



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



Quarter of the School Year: 2

District Office: Student Affairs, Advocacy, & Access

In August 2021, the School District of Indian River County initiated the implementation of the 2021-2022 African American Achievement Plan. To review and ensure compliance with progress of action steps associated with the African American Achievement Plan, the District provides quarterly updates related to action steps accomplished and quarterly outcomes.

The attached documentation provides school level evidence of progress towards accomplishing action steps incorporated into the 2021-2022 African American Achievement Plan. Documentation requirements have been designed to honor the full intent of the developed African American Achievement Plan while optimizing the efficiency and effectiveness of outlined actionable steps.

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

- Action steps included within the 2021-2022 African American Achievement Plan have been implemented with consistency and purpose to eliminate the achievement gap.
- Progress related to action steps has been monitored at designated intervals (e.g., monthly, quarterly) outlined in the African American Achievement Plan.
- Data reviews have been conducted to identify areas of strength and concern and disaggregated data will be provided upon request.
- Progress related to the elimination of the achievement gap has been monitored in an ongoing way and needed modifications have been made as identified.

These assurances have been reviewed and verified on: 1/5/2022 **SP** (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?)

A Chair and Vice Chair began to facilitate the C.L.I.M.A.T.E. Task Force, which creates a unique and meaningful partnership between the community and the SDIRC. The members of the task force will use the framework of the District Strategic Plan to identify opportunities for growth to ensure equity and excellence in each of our schools.

The development and marketing of the Parent Engagement Survey created another opportunity for parents, families, and building leaders to make known their interests and needs as we develop and offer programming targeted to the feedback and available data in relation to the District Strategic Plan (DSP). The Coordinator for Parental and Community Involvement attended school meetings, as well as being present at various drop off and pick up times, answering questions and offering support for families with limited literacy skill level or those who expressed discomfort with communicating or engaging within the district. Increased communication (emails, telephone calls) to encourage participation and offer support in attending in-person or via a virtual link was provided for schools or families identified as traditionally having a marginalized voice, or discomfort with the school setting. School populations and community partners who serve our students and were provided additional support included Dodgertown Elementary School, Gifford Youth Achievement Center, Gifford Youth Orchestra, The United Way of IRC, and United Against Poverty.

The partnership with the FLDOH brought a free six-week cooking/nutrition/wellness course to our district parents and families to engage with their child. Working with the building administrators and community partners, as well as the SDIRC Communication Team, we used several communication/marketing strategies to reach our families with extra phone calls and emails to families identified as potentially interested in this course, families that could benefit from this course, families identified as typically hard to reach, and families of various races, ethnicities, and annual income. The targeted communication resulted in a very diverse group for the course. Increased communication in the form of email and telephone calls to encourage participation and offer support in attending in-person or via virtual link was provided for schools identified as traditionally having a marginalized voice, or discomfort with the school setting. School populations and community partners who serve our students and were provided additional support included Dodgertown Elementary School, Gifford Youth Achievement Center, Gifford Youth Orchestra, The United Way of IRC, and United Against Poverty. The additional support resulted in a diverse class makeup, including 24% African American participants, near 40% Black or Hispanic participants, and about 7% White participants.

The Quarter 2 Parent Engagement Advisory Council continued its momentum with higher participation, including more parents/families, building leaders, and community partners attending to brainstorm what is working and what is needed for parent engagement in our district. The marketing on social media, District webpage, all calls, paper flyers, and word of mouth are helping bring diversity to the council. The Coordinator for Parental and Community Involvement attended school meetings, as well as being present at various drop off and pick up times, answering questions and offering support for families with limited literacy skill level or those who expressed discomfort with communicating or engaging within the district. Increased communication (emails, telephone calls) to encourage participation and offer support in attending in-person or via a virtual link was provided for schools or families identified as traditionally having a marginalized voice, or discomfort with the school setting. School populations and community partners who serve our students and were provided additional support included Dodgertown Elementary School, Gifford Youth Achievement Center, Gifford Youth Orchestra, The United Way of IRC, and United Against Poverty.

The Focus On series continued in Q2 with Focus on ESE. The ESE Department was able to highlight the resources and tips available to our families. Our episode of Focus On was a tutorial designed to educate and encourage families to utilize the Parent Portal communication tool. The topic and virtual format were chosen for this event in our concentrated efforts to increase participation and comfort in use of our FOCUS Parent Portal tool for families who have traditionally not engaged. Our targeted efforts in marketing the FOCUS Parent Portal included additional in-person visits and communications (email, telephone calls) to schools and families with an increased number of African American students. We are monitoring the Parent Portal usage and are working with the head of Instructional Technology to revise the FOCUS Parent Portal Data reporting system for more detailed demographics, to include usage by race and ethnicity.

Our Community Liaison continued to advocate for African American families and supports by meeting with local politicians, regularly updating and advocating for financial support at the County Commissioner's offices, where our Liaison is known and welcomed by all County Commissioners for regular dialogue. Further, the Community Liaison is in touch with local businesses to bring identified, needed resources and programming to our families. We continue to work to engage all stakeholders.



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



Quarter of the School Year: 2

Date of Summary: 1/3/2022

District Office: Student Affairs, Advocacy, & Access

Strategies: 3.2, 3.3, 5.5

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

Dates of Taskforce Meeting(s)	<ul style="list-style-type: none"> 11.03.2021 12.01.2021
Summary of Planned Action Steps	<ul style="list-style-type: none"> As an entity driven by solution-driven community stakeholders, the C.L.I.M.A.T.E. Task Force established foundational norms to support the vision of providing direction and recommendations to the staff of the Schools District of Indian River County (SDIRC) to ensure equity and excellence in each of our schools. Using the focus areas of the District Strategic Plan, along with annual and five-year targets, the C.L.I.M.A.T.E. Task Force Chair and Vice Chair will facilitate intentional discourse to identify priority areas for focus.

*Attach meeting agendas

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

Date of Parent Workshop	Title of Parent Workshop	Date of Publicity
10/9/2021	Choice and Community Extravaganza	9.17.2021, 9.27.2021, 9.28.2021, 10.4.2021, 10.6.2021, 10.8.2021, 10.9.2021, 10.13.2021
10/26/2021	Smile- Your Path to Dental Health	10.19.2021, 10.26.2021
10/27/2021	Parent Engagement Advisory Council	10.19.2021
10-28/2021	Focus on ESE	10.8.2021, 10.28.2021
12/1/2021	Around the Table Session 1	11.22.2021, 11.29.2021, 11.30.2021, 12.7.2021, 12.14.2021
12/7/2021	Around the Table Session 2	11.22.2021, 11.29.2021, 11.30.2021, 12.7.2021
12/15/2021	Around the Table Session 3	11.22.2021, 11.29.2021, 11.30.2021, 12.7.2021, 12.14.2021
Ongoing 2021-2022	Parent Engagement Survey	Beginning 10.13.2021 and daily to present

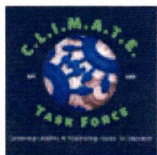
*Attach examples of publicity for parent workshops

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

Dates of Work Sessions/Revisions of Policy	<ul style="list-style-type: none"> 9.28.2021 – Business Meeting Agenda Item 13.A. – School Board Members voted to remove the Unitary Status Sustainability Policy from the Public Hearing and Adoption of New and Revised Policies. The item was to be reviewed and revisited at a later date.
--	---

*Attach most recent revision of the policy.

Artifacts for Strategy 3.2 – 11.03.2021 and 12.01.2021 C.L.I.M.A.T.E. Task Force Meeting Agendas



Location: Gifford Community Center
Date: Wednesday, November 3, 2021
Time: 5:00 P.M. – 7:00 P.M.

Task Force Agenda

The C.L.I.M.A.T.E. Task Force will provide direction and recommendations to the staff of the School District of Indian River County (SDIRC) to ensure equity and excellence in each of our schools.

4:45 P.M. – 5:00 P.M. (OPTIONAL) Informal Meet and Greet

I.	Welcome	Mr. Godfrey Gipson <i>Gifford Alumni and Friends Association</i>
II.	Chair and Vice Chair Introductions <ul style="list-style-type: none">Chair – Mr. John ThorntonVice Chair – Mrs. Stacey Klim	Dr. Kyra Schafte <i>Coordinator of Equity</i>
III.	Task Force Norms <ul style="list-style-type: none">1. Start and end on time.2. Respect everyone's opinion.3. One speaker at a time.4. Be an active listener.5. Support team consensus.6. Be open to feedback.7. No one person dominates.	Mr. John Thornton <i>Chair</i>
IV.	Identifying and Prioritizing Areas of Focus	Mr. John Thornton <i>Chair</i> Mrs. Stacey Klim <i>Vice Chair</i>
V.	Upcoming Meeting Dates Discussion of Time/Location <ul style="list-style-type: none">Wednesday, December 1, 2021Wednesday, January 5, 2022Wednesday, February 2, 2022Wednesday, March 2, 2022Wednesday, April 6, 2022Wednesday, May 4, 2022Wednesday, June 1, 2022	Mr. John Thornton <i>Chair</i>



"Convening Leaders in Maximizing Access To Education"



Norms

1. Start and end on time.
2. Respect everyone's opinion.
3. One speaker at a time.
4. Be an active listener.
5. Support team consensus.
6. Be open to feedback.
7. No one person dominates.

Location:

Gifford Community Center

Date:

Wednesday, December 1, 2021

Time:

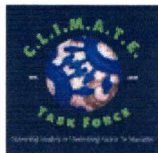
2:00 P.M. – 4:00 P.M.

Task Force Agenda

The C.L.I.M.A.T.E. Task Force will provide direction and recommendations to the staff of the School District of Indian River County (SDIRC) to ensure equity and excellence in each of our schools.

1:45 P.M. – 2:00 P.M. (OPTIONAL) Informal Meet and Greet

I.	Welcome/New Member Introductions	Mr. John Thornton <i>Chair</i>
II.	Debrief Previous Meeting (11.03.21)	Mr. John Thornton <i>Chair</i>
III.	Review Sort of Identified Task Member Priorities	Mrs. Stacey Klim <i>Vice Chair</i>
IV.	Prioritization Discussion	Mr. John Thornton <i>Chair</i> Mrs. Stacey Klim <i>Vice Chair</i>
V.	Task Force Feedback: Athletic Director and Head Coach Training Objectives	Mr. Eric Seymour <i>Assistant Superintendent of Student Affairs, Advocacy, and Access</i>
VI.	Next Meeting: Wednesday, January 5, 2022 Discussion of Time/Location	Mr. John Thornton <i>Chair</i>



"Convening Leaders In Maximizing Access To Education"



Artifacts for Strategy 3.3 – 10.9.2021 SDIRC Choice & Community Extravaganza Brochure cover and Community Partnerships and Extended Learning Opportunities Flyer, 11.26.2021 Flyer Parent Workshop: Smile Your Path to Dental Health; 10.27.2021, 11.18.2021 Parent Engagement Advisory Council Flyer and social media Posting with Virtual Links, 10.28.2021 Parent Facebook Live: Focus on Exceptional Student Education (ESE), 12.1.2021 social media Posting- Parent Workshop: Around the Table Cooking and Nutrition Course, and 2021-2022 Parent Engagement Survey



OUTDOOR SET UP- COMMUNITY PARTNERSHIPS AND EXTENDED LEARNING OPPORTUNITIES

ORGANIZED BY DR. PATRICIA KAWI- COORDINATOR OF PARENT AND COMMUNITY ENGAGEMENT

IRC Sheriff Explorer Post 556
The Learning Alliance
Kona Ice
Literacy Services of Indian River County
DASIE Hope Center
QuitDoc Foundation
Treasure Coast Girls Coalition
Vero Beach Rowing
The Young Journalist
Gifford Youth Orchestra
IRC Parks and Recreation
Youth Guidance Mentoring Academy
Big Brothers Big Sisters
Ballet Vero Beach

Sunrise Rotary - Vero Beach Literacy, Community, Youth Services
The Education Foundation of Indian River County
Crossover Mission
SAFIR Coalition
Mental Health Association in Indian River County
United Way of Indian River County
Environmental Learning Center
Special Equestrians of the Treasure Coast, Inc.
Treasure Coast Community Health
Hart and Soul Foundation
United Against Poverty- Vero
RISE Center IRC
Girl Scouts of Southeast Florida



The School District of Indian River County (SDIRC) and Treasure Coast Community Health (TCCH) are excited to present workshops for families. With SDIRC's focus on transforming education to inspire & empower ALL students to maximize their full potential and TCCH's efforts to provide comprehensive high quality primary health care, this series will bring topics and resources that will benefit your whole family! Please join us.

TOPIC: Smile! Your Path to Dental Health

DATE: Tuesday, October 26th

TIME: 6pm- 7pm

LOCATION: United Against Poverty: 1400 27th Street, Vero Beach, FL 32960 and on Facebook Live

We have plenty of space to spread out and social distance while connecting on a topic that will bring health and wellness into focus. If you can't join us in-person, make sure to view on Facebook live.



The Parent Engagement Advisory Council (PEAC) is an organization facilitated by Student Affairs, Advocacy, & Access staff, in collaboration with parents, to provide knowledge and opportunity for parents to engage with the district in using voice, involvement, and presence to advocate for and support their child's education and wellness. We strive to empower parents and guardians to champion whole-child development and a school and home environment that is conducive to optimal learning and development.

Parent Engagement Advisory Council

Vision Statement: Work collaboratively with the parents, caregivers, and all stakeholders to empower parents to champion their child's education and wellness.

Mission Statement: Cultivate the partnership between the school district and families of every student through active voice, involvement, and presence to positively impact each child's education and wellness.

Please contact Dr. Patricia Kawi, Patricia.Kawi@indianriverschools.org or 772-564-3089 with questions or to join.

Join us Today!

Our Parent Engagement Advisory Council (PEAC) needs your engagement. You are invited to join the PEAC, attend our scheduled monthly meetings to more effectively use your voice, involvement, and presence to enhance your child's education.

Together we make a difference. Join our PEAC today!

PARENT-ENGAGEMENT-ADVISORY-COUNCIL-(PEAC)-2021-2022¶

All parents and community members are invited to participate in the Parent Engagement Advisory Council (PEAC).¶

Meetings will take place from 6:00-7:30pm virtually on Microsoft Teams.¶

Click the date below join the meeting at the scheduled time.¶

- [September 30 PEAC¶](#)
- [October 27 PEAC*¶](#)
- [November 18 PEAC¶](#)
- [January 20 PEAC*¶](#)
- [February 24 PEAC¶](#)
- [April 28 PEAC*¶](#)
- [May 19 PEAC¶](#)

* Denotes Superintendent PEAC Advisory Council sessions¶



School District of Indian River County

October 28, 2021 · 🌐



Focus-on-ESE Family Workshop 7 p.m. 10/28/21



Focus-on-ESE Family Workshop
Facebook Premiere
October 28th @ 7:00 p.m.



Please email questions regarding the SDIRC Parent Engagement Family Workshop Series to Patricia.Kawi@indianriverschools.org

#SDIRCStrongerTogether

👍❤️👤 10

4 Shares

👍 Like

💬 Comment

➦ Share



Write a comment...





School District of Indian River County

November 30, 2021 · 🌐

...

Tomorrow is the first "Around the Table" meeting, be sure to contact Patricia.Kawi@indianriverschools.org to sign up! This is a free, six week course for families and will include hands-on cooking and interactive activities, space is limited.



You and 6 others

4 Shares

Student Affairs, Advocacy, and Access Parent Engagement Survey

* Required

Name

Your answer

Email

Your answer

Phone

Your answer

What is your street address?

Your answer

What is your zip code?

Your answer

What school does your child attend?

Your answer

What grade is your child in?

Your answer

Page Break

In what ways are you engaged in your child's education?

- Encourage attendance
- Interact with Parent Portal daily
- Help with homework/awareness of assignments
- Volunteering for the classroom (in or out of the school setting)
- Volunteering for the district
- PTO/PTA meetings
- Frequent communication with teachers
- Attending parent/teacher conferences
- Other

How can we (School/District) facilitate your engagement?

- Provide parent and family workshops
- Communicate daily
- Weekend workshops or programs
- Offer day and evening meetings (flexible hours)
- Host parent-focused events
- Social media marketing (Facebook, Twitter, etc.)
- Offer District-level Parent group
- Other

Which evening and/or Saturday learning opportunities for parents and adult community members would you take part in?

- Financial literacy
- Health Care and wellness programs
- Arts
- Music
- Cooking Classes
- Fitness classes
- Creating healthy households
- Job Training
- Physical activity and walking clubs
- Strategies to help your child succeed in school
- English as a New Language
- Understanding the transition to high school and college (for parents and students)
- Understanding the college application process
- Career exploration, understanding and the employment application process
- Resume writing
- Computer training
- Other

Page Break

What are some of the needs, as a parent, that you are challenged with that interfere with your engagement?

- Transportation
- Childcare
- Unemployment
- Adequate housing
- Child-rearing
- Homelessness
- Wellness
- Other

Submit

Artifacts for Strategy 5.5 – Business Meeting Agenda Item and Most Recent Version of the Unitary Status Sustainability Policy

1/3/22, 8:41 AM

BoardDocs® Plus



Agenda Item Details

Meeting	Sep 28, 2021 - Business Meeting Agenda
Category	13. ACTION AGENDA
Subject	A. Public Hearing and Adoption of New & Revised Policies from 8/24/21
Type	Action
Preferred Date	Sep 28, 2021
Absolute Date	Sep 28, 2021
Fiscal Impact	No
Recommended Action	Superintendent recommends approval.
Goals	Focus Area 1: Academic Success Focus Area 2: Equity, Culture & Climate Focus Area 3: Communication & Engagement Focus Area 4: Talent Development & Support Focus Area 5: Organizational & Fiscal Responsibility

On August 24, 2021, the Board moved approval to set a Public Hearing date to adopt new and revised District School Board Policies. The purpose of the revisions and new policies is to be consistent with present practice and legislation. The policy change process was followed in accordance with Florida Statutes, under Florida Administrative Procedures Act, Chapter 120 Rulemaking; and School Board Bylaw 0131.

[NEW Unitary Status Sustainability_8.13.21_ar.pdf \(130 KB\)](#)

[po6520.pdf \(85 KB\)](#)

[UPDATED Policy.Unitary.Status..pdf \(128 KB\)](#)

Motion & Voting

Superintendent recommends approval.

Chairman Barefoot asked Dr. Moore if he had documented the public hearing in adherence with the State Statutes. Mr. Barefoot then recessed the meeting to conduct the public hearing as advertised. Mr. Barefoot then asked Dr. Moore if there were any written responses to the public hearing. Dr. Moore confirmed there were no written responses. Mr. Barefoot invited the public to speak at this time. Mr. Kevin Browning, Equity Committee Chairman, spoke. Mr. Barefoot then concluded the public hearing on the Adoption of the New & Revised Policies. He then reconvened the meeting.

Mr. Barefoot then asked his fellow Board Members to speak. Each Board Member spoke and had questions.

Mrs. Rosario made a motion to pause the Unitary Sustainability Policy until December. Mrs. Rosario withdrew her motion. Mrs. Rosario made a motion to pause the Unitary Sustainability Policy. With there being no second, Mrs. Rosario made the motion to remove the Unitary Sustainability Policy. Dr. Jones seconded the motion and it carried unanimously.

<https://go.boarddocs.com/ill/ircs/Board.nsf/Public>

1/2

Section	2000 Program
Title	UNITARY STATUS SUSTAINABILITY
Code	po????
Adopted	May 25, 2021

Policy # - UNITARY STATUS SUSTAINABILITY

Purpose

The School Board of Indian River County is committed to compliance with the 1967 Desegregation Order and accomplishment of the goals outlined in the associated 2018 Joint Plan for the Achievement of Unitary Status in the Matter Styled *Sharpton, et al. v. School Board of Indian River County, FL*, No. 1:64-cv-00721 (S.D. Fla.). Beyond this, once unitary status is achieved in relation to the Desegregation Order, the District shall maintain a unitary school system that will provide equal opportunity and access to education and employment to all individuals regardless of personal characteristics such as race, ethnicity, national origin, religion, disability, sex, sexual orientation, gender identity, age, or socioeconomic status. The School Board believes that the timely provision of resources, supports, instruction, and interventions based upon a student's individual needs, as well as the establishment of a diverse workforce representative of all students, is critical to the achievement of successful educational outcomes for all students.

Board Commitment

The School Board, and all schools in our system, shall take active measures to maintain a unitary school system. Active measures shall be defined as those which promote equitable, inclusive, and supportive educational environments that are free from discrimination.

- A. Mentoring of New African American Instructional Staff – All newly hired African American instructional staff shall be offered professional learning opportunities to support the knowledge acquisition of designing learning environments to address the educational needs of diverse student populations.
- B. Recruitment of African American Instructional Staff – The Board will hold the Superintendent accountable for assuring that the District recruitment team and school-based interview teams for instructional staff shall be diverse in composition and active efforts shall be made to recruit a diverse workforce representative of the District's student population. See also Policy 3120.01.
- C. Representation of African American Instructional Staff – All instructional staff of the District shall be employed and assigned to work locations in a non-discriminatory manner.
- D. African American Student Academic Achievement / Resource Allocation – Evidence-based strategies and interventions shall be implemented to eliminate identified barriers to racial disparities in academic achievement, discipline, and eligibility for special programs. Viable avenues to pursue upgrades to human capital and resource allocation shall be addressed in the District's Staff Allocation Model (SAM).
- E. Student Assignments – The practice of curricular and programmatic choice in student assignment, on a space available basis, shall be implemented to increase the alignment between the racial representation in student enrollment at individual schools and the District's overall racial representation in student enrollment.
- F. Transportation – The school transportation system shall be reviewed regularly and needed action be taken to ensure that transportation is not a barrier to access to the full range of curricular and programmatic choice.

- G. Extracurricular Activities – Given the importance of extracurricular activities as a valuable expenditure of school resources, participation shall be regularly reviewed and needed action taken to ensure that African American students are able to access and participate in extracurricular activities in a non-discriminatory manner.

Superintendent Commitment

The Superintendent shall consistently monitor educational outcomes for African American students and staff, to maintain a unitary school system that is free from discrimination, while maximizing the potential of all students. To support unitary status sustainability, the Superintendent shall engage in actions which include, but are not limited to, the following:

- A. Ensure the needed district infrastructure to accurately monitor educational outcomes for African American students and staff is maintained or improved.
- B. Make evidence-based recommendations for the development and implementation of corrective actions in areas in which educational disparities or discriminatory practices are identified.
- C. Ensure that there is a clearly defined channel for individuals to submit concerns related to educational disparities or discriminatory practices.
- D. Monitor data to make recommendations to the School Board regarding any identified needs for additional resources or human capital to enhance the outcomes and initiatives within the Joint Plan for the Achievement of Unitary Status in the Matter Styled *Sharpton, et al. v. School Board of Indian River County, FL*, No. 1:64-cv-00721 (S.D. Fla.)

Superintendent's Unitary Status Sustainability Workgroup

Once unitary status has been achieved in all sections of the Joint Plan for the Achievement of Unitary Status in the Matter Styled *Sharpton, et al. v. School Board of Indian River County, FL*, No. 1:64-cv-00721 (S.D. Fla.), and all requirements associated with the Joint Plan have been fulfilled, a "Superintendent's Unitary Status Sustainability Workgroup" shall be established. The Superintendent will create a Unitary Status Sustainability Workgroup comprised of five members, who will be selected by the School Board at the Annual Organizational Meeting. The Workgroup will make recommendations on how to best support African American students and historically underserved communities in the District. Workgroup representatives will be appointed for a one-year term. The Workgroup will meet quarterly, with the Superintendent providing updates to the School Board on a biannual basis. If a representative is absent from two consecutive Work Group meetings, the School Board shall select a replacement representative within 30 days.

The representatives of the Superintendent's Unitary Status Workgroup will:

- A. Utilize a data-driven approach to review and problem solve district outcomes for African American students and staff as related to the School Board and Superintendent commitments outlined above.
- B. Provide timely feedback and evidence-based recommendations for improvement related to district outcomes reviewed with the School Board in a public meeting held on an annual basis.
- C. Provide timely feedback and evidence-based recommendations for consideration to guide District Strategic Plan revisions.

Policy Duration and Revisions

The School Board understands the importance of the commitments outlined in this policy to students, parents, employees, and community members. This policy shall remain in effect for five years with the initial year identified as the year in which unitary status has been achieved by the District in all sections of the Joint Plan for the Achievement of Unitary Status in the Matter Styled *Sharpton, et al. v. School Board of Indian River County, FL*, No. 1:64-cv-00721 (S.D. Fla.), and all requirements of the Joint Plan have been fulfilled. The School Board shall evaluate this policy at the close of the five-year validity period to determine the terms of the renewal cycle for this policy. Any proposed revisions to this Unitary Status Sustainability policy must be adopted in accordance with the Administrative Procedures Act and requires a super-majority vote by the School Board.

Legal F.S. 1000.05
 F.S. 1001.41
 F.S. 1001.49