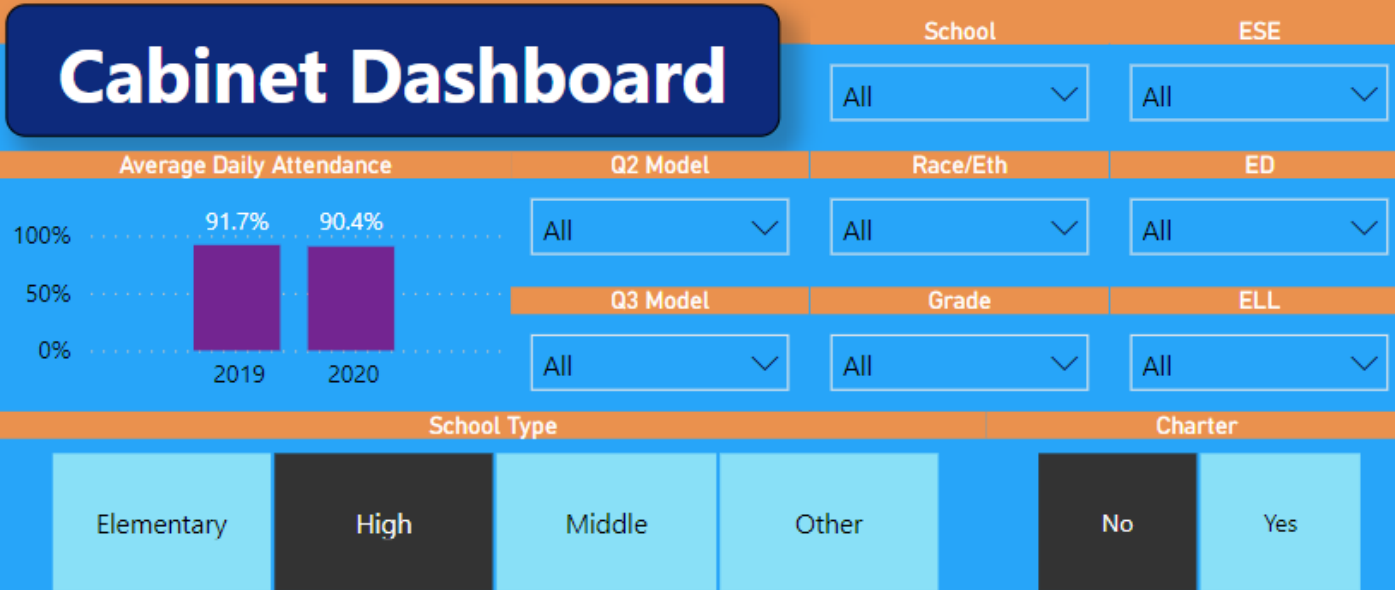
Cabinet Dashboard

Referrals

Race/Eth
- W 7.31K (48.31%)
- H 3.97K (26.26%)
- B 2.91K (19.23%)
- O

District Discipline Totals

Black vs Non-Black Risk Ratio ODR	Black vs White Risk Ratio ODR	Hispanic vs Non-Hispanic Risk Ratio ODR	Hispanic vs White Risk Ratio ODR	Ct ODR	Ct Students w ODR	Ct Students Enrolled

School Discipline Totals

School	Black vs Non-Black Risk Ratio ODR	Black vs White Risk Ratio ODR	Hispanic vs Non-Hispanic Risk Ratio ODR	Hispanic vs White Risk Ratio ODR	Ct ODR	Ct Student w ODR	Ct Student Enrolled
VBHS	2.06	1.95	0.64	0.79	1348	431	2914
SRMS	1.65	1.50	0.72	0.80	720	201	864
SRHS	1.64	1.96	1.27	1.49	391	171	1892
OsloMS	1.82	1.68	0.58	0.72	343	148	906
SGMS	1.38	1.44	0.98	1.07	319	139	1053
PIES	1.21	1.00	0.21	0.21	250	59	370
GMS	2.28	2.11	0.31	0.49	172	67	655
IRA	2.18	1.81	0.49	0.62	162	41	449
BES	4.74	5.37	0.76	1.48	130	45	518
CES	2.47	2.33	0.46	0.68	108	49	690
SES	2.17	2.49	0.53	0.88	95	35	330
TCES	2.96	2.65	0.30	0.38	62	32	676
ACE	0.79	0.75			59	13	27
VBES	1.57	1.11	0.22	0.23	58	27	600
WS	2.41	2.81			52	13	61
OMS	1.93	2.27	0.93	1.28	45	14	524
GES	3.36	3.02	0.33	0.47	39	15	538
FES	10.97		0.30		22	11	575
DES	1.87	0.88	0.30	0.24	18	12	463
LMS	2.88	2.72	0.87	1.08	12	6	521

Student Discipline 20-21

Count of Referrals

Minor Infraction
- ☑ N
- ☐ Y

Transportation
- ☐ N
- ☐ Y

Currently Enrolled
- ☐ Y

Date of Referral
8/24/2020 — 2/16/2021

Discipline Code	Ct ODR
ODR - Requires Administration Review	117
Disrespect/Noncompliance	107
Inappropriate Behavior/Disruption	99
Skipping (cannot be given a suspension)	74
Fighting	54
Transportation Use Only	50
Vaping - Tobacco (Other) Possession and/or Use*	34
Continuation of mid-range	29
Bus safety Violations	19
Failure to Serve	14
Profanity	11

689 Ct ODR

461 Ct S's w ODR

18313 Ct Students

246 Ct Suspended

Employee Type
All

Reported By:	EmpTp	Schl	Ct ODR	Ct Student w O
	IN	SRMS	40	35
	NB	VBHS	23	22
	NI	SRMS	17	13
	NB	SRHS	17	16
	IN	SGMS	16	15
	NB	SGMS	16	15
	NB	GMS	15	12
	NI	SES	13	7
	NI	SGMS	12	6
	NB	OsloMS	12	11
	NB	SRMS	12	12
	NI	GMS	11	7

Quarter
| 1 | 2 | 3 | 4 |

Race/Eth
- W 395
- B 354
- H 162

ED
- Y 676
- N 345

ESE
- N 743
- Y 278

ELL
- [TZ] 60
- [LZ] 45
- [LY] 25

Weekday
- Mon 136
- Tue 261
- Wed 214
- Thu 251
- Fri 159

School
- VBHS 190
- SRMS 116
- SRHS 87
- GMS 67
- OsloMS 60
- SGMS 45
- TCES 21
- SES 14
- BES 13
- GES 13
- PIES 13
- WS 11
- VBES 10
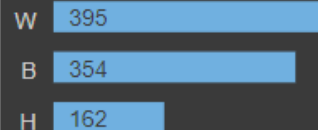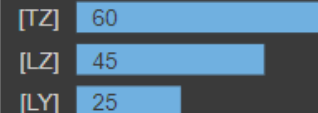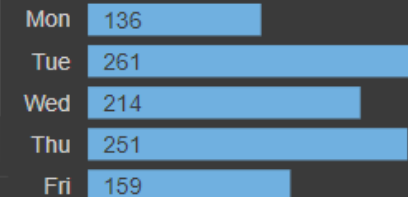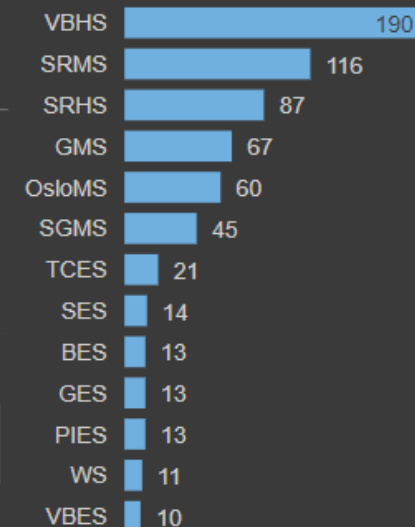
Student Name	Ct ODR	Race/Eth	ESE	ELL	ED	Gd	S
	14	B					
	9	O					
	8	O					
	6	H					
	6	W					
	6	W					
	6	W					
	6	B					
Total	**689**						

Q2 Model
All

Q3 Model
All

School
All

Charter
No

Race/Eth
All

ESE
All

ELL Code
All

ED
All

Grade
All

Reported by
All

Cabinet Dashboard

Suspensions
For this dashboard, Suspension refers to ISS or OSS. ALTOSS is NOT included.

Race/Eth
- W 7.31K (48.31%)
- H 3.97K (26.26%)
- B 2.91K (19.23%)
- O

District Discipline Totals

Black vs Non-Black Risk Ratio SUS	Black vs White Risk Ratio SUS	Hispanic vs Non-Hispanic Risk Ratio SUS	Hispanic vs White Risk Ratio SUS	Ct ODR	Ct Stud w ODR	Ct Sus	Stud 1+ Sus	Ct Students Enrolled
2.19	2.08	0.49	0.66	4409	1533	405	296	15132

School Discipline Totals

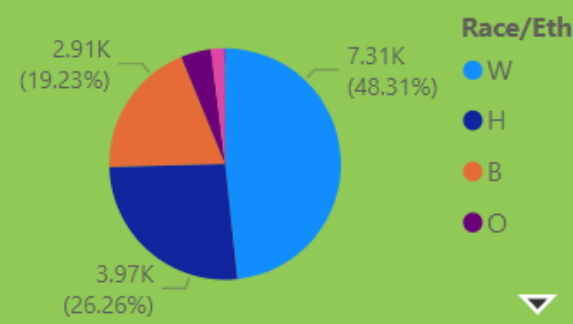| School	Black vs Non-Black Risk Ratio SUS	Black vs White Risk Ratio SUS	Hispanic vs Non-Hispanic Risk Ratio SUS	Hispanic vs White Risk Ratio SUS	Ct Suspension	Ct Student w ODR	Ct Student Enrolled
PIES	6.92	5.33			3	59	370
VBHS	3.26	3.15	0.53	0.82	172	431	2914
SRHS	1.83	1.89	0.71	0.89	59	171	1892
SGMS	1.52	1.67	0.95	1.12	50	139	1053
SRMS	1.45	1.14	0.38	0.42	40	201	864
TCES	1.26	1.12			7	32	676
OsloMS	0.69	0.68	0.38	0.41	40	148	906
IRA	0.77	0.60			10	41	449
ACE	4.20				13	13	27
BES					1	45	518
CES					0	49	690
DES					0	12	463
FES					0	11	575
GES					1	15	538
GMS					3	67	655
LMS					0	6	521
OMS					2	14	524
RMS					0	5	526
SES					0	35	330
VBES	6.84		0.92		4	27	600

Suspensions 20-21

Suspension
- ☐ ALTOSS
- ☐ ISS
- ☐ OSS

Currently Enrolled
- ☐ Y

Date of Referral
| 12/30/2020 | 2/16/2021 |

246	Ct ODR w Sus
201	Ct S's w ODR
22	Ct OSS Events
158	Ct ISS Events
69	Ct ALTOSS Events

Discipline Code	Ct ODR
Fighting	39
Inappropriate Behavior/Disruption	39
Disrespect/Noncompliance	32
Skipping (cannot be given a suspension)	29
Vaping - Tobacco (Other) Possession and/or Use*	24
Continuation of mid-range	19
Failure to Serve	9
Tobacco Possession and/or Use	9
Drug Possession and/or Use (excluding alcohol)*	8
Profanity	8
Tardy (cannot be given a suspension)	4

Average Length of Suspension

Administrator	B	H	O	W	Total
			5.00		**5.00**
	4.33	5.00		3.00	**4.20**
	3.67		3.00		**3.50**
	3.00	3.40		3.00	**3.25**
	3.00	2.00	5.50	3.33	**3.20**
	3.40	3.00	1.50	3.13	**3.00**
	1.50	1.67	2.25	4.80	**2.93**
	2.00			4.00	**2.67**
	2.00	2.83		3.00	**2.46**
	2.86	1.50	1.00	2.43	**2.41**
	4.00	1.00	1.75	2.33	**2.08**
				2.00	**2.00**
	2.00				**2.00**
	1.67	2.00	2.00	2.33	**2.00**
Total	**2.20**	**2.30**	**2.03**	**2.28**	**2.23**

Quarter
| 1 | 2 | 3 | 4 |

Count of Referrals with a Suspension

Race/Eth
- W 110
- B 83
- H 43
- O 30

ED
- Y 173
- N 93

ESE
- N 201
- Y 65

ELL
- [LZ] 14
- [TZ] 14
- [LY] 7

Weekday
- Mon 27
- Tue 66
- Wed 60
- Thu 66
- Fri 47

School
- VBHS 98
- SRHS 50
- SGMS 30
- SRMS 21
- GMS 15
- OsloMS 11
- TCES 7
- IRA 4
- VBES 3
- OMS 2
- PIES 2
- ACE 1
- BES 1
- GES 1
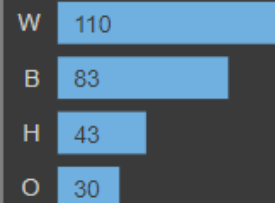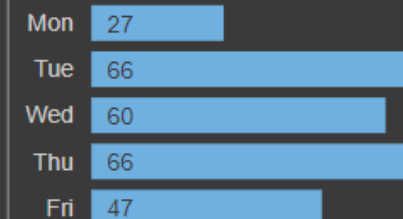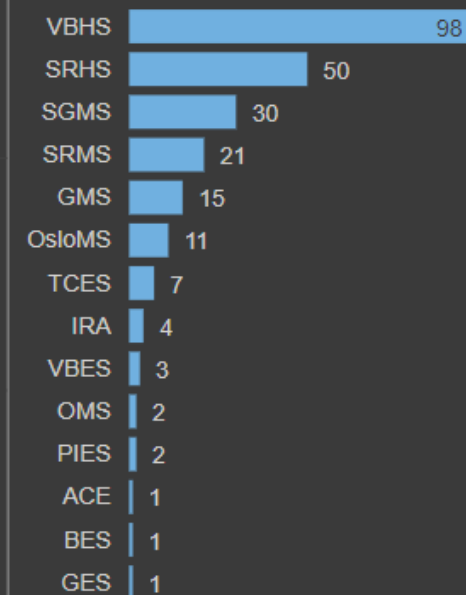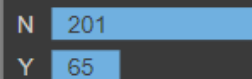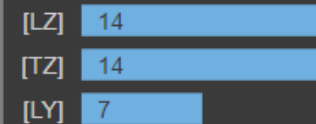
Student Name	ESE	Schl	Sum Days	Ct Events
	N	VBHS	15.00	2
	N	VBHS	11.00	2
	N	GMS	10.00	4
	N	SRHS	10.00	4
	N	SRHS	10.00	1
	Y	SRHS	10.00	1

Q2 Model
All

Q3 Model
All

School
All

Charter
No

Race/Eth
All

ESE
All

ELL Code
All

ED
All

Grade
All

Reported by
All

College and Career Acceleration

FLORIDA DEPARTMENT OF EDUCATION
fldoe.org

HOME   UPLOAD FILES   SEARCH   REPORTS

Home

View School List   View Records with Upload Errors

SAVE TO EXCEL

	School Number	School Name	Count of Records Without Any Passing Acceleration Data	Cohort = % Met CCA	
Select	0031	VERO BEACH HIGH SCHOOL	313	657 = 52%	
Select	0131	WABASSO SCHOOL	1		
Select	0291	SEBASTIAN RIVER HIGH SCHOOL	147	395 = 63%	
Select	5001	INDIAN RIVER CHARTER HIGH SCHOOL	57	145 = 61%	
Select	7001	INDIAN RIVER VIRTUAL INSTRUCTION PROGRAM	1		

Vero Beach High School

Alternative Center for Edu.

IR Virtual - VIP

Sebastian River High School

Vero Beach High School

Wabasso School

321	701	46%	250	81%	130
Ct Met CCA	Student Count	Percent Met CCA	Need but Enr CCA	Max CCA	Students to Review

Student Name
All

Race/Eth
All

Full Schedule

Name	Student_ID	Gd	Grad Cohort	Course Title	Q1	Q2_Ol
		12	2020-2021	Access World History	A+	Schoo
		12	2020-2021	Access World History	A+	Transi
		12	2020-2021	Abnormal Psych		Transi
		12	2020-2021	Abnormal Psychology		Virtua
		12	2020-2021	Access Algebra 1	A+	Transi
		12	2020-2021	ACCESS BIOLOGY 1	A+	Schoo
		12	2020-2021	ACCESS E/S SCI	A+	Schoo
		12	2020-2021	ACCESS E/S SCI	A+	Transi

Students who Need CCA but Are Enrolled Currently

Name	Student_ID	Gd	Course Title	Q1	Q2	S1	Q2_OPTION
		12	Welder, SMAW 2		A	A	Virtual
		12	Welder, SMAW 2		B+	B+	School
		12	Welder, SMAW 1		A	A	Virtual
		12	Welder, SMAW 1		B+	B	School
		12	Welder, Assistant 2		A	A	Virtual
		12	Welder, Assistant 2		B	B+	School
		12	Welder, Assistant 1		A	A	Virtual

Students to Review - Not Met CCA & Not Enrolled in AP/IB/DE/ICE Course

Student ID	Name	GD	Grad Cohort	GPA	Q2 Ins Model
		12	2020-2021	4.00	Transitional
		12	2020-2021	3.98	Transitional
		12	2020-2021	3.96	Transitional
		12	2020-2021	3.93	Transitional
		12	2020-2021	3.92	School
		12	2020-2021	3.86	School
		12	2020-2021	3.86	School
		12	2020-2021	3.83	School
		12	2020-2021	3.78	School
		12	2020-2021	3.63	School
		12	2020-2021	3.63	School
		12	2020-2021	3.52	School
		12	2020-2021	3.23	School
		12	2020-2021	3.15	School

CCA TYPE

AP	DE	ICE

Sebastian River High School

Alternative Center for Edu.

IR Virtual - VIP

Sebastian River High School

Vero Beach High School

Wabasso School

254	412	62%	51	74%	107
Ct Met CCA	Student Count	Percent Met CCA	Need but Enr CCA	Max CCA	Students to Review

Student Name
All

Race/Eth
All

Full Schedule

Name	Student_ID	Gd	Grad Cohort	Course Title	Q1	Q2_Ol
		12	2020-2021	2-D ART 1	A	School
		12	2020-2021	2-D ART 1	B	School
		12	2020-2021	2-D ART 1	A	School
		12	2020-2021	2-D ART 1	A	School
		12	2020-2021	2-D ART 1	B	School
		12	2020-2021	2-D ART 1	A+	School
		12	2020-2021	2-D ART 1	F	School
		12	2020-2021	2-D ART 1	B+	School
		12	2020-2021	2-D ART 1	C	School

Students who Need CCA but Are Enrolled Currently

Name	Student_ID	Gd	Course Title	Q1	Q2	S1	Q2_(
		12	Welder, SMAW 2				Virtu
		12	Welder, SMAW 1				Virtu
		12	Welder, Assistant 2				Virtu
		12	Welder Assistant 1				Virtu
		12	Welder				Virtu
		12	SPANISH 5-B-IB	A	B+	A	Scho
		12	NURSE AST 3	B+	A	A	Scho

Students to Review - Not Met CCA & Not Enrolled in AP/IB/DE/ICE Course

Student ID	Name	GD	Grad Cohort	GPA	Q2 Ins Model
		12	2020-2021	3.77	Transitional
		12	2020-2021	3.69	School
		12	2020-2021	3.60	School
		12	2020-2021	3.58	School
		12	2020-2021	3.44	School
		12	2020-2021	3.43	School
		12	2020-2021	3.39	Virtual
		12	2020-2021	3.37	Virtual
		12	2020-2021	3.33	Virtual
		12	2020-2021	3.30	Transitional
		12	2020-2021	3.25	Virtual
		12	2020-2021	3.23	School
		12	2020-2021	3.21	Virtual
		12	2020-2021	3.21	School

CCA TYPE

AP	DE	IB	ICE

Last	Frist	School	Title	Views	
Power BI Usage 1.16 - 1.29 - All Dashboards					
Cummings	Christopher	Sebastian River High School	Principal High School	108	
Duchemin	Dawn	Storm Grove Middle School	Asst Principal Middle School	64	
Robinson	Eddie	Oslo Middle School	Principal Middle School	62	
Matheny	Lyndsey	Vero Beach Elementary	Principal Elementary School	54	Top 10
Finnegan	Rachel	Beachland Elementary	Principal Elementary School	52	"Power"
Del Tufo	Susan	Beachland Elementary	Asst Principal Elementary	52	Power BI
Van Brimmer	Kevin	Sebastian River High School	Asst Principal Senior High	50	Users
Jones	Mintosha	Gifford Middle School	Principal Middle School	48	
Norris	Jennifer	Rosewood Elementary	Asst Principal Elementary	43	
Riskin	Robert	Sebastian River High School	Asst Principal Senior High	40	
Contri	Jacqueline	Sebastian River High School	Asst Principal Senior High	39	
Holmes	Michele	Sebastian River Middle Schl	Asst Principal Middle School	37	
Ern	Natalie	Osceola Elementary	Asst Principal Elementary	37	
Kohlstedt	Ashley	Sebastian Elementary	Asst Principal Elementary	35	
Shells	Christine	Oslo Middle School	Asst Principal Middle School	32	
Garcia	Kimberly	Citrus Elementary	Principal Elementary School	31	
Taylor	Christopher	Storm Grove Middle School	Asst Principal Middle School	30	
Moree	Rachel	Pelican Island Elementary	Principal Elementary School	30	
Blidgen	Tisa	Gifford Middle School	Asst Principal Middle School	28	
Kinsley	Craig	Oslo Middle School	Asst Principal Middle School	26	
Good	Christine	Indian River Academy	Principal Elementary School	26	
Rahal	Kimberly	Citrus Elementary	Asst Principal Elementary	25	
Flores	Casandra	Rosewood Elementary	Principal Elementary School	23	
Vernette	Aretha	Dodgertown Elementary	Principal Elementary School	21	
Whitfield	Letitia	Sebastian Elementary	Principal Elementary School	21	
Keen	Jeramy	Pelican Island Elementary	Asst Principal Elementary	20	
Racine	Todd	Sebastian River Middle Schl	Principal Middle School	20	
Brown	Dariyall	Alternative Center For Educati	Principal For Alternative Educ	19	
Harris	Takeisha	Liberty Elementary	Principal Elementary School	19	
Faust	Adam	Glendale Elementary	Principal Elementary School	18	
Bacon	Chadwick	Osceola Elementary	Principal Elementary School	18	
Simpson	Scott	Treasure Coast Elementary	Principal Elementary School	18	
Thimmer	James	Sebastian River High School	Asst Principal Senior High	16	
Banack	Lynn	Glendale Elementary	Asst Principal Elementary	16	
Szpaichler	Jeremy	Gifford Middle School	Asst Principal Middle School	13	
Foster	Keandra	Storm Grove Middle School	Asst Principal Middle School	10	
Ward	Kelly	Sebastian River Middle Schl	Asst Principal Middle School	10	
Van Brimmer	Sarah	Vero Beach Elementary	Asst Principal Elementary	10	
Hart	Denny	Vero Beach High School	Principal High School	8	
Heppern	Felice	Treasure Coast Elementary	Asst Principal Elementary	8	
Davis	Meghan	Indian River Academy	Asst Principal Elementary	8	
Erickson	David	Vero Beach High School	Asst Principal Senior High	6	
Alderton	Jennifer	Fellsmere Elementary	Asst Principal Elementary	6	
Racine	Kristen	Dodgertown Elementary	Asst Principal Elementary	6	
Morgan	Rahshard	Vero Beach High School	Asst Principal Senior High	5	
Bieber	Anne	Storm Grove Middle School	Principal Middle School	4	
O'Keefe	Shawn	Vero Beach High School	Principal High School	4	
Esposito	Tabetha	Liberty Elementary	Asst Principal Elementary	4	
Gonzalez	Vanessa	Vero Beach High School	Asst Principal Senior High	4	
Ahrens	Gregory	Vero Beach High School	Asst Principal Senior High	0	
Griffin	Joy	Vero Beach High School	Asst Principal Flc	0	
Brown	Dariyall	Alternative Center For Educati	Principal For Alternative Educ	0	
Kohlstedt	Christopher	Wabasso School For Exceptional	Principal Special Ed School	0	
Kohlstedt	Ashley	Sebastian Elementary	Asst Principal Elementary	0	
Shells	Christine	Oslo Middle School	Asst Principal Middle School	0	
Kinsley	Craig	Oslo Middle School	Asst Principal Middle School	0	
Cummings	Christopher	Sebastian River High School	Principal High School	0	
Bieber	Anne	Storm Grove Middle School	Principal Middle School	0	
Taylor	Christopher	Storm Grove Middle School	Asst Principal Middle School	0	

School District of Indian River County
Indian River Multi-Tiered System of Supports

IR☓MTSS
Supporting Success for All

Tier 2 Enrichment Support Services –
Worksheet for Enrichment Support Services
VBE- Quarter 3

Student	Grade Level	FSA Reading	FSA Math	Reading iReady	Math iReady	Reading Unit Tests (Avg)	Math Unit Tests (Avg)	Grades	Other	Previous Gifted Consideration (Yes/No)	Teacher Recommendation (Yes/No)
████	5	4	3	657 gr. 7	502 gr. 5	90	62	A/B		Yes- Staffing soon	Yes
████	5	3	5	592 Gr. 5	506 Gr. 5	85	94	A/B		Yes- in process	Yes
████	5	2	3	596 Gr. 5	491 Gr. 5	87	94	A/B		Yes	Yes
████	5	3	3	595 Gr. 5	482 Gr. 5	70	80	D/NG/B's		No	No
████	5	5	4	593 Gr. 5	471 Gr. 4	80	60	A/B		Yes - DNQ	

Gifted Enrichment Service Logs- SES- Quarter 3

1.26: GIFTED ENRICHMENT SERVICE LOGS - QUARTER 3 EVIDENCE

School District of Indian River County
Indian River Multi-Tiered System of Supports

IR MTSS
Supporting Success for All

Tier 2 Enrichment Support Services –
Worksheet for Enrichment Support Services

5 gifted + 3 = 8 students

Student	Grade Level	FSA Reading	FSA Math	Reading iReady	Math iReady	Reading Unit Tests (Avg)	Math Unit Tests (Avg)	Grades	Other	Previous Gifted Consideration (Yes/No)	Teacher Recommendation (Yes/No)
217484 ■	K	—	—	99	83	—	—	✓	IQ 120-ABIT	Y	Y
213041 ■	2	—	—	99	86	—	—	✓		N	Y
213756 ■	3	—	—	88	95	88	90	A's		N	Y

School District of Indian River County
Indian River Multi-Tiered System of Supports

Tier 2 Enrichment Support Services –
Worksheet for Enrichment Support Services

Student	Grade Level	FSA Reading	FSA Math	Reading iReady	Math iReady	Reading Unit Tests (Avg)	Math Unit Tests (Avg)	Grades	Other	Previous Gifted Consideration (Yes/No)	Teacher Recommendation (Yes/No)
	2	NA	NA	438/91	579/99				MTSS	No	MTSS Review Referral
	3	NA	NA	454/87	546/83				MTSS	No	MTSS Review Referral
	3	NA	NA	455/88	551/86				MTSS	No	MTSS Review Referral
	5	AL 5	AL 4	501/88	602/83				MTSS	No	MTSS Review Referral

Enrichment Support T2/ DTE

STUDENT	GR.	1-4-2021	1-11-2021	1-18-2021	1-25-2021
███████	1st	x	x	No School	x
███████	1st	x	x	No School	x
███████	2nd	x	x	No School	x
███████	2nd	x	x	No School	x
███████	2nd	x	x	No School	x
███████	4th	x	x	No School	x
███████	4th	x	x	No School	x
███████	4th	x	x	No School	x

Enrichment Support T2/ DTE

STUDENT	GR.	2-1-2021	2-8-2021	2-15-2021	2-22-2021
	1st	x	x	No School	x
	1st	x	x	No School	x
	2nd	x	x	No School	x
	2nd	x	x	No School	x
	2nd	x	x	No School	x
	4th	x	x	No School	x
	4th	x	x	No School	x
	4th	x	x	No School	x

Restorative Practices:

a brief overview

CRYSTAL MORRIS, MS, CTRT-E
FOUNDER/CEO OF ONE CARING ADULT INC.
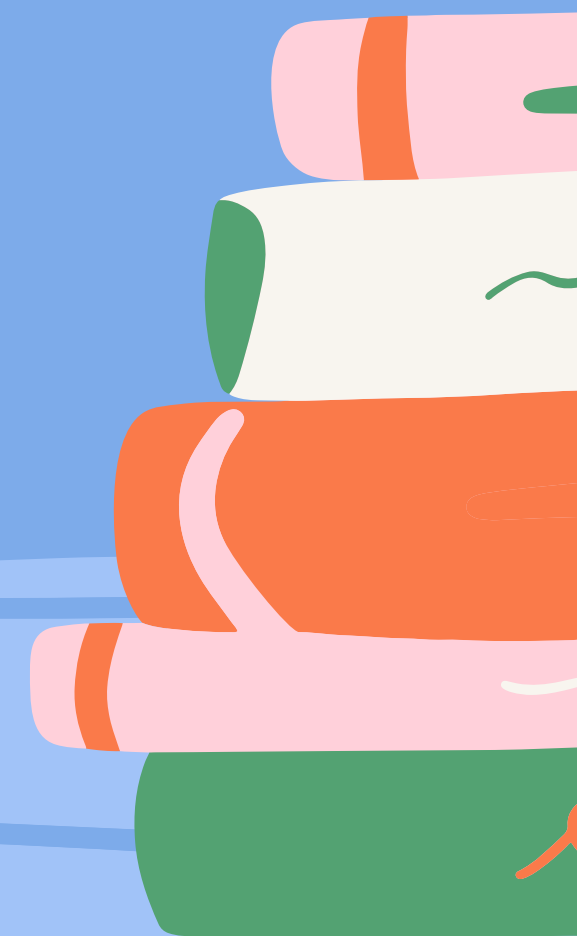
HOUSEKEEPING

- VEGAS RULES

- NO JUDGMENT

- LISTEN TO UNDERSTAND, NOT TO ADVISE

- BEFORE YOU RESPOND, PAUSE AND REFLECT

- ENGAGE FREELY WITH RESPECT

WHAT WOULD THE PERFECT SCHOOL LOOK LIKE TO YOU?

We need to move from compliance and punishment to

EMPATHY and SUPPORT.

We need to hold students accountable for their behavior while strengthening their ties to school and society.

JOIN OUR DISCIPLINE REVOLUTION.

What is discipline?

The practice of training people to obey rules or a code of behavior, using punishment to correct disobedience.

WHAT SHAPED YOUR WORLDVIEW ON DISCIPLINE?

Take 2 minutes to talk with the person next to you about the origins of your understanding of the concept of discipline.

Global Comparison of Incarceration Rates -2018

Incarceration rates per 100,000

Country	Rate
United States	707
Russian Federation	474
Ukraine	286
Poland	209
Turkey	188
Hungary	186
Czech Republic	157
United Kingdom	148
Spain	145
Portugal	137
Australia	133
Canada	118
Greece	111
Belgium	108
Italy	105
France	100
Austria	98
Netherlands	82
Switzerland	82
Germany	77
Denmark	73
Norway	72
Sweden	67
Finland	58
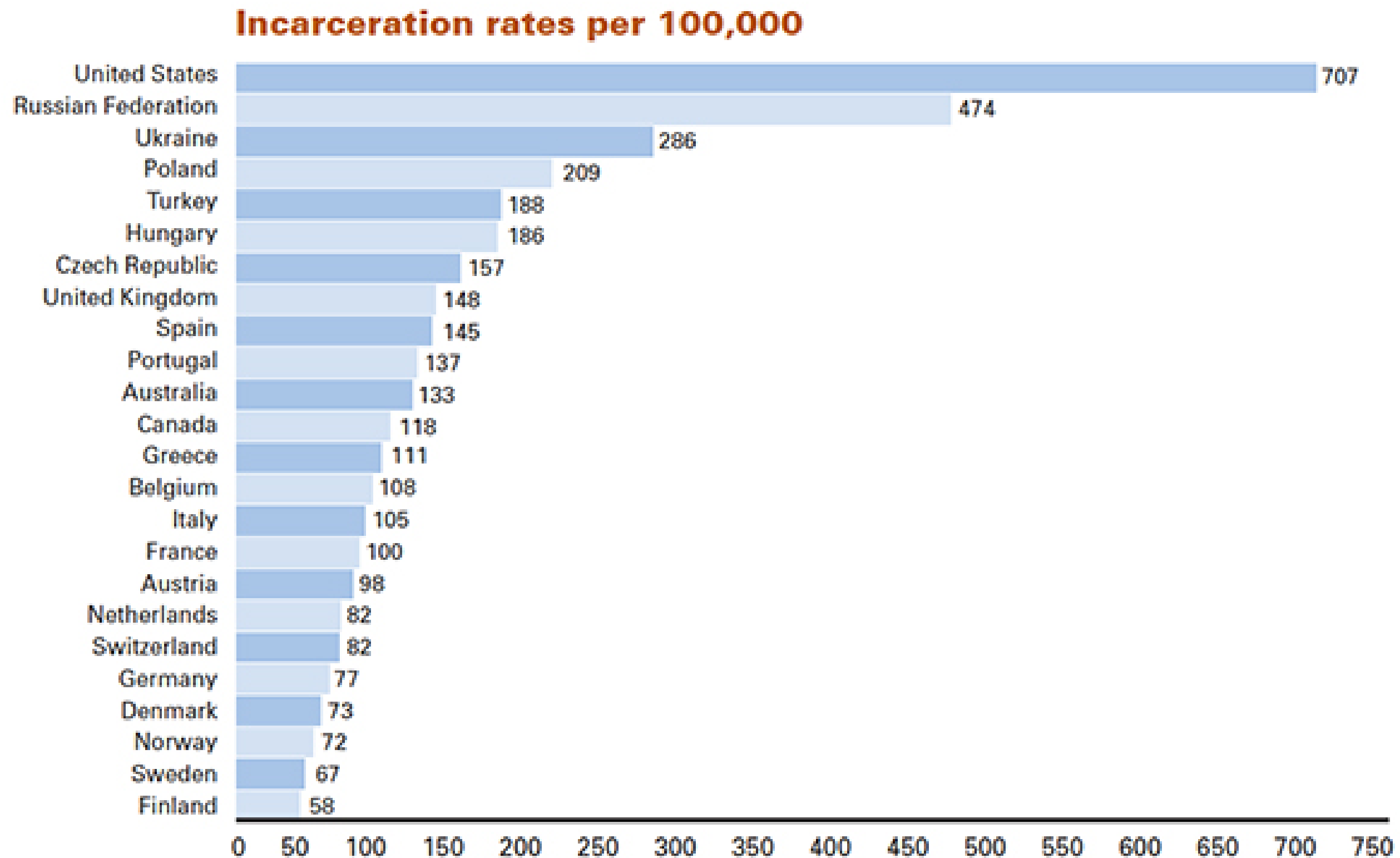
What is discipline?

The practice of training people to value rules or a code of behavior, using modeling, support, and accountability to cultivate positive outcomes.

NATIONWIDE TRENDS TO CONSIDER

Percent of Enrollment Who Received at Least One Out-of-School Suspension by Race/Ethnicity

Percent

1972-73
6
3
3
3
1

1988-89
10
4
5
5
3

2006-07
15
5
7
8
3

School Year

☐ Black   ☐ White   ☐ Hispanic   ☐ American Indian/Alaska Native   ■ Asian/Pacific Islander
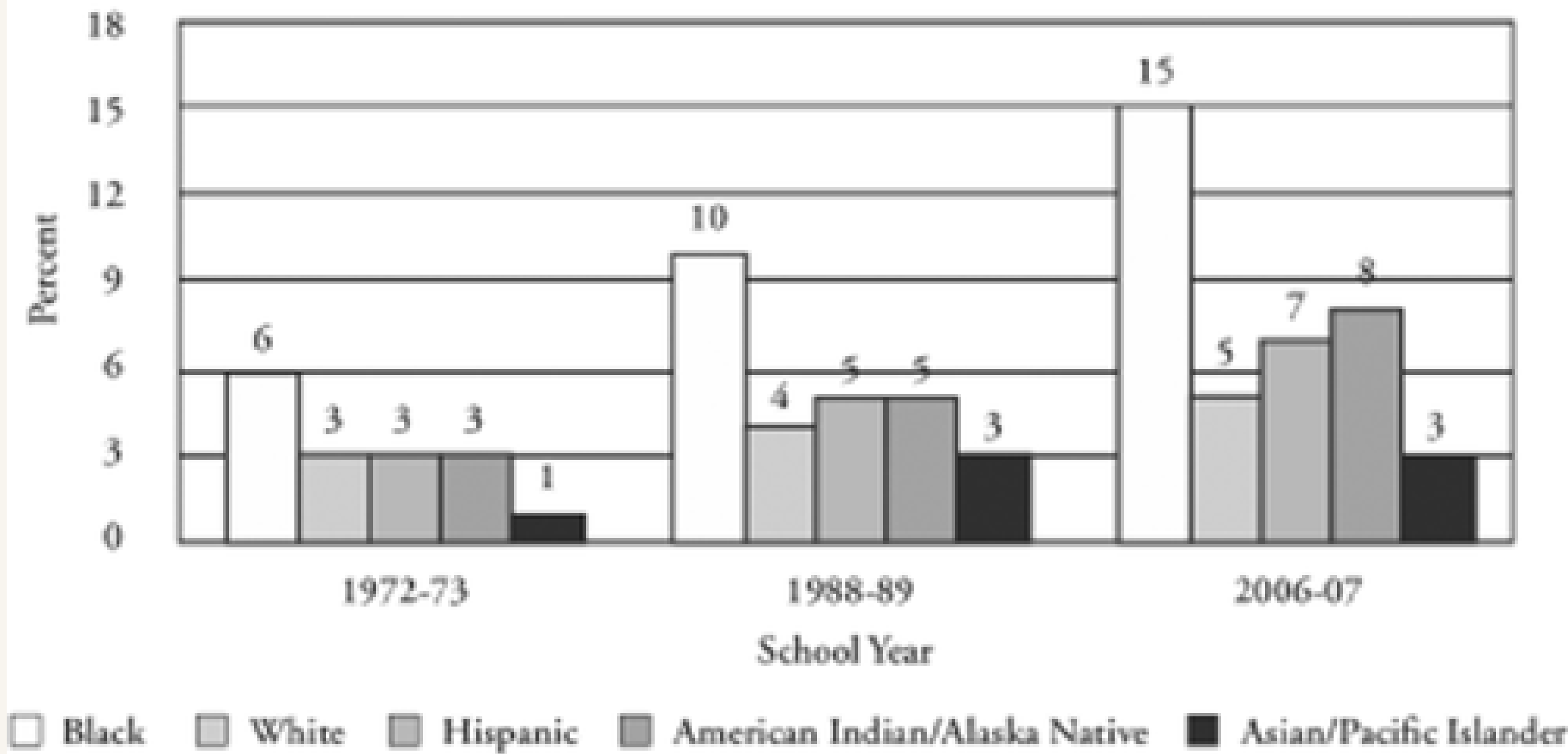
- Approximately 3.5 million youth are suspended each year. (That's the population of Northern Mariana Islands, American Samoa, U.S. Virgin Islands, Guam, Wyoming, Vermont, District of Colombia, and Alaska combined)
- American students are losing nearly 18 million days of instruction due out of school suspension.
- Suspension rates vary widely in secondary schools, from 3 percent in North Dakota to 19 percent in Florida.

FLORIDA SUSPENDS MORE STUDENTS THAN ANY OTHER STATE.

What is Restorative Practices?

What is Restorative Practices?

Restorative practices are processes that proactively build healthy relationships and a sense of community to prevent and address conflict and wrongdoing.

3 Types of Justice in Education

Retributive Justice

- Rooted in punishment
- Focuses on the offense
- Aligned with the zero tolerance approach to school discipline
- E.g., Detention, suspension, expulsion

Rehabilitative Justice

- Rooted in the rehabilitation of the offender
- Focuses on "fixing" the offender
- Uses therapeutic measures to prevent future criminal acts
- E.g., Counseling, anger management programs, drug and

Restorative Justice

- Rooted in the reparation of harm
- Focuses on the relationship between perpetrators and victims of crime
- Asks offenders to "make right" their offense
- E.g., Care center, talking circles, peer jury

TRADITIONAL VS RESTORATIVE

Punitive Responses
~ Focus on punishment

1. What rule has been broken?
2. Who is to blame?
3. What is the punishment going to be?

Restorative Responses
~Focus on accountability, healing & needs

1. What happened?
2. Who has been affected? How?
3. What needs to be done to put things right?
4. What do we need to do to move forward?

A Tale of Two Schools

Carlos had a heated argument with his parents before leaving for school, so he's running late. Let's see the difference that restorative policies and practices can make.

Zero-tolerance education system

Restorative practices-based education system

Carlos arrives at school.

He is greeted by metal detectors and a police search.

Teachers and administrators welcome him and his fellow students as they enter.

Carlos is late to first period class.

His teacher scolds him in front of the class. Carlos talks back, and is given a detention.

His teacher waits until after class to speak with Carlos to learn more, and sets up a meeting with his school counselor.

Carlos gets into a minor altercation in the cafeteria.

A school police officer detains and arrests both students.

Student peer mediators and support staff intervene, have the students sit down together, and de-escalate the situation.

Later that afternoon...

Carlos is held in a juvenile detention facility all afternoon, missing school. He now has an arrest record and is facing suspension.

Carlos and the other student agree to help clean the cafeteria during a free period. Carlos meets with his counselor and parents after school to help resolve the conflict at home.

Social Discipline Window

Ted Wachtel, International Institute for Restorative Practices

Control (limit setting & discipline)

HIGH

TO **Punitive** Blaming Stigmatizing	**WITH** **Restorative** Cooperating Collaborating Taking responsibility Being accountable
NEGLECTFUL Ignoring Surviving **NOT**	**PERMISSIVE** Rescuing Excusing Reasoning **FOR**

LOW   HIGH

Support (encouragement, nurture)
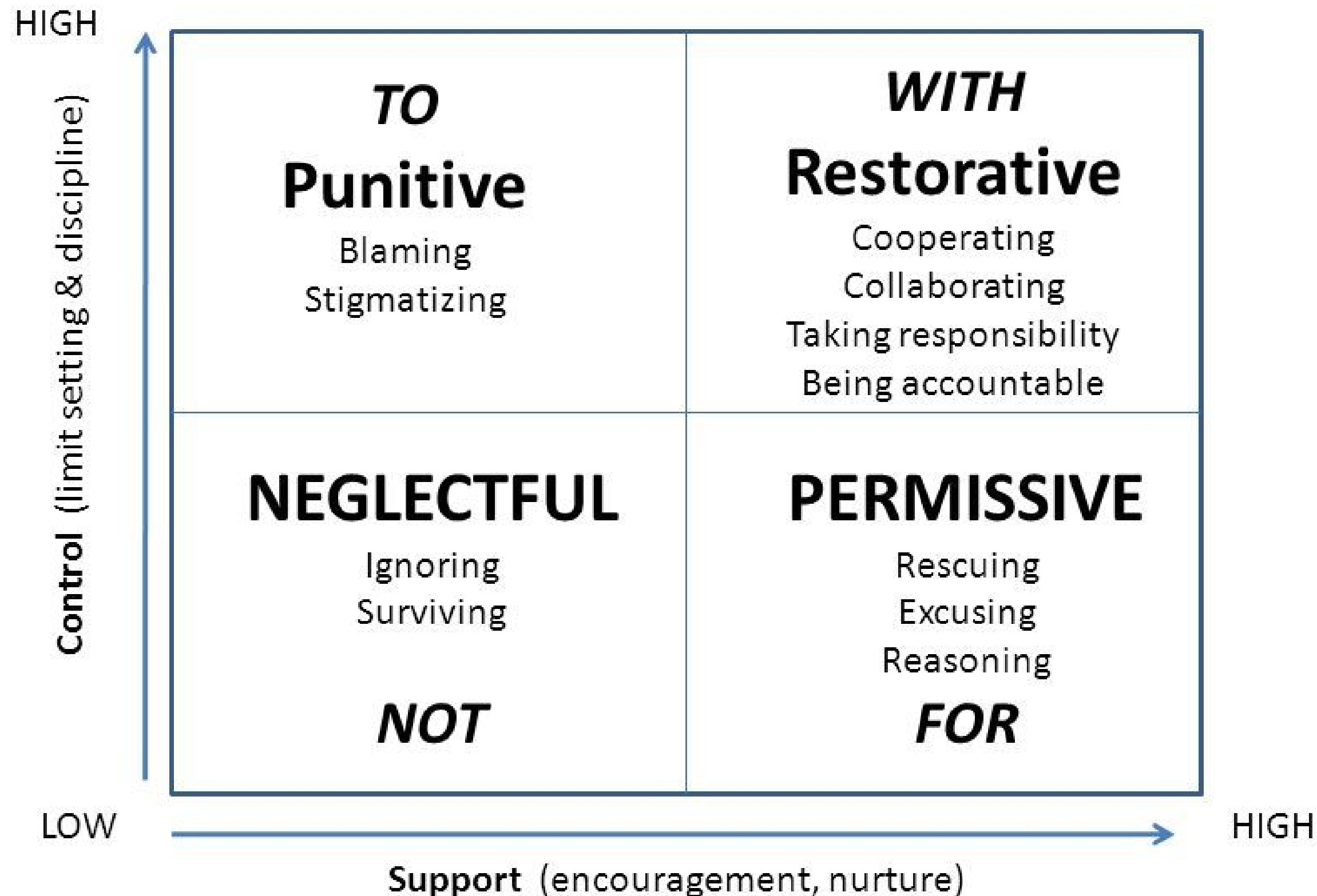
BENEFITS OF RESTORATIVE PRACTICES

For the person harmed

Freedom to speak about the impact

Opportunities to understand other worldviews

Resolution/repairing the relationship

For the person who caused harmed

Possess a voice to explore root causes for their actions

A greater understanding of the impact

Develop empathy, accountability and maturity

For the school

Improve the culture, engagement and instructional time

Reduce referrals, absenteeism, truancy and conflict

Provides teachers with much needed support and respite
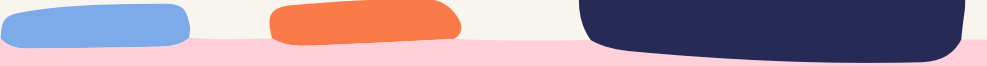
The Economic Cost Of School Suspensions

Students who are suspended from school are at a higher risk of dropping out — which leads to high fiscal and social costs, according to a new study. Decreasing the suspension rate — the study estimated that 16 percent of tenth graders received suspensions in the period studied — may save society money in the long term.

■ Fiscal costs   ■ Additional social costs

Current suspension rate: 16% – The estimated economic cost is **$35.74 billion.**

$11.06 billion	$24.68 billion

15% – Lowering that rate by **one percentage point** might save **$2.23 billion.**

$10.37 billion	$23.14 billion

8% – Lowering the rate by **half** might save **$17.87 billion.**

$5.53 billion	$12.34 billion

$0 $10B $20B $30B $40B

Notes

— **Social costs:** "the lifetime differences between dropouts and graduates in: incomes; taxes paid; government spending on health, crime, and welfare; tax distortions; and productivity gains" (estimated at $527,695 per student)

— **Fiscal costs:** A subset of social costs, this is lost tax revenue and greater government spending on health, social services and the justice system (estimated at $163,340 per student).

— Cost estimates for the U.S. are based on study findings from California and Florida and national data from the National Center for Educational Statistics. Researchers looked at ninth graders in Florida and 10th-graders in California and nationwide (all from the class of 2004).

Source: The Center for Civil Rights Remedies at the Civil Rights Project, UCLA: "The High Cost of Harsh Discipline and Its Disparate Impact"

Credit: Juan Elosua, Lisa Charlotte Rost and Alyson Hurt/NPR
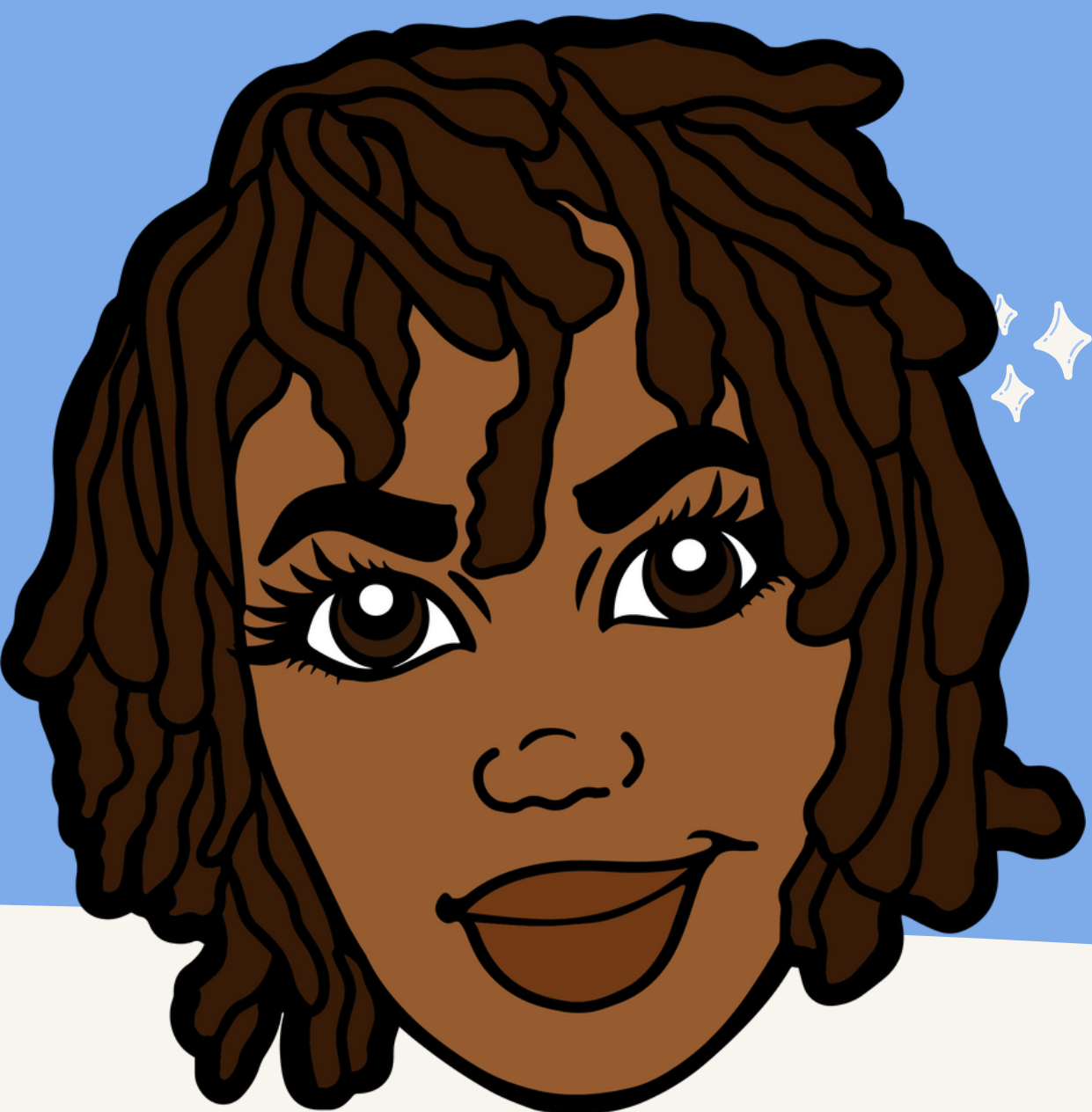
For questions and concerns, contact LaVonne Walker:

Email Address

Lavonne.walker@indianriverschools.org

Date	Professional Learning
1/4/, 2/1	CPI *Initial* training
2/6, 2/12, 2/20	PCM Initial Training-3 Days
1/27, 2/24	Verbal De-escalation Training
1/13, 1/20, 1/26, 2/25	Zones of Regulation

CPI

Examples of course materials:

Unit 1: The CPI *Crisis Development Model*℠

Integrated Experience

Crisis Development/Behavior Levels	Staff Attitudes/Approaches
1. Anxiety	1. Supportive
2. Defensive	2. Directive
3. Risk Behavior	3. Physical Intervention
4. Tension Reduction	4. Therapeutic Rapport

Keys to Limit Setting

Offer choices and consequences.

- Simple/clear
- Reasonable
- Enforceable

Roster:

PCM:

Materials:

Roster:

Roster

#	Name↑ Building	Appro... Stat...
1.	Burns, Sheri 0301 - LIBERTY ELEMENTARY	In Prog...
2.	Chapman, Doreen 0301 - LIBERTY ELEMENTARY	In Prog...
3.	Chatfield, Jenna 0301 - LIBERTY ELEMENTARY	In Prog...
4.	Holdsworth, Casey 0131 - WABASSO SCHOOL FOR EXCE...	In Prog...
5.	Homan, Rachel 0301 - LIBERTY ELEMENTARY	In Prog...
6.	Langdon, Tiffany 0301 - LIBERTY ELEMENTARY	In Prog...

Verbal De-escalation:

Course Materials:

Roster:

Full Name	User Action	Timestamp
Stull, Thomas	Joined	2/24/2021, 12:39:03 PM
Kelly, James	Joined before	2/24/2021, 12:39:03 PM
Rodriguez, Karen	Joined before	2/24/2021, 12:39:03 PM
Vaughn, Ralph	Joined before	2/24/2021, 12:39:03 PM
Fromang, Brian	Joined before	2/24/2021, 12:39:03 PM
Barentine, Amy	Joined before	2/24/2021, 12:39:03 PM
Ross, Lugene	Joined before	2/24/2021, 12:39:03 PM
Groody, Lisa	Joined before	2/24/2021, 12:39:03 PM
Mora, Rudy	Joined before	2/24/2021, 12:39:03 PM
Mora, Rudy	Left	2/24/2021, 12:50:20 PM
Mora, Rudy	Joined	2/24/2021, 12:55:49 PM
Bott, Nichole	Joined before	2/24/2021, 12:39:03 PM
Lee, Jeffrey	Joined before	2/24/2021, 12:39:03 PM
Mandigo, Patricia	Joined before	2/24/2021, 12:39:03 PM
Byrd, Stephen	Joined before	2/24/2021, 12:39:03 PM
Robinson, Paula	Joined before	2/24/2021, 12:39:03 PM
Johnston, David	Joined before	2/24/2021, 12:39:03 PM
Howell, Page	Joined before	2/24/2021, 12:39:03 PM
Russell, Jessica	Joined before	2/24/2021, 12:39:03 PM
Bell, Suzanna	Joined before	2/24/2021, 12:39:03 PM

3

Zones Of Regulation:

Materials:

Roster:

#	Name↑ Building	Appro Statu
1.	Bernal, Ginger 0201 - GLENDALE ELEMENTARY	Confirm
2.	Burns, Sheri 0301 - LIBERTY ELEMENTARY	Confirm
3.	Decosa, Lisa 0141 - CITRUS ELEMENTARY	Confirm
4.	Ellison, Christopher 0051 - OSCEOLA ELEMENTARY	Confirm
5.	Hartmann, Alyssa 0131 - WABASSO SCHOOL FOR EXCE	Confirm
6.	Homan, Rachel 0301 - LIBERTY ELEMENTARY	Confirm
7.	Johnston, Tabitha 0041 - ROSEWOOD ELEMENTARY	Confirm
8.	Newman, Joelene 9002 - ESE SCHOOL WIDE	Confirm
9.	Swallow, Rachel 0141 - CITRUS ELEMENTARY	Confirm
10.	Whitton, Kristi 9002 - ESE SCHOOL WIDE	Confirm

#	Name↑ Building	Approval Status	
1.	Almore, Rebecca 9224 - STUDENT SERVICES	In Progress	1
2.	Frengel, Bryanna 0131 - WABASSO SCHOOL FOR EXCE	In Progress	1
3.	Holdsworth, Casey 0131 - WABASSO SCHOOL FOR EXCE	In Progress	1
4.	Lee, Bryan 0121 - PELICAN ISLAND ELEMENTA	In Progress	1
5.	Robb, Jill 9002 - ESE SCHOOL WIDE	In Progress	1
6.	Soucy, Michelle 9224 - STUDENT SERVICES	In Progress	1
7.	Stalter, Jamie 0121 - PELICAN ISLAND ELEMENTA	In Progress	1
8.	Wardlow, Susan 0131 - WABASSO SCHOOL FOR EXCE	In Progress	1

#	Name↑ Building	Approva Status
1.	Harris, Nancy 0081 - GIFFORD MIDDLE SCHOOL	Confirme
2.	Neely, Lauren 0131 - WABASSO SCHOOL FOR EXCE	Confirme
3.	Sherrard, Donna 9002 - ESE SCHOOL WIDE	Confirme
4.	Soucy, Michelle 9224 - STUDENT SERVICES	Confirme

#	Name↑ Building	Appro Statu
1.	Geary, Jessica 0141 - CITRUS ELEMENTARY	Confirm
2.	Jaffe, Tiffany 0371 - STORM GROVE MIDDLE SCHO	Confirm
3.	Sandgren, Ryan 0141 - CITRUS ELEMENTARY	Confirm
4.	Stull, Thomas 9002 - ESE SCHOOL WIDE	Confirm

School District of Indian River County Suspension Expulsion Review Team (SERT) Referrals by Race/Ethnicity 2020-2021 Retrieved 3.9.21		
Race/Ethnicity	Referrals to SERT	Referrals to SERT
	# of students	% of total referrals
White, Non-Hispanic	9	31%
African American, Non-Hispanic	16	55%
Hispanic	3	10%
Two or More	1	3%
Asian	0	0%
Am Indian	0	0%
Pac Islander	0	0%
Total	29	100%

School District of Indian River County Suspension Expulsion Review Team (SERT) Recommendation Outcomes by Race/Ethnicity 2020-2021 Retrieved 3.9.21									
Race/Ethnicity	Total Referrals	Recommendation - Return to Home/Choice School (%)		Recommendation - Alternative Placement (%)		Recommendation - Expulsion Hearing (%)		Recommendation - Other Placement (%)	
	#	#	%	#	%	#	%	#	%
White, Non-Hispanic	9	4	44%	5	56%	0	0%	0	0%
African American, Non-Hispanic	16	3	19%	12	75%	0	0%	1	6%
Hispanic	3	2	67%	1	33%	0	0%	0	0%
Two or More	1	0	0%	1	100%	0	0%	0	0%
Asian	0	0	0%	0	0%	0	0%	0	0%
Am Indian	0	0	0%	0	0%	0	0%	0	0%
Pac Islander	0	0	0%	0	0%	0	0%	0	0%

Time Frame: 08.24.20 – 03.09.21

CONSELOR SIGN-IN SHEET 2/24/2021	INITIAL	SCHOOL
ADKINS, TONY		
ANGE, SARA	SA	SGMS
ARCE, ANNIE	Teams	Fellsmere
ASH, PAMELA	PW	Liberty
BAILEY, KAREN	KB	VBHS - FLC
BASS, SHANNON	out Sick	Beachland
BECKUM. JO	JB	SRMS
BENNETT-CAMPBELL, DAWN	DBC	VBHS
BERNAL, GINGER	GB	GES
BISTIS, REBECCA	RB	VBE
BLUME. BETHANY	BB	SGMS
BURSON, JAYLA	JB	OMS
CALIXTE, SOPHIE	SC	VBHS
CAMA, MADISON	MC	SRMS
CATHCART, JESSICA	JC	SGMS
COMBS, ANELA		
COSNER, ANDREA	Teams	IR virtual
ELLISON, CHRISTOPHER	CE	OMS
ETTER, DAYNA	DE	IRA
FERRARO, IVONNE	IF	OMS
GREENE, NATASHA	NG	SRHS
HART, EATHEL	EH	OMS
HOLDERMAN, RACHEL	Family	
LOUGHRY, JACKIE	JL	BBE
NAVARRO, CLAUDIA	out of Town	Sick Father → PTE
OHS, HOLLY		VBHS
O'KEEFE, KIM	KO	SRHS
PALMER, WENDY	WP	SRHS
PETERSON, CONSTANCE	ACCO Team	Gifford
PHILLIPS, LYNN	LP	SRHS
SCHOFIELD, KRISTI	KS	DTE
STANFIELD, WALTER	TEAMS	Treasure Coast
SULTAIRE, GINA	GS	SRMS
SWALLOW, RACHEL	RS	CES
TAGLIONE, MARIE	MT	SRMS
VALENCIA, ENRIQUE	EV	SRHS
VERNE-ST. LOUIS, SAPHIRA	SV	OMS
WILES, MELISSA		
WOOD, JESSICA	JW	VBHS

Bethel, Robyn   RB

wiles, Melissa   MW   Rosewood

Antoine, Adkins   AAA   SES

Play Therapy Models and Applications: Best Practices in the Play Therapy Room
ANN BECKLEY-FOREST, LCSW, RPT-S
APT APPROVED PROVIDER 15-406

Description: this workshop is designed to take participants on a journey of self-awareness as a child therapist by helping them to coherently apply play therapy principles to their current practice or deepen their commitment to using play to accomplish the core goals of therapy with children. We will review some of the leading models in play therapy and apply our learning through expressive arts and sand tray practice, as well as examine best practices in cultural competence and handling ethical dilemmas in the practice of play therapy.
This course meets standards for Phase 1 or 2 of the Registered Play Therapist credential
Objectives:
- Use a practice activity to demonstrate understanding of the core therapeutic powers of play.
- Explore how the use of sand tray and expressive arts complements play therapy practice with clients across the life span from childhood to adults.
- Apply a foundational understanding of Child-Centered Play Therapy theory and the role of the therapist to a practice session with sand tray.
- Apply a foundational understanding of Adlerian Play Therapy theory and practice to a family play activity using movement.
- Apply a foundational understanding of Gestalt Play Therapy to an experiential activity with clay.
- Apply a basic understanding of the theory and practice of Solution-Focused Play Therapy to a sand tray activity using "the miracle question".
- Utilize a self-questionnaire about clinical theories of Play Therapy to deepen participant's own theoretical orientation.
- Apply play therapy principles of cultural competence in practice with transgender and gender nonconforming youth.
- Describe ethical issues in play therapy through the use of a practice exercise to apply best practices as they relate to therapist privilege and social justice
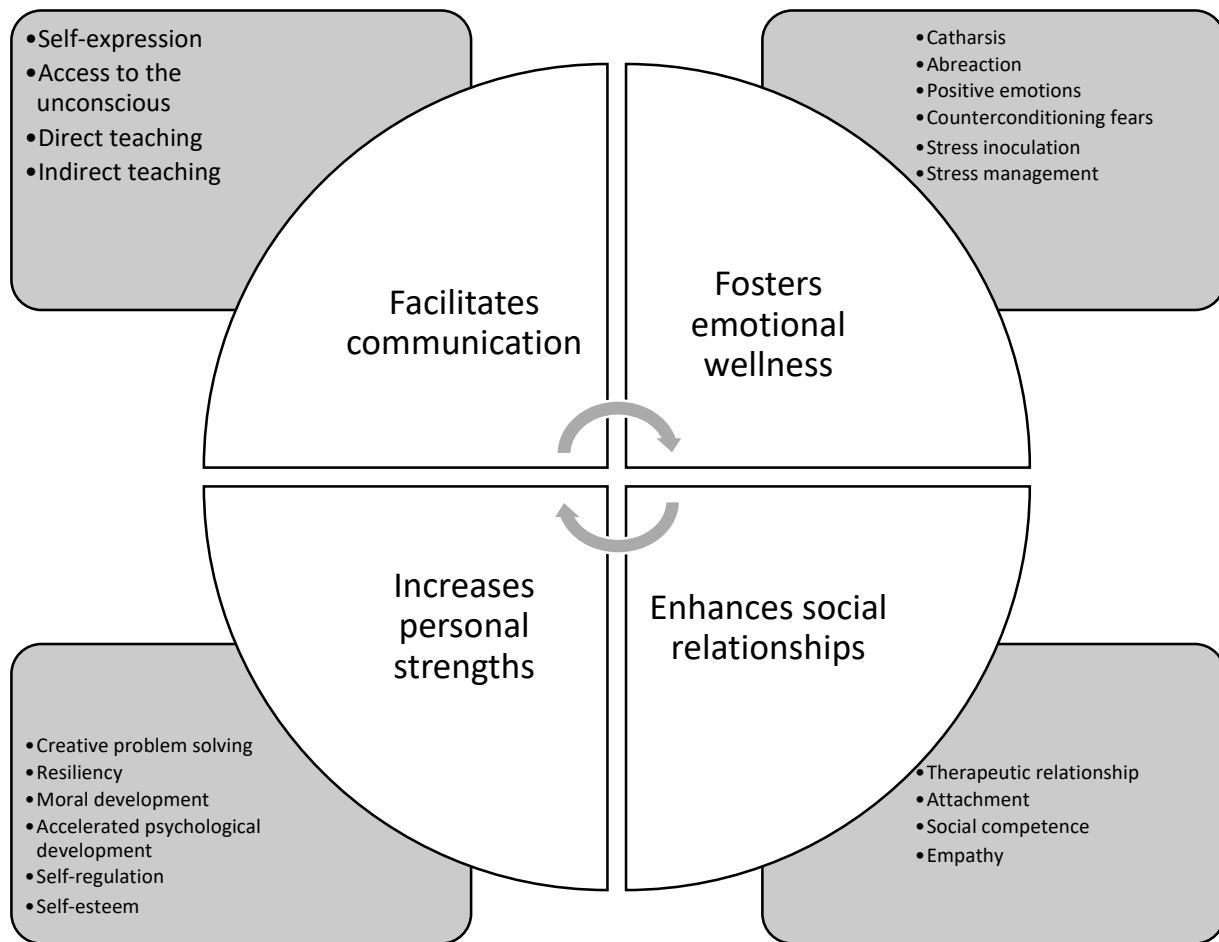
Timeline **ALL TIMES EASTERN TIME**
Day 1

9-10:30	Module 1	Core Therapeutic Powers of Play, "Elevator speech" activity
10:30-10:45	Break	
10:45- 12:00	Module 2	Sandtray theory & practice. Sandtray session summaries, "Create your world" activity Virtual sand tray app demo
DAY 2		
9-10:30	Module 3	CCPT –tracking practice in dynamic play in the sand. Gary Landreth video of CCPT
10:30-10:45	Break	
10:45-12:00	Module 4	Adlerian Play therapy principles and practice
12-1:00	BREAK	

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1:00-2:30	Module 5	Gestalt Play therapy. Oaklander and wholeness, expressive tools. Clay "parts of me"
2:30-2:45	Break	
2:45-4:00	Module 6	Solution-Focused play therapy. Miracle question sand trays Models pf PT Self-questionnaire RPT process phases
DAY 3		
9-10:30	Module 7	Cultural "competence" & anti-racism – principles in play therapy practice Therapist privilege – self refection exercise; Ethical issues/social justice Small group discussion of ethical dilemmas
10:30-10:45	Break	
10:45-12	Module 4	Safe space for gender non-conforming and trans youth in play therapy Closing

Core Therapeutic Powers of Play

- Self-expression
- Access to the unconscious
- Direct teaching
- Indirect teaching

Facilitates communication

- Catharsis
- Abreaction
- Positive emotions
- Counterconditioning fears
- Stress inoculation
- Stress management

Fosters emotional wellness

Increases personal strengths

Enhances social relationships

- Creative problem solving
- Resiliency
- Moral development
- Accelerated psychological development
- Self-regulation
- Self-esteem

- Therapeutic relationship
- Attachment
- Social competence
- Empathy

Sand tray summary form

Client

Name _____

Date _____

Details _____

Approach (circle)

Starting | Easy/Difficult. During: Verbal/Non-verbal
_____

Purposeful/non-purposeful   Determined/hesitant

Description

Miniatures Used _____

Organization

Empty---Excessive

Open---Closed/Fenced

Action --Static

Organized --------------------------------------Chaotic

Unpeopled--Peopled

Themes

Conflict   Aggression   Revenge

Loss   Abandonment   Death

Secretive/buried. Power/Control. Safety/Protection

Relationships.   Spirituality

☐ Photo

Discussion:

DATE

Prompt used:

SIGN:

Child Centered Play Therapy

Do's....

▸ **Do** invite: "you can use these things in almost any way you want"

▸ **Do** show interest through verbalizing some observations along the way

▸ **Do** maintain neutrality

▸ **Do** use non-verbals to communicate warmth, acceptance, and interest

▸ **Do** pay attention to your internal reactions to the play

▸ **Do** give boundaries and limits as needed for safety

Don'ts....

▸ **Don't** ask questions – they are interruptions to the flow of the play

▸ **Don't** express approval or disapproval

▸ **Don't** allow play which crosses your boundaries (inappropriate touch, aggression at the therapist, deliberate breaking of toys)

▸ **Don't** try out your interpretations on the child

▸ **Don't** violate the child's privacy

▸ **Don't** make the child clean up. Allow if initiated *by the child*.

Your Theoretical Orientation to Play Therapy

For each item rate yourself according to the following choices. Then follow the scoring instructions at the end.

0 = I do not believe this is true
1 = I mildly believe this is true
2 = I strongly believe this is true
3 = I very strongly believe this is true

1. _____ Children automatically have an internal motivation to grow and become who they are supposed to be.
2. _____ A child's thoughts and feelings determine his/her behavior.
3. _____ It is important for the therapist to take into account the whole child when working with him/her in therapy.
4. _____ Children experience problems when they are not connected socially.
5. _____ Personality characteristics, which are not likely to change, are largely determined by childhood experiences.
6. _____ A therapist should only use the following techniques: tracking, setting limits, identifying feelings, and reflecting content.
7. _____ A goal of the therapist should be to get the child to outwardly express his/her inner world.
8. _____ Maladjustment in children is caused by irrational beliefs or thoughts.
9. _____ Consultation with a parent/guardian is an important role of a child therapist.
10. _____ As a child therapist, I like to use techniques such as modeling, role playing, homework, and asking direct questions.
11. _____ I do not believe that goals in therapy are necessary because the child will determine for themselves what they need to accomplish in treatment.
12. _____ Children are born with drives that subconsciously cause them to behave in ways that will satisfy these drives.
13. _____ The therapist should avoid guiding or directing the child during therapy sessions.
14. _____ Children are able to take responsibility for their faulty thinking and subsequently are able to control their behavior.
15. _____ Children stand the best chance to change if they learn to understand their own internal conflicts and subconscious processes.
16. _____ Therapy should help the child to support him/herself and set better boundaries in the world.
17. _____ Maladjustment occurs primarily due to discouragement.
18. _____ I like to use techniques such as interpreting, dream analysis, free association, drawing, and history taking when working with childrren.
19. _____ A therapist should never ask a child-client questions during therapy sessions.
20. _____ I like to use primarily projective techniques with children, such as playing games, using puppets, and storytelling.
21. _____ A therapist should be cooperative and encouraging toward a child-client.
22. _____ The therapist should function as an equal with the child-client.
23. _____ The therapist should use storytelling, drawing, sharing inferences, and disclosing goals with the child during sessions.
24. _____ Children often have problems because they do not have enough defense mechanisms established.
25. _____ I believe that working with a child in therapy is similar to working with an adult in therapy.

Scoring Instructions: Transfer your response for each question to the corresponding numbers listed below. Add up your responses in each of the five columns. The totals should give you an approximate determination of the theoretical orientation with which you most strongly agree. This instrument was developed for discussion purposes only. It is not research based.

Psychoanalytic	Adlerian	Gestalt	Child-Centered	Cognitive-Behavioral
5. _____	4. _____	3. _____	1. _____	2. _____
12. _____	9. _____	7. _____	6. _____	8. _____
15. _____	17. _____	16. _____	11. _____	10. _____
18. _____	21. _____	20. _____	13. _____	14. _____
24. _____	23. _____	22. _____	19. _____	25. _____
Total= _____	Total= _____	Total= _____	Total= _____	Total= _____

Reference: LaBauve, B., Watts, R., & Kottman, T. (2001). Approaches to Play Therapy: A Tabular Overview. *TCA Journal*, 29, 104.112.

CHECK YOUR PRIVILEGE

The "Check Your Privilege" movement (largely an online phenomenon) has challenged people to individually become self-aware of the levels of privilege they enjoy. Scholars working with issues of diversity, race, class, and identity stress the difficulty people often experience identifying with difference, preferring to see themselves as "normal." Identifying our own privilege is a source of discomfort for many, making privilege all the more difficult to identify. It can engender feelings of guilt and shame to be associated with systems of oppression

Directions: Discuss and answer the following questions.

What does social privilege mean to you?

_____

_____

Is it related more to race, economics, or other factors?

_____

_____

Are you aware of people in your life who think of themselves as socially privileged based on their race or other attributes?

_____

_____

In what ways do you consider yourself a privileged (or unprivileged) person?

_____

_____

How does is make you feel?

_____

_____

How difficult or easy is it to talk about?

_____

_____

Social Justice and Ethics Group Discussion

Directions: Your group will be assigned one of the following scenarios. After your discussion your group will make a recommendation to the therapist in the scenario, if possible by reaching a consensus.

Guidelines for good discussion of charged issues--
1. Everyone reads the scenario
2. Round robin check-in of initial reactions. Hear from every person without cross responding.
3. Then move towards freer discussion of the competing issues involved, but no interrupting, breathe before you respond. Use ethical principles slide if needed.
4. Move towards recommended action steps.
5. Another round robin before concluding to make sure all perspectiveS are heard.

Scenario #1
You are a child-centered play therapist and know the value of therapist neutrality in your reflections to the child in play. You are working with a white child who uses "the n-word" during his play. How should you handle this?
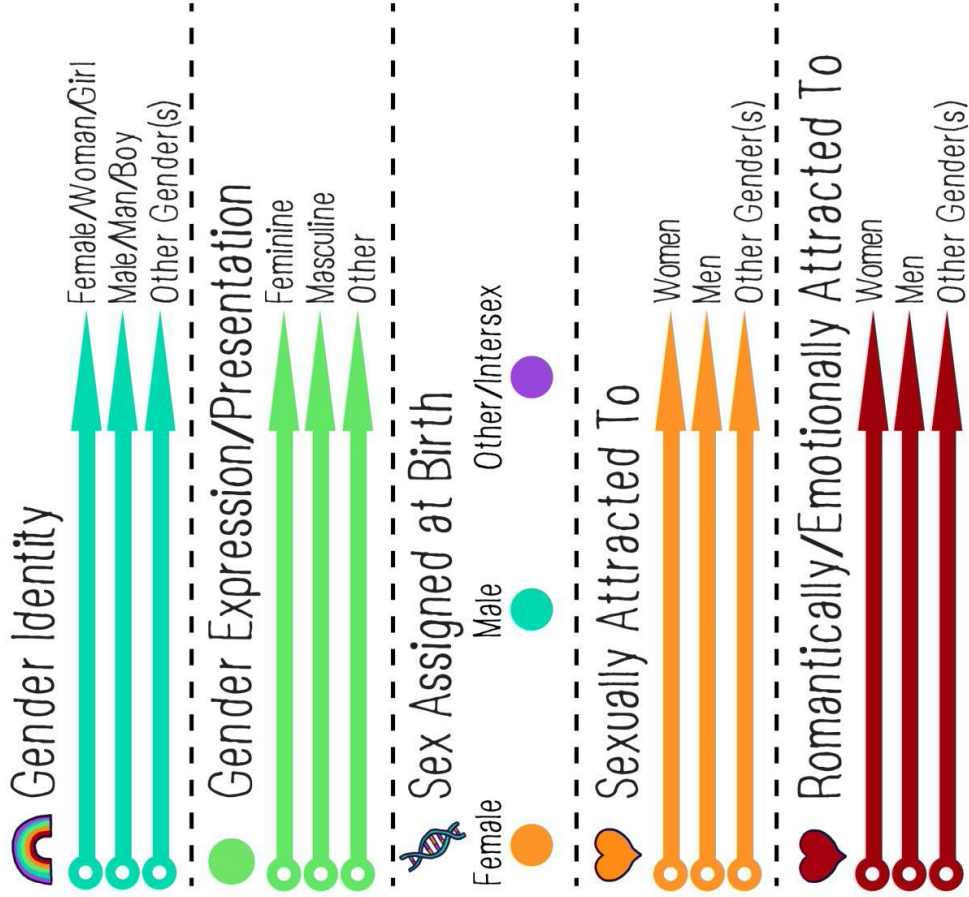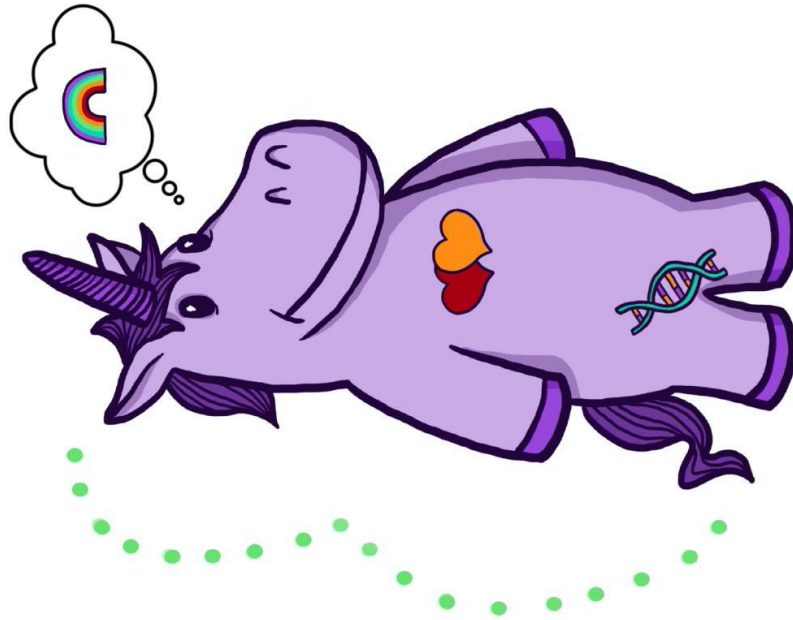
Scenario #2
Your client is a 10-year-old child of color, and you are a white therapist. When you ask her about her week, she tells you that she hates when her teacher singles out all the black kids in the class for speaking up and interrupting. What are your next steps with the client?

Scenario #3
Two therapists at the same agency both see siblings. One therapist is white, the other BIPOC. The parent tells the one therapist she is uncomfortable with the other therapist and doesn't trust their recommendations because their background is too "different". How should this therapist respond and manage this situation? Does your answer change based on the race of the family? How about if this is a transracially adopted child in treatment?

The Gender Unicorn

Graphic by:

TSER
Trans Student Equality Resources

Gender Identity
Female/Woman/Girl
Male/Man/Boy
Other Gender(s)

Gender Expression/Presentation
Feminine
Masculine
Other

Sex Assigned at Birth
Female
Male
Other/Intersex

Sexually Attracted To
Women
Men
Other Gender(s)

Romantically/Emotionally Attracted To
Women
Men
Other Gender(s)

To learn more go to:
www.transstudent.org/gender

Design by Landyn Pan

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References and Recommended Reading

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https://www.a4pt.org/general/custom.asp?page=WhyPlayTherapy

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Ray, D., Armstrong, S., Balkin, R., & Jayne, K. (2015). Child centered play therapy in the schools: Review and meta-analysis. *Psychology in the Schools*, 52, 107-123. https://doi.org/10.1002/pits.21798

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Books for children
On privilege:
> Higginbotham, A. (2020) *Not my idea: a book about whiteness*. Dottir Press.

Books with positive images of black characters
> Mora. Oge. (2019) *Saturday.* Little Brown & Co.

> Cherry, M. (2019) *Hair love.* Kokila Books.

On gender identity and affirmation:
> Pessin-Whedbee, B. (2016) *Who are you? The kid's guide to gender identity*. Jessica Kingsley Publishers.

First person transgender child's story:
> Herthel, J. & Jennings, J. (2014). *I am Jazz*. Dial Books.
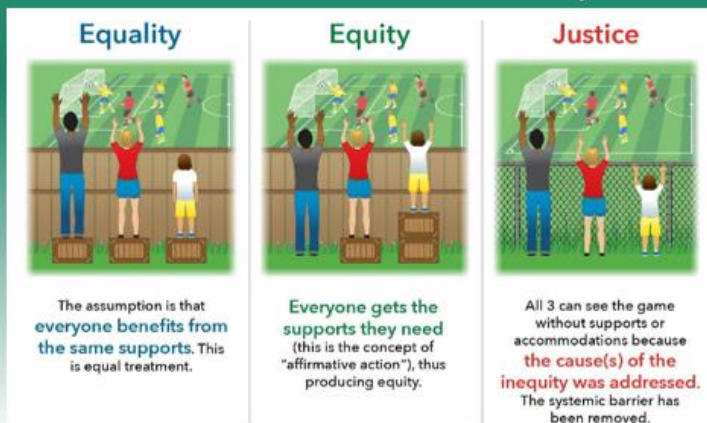> TV series: https://www.tlc.com/tv-shows/i-am-jazz/

Avoiding Symptom → Solution PITFALLS:

Effectively Addressing Educational Inequities
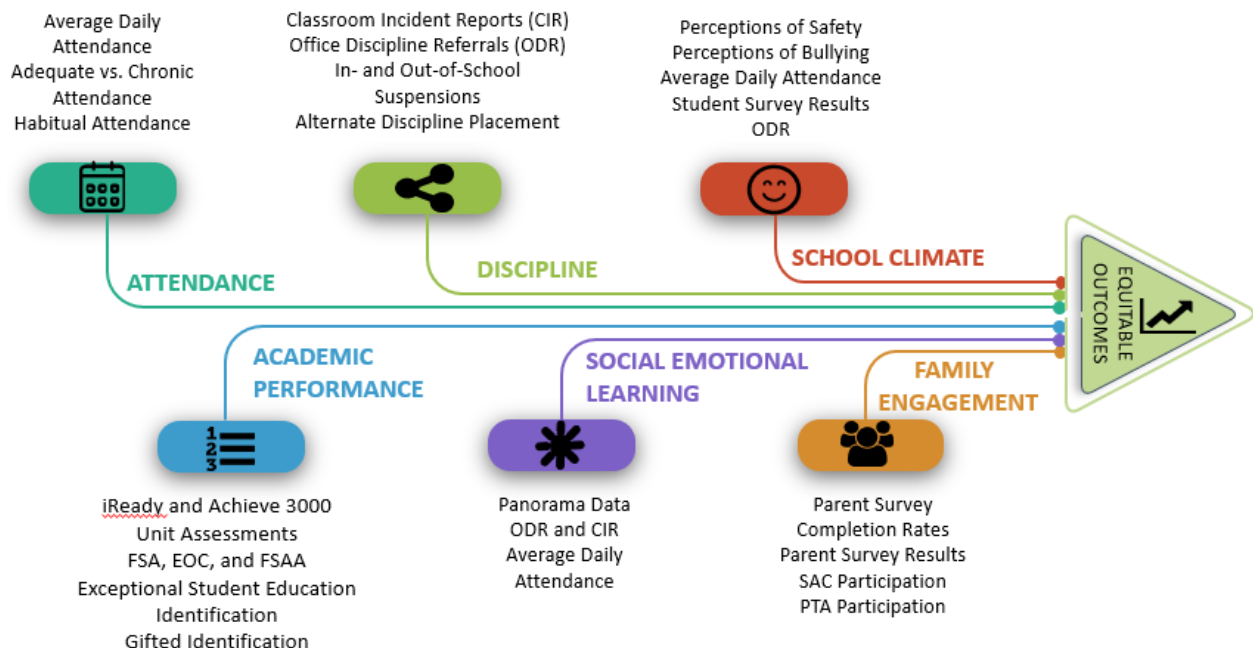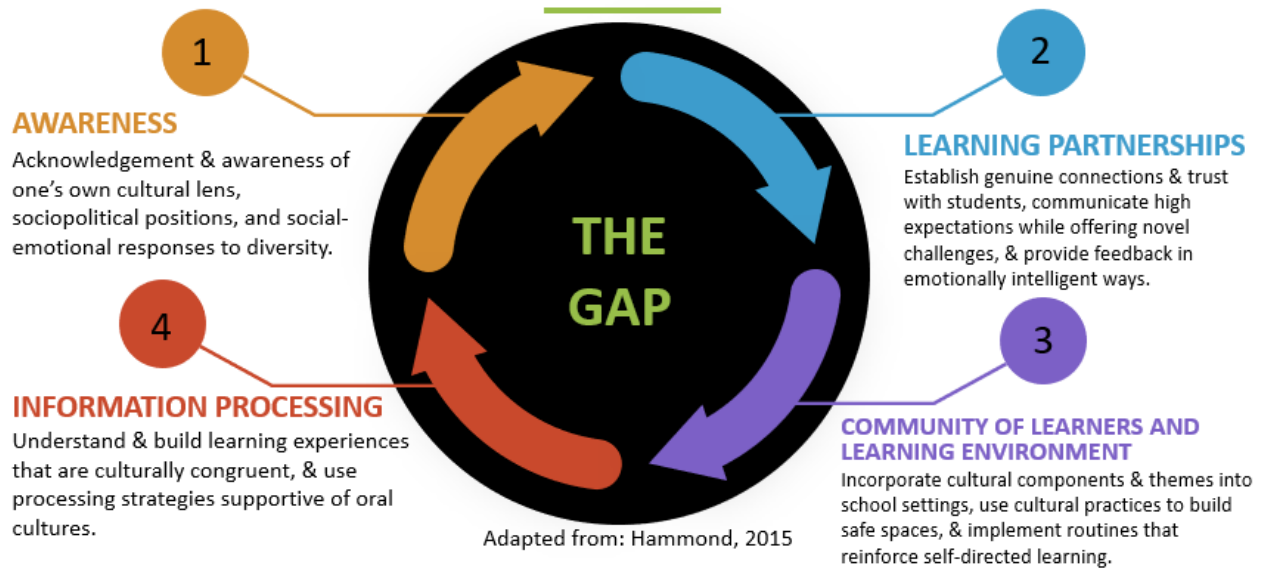Through Meaningful Root Cause Analysis

September 2019

In education, there is a golden triangle of quantity, quality, and equity. You just can't ignore one, while strengthening others. -Sitaram Yechury

Equality

The assumption is that **everyone benefits from the same supports.** This is equal treatment.

Equity

Everyone gets the supports they need (this is the concept of "affirmative action"), thus producing equity.

Justice

All 3 can see the game without supports or accommodations because **the cause(s) of the inequity was addressed.** The systemic barrier has been removed.

"Ready for Rigor" Framework for Culturally-Responsive Education

1 AWARENESS
Acknowledgement & awareness of one's own cultural lens, sociopolitical positions, and social-emotional responses to diversity.

2 LEARNING PARTNERSHIPS
Establish genuine connections & trust with students, communicate high expectations while offering novel challenges, & provide feedback in emotionally intelligent ways.

THE GAP

4 INFORMATION PROCESSING
Understand & build learning experiences that are culturally congruent, & use processing strategies supportive of oral cultures.

3 COMMUNITY OF LEARNERS AND LEARNING ENVIRONMENT
Incorporate cultural components & themes into school settings, use cultural practices to build safe spaces, & implement routines that reinforce self-directed learning.

Adapted from: Hammond, 2015

Average Daily Attendance
Adequate vs. Chronic Attendance
Habitual Attendance

Classroom Incident Reports (CIR)
Office Discipline Referrals (ODR)
In- and Out-of-School Suspensions
Alternate Discipline Placement

Perceptions of Safety
Perceptions of Bullying
Average Daily Attendance
Student Survey Results
ODR

ATTENDANCE

DISCIPLINE

SCHOOL CLIMATE

EQUITABLE OUTCOMES

ACADEMIC PERFORMANCE

SOCIAL EMOTIONAL LEARNING

FAMILY ENGAGEMENT

iReady and Achieve 3000
Unit Assessments
FSA, EOC, and FSAA
Exceptional Student Education Identification
Gifted Identification

Panorama Data
ODR and CIR
Average Daily Attendance

Parent Survey Completion Rates
Parent Survey Results
SAC Participation
PTA Participation

3.4: QUARTER 3 EVIDENCE OF TRAINING MATERIALS, ROSTERS, & AGENDAS FOR PREREFERRAL CHECKLIST & CULTURALLY RESPONSIVE STRATEGIES AND PRACTICES

Ready for Rigor Framework COMPONENT 1: AWARENESS Strategy Crosswalk for Culturally Responsive & Inclusive School Settings			
Acknowledgement & awareness of one's own cultural lens, sociopolitical positions, and social-emotional responses to diversity.			
Domain	**Strategy**	**Marzano Element(s)**	**Source/Reference**
Academic Performance	Establish an understanding of the primary cultural archetypes and how they impact student learning and performance.	36, 52	Hollie (2nd Ed.), 2018 Srinivasan, 2019
Discipline & School Climate	Utilize the "Mindful Reflection" protocol developed by Dray and Wisneski (2011) to process through cross-cultural interactions with students.	56	Dray & Wisneski, 2011; Hammond, 2015
Social Emotional Learning	Practice self-compassion, through conducting self-directed check-ins using the SPIRE Model of Whole-Being Wellness: Spiritual, Physical, Intellectual, Relational, Emotional.	55, 56	Stockman & Gray, 2018 https://wholebeinginstitute.com/self-care-coach-pt1-spire/
School Climate	Conduct a self-assessment related to implicit bias.	55, 56	Project Implicit, 2001; https://implicit.harvard.edu/implicit/takeatest.html
School Climate	Create opportunities to expose one's self to cultural experiences which are reflective of one's student which he/she serves to learn more about alternate ways of interacting with the world.	36, 55, 56	Hammond, 2015

COMPONENT2: LEARNING PARTNERSHIPS Strategy Crosswalk for Culturally Responsive & Inclusive School Settings			
Establish genuine connections & trust with students, communicate high expectations while offering novel challenges, & provide feedback in emotionally intelligent ways.			
Domain	**Strategy**	**Marzano Element(s)**	**Source/Reference**
Academic Performance	Incorporate Universal Design for Learning principles into instruction, including student choice in modalities of responding to prompts or tasks, to increase connection with what they value.	47, 48, 49	Yeager, 2017 Hollie (2nd Ed.), 2018 http://www.cast.org/
Academic Performance & Social Emotional Learning	Cultivate understanding of the overall importance of validation and affirmation of students' backgrounds in culturally responsive approaches, including honoring the words that students bring from home.	36	Hollie (2nd Ed.), 2018
Discipline	Provide students with opportunities to practice resolving conflicts peacefully, by having students rehearse being on opposite sides of a conflict while using reflective listening skills, identifying solutions to disputes, and engaging in positive self-expression.	30, 35	Stockman & Gray, 2018
School Climate	Establish "welcoming rituals" on a daily basis for establishing consistency, equity in voice, respectful listening, student connection, and belonging.	4, 37	Srinivisan, 2019 Hollie (2nd Ed.), 2018
School Climate	Practice validating marginalized students through acknowledging the realities of inequity and how inequities have influenced the majority culture's perspectives on the behaviors of marginalized individuals, while communicating the resiliency of marginalized populations.	31, 37	Hammond, 2015

3.4: QUARTER 3 EVIDENCE OF TRAINING MATERIALS, ROSTERS, & AGENDAS FOR PREREFERRAL CHECKLIST & CULTURALLY RESPONSIVE STRATEGIES AND PRACTICES

Ready for Rigor Framework COMPONENT 4: INFORMATION PROCESSING Strategy Crosswalk for Culturally Responsive & Inclusive School Settings			
Understand & build learning experiences that are culturally congruent, & use processing strategies supportive of oral cultures.			
Domain	**Strategy**	**Marzano Element**	**Source/Reference**
Academic Performance	Strategically incorporate "Brain Breaks" to which involves opportunities to reset the brain utilizing movement, music, or reflective practices, and supports increased storage of information in long-term memory.	27	Willis, 2016
Academic Performance	Provide explicit opportunities for student to practice metacognitive conversations about their own learning and the strategies they used when engaged in the learning process. Consider providing sentence frames as conversation starters.	13, 19, 31	Hammond, 2015
Academic Performance	Determine what students already know and gain understanding as to how they organized it in their schema, then create culturally based connections or "scaffolds" between the existing schema and the new content.	13, 15, 19	Hammond, 2015
Academic Performance	Create instructional conditions that stimulate neuron growth and myelination by giving work that is relevant and focused on problem solving. The brain must be stretched beyond its comfort zone to stimulate growth.	13, 15, 19	Hammond, 2015
Academic Performance	Plan instruction that deliberately moves students' brains through the three stages of information processing: **input** (information brain decides to pay attention to), **elaboration** (making information memorable and meaningful), and **application** (applying knew knowledge through deliberate practice and real life application).	10, 13, 15, 19	Hammond, 2015
Academic Performance & Social Emotional Learning	Incorporate Project-Based Learning Opportunities into instruction to cultivate critical thinking skills through the	13,	Graeber, 2012
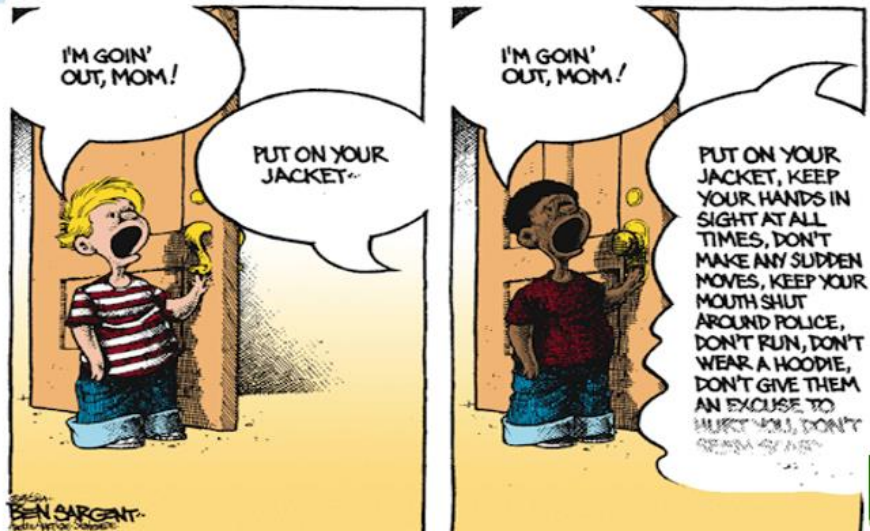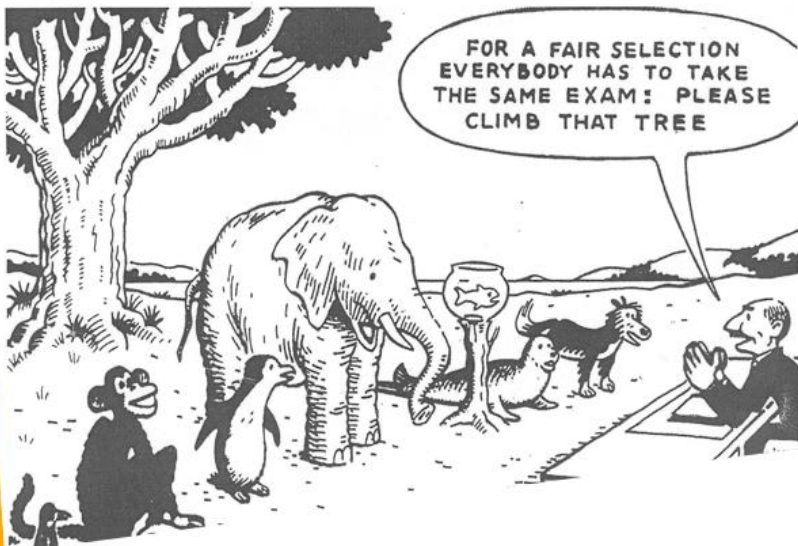
Big Picture

What Should the Classroom Look Like?

"Culturally responsive teachers have unequivocal faith in the human dignity and intellectual capabilities of their students." (Geneva Gay, 2000, pp. 43-44)
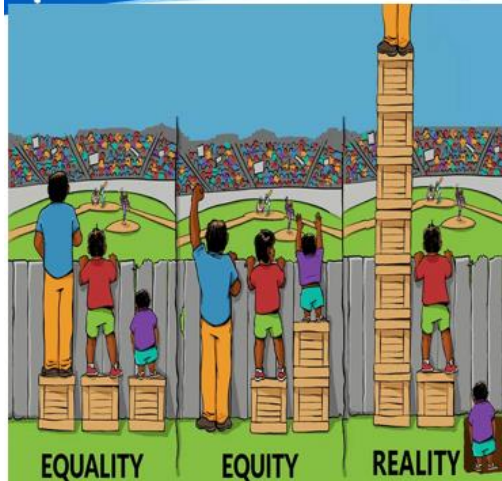
How do teachers make the pieces fit?

abilities   Age   Skills

Experiences   Preferences   Strengths

Culture   Learning styles   Language

Perspectives   Senses   Religion

The goal is to provide opportunity!

EQUALITY   EQUITY   REALITY

Practices	Existing	Implement	Outcome or Change
Socio-cultural consciousness	How are you influenced by Cultural differences?	Examine your way of thinking or current mindset	Recognize and confront biases
Attitude	How do you feel about culturally diverse students?	An affirming attitude impacts student learning	Schools and classrooms become inclusive and diverse
Commitment and Skills	Is your school role impacting diversity?	Confront barriers and develop skills for collaboration	Over time, schools will become more equitable
Knowledge of Student's Life	How much do you really know about your students?	Teachers learning about a student's past experiences	Recognizes multiple perspectives

Linguistically Diverse

Multicultural Literature and A Print-Rich Classroom

Literacy can serve as a springboard providing students with access to multicultural literature and books. Reading lessons involving multicultural literature then to lessons involving written responses about multicultural experiences. These reading and writing opportunities evoke a community of active learning inclusive of race, language and culture.
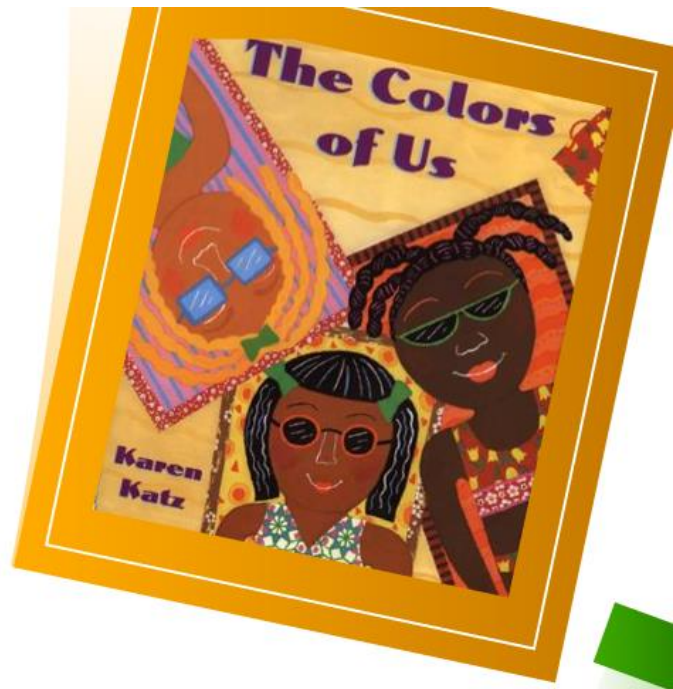

The Colors of Us

Karen Katz

What that Looks Like in an English or Reading Classroom...

Ask students to share what happened to them on their way to school or about a particular event in their lives. Now, you have promoted cultural sensitivity. This prompt can be shifted to a writing activity.

High School teachers can include novels such as *Night*, by Elie Wiesel and learn about the Jewish culture and the Holocaust, or African-American culture from authors such as Zora Neale Hurston, who lived in Florida and is buried in close by Ft. Pierce.
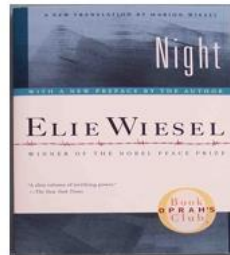
It's Our Responsibility...

ACCOUNTABILITY

To maximize learning opportunities by gaining knowledge of students' cultures represented in their schools and classrooms and transform this to content-based lessons by using instructional practices

3.4: QUARTER 3 EVIDENCE OF TRAINING MATERIALS, ROSTERS, & AGENDAS FOR PREREFERRAL CHECKLIST & CULTURALLY RESPONSIVE STRATEGIES AND PRACTICES

REVISED PRE-REFERRAL CHECKLIST

Pre-Referral Documentation Checklist
Required for All Staffings K-12
(Except Gifted, HHB + SIP [IF INTERVENTIONS NOT NECESSARY])

Student Name _____ Grade _____

ID#_____

Parent Permission Signed _____ 45 days _____ 60 days _____

REQUIREMENTS

_____ Parent Conference Notes and Dates
_____ Parent Notification of Screening
_____ Vision and Hearing Results
_____ Guided Observation Summary Forms
    ____ (1) Teacher RFA
    ____ (1) Staff MTSS Observation as related to the area of concern
_____ Progress Monitoring Data
_____ Attendance for the year; attendance in intervention
_____ Documentation of parent opportunity to participate in problem solving
_____ Problem solving pages including meeting notes completed by MTSS team
_____ Report Card
_____ Evaluation reports, team summary reports, screening results
_____ Release of Information form completed, if applicable

SLD Consideration:

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

_____ Parent Permission to Evaluate (obtained prior or at meeting)
_____ SLD Eligibility Summary Draft
_____ Graphic documentation of repeated measures of achievement provided to parents

_____ Utilization of evidenced based culturally responsive strategies accurately linked to the identified problem and implemented with the needed level of intensity and fidelity (teams are to utilize the CR Strategy Crosswalk)

Signed by Principal or Designee_____ Date_____

3.4: QUARTER 3 EVIDENCE OF TRAINING MATERIALS, ROSTERS, & AGENDAS FOR PREREFERRAL CHECKLIST & CULTURALLY RESPONSIVE STRATEGIES AND PRACTICES

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

Department of Exceptional Student Education
Daphne Matthews, Interim Director of Exceptional Student Education

February

2.24.2021

Participants: Jessica Rojas, Thomas Stull, Rachelle Tolliver, Kathryn Wolf, Daphne Mathews

Desired outcome: Update LEA's with additional compliance guidance and IEP meeting procedures

Topics	Person responsible	Time Frame
Welcome	Tolliver	8:00-8:15
Manifestation Determination	Jessica Rojas	8::15-9:15
Break		9:15-9:30
Restraint Reporting Review	Tom Stull	9:30-9:45
Request for Assistance – Behavior Analyst Team	Tom Stull	9:45-10:00
Prereferral Checklist/Equity Cross Walk	Jessica Rojas	10:00-10:30
STH/LTH Consult- PEER IEP	Katherine Wolf	10:30-11:00
ESE Parent Survey /Questions	Tolliver	11:00-11:30
LUNCH	ALL	11:30-12:30
Working on the Work	ALL	12:30-3:00

3.4: QUARTER 3 EVIDENCE OF TRAINING MATERIALS, ROSTERS, & AGENDAS FOR PREREFERRAL CHECKLIST & CULTURALLY RESPONSIVE STRATEGIES AND PRACTICES

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Resource Specialist Mtg. Overview 2.18.2021

1. Students not taking FSAA due to transitional model and not coming to school, this information must be documented in FOCUS. Site testing administrators will be entering this information along with all students not taking assessments. Please ensure this is documented. This will be documented in the parent communication section of Focus.
2. FSAA window is open for Site based School Level Coordinators (testing administrators) and ESE teachers. The window for testing opens M<arch 1st. Please share your ESE FSAA assessment spreadsheet with your testing coordinator.
3. ESY- continue keeping ESY 2021 excel spreadsheet current. Once Parent "packet" is approved we will send this to you for completion.
4. RS interviews for Rosewood- next week.
5. ESE Mock video/video taping will be shared once completed.
6. Share RS IEP checklist.
7. Posters for each RS flow chart

3.4: QUARTER 3 EVIDENCE OF TRAINING MATERIALS, ROSTERS, & AGENDAS FOR PREREFERRAL CHECKLIST & CULTURALLY RESPONSIVE STRATEGIES AND PRACTICES

8. Weekly technical assistance for updates unless you have a question that requires an immediate response.
9. SIM Learning Strategies 4th 2/24 from 12-3
10. FSAA training yesterday- updates not being shared example- FSAA portal
11. Required- site based monthly ESE team meetings (ALL ESE staff)
12. Kat will advise and design a to do checklist for Medicaid
13. Technical Assistance for Pre-referral Checklist for all initial eligibilities except STH, HHB, Gifted.

Equity Committee Meeting Sign-In Sheet for District Staff – February 16, 2021

	Name:	Physically Present Sign/Initial:	Attending Virtually:
1.	David K. Moore Ed.D.	✓ BD	
2.	Scott Bass		
3.	Pam Dampier	*(signature)*	
4.	Ron Fagan	✓ BD	
5.	Richard Myhre	✓ BD	
6.	Dr. Christina Jacobs	*(signature)*	
7.	Dr. Deborah Long	✓ BD	
8.	Dr. Colleen Lord		
9.	Dr. Brian McMahon		
10.	Dr. Sharon Packard		
11.	Dr. Edwina Suit		
12.	Camille Batory		
13.	Kelly Baysura	*(signature)*	
14.	Robyn Bethel	*(signature)*	
15.	Victoria Burney		
16.	Libby Diehl		
17.	Cynthia Emerson	*(signature)*	
18.	Beth Hofer	✓ BD	
19.	Heather Holden	*(signature)*	
20.	Jennifer Idlette		
21.	Karen Malits		
22.	Robert Michael		✓
23.	Michelle Olk		
24.	Anne Rieben		
25.	Eric Seymour	✓ BD	
26.	Traci Simonton		✓
27.	Michael Smeltzer		
28.	Jon Teske		
29.	Nick Westenberger		
30.	Cristen Maddux	C M	
31.	Sara Williams	✓ BD	
32.	Chris Hiser	✓ BD	
33	Brenda Davis	✓	

Equity Committee Meeting Sign-In Sheet for District Staff – March 4, 2021

	Name:	Physically Present Sign/Initial:	Attending Virtually:
1.	David K. Moore Ed.D.	✓BD	
2.	Scott Bass		
3.	Pam Dampier	P D	
4.	Ron Fagan		
5.	Richard Myhre		
6.	Dr. Christina Jacobs		
7.	Dr. Deborah Long		
8.	Dr. Colleen Lord	Colleen Lord	
9.	Dr. Brian McMahon	✓BD	
10.	Dr. Sharon Packard	Sh Packard	
11.	Dr. Edwina Suit	—	
12.	Camille Batory		
13.	Kelly Baysura	Kelly B	
14.	Robyn Bethel	Robyn Bethel	
15.	Victoria Burney		
16.	Libby Diehl	Libby Diehl	
17.	Cynthia Emerson	C. Emer	
18.	Beth Hofer	✓BD	
19.	Heather Holden	Heather Holden	
20.	Julie Kastensmidt	Julie Kastensmidt	
21.	Daphne Mathews	Daphne R Mathew	
22.	Jennifer Idlette	JIdlett	
23.	Cristen Maddux		
24.	Karen Malits	Karen Malits	
25.	Robert Michael	Robert Michael	
26.	Michelle Olk	Michelle Olk	
27.	Anne Rieben		
28.	Eric Seymour	✓BD	
29.	Traci Simonton	Traci Simonton	
30.	~~Michael Smeltzer~~ Mexi-Jc Mercado	M	
31.	Jon Teske	—	
32.	Nick Westenberger		
33.	Doc Jones	Doc Jones	
34.	Jeff Corver		Greg MacDaniels
35.	Pete Copeman		One R

~~Joe Coakley~~ ✓public

37 Kim Copeman ✓

Brooke Flood ✓

Sara Milliman ✓

Chris Hiser ✓