

**District School Board of Indian River County, Florida  
6500 – 57th Street, Vero Beach, FL 32967**

If a Person decides to appeal any decision made by the Board with respect to any matter considered at these meetings, he will need to ensure that a verbatim record is made which includes the testimony and evidence upon which the appeal is to be made.

**Date: July 23, 2019**

**Time: 12:00 p.m.**

**Room: Joe N. Idlette, Jr. Teacher Education Center (TEC)**

**Superintendent's Workshop Agenda**

- I. CALL WORKSHOP TO ORDER
  
- II. PURPOSE OF THE WORKSHOP
  - 1) Audit Committee Report Review
  - 2) Equity Update/African American Achievement Plan
  - 3) Superintendent Search Recruiting Quotes
  - 4) NEOLA Updates
  - 5) Strategic Plan Update
  
- III. PRESENTATIONS
  
- V. ADJOURNMENT

Anyone who needs a special accommodation to participate in these meetings may contact the School District's American Disabilities Act Coordinator at 564-3175 (TTY 564-2792) at least 48-hours in before the meeting. NOTE: Changes and amendments to the agenda can occur 72-hours prior to the meeting. All business meetings will be held in the Joe N. Idlette, Jr. Teacher Education Center (TEC) located in the J.A. Thompson Administrative Center at 6500 – 57th Street, Vero Beach, FL 32967, unless otherwise specified. Meetings may broadcast live on Comcast/Xfinity Ch. 28, AT&T Uverse Ch. 99, and the School District's website stream; and may be replayed on Tuesdays and Thursdays at the time of the original meeting. For a schedule, please visit the District's website at [www.indianriverschools.org/iretv](http://www.indianriverschools.org/iretv). The agenda can be accessed by Internet at <http://www.indianriverschools.org>.

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# School Board of Indian River County Audit Committee Report to the Board

Presented by  
Bob Auwaerter  
Chairman  
September 11, 2018

# Committee Members

- Charles Gisler
- Glenn Heran
- Jeff Smith
- Gayle Phillips Gilmore—Vice Chairwoman
- Bob Auwaerter—Chairman

# Meetings Held

- May 1, 2017—Organizational
- May 30, 2017—Setting Review Items
- August 28, 2017—Item Reviews
- January 23, 2018—Item Reviews
- May 21, 2018—Item Reviews

# Audit Committee Recommendations

- All Audit Committee recommendations made to the School Board in the form of motions were passed ***unanimously***

# Review Items

- Cost and Delivery Method of Employee Benefits (8/28/17)
  - *Audit Committee Passed Motions:*
    - *for the Administration to do a study on changing the compensation of Aon to fee based, away from percentage of the insurance premium*
    - *for the District to provide a fully costed analysis between self-insured and fully insured when the health insurance goes out for bid. The School Board should consider getting bids for both self and fully insured, every 4 to 5 years*

# Review Items

- Other Post-Employment Benefits (OPEB) (8/28/17)
- Recurring Contracting of Outside Services (1/23/18)
- Review of the Use of and Control Procedures for the Regions Bank Credit Card (\$7,000,000 Purchase Order/Spend Authority) (1/23/18)

# Review Items

- Review Cost and Delivery of Legal Services (5/21/18)
  - *Audit Committee Passed Motions:*
    - *The Committee requests that the School Board put out an Request for Proposal (RFP) for general counsel services to assure taxpayers that they are getting the best deal for these services, taking into account not only costs but value of legal advice provided.*

# Review Items

- Review Cost and Delivery of Legal Services
  - *Audit Committee Passed Motions:*
    - *The Audit Committee recommends to the School Board of Indian River County that they put a policy in place to periodically put out an RFP for legal services and suggest a review of the current services at least every 3 years*

# Review Items

- Review Cost and Delivery of Legal Services
  - *Audit Committee Passed Motions:*
    - *The Audit Committee recommends to the School Board that it requests the Administration do an analysis of the cost and benefits of having an inside legal counsel versus the current system of contracting outside general counsel*

# A note of thanks to

- Dr. Rendell
- Carter Morrison
- And especially, Brenda Davis

# 2018-19 Annual Equity Update

## PART I: PROCEDURAL REQUIREMENTS:

### A. Changes to Nondiscrimination and Anti-Harassment Policies or Grievance Procedures

*Submit any policies or procedures revised since the last Equity Update.*

### B. Annual Notification of Nondiscrimination for Vocational Education Programs

#### 1. Annual Notification of Nondiscrimination for Vocational Education Programs

**Explain how annual notification of nondiscrimination is disseminated/published; and submit copies of materials that include the annual notification of nondiscrimination for vocational programs.**

#### 2260 - NONDISCRIMINATION AND ACCESS TO EQUAL EDUCATIONAL OPPORTUNITY

Any form of discrimination or harassment can be devastating to an individual's academic progress, social relationship, and/or personal sense of self-worth. As such, the School Board will not discriminate nor tolerate harassment in its educational programs or activities on the basis of race, color, national origin, sex (including sexual orientation, transgender status, or gender identity), disability (including HIV, AIDS, or sickle cell trait), pregnancy, marital status, age (except as authorized by law), religion, military status, ancestry, or genetic information, which are classes protected by State and/or Federal law (collectively, "protected classes").

The Board also does not discriminate on the basis of protected classes in its employment policies and practices as they relate to students. Equal educational opportunities shall be available to all students, without regard to the protected classes, age (unless age is a factor necessary to the normal operation or the achievement of any legitimate objective of the program/activity), place of residence within the boundaries of the District, or social or economic background, to learn through the curriculum offered in this District. Educational programs shall be designed to meet the varying needs of all students. In order to achieve the aforesaid goal, the Superintendent shall:

#### A. Curriculum Content

review current and proposed courses of study and textbooks to detect any bias based upon the protected classes, ascertaining whether or not supplemental materials, singly or taken as a whole, fairly depict the contribution of both genders, various races, ethnic groups, etc., toward the development of human society;

#### B. Staff Training

develop an ongoing program of in-service training for school personnel designed to identify and solve problems of bias based upon the protected classes, in all aspects of the program;

#### C. Student Access

1. review current and proposed programs, activities, facilities, and practices to verify that all students have equal access thereto and are not segregated on the basis of the protected classes, in any duty, work, play, classroom, or school practice, except as may be permitted under State and Federal laws and regulations;

2. verify that facilities are made available for non-curricular student activities that are initiated by parents or other members of the community, including but not limited to any group that is officially affiliated with the Boy Scouts of America or any other youth group listed in Title 36 of the United States Code as a patriotic society, pursuant to Board [Policy 7510](#) - Use of District Facilities;

In accordance with Florida Statute, the Board may establish and maintain a single-gender non-vocational class, extracurricular activity, or school for elementary, middle, or high school students.

#### D. District Support

verify that like aspects of the District's program receive like support as to staff size and compensation, purchase and maintenance of facilities and equipment, access to such facilities and equipment, and related matters;

#### E. Student Assessment

verify that tests, procedures, or guidance and counseling materials, which are designed to evaluate student progress, rate aptitudes, analyze personality, or in any manner establish or tend to establish a category by which a student may be judged, are not differentiated or stereotyped on the basis of the protected classes.

## District Compliance Officer(s)

The Board designates the following individuals to serve as the District's "Compliance Officers" (also known as "Civil Rights Coordinators") (hereinafter referred to as the "COs")

### Executive Director for Human Resources

6500 57 Street  
Vero Beach, FL 32967  
772-564-3000

### Executive Director for Exceptional Education and Student Services

6500 57 Street  
Vero Beach, FL 32967  
772-564-3000

The names, titles, and contact information of these individuals will be published annually on the School District's website.

The COs are responsible for coordinating the District's efforts to comply with applicable Federal and State laws and regulations, including the District's duty to address in a prompt and equitable manner any inquiries or complaints regarding discrimination or denial of equal access. The CO(s) shall also verify that proper notice of nondiscrimination for Title II of the Americans with Disabilities Act (as amended), Title VI and VII of the Civil Rights Act of 1964, Title IX of the Education

Amendment Act of 1972,

Section 504 of the Rehabilitation Act of 1973 (as amended), the Age Discrimination Act of 1975, the Florida Civil Rights Act of 1992, the Florida Educational Equity Act, and/or their implementing regulations is provided to students, their parents, staff members, and the general public. A copy of each of the acts and regulations on which this notice is based may be found in the CO's office.

Revised 3/24/15  
Revised 7/28/15  
Technical Change 1/14/16  
Revised 4/12/16  
Revised 2/14/17

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Legal F.S. 553.501 et seq., Florida Americans with Disabilities Accessibility Implementation Act  
F.S. 553.014  
F.S. 760.08  
F.S. 760.021  
F.S. 1000.05, Florida Educational Equity Act  
F.S. 1002.311  
F.A.C. 6A-19.001  
Fourteenth Amendment, U.S. Constitution  
20 U.S.C. Section 1681, Title IX of Education Amendment Act  
20 U.S.C. Section 1701 et seq., Equal Educational Opportunities Act of 1974  
20 U.S.C. Section 7905, Boy Scouts of America Equal Access Act  
42 U.S.C. 2000ff et seq., The Genetic Information Nondiscrimination Act  
29 U.S.C. Section 794, Rehabilitation Act of 1973, as amended  
42 U.S.C. Section 2000 et seq., Civil Rights Act of 1964  
42 U.S.C. 12101 et seq., The Americans with Disabilities Act of 1990, as amended  
42 U.S.C. 6101 et seq., Age Discrimination Act of 1975  
34 C.F.R. Part 110 (7/27/93)  
29 C.F.R. Part 1635

Vocational Education Program Guidelines for Eliminating Discrimination and Denial of Services,  
Department of Education, Office of Civil Rights, March 1979  
Title III of the No Child Left Behind Act of 2001

Last Modified by Brenda Davis on September 26, 2018

## 2. Continuous Notification of Nondiscrimination

**Identify documents used to provide the continuous notification of nondiscrimination; and submit copies of materials that include the continuous notification of nondiscrimination.**

The following is an excerpt from The School Board of Indian River County Bylaws and Policies:  
**1362.02 - ANTI-HARASSMENT COMPLAINT PROCEDURE**

### **Anti-Harassment Compliance Officers**

The individuals who have the following positions serve as "Anti-Harassment Compliance Officers" for the School District. They are hereinafter referred to as the "Compliance Officer" or "Compliance Officers".

Executive Director of Human Resources  
Services  
772-564-3195  
6500 57<sup>th</sup> Street  
Vero Beach, Florida 32967

Executive Director of ESE and Student  
772-564-5932  
6500 57<sup>th</sup> Street  
Vero Beach, Florida 32967

The Compliance Officers will be available during regular school/work hours to discuss concerns related to legally prohibited harassment.

Compliance Officers are assigned to accept complaints of unlawful harassment directly from any member of the School District community or a visitor to the District, or to receive complaints which are initially filed with a school building administrator. Upon receipt of a complaint either directly or through a school building administrator, the Compliance Officer will begin either an informal or formal process (depending on the request of the member of the School District community alleging harassment), or the Compliance Officer will designate a specific individual to conduct such a process. In the case of a formal complaint, the Compliance Officer will prepare, after consultation with the School Board Attorney, recommendations for the Superintendent or will oversee the preparation of such recommendations by a designee. All members of the School District community must report incidents of unlawful harassment which are reported to them to a Compliance Officer within five (5) calendar days of learning of the incident.

### **1122 - NONDISCRIMINATION AND EQUAL EMPLOYMENT OPPORTUNITY**

The School Board does not discriminate on the basis of race, color, national origin, sex (including sexual orientation, transgender status, or gender identity), disability (including HIV, AIDS, or sickle cell trait), pregnancy, marital status, age (except as authorized by law), religion, military status, ancestry, or genetic information which are classes protected by State and/or Federal law (collectively, "protected classes") in its programs and activities, including employment opportunities. It is the legal obligation and the policy of the Board to employ only those persons who are best qualified, with or without reasonable accommodations.

The Superintendent shall appoint and publicize the name of the compliance officer(s) who is/are responsible for coordinating the District's efforts to comply with applicable Federal and State laws and regulations, including the District's duty to address in a prompt and equitable manner any inquiries or complaints regarding discrimination or denial of equal access. The Superintendent shall also verify that proper notice of nondiscrimination for Title II of the Americans with Disabilities Act (as amended), Title VI, and Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendment Act of 1972, Section 504 of the Rehabilitation Act of 1973 (as amended), Americans with Disabilities Act of 1990, and the Age Discrimination in Employment Act will be provided to staff members and the general public. Any sections of the District's collectively-bargained, negotiated agreements dealing with hiring, promotion, and tenure will contain a statement of nondiscrimination similar to that in the Board's statement above.

If a person believes that s/he has been subjected to unlawful discrimination, the person may utilize the following complaint procedures as a means of reaching, at the lowest possible administrative level, a prompt and equitable resolution of the matter. In accordance with Federal and State law, employees will be notified of their right to file an internal complaint regarding an alleged violation, misinterpretation, or misapplication of Federal and/or State law. In addition, employees will be notified of their right to file a complaint with the U.S. Department of Education's Office for Civil Rights, the Florida Commission on Human Relations, or the Equal Employment Opportunity Commission.

Internal complaints must be put in writing and must identify the specific circumstances or areas of dispute that have given rise to the complaint, and offer possible solutions to the dispute. The complaint must be filed with a compliance officer within the time limits specified below. The compliance officer is available to assist individuals in filing a complaint.

#### **Internal Complaint Procedure**

The following internal complaint procedure is available to employees for the prompt and equitable resolution of complaints alleging discrimination based upon disability. This complaint procedure is not available to unsuccessful applicants. Use of the internal complaint procedure is not a prerequisite to the pursuit of other remedies, including the filing of a complaint with the U.S. Department of Education's Office for Civil Rights, the Florida Commission on Human Relations, or the Equal Employment Opportunity Commission.

A. An employee with a complaint based on alleged discrimination on the basis of disability may first discuss the problem with the compliance officer.

B. If the informal discussion does not resolve the matter, or if the employee skips Step A, the individual may file a formal written complaint with the compliance officer. The written complaint must contain the name and address of the individual or representative filing the complaint, be signed by the complainant or someone authorized to sign for the complainant, describe the alleged discriminatory action in sufficient detail to inform the compliance officer of the nature and date of the alleged violation, and propose a resolution. The complaint must be filed within thirty (30) calendar days of the circumstances or event giving rise to the complaint, unless the time for filing is extended by the compliance officer for good cause.

C. The compliance officer will conduct an independent investigation of the matter (which may or may not include a hearing). This complaint procedure contemplates informal, but thorough investigations, affording all interested persons and their representatives, if any, an opportunity to present witnesses and other evidence relevant to the complaint. The compliance officer will provide the complainant with a written disposition of the complaint within ten (10) work days. If no decision is rendered within ten (10) work days, or the decision is unsatisfactory in the opinion of the complainant, the employee may file, in writing, an appeal with the Superintendent. **The compliance officer shall maintain the District's files and records relating to the complaint.**

D. The Superintendent will, within ten (10) work days of receiving the written appeal, conduct a hearing with all parties involved in an attempt to resolve the complaint. The Superintendent will render his/her decision within ten (10) work days of the hearing.

E. The employee may be represented, at his/her own cost, at any of the above-described meetings/hearings.

F. The right of a person to a prompt and equitable resolution of the complaint shall not be impaired by the person's pursuit of other remedies such as the filing of a complaint with the Office for Civil Rights or the filing of a court case. Use of this internal complaint procedure is not a prerequisite to the pursuit of other remedies.

If it is determined that the complainant was subjected to unlawful discrimination, the CO must identify what corrective action will be taken to stop, remedy, and prevent the recurrence of the discrimination/retaliation. The corrective action should be reasonable, timely, age-appropriate and effective, and tailored to the specific situation.

#### **Filing a Complaint with OCR/Florida Commission on Human Relations/EEOC**

At any time, if an employee believes that s/he has been subjected to unlawful discrimination, the individual may file a complaint with the U.S. Department of Education's Office for Civil Rights ("OCR"), the Florida Commission on Human Relations (FCHR), or the Equal Employment Opportunity Commission ("EEOC").

#### **Appealing to OCR/Florida Commission on Human Relations/EEOC**

If the complainant is not satisfied with the Superintendent's decision, the complainant will have an additional sixty (60) days to appeal the decision to the United States Department of Education Office of Civil Rights, Florida Commission on Human Relations, or the Equal Employment Opportunity Commission.

#### **Retaliation**

Retaliation against a person who makes a report or files a complaint alleging unlawful discrimination, or participates as a witness in an investigation, is prohibited. Specifically, the Board will not discriminate/retaliate against, coerce, intimidate, threaten or interfere with any individual because the person opposed any act or practice made unlawful by Section 504 or the ADA, or because that individual made a charge, testified, assisted or participated in any manner in an investigation, proceeding, or hearing under those laws, or because that individual exercised, enjoyed, aided or encouraged any other person in the exercise or enjoyment of any right granted or protected by those laws.

#### **Training**

The compliance officers will also oversee the training of employees in the District so that all employees understand their rights and responsibilities under Federal and State law, and are informed of the Board's policies and practices with respect to fully implementing and complying with the requirements of Federal and State law.

#### **Retention of Investigatory Records and Materials**

All individuals charged with conducting investigations under this policy shall retain all information, documents, electronically stored information ("ESI"), and electronic media (as defined in Policy 8315) created and received as part of an investigation, including, but not limited to:

1. all written reports/allegations/complaints/statements;
2. narratives of all verbal reports/allegations/complaints/statements;
3. a narrative of all actions taken by District personnel;
4. any written documentation of actions taken by District personnel;
5. written witness statements;
6. narratives of, notes from, or audio, video, or digital recordings of witness statements;
7. all documentary evidence;
8. e-mails, texts, or social media posts pertaining to the investigation;
9. contemporaneous notes in whatever form made (e.g., handwritten, keyed into a computer or tablet, etc.)

pertaining to the investigation;

10. written disciplinary sanctions issued to students or employees and a narrative of verbal disciplinary sanctions issued to students or employees for violations of the policies and procedures prohibiting discrimination or harassment;

11. dated written determinations to the parties;

12. dated written descriptions of verbal notifications to the parties;

13. written documentation of any interim measures offered and/or provided to complainants, including no contact orders issued to both parties, the dates issued, and the dates the parties acknowledged receipt; and

14. documentation of all actions taken, both individual and systemic, to stop the discrimination or harassment, prevent its recurrence, eliminate any hostile environment, and remedy its discriminatory effects.

The information, documents, ESI, and electronic media (as defined in Policy 8315) retained may include public records and records exempt from disclosure under Federal and/or State law (e.g., student records).

The information, documents, ESI, and electronic media (as defined in Policy 8315) created or received as part of an investigation shall be retained in accordance with Policy 8310, Policy 8315, Policy 8320, and Policy 8330 for not less than three (3) years, but longer if required by the District's records retention schedule.

Revised 7/28/15  
Technical Change 1/14/16  
Revised 4/12/16

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Legal F.S. 112.1221, 250.481, 760.01, 760.10, 1000.05  
20 U.S.C. 1681 et seq., Title IX  
29 U.S.C. 621 et seq., Age Discrimination in Employment Act of 1967  
29 U.S.C. 701 et seq., Rehabilitation Act of 1973, as amended  
42 U.S.C. 2000e, et seq., Civil Rights Act of 1964  
42 U.S.C. 2000ff et seq., The Genetic Information Nondiscrimination Act  
42 U.S.C. 12112, Americans with Disabilities Act of 1990, as amended  
29 C.F.R. Part 1635  
38 U.S.C. 4301 et seq., The Uniformed Services Employment and Reemployment Rights Act  
Last Modified by Jayne Purcell on September 17, 2018

**C. Notice for Availability of Reasonable Accommodations to Applicants for Employment**  
***Submit copies of webpages or printed materials for applicants for employment that include the notice that reasonable accommodations are available for qualified applicants with disabilities during the application and interview process. The notices should also include contact information for requesting accommodations.***

The following is a screen shot of the School Board of Indian River County employment webpage:  
(<https://www.indianriverschools.org/cms/One.aspx?portalId=1549525&pageId=17288178> : retrieved July 10, 2019).



## PART II: INCOMPLETE ITEMS OR PENDING ACTIONS

A. Any Items identified during equity on-site review.

B. Any other items identified on the current or past monitoring work plans as incomplete.

## PART III: STUDENT PARTICIPATION

### EVALUATION OF METHODS AND STRATEGIES:

The following percentages reflect within race/ethnicity calculations for students enrolled in AP/IB/AICE courses (currently the district does not participate in AICE courses). In **2014-15**, 26% of Whites, 6% of Blacks, 14% of Hispanics, 23% of White Males, 4% of Black Males, and 11% of Hispanic Males were enrolled in AP/IB courses. In **2018-19**, 30.5% of Whites (an increase of 4.5%), 13.21% of Blacks (an increase of 7.21%), 22.47% of Hispanics (an increase of 8.47%), 25.35% of White males (an increase of 2.35 percentage points), 8.37% of Black Males (an increase of 4.37%), and 17.05% of Hispanic Males (an increase of 6.05%) were enrolled. These numbers show the increase as compared to 2014-2015. In the 2018-19 school year ELL enrollment was 7.89% (a decrease of 9.11%) from the 2017-18 school year. The district experienced a decline in enrollment compared to the 2017-2018 school year in enrollment in AP/IB courses. This decrease could be attributed to the decline of student enrollment across the enrollment of students in AP/IB courses in the district.

### (1) Grades 9-12, Advanced Placement (AP), IB and AICE

#### Grades 9-12 Total Enrollment 2018-19 (5664)

<i>White</i>	<i>Black</i>	<i>Hispanic</i>	<i>ELL Students</i>	
3167 & 31%	825 & 13%	1353 & 22.5%	114 & 8%	
Whites In AP/IB/AICE 2014-15 26% (867)	Whites In AP/IB/AICE 2015-16 25% (816)	Whites In AP/IB/AICE 2016-17 26.53% (848)	Whites In AP/IB/AICE 2017-18 34% (1095)	Whites In AP/IB/AICE 2018-19 30.50% (966)
White Males In AP/IB/AICE 2014-15 23% (374)	White Males In AP/IB/AICE 2015-16 21% (347)	White Males In AP/IB/AICE 2016-17 21.43% (344)	White Males In AP/IB/AICE 2017-18 28% (464)	White Males In AP/IB/AICE 2018-19 25.35% (419)
Blacks In AP/IB/AICE 2014-15 6% (54)	Blacks In AP/IB/AICE 2015-16 7% (63)	Blacks In AP/IB/AICE 2016-17 7.74% (69)	Blacks In AP/IB/AICE 2017-18 21% (179)	Blacks In AP/IB/AICE 2018-19 13.21% (109)
Black Males In AP/IB/AICE 2014-15 4% (16)	Black Males In AP/IB/AICE 2015-16 5% (20)	Black Males In AP/IB/AICE 2016-17 3.58% (16)	Black Males In AP/IB/AICE 2017-18 14% (58)	Black Males In AP/IB/AICE 2018-19 8.37% (36)
Hispanics In AP/IB/AICE 2014-15 14% (144)	Hispanics In AP/IB/AICE 2015-16 12% (136)	Hispanics In AP/IB/AICE 2016-17 14.57% (176)	Hispanics In AP/IB/AICE 2017-18 24% (316)	Hispanics In AP/IB/AICE 2018-19 22.47% (304)
Hisp. Males In AP/IB/AICE 2014-15 11% (57)	Hisp. Males In AP/IB/AICE 2015-16 10% (59)	Hisp. Males In AP/IB/AICE 2016-17 11.82% (72)	Hisp. Males In AP/IB/AICE 2017-18 18% (124)	Hisp. Males In AP/IB/AICE 2018-19 17.05% (120)

ELL Students In AP/IB/AICE 2016-17	ELL Students In AP/IB/AICE 2017-18	ELL Students In AP/IB/AICE 2018-19
1.11% (1)	17% (16)	7.89% (9)

### Evidence of Success

*Evaluate the progress made in increasing enrollment for black, Hispanic, black male, Hispanic male and ELL students in AP/IB/AICE courses, and in closing enrollment gaps for black, Hispanic, black male, Hispanic male and ELL students. Evaluation must include 2014-15 to 2018-19.*

The following percentages reflect within race/ethnicity calculations for students enrolled in AP/IB/AICE courses (currently the district does not participate in AICE courses). In **2014-15**, 26% of Whites, 6% of Blacks, 14% of Hispanics, 23% of White Males, 4% of Black Males, and 11% of Hispanic Males were enrolled in AP/IB courses. In **2018-19**, 30.5% of Whites (an increase of 4.5%), 13.21% of Blacks (an increase of 7.21%), 22.47% of Hispanics (an increase of 8.47%), 25.35% of White males (an increase of 2.35 percentage points), 8.37% of Black Males (an increase of 4.37%), and 17.05% of Hispanic Males (an increase of 6.05%) were enrolled. These numbers show the increase as compared to 2014-2015.

The evaluation of data reveals continued progress in increasing enrollment in AP/IB courses for Black and Hispanic students in grades 9 – 12 from 2014-2015 to 2018-2019. Work is still needed to continue the growth for Black and Hispanic students, as well as ELL students who decreased from 17% in 2017-2018 to 7.89% in 2018-2019 (a difference of 9.11%).

### Methods and Strategies

*Identify the targeted methods and strategies to be used for the next period to increase enrollment for minority and ELL students in AP/IB/AICE courses, and to close enrollment gaps for black, Hispanic, black male, Hispanic male and ELL students. Strategies should include specific action steps taken by the schools/district to close enrollment gaps.*

The sustained increase in the enrollment of Black and Hispanic students during the 2018-2019 school year can be contributed to the efforts of the district. The adding of the position of Coordinator of Equity and Instructional Support (COE) in the 2017-2018 school year along with graduation coaches, AP/IB school-based coordinators and added school supports have made a significant impact on enrollment. The COE identified and monitored the inclusion of underrepresented students in AP/IB courses on both high school campuses. The COE worked with schools to ensure students were informed of the opportunity to enroll and participate in AP/IB classes. Parents were included in those conversations to assist the students with taking advantage of this academic opportunity. The school counselors monitored grades to ensure student success in completing coursework. Throughout the course of the school year, AP and IB Coordinators reviewed student progress and made the needed adjustments to ensure academic needs of students were met.

### Accountability Measure and Timelines

*Provide accountability measures and timelines for increasing enrollment for black, Hispanic, black male, Hispanic male and ELL students in AP/IB/AICE courses, and closing enrollment gaps for black, Hispanic, black male, Hispanic male and ELL students. Timelines may be over multiple years.*

The District will continue to work to reach their projected goals.

The District will continue to work to increase enrollment of Black Students in grades 9-12 in AP/IB courses by 5% over the next 2 years.

The District will continue to work to increase enrollment of Hispanic Students in grades 9-12 in AP/IB courses by 5% over the next 2 years.

The District will continue to work to increase enrollment of ELL Students in grades 9-12 in AP/IB courses by 5% over the next 2 years.

The District will continue to work to increase enrollment of Black Male Students in grades 9-12 in AP/IB courses by 5% over the next 2 years.

The District will continue to work to increase enrollment of Hispanic Male Students in grades 9-12 in AP/IB courses by 5% over the next 2 years.

**(2) Grades 9-12, Dual Enrollment (DE)**

The following percentages reflect within race/ethnicity calculations for students enrolled in Dual Enrollment courses. In 2014-15, 7% of Whites, 1% of Blacks, 3% of Hispanics, 5% of White Males, 0% of Black Males, and 2% of Hispanic Males were enrolled. In 2018-19, 10.17% of Whites (an increase of 3.17% percentage points), 3.88% of Blacks (an increase of 2.88 percentage point), 5.62% of Hispanics (an increase of 2.62 percentage point), 7.68% of White Males (an increase of 2.68 percentage points), 2.33% of Black Males (an increase of 2.33 percentage points), and 4.26% of Hispanic Males (an increase of 2.26 percentage points) were enrolled. There were no ELL students enrolled in Dual Enrollment in 2018-19 (a decrease of 1 percentage point).

**Grades 9-12 Total Enrollment 2018-19 (5664)**

<i>White</i>	<i>Black</i>	<i>Hispanic</i>	<i>ELL Students</i>	
3167 & 31%	825 & 13%	1353 & 22.5%	114 & 8%	
Whites In DE 2014-15 7% (232)	Whites In DE 2015-16 1% (21)	Whites In DE 2016-17 9.45% (302)	Whites In DE 2017-18 11% (348)	Whites In DE 2018-19 10.17% (322)
White Males In DE 2014-15 5% (84)	White Males In DE 2015-16 0% (6)	White Males In DE 2016-17 6.67% (107)	White Males In DE 2017-18 8% (134)	White Males In DE 2018-19 7.68% (127)
Blacks In DE 2014-15 1% (11)	Blacks In DE 2015-16 0% (0)	Blacks In DE 2016-17 2.47% (22)	Blacks In DE 2017-18 3% (27)	Blacks In DE 2018-19 3.88% (32)
Black Males In DE 2014-15 0% (2)	Black Males In DE 2015-16 0% (0)	Black Males In DE 2016-17 0.67% (3)	Black Males In DE 2017-18 1% (6)	Black Males In DE 2018-19 2.33% (10)
Hispanics In DE 2014-15 3% (33)	Hispanics In DE 2015-16 0% (2)	Hispanics In DE 2016-17 3.64% (44)	Hispanics In DE 2017-18 5% (70)	Hispanics In DE 2018-19 5.62% (76)
Hisp. Males In DE 2014-15 2% (12)	Hisp. Males In DE 2015-16 0% (1)	Hisp. Males In DE 2016-17 2.63% (16)	Hisp. Males In DE 2017-18 4% (27)	Hisp. Males In DE 2018-19 4.26% (30)
		ELL Students In DE 2016-17 0% (0)	ELL Students In DE 2017-18 1.04% (1)	ELL Students In DE 2018-19 0% (0)

**Evidence of Success**

*Evaluate the progress made in increasing enrollment for black, Hispanic, black male, Hispanic male and ELL students in dual enrollment courses, and in closing enrollment gaps for black, Hispanic, black male, Hispanic male and ELL students. **Evaluation must include 2014-15 to 2018-19.***

From 2014-2015 school year to the 2018-2019 school year, the Dual Enrollment program continues to grow for the district. Overall, Black, and Hispanic students are accessing and completing DE courses. There was a decrease in enrollment for White students (-.83%) enrolled and no ELL students were enrolled for 2018-2019 school year. Black students (+.88%) and Hispanic Students (+.62%) increased in enrollment for the 2018-2019 school year compared to 2017-2018.

**Methods and Strategies**

*Identify the targeted methods and strategies to be used for the next period to increase enrollment for minority and ELL students in dual enrollment courses, and to close enrollment gaps for black, Hispanic, black male, Hispanic male and ELL students. Strategies should include specific action steps by the schools/district to close enrollment gaps.*

The District will continue to work with Indian River State College to provide classes by our staff on the campuses of the two high schools to provide easy access to students. The District will also monitor grades to ensure students are successfully completing coursework. The District will continue to advertise the opportunity to participate in dual enrollment courses as well as identify students and communicate with students who should take advantage of this academic opportunity. The District will provide school based administrators with the percentages the district expects the enrollment to increase. Additionally, the Curriculum and Instruction Department will offer supports to the schools to help identify students to increase enrollment.

**Accountability Measure and Timelines**

*Provide accountability measures and timelines for increasing enrollment for black, Hispanic, black male, Hispanic male and ELL students in dual enrollment courses, and closing enrollment gaps for black, Hispanic, black male, Hispanic male and ELL students. Timelines may be over multiple years.*

The District progressed towards goal of increasing enrollment of underrepresented students in Dual Enrollment. The District will continue to work to increase enrollment of Black Students in grades 9-12 in AP/IB courses by 2% over the next 2 years.

The District will continue to work to increase enrollment of Hispanic Students in grades 9-12 in AP/IB courses by 2% over the next 2 years.

The District will continue to work to increase enrollment of ELL Students in grades 9-12 in AP/IB courses by 2% over the next 2 years.

The District will continue to work to increase enrollment of Black Male Students in grades 9-12 in AP/IB courses by 2% over the next 2 years.

The District will continue to work to increase enrollment of Hispanic Male Students in grades 9-12 in AP/IB courses by 2% over the next 2 years.

**(3) Grades 9-12, All Level 3 courses (including AP, IB, AICE, DE and honors)**

**Grades 9-12 Total Enrollment 2018-19 (5664)**

<i>White</i>	<i>Black</i>	<i>Hispanic</i>	<i>ELL Students</i>	
3167 & 31%	825 & 13%	1353 & 22.5%	114 & 8%	
Whites All Level 3 2014-15 63% (2083)	Whites All Level 3 2015-16 64% (2116)	Whites All Level 3 2016-17 69.68% (2227)	Whites All Level 3 2017-18 71% (2276)	Whites All Level 3 2018-19 70.79% (2242)
White Males All Level 3 2014-15 58% (943)	White Males All Level 3 2015-16 58% (950)	White Males All Level 3 2016-17 64.92% (1042)	White Males All Level 3 2017-18 66% (1105)	White Males All Level 3 2018-19 66.42% (1098)
Blacks All Level 3 2014-15 32% (265)	Blacks All Level 3 2015-16 34% (300)	Blacks All Level 3 2016-17 39.80% (355)	Blacks All Level 3 2017-18 49% (417)	Blacks All Level 3 2018-19 49.70% (410)

Black Males All Level 3 2014-15 23% (99)	Black Males All Level 3 2015-16 26% (114)	Black Males All Level 3 2016-17 31.99% (143)	Black Males All Level 3 2017-18 40% (170)	Black Males All Level 3 2018-19 40.47% (174)
Hispanics All Level 3 2014-15 45% (457)	Hispanics All Level 3 2015-16 45% (504)	Hispanics All Level 3 2016-17 54.47% (658)	Hispanics All Level 3 2017-18 58% (777)	Hispanics All Level 3 2018-19 60.31% (816)
Hisp. Males All Level 3 2014-15 41% (213)	Hisp. Males All Level 3 2015-16 37% (214)	Hisp. Males All Level 3 2016-17 51.56% (314)	Hisp. Males All Level 3 2017-18 54% (366)	Hisp. Males All Level 3 2018-19 55.68% (392)
		ELL Students All Level 3 2016-17 17.78% (16)	ELL Students All Level 3 2017-18 29% (28)	ELL Students All Level 3 2018-19 21.93% (25)

### Evidence of Success

*Evaluate the progress made in increasing enrollment for black, Hispanic, black male, Hispanic male and ELL students in all advanced courses, and in closing enrollment gaps for black, Hispanic, black male, Hispanic male and ELL students. **Evaluation must include 2014-15 to 2018-19.***

The following percentages reflect within race/ethnicity calculations for students enrolled in Level 3 courses. In 2014-15, 63% of Whites, 32% of Blacks, 41% of Hispanics, 58% of White Males, 23% of Black Males, and 41% of Hispanic Males were enrolled. In 2018-19, 70.79% of Whites (a decrease of .21 percentage points), 49.70% of Blacks (an increase of .70 percentage points), 60.31% of Hispanics (an increase of 2.3 percentage points), 66.42% of White Males (an increase of .42 percentage points), 40.47% of Black Males (an increase of .47 percentage points), and 55.68% of Hispanic Males (an increase of 1.68 percentage points) were enrolled. The ELL students enrolled in Level 3 courses in 2017-18 was 29% and in 2018-2019 had an enrollment of 21.93% (a decrease of 7.07 percentage points). The district will continue the work to continually increase all of our students in Level 3 courses.

### Methods and Strategies

*Identify the targeted methods and strategies to be used for the next period to increase enrollment for minority students in all advanced courses, and to close enrollment gaps for black, Hispanic, black male, Hispanic male and ELL students. Strategies should include specific action steps taken by the schools/district to close enrollment gaps.*

The Coordinator of Equity and Instructional Support will continue the work with schools to ensure that school administration is providing opportunities for all students to access Level 3, AP, IB and Honors courses. Schools will hold informational meetings with students to inform them of their opportunities to enroll in the classes. District schools will provide pamphlets to inform parents, guardians and community of course options as well as advertise these options on their websites and in their school newsletters.

### Accountability Measure and Timelines

*Provide accountability measures and timelines for increasing enrollment for black, Hispanic, black male, Hispanic male and ELL students in all advanced courses, and closing enrollment gaps for black, Hispanic, black male, Hispanic male and ELL students. Timelines may be over multiple years.*

Increase the number of Black students in grades 9-12 enrolling in all Level 3, Honors and DE courses by 2 percentage points over the next 2 years.

Increase the number of Hispanic students in grades 9-12 enrolling in all Level 3, Honors and DE courses by 2 percentage points over the next 2 years.

Increase the number of Black Male students in grades 9-12 enrolling in all Level 3, Honors and DE courses by 2 percentage points over the next 2 years.

Increase the number of Hispanic Male students in grades 9-12 enrolling in all Level 3, Honors and DE courses by 2 percentage points over the next 2 years.

Increase the number of ELL students in grades 9-12 enrolling in all Level 3, Honor and DE courses by 2 percentage points.

## **PART IV: GENDER EQUITY IN ATHLETICS**

### **Athletics Compliance Verification**

- A.** Attach a **Compliance Verification Form** for the district (only one for the district, **not** one for each school), signed by the superintendent. **(See pages 7-8.)**
- B.** Attach a **Participation Monitoring Form** for each school with an interscholastic athletics program, signed by the principal. Enter the number of male and female athletes for each sport. For varsity teams, enter the number of athletes. For junior varsity/freshmen/B-teams, enter the number of athletes and, if there is more than one team, enter the number of teams. **(See page 9.)**
- C.** If the Participation Monitoring Forms indicate that schools are not in compliance with all components required by Title IX and the Florida Educational Equity Act, then each school that is out of compliance must also submit a **Corrective Action Plan**, signed by the principal. **(See page 10.)**
- D.** If the district submitted Corrective Action Plans as part of the 2017-18 Equity Update, it should submit updated Corrective Action Plans to show the current status/progress of the corrective actions and evidence of completion.

## PART V: EMPLOYMENT EQUITY

A. Complete the following chart for administrative and instructional positions in the school district. Enter the number and percent for each race/ethnicity and gender. Count each person only once under one category.

C. Review the employment data to identify any racial/ethnic or gender underrepresentation in administrative and faculty positions.

Upon review of the employment data, it shows Black (9%) and Hispanic (3%) teachers are disproportionate to the percentage of Black (17%) and Hispanic (24%) students in the district. In administration, the numbers are more proportionate for Blacks, but still underrepresented for Hispanics.

District: Indian River		2018-19 District Administrative and Faculty Positions					
Administrative Positions	Total	# & % Black	# & % Hispanic	# & % White	# & % Other	# & % Female	# & % Male
Student Demographics	17652	3,035 (17%)	4,250 (24%)	9,352 (53%)	1,015 (6%)	8,571 (49%)	9,081 (51%)
District-Level Administrators	21	3 (14%)	0 (0%)	18 (86%)	0 (0%)	14 (67%)	7 (33%)
Principals	22	6 (27%)	1 (5%)	15 (68%)	0 (0%)	13 (59%)	9 (41%)
Asst. Principals	32	8 (25%)	0 (0%)	24 (75%)	0 (0%)	21 (66%)	11 (34%)
Teachers	1117	95 (9%)	35(3%)	981 (88%)	6 (1%)	898 (80%)	219 (20%)
Guidance Counselors	21	6 (29%)	0 (0%)	15 (71%)	0 (0%)	20 (95%)	1 (5%)

D. Identify specific methods and strategies used to address any racial/ethnic or gender underrepresentation in administrative, instructional and guidance positions.

\*Please see SDIRC Recruitment Plan attached at the end of this report in Appendix

## PART VI: SINGLE-SEX SCHOOLS AND CLASSES

Does the district operate single-sex schools or classes? \_\_\_ Yes X No

If applicable, please complete the charts and respond to the questions below regarding single-sex education in your district.

A. In the chart below enter the names of any single-sex schools operating in the district and the number of students enrolled.

District:	2018-19 Single-Sex Schools	
School Name	Male Enrollment	Female Enrollment
NA		

B. In the chart below enter the number of classes and enrollments in all classes for courses for which single-sex classes are offered at co-educational schools in the district.

School Name:	2018-19 Single-Sex Classes					
	Male Students Only		Female Students Only		Co-Ed Students	
	# of Classes/ Sections	# of Students	# of Classes/ Sections	# of Students	# of Classes/ Sections	# of Students
NA						

E. Questions about the implementation of Title IX especially as they apply to single-sex education:

- Does the district offer single-sex education? NA
- How is single-sex education being justified? NA
- How does the district keep track of single-sex public education? NA
- What does the district do to insure there is no illegal sex segregation in education? NA
- Is single-sex education intended to decrease sex discrimination in the outcomes? NA
- Do the schools provide comparable co-educational options? NA
- How are single-sex educational options reviewed, monitored, and evaluated to insure they are legal? NA
- Who is involved in the evaluations and guidance on the implementation of single-sex education? NA
- What assurances are provided to insure that single-sex options are completely voluntary? NA
- Are there pre-implementation reviews of proposed single-sex education? NA
- What entities review and approve single-sex options, and what standards do they use? NA
- Is there assistance from external groups for training or consultation? NA
- How does the district monitor to insure that single-sex education is not contributing to gender stereotypes or sex discrimination in outcomes? For example, is data provided on girls compared to boys, or on any other populations, such as low-income minority boys compared to low-income minority girls? NA
- Do you or anyone else monitor to learn if there is equity between and among the single-sex groupings and the mixed-sex alternatives on equity measures? NA

- Please share information on why the district or school decided to eliminate single-sex education? **\*This is only for those district(s) or school(s) that discontinued single-sex education. NA**

F. Please attach copies of notices to parents/students that co-education options are available and the participation in single-sex classes is completely voluntary.

G. If the district conducts single-sex education program, please submit the completed signed **Single-Sex Evaluation Verification Form. (See page 11.)**

## **PART VII: PREGNANT AND PARENTING STUDENTS**

To ensure that pregnant and parenting students are treated in compliance with the requirements of Title IX and Section 1003.54, F.S., districts are asked to respond to the following questions regarding programs for pregnant and parenting students:

- (1) How does the district make provisions for pregnant and parenting students to complete the coursework necessary to earn a high school diploma? How are ancillary services (such as child care, health care, social services, parent education and transportation) provided?

*The district operates a Teen Parent Program pursuant to F.S. 1003.54 and the requirements of Title IX. The program is available to all pregnant and/or parenting students in the district regardless of the district school they attend. Students are permitted to remain in their home school and are permitted to participate without restriction in all curricular and extra-curricular activities. These activities include, but are not limited to sports, Honors classes, Advanced Placement, International Baccalaureate, Dual Enrollment, Honor Societies and student leadership opportunities. A Social Worker facilitates ancillary services including child care, transportation, health care, referral to social services, parenting classes and special seminars. Childcare is available through district-contracted childcare providers and transportation is provided using district school busses. Florida Virtual School parenting classes, supplemented by seminars provided by local agencies such as Healthy Start and the Kindergarten Readiness Collaborative are also utilized.*

- (2) If the district operates a separate program for pregnant and parenting students, how are students informed of the different curricula, services or other options available through the program versus what is available at their home schools? (Attach brochure(s) used to inform pregnant and parenting students of their educational options.)

*Students are permitted to remain in their home school to participate in regular classroom activities to complete their education, so the district does not operate a separate program for pregnant and parenting students. The district's Teen Parent Program is available at all schools in the district and students are offered the same curricula available to all other students at their home school. The Teen Parent Social Worker routinely visits the local health department as well as local agencies who assist pregnant women to inform them and provide information necessary to make appropriate referrals of school age pregnant students to the district's Teen Parent Program. Informational brochures about the program are available (attached) and are distributed to these local agencies as well as all the middle school and high school nurses.*

- (3) How are school counselors and administrators trained to effectively advise pregnant or parenting students of their options to participate in regular classroom activities or enroll in a special program, and their access to curricular, extracurricular, and ancillary service programs?

*The Teen Parent Social Worker will facilitate a yearly training for guidance counselors and school nurses at one of their scheduled meetings. Additionally, school personnel are advised each year of the existence of the Teen Parent Program and how to make a referral. If a student confides in a teacher that she is pregnant or that he/she is a parent, they are to refer the student to their guidance counselor. The guidance counselor will advise the student of his/her educational rights and options as well as the availability of the Teen Parent Program. The counselor will contact the Teen Parent Social Worker who will arrange to meet with the student and his/her parent/guardian to further explain and enroll the student in the Teen Parent Program.*

**PART IV GENDER EQUITY IN ATHLETICS**

**Athletic Compliance Verification Form**

District: Indian River

- 1. Sports and levels of competition effectively accommodate the interests and abilities of members of both sexes. [Section 1000.05(3)(d)(1), F.S.; Rule 6A-19.004(2), FAC; Title IX: 106.41(c)(1)]  
 IN COMPLIANCE       NOT IN COMPLIANCE
- 2. Equipment and supplies are provided equitably to female and male teams. [Section 1000.05(3)(d)(2), F.S.; Rule 6A-19.004(4), FAC; Title IX: 106.41(c)(2)]  
 IN COMPLIANCE       NOT IN COMPLIANCE
- 3. Scheduling of games and practice times provide equal opportunities. [Section 1000.05(3)(d)(3), F.S.; Rule 6A-19.004(5), FAC; Title IX: 106.41(c)(3)]  
 IN COMPLIANCE       NOT IN COMPLIANCE
- 4. Travel and Per Diem allowances are provided for athletes in an equitable manner. [Section 1000.05(3)(d)(4), F.S.; Rule 6A-19.004(6), FAC; Title IX: 106(c)(4)]  
 IN COMPLIANCE       NOT IN COMPLIANCE
- 5. Opportunities to receive coaching are provided in an equitable manner. [Section 1000.05(3)(d)(5), F.S.; Rule 6A-19.004(7), FAC; Title IX: 106.41(c)(5)]  
 IN COMPLIANCE       NOT IN COMPLIANCE
- 6. Locker rooms, practice facilities and competitive facilities are of comparable quality for male and female teams. [Section 1000.05(3)(d)(7), F.S.; Rule 6A-19.004(8), FAC; Title IX: 106.41(c)(7)]  
 IN COMPLIANCE       NOT IN COMPLIANCE
- 7. Medical and training facilities and services, including insurance, are provided in an equitable manner. [Section 1000.05(3)(d)(8), F.S.; Rule 6A-19.004(9), FAC; Title IX: 106.41(c)(8)]  
 IN COMPLIANCE       NOT IN COMPLIANCE
- 8. Publicity and promotion of male and female teams support equal opportunity. [Section 1000.05(3)(d)(10), F.S.; Rule 6A-19.004(10), FAC; Title IX: 106.41(c)(10)]  
 IN COMPLIANCE       NOT IN COMPLIANCE
- 9. Support services are equitable for male and female teams. [Rule 6A-19.004(11), FAC; Title IX: 106.41(a)]  
 IN COMPLIANCE       NOT IN COMPLIANCE

I hereby verify that the district is in compliance with the identified components of our athletics program, as required by Title IX and the Florida Educational Equity Act.

\_\_\_\_\_  
Signature, Superintendent

July 11, 2019  
Date

## Sebastian River High School 2018-19 Athletic Participation Monitoring Form

**Component 1:** NOTE: OCR defines a participant as anyone who (1) participated in competition or (2) participated with the team and was eligible for competition but did not play. Participation is determined as of the date of the first competitive event for the sport. For varsity teams, enter the number of athletes. **For junior varsity, freshmen and B-teams, enter the number of athletes and, if there is more than one team, enter the number of teams.**

School: SRHS	Number of Participants			Number of Participants					
Varsity Teams	Males	Females	Total	Non-Varsity Teams	#	Males	#	Females	Total
Baseball	21	0	21	Baseball		9		0	9
Basketball	13	10	23	Basketball		25		7	32
Cross Country	12	6	18	Cross Country		0		0	0
Flag Football/ Football	47	0	47	Flag Football/ Football		27		0	27
Golf	6	5	11	Golf		0		0	0
Soccer	18	22	40	Soccer		22		15	37
Softball	0	12	12	Softball		0		11	11
Swimming/Diving	15	8	23	Swimming/Diving		0		0	0
Tennis	13	18	31	Tennis		0		0	0
Track and Field	37	21	58	Track and Field		0		0	0
Volleyball	0	10	10	Volleyball		0		13	13
Wrestling	35	1	35	Wrestling		0		0	0
Weightlifting	0	22	22	Weightlifting		0		0	0
Lacrosse	19	20	39	Lacrosse		0		14	14
Bowling	6	7	13						
Water Polo	6	5	11						
Rowing	21	17	38						
<i>Total Varsity Participants</i>	269	184	453	<i>Total JV Participants</i>	83		60		143
<i>% of Varsity Participants</i>	59%	41%	100%	<i>% of JV Participants</i>	58%		42%		100%
<b>Total Student Enrollment by Gender 2018-19</b>	982	820	1832	<b>Total Student Enrollment by Gender 2018-19</b>	982		820		1832
<b>% Student Enrollment by Gender 2018-19</b>	54%	46%	100%	<b>% Student Enrollment by Gender 2018-19</b>	54%		46%		100%

**This form must be submitted for each school. Be sure to fill in the enrollment data. The total percentage of male and female student enrollment should equal 100%.**

## Vero Beach High School 2018-19 Athletic Participation Monitoring Form

**Component 1:** NOTE: OCR defines a participant as anyone who (1) participated in competition or (2) participated with the team and was eligible for competition but did not play. Participation is determined as of the date of the first competitive event for the sport. For varsity teams, enter the number of athletes. **For junior varsity, freshmen and B-teams, enter the number of athletes and, if there is more than one team, enter the number of teams.**

School: VBHS	<i>Number of Participants</i>			<i>Number of Participants</i>					
<i>Varsity Teams</i>	<i>Males</i>	<i>Females</i>	<i>Total</i>	<i>Non-Varsity Teams</i>	<i>#</i>	<i>Males</i>	<i>#</i>	<i>Females</i>	<i>Total</i>
Baseball	29	0	29	Baseball		28		0	28
Basketball	15	11	26	Basketball	2	29		11	40
Cross Country	19	14	33	Cross Country		10		6	16
Flag Football/ Football	59	22	81	Flag Football/ Football	2	133		17	150
Golf	9	9	18	Golf		0		0	0
Soccer	22	58	80	Soccer		15		17	32
Softball	0	14	14	Softball		0		11	11
Swimming/Diving	21	26	47	Swimming/Diving		0		0	0
Tennis	16	13	29	Tennis		0		0	0
Track and Field	50	37	87	Track and Field		0		0	0
Volleyball	0	15	15	Volleyball		0		14	14
Wrestling	22	1	23	Wrestling		0		0	0
Weightlifting	0	63	63	Weightlifting		0		0	0
<i>Total Varsity Participants</i>	262	283	512	<i>Total JV Participants</i>	215		76		291
<i>% of Varsity Participants</i>	48.1%	51.9%	100%	<i>% of JV Participants</i>	74%		26%		100%
<b>Total Student Enrollment by Gender 2018-19</b>	1420	1355	2775	<b>Total Student Enrollment by Gender 2018-19</b>	1420		1355		2775
<b>% Student Enrollment by Gender 2018-19</b>	51%	49%	100%	<b>% Student Enrollment by Gender 2018-19</b>	51%		49%		100%

**This form must be submitted for each school. Be sure to fill in the enrollment data. The total percentage of male and female student enrollment should equal 100%.**

**PART IV  
GENDER EQUITY IN ATHLETICS**

**Corrective Action Plan**

District: \_\_\_\_\_ Indian River County \_\_\_\_\_

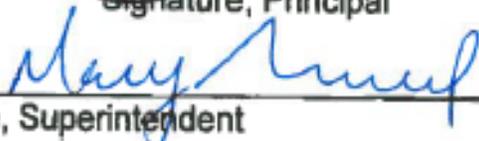
School Name: \_\_\_\_\_ Sebastian River High School \_\_\_\_\_

(1) Gender Equity in Athletics Component	(2) Planned Actions To Address Deficiencies Found in Athletics	(3) Responsible Person(s) and Contact Information	(4) Timelines
Prong 1,2, & 3	<p>SRHS continues to offer a balanced athletic program with respect to participation levels and sports offered. Factors impacting this year's numbers are:</p> <p>Increased numbers in Football and Boys track and field.</p> <p>The inability to use Cheerleading in our numbers- we have 35 females on our squad.</p> <p>We have added Girls Weight Lifting program as well as adding JV soccer and softball which we have had to drop in the past due to lack of interest. SRHS is facilitating an all-female in sports clinic this summer.</p>	<p>Jessica Upchurch, Athletic Director  772-564-4235</p> <p>Dariyall Brown  77-564-4176</p>	2019-2020

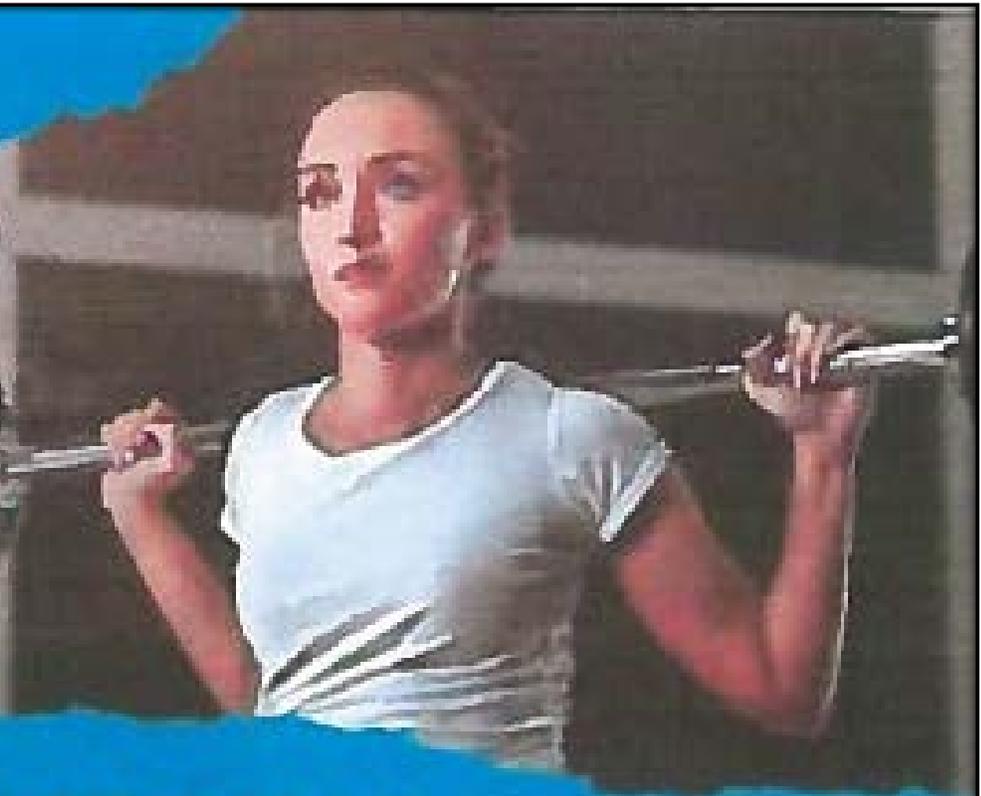
We hereby verify that the above corrective action plan will be implemented to bring the institution into compliance within the time frame indicated in the Plan.

  
\_\_\_\_\_  
Signature, Principal

5/23/19  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Signature, Superintendent

5/24/19  
\_\_\_\_\_  
Date



# EMPOWERING FEMALE ATHLETES CLINIC

**JUNE 1**  
**9AM-12PM**

## STRENGTH

Learn 4 major lifts that can help to improve your power and explosion needed in all sports.

## ACADEMICS

Learn tools to help you improve your time management, how to communicate with teachers professionally, and the importance of grade on eligibility.

## CONTACT US

**772.564.4366**

## MOBILITY

Learn the importance of stretching and its impacts on your game.

## NUTRITION

Learn what it means to fuel your body and how proper nutrition can impact your game.

## CONDITIONING

Improve your foot speed, coordination, and balance.

**PART VI**

**SINGLE-SEX SCHOOLS AND CLASSES**

**Single-Sex Evaluation Verification Form**

District: \_\_\_\_\_

I hereby verify that the required evaluations of the single-sex programs and classes offered at the schools listed below were completed, as required by Title IX and Section 1002.311, F.S.

<b>Name of School/Program</b>	<b>Date Single-Sex Program Began</b>	<b>Date Last Evaluation Completed</b>
<b>NA</b>		

\_\_\_\_\_  
Signature, Superintendent

\_\_\_\_\_  
Date

# Appendix

# School District of Indian River County



## Human Resources Department Recruitment Plan

*"Think about the future, but what's important is to really focus on what's going on today, and be willing to take many paths to get to your end goal."*

COO of Facebook, Sheryl Sandberg

# Introduction

In a deliberate effort to serve all students with excellence, our goal is to intentionally recruit and employ highly skilled and motivated individuals for every position. To do so, we will proactively seek the best candidates through formal and informal activities.

This will be accomplished with developed timelines for recruitment, a diverse and qualified recruitment and selection team, and continued effort to analyze the outcomes and effectiveness of recruitment sources and strategies.

## Attract a high-quality workforce

1. We will examine staffing needs by identifying the following:
  - number of potential non-renewals
  - possible shortages due to retirement and resignations
  - teachers who must renew their certifications
2. We will examine previous recruitment efforts to evaluate diversity, effectiveness, major source(s) of new hires
3. We will engage our community and advertise recruitment travel plans on the District's website.
4. We will create and use Human Resources social media pages to promote and advertise job openings.
5. We will implement skype interviews and organize on-site job fairs.
6. We will establish deadlines for recruitment and selection.
  - Fill all teacher openings by July 15<sup>th</sup>.
  - Post general job announcements for anticipated and known vacancies by April 1<sup>st</sup>
7. We will develop statement describing the ideal candidate.
  - Example: "The ideal candidate is a student-centered, life learner who is philosophically aligned with the mission and the vision of the District, and is eager to take advantage of the many opportunities available for both students and staff."
8. We will maintain steady communication with any candidate who receives a *Letter of Intent* during any of our recruitment events.
9. We will implement a IRSC and Florida HBCU's Presentation by Dr. Deborah Long.

# Strategies for Recruitment

1	Post job openings on AppliTrack <a href="https://www.applitrack.com/indianriver/onlineapp/">https://www.applitrack.com/indianriver/onlineapp/</a>
2	Share job openings on District HR social media and networking sites
3	Attend career fairs in Florida and other states to target specific candidates.
4	Partner with local and regional two-year and four-year colleges that include coordination with career services and campus job fairs to begin recruiting prospective applicants before college graduation.
5	Conduct skype interviews - February
6	Hold SDIRC Job Fair – February 13, 2019
7	Hold SDIRC Transportation Department Job Fair – March 8, 2019
8	Hold SDIRC Substitute Teacher and Substitute Teacher Assistant Job Fair – June 26, 2019

## Target specific candidates

The requirements of the District's desegregation order necessitate the increase of ethnic/racial diversity within our teaching workforce. The following are strategies to align our focus.

1. Involve current staff of diverse ethnicities in the recruitment and selection teams.
2. Partner with local and/or regional Historically Black Colleges and Universities to identify potential candidates.
3. Explore the career sites of national organizations, such as the Hispanic Association of Colleges and Universities and the National Alliance of Black School Educators to ultimately, establish a partnership.
4. Tailor marketing messages and images that represent adults and children of diverse races/ethnicities as well as testimonials. Example site: [www.diverseeducation.com](http://www.diverseeducation.com)

5. Offer a *Letter of Intent* to highly needed teachers that provides a job in the District once a position becomes available.
6. Participate in the DIVERSITY IN ED Virtual Job Fair and post regular job openings.

## Use District HR Social Media to aid in recruiting efforts

The four most common social media sites include: Facebook, Linked In, Twitter and YouTube.

Human Resources currently use Facebook, Twitter and Linked In. HR's Facebook and Twitter accounts are now connected to ensure efficiency in our posts. Our goal is to eventually use the District's YouTube channel to advertise upcoming recruitment events.

## Establish a Recruitment Team

The recruitment team will consist of individuals with different perspectives and expertise who have demonstrated a commitment to diversity. The participants should be familiar with the District's staffing needs, the qualifications needed and the selection of the ideal candidate. Principals can recommend staff members they would like to be part of the recruitment team.

### Proposed Recruitment Team:

- Anitra Cummings
- Cindy Emerson
- Dariyall Brown
- Dr. Chadwick Bacon
- Dr. Deborah Long
- Eddy Flores
- Elvin Hanna
- Germaine Johnson
- Hilary Poole
- Julie Kastensmidt
- Keondra Eberhardt
- Latonya Ross
- Letitia Whitfield-Hart
- Malik Bailey
- Megan Kendrick
- Ramon Echeverria
- Rashard Morgan
- Steven Adams
- Takeisha Harris
- Terri Beckham
- TiRhon Parks



# School District of Indian River County

## 2018-19 Teacher Recruitment Schedule



The School District of Indian River County is seeking highly motivated, dedicated and enthusiastic educators to join our remarkable team as we continue to make incredible strides in education. The School District of Indian River County is in Vero Beach, FL and is a great place to live, learn and work. We are an organization that educates and inspires every child to be successful.

STATE	CITY	RECRUITMENT EVENT	EVENT DATE
Florida	St. Augustine	Flagler College Education Networking Career Fair	10/02/2018
Florida	Orlando	UCF 2018 Fall Recruitment Career Fair	11/16/2018
Florida	Vero Beach	SDIRC Career Fair	02/13/2019
Florida	Orlando	Great Florida Teach In	04/08/2019
Virtual Career Fair	Virtual Career Fair	DIVERSITY in Ed Career Fair	04/10/2019
Florida	Tallahassee	FSU-Education and Library Career Fair	04/24/2019
North Carolina	Greensboro	NC A&T State University Education Career Fair	03/12/2019
Florida	Orlando	Multicultural and 1 <sup>st</sup> Generation Knights Networking Event	01/28/2019
Georgia	Augusta	Augusta University K-12 Educator Expo Career Fair	02/07/2019
Florida	Orlando	Florida Fund for Minority Teachers	03/09/2019
North Carolina	Greensboro	UNC Education Career Fair	03/13/2019
Florida	Pensacola	UWF All Majors Career & Internship Fair	03/27/2019
Florida	Boca Raton	FAU Careers in Education Career Fair	04/02/2019
Florida	Gainesville	UF Careers in Education	04/03/2019
Florida	Tallahassee	FAMU	03/06/2019
Florida	FT. Lauderdale	Nova Southeastern University Recruit a Shark Day	03/14/2019

Please follow this [link](#) to recruitment events calendar on SDIRC website.

This recruitment plan is a working document. Adjustments to the recruitment team and plan will be made as necessary to find qualified diverse candidates.

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Susan Moxley, Ed.D. - Superintendent

# African American Achievement Plan 2019-2020



Dr. Deborah A. Taylor-Long  
Coordinator of Equity and Instructional Support  
772-564-3026



# School District of Indian River County

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## African American Achievement Plan 2019-2020 Problem Solving Documentation

### Step "0 and 1": Data and Target Goal

#### FSA ELA

Grade	Proficient					Level 1				
	15-16	16-17	17-18	18-19	Change	15-16	16-17	17-18	18-19	Change
3	34%	39%	31%	38%	-7%	36%	28%	36%	27%	9%
4	30%	35%	40%	42%	-1%	40%	33%	30%	34%	-3%
5	23%	33%	28%	36%	-7%	39%	35%	33%	31%	2%
6	24%	21%	26%	32%	-6%	42%	49%	39%	34%	5%
7	22%	23%	26%	32%	-6%	46%	51%	48%	42%	6%
8	32%	26%	34%	34%	1%	42%	50%	40%	42%	-2%
9	24%	28%	28%	38%	-10%	45%	46%	46%	35%	10%
10	23%	24%	32%	26%	7%	52%	38%	38%	41%	-3%

#### FSA MATH

Grade	Proficient					Level 1				
	15-16	16-17	17-18	18-19	Change	15-16	16-17	17-18	18-19	Change
3	36%	40%	39%	44%	-5%	36%	34%	42%	39%	3%
4	33%	37%	46%	41%	5%	47%	42%	44%	46%	-1%
5	22%	34%	36%	37%	-1%	50%	41%	39%	42%	-3%
6	20%	18%	31%	31%	-1%	48%	55%	45%	47%	-2%
7	23%	26%	24%	30%	-6%	49%	46%	51%	45%	6%
8	23%	25%	37%	22%	15%	55%	45%	63%	63%	0%

#### 2017-2018 Proficiency Achievement Gap

Race	2014-15	2015-16	2016-17	2017-2018
White	63.9%	61.4%	62.1%	62%
Black	27.2%	26.7%	28.9%	31%
ELA Gap	36.7%	34.7%	33.2%	31%
White	63.3%	63.7%	65.6%	65%
Black	26.9%	28.0%	31.4%	34%
Math Gap	36.4%	35.7%	34.2%	31%



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**From Strategic Plan:**

**Goal 1 – Student Success**

PERFORMANCE: Every student receives a high-quality education that is grounded in high expectations, personalized to meet his/her needs and interests, and backed by the necessary learning supports

OBJECTIVE 1.2: All students receive high quality instruction and rigorous coursework

Measure of Success:

a. Number of students overall and by subgroup scoring at Level 3 or above on statewide standardized assessments.

**NEW GOAL:**

The academic achievement of African American students, within each tested grade level, will improve as measured by an overall increase of 10% proficiency (students scoring level 3 or above) over prior year performance (cohort analysis) and an overall decrease of 10% in those scoring a level 1 over prior year performance (cohort analysis) on the FSA English Language Arts, FSA Mathematics FSA, and FSA EOC data each year.

## Step "2": Resources and Barriers

Resources	Barriers	Prioritize
Identifying black students in high performing classes	Lack of diverse staff at schools	<input type="checkbox"/>
Cross Over Mission	Diversity in high performing classes (isolation)	
SRMS/GMS after school club "Heart & Soul", "Feed the Lambs"	Access to community programs (north and south end of county)	
Gifford Youth Achievement Center Boys to men mentoring	Cultural competency of all staff	√
Career Technology Education programs	Parental buy-in	√
Boys/Girls Club of America	Systemic biases	√
Dasie Hope Center	Student access to educational opportunities	√
IGS – Oslo MS	Appropriate instructional assignments (RTI)	<input type="checkbox"/>
Former graduates of Indian River County Schools	The high impact teachers are not strategically placed at low performing schools (contract issues)	<input type="checkbox"/>
	SES competency of staff	√
	After school expectations (homework, extensions etc.)	<input type="checkbox"/>
	Resources (human capital [black retirees to volunteer in schools], money, commitment)	<input type="checkbox"/>

## Steps "3" & 4: Barriers to Address and Strategies to Reduce/Eliminate Barrier

Barrier	Recommended Strategies
Systemic Bias/SEL and Cultural competency	1. Train and deliver proper SEL and cultural competencies
Student Access	2. Develop strategies that will promote equitable access
Parental Buy In	3. Define parental academic involvement



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## Step "5": Action Steps

Strategy 1: SES & Cultural competencies Action Step	Who	When	Evidence of Completion
Districtwide message (ex: Manny Scott)	Dr. Long	September 2019	Agenda for Back to School
Districtwide PD on SEL (Principals, Staff, Students)	C&I/SS Dr. Long	19-20 School Year	PD Calendar
Develop checklist or classroom visit rubric for cultural/SEL competencies	C&I/SS Dr. Long	By the end of 19-20 School Year	Written product for classroom teacher
Add language to pre-plan conference documents regarding performance of Black students/achievement gap	HR & IRCEA	September 2019	Pre-planning conference document
<b>Long-Term Planning Considerations</b>			

Strategy 2: Equitable Access Action Step	Who	When	Evidence of Completion
Tracking of minority students placed in Honors, IB and AP, and reporting to C and I leadership performance of students quarterly.	Dr. Long	Quarterly	Quarterly report of performance
Open House Document for parents on how to be involved	Dr. Long/C&I	August	Agenda for Open House
Multi-Cultural plan which explicitly addresses specific praise of minority students (school level, teacher level, district level)	Multi-Cultural Coordinators and Dr. Long	August	Section within multi-cultural plan for each school
District review of course prerequisites-address any biases	Dr. Long, Dr. McMahon and Executive Directors	August	Submission of review to cabinet
<b>Long-Term Planning Considerations</b>			



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Strategy 3: Parental Academic Involvement Action Step	Who	When	Evidence of Completion
New App from District	IT	Year long	Functioning and working
Open House/Orientation/Connect with athletics	Principals/Dr. Long	First quarter	Attendance at events
Celebrate Student Success at events	Principals schedule events	August	Plan is submitted to AAA committee
Collaborative Partnerships-Boys and Girls Club, GYAC, IGS, Churches	Leadership	On-going	District data consent form
Buddy system for parents	Dr. Long, Multi-Cultural Coordinators	August	Principal submission of plan
<b>Long-Term Planning Considerations</b>			

**Definition of Parental Engagement:** *parents invested in their child's academic and social life as well as responsible for their health and well-being.*

Ex. / strategies:

- attend school/organization orientation(s)
- teacher/parent conferences (attend at least 2 per year)
- communicate with child daily about: homework, classwork, school situations etc.
- get child to doctor's appointments
- attend to social/emotional issues of child
- utilization of agenda book
- utilization of "new" district app for communication purposes with teacher/school

## Step "6": How Strategies Will Be Monitored for Implementation (Fidelity)

<b>Strategies – Implementation Monitoring</b>				
Strategy	Who	What	When	Evidence of Completion
Districtwide Message	Greg MacDonald, Dir. Of IT	Back to School message	August 2019	All schools attended
Districtwide PD	C&I Dr. Long	Delivery of PD to all staff members	Throughout the 19-20 Sch. Yr.	Staff Survey results (increase from Prior Yr.)
Evaluation documents	Dr. McMahon	TEP Manual	Before August	Testimonials
District App	IT	All messaging	2019-20 sch. yr.	Log of publication



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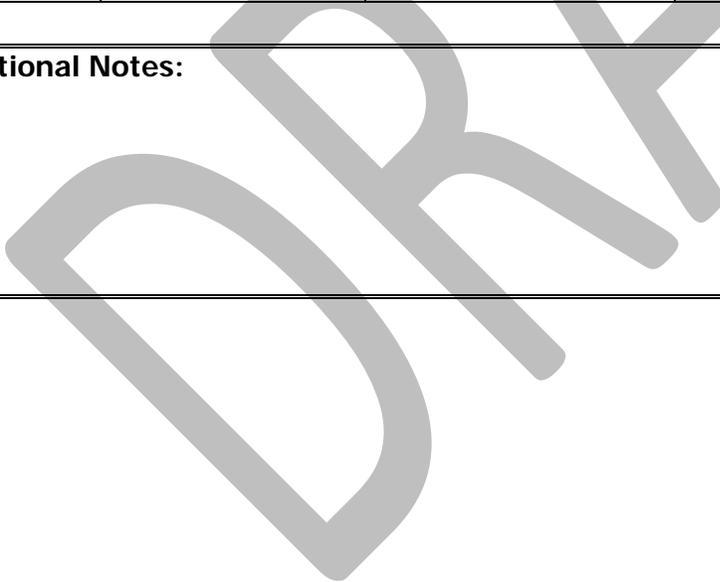
## Step "7": How Strategies Will Be Monitored for Effectiveness (at reducing barrier)

Strategies – Effectiveness Monitoring				
Strategy	Who	What	When	Evidence of Completion
SEL & Cultural Competencies	McMahon/Long	Survey questions	EOY 19-20	Student Survey Results (increase from Prior Yr.)
Equitable Access	Dr. Long/schools	Effective monitoring	19-20	List of students enrolled or not w/reason why
Parental Involvement	Schools & C&I/SS Dr. Long	Parent Awareness Expo	August, January (MLK Day?)	Holding the event (flyers, sign-in sheets etc.)

## Step "8": How Will Progress Towards Each Goal/Target Be Monitored

Goals – Progress Monitoring				
Target	Who	What	When	Evidence of Completion
Proficiency	Dr. McMahon	Midyear progress eval. for proficiency	Jan. 2020	Data results from I-Ready (K-8) and Achieve 3000 (HS)-Level 3 and above increase by 2%
Summative Level 1	Dr. McMahon	FSA results	End of 19-20 school year	FSA results-Level 1 decrease by 10%

**Additional Notes:**





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## Below are the 2018-2019 Assessment Scores for SDIRC

### FSA English Language Arts (ELA)

Applied filters: Year equal to **2018-19** AND Race equal to 3-**Black**

### FSA Mathematics

Applied filters: Year equal to **2018-19** AND Race equal to 3-**Black**

Year	2018-19	
Grade Level	% Level 1	% Level 3-5
03-Third	27.3%	38.3%
04-Fourth	33.7%	41.5%
05-Fifth	30.9%	35.6%
06-Sixth	34%	32.4%
07-Seventh	42.4%	31.8%
08-Eighth	41.8%	33.7%
09-Ninth	35.3%	38.4%
10-Tenth	40.7%	25.6%

Year	2018-19	
Grade Level	% Level 1	% Level 3-5
03-Third	38.7%	44.4%
04-Fourth	45.6%	40.6%
05-Fifth	41.8%	36.6%
06-Sixth	46.9%	31.3%
07-Seventh	45.3%	29.6%
08-Eighth	63.6%	22.1%

### FSA English Language Arts (ELA)

Applied filters: Year equal to **2018-19** AND Race equal to 1-**White**

### FSA Mathematics

Applied filters: Year equal to **2018-19** AND Race equal to 1-**White**

Year	2018-19	
Grade Level	% Level 1	% Level 3-5
03-Third	10.8%	70.3%
04-Fourth	10.1%	71.2%
05-Fifth	11.4%	65.9%
06-Sixth	14.9%	61%
07-Seventh	19.5%	60%
08-Eighth	15.5%	62.9%
09-Ninth	15.4%	62.9%
10-Tenth	13.8%	60%

Year	2018-19	
Grade Level	% Level 1	% Level 3-5
03-Third	10.4%	73.9%
04-Fourth	13.7%	71.4%
05-Fifth	9.9%	65.8%
06-Sixth	12.6%	60.6%
07-Seventh	9.2%	66.3%
08-Eighth	27.4%	58.1%

\*All data was extracted from Ed Stats on FDOE reporting system

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# URBAN LEARNING & LEADERSHIP CENTER (ULLC)

## PARTNERSHIP UPDATE

JULY 23, 2019



**Presented by**  
**Dr. Deborah A. Taylor-Long**

# Collaborating with ULLC



- ▶ 2017 Dr. John Hodge and ULLC began work with SDIRC
- ▶ October of 2017 – ULLC conducted walkthroughs on every school campus and surveys
- ▶ ULLC created school profiles from collected data
- ▶ Profile reports were shared with principals. Principals reviewed with staff and adjusted school improvement plans as appropriate.
- ▶ District Leadership team selected 4 schools to collaborate and receive coaching for the 2018 –

# Four Schools Selected



▶ **Dodgertown Elementary**

❖ Principal - Ms. Aretha Vernette



▶ **Sebastian Elementary**

❖ Principal - Mrs. Letitia Whitfield-Hart

*Let's Make it Happen!*



▶ **Gifford Middle**

❖ Principal - Ms. Mintosha Jones



▶ **Oslo Middle**

❖ Principal - Mrs. Beth Hofer



# The Work



Schools were supported by a ULLC Coach: Dr. Kathy Kubic (Elementary) and Dr. Stacia Barreau (Middle)

- ▶ August 6<sup>th</sup> & 7<sup>th</sup>
- ▶ August 30<sup>th</sup> & 31<sup>st</sup>
- ▶ September 18<sup>th</sup> & 19<sup>th</sup>
- ▶ October 15<sup>th</sup> & 16<sup>th</sup>
- ▶ January 7<sup>th</sup> & 8<sup>th</sup>
- ▶ March 11<sup>th</sup> & 12<sup>th</sup> (Dr. Hodge visited schools)
- ▶ April 2<sup>nd</sup> – 5<sup>th</sup> ( middle schools)
- ▶ April 16<sup>th</sup> & 17<sup>th</sup> (elementary schools)

# The Work



- ▶ Each school developed an action plan collaboratively with the ULLC Coach
  - ❖ Elementary schools focused on K, 1<sup>st</sup> & 2<sup>nd</sup> reading
  - ❖ Middle schools:
    - ✓ Oslo focused on standards-based instruction (with quality formative assessments)
    - ✓ Gifford focused on strengthening school-based structures and multi-tiered systems of support (MTSS)

# Dodgertown Elementary



i-Ready ELA	FALL	WINTER	SPRING
<b>Kindergarten</b>	Green – 15% Yellow – 85%	Green – 16% Yellow – 84%	Green – 49% Yellow – 51%
<b>1<sup>st</sup> Grade</b>	Green – 5% Yellow – 85% Red – 10%	Green – 10% Yellow – 86% Red – 5%	Green – 36% Yellow – 61% Red – 3%
<b>2<sup>nd</sup> Grade</b>	Green – 15% Yellow – 40% Red – 45%	Green – 4% Yellow – 76% Red – 20%	Green – 33% Yellow – 65% Red – 2%

Please note that all Fall results are in Standard View, and Winter and Spring results are in End of Year View, per district guidelines.

# Sebastian Elementary



i-Ready ELA	FALL	WINTER	SPRING
<b>Kindergarten</b>	Green – 27% Yellow – 73%	Green – 15% Yellow – 85%	Green – 60% Yellow – 40%
<b>1<sup>st</sup> Grade</b>	Green – 13% Yellow – 77% Red- 9%	Green – 25% Yellow – 71% Red- 4%	Green – 40% Yellow – 58% Red- 2%
<b>2<sup>nd</sup> Grade</b>	Green – 24% Yellow – 43% Red- 33%	Green – 38% Yellow – 50% Red- 12%	Green – 53% Yellow – 41% Red- 6%

Please note that all Fall results are in Standard View, and Winter and Spring results are in End of Year View, per district guidelines.

# Oslo Middle



**Goal:** A focus on standards-based instruction which includes quality formative assessments and rigor will increase in student achievement by meeting the following targets:

Content Area	Target	2018 FSA	2019 FSA
Middle School Participation in EOC and Industry Certifications	70.0	94	152
FSA ELA Achievement- Black/ African American	50.0	26.9	29.5
FSA ELA Achievement- Hispanic	50.0	40.4	47.3
Algebra I EOC Pass Rate	90.0	92	79
Civics EOC Pass	75.0	48	62
Statewide Science Assessment Level 3	65.0	42	45
School Grade- Percentage of Points Earned	55.0	49	51
FSA Math Achievement- Black/ African American	50.0	30.9	23.1

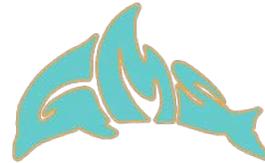
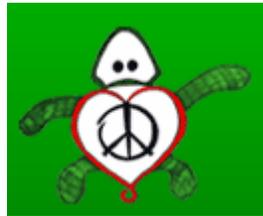
# Gifford Middle



Goal: Strengthen school-based structures to promote an evolving multi-tiered system of supports to promote a high-quality, rigorous, engaging, and differentiated learning environment that meets the needs of all students, academically and behaviorally, and leads to an increase in student achievement by meeting the following targets:

Content Area	Target	2018 FSA	2019 FSA
ELA/ Reading Gains	60.0	56	55
Math Gains	60.0	67	50
FSA ELA Achievement	70.0	57	52
FSA Mathematics Achievement	70.0	62	54
Statewide Science Achievement	65.0	64	48
Civics EOC Pass	82.0	68	69

# Questions and Answers





## Dodgertown Elementary School & ULLC Partnership 2018/2019

**Statement of Need:** In 2017/2018, Dodgertown Elementary School students scored 33, 22, and 38 percent proficient in ELA. Additionally, significant gaps exist between student groups. Greater improvement can be facilitated by creating a stronger literacy foundation in the K, 1, and 2 primary grades while planning to add rigorous instruction to the intermediate grades. See FSA ELA performance:

White	36.8%
Hispanic	40.3%
Black	22.5%
Two or More Races	

**Goal:** Fall F&P data will be collected to illustrate current reading level for all students in K, 1, and 2. By spring administration, all students will have progressed one year's growth. Additionally, students who began the year behind appropriate grade level will have progressed one year and at least one additional level.

Grade	Fall # Students Reading at or Above Grade Level	Fall # Students Not at Grade Level	Spring # Students at or Above Grade Level
<b>K</b>			
<b>1</b>			
<b>2</b>			

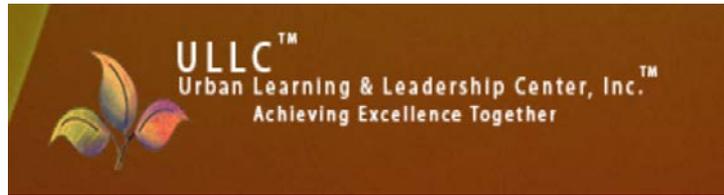
Date	School	Activity	Monitoring Implementation	Monitoring Evidence
August 6, 2018	DES	<ul style="list-style-type: none"> <li>- Indian River County Staff / ULLC Team Meeting</li> <li>- Planning Meeting with Principal Vernette and Leadership Team</li> </ul>	<ul style="list-style-type: none"> <li>- Data Discussion</li> <li>-Introductory PD Session</li> </ul>	
August 7, 2018	DES	<ul style="list-style-type: none"> <li>- Faculty Introduction to SAME and 2018/2019 Goals</li> </ul>		
August 31, 2018	DES	<p>8:00 K, 1, 2 ELA  <u>Good to Great</u>, F&amp;P Levels, Data Capture</p> <p>Classroom Visits: Data Capture DOK</p> <p>11:05-11:40 K Teachers Analyze F&amp;P Levels for K</p> <p>11:40-12:15 1<sup>st</sup> Teachers Analyze F&amp;P Levels for 1</p> <p>12:55-1:30 2<sup>nd</sup> Teachers Analyze F&amp;P Levels for 2</p>	<ul style="list-style-type: none"> <li>-Professional Development Completed</li> <li>-Student Data Sheets Designed</li> <li>-Video Watched</li> <li>-Data sheets completed</li> </ul>	

		2:30 Plan with Principal and Leadership Team	-Meeting completed with evidence column determined	
September 18, 2018	DES	8:00 - 8:40 K,1, and 2 PD Setting Student Literacy Goals (KK)  Classroom Visits  2:00 - 4:00 DES/SES Joined K,1, and 2 PD “I can...” - Growth Mindset - DOK Levels Application - DOK self-analysis from DOK Data Capture - Pre-Teach Future Work: DOK Assessment Levels	PD Completed  Visits Completed  Analysis written  Evidence column determined	
October 15, 2018	DES	8:00 K, 1, 2 ELA Practicing “I can...” (Team)  Classroom Visits	-“I can...” statements written.  -Data sheets completed.	

		<p>11:05-11:40 K Teachers Student Progress Monitoring (KK and Lit Coach)</p> <p>11:40-12:15 1<sup>st</sup> Teachers Student Progress Monitoring (KK and Lit Coach)</p> <p>12:55-1:30 2<sup>nd</sup> Teachers Student Progress Monitoring (KK and Lit Coach)</p> <p>2:30 Plan with Principal and Leadership Team</p>	<p>-Planning meeting completed. Evidence column completed.</p>	
<p>January 8, 2018</p>	<p>DES</p>	<p>Classroom Visits</p> <p>11:00 Data Analysis with Literacy Coaches DES and SES</p> <p>2:30 Debrief with Ms. Vernette and Leadership Team</p>	<p>-Literacy Center PD Completed</p> <p>-DOK PD Completed</p> <p>-Data capture completed.</p> <p>-Planning meeting completed. Evidence column completed.</p>	

<p>March 25, 2018</p>	<p>DES</p>	<p>8:00 K, 1, 2 ELA Finish Strong PD</p> <p>Classroom Visits 11:05-11:40 K Teachers Student Progress Monitoring (KK and Lit Coach) 11:40-12:15 1<sup>st</sup> Teachers Student Progress Monitoring (KK and Lit Coach) 12:55-1:30 2<sup>nd</sup> Teachers Student Progress Monitoring (KK and Lit Coach)</p> <p>2:30 Planning Student &amp; Teacher Celebrations! (Leadership Team)</p>	<p>-PD Completed.</p> <p>-Capture sheets completed.</p> <p>Celebration!</p>	
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## **Dodgertown Elementary School Mid-Year Summary Report**

*Dodgertown Elementary School is closing achievement gaps in literacy this year.*

The Leadership Team at Dodgertown Elementary School (DES), in partnership with an Instructional Coach from the Urban Learning Leadership Center (ULLC), analyzed the 2018 FSA data and found significant gaps among student groups and additional gaps in all student groups to the educational standard. Specifically, only 40% of Hispanic students met the FSA standard in English Language Arts, 36% of white students, and only 22% of Black students. Although significant work had already been established in the intermediate grades - 3, 4, and 5 - the literacy foundation in the primary grades - K, 1, and 2 – had not yet been a focus. Consequently, while gaps already existed between students when they entered the school with a wide range of abilities, these gaps were exacerbated as students progressed through the years since literacy is the foundation to success.

The Leadership Team embarked on an educational journey to learn, apply, evaluate, and improve their knowledge and skills of early literacy strategies being implemented in other schools to increase the fluency and comprehension of their earliest learners using the Fountas and Pinnell (F&P) reading levels. The charge was set in the following three-year goal: All students at Dodgertown Elementary School will read at or above grade level by the end of 2<sup>nd</sup> grade. Realizing that significant gaps existed, the following goal was set for the 2018/2019 school year: All students in K, 1, and 2 will progress one year's growth. Additionally, students who began the year behind their appropriate grade level will have progressed one year and at least one additional level.

The Team then created a Partnership Plan (attached) with strategies, including significant professional development (PD) held at the school in grade level meetings. A unique aspect of this PD was the additional partnering with Sebastian Elementary School which embarked on a similar journey. For example, two PD sessions were held with the K, 1, and 2 teachers together from both schools so that they had time to share their experience and learn from each other. Topics in these sessions included:

- The data-driven reason for a national focus on early literacy
- The F&P reading level scaffold (attached)
- Norming an F&P score
- Setting Individual student literacy goals
- Developing a Guided Reading lesson
- Creating Literacy Centers
- Types of Reading throughout the day and the purpose for each

The initial data capture clearly illustrated the gaps for many student to the standard. The Lead Teacher at each school created a wall with a cut out symbol for each student and placed that symbol under the student's tested level. Since the student symbols were color coded by grade, it was easy to visualize the spread of student ability and how most of the students were behind their expected grade level. Additionally, the student symbols were labeled with their teacher's name so that the staff could monitor their own progress.

While the Team has completed a steep learning curve and begun the Guided Reading implementation, significant learning, practice, and refinement will occur to accomplish the goal of all students reading at or above grade level by the end of 2<sup>nd</sup> grade.



# Dodgertown Elementary School - ULLC - Sebastian Elementary School Partnership 2018/2019

Submitted by Kathryn Kubic, PhD  
April 9, 2018

The Urban Learning Leadership Center (ULLC) and two elementary schools in the Indian River School District – Dodgertown (DES) and Sebastian (SES) – entered in a partnership in the fall of 2018 to address pervasive and persistent academic achievement gaps. As the ULLC Coach, I worked directly with these two schools during six visits of the 2018/2019 school year. The following text summarizes our work.

Having had the opportunity to work with nearly 100 elementary schools in my career, I must first praise the professional efforts and accomplishments of the Dodgertown and Sebastian school-based staffs. I must attribute this success to leadership of both principals – Aretha Vernetta and Tish Whitfield. They were very engaged and supportive during this partnership. Additionally, their reading staff – Cynthia Honey, Raina Ingram, and Stacey Miller – were instrumental in preparing for consulting visits and ensuring that the work continued between visits. They are bright, eager to learn, and dedicated to the work.

From a qualitative perspective, the staffs were open to coaching and willing to implement significant instructional changes in both structure and pedagogy in a very short amount of time. The initial visit yielded the immediate need to focus the work on Early Literacy as national student data indicates that students who are not able to read at or above grade level by the end of 2<sup>nd</sup> grade clearly struggle for the remainder of their school years, often dropping out of school. **This issue impacts minority students disproportionately and must be addressed if we wish to close later gaps in achievement and graduation.** Simply stated – students are learning to read in grades K through 2 and reading to learn in grades 3 through 12.

During only **four** following visits, the schools were able to complete the following activities:

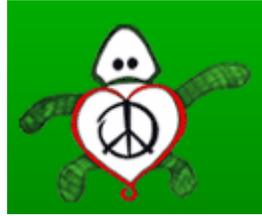
- School-based opportunities in the morning to begin to learn the concept of Guided Reading and Literacy Centers.
- Mid-day instructional walk-throughs with appropriate feedback by implementation stage.
- School-based opportunities in the afternoon to meet as a grade-level team to learn the nuances of each grade.
- A restructuring of the instructional day to facilitate a literacy block at each school.

- Two shared professional development opportunities, one hosted at DES and one hosted at SES. Teachers worked with their grade level teams learning how to implement Guided Reading and Literacy Centers.
- The completion of a school data wall to illustrate student growth.

From a quantitative perspective, the attached Excel sheets clearly indicate a change to focus on student-growth by individual student and the positive results of the work. The data clearly shows an early gap in skill-level at both schools, **with many students entering both schools at the PreA level**, or “not ready for school.” The teachers learned how to administer the F&P tool to diagnose student reading level and then use this information in the Guided Reading block. They then learned how to set appropriate goals for each student “to at least move one instructional year and also over at least one level if the student is in the gap.” **After just one cycle, we see the student growth, particularly in ending a student’s time in Pre-A.** Another quantitative tool is the new Student Reading data wall in both schools. Using colors and shapes, each grade level is identified by their current status and goal status, teachers can literally move their students’ shapes as they progress.

To improve the work, the teams will need additional central office support. For example, substitute days made available from the central offices for teachers may bolster teacher morale even further. Also, frequent visits to classrooms to see the implementation in action will help to validate this important work.

In summary, **both staffs at Dodgertown and Sebastian completed a Herculean effort to learn, implement, and monitor a significant change to their literacy programs in a very short amount of time. The data is already showing success, and continued efforts are a promising strategy to eliminate achievement gaps at both schools.**



## Sebastian Elementary School & ULLC Partnership 2018/2019

**Statement of Need:** In 2017/2018, Sebastian Elementary School students scored 55, 69, 48 percent proficient in ELA, a notable improvement and one to be recognized and celebrated! However, significant gaps exist between student groups and significant work remains to attain all students being successful. Greater improvement can be facilitated by creating a stronger literacy foundation in the K, 1, and 2 primary grades. See FSA ELA performance:

White	66.7%
Hispanic	44.4%
Black	34.9%
Two or More Races	55.6%

**Goal:** Fall F&P data will be collected to illustrate current reading level for all students in K, 1, and 2. By spring administration, all students will have progressed one year's growth. Additionally, students who began the year behind appropriate grade level will have progressed one year and at least one additional level.

Grade	Fall # Students Reading at or Above Grade Level	Fall # Students Not at Grade Level	Spring # Students at or Above Grade Level
<b>K</b>			
<b>1</b>			
<b>2</b>			

Date	School	Activity	Monitoring Implementation	Monitoring Evidence
August 7, 2018	SES DES	<ul style="list-style-type: none"> <li>- Planning Meeting with Principal Hart and Leadership Team</li> <li>- Faculty Introduction to SAME and 2018/2019 Goals</li> </ul>	<ul style="list-style-type: none"> <li>- Data Discussion</li> <li>- Introductory PD Session</li> </ul>	Appropriate diagnosis of current successes in grades 3, 4, and 5 and determination of success barrier to be early literacy in grades K, 1, and 2.
August 30, 2018	SES	<p>8:00 K,1,2 ELA</p> <ul style="list-style-type: none"> <li>- <u>Good to Great</u></li> <li>- The Instructional (and Assessment) Power of F&amp;P Levels (Lit Coach)</li> <li>- Student Data Capture Prep (KK)</li> <li>- Every Opportunity (KK video)</li> </ul> <p>Classroom Visits: DOK Data Capture (KK)</p> <p>12:20 K Teachers Analyze F&amp;P Levels for K (Team) 1:05 1<sup>st</sup> Teachers Analyze F&amp;P Levels for 1 (Team)</p>	<ul style="list-style-type: none"> <li>-Professional Development Completed</li> <li>-Student Data Sheets Designed</li> <li>-Video Watched</li> <li>-Data sheets completed</li> </ul>	

		<p>1:50 2<sup>nd</sup> Teachers Analyze F&amp;P Levels for 2 (Team)</p> <p>2:30 Plan with Principal and Leadership Team</p>	<p>-Meeting completed with evidence column determined</p>	
September 19, 2018	SES	<p>8:00 – 8:40 K, 1, and 2 PD Setting Student Literacy Goals</p> <p>Classroom Visits</p> <p>2:00 Data Analysis and Plan with Ms. Vernetta and Ms. Hart</p>	<p>PD Completed</p> <p>Visits Completed</p> <p>Analysis written</p> <p>Evidence column determined</p>	
October 16, 2018	SES	<p>8:00 K, 1, 2 ELA Practicing “I can...” (Team)</p> <p>Classroom Visits</p> <p>12:20 K Teachers Student Progress Monitoring (KK and Lit Coach)</p> <p>1:05 1<sup>st</sup> Teachers Student Progress Monitoring (KK and Lit Coach)</p>	<p>-“I can...” statements written.</p> <p>-Data sheets completed.</p>	

		<p>1:50 2<sup>nd</sup> Teachers Student Progress Monitoring (KK and Lit Coach)</p> <p>2:30 Plan with Principal and Leadership Team</p>	<p>-Planning meeting completed. Evidence column completed.</p>	
January 7, 2018	SES	<p>8:00 – 11:30 K, 1, and 2 PD</p> <ul style="list-style-type: none"> <li>- Guided Reading Groups &amp; Leveraging Literacy Centers</li> <li>- Whole Class Formative using DOK</li> </ul> <p>Classroom Visits</p> <p>2:30 Debrief with Ms. Hart and Leadership Team</p>	<p>-Literacy Center PD Completed</p> <p>-DOK PD Completed</p> <p>-Data capture completed.</p> <p>-Planning meeting completed. Evidence column completed.</p>	
March 26, 2018	SES	<p>8:00 K, 1, 2 ELA Finish Strong PD</p> <p>Classroom Visits</p>	<p>-PD Completed.</p> <p>-Capture sheets completed.</p>	

		<p>12:20 K Teachers Student Progress Monitoring (KK and Lit Coach)</p> <p>1:05 1<sup>st</sup> Teachers Student Progress Monitoring (KK and Lit Coach)</p> <p>1:50 2<sup>nd</sup> Teachers Student Progress Monitoring (KK and Lit Coach)</p> <p>2:30 Planning Student &amp; Teacher Celebrations! (Leadership Team)</p>	<p>Celebration!</p>	
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## **Sebastian Elementary School Mid-Year Summary Report**

*Sebastian Elementary School is closing achievement gaps in literacy this year.*

The Leadership Team at Sebastian Elementary School (SES), in partnership with an Instructional Coach from the Urban Learning Leadership Center (ULLC), analyzed the 2018 FSA data and found significant gaps among student groups and additional gaps in all student groups to the educational standard. Specifically, only 44% of Hispanic students met the FSA standard in English Language Arts, 66% of white students, and only 34% of Black students. Although significant work had already been established in the intermediate grades - 3, 4, and 5 - the literacy foundation in the primary grades - K, 1, and 2 – had not yet been a focus. Consequently, while gaps already existed between students when they entered the school with a wide range of abilities, these gaps were exacerbated as students progressed through the years since literacy is the foundation to success.

The Leadership Team embarked on an educational journey to learn, apply, evaluate, and improve their knowledge and skills of early literacy strategies being implemented in other schools to increase the fluency and comprehension of their earliest learners using the Fountas and Pinnell (F&P) reading levels. The charge was set in the following three-year goal: All students at Sebastian Elementary School will read at or above grade level by the end of 2<sup>nd</sup> grade. Realizing that significant gaps existed, the following goal was set for the 2018/2019 school year: All students in K, 1, and 2 will progress one year's growth. Additionally, students who began the year behind their appropriate grade level will have progressed one year and at least one additional level.

The Team then created a Partnership Plan (attached) with strategies, including significant professional development (PD) held at the school in grade level meetings. A unique aspect of this PD was the additional partnering with Dodgertown Elementary School which embarked on a similar journey. For example, two PD sessions were held with the K, 1, and 2 teachers together from both schools so that they had time to share their experience and learn from each other. Topics in these sessions included:

- The data-driven reason for a national focus on early literacy

- The F&P reading level scaffold (attached)
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- Types of Reading throughout the day and the purpose for each

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# Dodgertown Elementary School - ULLC - Sebastian Elementary School Partnership 2018/2019

Submitted by Kathryn Kubic, PhD  
April 9, 2018

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To improve the work, the teams will need additional central office support. For example, substitute days made available from the central offices for teachers may bolster teacher morale even further. Also, frequent visits to classrooms to see the implementation in action will help to validate this important work.

In summary, **both staffs at Dodgertown and Sebastian completed a Herculean effort to learn, implement, and monitor a significant change to their literacy programs in a very short amount of time. The data is already showing success, and continued efforts are a promising strategy to eliminate achievement gaps at both schools.**

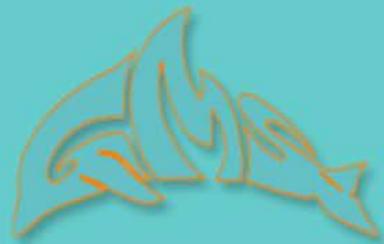


# School District of Indian River County

A CommUNITY Partnership Toward Educational Excellence

**Vision:** Educate and inspire every student to be successful

**Mission:** To serve all students with excellence



## GIFFORD MIDDLE SCHOOL

4530 28th Court, Vero Beach, FL 32967 Phone: 772-564-3550 Fax: 772-564-3561

*In partnership with*



ULLC™  
Urban Learning & Leadership Center, Inc.™

*Family Services*

# School Improvement Action Plan

## Gifford Middle School

**Statement of Need:**

School	Ethnicity	FSA ELA Proficiency	FSA Math Proficiency	Science Proficiency	Social Studies Proficiency	Ct Student	Ct One or More OSS	Percent with One or More OSS
Gifford Middle	White	71.2%	66.7%	77.0%	85.6%	377	22	5.8%
	Hispanic	53.5%	47.5%	58.0%	47.6%	139	14	10.1%
	Black	26.1%	31.8%	28.6%	45.9%	245	69	28.2%
	Two or More Races	72.7%	50.0%			32	4	12.5%

**Goal:**

Strengthen school-based structures to promote an evolving multi-tiered system of supports to promote a high-quality, rigorous, engaging, and differentiated learning environment that meets the needs of all students, academically and behaviorally, and leads to an increase in student achievement by meeting the following targets:

ELA/Reading Gains	Target: 60.0
Math Gains	Target: 60.0
FSA ELA Achievement	Target: 70.0
FSA Mathematics Achievement	Target: 70.0
Statewide Science Assessment Achievement	Target: 65.0
Civics EOC Pass	Target: 82.0

Action Steps	Professional Development and Resources	Monitoring Implementation	Monitoring Effectiveness
<p><b>School:</b> Teachers will apply the principles of backwards design within collaborative planning to develop rigorous and relevant instruction and increase student engagement.</p> <p><b>Gillins:</b> Observe select teachers in the area of student engagement and provide feedback to build teacher capacity.</p>	<p><b>School:</b> Administration will provide professional development on what student engagement looks like and sounds like</p> <p><b>Gillins:</b> Review the professional development</p>	<p><b>School:</b> Administration will participate in a collaborative planning session biweekly to monitor the implementation of this strategy and to provide guidance, support and direction through out the year.</p>	<p><b>Gillins:</b> Participate in administrative conversations around the effectiveness of collaborative planning, walkthrough data and common assessment data. Determine if there is an increase in student achievement as a result of</p>

materials presented to the staff in order to provide consistent feedback to teachers.

**Gillins:** Review Marzano's Art and Science of Teaching Framework, Design Question 5: Engaging Students

**School:** Evidence collected to demonstrate that the action plan is being implemented with fidelity include classroom observation data, common assessments, collaborative planning calendar, and collaborative planning agendas.

**Gillins:** Conduct walkthroughs to ensure engaged instruction is being implemented to fidelity.

**Gillins:** Collect walkthrough data and share with administration.

**Gillins:** Participate in collaborative planning sessions to assist teachers in developing engaged instruction, especially in the areas identified as deficient from the walkthrough data.

increased student engagement.

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# Quarterly Report for Gifford Middle School

Indian River School District

December 15, 2018

Dates of Service: September 24 & October 15, 2018

ULLC Coach: Stacia Barreau, Ed.D.

Principal: Tosha Jones

**Goal:** Strengthen school-based structures to promote an evolving multi-tiered system of supports to promote a high-quality, rigorous, engaging, and differentiated learning environment that meets the needs of all students, academically and behaviorally, and leads to an increase in student achievement by meeting the following targets:

Content Area	Target
ELA/ Reading Gains	60.0
Math Gains	60.0
FSA ELA Achievement	70.0
FSA Mathematics Achievement	70.0
Statewide Science Achievement	65.0
Civics EOC Pass	82.0

## ULLC COACHING SUPPORT

### School Improvement Action Plan Focus: STUDENT ENGAGEMENT

<p><b>Actions Step:</b> Observe select teachers in the area of student engagement and provide feedback to build capacity.</p> <p><b>Monitoring Implementation:</b> Conduct walkthroughs to ensure engaged instruction is being fully implemented.</p>	<p><b>September 24, 2018 Visit:</b> ULLC Coach met with the Gifford administrative team (Ms. Jones, principal, Mrs. Heppern, and Mr. Szaпахler, Assistant Principals, Dr. Long, and ELA Coordinator to get an overview of the school's strengths and current challenges. Historical student achievement data was reviewed to assist with prioritizing subject areas. The team affirmed their focus on student engagement and the ULLC Coach conducted walkthroughs in 10 classrooms (Peterson, Schwenger, Clemons, Ellis, Kostick, Graham, Long, Fevola, Perrino, and Brown).</p>	<p><b>October 15, 2018 Visit:</b> ULLC Coach met with Ms. Jones to discuss the criteria for the engagement walkthrough rubric and identify the high-priority teachers to observe. Fifteen classroom walkthroughs were conducted in the following classrooms (Brown, Ellis, Perrino, Phelps, Demeter, Asselin, Jackson, Peterson, Houseknecht, Schwenger, Taylor, Hand, Jones, and Knight). Each walkthrough lasted approximately 20-25 minutes, although several were longer based on the multitude of behavioral concerns/ classroom management needs observed.</p>
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<p><b>Monitoring Implementation:</b> Collect walkthrough data and share with administration.</p>	<p>ULLC Coach debriefed with school principal, Ms. Jones, and discussed the preliminary findings. These findings were significantly consistent with previous observations conducted by Ms. Jones.</p>	<p>ULLC Coach debriefed with school principal, Ms. Jones, and Dr. Long. Similar findings to the 9/24/18 walkthroughs emerged.</p>
<p><b>Walkthrough Data Results</b></p> <p><i>***ULLC Coach's walkthrough notes available upon request.</i></p>	<ul style="list-style-type: none"> <li>• Majority of teachers appeared highly disengaged (i.e., no clear expectations established for how students were to use their time nor was there any instruction being provided; 6/10)</li> <li>• Used yelling and making threats as a means to gain control, albeit ineffectively (4/10) <ul style="list-style-type: none"> <li>• No clearly defined expectations, routines, or structures observed (7/ 10)</li> </ul> </li> <li>• Marginal evidence of small group and/ or differentiated instruction (8/10) <ul style="list-style-type: none"> <li>• Significant amount of instructional time lost (8/10)</li> </ul> </li> </ul>	<p>Two challenges were identified from the walkthrough data: 1) Nine out of 15 teachers (60%) have ineffective or non-existent classroom management structures in place; 2) Eleven out of 15 teachers (73%) did not utilize any student engagement strategies, as no instruction was delivered during the walkthroughs.</p> <p><i>NOTE: These results may have been adversely impacted by teachers' efforts to allow students to use instructional time to make up missing work before the 1<sup>st</sup> quarter grading period ended on October 15, 2018.</i></p>

**NEXT STEPS**

**January 7, 2019 Site Visit:**

- 1) Analyze formative assessment data for the school with a specific focus on the select teachers.
- 2) Meet with select teachers individually to review the observations gleaned from the walkthroughs. Discuss the correlations, if any, to the achievement rates to their students.
- 3) Provide intensive professional development on student engagement and classroom management to teachers identified from the 9/24 and 10/15/18 walkthroughs.
- 4) Help teachers develop an Individualized Growth Plan based on the professional development session.

**Remaining Site Visits (March & April 2019):**

- 1) Meet with identified teachers to revisit the Individualized Growth Plans.
- 2) Assist with revising the Individualized Growth Plans.
- 3) Continue to conduct classroom walkthroughs across the school.
- 4) Participate in collaborative planning sessions to assist teachers with developing engaging instruction.
- 5) Share data with school administration.

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# Quarterly Report for Gifford Middle School

Indian River School District

May 20, 2019

Dates of Service: September 24 & October 15, 2018, January 9, April 2-3, 2019

ULLC Coach: Stacia Barreau, Ed.D.

Principal: Ms. Tosha Jones

**Goal:** Strengthen school-based structures to promote an evolving multi-tiered system of supports to promote a high-quality, rigorous, engaging, and differentiated learning environment that meets the needs of all students, academically and behaviorally, and leads to an increase in student achievement by meeting the following targets:

Content Area	Target	Preliminary Results
ELA/ Reading Gains	60.0	Not available until June 2019
Math Gains	60.0	
FSA ELA Achievement	70.0	
FSA Mathematics Achievement	70.0	
Statewide Science Achievement	65.0	
Civics EOC Pass	82.0	

## ULLC COACHING SUPPORT

### School Improvement Action Plan Focus: STUDENT ENGAGEMENT

<p><b>Actions Step:</b> Observe select teachers in the area of student engagement and provide feedback to build capacity.</p> <p><b>Monitoring Implementation:</b> Conduct walkthroughs to ensure engaged instruction is being fully implemented.</p>	<p><b>September 24, 2018 Visit:</b> ULLC Coach met with the Gifford administrative team (Ms. Jones, principal, Mrs. Heppern, and Mr. Szaichler, Assistant Principals, Dr. Long, and ELA Coordinator) to get an overview of the school's strengths and current challenges. Historical student achievement data was reviewed to assist with prioritizing subject areas. The team affirmed their focus on student engagement and the ULLC Coach conducted walkthroughs in 10 classrooms (Peterson, Schwenger, Clemons, Ellis, Kostick, Graham, Long, Fevola, Perrino, and Brown).</p>	<p><b>October 15, 2018 Visit:</b> ULLC Coach met with Ms. Jones to discuss the criteria for the engagement walkthrough rubric and identify the high-priority teachers to observe. Fifteen classroom walkthroughs were conducted in the following classrooms (Brown, Ellis, Perrino, Phelps, Demeter, Asselin, Jackson, Peterson, Houseknecht, Schwenger, Taylor, Hand, Jones, and Knight). Each walkthrough lasted approximately 20-25 minutes, although several were longer based on the multitude of behavioral concerns/classroom management needs observed.</p>	<p><b>January 7, 2019</b> ULLC Coach provided the quarterly report to the administrative team in an effort to focus the remaining visits on strengthening student engagement, classroom management, and student achievement. Based on the walkthrough from the previous visit, formative assessment data for the identified teachers was analyzed. Individual meetings with the identified teachers (Ellis, Phelps, Perrino, Jones, and Jackson) were held to discuss previous observations and corresponding feedback from the ULLC Coach, historical FSA achievement data, and correlations between the stated factors. Informal individualized growth plans were established with the teachers.</p>	<p><b>April 2-3, 2019</b> Available academic and discipline data for the current school year was reviewed. FSA projections for Gifford were discussed in relation to expected outcomes on the upcoming tests. A follow up discussion with the principal regarding improved student engagement, classroom management, and student achievement for the identified teachers was held. Some improvement had been noted in terms of classroom management by Ms. Jones for one teacher (Phelps), however, the remaining teachers have shown little to no progress in any of the areas of concern.</p>
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<p><b>Monitoring Implementation:</b> Collect walkthrough data and share with administration.</p>	<p>ULLC Coach debriefed with school principal, Ms. Jones, and discussed the preliminary findings. These findings were significantly consistent with previous observations conducted by Ms. Jones.</p>	<p>ULLC Coach debriefed with school principal, Ms. Jones, and Dr. Long. Similar findings to the 9/24/18 walkthroughs emerged.</p>	<p>No walkthroughs were conducted since it was a Teacher/ Staff Development Day and students were not in school. However, the ULLC Coach did brief the principal on the discussions held with individual teachers.</p>	<p>Fourteen walkthroughs were conducted.</p>
<p><b>Walkthrough Data Results</b></p> <p><i>***ULLC Coach's walkthrough notes available upon request.</i></p>	<ul style="list-style-type: none"> <li>• Majority of teachers appeared highly disengaged (i.e., no clear expectations established for how students were to use their time nor was there any instruction being provided; 6/10)</li> <li>• Used yelling and making threats as a means to gain control, albeit ineffectively (4/10)</li> <li>• No clearly defined expectations,</li> </ul>	<p>Two challenges were identified from the walkthrough data: 1) Nine out 15 teachers (60%) have ineffective or non-existent classroom management structures in place; 2) Eleven out of 15 teachers (73%) did not utilize any student engagement strategies, as no instruction was delivered during the walkthroughs.</p> <p><i>NOTE: These results may have been adversely impacted by teachers' efforts to allow students to use instructional time to make up missing work before the 1<sup>st</sup> quarter</i></p>	<p>N/A</p>	<p>Walkthrough data revealed the following: Seven out 14 teachers (50%) displayed ineffective or non-existent classroom management structures; 2) Ten out of 14 teachers (71%) did not utilize any student engagement strategies, as no instruction was observed during the walkthroughs.</p> <p>NOTE: All of the teachers who had informal individualized growth plans were included in these walkthroughs.</p>

	<p>routines, or structures observed (7/ 10)</p> <ul style="list-style-type: none"><li>• Marginal evidence of small group and/ or differentiated instruction (8/10)</li><li>• Significant amount of instructional time lost (8/10)</li></ul>	<p><i>grading period ended on October 15, 2018.</i></p>		
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**Vision:** Educate and inspire every student to be successful

**Mission:** To serve all students with excellence



## OSLO MIDDLE SCHOOL

480 20th Ave SW, Vero Beach, FL 32962 Phone: 772-564-3980

*In partnership with*



# School Improvement Action Plan

## Oslo Middle School

### Statement of Need:

School	Ethnicity	FSA ELA Proficiency	FSA Math Proficiency	Science Proficiency	Social Studies Proficiency	Ct Student	Ct One or More OSS	Percent with One or More OSS
Oslo Middle	White	43.9%	44.9%	50.0%	62.1%	425	41	9.6%
	Hispanic	40.6%	40.4%	36.0%	50.0%	213	21	9.9%
	Black	26.9%	30.9%	23.2%	21.5%	223	48	21.5%
	Two or More Races	40.5%	57.9%	36.4%	41.2%	45	10	22.2%

### Goal:

A focus on standards-based instruction which includes quality formative assessments and rigor will increase student achievement by meeting the following targets:

Middle School Participation in EOC and Industry Certifications	Target: 70.0
FSA ELA Achievement - Black/African American	Target: 50.0
FSA ELA Achievement - Hispanic	Target: 50.0
Algebra I EOC Pass Rate	Target: 90.0
Civics EOC Pass	Target: 75.0
Statewide Science Assessment Level 3	Target: 65.0
School Grade - Percentage of Points Earned	Target: 55.0
FSA Math Achievement - Black/African American	Target: 50.0

Action Steps	Professional Development and Resources	Monitoring Implementation	Monitoring Effectiveness
<p><b>School:</b> Departments will meet regularly to design common lesson plans and high quality formative Assessments</p> <p><b>School:</b> Implementation of Springboard Curriculum for ELA (Instructional Initiative)</p> <p><b>Gillins:</b> Support teachers in delivering instruction at the scale 3 level</p>	<p><b>School:</b> Math Coach (Dept Chair) will assist with creating common lesson plans</p> <p><b>School:</b> ELA department will integrate Springboard in ELA classes.</p>	<p><b>School:</b> Lesson plans will be reviewed monthly</p> <p><b>School:</b> Teachers will turn in copies of assessments and present at data chats weekly assessments, collaborative planning calendar, and collaborative planning agendas.</p>	<p><b>School:</b> Mastery of standards on unit assessments will be reviewed and compared to formative assessments</p> <p><b>School:</b> Springboard assessments and benchmark data will be assessed biweekly</p>

**Gillins:** Obtain deep knowledge of the scale levels

**School:** Classroom walkthroughs. Noticing and wonderings will be shared with ELA teachers and department chair to drive instruction. Department Chair will visit ELA classrooms to observe practices and provide ELA teachers with feedback

**School:** Lesson plans and assessments will be reviewed to ensure rigor and assessments meet the level of rigor for standards taught

**Gillins:** Conduct walkthroughs to ensure instruction is being implemented to the scale 3 level.

**Gillins:** Collect walkthrough data and share with administration.

**Gillins:** Participate in collaborative planning sessions to assist teachers in developing lesson at the scale 3 level.

**Gillins:** Participate in administrative conversations around the effectiveness of collaborative planning, walkthrough data and common assessment data. Determine if there is increase in student achievement as a result of increased rigor.

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# Quarterly Report for Oslo Middle School

Indian River School District

December 15, 2018

Dates of Service: September 25 & October 16, 2018

ULLC Coach: Stacia Barreau, Ed.D.

Principal: Beth Hofer

**Goal:** A focus on standards-based instruction which includes quality formative assessments and rigor will increase in student achievement by meeting the following targets:

Content Area	Target
Middle School Participation in EOC and Industry Certifications	70.0
FSA ELA Achievement- Black/ African American	50.0
FSA ELA Achievement- Hispanic	50.0
Algebra I EOC Pass Rate	90.0
Civics EOC Pass	75.0
Statewide Science Assessment Level 3	65.0
School Grade- Percentage of Points Earned	55.0
FSA Math Achievement- Black/ African American	50.0

## ULLC COACHING SUPPORT

### School Improvement Action Plan Focus: RIGOR (Delivering instruction at the scale 3 level)

<p><b>Actions Step:</b> Support teachers in delivering instruction at the scale 3 level</p>	<p><b>September 25, 2018 Visit:</b> After a tour of the Oslo Middle School campus with Mrs. Hofer, principal, the ULLC Coach met with the following teams: Oslo Middle administrative team (Mrs. Hofer and two assistant principals, Mr. Cummings and Mr. Kinsley), Instructional Coaches (Riskin/ Math, Rutherford/ ELA, Reese/ Student Support, and Pearson/ Behavior Support), and the MTSS Team (Burson, Bond, Broxton-Brown, Colonna, Steenburgen, &amp; Almore). The content of the group meetings</p>	<p><b>October 16, 2018 Visit:</b> ULLC Coach attended the Title I Instructional Coaches' Meeting with Rutherford/ ELA, Riskin/ Math, Reese/ Student Support, Mrs. Hofer, and the district's ELA Coordinator/ Gaskins. Quarterly assessment data in math and ELA were reviewed. Since various focus areas were identified during the initial visit in September, the ULLC Coach facilitated a discussion regarding the need to clarify the scope of the School Improvement Plan. The Oslo team identified ELA</p>
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	<p>included a focus on the history of the school, including but not limited to previous challenges that continue to linger and serve as the basis for the current-day negative perceptions, strengths of the school and staff, barriers to academic and behavioral achievement as dictated by external influences outside of the school such as mental health issues, adverse childhood experiences and the overwhelming impact of co-morbid stressors of trauma and poverty on the students level of motivation and parental engagement in the school to support the learning goals outlined by the school staff. The school team shared the various initiatives and interventions that have been put in place to mitigated by the challenges (“Outstanding Oslonian”, the “Kindness Ninja”, and the newly created Student Support and Behavior Support Coach roles assumed by Reese and Pearson). With regard to the focus of the work with ULLC, the school team expressed a desire to work on multiple areas, which included individualized learning for students, increased rigor at the scale 3 level, culture and climate, and student engagement. Historical student achievement data was reviewed and discussed as a basis of support for the stated needs.</p>	<p>as the content area where evidence of the following indicators should be present when instruction is delivered: 1) <b>Standards-based instruction</b>, 2) <b>Rigor</b>, 3) <b>Personalized Learning</b>, 4) <b>Collaboration</b>, and 5) <b>Writing</b>.</p>
<p><b>Monitoring Implementation:</b> Conduct walkthroughs to ensure engaged instruction is being implemented to the scale 3 level.</p>	<p>The ULLC Coach, led and accompanied by Mrs. Hofer, made brief introductory visits (2-3 minutes per classroom) to 11 classrooms to gain an understanding from the principal’s perspective of the instructional strength, or lack</p>	<p>Using the ELA Walkthrough Rubric, the ULLC Coach conducted collaborative walkthroughs with Rutherford/ ELA Instructional Coach and district ELA Coordinator/ Gaskins in six ELA classrooms (Samberg/ grade 6, Godwin/ grade</p>



		<b>instruction= 2/6, 33%, Rigor= 2/6, 33%, Personalized Learning= 1/6, 16%, Collaboration= 3/6, 50%, Writing= 1/6, 16%.</b>
<b>Monitoring Implementation:</b> Participate in collaborative planning sessions to assist teachers in developing lessons at the scale 3 level.		The Instructional Coach for ELA (Rutherford) and the division's Coordinator of ELA (Gaskins) will participate in collaborative planning with teachers on the following dates: November 1- 6 <sup>th</sup> grade & Sped. November 8- 7 <sup>th</sup> grade November 12- 8 <sup>th</sup> grade
<b>Monitoring Effectiveness:</b> Participate in administrative conversations around the effectiveness of collaborative planning, walkthrough data and common assessment data. Determine if there is an increase in student achievement as a result of increased rigor.		

### **NEXT STEPS**

#### **January 8, 2019 Site Visit:**

- 1) Discuss the November collaborative planning sessions and the outcomes and evidence to support the effectiveness.
- 2) Review ELA formative assessment data for the 2<sup>nd</sup> quarter and identify performance trends (by student, teacher, and standard).
- 3) Conduct walkthroughs in ELA classrooms using the ELA Walkthrough Rubric. Analyze and compare the walkthrough data, with a specific focus on the presence of the look-fors during the observations from October to present.
- 4) Identify teachers deserving of commendations and those in need of recommendations to address continued improvement.
- 5) Meet with teachers individually to review the findings from the walkthrough data.
- 6) Provide additional support with planning and instructional delivery for teachers who continue to struggle with incorporating the look-fors into their ELA lessons.
- 7) Work with school team to develop professional development opportunities for teachers in need of continued support.

**Remaining Site Visits (March & April 2019):**

- 1) Continue to conduct walkthroughs in ELA classrooms across the school.
- 2) Continue to monitor the instructional delivery of teachers who have performed marginally in this area.
- 3) Participate in team meetings with administration and instructional support staff to assist with developing effective pedagogy in ELA across the school.
- 4) Share data with school administration.

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# Final Report for Oslo Middle School

Indian River School District

May 20, 2019

Dates of Service: September 25, October 16, 2018, January 8, April 1 & 4, 2019

ULLC Coach: Stacia Barreau, Ed.D.

Principal: Beth Hofer

**Goal:** A focus on standards-based instruction which includes quality formative assessments and rigor will increase in student achievement by meeting the following targets:

Content Area	Target	Preliminary Results
Middle School Participation in EOC and Industry Certifications	70.0	Results not available until June 2019.
FSA ELA Achievement- Black/ African American	50.0	
FSA ELA Achievement- Hispanic	50.0	
Algebra I EOC Pass Rate	90.0	
Civics EOC Pass	75.0	
Statewide Science Assessment Level 3	65.0	
School Grade- Percentage of Points Earned	55.0	
FSA Math Achievement- Black/ African American	50.0	

## ULLC COACHING SUPPORT

### School Improvement Action Plan Focus: RIGOR (Delivering instruction at the scale 3 level)

<p><b>Actions Step:</b> Support teachers in delivering instruction at the scale 3 level</p>	<p><b>September 25, 2018 Visit:</b>            After a tour of the Oslo Middle School campus with Mrs. Hofer, principal, the ULLC Coach met with the following teams: Oslo Middle administrative team (Mrs. Hofer and two assistant principals, Mr. Cummings and Mr. Kinsley), Instructional Coaches (Riskin/ Math, Rutherford/ ELA, Reese/ Student Support, and Pearson/ Behavior Support), and the MTSS Team (Burson, Bond, Broxton-Brown, Colonna, Steenburgen, &amp; Almore). The content of the group meetings included a focus on the history of the school, including but</p>	<p><b>October 16, 2018 Visit:</b>            ULLC Coach attended the Title I Instructional Coaches' Meeting with Rutherford/ ELA, Riskin/ Math, Reese/ Student Support, Mrs. Hofer, and the district's ELA Coordinator/ Gaskins. Quarterly assessment data in math and ELA were reviewed. Since various focus areas were identified during the initial visit in September, the ULLC Coach facilitated a discussion regarding the need to clarify the scope of the School Improvement Plan. The Oslo team identified ELA as</p>	<p><b>January 8, 2019 Visit</b>            ULLC Coach met with the Leadership Team to discuss the November collaborative planning sessions and the outcomes and evidence to support the effectiveness. The ELA formative assessment data for the 2<sup>nd</sup> quarter was reviewed and performance trends (by student, teacher, and standard) were identified. Walkthroughs were conducted in ELA classrooms using the ELA Walkthrough Rubric and the team debriefed to discuss, analyze and compare the walkthrough data, with a specific focus on the presence of the "look-fors" during the observations from October to present.</p>	<p><b>April 1 &amp; 4, 2019 Visit</b>            ULLC Coach met with the principal and following teams: Instructional Coaches (Riskin/ Math, Rutherford/ ELA, Reese/ Student Support, and Pearson/ Behavior Support) to discuss academic achievement projections for the upcoming FSA. Mrs. Hofer shared the district's projections as well as the school's projections based on achievement trends throughout the school year. Brief, informal walkthroughs were conducted in all ELA classrooms to examine the presence of the ELA "look-fors" during instruction. On April 4, the ULLC Coach participated in MTSS Meetings and provided input related to students exhibiting chronic</p>
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	<p>not limited to previous challenges that continue to linger and serve as the basis for the current-day negative perceptions, strengths of the school and staff, barriers to academic and behavioral achievement as dictated by external influences outside of the school such as mental health issues, adverse childhood experiences and the overwhelming impact of co-morbid stressors of trauma and poverty on the students level of motivation and parental engagement in the school to support the learning goals outlined by the school staff. The school team shared the various initiatives and interventions that have been put in place to mitigate the challenges</p>	<p>the content area where evidence of the following indicators should be present when instruction is delivered: 1) <b>Standards-based instruction</b>, 2) <b>Rigor</b>, 3) <b>Personalized Learning</b>, 4) <b>Collaboration</b>, and 5) <b>Writing</b>.</p>	<p>Follow up meetings with individuals teachers were held to articulate commendations and opportunities for growth with ULLC Coach and Dr. Long. Additional means of instructional support and offered to specific teachers.</p>	<p>behavioral/ discipline challenges, academic lags, attendance issues, and mental health stressors. School-based plans and strategies for intensive remediation for targeted groups were discussed to facilitate optimal performance on the FSA. .</p>
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	<p>(“Outstanding Oslonian”, the “Kindness Ninja”, and the newly created Student Support and Behavior Support Coach roles assumed by Reese and Pearson). With regard to the focus of the work with ULLC, <b>the school team expressed a desire to work on multiple areas, which included individualized learning for students, increased rigor at the scale 3 level, culture and climate, and student engagement.</b> Historical student achievement data was reviewed and discussed as a basis of support for the stated needs.</p>			
<b>Monitoring Implementation:</b> Conduct	The ULLC Coach, led and accompanied by	Using the ELA Walkthrough	ULLC Coach and ELA Instructional Coach	N/A

<p>walkthroughs to ensure engaged instruction is being implemented to the scale 3 level. Collect walkthrough data and share with administration.</p> <p>Participate in collaborative planning sessions to assist teachers in developing lessons at the scale 3 level.</p>	<p>Mrs. Hofer, made brief introductory visits (2-3 minutes per classroom) to 11 classrooms to gain an understanding from the principal's perspective of the instructional strength, or lack thereof, that exists among the teaching staff.</p> <p>N/A</p>	<p><b>Rubric, the ULLC Coach conducted collaborative walkthroughs with Rutherford/ ELA Instructional Coach and district ELA Coordinator/ Gaskins in six ELA classrooms</b> (Samberg/ grade 6, Godwin/ grade 6, Kehoe/ grade 7, Pennell/ grade 8, Holden/ grade 8, and Kurth/ grade 7). The team debriefed with Mrs. Hofer following the walkthroughs to discuss highlights and challenges as well as to determine the level of inter-rater reliability that existed among the observers. The following results illustrate the presence, or lack thereof, of the identified look- fors</p>	<p>conducted walkthroughs in six ELA classrooms: (Samberg/ grade 6, Godwin/ grade 6, Kehoe/ grade 7, Pennell/ grade 8, Holden/ grade 8, and Kurth/ grade 7). A new ELA teacher was recently hired and although a walkthrough was conducted in her classroom, those results are not included in the final walkthrough data for this visit.</p>	
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		<p>during the walkthroughs: <b>Standards-based instruction</b>= 2/6, 33%, <b>Rigor</b>= 2/6, 33%, <b>Personalized Learning</b>= 1/6, 16%, <b>Collaboration</b>= 3/6, 50%, <b>Writing</b>= 1/6, 16%.</p> <p>Based on the walkthrough findings, there was universal agreement that additional professional development was needed. It was determined that a half-day was an appropriate amount of time to adequately address this training need. Additionally, the ULLC Coach recommended that the collaborative planning sessions</p>		
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		<p>include explicit modeling of high-yield instructional strategies that clearly illustrate how the standards are to be taught. Further, it was recommended that all teacher participants be required to articulate how they intend to teach the standard before the session concludes to help facilitate the transfer of accountability. The following collaborative planning dates were established:</p> <p>November 1- 6<sup>th</sup> grade &amp; Sped.  November 8- 7<sup>th</sup> grade  November 12- 8<sup>th</sup> grade</p>		
<p><b>Walkthrough Data Results</b></p> <p><i>***ULLC Coach's walkthrough notes available upon request.</i></p>	N/A	As previously noted, the following results illustrate the presence of the	Results of walkthrough observations indicate an increase in the presence	N/A

		<p>identified look- fors during the walkthroughs:  <b>Standards-based instruction</b>= 2/6, 33%, <b>Rigor</b>= 2/6, 33%, <b>Personalized Learning</b>= 1/6, 16%, <b>Collaboration</b>= 3/6, 50%, <b>Writing</b>= 1/6, 16%.</p>	<p>of the following “look-fors’ during ELA instruction:  <b>Standards-based instruction</b>= 3/6,50% <b>Rigor</b>= 3/6,50% and <b>Personalized Learning</b>= 4/6, 66%, <b>Collaboration</b>= 2/6, 33%, <b>Writing</b>= 1/6, 16%.</p>	
<p><b>Monitoring Implementation:</b>  Participate in collaborative planning sessions to assist teachers in developing lessons at the scale 3 level.</p>		<p>The Instructional Coach for ELA (Rutherford) and the division’s Coordinator of ELA (Gaskins) will participate in collaborative planning with teachers on the following dates:  November 1- 6<sup>th</sup> grade &amp; Sped.  November 8- 7<sup>th</sup> grade  November 12- 8<sup>th</sup> grade</p>	N/A	N/A
<p><b>Monitoring Effectiveness:</b>  Participate in administrative conversations around the</p>		Refer to top section	Refer to top section	Achievement data on the FSA will not be available until the end of June 2019.

effectiveness of collaborative planning, walkthrough data and common assessment data. Determine if there is an increase in student achievement as a result of increased rigor.				
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# *A Proposal for the Selection of a Superintendent*

*Presented To:*



**School District of  
Indian River County**  
Serving ALL Students With Excellence

*Submitted By:*

*Ray and Associates, Inc.*

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*Finding Leaders for America's Schools*

**Original**

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The logo features the letters 'R' and 'A' in a large, stylized, light blue font, with the word 'and' in a smaller, dark blue font positioned between them.  
**Ray and Associates, Inc.**  
*Leaders in Executive Searches*

June 27, 2019

School District of Indian River County  
ATTN: Ms. Laura Zorc, Chairman  
6500 57<sup>th</sup> Street  
Vero Beach, FL 32967

Dear Ms. Zorc and Members of the School Board:

This letter is in response to a request regarding the need for our services to assist you in the search for a new Superintendent. We are confident the Board will be quite pleased with the services we can provide. We have been very successful in providing Superintendent search services for districts that are similar in terms of size, cultural diversity and geographic location.

As I am sure you are aware, the selection of Superintendent will be one of the most important activities your Board will perform. The Board's success in the search process will affect your school district's education program for years to come. It is extremely important to find the "right fit" for the District.

We are familiar with Florida as we were recently selected to conduct the Superintendent search for Marion County Public Schools and previously conducted Superintendent searches for Lake County Schools, the School District of Palm Beach County, Florida State University Schools, Brevard Public Schools, Broward County Schools and Collier County Public Schools, Florida. In the Southern region we have assisted Tangipahoa Parish School System and Monroe City Schools, Louisiana; Columbus Municipal School District, Jackson Public Schools and Hattiesburg Public Schools, Mississippi; Pulaski County Special School District, Fort Smith Public Schools, Rogers Public Schools, Cotter Public Schools, Mountain Home Public Schools and Fayetteville Public Schools, Arkansas; Fairfield City Schools and Tuscaloosa City Schools, Alabama; Savannah-Chatham County Public Schools and DeKalb County School District, Georgia; Williamsburg-James City County Public Schools, Norfolk Public Schools, Montgomery County Public Schools, Mecklenburg County Schools, Bedford County Schools, Newport News Public Schools, Hampton City Schools, and Prince William County Public Schools, Virginia; Waxahachie ISD, Austin ISD, Plano ISD, Lewisville ISD, Fort Worth ISD, Killeen ISD and Socorro ISD, Texas; Maury County Public Schools, Knox County Schools, Oak Ridge Schools, Sumner County Schools and Memphis City Schools, Tennessee; Beaufort County School District, Jasper County School District and Richland County School District One, South Carolina.

Nationally, we have conducted searches for Dover School District, New Hampshire; Bridgeport Public Schools, Greenwich Public Schools, Hartford City Public Schools and Consolidated School District of New Britain, Connecticut; Wyandanch Union Free School District, Amityville Union Free School District, New Heights Academy Charter School and Rochester City School District, New York; Baltimore County Public Schools, Anne Arundel County Public Schools, Baltimore City Public Schools, Howard County

Public School System, Wicomico County Public Schools and Prince George's County Public Schools, Maryland; Woodland Hills School District, Lewisburg Area School District, Wissahickon School District, Derry Township School District, Spring-Ford Area School District, School District of Cheltenham Township, Millville School District, Montgomery County Intermediate Unit and Benton Area Public School District, Pennsylvania; East Orange School District, Paterson Public Schools, Trenton Public Schools, Camden City Public Schools and Marlboro Township Public Schools, New Jersey; Paradise Valley Unified School District, Palos Verdes Unified School District, The Prentice School, Poway USD, San Ysidro School District, Albany USD, Berkeley USD, Pasadena USD and Emery USD, California; Roosevelt Elementary School District and Deer Valley Unified School District, Arizona; Hawaii School for Deaf and Blind, Hawaii; Blaine County School District, Idaho; Clark County School District, Nevada; Albuquerque Public Schools and Santa Fe Public Schools, New Mexico; Hood River County School District, Lake Oswego School District and Gresham-Barlow School District, Oregon; Everett Public Schools, Granite Falls School District, Lake Washington School District, Snoqualmie Valley School District, Mercer Island School District, Bellevue School District, Kent School District, Federal Way Public Schools, Northshore Public Schools and Seattle Public Schools, Washington; Missoula County Public Schools, Montana; Colorado School for the Deaf and the Blind, Boulder Valley School District, Douglas County School District, Sheridan School District No. 2, Colorado Springs School District 11, Jeffco Public Schools, Flagstaff Academy, Aspen High School, and Eagle County Schools, Colorado; Shaker Heights City Schools, Cleveland Heights-University Heights City School District, Cincinnati Public Schools and Lorain City Schools, Ohio; Omaha Public Schools and Westside Community Schools, Nebraska; Detroit Public Schools Community District, Ecorse Public Schools and Ann Arbor Public Schools, Michigan; Lakeville Area Public Schools, Minnesota; Vermillion School District, South Dakota; Berlin Area School District, the School District of Beloit and Oshkosh Area School District, Wisconsin; Geary USD 475, Shawnee Mission School District, Lawrence Public Schools, Kansas City Kansas Public Schools, Pittsburg Community Schools USD 250 and Olathe Public Schools, Kansas; Joplin Schools and Kansas City Public Schools, Missouri; Rock Island-Milan School District #41, Butler School District 53, Hazel Crest School District 152½, Glenbrook North and Glenbrook South High Schools and Township School District 113, Illinois in their educational leadership searches.

We have assisted the Michigan Department of Education, Alabama Department of Education, Hawaii Department of Education, Colorado Department of Education, Ohio Department of Education, Florida Department of Education, Rhode Island Department of Education, West Virginia Department of Education and Wyoming Department of Education with their State Superintendent searches.

We are currently assisting Minneapolis Public Schools, Minnesota and will soon be assisting Marion County Public Schools, Florida and others across the nation.

We are a national search firm that is uniquely equipped to assist you in the selection of a Superintendent who meets your particular needs and qualifications. We will not only advertise, but also actively recruit potential candidates that will meet the criteria established by your Board, including women and minorities. Most other search firms do not seek out candidates for a position as we do for our clients. With our extensive regional and national associate base, Ray and Associates, Inc. will be able to recruit quality candidates from around the country, as well as within the state. We have often found excellent in-state candidates who would not otherwise have applied for the position due to a possible conflict of interest with a state or local firm. Our professional, objective procedures allow us to attract, process and screen the most successful candidates for a Superintendent position. You will also find our system is flexible, which allows us to customize the search to meet the desires of the Board.

Our firm has exhibited at the National School Boards Association (NSBA), National Association of Secondary School Principals (NASSP), the American Association of School Administrators (AASA), the

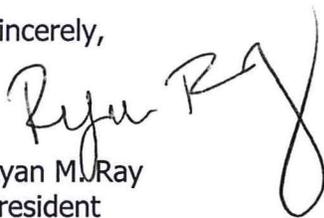
Association of Latino Administrators and Superintendents (ALAS) and the National Alliance of Black School Educators (NABSE), as well as other professional organizations, for over forty (40) years. This year the firm exhibited and presented at numerous state school board associations. Exhibiting and presenting at these state and national organizations allows the firm to meet and recruit outstanding administrators for our clients.

It is our goal to make the selection process professional, efficient and successful to assure your complete satisfaction with our services. It is quite common for a Board to be concerned about the quality of candidates who might be available in today's job market. Outstanding administrators will need to be recruited regardless of the time of year or the position needing to be filled because many of these school leaders already have good jobs. We feel that our firm can be very successful in attracting candidates that will meet or exceed your expectations. With a consulting firm of over one hundred sixty (160) associates located nationwide, Ray and Associates, Inc. has been able to develop the most comprehensive pool of candidates of any executive search firm in the country. Our reputation for success is built upon providing school districts precisely the type of candidate that satisfies not only the Board but the community and faculty as well.

Ray and Associates, Inc. strives to provide the District with the best match possible based on what we learn in our extensive interaction with the Board and key players in the search. It is our desire to activate our network on your behalf to locate individuals that can effectively assume the top executive post in your District.

We welcome the opportunity to make a presentation of our services at your convenience. If you have any further questions or comments regarding the enclosed information, please do not hesitate to contact our Cedar Rapids office at 319-393-3115.

Sincerely,



Ryan M. Ray  
President

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# INTRODUCTION

## THE SEARCH

This Proposal is an example of the quality of our work for a state, regional and national search. Our firm is committed to spending the time and energy on the details necessary to perform a proper search. *We actively seek out and screen all candidates who are recruited during the search to identify those who are superior and who meet or exceed the qualifications set by the Board.*



*Ray and Associates, Inc.*

## BRIEF OVERVIEW

This document is designed to demonstrate that we desire to provide you with a complete, detailed package customized to the School District of Indian River County in a performance contract regarding our professional services for your Superintendent search.

Our Proposal consists of our consultant services, general provisions, confidentiality, satisfaction guarantee and consultant cost.

## PERFORMANCE

We have developed highly effective procedures to assist schools, step by step, in selecting a Superintendent whose qualifications meet its criteria. This Proposal outlines the detailed procedures and steps that make our searches successful. *We have been highly successful in delivering outstanding candidates in all of our searches.*

### *MISSION STATEMENT*

*Ray and Associates, Inc.*  
*Leaders in Executive Searches*

We will provide our clients with the highest quality services to assist them in hiring leaders who will meet District specific needs and positively impact the education of all students.

# HISTORY AND OVERVIEW OF THE ORGANIZATION

## PROFILE OF THE FIRM

Ray and Associates, Inc. is a professional organization that specializes in school executive leadership searches. The firm has been in the school executive search business since 1975 and has established an outstanding reputation. The firm has been recognized by The School Administrator journal as one of the top search firms in the country. Our professional consultants, including women and minorities, are persons with long-term experience in the school executive search field, with extensive backgrounds as school administrators, business executives, school board members, university professors and attorneys. All of the consultants within the firm have years of experience in the school executive search field.

Ray and Associates, Inc. is an independent and objective firm that does not accept placement fees from any candidate. We have designed a highly effective procedure that allows us to impartially assist schools in selecting the best individual for their particular needs.

In addition to our corporate office located in Cedar Rapids, Iowa, we have a National Executive Director, eight (8) Regional Search Directors and over one hundred sixty (160) Associates located throughout the country. Therefore, distance is not a factor to our firm when meeting with our clients.

The corporate office also maintains a full-time administrative staff to assist in the executive search business.

Our firm has exhibited at the National School Boards Association (NSBA), National Association of Secondary School Principals (NASSP), the American Association of School Administrators (AASA), the Association of Latino Administrators and Superintendents (ALAS) and the National Alliance of Black School Educators (NABSE), as well as other professional organizations, for over forty (40) years. This year the firm exhibited and presented at numerous state school board associations. Exhibiting and presenting at these state and national organizations allows the firm to meet and recruit outstanding administrators for our clients. We also have associates who are affiliated with the Council of Great City Schools, Urban Superintendents Association of America, the Association of Latino Administrators and Superintendents (ALAS), National Alliance of Black School Educators (NABSE), as well as other professional organizations.

Exhibiting at state and national conventions allows the firm to meet and recruit outstanding administrators for our client districts. As a result, Ray and Associates has access to the most comprehensive pool of candidates of any executive search firm in the country.

It is only a matter of reality that outstanding administrators already have good jobs and need to be recruited. We are familiar with Florida as we were recently selected to conduct the Superintendent search for Marion County Public Schools and previously conducted Superintendent searches for Lake County Schools, the School District of Palm Beach County, Florida State University Schools, Brevard Public Schools, Broward County Schools and Collier County Public Schools, Florida. In the Southern region we have assisted Tangipahoa Parish School System and Monroe City Schools, Louisiana; Columbus Municipal School District, Jackson Public Schools and Hattiesburg Public Schools, Mississippi; Pulaski County Special School District, Fort Smith Public Schools, Rogers Public Schools, Cotter Public Schools, Mountain Home Public Schools and Fayetteville Public Schools, Arkansas; Fairfield City Schools and Tuscaloosa City Schools, Alabama; Savannah-Chatham County Public Schools and DeKalb County School District, Georgia; Williamsburg-James City County Public Schools, Norfolk Public Schools, Montgomery County Public Schools, Mecklenburg County Schools, Bedford County Schools, Newport News Public Schools, Hampton City Schools, and Prince William County Public Schools, Virginia; Waxahachie ISD, Austin ISD, Plano ISD, Lewisville ISD, Fort Worth ISD, Killeen ISD and Socorro ISD, Texas; Maury County Public Schools, Knox County Schools, Oak Ridge Schools, Sumner County Schools and Memphis City Schools, Tennessee; Beaufort County School District, Jasper County School District and Richland County School District One, South Carolina with their educational leadership searches. Our network and recruiting efforts are second to none. We bring a wealth of experience and knowledge to your District focused upon our goal to make the selection process professional, efficient and successful so we can state, without reservation, that you will be quite pleased with our services.



## THE TEAM

Ray and Associates, Inc. is a professional organization which specializes in the field of educational leadership searches. We are uniquely equipped to assist you in the selection of a Superintendent who meets the particular needs and qualifications of the School District of Indian River County. We have:

1. Highly trained and experienced staff that includes:
  - *Active school administrative leaders*
  - *A balance of gender and minority representatives*
2. Expertise and extensive background in:
  - *The school superintendency*
  - *School administration at all levels*
  - *Private business, higher education and law*
3. Experienced speakers at state, regional and national conferences.
4. Conducted workshops and seminars in school related matters such as:
  - *Building the successful Board/Administrator relationship*
  - *Establishing an evaluation process that yields results*
  - *Interviewing for a Superintendent position*
  - *What Boards should consider when selecting a Superintendent*
  - *School district assessment*
  - *Effective hiring practices*
  - *Staff and organizational development*
  - *Recruiting, selecting and retaining excellent teachers*
  - *Enhancing school climate by shared decision making/dealing with special interest groups*
  - *Developing the compensation package or contract*

## KEY ASSOCIATES FOR THE PROJECT

The following principal/project coordinators will be actively involved in working with the school district. The associates listed below will be assisting in recruitment, screening and background checks. The firm chooses various associates across the country to be sure that every region will be covered to recruit the best candidates for the School District of Indian River County. In addition, we have professional contacts throughout Florida, the southern region and nationally. The following is only a partial list of associates who will be involved in the recruitment and screening of candidates. The firm will actually involve many more associates for the project.

### **Mr. Ryan M. Ray, President**

President/Cedar Rapids, IA

Ryan is President of Ray and Associates, Inc. He supervises and oversees all searches conducted by the firm and will directly interact with the School District of Indian River County and any committee that may be established on all details of this search. He has an earned Master's degree from Lindenwood University in St. Louis and a Bachelor's degree from the University of Missouri in Columbia, Missouri.

### **Ms. Amy Jones Kneessy**

Regional Search Associate/Indian Harbour Beach, FL

Amy serves our firm as a Regional Search Associate, team member and background investigator and as such performs the recruiting and screening of candidates. Ms. Jones Kneessy earned a Bachelor's degree in Mathematics Education from Indiana State University and a Master's degree in School Counseling from Butler University. She has over 25 years in the education field having been a Teacher, Guidance Counselor, Director of Student Services, Director of Special Education Principal and School Board member.

### **Mr. Al Johnson**

Regional Search Director/Sandy Springs, GA

Al serves our firm as a Regional Search Director and will monitor and direct search team efforts as well as recruit and screen candidates. Al received his Bachelor's degree in Psychology from North Carolina Central University and his Master's in Business Administration from the Fordham University Graduate School of Business. He was in the field of education and corporate business for well over 30 years having worked in Human Resources at Hampton City Schools, Charlotte Mecklenburg Schools, Blue Cross-Blue Shield of Maryland and Bristol Myers Squibb.

### **Ms. Sandra Gero**

Regional Search Associate/Rock Hill, SC

Sandi serves our firm as a Regional Search Associate, team member and background investigator and as such performs the recruiting and screening of candidates. She earned her Bachelor's degree in Elementary Education and Remedial Reading from the University of Northern Iowa and earned her Master's degree in Educational Leadership from Florida Atlantic University. With over 30 years of experience in the education field she served as a Teacher, Assistant Principal, Instructional Support Team Member/Area Coordinator, Principal, Director of Employee Relations, Chief of Human Resources and Manager of Employee Relations.

# Ryan M. Ray

6920 Pershing Avenue, St. Louis, MO 63130

Tel: 314-495-8114 [ryan@rayassoc.com](mailto:ryan@rayassoc.com)

## EDUCATION

Master's Degree in Human Resources Management with emphasis in Business **2005**  
Lindenwood University, Saint Charles, Missouri

Bachelor's Degree in Business and Communications **2001**  
University of Missouri at Columbia, Columbia, Missouri

## EXPERIENCE

**President, Ray & Associates Inc., Cedar Rapids, Iowa** **2005-Present**

- Integral leader of teams whose mission is to recruit superintendents and top executive administrative positions for school boards across the United States
- Leader of website production and all media related projects for Ray and Associates including a new website launched in the fall of 2015
- Direct engagement teams, and supervise up to twenty-three search associates per engagement
- Prepare confidential materials of search candidates to present to boards of education
- Train and mentor 170 associates in recruitment of candidates and policies
- Work with diverse social /economic backgrounds within school districts and boards of education
- Develop company brochures for promotion as well as for schools seeking superintendent hires
- Participation as an exhibitor and presenter in national conventions, (AASA-American Association of School Administrators, NSBA-National School Boards Association)

## KEY ACCOMPLISHMENTS

- Representation at mediation, fact-finding and impasse arbitration
- Team successfully placed 7 superintendents in recent years, for urban districts having large budgets
- List of recent placements:
  - Superintendent, DeKalb County School System, GA  
District Budget: \$1.45 Billion
  - Superintendent, Brevard County Public Schools, FL.  
District Budget: \$910.75 Million
  - Chief Executive Officer, Prince George's County Public Schools, MD  
District Budget: \$1,376,818,700
  - Superintendent/CEO, Charlotte Mecklenburg Schools, NC  
District Budget: \$1.2 Billion
  - Chief Financial Officer, Pittsburgh Public School District, PA  
District Budget: \$531.4 Million
  - Superintendent, Ladue School District, MO  
District Budget: \$43.5 Million
  - Superintendent, Lee's Summit R-7 School District, MO  
District Budget: \$181 Million

**Human Resources Manager of Three Stores, Target Corporation, St. Louis, Missouri 2002-2005**

- Attended Target Business School
- Oversaw opening, remodeling and closing of three stores
- Responsible for over 100 employees

**Human Resources Associate, Ray and Associates, Cedar Rapids, Iowa 1997-2001**

- Telephonic interviewing of potential candidates for Superintendent/C.E.O. positions
- Recruited potential candidates nationally
- Referral follow-up and interviews
- Attended national conventions

**Recruiter (Internship), McLeod USA, Cedar Rapids, Iowa 1998**

- Scheduled and conducted interviews
- Hired employees in Sales/ Technology/ Management
- Referral follow-up
- Planned and scheduled job fairs on college campuses
- Organized meetings with potential clients

## **SKILLS**

- Outstanding presenter and trainer
- Computer skills include: MS Windows and Apple Macintosh platforms. Proficient skills in MS Word, MS Excel, Word Perfect, MS Publisher, MS Excel, MS Power Point, People Soft Training, Adobe Acrobat, Adobe Image Maker, Adobe Photoshop, Final Cut Pro, Motion, Logic, Soundtrack Pro, DVD Studio, Shake, Xsan, Keynote, Pages, Garage-band, File-maker, iwork, ilife, Bento.
- Skilled with internet navigation, research, data collection and e-mail applications
- Behavioral Based Interviewing
- Languages spoken: English first language and advanced knowledge of Spanish, oral and written.

## **AFFILIATIONS**

- SHRM, Society for Human Resources Management
- American Association of School Administrators
- National School Boards Association
- National Alliance of Black School Educators
- Association of Latino Administrators and Superintendents
- ArtLink Board Member and Technology Advisor, Saint Louis – 2007-2010
- University of Missouri Football Team, Player -1998-2001
- Big XII Football Conference University of Missouri, Two Time All Academic Team

# AMY JONES KNEESSY

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## PERMANENT ADDRESS

1806 Parkside Place  
Indian Harbour Beach, FL 32937  
(321) 779-8198 Home  
(321) 720-0123 Cell

## INDIANA SCHOOL LICENSES

- *Director of Special Education*
- *Elementary Administration and Supervision*
- *School Services Personnel: School Counseling*
- *Special Education (Emotionally Handicapped) Grades 5-12*
- *Mathematics Education Grades 5-12*

## EDUCATION

Indiana University, Bloomington, Indiana  
Director of Special Education License

Indiana University/Purdue University (IUPUI), Indianapolis, Indiana  
Elementary Administration and Supervision License

Indiana University/Purdue University (IUPUI), Indianapolis, Indiana  
Emotionally Handicapped Teaching Endorsement

Butler University, Indianapolis, Indiana  
Masters Degree in School Counseling

Indiana State University, Terre Haute, Indiana  
BS Degree in Mathematics Education

Paris High School, Paris, Illinois  
H.S. Diploma

# AMY JONES KNEESSY

## WORK EXPERIENCE

- **Brevard County School Board Member**  
Brevard Public Schools  
November 2004 until Present
- **Math Instructor**  
Brevard Community College  
Palm Bay Campus  
August 2003 until December 2012
- **Academic Advisor**  
Florida Air Academy  
August 2002-April 2003
- **Parent Educator**  
Brevard Community College Lab School Program  
November 2000-June 2002
- **Director of Special Education**  
Hamilton Southeastern Schools, Fisher, Indiana  
August 1999-June 2000
- **Director of Student Services**  
**Westfield Washington Schools, Westfield, Indiana**  
**June 1994 - August 1999**
- **Elementary School Counselor/Administrative Assistant**  
Washington Elementary School, Westfield, Indiana  
May 1993 - June 1994
- **Elementary School Guidance Counselor**  
Washington and Shamrock Springs elementary schools, Westfield, Indiana  
August 1991 - May 1993
- **Seventh Grade Math Teacher**  
Plainfield Community Middle School, Plainfield, Indiana  
August 1987 - August 1991

**Alvin S. Johnson**  
**607 Masons Creek Circle**  
**Sandy Springs, GA 30350**  
**770 993-8607(H)**  
**404 921-8119(C)**  
**Fax 770 993-8589**  
**ajohnson397@bellsouth.net**

## **BACKGROUND**

An extensive background in all areas of human resources management in corporate, business unit and public-sector settings. Particular expertise in change management, executive development and training, strategic management, executive recruitment and organization development.

### **Sandy Springs, GA Board of Appeals (2014- Present)**

Sit on a quasi-legal Board charged with hearing zoning variance appeals and administrative decision appeals

### **Ray and Associates (2005 – Present)** **Sandy Springs, GA**

Regional Associate for Ray and Associates, an executive search firm that conducts nationwide searches for public school Superintendents and other senior level positions in education.

### **Hampton City Schools (2001-2005)** **Hampton, VA**

#### **Duties – Director of Human Resources and Leadership Development**

Specific responsibilities included leadership development, principal recruitment, all employment activities, compensation systems, HRIS, performance management, teacher certification and employee relations.

### **Johnson and Oliver (1999 – 2001)** **Charlotte, NC**

Owner of Johnson and Oliver, a firm specializing in recruiting teachers for public schools and independent schools.

### **Charlotte Mecklenburg Schools (1994 – 1999)** **Charlotte, NC**

#### **Duties – Assistant Superintendent – Human Resources**

Specific responsibilities included leadership development, principal recruitment, all employment activities, compensation systems, HRIS, performance management, teacher certification and employee relations.

**Blue Cross–Blue Shield of Maryland (1989 – 1994)**

**Owings Mills, MD**

**Duties – Director – Human Resources (BCBS); Vice President – Human Resources (CFSHS)**

Specific responsibilities included human resource policy development, EEO and affirmative action. College recruiting, all staffing and as an internal consultant to the business units on all human resource matters.

**Bristol Myers-Squibb (1968 – 1989)**

**New York, NY**

Serving in a number of positions with increasing responsibilities in all facets of human resources administration, both domestic and international, over a twenty-year span.

**Allied Stores Corporation**

**New York, NY**

Entry level human resource responsibilities

**New York Life Insurance Company (1964 - 1967)**

**New York, NY**

Administration of group insurance products.

**Education**

Masters in Business Administration                      1973  
Fordham University Graduate School of Business

Bachelors of Arts - Psychology                      1964  
North Carolina Central University  
(Magna cum Laude)

Post Graduate Professional License  
Supervision and Administration; German; Business Education

Certificate in Theology  
Interdenominational Theological Seminary

**Affiliations**

Served as Adjunct Professor at the Cornell School of Industrial Relations and the Johns Hopkins University Graduate School of Business.

# Sandra L. Gero

254 Tradition Way  
Rock Hill, SC 29732  
Phone (561)386-5141  
Gerosan13@icloud.com

## EDUCATION

**FLORIDA ATLANTIC UNIVERSITY**  
*M.S. Educational Leadership*

Boca Raton, FL  
1992

**UNIVERSITY OF NORTHERN IOWA**  
*B.A. Elementary Education and Remedial Reading*

Cedar Falls, IA  
1981

## PROFESSIONAL EXPERIENCE

**EMPLOYEE RELATIONS DEPARTMENT**  
*Manager – Charlotte Mecklenburg Schools*  
**June 2017**

**Charlotte, NC**  
**June 2016 -**

**HUMAN RESOURCES**  
*Chief*

West Palm Beach, FL  
May 2012 – May 2016

*Supervises all aspects of Human Resources Department for 11<sup>th</sup> largest district in the nation including*

- *Recruitment and Retention*
- *Compensation and Employee Information Services*
- *Professional Development*
- *Professional Standards*

**EMPLOYEE RELATIONS DEPARTMENT**  
*Director*

West Palm Beach, FL  
2010 – May 2012

- *Manage and direct day to day activities within the Employee Relations Department*
- *Supervise investigations for all non-criminal disciplinary cases and provide guidance and recommendations on course of action*  
*Direct all activities related to Employee Investigations Committee (EIC)*

**EQUESTRIAN TRAILS ELEMENTARY SCHOOL**  
*Principal*

Wellington, FL  
2003 – 2010

- *Coordinated successful school improvement efforts to raise student achievement from a “B” rating to an “A” rating. Facilitated use of data analysis, school-wide (1380+ students), to assist in this effort*
- *Increased overall student achievement by 40 points*
- *Increased lowest 25% by 16%*
- *Increased overall Mathematics gains by 18%-#1 in the district for mathematics gains*

**BERKSIRE ELEMENTARY SCHOOL***Principal*

West Palm Beach, FL

2000 – 2003

- *Title I School, ESE Cluster site*
- *Implemented successful school improvement efforts to increase student achievement from a “C” rating to an “A” rating*

**AREA 2 SUPERINTENDENT OFFICE***Area 2 Instructional Support Team Member/Area Coordinator*

Palm Springs, FL

1995 – 2000

- *Responsible for a variety of tasks including training for curriculum and support, as it related to school improvement efforts. Provided assistance for teachers with performance deficiencies, as well as other concerns arising from designated school centers*

**WEST GATE ELEMENTARY SCHOOL***Assistant Principal*

West Palm Beach, FL

1993 – 1995

- *Title I School, ESE Contact for 12 Units*

**BERKSHIRE ELEMENTARY***Second Grade Teacher*

West Palm Beach, FL

1984 – 1993

**PAHOKEE ELEMENTARY***Second Grade Teacher*

Pahokee, FL

1982 – 1984

**ROSENWALD ELEMENTARY***Second Grade Teacher*

South Bay, FL

1981 – 1982

**PROFESSIONAL DEVELOPMENT**

- *Harvard School Leadership – Strategy In Action*
- *National Certification – Principal Mentor*
- *Flippen Leadership Series, Parts I & II*
- *Classroom Walk Through Training*
- *Facilitative Leadership Training*
- *F.P.M.S. Certified Observer*
- *Targeted Selection*
- *Interaction Management*
- *Conflict Resolution/Peer Mediation Training*
- *Peer Coaching*
- *Professional Crisis Management Certified Practitioner*
- *APMS (Administrative Performance Measurement System)*
- *CTAS (Classroom Teacher Assessment System)*
- *Disney Marketing Seminar for Educators (Marketing the good news)*

**REFERENCES***Professional and Personal References available upon request*

# SUMMARY OF PROJECT ASSOCIATES

**Dr. Roy Brooks**  
Little Rock, AR

**Mr. Rick Mills**  
Chicago, IL

**Dr. Jim Hager**  
Renton, WA

**Mr. Ricardo Medina**  
Bridgeport, MI

**Dr. Mary Fasbender**  
St. Charles, IL

**Mr. Don Long**  
Hendersonville, TN

**Dr. Paige Fenton-Hughes**  
Douglas, WY

**Dr. Carl Davis**  
Powder Springs, GA

**Dr. Ann Schultz**  
Westminster, CO

**Dr. Bob Mata**  
Cathedral City, CA

**Dr. Lane Plugge**  
Council Bluffs, IA

**Dr. Richard Christie**  
Council Bluffs, IA

**Mr. Dale Caldwell**  
New Brunswick, NJ

**Dr. Gloria Davis**  
Chicago, IL

**Dr. James Davis**  
Plano, TX

**Dr. Brenda Dietrich**  
Topeka, KS

**Mr. Dale Monroe**  
Marion, IA

**Dr. Tony Apostle**  
Fox Island, WA

**Mr. Robert Alfaro**  
Hutto, TX

**Dr. Bob Hammon**  
Sycamore, IL

**Dr. Michael Rush**  
Lakewood, NJ

**Dr. Tom Williams**  
Scottsdale, AZ

**Ms. Linda Brock**  
Packwood, IA

**Dr. Karen Stinson**  
Platteville, WI

*Other associates throughout the country will be actively recruiting, screening, and investigating finalist candidates.*

## CONSULTANT SERVICES PROVIDED FOR SCHOOL DISTRICT OF INDIAN RIVER COUNTY

### THE CONSULTANT WILL:

#### STAGE 1 - BOARD INPUT AND PREPARATION

1. Customize the search process to meet the needs and expectations of School District of Indian River County.
2. Conduct individual Board member interviews to assess the Board's priorities, goals and objectives to aid in the development of the criteria and qualifications for the Superintendent position.
3. Work with the Board to establish a timeline that lists each step in the search process.
4. Discuss with the Board the requirements and salary range for the Superintendent position.
5. Work with School District of Indian River County staff and those selected by the Board in the development of an accurate informational flyer and online application form. If desired, our office staff has the experience and capability to create the District's promotional flyer.

#### STAGE 2 - PROFILE DEVELOPMENT AND PROCESS

6. If desired, provide a proven consensus building mechanism for obtaining input from various constituencies, staff members, other stakeholders and the Board. In addition, our firm has the resources to offer an online survey option in many languages at no additional fee. We will provide a link to the survey to post on the District's website. The consultants will receive and organize all input data and then report the results to the Board.
7. Provide the Board with cost saving options to minimize expenses by utilizing Skype, conference calls or gotomeetings to reduce paper copies, travel expenses and shipping costs.
8. Develop all required forms for the application and screening process.

#### STAGE 3 - RECRUITING AND SCREENING

9. Conduct all aspects of the recruitment process on a statewide, regional and national basis as follows:
  - Notify all associates to actively recruit potential candidates.
  - Contact individuals in our firm's database whose interests match District criteria.
  - Actively recruit applications from qualified individuals.
  - Solicit nominations from knowledgeable people in the profession.
  - Contact other professional consultants in private and public sectors.
  - Discuss with all candidates the District's characteristics and the School Board's profile and criteria for the new Superintendent position.
  - Advertise nationally in the following as selected by the Board: AASA Website, Education Week Newspaper and Website, Ray and Associates Website, the Florida Administrators and Florida Association of School Boards Publications, The School Administrator Publication, Executives Only Website, the Association of Latino Administrators and Superintendents (ALAS), National Alliance of Black School Educators (NABSE) and other publications selected by the Board.

### STAGE 3 - RECRUITING AND SCREENING – CONTINUED

10. Develop and manage the candidate screening process. All applicants are screened from the perspective of a viable match with District criteria to determine their capabilities, strengths and weaknesses. The search team thoroughly reviews each file and seeks alignment of qualifications with District expectations. Those who emerge successfully from this screening are deemed viable candidates.
11. Check references provided and conduct additional background investigation of top candidates. Our firm interviews each viable candidate that meets Board criteria and verifies their qualifications and experience. Our background research team then conducts extensive investigations on those individuals. The investigations go well beyond listed references and their current position. A complete check of a candidate's work history is also completed utilizing online resources such as Google, Yahoo, Facebook, Twitter and other social media sources as well as checking for blogs.

### STAGE 4 - CANDIDATE PRESENTATION

12. Provide an impartial and objective consensus building matrix instrument developed by Ray and Associates to assist the Board in determining the finalists for an interview. We have been extremely effective working with Boards who are divided on issues and candidates.
13. Assist the Board in establishing the interview format and in developing interview questions.
14. Determine and coordinate constituent and staff involvement in the interview process, if desired by the Board.
15. Help arrange the details of interviews for leading candidates.
16. Provide the Board with criminal, civil litigation, social security, motor vehicle record checks and verification of educational degrees for the top (2-3) candidates at no additional fee.
17. Coordinate with the School District of Indian River County Business Office the procedure for reimbursement of candidate's expenses.

### STAGE 5 - SELECTION OF FINALIST AND FUTURE PLANNING

18. Assist District legal staff in negotiating the contract with the successful candidate at no additional cost to the District.
19. After the appointment, dispose of the files and send appropriate communications to the candidates not interviewed by the Board.
20. If desired, assist the District in preparing a press release, upon request, announcing the appointment of the new Superintendent.
21. Provide the Board with a report of the Board Self-Assessment Survey Results at no additional cost.

The Superintendent search services and process provided above can be adjusted to meet the specific needs of the School District of Indian River County.

## WORKING WITH BOARD THROUGH EACH STAGE OF SEARCH

**Stage One** is Board Input and Preparation. The firm will meet with each Board member individually to obtain input for the profile development and meet with the entire Board to set the timeline for the search, finalize procedures and services desired by the Board, establish the Board contact person(s), discuss the application process, set the advertising and determine the salary.

**Stage Two** is the Profile Development and Process. Our firm takes the development of the profile very seriously. We will meet with employees and stakeholders as identified by the Board. We also will hold morning and evening open forums to collect input from the community. The purpose of the interviews and meetings are to gather and organize information that will contribute to the development of an accurate profile for the position. The Board will have the opportunity to review our recommendations and make the final decision on the desired profile.

**Stage Three** of the process is Recruiting and Screening. The firm's dialogue with constituents and interviews with individual Board members, coupled with survey results, provide our firm with an accurate profile that is employed in the recruiting and screening of applicants.

**Stage Four** is Candidate Presentation. Ray and Associates will bring before the Board 8-12 top candidates for their consideration. Board members will have the opportunity to review the application packet submitted by each top candidate. This will allow Board members to get a better perspective of each candidate in order to determine which candidates to interview. In addition to the top candidate packets provided to the Board, we will have available to the Board each and every completed file for their perusal if they so choose.

Upon the completion of the review, Board members will be asked to individually complete a matrix which allows them to assess each top candidate against the others. The Ray and Associates representative will then provide the Board with a summary of the individual Board responses. This summary assists the Board members in reaching consensus on which candidates are worthy of an interview. Following these steps ensures that all Board members have an equal opportunity to be involved in the selection process. Ray and Associates will assist the Board in establishing the interview format and in developing interview questions.

**Stage Five** is the Selection of the Finalist and Future Planning. At the conclusion of the last interview, the representative from Ray and Associates will once again be onsite to lead the Board through a similar consensus building activity which has proven to be very successful in assisting Board members to reach a final determination of their finalist(s). It is also requested by some of our client school boards that the top two (sometimes three) finalists are brought back to the District for an open forum with the public. We provide a proven process for this as well that includes a moderator. Questions from the audience are submitted in writing to ensure that the candidates are only asked about legitimate issues related to the position.

We believe strongly that this process allows the final selection of candidates to be in the control of the Board. When Boards are provided with a limited number of candidates from whom to consider, the Board has only limited involvement in the search process. Through the outstanding discussions fostered by the consensus building instrument provided by Ray and Associates, Board members have overwhelmingly been appreciative of their strong involvement.

## BUILDING THE PROFILE

Ray and Associates, Inc. firmly believes in parent, staff and community participation, especially in the development of an accurate profile for the position. Our firm takes developing the profile very seriously as the profile is the focal point of our recruitment efforts. We are eager to interview each Board member individually and visit with stakeholder groups who attend scheduled meetings. We will meet with any employees and other stakeholders as identified by the Board. Our firm also offers the opportunity for the community, staff and parents to participate in morning and evening forums that are organized to solicit input via the survey process and create dialogue by asking a series of questions related to the desired characteristics of the new Superintendent. The purpose of these meetings will be to educate them about the process as well as to gather and organize information that will contribute to the development of an accurate profile for the position.

In addition, for those stakeholders unable to attend scheduled meetings, our firm offers an online profile survey option with space for written comments/recommendations which is available in various languages at no additional fee. We will provide you with a link to place on the District website. Our office will maintain, collect and analyze all information received and include this in the report to the Board.

Our process consists of Q and A sessions and the administration of our own 33 Desirable Characteristics Survey. This is culminated in an open meeting report to the Board of our findings and recommendations. We will present a tabulated and analyzed graphic report in which Board members' and stakeholders' survey responses are reviewed looking for those characteristics chosen most in common by the various groups and indicate those recommended or those thought to be worthy of consideration. On some occasions, two of the items may be combined when they are closely related in context. Those items that seem to be important to some groups but not to others may be used in the recruitment of candidates and as questions during the interview process by the Board. At the encouragement of the consultants, many survey respondents will provide additional comments to the Board which are presented as a part of this report. Our dialogue with constituents and interviews with individual Board members, coupled with survey results, provide our firm with an accurate profile that is employed in the recruiting and careful screening of applicants. The characteristics most commonly selected will be used later in promotional materials.

## INTERVIEW PROCESS – COMMUNITY INPUT

Boards that have chosen the option to involve the public and employees during the interview phase of the search have found that we have been very effective in organizing this part of the process. Serious candidates who submit to being interviewed by personnel other than the Board itself are prepared for this by our consultants. Participants in these groups are requested to complete a "Candidate Impressions" form that is duplicated for each Board member's review and are requested not to rank the candidates.

It is also requested by some of our client school Boards that the top two (sometimes three) finalists are brought back to the District for an open forum with the public. We provide a proven process for this as well that includes a moderator. Questions from the audience are submitted in writing to ensure that the candidates are only asked about legitimate issues related to the position.

# RECRUITMENT

Ray and Associates, Inc. maintains a working relationship with key individuals at the college and university level along with other national public and private organizations for the purpose of recruiting outstanding candidates. However, we are not directly connected with any college, university or any other organization. This allows our firm to be extremely objective in the search process. We stay abreast of the performance of outstanding school administrators throughout the country, which has contributed to our high success rate.

Our firm maintains a very large pre-screened database of top candidates who are interested in new and challenging positions. The strengths and administrative skills of these potential candidates have been analyzed by the firm. However, it is important for our clients to know we are not a placement service that owes any favors to prospective candidates. Our professional objective is to aggressively recruit and advertise for the best candidate who meets the qualifications and characteristics of a Superintendent as set forth by the Board. Our recruitment process is very comprehensive, highlighted by the following steps:

- Largest recruiting network in the country
- Inform the firm's 160 associates of the position and seek recommendations
- Advertise in local, regional and national venues known for high readership by school leaders
- Consult our extensive database for precise matches between District and candidate profiles
- Aggressively recruit successful school leaders who are not currently seeking a new position to invite them to consider the School District of Indian River County position
- Contact other organizations at state, regional and national levels regarding the position
- Proactively seek out potential candidates at state and national conventions



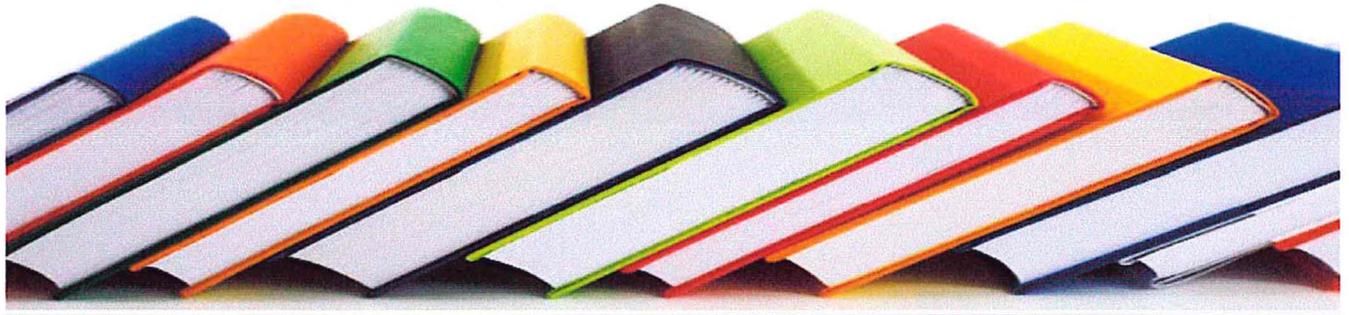
# SCREENING, REFERENCE CHECKS, INTERVIEWS AND FINAL SELECTION

Once recruited, all applicants are screened from the perspective of a viable match with Board criteria to determine their capabilities, strengths and weaknesses. The search team thoroughly reviews each file and seeks alignment of qualifications with Board expectations. Those who emerge successfully from this screening are termed viable candidates, and our background research team then conducts extensive background investigations and internet checks on those individuals. The investigations go well beyond listed references and their current position to include contacts with state associations and national leadership organizations such as American Association of School Administrators (AASA), Association of Latino Administrators and Superintendents (ALAS) and National Association of Black School Educators (NABSE). Our firm also checks current and past relationships with administrators and verifies candidate's education and work history utilizing multiple internet sites and social media feeds. We not only vet candidates extensively in their professional career, but it is also important for us to be familiar with their personal life as that can have an impact in their profession. The candidates who meet the qualifications selected by the Board become top candidates.

As part of the candidate presentation to the Board, Ray and Associates will bring before the Board 8-12 top candidates for the Board's consideration. The Board will also have a chance to review the application packet submitted by each top candidate.

Upon the completion of the review, Board members will be asked to individually complete a matrix which allows them to assess each top candidate against the others. The Ray and Associates representative will then provide the Board with a summary of the individual Board responses. This summary assists the Board members in reaching consensus on which candidates are worthy of an interview. Following these steps ensures that all Board members have an equal opportunity to be involved in the selection process.

Ray and Associates will conduct criminal, civil litigation, social security, motor vehicle record checks and verification of educational degrees on the top 2-3 candidate(s) through an outside service at no additional cost.



# MONITORING THE SEARCH PROCESS - CLIENT CHECKPOINTS

The Board's role is the most important one in the search process. Although we assist you in the process by actively recruiting, identifying and recommending qualified candidates, you alone will determine which candidate you will hire.

Our search process is set up in a manner that provides the Board with a continuous monitoring capability which features clearly defined checkpoints:

Timeline	•Establish a timeline for the process
Input	•Determine the input process
Qualifications	•Set the Superintendent qualifications
Flyers	•Review and approve informational flyers and application forms
Progress Reports	•Receive regular progress reports from the consultant
Interview Process	•Approve format and questions for the interview process
Candidates	•Select candidates for final interview
Hiring	•Hire the candidate
Contract	•Determine and approve the contract
Press Release	•Approve the press release

These check points assure that you know the progress of the search and have the information to be fully informed and in control of the search.

## IV. Project Timeline

# SCHOOL DISTRICT OF INDIAN RIVER COUNTY SUPERINTENDENT SEARCH *SUGGESTED* PROCESS AND TIMELINE

*Items highlighted in yellow indicate an in-person meeting with the consultant(s)*

**DATE**

Stage 1 Board Input & Preparation	_____	Consultant planning meeting with the Board and individual Board member interviews. <i>(Time: TBD)</i> (option to conduct via Skype, conference call or gotomeetings.com)
	_____	Begin preparing information for the District promotional flyer and online application form with the District liaison representative(s).
	_____	Notify all associates and other professional contacts of vacancy.
	_____	Contact constituents and stakeholders for input meetings on _____.
Stage 2 Profile Development & Process	_____	Online survey link, for input on developing the profile, available on District website from _____ to _____.
	_____	Meetings with constituent and stakeholder group representatives.
	_____	8 a.m. deadline for survey/input from constituents, stakeholders and Board members, including online survey.
	_____	Promotional flyer draft due.
	_____	Board to finalize Superintendent profile for the promotional flyer and online application form. <i>(Time: TBD)</i> (option to conduct via Skype, conference call or gotomeetings.com)
Stage 3 Recruiting & Screening	_____	Print promotional flyer. Forward to consultant.
	_____	E-mail promotional flyer and online application instructions to interested candidates.
	_____	Deadline for all application materials. <i>(*See note below.)</i>
Stage 4 Candidate Presentation	_____	Consultant develops and finalizes interview questions and procedures with the Board. Top candidates are presented to the Board and consultant assists the Board in selecting finalists for the interviews. If desired by the Board, consultant will meet with constituents and staff interview group(s) to discuss their roles. <i>(Time: TBD)</i>
	_____	Interview candidates (1 <sup>st</sup> round).
	_____	Meeting with consultant following the last interview. <i>(Time: TBD)</i>
Stage 5 Selection of Finalist & Future Planning	_____	Interview finalist candidates (2 <sup>nd</sup> round). <i>(Optional)</i>
	_____	Final meeting with consultant following the last interview. <i>(Time: TBD)</i> (option to conduct via Skype, conference call or gotomeetings.com)
	_____	Consultant will discuss contract terms with the finalist.
	_____	Offer the contract.
	_____	Press release of new Superintendent.
_____	Board Self-Assessment Survey Results presented to the Board.	

**\*All applications will be reviewed. Materials received after the closing date may be given full consideration depending upon the number of applications received and other factors.**

*(Actual dates to be determined in the first meeting with the Board.)*

V. Minimum of 3 References

## REFERENCES

We have chosen several clients from our past and recent search list to demonstrate that we have been successful in various geographic locations.

SCHOOL DISTRICT	LOCATION	CONTACT PERSON	TITLE OF CONTACT	PHONE NUMBERS/ E-MAIL
<b>Everett Public Schools</b>	Everett, WA	Caroline Mason	Board Member	Cell: 425-238-7308 <a href="mailto:caroline.mason@everettsd.org">caroline.mason@everettsd.org</a>
<b>Westside Community Schools</b>	Omaha, NE	Adam Yale	Board Member	Cell: 402-672-2294 <a href="mailto:yale.adam@westside66.net">yale.adam@westside66.net</a>
<b>Woodland Hills School District</b>	North Braddock, PA	Jamie Glasser	Board President	Cell: 412-874-0161 <a href="mailto:glasja@whsd.net">glasja@whsd.net</a>
<b>Tangipahoa Parish School System</b>	Amite, LA	Therese Domiano	Former Board President	Cell: 985-974-2955
<b>Lawrence Public Schools</b>	Lawrence, KS	Shannon Kimball	Former Board President	Cell: 785-840-7722 <a href="mailto:skimball@usd497.org">skimball@usd497.org</a>
<b>Pittsburg Community Schools USD 250</b>	Pittsburg, KS	Marlene Willis	Former Board President	Cell: 602-404-8835 <a href="mailto:mwillis@usd250.org">mwillis@usd250.org</a>
<b>Savannah-Chatham County Public Schools</b>	Savannah, GA	Mary Davis-Brown	Board Secretary	Work: 912-395-1014 <a href="mailto:Mary.Davis-Brown@sccpps.com">Mary.Davis-Brown@sccpps.com</a>
<b>Gresham Barlow School District</b>	Gresham, OR	John Hartsock	Board Member	Cell: 503-780-4806 <a href="mailto:hartsock7@gresham.k12.or.us">hartsock7@gresham.k12.or.us</a>
<b>Mercer Island School District</b>	Mercer Island, WA	David D'Souza	Former Board Chair	Cell: 206-202-0894 <a href="mailto:david.dsouza@mercerislandschools.org">david.dsouza@mercerislandschools.org</a>
<b>Durham Public Schools</b>	Durham, NC	Minnie Forte-Brown	Board Member	Cell: 919-452-2177 <a href="mailto:minnie.forte-brown@dpsnc.net">minnie.forte-brown@dpsnc.net</a>
<b>Roosevelt Elementary School District</b>	Phoenix, AZ	Jeff Gadd	Former Interim Chief Financial Officer	Work: 602-243-4843 <a href="mailto:jeff.gadd@rsd.k12.az.us">jeff.gadd@rsd.k12.az.us</a>
<b>Council Bluffs Community School District</b>	Council Bluffs, IA	Troy Arthur	Board President	Cell: 402-651-0956 <a href="mailto:Troyarthur4cb@gmail.com">Troyarthur4cb@gmail.com</a>
<b>Flagstaff Academy</b>	Longmont, CO	Wayne Granger	Executive Director	Work: 303-651-7900 x 204 <a href="mailto:wgranger@flagstaffacademy.org">wgranger@flagstaffacademy.org</a>
<b>Poway Unified School District</b>	San Diego, CA	Michelle O'Connor-Ratcliff	Former Board President	District: 858-521-2704 <a href="mailto:moconnorratcliff@powayusd.com">moconnorratcliff@powayusd.com</a>
<b>Howard-Winneshiek Community School District</b>	Cresco, IA	Clint Farlinger	Business Manager/Board Secretary	Wk: 563-547-2762 <a href="mailto:cfarlinger@howard-winn.k12.ia.us">cfarlinger@howard-winn.k12.ia.us</a>
<b>Olathe Public Schools</b>	Olathe, KS	Rick Schier	Former Board President	Home: 913-530-3644 <a href="mailto:rickschierboe@gmail.com">rickschierboe@gmail.com</a>
<b>Joplin Schools</b>	Joplin, MO	Jeff Koch	Former Board President	Work: 417-529-1236 <a href="mailto:jeffrykoch@hotmail.com">jeffrykoch@hotmail.com</a>

<b>Austin Independent School District</b>	Austin, TX	Vince Torres	Former Board President	Cell: 512-784-0620 Wk: 512-414-2550 <a href="mailto:trustees@austinisd.org">trustees@austinisd.org</a>
<b>Fort Worth Independent School District</b>	Fort Worth, TX	Jacinto Ramos Jr.	Former Board President	Work: 817-814-1920 <a href="mailto:Jacinto.Ramos@fwisd.org">Jacinto.Ramos@fwisd.org</a>
<b>Northshore School District</b>	Bothell, WA	Amy Cast	Former Board President	Cell: 206-601-7909 <a href="mailto:Sbdistrict5@nsd.org">Sbdistrict5@nsd.org</a>
<b>Des Moines Public Schools</b>	Des Moines, IA	Dick Murphy	Former Board President	Cell: 515-250-5567 Hm: 515-278-6048 <a href="mailto:rmurphyia@earthlink.net">rmurphyia@earthlink.net</a>
<b>Maury County Public Schools</b>	Columbia, TN	Jim Morrison	Former Board President	Wk: 615-350-7637 Cell: 931-446-2438 <a href="mailto:jement@cpws.net">jement@cpws.net</a>
<b>Brevard Public Schools</b>	Viera, FL	Robert Jordan	Former Board Chairman	Cell: 321-698-7110 Work: 321-383-4813 <a href="mailto:Robert.Jordan@genesisvii.com">Robert.Jordan@genesisvii.com</a>
<b>Collier County Public Schools</b>	Naples, FL	Allun Hamblett	Former Deputy Chief Administrative Officer	Cell: 239-398-0761 <a href="mailto:ARHAssociates@comcast.net">ARHAssociates@comcast.net</a>
<b>Fargo Public Schools</b>	Fargo, ND	Jim Johnson	Former Board President	Cell: 701-200-4794 Work: 701-232-7481 <a href="mailto:johnsji@fargo.k12.nd.us">johnsji@fargo.k12.nd.us</a>
<b>Glen Ellyn School District 41</b>	Glen Ellyn, IL	Erica Nelson	Former Board President	Work: 630-452-4349 <a href="mailto:npdnelson1@gmail.com">npdnelson1@gmail.com</a>
<b>Green Bay Area Public Schools</b>	Green Bay, WI	Jean Marsch	Former Board President	Cell: 920 883-9394 Hm: 920 336-6835 <a href="mailto:jean.marsch@gmail.com">jean.marsch@gmail.com</a>
<b>Paradise Valley Unified School District</b>	Phoenix, AZ	Anne Greenberg	Board Member	Cell: 602-751-6642 Hm: 602-493-6642 <a href="mailto:asgpvusdBoard@cox.net">asgpvusdBoard@cox.net</a>
<b>Manheim Township School District</b>	Lancaster, PA	Hannah Bartges	Former Board President	Hm: 717-569-4484 <a href="mailto:jonbartges428@comcast.net">jonbartges428@comcast.net</a>
<b>Roosevelt Union Free School District</b>	Roosevelt, NY	Dr. Gerald Lauber	Financial Rep to NY State Commissioner	Cell: 516-917-5131 <a href="mailto:drgerry@me.com">drgerry@me.com</a>
<b>Willingboro Township Public Schools</b>	Willingboro, NJ	Dennis Tunstall	Former Board President	Cell: 609-405-0242 Hm: 609-877-7056 <a href="mailto:dennis.tunstall@comcast.net">dennis.tunstall@comcast.net</a> <a href="mailto:Dtunstall@wboe.net">Dtunstall@wboe.net</a>
<b>Sumner County Schools</b>	Gallatin, TN	Don Long	Former Board President	Cell: 615-349-6768 Hm: 615-826-6173 <a href="mailto:donlong.hville@gmail.com">donlong.hville@gmail.com</a>
<b>Tacoma Public Schools</b>	Tacoma, WA	Connie Rickman	Former Board President	Cell: 253-279-1509 Hm: 253-756-0108 <a href="mailto:connie.rickman@nventure.com">connie.rickman@nventure.com</a>
<b>Berkeley Unified School District</b>	Berkeley, CA	Karen Hemphill	Former Board President	Phone: 510-502-6137 <a href="mailto:karenhemphill@comcast.net">karenhemphill@comcast.net</a>

*This is not a complete list, and more references can be provided upon request.*



## Letter of Recommendation

To: School Districts Seeking Executive Educator Searches

From: Mr. William J. Mathias, Former Board Chairperson, Lake County, Florida Public Schools

Replacing a highly effective retiring superintendent was viewed by our board as the single most important decision we would ever make. We held multiple workshops on what the selection process would look like. Ultimately we decided to utilize a professional recruiting firm. After formally interviewing the final three best proposals the contract for our superintendent search was awarded to Ray and Associates. A major consideration was their experience; Ray and Associates firm has been doing executive educator searches for more than 40 years. They performed in an outstanding professional manner in every phase of the Superintendent search for Lake County.

The following are key deliverables on which they excelled:

- 1) Produced a list of critical qualities needed in the next superintendent and assisted district staff in the production of a high-quality application flier;
- 2) Sent application announcement to numerous publications in the education sector;
- 3) Processed and reviewed 98 completed applications for the position from every state in the country;
- 4) Worked effectively and conscientiously with a 20-member citizen's committee, appointed by the School Board, to provide context and integrity to the selection process;
- 5) Reviewed top-rated candidates with the citizen's committee and the Board;
- 6) Presented the Board with a strong group of finalists from which emerged a consensus candidate that received unanimous support.

I highly recommend Ray and Associates for superintendent searches, or for other senior staff searches that your Board may undertake. Should you need additional information, please do not hesitate to call me, 352-326-3434 ext 28.

Sincerely Yours,

*Bill Mathias*

William John Mathias  
Former Board Chairman, District 1



**Waxahachie  
Independent School District**

411 N. Gibson Street • Waxahachie, TX 75165 • (972) 923-4631 Phone • (972) 923-4759 Fax • [www.wisd.org](http://www.wisd.org)

May 20, 2019

Mr. Ryan Ray  
Ray & Associates, Inc.  
4403 1<sup>st</sup> Ave. SE, Suite 407  
Cedar Rapids, Iowa 52402

Dear Mr. Ray,

The Waxahachie ISD Board of Trustees is grateful to your firm for the strong guidance and diligent effort made in working to find a superintendent for our district. Ray & Associates itself as well as your district representatives to us, Dr. Robert Alfaro and Dr. Harold Ramm, all worked carefully with district staff and community members and were invaluable throughout the process.

The most important thing we gained from our relationship with Ray & Associates was an accurate view of what our employees, parents, community, and other stakeholders wanted to see in a superintendent. This enabled us to narrow down the wide field of highly-qualified candidates Ray & Associates found for our district.

The quality of the services provided by Ray & Associates can't be understated, and I would encourage any school district looking for a superintendent to work with the highly-qualified professionals at Ray & Associates. You left no stone unturned in finding the best fit for our district, and we had no request or concern that was not immediately handled by your staff.

On behalf of the Waxahachie ISD Board of Trustees, I sincerely thank you for working with us to find a great superintendent for our district.

Sincerely,

A handwritten signature in black ink, appearing to read 'Dusty Autrey', is written over a faint, larger version of the same signature.

Dusty Autrey  
President, Waxahachie ISD Board of Trustees

Jacinto Ramos, Jr.  
President  
Board of Education  
100 N. University Dr., Ste. 150 Fort Worth, Texas 76107  
OFFICE 817.814.1920 FAX 817.814.1925  
www.fwisd.org



July 25, 2016

To Whom It May Concern:

During the 2014-2015 school year the Fort Worth Independent School District needed to conduct a search for Superintendent of Schools. As a matter of due diligence we considered a variety of search approaches, firms and service providers. From the search proposal stage through firm selection the professionals from Ray and Associates demonstrated responsiveness to the Board, communication and listening skills.

Once the Board selected Ray and Associates, adequate and highly trained staff were assigned to recruit, screen and present to our members. We found their recruitment efforts yielded strong candidates who fit our stated needs and the needs of our community. Search activities were aided by focus groups, facilitated by Ray and Associates staff. We were extremely comfortable with each step of the process.

During the interview process Ray and Associates provided full background information, guidance on interview questions and consultation on interview processes. While they provided support they also respected our role as a Board in taking the lead in many aspects of the process. Throughout the interview process we functioned in partnership. During deliberations we found the staff from Ray and Associates extremely skilled and helpful in setting up processes and activities to bring us to consensus. We received only positive feedback regarding the courteous manner with which the interviews were conducted. The resulting criteria were an extremely good match for the skills required to lead our District. We were able to meet the mutually agreed timelines for the entire process and were successful in naming a new superintendent by our, self-imposed, deadline.

Overall, we were pleased with the services of Ray and Associates. Stand out services included their engagement process, thorough vetting of candidates, communication with the Board as a whole, and adherence to timelines. It is truly a pleasure to share the positive experiences we have had with Ray and Associates.

I am more than pleased to have worked with Ray and Associates and their team and we are very happy with our Superintendent.

Feel free to contact me if you have questions or concerns.

Sincerely,

A handwritten signature in blue ink, appearing to read "Jacinto Ramos, Jr.", is written over a horizontal line.

Board President

## SEARCH COST – THE COMPLETE PROCESS

The cost of our Proposal is for a complete search. The Board will be guided and assisted by Ray and Associates, Inc. at every step in the search process from the initial phase of determining the desired qualities for the position through the actual hiring of the new Superintendent. Our process is flexible. If the Board desires a different approach or would prefer certain options other than those provided in our Proposal, we can adjust our process to meet your specific requirements.

### COST BREAKDOWN

**The Consultant Fee.** The base fee for the performance of the Superintendent search by the consultant as provided in this Proposal will be twenty-two thousand dollars (\$22,000.00). If the Board selects only certain elements offered in this package, or requests services not included in this package, our fees and reimbursed expenses will be adjusted accordingly. The firm will discuss any modifications relating to the search fee regarding our services at the formal presentation. The Superintendent search fee shall be paid in three (3) installments; 1/2 of total fee is due upon signing of the contract; 1/4 of fee is due at the time of the stakeholder meetings; and the final 1/4 of fee is due when the Superintendent is officially hired by the District.

We will provide the Board with criminal, civil litigation, social security, motor vehicle record checks and verification of educational degrees for the top (2-3) candidates at no additional fee.

There is no charge by Ray and Associates for the services to assist the Board in negotiating a contract with the new Superintendent and the development of the contract terms.

**Consultant Reimbursed Expense.** Certain expenses, including travel, lodging, meals, shipping, and other search related expenses will be kept to a minimum and are to be reimbursed by the District. Said expenses will be invoiced as they occur and will include a detailed account listing of such expenses.

**Candidate Expenses.** If the District determines to reimburse candidates for interview expenses, expenses may include travel, lodging and meals for the candidate and spouse. Candidates are to submit all receipts and expense documentation to a designated individual at the District and said expenses will be paid by the District as they occur.

**Cost Saving Expense Options.** Ray and Associates, Inc. is aware of budget concerns and therefore offers several cost saving options: 1) Conduct 3 meetings with our consultants via Skype, conference call or gotomeetings, which could potentially save thousands of dollars in travel expenses; 2) Utilize our materials electronically (either via e-mail or a flash drive); and 3) Boards may conduct 1<sup>st</sup> round candidate interviews via Skype to reduce candidate travel expenses. Once the Board narrows the candidates down to two or three finalists, the finalists will interview in-person with the Board.

### PERFORMANCE CONTRACT

Ray and Associates, Inc. will provide a written agreement between the Board and the consulting firm which will contain the provisions of this Proposal and any modifications or changes mutually agreed by the parties.

# **ESTIMATED COST SHEET – PREPARED FOR: SCHOOL DISTRICT OF INDIAN RIVER COUNTY**

Ray and Associates, Inc. will spend as much time as needed to conduct a successful search for the School District of Indian River County. Please Note: Our flat fee is inclusive of all services. The only hourly rates that would apply would be for requests above and beyond this Proposal and would be at the following rates:

**Consultant \$100.00/hr**  
**Administrative Asst. \$25.00/hr**

**Travel**

Flight .....	1,000.00
Ground transportation (billed at \$0.58 per mile) .....	1,100.00
Hotel (if needed for stakeholder meetings) .....	400.00
Meals .....	200.00
** Travel Subtotal.....	2,700.00

**\*\*Expenses may be less if district utilizes local consultant or cost saving meetings.**

**Shipping:** (Federal Express to the District, materials to search coordinator, candidate information after the candidates have been selected from the screening process)..... 500.00

Ray and Associates, Inc. Estimated Expense Total: .....3,200.00  
 Ray and Associates, Inc. Base Fee .....22,000.00

**\*ESTIMATED SEARCH COST .....\$25,200.00**

**\*Does not include estimated advertising or candidate expenses for interviews.**

\*\*The actual number of candidates interviewed is the Board’s decision. The estimate per candidate for interview expenses is \$2,000; however, it is dependent on the candidate’s geographic location. Candidate travel expense reimbursement is the responsibility of the District.

All expenses are estimates, based on past experiences. The School District of Indian River County will be billed for only the actual expenses incurred.

**Board Approved Advertising**

We exhibit advertising as a separate entity because the cost is based on the School District of Indian River County decisions on how extensive the need. Our associates make recommendations and the Board has the final authority on frequency and dollars spent. **(Estimated Advertising is \$5,000.00)**

**Ray and Associates, Inc. does not collect a commission for placing the ads.**

# GENERAL PROVISIONS

## CONFIDENTIALITY

The nature of our work and our ability to carry out our responsibility to you is directly related and dependent upon our present and past experience in providing similar services to others. *The firm will preserve the confidential nature of any information which becomes available to the firm resulting from the services rendered to the Board.*

As our client, you also need to maintain the confidentiality of information provided by Ray and Associates, Inc.

## FOLLOW-UP AFTER THE SEARCH:

### BOARD SELF-ASSESSMENT SURVEY

#### FOCUS ON FUTURE PLANNING

Included in the base fee, the consultants from Ray and Associates, Inc. will spend time with the Board reflecting upon current Board governance procedures. In respect to governance and District initiatives, we have found that there is really no better time than very early in the tenure of a new Superintendent to assess issues and expectations.

**ROUND 1:** At the conclusion of the search, we will provide the Board with a link to an online survey concerning current District governance practices as well as key District challenges and opportunities for improvement. Assessment results are then analyzed and shared with the Board and the new Superintendent. The results can be emailed, presented in-person or via Skype.

**ROUND 2:** About six months after the new Superintendent begins, we will provide the survey again to be completed by the current Board and the Superintendent. As in round one, at no cost to the District, the results will be analyzed and shared with the Board and Superintendent to assist with teambuilding every year thereafter as long as that Superintendent is in tenure.

Through the aforementioned process, we are afforded an in-depth view of your school district. As part of our presentation, we will also provide insight and suggestions for organizational improvements. Ray and Associates has developed several training/workshops targeted at increasing organizational performance and efficiency which may be of interest to your school district at this time of significant leadership transition. Our firm belief is the workshops/training can increase the effectiveness of both the Board and Superintendent, enhance their relationship, and provide for an optimum learning environment to improve student achievement.

## SATISFACTION GUARANTEED

We provide a termination provision in our contractual agreement with the School District of Indian River County. If the School District of Indian River County or Ray and Associates, Inc. terminate this agreement, the School District of Indian River County will be charged only for the work performed and expenses incurred up to the date of termination.

If the Board is dissatisfied with the new Superintendent within two years from the date of employment of the Superintendent and if either party dissolves that relationship by resignation or termination within a two-year period of the initial employment, the firm of Ray and Associates, Inc. will conduct a new Superintendent search at no cost to the District, except for expenses.

Furthermore, we do not recruit candidates we have placed for a minimum of 5 years.

# ALL EXECUTIVE SEARCH FIRMS ARE NOT THE SAME!

*Ray and Associates, Inc.*

## *THE CLEAR DIFFERENCE...*

- ✓ We customize every search to meet the specific needs of our clients.
- ✓ We have the largest professional recruiting network in the country.
- ✓ We have a highly qualified, full-time staff that is readily accessible to respond to both clients and candidates.
- ✓ We maintain a large, prescreened database of traditional and non-traditional candidates from across the country.
- ✓ We aggressively recruit candidates who closely match the District profile.
- ✓ We provide an attractive, user-friendly and informative website that allows candidates to access application materials on-line.
- ✓ We receive more applications than any search firm in the nation.
- ✓ We interview each individual Board member in order for them to provide information and insight into the development of the profile characteristics for the position.
- ✓ We collect and organize community and staff input when desired by the Board and provide a report that is highly useful in establishing the position criteria. In addition, our firm offers an online survey in various languages and will provide a link to the survey to post on the District's website.
- ✓ We offer the option to have our office design and develop the promotional application and flyer for the position.
- ✓ We have the most complete and comprehensive investigative system to assure our clients of candidate quality.
- ✓ We have a unique and successful consensus building process for Boards who may be split on candidates or other issues.
- ✓ We have been highly successful in providing a large diverse pool of candidates in all of our searches.
- ✓ We provide criminal, civil litigation, social security, motor vehicle record checks and verification of educational degrees for the top (2-3) candidates at no additional fee.
- ✓ We provide a two-year guarantee clause in our contract with our clients.
- ✓ We do not recruit candidates we have placed for a minimum of 5 years.
- ✓ We provide a service to our clients after the Superintendent is hired to ensure a smooth transition and to establish realistic expectations at the outset.

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# School District of Indian River County SUPERINTENDENT SEARCH PROPOSAL



**ORIGINAL**

June 28, 2019

Ms. Laura Zorc, BOE Chairman  
School District of Indian River County  
6500 57<sup>th</sup> Street  
Vero Beach, FL 32967

Dear Members of the Indian River County Schools Board of Education:

Thank you for the opportunity to present this overview of the services that Hazard, Young, Attea & Associates, (HYA) can provide to the School District of Indian River County in your search for a new Superintendent. Why is HYA exceptional amongst educational search firms? We believe it is due to the following factors:

**NATIONAL REACH – LOCAL KNOWLEDGE:** We have conducted over 1400 searches and are represented by associates across the nation. We have also conducted searches for more than half of the member districts of the Council of Great City Schools and 47 of the 100 largest districts in the country.

**THE BOARD PORTAL:** Communication and organization are critical to successful searches. Our web-based delivery system gives the Board anytime, anywhere access to all documents regarding the search. Whether through a tablet, smart phone, laptop or desktop computer, the Board and the search Associates have confidential access to all information associated with the search in an organized, transparent, and timely manner.

**RESEARCH BASED COMMUNITY ENGAGEMENT:** HYA's community engagement process and online survey employ research-based approaches to identifying the goals, needs, and priorities of the school system along with the desired characteristics of its next leader. The survey was developed based on research on effective leadership.

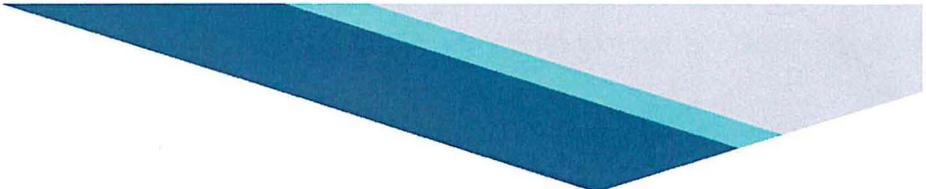
**MORE THAN A BACKGROUND CHECK – EXECUTIVE DUE DILIGENCE:** HYA's comprehensive and expanded background checks are completed by independent third-party investigators and include an executive summary allowing for an analysis of findings, not simply dozens of articles and documents for Board members to read.

Additionally, the brochure entitled, HYA Signature Search Process, defines a prototypical search, but please know that HYA customizes each search to the District's and Board's specific needs and wishes.

Sincerely,



Glenn "Max" McGee, Ph.D.  
President  
Hazard, Young, Attea & Associates



## I. Firm’s Background and History

Established in 1987 our firm has more experience in identifying quality educational executives than any other firm in the industry. During a typical year, the firm conducts 30 – 45 executive searches concurrently. We find that the large quantity of searches the firm and its Associates conducts puts us at a competitive advantage with respect to other search firms, in that our search volume places us in more frequent contact with a larger number of potential candidates, many of whom are not actively seeking employment but are then known to us and can thus be recruited when or if an appropriate position arises. The student enrollment in these districts range from less than 100 students to upwards of 640,000. After more than 1,400 searches in every region of the country, HYA is in possession of a network of unique depth and breadth, and is therefore also in a stronger position to identify individuals who meet the unique and varied needs of the clients we serve. Represented by 100+ associates through the country, each Associate brings extensive executive search experience and comes from a broad range of educational backgrounds. Through continuing involvement in school and university work, HYA Associates are aware of current educational issues and have strong relationships with educational leaders and opinion-makers in administrative leadership and management.

## II. Assigned Staff Qualifications

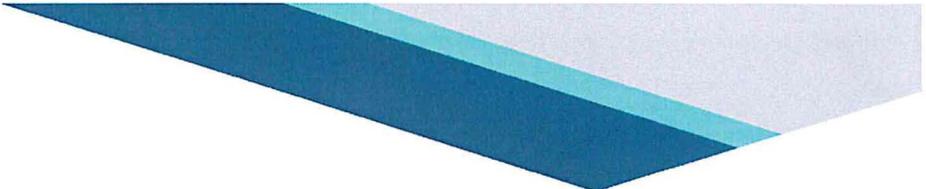
HYA assigns an individual management team to each executive search that it conducts. Upon the concurrence of the Board, HYA proposes the following search team.

HYA Associate	Cell Phone	Email
Bill Adams	609.471.4046	billadams@hyasearch.com
Monica Browne	201.835.0357	monicabrowne@hyasearch.com

Daneyelle Martell, serves as project manager and can be reached at 847-744-5632 and daneyellemartell@hyasearch.com. Executive oversight for the search is provided by the HYA president, Dr. Max McGee. He can be reached at 224-234-6129 and maxmcgee@hyasearch.com.

## III. Project Approach

Hazard, Young, Attea and Associates, (HYA) Proposes to conduct a national search for talented and highly qualified candidates for the position of Superintendent of Schools for School District



of Indian River County (hereinafter referred to as IRC or the District). This document serves to clearly outline the specific services, deliverables and costs proposed for IRC.

## SCOPE OF SERVICES

Full descriptions of each phase in our search process are available in our *HYA Signature Search Process* brochure. HYA shall provide the following services and deliverables.

### Engage Phase



- Conduct a Planning Meeting with the Board and provide a summary of said meeting which will detail the timeline and steps of the search process and decisions made by the board;
- Survey community constituents electronically and provide a report of findings;
- Provide for up to four individual consultant days for interviews, focus groups, and/or town hall meetings to gather in-person input from constituent groups as decided by the board; additional days are billed at \$1000/day;
- Present a *Leadership Profile Report* to the Board, and propose *Desired Characteristics* based on the data from the survey, interviews with district and community representatives and other material made available to the associates;

### Recruit Phase



- Prepare and place advertisements as selected and paid for by the Board;
- Recruit and contact candidates utilizing national networks;
- Correspond with candidates regarding the search process, timeline, *Leadership Profile Report* and *Desired Characteristics*;
- Interview candidates;
- Conduct reference checks;
- Identify best qualified candidates;
- Prepare application materials of selected slate of candidates for Board consideration;

### Select Phase



- Present a slate of candidates, the number of candidates to be determined by the Board with a recommendation from HYA;

- Conduct the Interview Workshop and provide materials and protocol to ensure informative effective Board interviews;
- Schedule interviews for the Board with selected semi-finalists and finalists;
- Facilitate Board discussion to narrow candidate pool after each round of interviews;
- Coordinate and provide third party, independent investigative background check(s) of candidates as selected and paid for by the Board;
- The Board's decision to hire or not hire a particular candidate is at the sole discretion of the Board; and the Board takes responsibility for that decision

### Transition Phase



- Communicate with all unsuccessful candidates at the close of the search and the appointment of the new Superintendent;
- Hold a debriefing meeting with the new Superintendent and Board regarding information learned throughout the search process;
- Offer other transition services to be considered by the Board and if desired, paid for by the Board.

### **GUARANTEES**

#### **Fixed Price**

Throughout the search process the Associates will be available to counsel with the Board about the search. The consultants will assist the Board until the Board determines it has found the appropriate candidate for the position.

#### **Non-Solicitation of Selected Candidate**

The Superintendent appointed with HYA's assistance will not be presented to another Board as a candidate if it would result in the Superintendent leaving the District within three (3) years of employment unless the Board provides written authorization to HYA that they may do so.

#### **Client-Satisfaction**

If the Superintendent departs from the position during the first year under any circumstances or within two (2) years if a majority of the Board is still in place and departure is due to dissatisfaction and not personal or familial reasons, HYA will recruit new candidates for the Board at no additional cost barring travel, advertising and due diligence expenses.

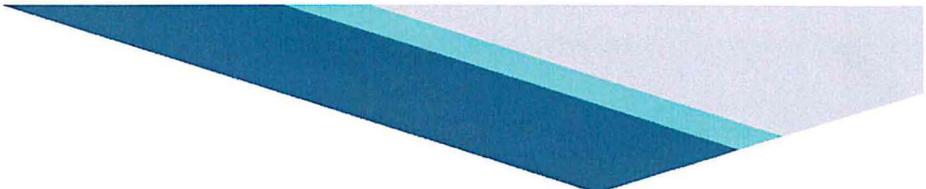
#### **Price Match**

HYA will agree to match the price of any competitive bid as long as the bid is for a comparable level of services and support (both time and process).

## IV. Project Timeline

Activity	Proposed Dates
Planning meeting with board	8/13/19
Online survey open/close	8/15 -8/30/2019
Advertising	9/16/19
Leadership profile development interviews/focus groups	8/19 – 22/2019
<i>Leadership Profile Report</i> presented to board	9/10/19
Application deadline	12/16/19
Seminar for interviews and final stages of search process	1/14/20
Slate presented to board	1/14/20
Board initial interviews	1/18/20 (Saturday)
Boards meets to identify semi-finalists	1/18/20 (Saturday)
Board interviews with semi-finalists	1/25/20 (Saturday)
Third-party background checks	2/7/20
Board site visit	Optional
Announcement of appointment	2/25/20
Superintendent assumes responsibility	7/1/20
Retreat with new superintendent (optional)	To be determined after appointment of new Superintendent

- *The above is presented assuming an appointment is made on 7/23/19*
- *The calendar will be adjusted to meet Board member schedules and availability. The calendar can also be modified and accelerated for a successor start date of 1/1/2020.*



## V. References

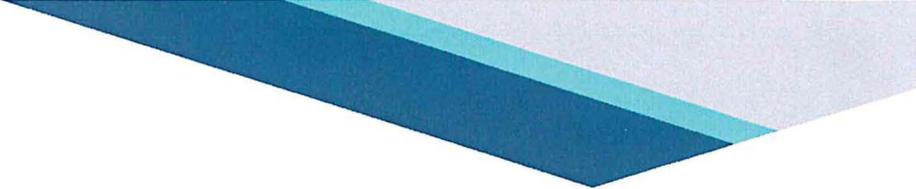
HYA’s reputation for effectiveness and integrity is extremely important. The following references were chosen because the board worked with the HYA Associates being proposed for the search or because the district is of similar size and demographic profile to IRC. In addition to the references listed below, an extensive list of national searches our firm has completed since 2013 is attached.

District Name and State	Reference Name	Contact Information
Beaufort County SD (SC)	Dr Christina Gwozdz Robyn Cushingberry	ChristinaGwozdz@beaufort.k12.sc.us 843-322-2357
Blue Valley SD 229 (KS)	Mike Seitz	913.226.7765
Duval County PSD (FL)	Paula Wright	904.390.2374
Midland ISD (TX)	Rick Davis	432.683.6686
Newark PS (NJ)	Josephine Garcia	j4garcia@nps.k12.nj.us
Providence PSD (RI)	Nicholas Hemond	401.453.8600
Richmond City SD (VA)	Dawn Pope Thomas Farrell	804.402.5000 804.513.0523
Stafford County PS (VA)	DeWayne McOsker	540.751.8809

## VI. Price Proposal

In consideration for Services, the District will pay to Hazard, Young, Attea and Associates:

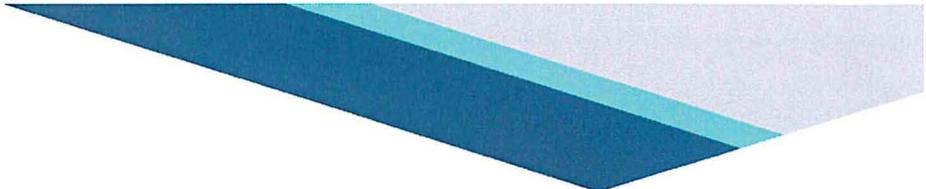
- A. Consulting Fee for the search in the amount of \$23,500. This fee is due in three installments:
- 50% will be invoiced upon execution of the contract/agreement
  - 25% will be invoiced upon presentation of the Leadership Profile Report
  - 25% will be invoiced upon presentation of the slate

- 
- B. Associate Expenses for travel will be reimbursed by the Board. Mileage reimbursement is based on current IRS guidelines.
  - C. If the Board chooses to reimburse candidates for travel for interviews, HYA will coordinate the reimbursement.
  - D. Based on past experience, HYA has designed advertising packages to maximize exposure for the vacancy. The Board will choose the package that best suits their needs. Advertising on the HYA's webpage and social media pages are included in the consulting fee. Optional national advertising packages range from \$488 - \$6320. See Appendix A in the *HYA Signature Search Process* for additional details.
  - E. Background checks/Executive Due Diligence Services as selected by the Board. The cost ranges from \$1100 - \$1950 per candidate. See Appendix B of the *HYA Signature Search Process* brochure for investigative procedures and options.
  - F. Printing and Postage; HYA is a green corporation whereby all documents related to the search will be provided via a Board portal. If the Board wishes to have hard copies, 3% of the Consulting Fee will be added to the agreement as an additional fee to cover the costs associated with printing, binding and shipping all materials.
  - G. The Community and Leadership Profile Survey is offered in English and Spanish. If the district wishes to offer the survey in additional languages, the fee is \$315 per language. Please allow up to two weeks for translation. Custom requests will be quoted based on scope of customization.

### Optional Transition Services

The Transition Phase consists of assisting the Board and new Superintendent to assure a successful transition. HYA associates will meet with the new Superintendent and Board leadership regarding the information learned throughout the search process. HYA offers additional Transition Services, please see appendix C of *HYA Signature Search Process* brochure for a full description of transition services.

- \$3000 Board Governance Workshop
- \$5000 Board Goal Setting and Superintendent Evaluation
- \$15,000 Comprehensive First Year Support (includes Governance Workshop and Board Goal Setting and Superintendent Evaluation)
- Executive Coaching (quoted based on desired frequency)



Other transition services, such as Strategic Planning, are quoted based on student population:

- Strategic Planning
- Board Governance Dashboard
- Program Evaluation

# WILLIAM H. ADAMS

## EDUCATION

Ed.D.	Rutgers University, New Brunswick, NJ
M.A.	Rowan University, Glassboro, NJ
B.A.	Rowan University, Glassboro, NJ

## EXPERIENCE

2018 – Present	Senior Associate, Hazard, Young, Attea & Associates
2014 – 2018	East Coast Regional President, Hazard, Young, Attea & Associates
2006 – 2014	Ray & Associates, Cedar Rapids, IA
1987	New Jersey Regional Day School at Mannington
1986 – Present	CEO and Principal Consultant, W.H. Adams & Associates, LLC, Naples, FL
1984 – 1988	Raye & Fuller Associates, Cherry Hill, NJ
1982	US Department of Education, Title VI Grant
1977	NJ Council on Vocational Education, Trenton, NJ
1973 – 2008	Superintendent of Schools, Salem County Vocational Technical Schools, Woodstown, NJ
1969 – 1973	High School Principal , Camden County Vocational Technical Schools, Pennsauken, NJ

## AWARDS

AASA Distinguished Service Award, 2010  
NJASA Designated Superintendent Emeritus, 2009  
National School Boards American School First Place MAGNA Award, 2008  
New Jersey Association of School Administrators Distinguished Service Award, 2005  
New Jersey Superintendent of the Year, 1994  
AASA James R. Kirkpatrick Legislative Award for testimony before the US Senate, House and GAO, 1991  
Rutgers University Graduate School of Education “Distinguished Alumni Award”, 1992  
Executive Educator, formerly published by the National School Boards Association, Top 100 School Administrators in North America, 1980

## PROFESSIONAL ACTIVITIES

National Center for Educational Research and Technology (NCERT) – Board of Directors (2007-13)  
AASA Corporate Advisement Team (2006)  
AASA Publications Review Board (2006 – present)  
American Association of School Administrators Executive Committee (1998–01 & 2004–07)  
Salem County One Stop Management Team for the Cumberland/Salem Workforce Investment Act (2000 – 2008)  
New Jersey Association of School Administrators  
Treasurer (1994 – 1995)  
Secretary (1995 – 1996)  
President-Elect (1996 – 1997)  
President (1997 – 1998)  
AASA Legislative Corps (1990 - present)  
State Advisory Council for the Gifted and Talented (1984–87)  
N.J. Commissioner’s Advisory Council for the Handicapped (1978–86), Chairperson (1978–82)

# Monica M. Browne

## EDUCATION

Ed.D.	Seton Hall University	2002
Ed.M.	Rutgers University	1998
B.S.	James Madison University	1991

## EXPERIENCE

2017-present	Associate, Hazard, Young, Attea & Associates, IL
2012-present	Adjunct Professor, Seton Hall University, NJ
2008-2017	Superintendent, Upper Saddle River School District, NJ
2004-2007	Adjunct Professor, College of Saint Elizabeth, NJ
2003-2005	Adjunct Professor, William Paterson University, NJ
2002-2008	Principal, Somerville School, NJ
2000-2002	Principal, Wanaque Elementary School, NJ
1998-2000	Assistant Principal, Allentown High School, NJ
1992-1998	Administrative Intern/Teacher, North Brunswick Township HS, NJ
1991-1992	Teacher, Sandusky Middle School, VA

## ACTIVITIES

Member, 2008-present, New Jersey Superintendents Study Council (NJSSC), President, Vice President and member of the Executive Board 2012-present

Seminar Facilitator, 2015-present, Aspiring Principals Post Graduate, South Orange, New Jersey

Member, 2008-present, New Jersey Association of School Administrators, Chairperson of the Women's Leadership Initiative (2009-2015), Curriculum Committee member (2010-2016), Executive Board member (2016-present), Legislative Committee member (2016-present)

Member, 2008-present, Bergen County Association of School Administrators, Executive Committee member (2016- present), Legislative Chairperson (2016-present)

Certified Principal Mentor, 2005-2008, New Jersey Leaders-to-Leaders

Roundtable participant, 2010-2016, District Administration, Leadership Institute attendance

Certified Superintendent Mentor, 2016-present, New Jersey

Board of Directors, Gifted Child Society, Glen Rock, New Jersey, President 2012-2014, Vice President 2009-2011.

**SELECT HYA SUPERINTENDENT SEARCH HISTORY  
WITH REFERENCES**

2019				
0 – 2,500 students	2,501 – 5,000 students	5,001 – 7,500 students	7,501 - 15,000 students	15,000+ students
<p>Rumson-Fair Haven Regional HSD (NJ) 970 students Lisa Waters 732.616.0961</p> <p>Wyoming City Schools (OH) 1,950 students Jeanie Zoller 513.379.3767</p>	<p>Lebanon Community Schools (OR) 4,340 students Tom Oliver tom.oliver@lebanon.k12.or.us</p> <p>Mountain View-Los Altos HSD (CA) 4,300 students, 9-12 Dr. Phil Faillace 650.248.3375</p>		<p>Central Kitsap Schools (WA) 11,000 students Jeanie Schulze 360.908.5001</p> <p>Greater Albany Public Schools (OR) 9,627 students Jennifer Ward 541.730.2270</p> <p>Sewanhaka Central HSD (NY) 8,500 students David Del Santo 646.938.6500</p>	<p>Academy School District 20 (CO) 26,200 students Tracey Johnson 719.491.2633</p> <p>Denver Public Schools (CO) 92,000 students, PK-12 Anne Rowe annerowe60@gmail.com</p>

**SELECT HYA SUPERINTENDENT SEARCH HISTORY  
WITH REFERENCES**

2018				
0 – 2,500 students	2,501 – 5,000 students	5,001 – 7,500 students	7,501 - 15,000 students	15,000+ students
<p>Bonny Doon Elem. School District (CA) 163 students, PK-8 Amy McCabe 831.457.9912</p> <p>Greenburgh-Graham UFSD (NY) 150 students Jess Dannhauser Dannhauser.J@graham-windham.org</p> <p>Live Oak School District (CA) 2100 students, K-8 Jeremy Ray jray@losd.ca</p> <p>Loma Prieta Joint Union Elementary (CA) 941 students, PK-8 Deana Arnold d.arnold@loma.k12.ca.us</p> <p>Mount Pleasant Central SD (NY) 2,000 students K-12 Thomas McCabe 914.874.6075</p> <p>Orange City School District (OH) 2,024 students, K-12 Melanie Weltman 216.378.6989</p>	<p>Flemington-Raritan Regional SD (NJ) 3,100 students, K-8 Tim Bart 908.797.7178</p> <p>Garden City School District (NY) 3,800 students, K-12 Angela Heineman 516.521.0304</p> <p>Lafayette School District (CA) 3,568 students, TK-8 Teresa Gerringer 510.599.9152</p> <p>Lawrence Township PS (NJ) 3,800 students PK-12 Dana Drake 201.527.8464</p> <p>Los Gatos Union Elementary SD (CA) 3,200 students K-8 Peter Noymer 408.656.5510</p> <p>Los Gatos-Saratoga Union HSD (CA) 3,287 students, 9-12 Robin Mano rmano@lgsuhd.org</p> <p>Park City School District (UT) 4,973 students , PK-12 Andrew Caplan acaplan@pcschools.us</p> <p>San Carlos School District (CA) 3,100 students PK-8 Eirene Chen echen@scsdk8.org</p>	<p>Boyertown Area School District (PA) 6,900 students, K-12 Steve Elsier 610-367-4697</p> <p>Hollister School District (CA) 5,500 students TK-8 Elizabeth Martinez emartinez@hesd.org</p> <p>Lancaster ISD (TX) 7,200 students Ty Jones 214.802.3776</p> <p>Montclair School District (NJ) 6,700 students, K-12 Laura Herzog 973.699.1541 lherzog@montclair.k12.nj.us</p>	<p>Birmingham Public Schools (MI) 8,000 students, K-12 Kim Whitman 248.760.3011</p> <p>Chambersburg Area SD (PA) 9,000 students, PK-12 Alexander Sharpe 717.404.6179 alexander.sharpe@casdonline.org</p> <p>Davenport CSD (IA) 16,000 students PK-12 Ralph Johanson 563.381.4598</p> <p>East Aurora SD 131 (IL) 14,000 students K-12 Kimberley Hatchett 630.881.1243</p> <p>Helena Public Schools (MT) 8,200 students, K-12 Sarah Sullivan 406.465.1472</p> <p>Huntley CSD 158 (IL) 9,500 students, K-12 Tony Quagliano 847.254.2885</p> <p>Lawrence Public Schools (MA) 15,000 students , K-12 John Connolly 617-447-1302 johnronanconnolly@gmail.com</p> <p>New Bedford Public Schools (MA) 12,700 students Mayor Jonathan F. Mitchell 508.979.1410</p>	<p>Anaheim Elem. School District (CA) 18,000 students, K-12 Jackie Filbeck 714.883.6701</p> <p>Billings Public School District 2 (MT) 16,000 students, K-12 Greta Besch Moen 406.248.4360</p> <p>Crowley Independent SD (TX) 15,000 students, K-12 June Davis 847.437.1938</p> <p>Duval County Public School District (FL) 128,000 students, K-12 Paula Wright 904.390.2374</p> <p>Linn Benton Lincoln Education Service District (OR) 37,000 students Heather Search 541.812.2600</p> <p>Los Angeles USD (CA) 640,000 students PK-12 Monica Garcia 213.505.6122</p> <p>Newark Public Schools (NJ) 35,000 students, K-12 Josephine Garcia j4garcia@nps.k12.nj.us</p> <p>Oceanside Unified School District (CA) 20,000 students K-12 Ann Corwin 760-213-7285</p> <p>Stafford County PS (VA) 28,650 students PK-12 DeWayne McOsker 540.751.8809</p>

**SELECT HYA SUPERINTENDENT SEARCH HISTORY  
WITH REFERENCES**

**2017**

<b>0 – 3,000 students</b>	<b>3,001 – 5,000 students</b>	<b>5,001 – 7,500 students</b>	<b>7,501 - 20,000 students</b>	<b>20,001+ students</b>
<p>Bexley City SD (OH) 2,274 students, K-12 Melissa LaCroix Melissa.Lacroix@bexleyschools.org</p> <p>Harvard CUSD 50 (IL) 2,400 students, PK-12 Sandra Theriault stheriault@cUSD50.org</p> <p>Hunterdon Central Regional HS (NJ) 2,990 students, 9-12 Deborah Labbadia 908.616.8588</p> <p>Madison SD (NJ) 2,604 students, K-12 Lisa Ellis 201.400.2349</p> <p>Montecito Union School District (CA) 438 students, K-6 Katy Murphy kmurphy@montecitou.org</p> <p>Orinda Union Elementary SD (CA) 2,529 students, K-8 Julie Rossiter 925.408.1780 jrossiter@orinda.k12.ca.us</p> <p>Pelham Public Schools (NY) 2,800 students, K-12 Madeline Smith 646.209.5213</p> <p>Piedmont USD (CA) 2,706 students K-12 Andrea Swenson 510.697.8567 aswenson@piedmont.k12.ca.us</p>	<p>Beacon City Schools (NY) 3,600 students, K-12 Meredith Heuer 917.447.6562</p> <p>Chappaqua Central SD (NY) 4,000 students, K-12 Allison Gardner 914.409.7696</p> <p>Concord Public Schools &amp; Concord-Carlisle Regional School District (MA) 3,355 students, K-12 Johanna Boynton 978.318.1500</p> <p>Duxbury Public Schools (MA) 3,250 students, PK-12 Anne Ward, awarddux@verizon.net</p> <p>Jefferson UHSD (CA) 4,750 students 9-12 Rosie Tejada 415.250.5123</p> <p>Manhasset Union Free SD (NY) 3,300 students, K-12 Regina Rule 914.602.1483</p> <p>North Shore SD 112 (IL) 4,309 students, PK-8 Eric Ephraim 847.541.0076</p> <p>Rescue Union SD (CA) 3,766 students, PK-8 Nancy Brownell, 916.769.7417</p> <p>Rye City SD (NY) 3,384 students, K-12 Katy Keohane Glassberg glassberg.katy@ryeschools.org</p>	<p>Franklin Public Schools (MA) 5,447 students, PK-12 Kevin O'Malley 774.571.8486</p> <p>Hempstead Union Free School District (NY) 6,000 students, PK-12 Maribel Touré 516.434.4000</p>	<p>Alexandria City Public Schools (VA) 15,000 students, PK-12 Ramee Gentry 703.899.2637</p> <p>Clarke County SD (GA) 13,500 students, PK-12 Charles Worthy, 706.255.7795</p> <p>Crowley ISD (TX) 15,200 students, PK-12 June W. Davis 817.292.6092</p> <p>Cupertino USD (CA) 18,000 students, PK-12 Anjali Kausar 408.827.8336</p> <p>El Rancho USD (CA) 8,800 students, PK-12 Dr. Aurora Villon, 562.965.8636</p> <p>L'Anse Creuse PS (MI) 12,000 students, K-12 Amy Servial 586.822.9302. amyservial@gmail.com Dr. Terri Spencer 248.520.0334 tmsedd@gmail.com</p> <p>Pleasanton Unified SD (CA) 15,000 students PK-12 Joan Laursen 925-339-1763</p> <p>Richland SD (WA) 13,400 students, K-12 Rick Jansons, 509.528.3488 rick.jansons@rsd.edu</p> <p>Sequoia Union HSD (CA) 9,000 students, 9-12 Carrie DuBois cdubois@cbnocal.com</p>	<p>Fairfax County PS (VA) 183,000 students, PK-12 Sandy Evans, 571.423.1083</p> <p>Garland ISD (TX) 57,400 students, PK-12 Larry H. Glick 972.475.4000</p> <p>Midland ISD (TX) 25,000 students, PK-12 Rick Davis 432.683.6686</p> <p>Portland Public Schools (OR) 49,200 students, PK-12 Amy Kohnstamm 503.913.3945</p> <p>Richmond City SD (VA) 22,000 students, PK-12 Dawn Pope 804.402.5000 Thomas Farrell 804.513.0523</p> <p>San Diego County Office of Ed (CA) 500,000 students Gregg Robinson 619.225.0377</p>

**SELECT HYA SUPERINTENDENT SEARCH HISTORY  
WITH REFERENCES**

**2016**

<b>0 – 2,500 students</b>	<b>2,501 – 5,000 students</b>	<b>5,001 – 7,500 students</b>	<b>7,501 - 20,000 students</b>	<b>20,001+ students</b>
<p>Brisbane SD (CA) 450 students, TK-8 Leo Tingin 415.269.4149 ltingin@brisbanesd.org</p> <p>Carlisle Public Schools (MA) 620 students PK-8 Melissa McMorrow 978.369.6550</p> <p>CCSD 89 – Glen Ellyn (IL) 2,000 students PK-8 Mike Nelson 773.469.7750</p> <p>Gravenstein Union SD (CA) 748 students K-8 Jim Horn 707.823.1052</p> <p>Harvey School District 152 (IL) 2,300 students PK-8 Gloria Johnson gjohnson@harvey152.org</p> <p>Richland SD88 (IL) 915 students, K-8 Julie Starasinich 815.690.0674</p> <p>Soquel Union Elementary SD (CA) 1,900 students PK-8 Judy McGooden 408.818.1263</p> <p>South Bend Community School Corporation (IN) 1,039 students K-12 Jay Caponigro 574.274.7269 jay@jaycaponigro.com</p> <p>Woodbridge School District (CT) 780 students, PK-6 Margaret Hamilton, 203.494.7591 mannham@sbcglobal.net</p>	<p>Bedford Central School District (NY) 3,600 students K-12 Jennifer Gerken 914.262.3526</p> <p>Laguna Beach USD (CA) 3,037 students K-12 Carol Normandin 949.497.7700 ext. 5202</p> <p>Minooka Community HSD #111 (IL) 2,700 students 9-12 Mike Brozovich mbrozovich@mchs.net</p> <p>New Albany-Plain Local SD (OH) 4,882 students PK-12 Debra Kalinosky dkalinosky@earthlink.net</p> <p>Walnut Creek ESD (CA) 3,600 students K-8 Katie Peña 925.287.0494</p>	<p>Westport Public Schools (CT) 5,770 students PK-12 Michael Gordon mgordon@westport.k12.ct.us</p>	<p>Campbell Union HSD (CA) 8,000 students 9 - 12 Linda Goytia 408.230.7414</p> <p>Carlsbad USD (CA) 11,000 students, K-12 Claudine Jones 760.331.5000</p> <p>Decatur Public School District 61 (IL) 9,000 students, PK-12 Sherri Perkins Perkisi@aol.com</p> <p>Fairfield Public Schools (CT) 10,000 students PK-12 Philip Dwyer dwyer_philip@yahoo.com</p> <p>Manchester School District (NH) 15,000 students PK-12 Debra Langton 603.669.8338</p> <p>Santa Barbara Unified SD (CA) 15,500 students PK-12 Kate Parker kparker@sbunified.org</p> <p>Stamford SD (CT) 16,000 students K-12 Geoff Alswanger 203.968.0233</p>	<p>Beaverton School District (OR) 40,725 students K-12 Anne Bryan 503.679.5040</p> <p>Blue Valley SD 229 (KS) 22,000 students PK-12 Mike Seitz 913.226.7765</p> <p>Houston ISD (TX) 215,000 students PK-12 Manuel Rodriguez 713.498.5649</p> <p>Humble ISD (TX) 41,000 students PK-12 Robert Sitton 281.450.2472</p> <p>Los Angeles USD (CA) 640,000 students PK-12 Steve Zimmer 213.241.6387</p> <p>Northwest ISD (TX) 21,000 students PK-12 Mark Schluter 817.948.6425 Josh Wright 682.472.1846</p> <p>Phoenix Union HSD (AZ) 27,000 students 9-12 Lela Alston 602.278.2002</p> <p>Providence PSD (RI) 24,000 students PK-12 Nicholas Hemond 401.453.8600</p> <p>Santa Ana Unified SD (CA) 56,000 students PK-12 John Palacio 714.542.0589</p>

**SELECT HYA SUPERINTENDENT SEARCH HISTORY  
WITH REFERENCES**

2015				
0 – 2,500 students	2,501 – 5,000 students	5,001 – 7,500 students	7,501 - 20,000 students	20,001+ students
<p>Galt Joint Union High SD (CA) 2,300 students 9-12 Terry Parker Owing 209.810.0720</p> <p>Highland Falls-Fort Montgomery CSD (NY) 1,000 students K-12 Anne Lawless 914.588.0384</p> <p>Northbrook/Glenview SD 30 (IL) 1,130 K-8 students Chuck Gitles 847.498.4190 cgitles@district30.org</p> <p>Rockridge CUSD #300 (IL) 1,100 students PK-12 Jeff Widdop 309.793.8001</p> <p>Salem Elementary SD111 (IL) 970 students PK-8 Terry Barnfield 618.267.0514</p> <p>Saratoga Union School District (CA) 2,100 students K-8 Arati Nagaraj 408.656.9137</p> <p>Trevor-Wilmot Consolidated SD (WI) 565 students PK-8 Tom Steiner 262.862.2356</p>	<p>City Schools of Decatur (GA) 4,200 students PK-12 Annie Caiola 404.371.3601</p> <p>Fayetteville-Manlius Central SD (NY) 4,420 students K-12 Marissa Joy Mims 315.682.3231</p> <p>Freeport School District 145 (IL) 4,187 students PK-12 Janice Crutchfield janice.crutchfield@fsd145.org</p> <p>Mahopac Central School District (NY) 5,000 students K-12 Michael Sclafani 914.939.1256</p> <p>Montville Twp School District (NJ) 3,700 student K-12 Dr. Karen Cortellino Karen.Cortellino@Montville.net</p>	<p>Cambridge Public Schools (MA) 7,000 students PK-12 Mayor David Maher 303.249.6575 Barbara Allen 617.349.6441 ballen@cpsd.us</p> <p>Centinela Valley Union HSD (CA) 6,600 students 9-12 Hugo M. Rojas II 310.263.3200</p> <p>Flint Community Schools (MI) 7,000 students PK-12 Isaiah Oliver 810.210.6823 isaiah.m.oliver@gmail.com</p> <p>Hudson School District #2611 (WI) 5,600 students K-12 Jamie Johnson 751.381.7105</p> <p>Oak Park Elementary SD 97 (IL) 5,900 students PK-8 Bob Spatz bspatz@op97.org</p> <p>Pemberton Township Schools (NJ) 5,000 students 9-12 Sandy Glawson glawson@pemb.org</p> <p>Union Elementary SD (CA) 5,000 students K-8 Sheila Billings 408.888.3268</p>	<p>Bridgewater-Raritan RSD (NJ) 8,800 students K-12 Ann Marie Mead 732.216.7268 amead@brrsd.k12.nj.us</p> <p>Eugene School District 4J (OR) 16,000 students K-12 Jim Torrey 541.790.7707</p> <p>Franklin Township PS (NJ) 8,300 students PK-12 Edward Potosnak 732.745.1866</p> <p>Jefferson County Schools (WV) 9,000 students PK-12 Scott Sudduth scottsud@gmail.com</p> <p>Montgomery County PS (VA) 9,500 students PK-12 James Lyons 540-831-9864 joeylyons@mcps.org</p> <p>Orleans Parish School Board (LA) 11,000 students PK-12 Nolan Marshall, Jr. 504.460.1496</p> <p>San Mateo-Foster City SD (CA) 12,000 students PK-8 Audrey Ng 626.862.4582</p> <p>South San Francisco USD (CA) 9,375 students PK-12 Rosa Acosta 650.754.3672</p> <p>West Allis-West Milwaukee SD (WI) 9,877 students PK-12 Patricia Kerhin 414.604.3000</p>	<p>Boston Public Schools (MA) 57,300 students PK-12 Michael O'Neill 617.947.2967</p> <p>Colorado Association of School Executive (CO) Executive Director Diana Sirko 970.618.1829</p> <p>Montgomery County PS (MD) 154,000 students PK-12 Mike Durso 240.401.0674</p> <p>Sioux Falls School District (SD) 23,000 students PK-12 Kent Alberty 605.941.3740</p>

**SELECT HYA SUPERINTENDENT SEARCH HISTORY  
WITH REFERENCES**

2014				
0 – 2,500 students	2,501 – 5,000 students	5,001 – 7,500 students	7,501 - 20,000 students	20,001+ students
<p>Clarke County Schools (VA) 1,950 students PK-12 Janet Creager Alger 540.664.1163</p> <p>Green Brook Township PS (NJ) 930 students K-8 James Benscoter benscoter@gbtps.org</p> <p>Haldane Central School District (NY) 883 students K-12 Jennifer Daly 917.450.1630</p> <p>Maple Dale-Indian Hill SD (WI) 500 students K-8 Chris Soyke 414.540.4092</p> <p>Moffat County SD RE-1 (CO) 2,402 students PK-12 J.B. Chapman 970.846.2671</p> <p>Palos CCSD 118 (IL) 1,882 students PK-8 Sheila Pacholski 312.835.3589</p> <p>Ross Valley School District (CA) 2,200 students PK-8 Anne Capron 415.686.2926</p> <p>Roselle School District #12 (IL) 690 students K-8 Lisa Mondo 630.240.1709</p>	<p>Asheville City Schools (NC) 4,081 students PK-12 Jacquelyn Hallum 828.258.8118</p> <p>Katonah-Lewisboro SD (NY) 3,200 students, K-12 Marjorie Schiff 516.972.3614</p> <p>North Plainfield School District (NJ) 3,152 students K-12 Linda Bond-Nelson 908.922.0377</p> <p>Princeton Public Schools (NJ) 3,800 students PK-12 Timothy Quinn 609.921.0428</p> <p>Somerville Public Schools (MA) 4,987 students PK-12 Paul Bockelman 617.833.8883</p> <p>Summit Public Schools (NJ) 4,100 students K-12 Celia Colbert 908.399.6131</p> <p>Wilton Public Schools (CT) 4,320 students PK-12 Bruce Likly 203.722.6474</p>	<p>Accomack County Schools (VA) 5,200 students PK-12 Ronnie Holden 757.710.1830</p> <p>Baldwin Union Free SD (NY) 5,000 students K-12 Mary Jo O'Hagan 516.589.2994 ohaganmaryjo@gmail.com</p> <p>Cleveland Heights-University Heights City School District (OH) 5,800 students PK-12 Ron Register 216.403.4708 r_register@chuh.org</p> <p>Evanston-Skokie SD 65 (IL) 7,082 students PK-8 Traci Quattrocki 847.859.8005</p> <p>Lexington Public Schools (MA) 6,600 students PK-12 Margaret Coppe mccoppe@sch.ci.lexington.ma.us</p> <p>Linn-Mar Community SD (IA) 7,000 students PK-12 Tim Isenberg, tisenberg@linnmar.k12.ia.us</p> <p>Parsippany-Troy Hills SD (NJ) 7,300 students PK-12 Fran Orthwien 973.263.7200 orthweinr@aol.com</p> <p>Woodstock CUSD 200 (IL) 6,145 students PK-12 Paul Meyer 815.337.2503</p>	<p>City SD of New Rochelle (NY) 11,600 students PK-12 David Lacher 914.671.2171</p> <p>Eanes ISD (TX) 7,803 students K-12 Rob Hargett 512.415.4656 rhargett@eanesisd.net</p> <p>East Brunswick PS (NJ) 8,309 students K-12 Brad Cohen 732.613.6700</p> <p>Portsmouth Public Schools (VA) 15,200 students PK-12 James Bridgeford 757.434.2567</p> <p>Rowland Unified SD (CA) 14,000 students K-12 Heidi Gallegos heidigallegos@gmail.com</p> <p>Shoreline District #412 (WA) 9,000 students PK-12 Mike Jacobs or Debi Ehrlichman 206.393.6111</p> <p>Toms River Regional Schools (NJ) 17,000 students K-12 Joseph Torrone jtorrone@trschoools.com</p>	<p>Loudoun County Schools (VA) 70,000 students PK-12 Eric Hornberger 571.291.5685</p> <p>Virginia Beach City PS (VA) 70,259 students K-12 Dan Edwards 757.263.1016</p>

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HYA looks forward to the possibility of working with the Board and assisting with the selection of a new leader. Please contact HYA at 847-724-8465 or at [hya@hyasearch.com](mailto:hya@hyasearch.com) with questions or requests for additional information.

**Hazard, Young, Attea & Associates**  
1475 E. Woodfield Rd, 14<sup>th</sup> Floor  
Schaumburg, IL 60173  
(847) 724-8465

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[www.hyasearch.com](http://www.hyasearch.com)



# Florida School Boards Association

*The voice of education in Florida.*

## Superintendent Search Services Indian River County School Board

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The Florida School Boards Association was honored to be trusted by the Indian River County School Board to assist you in finding an Interim Superintendent. It was only last month that FSBA spent considerable time, effort, and resources to ensure that your district had continued leadership during your recent superintendent transition. We hope that we demonstrated to you our commitment to your success. We hope that you will, once again, honor us by allowing us to assist you in your permanent superintendent search.

We recognize that any search for your next education leader will be unique to your district's high expectations and your community's desires. We are offering you a broad-based search using our extensive state and national network of contacts with educational and business leaders. We can also discuss any alterations to this proposal to meet the personalized needs of your unique situation.

FSBA offers the best protection for the interests of your School Board; we are the only search firm whose primary concern is your School Board's successful match with a Superintendent who will meet your unique needs. Because we are a Florida firm, we are also heavily invested in ensuring that your new governance team continues to flourish long after the initial hiring process is complete.

The search process itself should be an exciting and unifying opportunity for everyone connected with your district. It provides an excellent opportunity to recommit to the direction and the priorities that have made your district a desirable school district in Florida. You are not, as we know you understand, just hiring to fill a position. The identification, recruitment, and selection of the type of educational leader you desire all require ongoing open communication that builds trust throughout the search process.

FSBA has a proven track record of providing exemplary leadership development services to School Boards throughout Florida. As the professional association for School Boards, FSBA has a stake in your Board and district's effectiveness. Finding an effective Superintendent to collaborate with your Board as part of the governance team is paramount; it is likely the most important decision your Board will ever make.

Thank you for the opportunity to provide this proposal to you.

*Thank you.  
Andrea Meschino*

Florida School Boards Assn. Response to RFP IRCSD Superintendent Search Services

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## Firm's Background and History

The Florida School Boards Association, Inc. (FSBA) is a nonprofit corporation representing the elected school boards in Florida. FSBA has been the collective voice for Florida school districts since 1930 and is closely allied with other educational and community agencies to work toward improvement of education in Florida. We currently count 65 of Florida's 67 districts as members of FSBA.

The MISSION of the Florida School Boards Association is

*To increase student achievement through the development of effective school board leadership and advocacy for public education.*

The Florida School Boards Association has a long history of accomplishment working with School Boards and their constituents to attract and place qualified Superintendents in Florida school districts. FSBA has led more than 80 Superintendent searches in the last 40 years and has worked with many districts multiple times due to retirements, Board direction changes, or other circumstances causing the loss of a Superintendent.

FSBA is committed to and has a proven track record of recruiting traditional, non-traditional, minority, and both in- and out-of-state candidates, as well as nurturing and assisting in the development of Florida talent.

Since 2016, the current FSBA Superintendent Search team (listed in Assigned Staff Qualifications section) facilitated the superintendent searches for Osceola County, Sarasota, St. Johns, Alachua, Flagler and Brevard counties' School Boards as well as the interim superintendent searches in Indian River and Volusia counties. FSBA has experience in leading over eighty (85) successful permanent Superintendent Searches, six in the last two years

Additionally, FSBA is uniquely committed to the achievement of *your* goals and is qualified to support your school district once a new Superintendent has been hired. Follow up services, included in this proposal, are crucial to ensuring the realization of a highly effective governance team. Our goal is to assist you in finding the best fit for your district at this time.

FSBA fully understands and operates with the parameters of Chapters 119 and 286. We have a proven history of success operating within Florida Public Records and Sunshine Laws. We work with district staff to ensure proper advertisement of all meetings; we ensure all records are fully maintained and compliant with Public Records requirements. We have legal counsel under contract to advise as well as work collaboratively with district legal counsel to ensure compliance. In the 30+ year history of conducting superintendent searches in Florida, we have not had a single complaint regarding Chapters 119 and 286 of Florida Statutes.

FSBA has had no contracts that have been terminated unfavorably or that have been unsuccessful within the past five (5) years; no litigation or regulatory action has been filed against FSBA.

FSBA is committed to equal opportunity in recruitment, selection, and promotion of all personnel. The Executive Director is required to use nondiscriminatory practices in employment and in employee rights regarding race, sex, age, religion, marital status, handicap, creed, or national origin.

## Assigned Staff Qualifications

We offer a multi-faceted team comprised of a **former Florida school board member** now Executive Director of the Florida School Boards Association; **former Florida superintendent**, now consultant to Florida School Boards Association and the Florida Association of District School Superintendents; and **former Florida district human resources executive director**, also now consultant to Florida School Boards Association and the Florida Association of District School Superintendents. Providing these three perspectives ensures a well-rounded consideration of issues throughout your search.

### FSBA's Superintendent Search Team

Why select Florida School Boards Association team for your search?

- FSBA has experience in leading over eighty-five (85) successful Superintendent Searches, six in the last two years for permanent superintendents, two in the last three months for interim superintendents.
- Through our active and constant engagement in school districts, we engage with and develop emerging leaders in all of Florida's school districts, many of whom are aspiring superintendents.
- The FSBA team has experience recruiting and working with in-state, out-of-state, minority, and non- traditional candidates.
- The FSBA team knows your board members, your community, and Florida's education and legislative landscape.
- The FSBA team offers 24-Hour availability to all candidates, the Board, and media.
- The FSBA team has extensive experience with Florida public records, Sunshine laws, and media outlets.
- The FSBA team's proximity to your district reduces travel and lodging costs.
- FSBA offers additional inclusive services such as:
  - Working with the Superintendent and your Board during the transition phase to develop and put into action an on-boarding plan.
  - Merging your Board's expectations with the Superintendent's performance and evaluation instruments.

## **Andrea Messina**

Since 2015, Andrea Messina has been the Executive Director of the Florida School Boards Association. Previously, Andrea served as FSBA's Director of Board Development, a post she held for 2 ½ years. In this role, Andrea was the go-to person in Florida on the issue of School Board and Superintendent Relations, providing coaching and leadership support to district governance teams and their members.

In the last 4 years, Andrea led successful superintendent search processes in Osceola, Sarasota, St. Johns, Alachua, Flagler and Brevard counties, Florida. **All superintendents are still serving their districts.** Additionally, she in the last three months, she led successful Interim Superintendent searches in your own county and Volusia County.

Andrea is known for her ability to maximize team efforts through knowing and understanding various personality, learning, behavioral, listening, and leadership styles of team members and bringing together team members with different styles to work together toward achieving a shared goal.

Prior to assuming the position of Executive Director, Andrea assisted in Superintendent searches as an FSBA staff member as well as participated in Superintendent searches while serving as a School Board member in Charlotte County. Her insight into the search process as a Board Member is a crucial element in FSBA's Superintendent Search offering.

Andrea has led and facilitated professional development and community input sessions for groups ranging from two to over three hundred. Andrea is a skilled trainer with multiple certifications including Facilitative Leadership and Seven Habits for Highly Effective People and has a proven track record of working collaboratively with a wide range of internal and external stakeholders.

Andrea's experience includes teaching high school English for eight years and being elected to the Charlotte County School Board for three terms where she served as chair four times. During Andrea's tenure on the Charlotte County School Board, the district received nine straight "High Performing School District" designations by FLDOE.

Additionally, Andrea has testified before committees in the Florida Legislature and the US Congress, served as a Keynote Speaker for numerous civic groups, state-wide organization meetings and conferences, national organization meetings and conferences, and authored various education articles on local school district issues, community involvement, School Board governance, and School Board/Superintendent relations.

## **Dr. Bill Vogel**

Dr. Bill Vogel retired as Superintendent of Seminole County, Florida in 2012, a post he held for nine years. Since his retirement, Bill has worked with Jim Huger and Associates and the Florida School Boards Association conducting Superintendent Searches.

Now also working with the Florida Association of District School Superintendents (FADSS), he is currently the go-to mentor for new superintendents in Florida and has personally developed and delivered the New Superintendent Training Program for FADSS. He currently mentors several sitting Superintendents and supports many other Superintendents and conducts financial, human resources, personnel and payroll in-depth studies. Bill has been an Adjunct Professor for the University of Central Florida, and is presently Chief Negotiator for the Manatee County School District.

Prior to leading Seminole County, a high performing district of 60,000+ students and 8,000+ employees, Bill led the St. Lucie County School District for seven years. While in that position, Bill was named the Florida Superintendent of the Year, a title he received after five years in the position.

Some of his greatest accomplishments while leading two Florida school districts were his advancements in student academic achievement every year for the fifteen years in the top leadership position, and his ability to work with parent and community groups to extend educational possibilities.

Dr. Vogel was honored by Seminole County when he was selected for the Envision Seminole Leadership Award. He also received the following awards: Seminole State College Pathfinder Award, Raymond Gaines Leadership Award, Metro Orlando Hispanic Chamber Sun Award, Florida Atlantic University Outstanding Professional Educator Alumni Award, Florida Alliance for Arts Education award, Above and Beyond Service Award, Leadership Award from the Office of the State Attorney, 18<sup>th</sup> Judicial Circuit, Outstanding Educator Award from the Conference on the Education of Minorities in Florida, SECME: Bethune, Carver, Dewey Educational Leadership Award, Florida Association of School Administrators, Lamp of Knowledge Award, "Medallion of Excellence" Award from Senator Ken Pruitt and the Rotary International Paul Harris Fellow award, two years.

His ability to bring individuals together to envision the future, and his sincere efforts to ensure others achieve their goals has built his reputation of honesty and credibility, and a leader who is committed to achieving desired results.

## **John Reichert**

John Reichert retired as Executive Director of Human Resources and Professional Standards (Seminole) in 2013, but was quickly called back into education when he served on a Florida Association of District School Superintendents' Personnel study in the Polk County School District. Making such a dramatic impression on the district, he was hired to remain in a consultant role with the district long-term. His stint in Polk quickly led to his reputation as the leading HR specialist for school districts, a function he serves through his work with FADSS.

John has worked with FSBA conducting Superintendent Searches since 2012, and has served as the point person on several searches. He knows how to navigate district systems and work with district staff to ensure all logistics are handled with organization and skill.

Besides the Polk County assignment, John contracts part-time for the FADSS organization, and has consulted in the following school districts: Alachua, Bradford, Columbia, Flagler, Franklin, Gadsden, Hernando, Highlands, Levy, Pinellas, Madison, Manatee, Martin, Nassau, Sarasota, St. Johns, St. Lucie and Walton counties. He was the district contact on two previous Seminole County Superintendent Search processes and designed and led the 2012 Superintendent Search. In 2015, he conducted a successful national search for an Executive Director for the Manatee County School District.

John began his career in education as a math teacher. He quickly moved into administration when he became Dean of Students, then Assistant Principal. Becoming the Assistant Director of Personnel Services was his first step into a district level administrative position. He advanced to Director of Personnel Services, being recognized throughout the state for his thorough and innovative human resource practices and processes. He has presented at local and state conferences and readily shares his learnings with others. When his role expanded to Ombudsman, his responsibilities included receiving and investigating complaints from applicants, employees, students, parents, and members of the community associated with all functions and aspects of the Seminole County Public School System.

As the Director of Human Resources, then Executive Director of Human Resources and Professional Standards, John was responsible for administering all functions associated with the Department of Human Resources and Professional Standards: application/screening process, recruitment and retention, employment processing, annual reappointment and staffing, payroll, retirement, certification, investigation of employee misconduct, employee discipline, unemployment compensation, educational equity, and various other programs as required by district policy, Florida Statutes and/or the Florida Department of Education.

Mr. Reichert received his formal education at the University of Georgia and his Master of Education Degree from Rollins College. Extensive educational growth opportunities have

Florida School Boards Assn. Response to RFP IRCSD Superintendent Search Services 8

kept John on the cutting edge of his educational understandings. He has presented to new Florida school Superintendents pertaining to duties and requirements pursuant to Florida Statutes, Human Resources Management, Professional Standards and Labor Relations. His ability to relate to people and break down complex theories has made him a sought-after consultant.

## Project Approach

FSBA works directly with the school board to determine the types of candidates they would like to target and then, together, we develop a roadmap to ensure targeted candidates apply. Specific tasks to be performed and the timeline within which each task shall be accomplished can be found in the timeline section.

Depending on the needs of the district, FSBA works with the National Affiliation of Superintendent Searchers as well as other national administrator and other federated organizations (names withheld/proprietary) to target leaders fitting your district's desired profile, qualifications, and qualities. Additionally, FSBA maintains a data base of qualified candidates who have indicated an interest in serving as superintendent in Florida as well as others who are targeted due to their recognized effectiveness in their respective roles.

Because FSBA is recognized as the foremost collaborator with Florida school districts, we develop positive relationships with aspiring superintendents who look to FSBA to suggest districts where successful board/superintendent governance can be achieved. Additionally, through our national networks, we have developed a reputation for successful applicant experiences which contributes to our ability to recruit.

In the last three years, the FSBA search team has conducted successful searches in Sarasota, St. Johns, Alachua, Flagler and Brevard counties. **All superintendents are still serving their districts.**

District name	Students	Search timeframe
St. Johns	36,000	March 2016 – November 2016
Sarasota	42,600	April 2016 – February 2017
Alachua	27,000	October 2016 – June 2017
Flagler	13,000	February 2017 – June 2017
Brevard	73,000	May 2018 – July 2018

District	Applicants	States Represented	Doctorate Degrees	Current Superintendents	Community Panel Members
St. Johns	21	9	12	7	30
Sarasota	49	20	29	14	16
Alachua	49	15	29	5	10
Flagler	45	19	8	6	20
Brevard	16	5	11	3	N/A

### Recruitment

FSBA's planned action to recruit traditional and non-traditional candidates begins with

FSBA's staff and associates having long-term active participation in Florida education and other state coalitions, bringing knowledge of local challenges and opportunities facing your school district.

The FSBA recruitment strategy is described below. Specific placement of advertisement, either digitally or in print, contains proprietary information that may be redacted but will be shared either during interview or other verbal communication if desired:

- Based on the job description and position requirements, and in collaboration with the school board, a compelling advertisement is developed for print and digital distribution.
- Venues are identified for distribution of advertisement, depending on district needs.
- District advertisement is digitally sent to identified venues, depending on appropriateness. Several associations have reciprocal agreements with FSBA for inclusion on their job search portals.
- District print advertisement is sent to identified venues, depending on appropriateness. This includes all Florida Board Members and Superintendents for distribution statewide, as well as with other national partners.
- Both digital and print advertisements are sent to various national leadership development organizations and direct telephone follow-up occurs with organizations and prospective applicants.
- FSBA direct outreach to our database of interested applicants is made.
- Depending on the job description and position requirements, FSBA team identifies state and national leaders who would reasonably be considered a good fit with the district; FSBA direct outreach occurs to inform leaders and encourage them to apply.
- FSBA team direct outreach on referrals from Board members and referrals from the community.
- The FSBA search team currently works with nearly all Florida school districts and has built strong relationships with high performing potential candidates with whom we communicate on a regular basis.
- We have found that the team's reputation for being available to applicants by phone, text, or email in an on-demand basis has proven successful in recruiting and retaining quality applicants.
- FSBA maintains a network of national contacts through NSBA, state School Board Associations' Executive Directors, and the National Affiliation of Superintendent Searchers (NASS) who know and have worked with many of the applicants, allowing us to gain valuable insight into candidates, information that no other search firm can access.

FSBA utilizes a team approach in working with your Board Member contact, district staff as designated, and School Board Attorney or HR staff who will conduct the background checks of the finalists and perform other search-related functions.

Should the Board desire non-traditional applicants, the FSBA will assist in developing an appropriate job description as well as requirements.

FSBA has had past success in attracting non-traditional applicants and team members are currently working with several current non-traditional superintendents. In fact, several non-traditional candidates have been a part of our search process and a non-traditional candidate was selected in a previous search.

Our spectrum of advertising venues (professional magazines, journals, websites, site specific publications and other sources as site/requirement demands) enables us to attract non-traditional applicants if desired by the School Board.

For example, the FSBA Team communicates with the Broad Center which develops leaders to transform America's Urban Schools. Their leadership program includes leaders from underrepresented populations as well as those with non-traditional backgrounds including business, industry, and military.

### **Candidate evaluation and screening process**

- Review Board job description and applicant's qualifications to determine if the applicant is qualified.
- Review all applications and resumes to determine compatibility with Board priorities.
- Review online data and news information about the applicant.
- Contact references submitted as well as others who may personally be able to speak to skills of applicants including other educators, community leaders, or state association staff.
- Check the FDPE Professional Practice website.
- Review qualified applicants with a screening committee if desired by the Board.
- Obtain a copy of the applicants personnel file.
- The FSBA team will submit a list of semifinalists, if desired by the Board.
- Once semifinalists are determined, conduct Accurant background searches/comprehensive reports at a cost of \$125/candidate to the district. This search will reveal any legal actions against the candidate (current or past), social media accounts, news articles, and more. Upon discovery of any questionable information, FSBA follows up directly with candidate to determine if a reasonable explanation is available. Depending on the results of this search, FSBA may directly call each board member to inform them of findings.

### **Internal and external stakeholder involvement**

The participation of the public is a crucial element to your superintendent search process and must be carefully considered to ensure that it will enhance public contribution to the process.

FSBA provides on-site representation and facilitation at community meetings and other meetings associated with the search and is available to attend board meetings, as requested

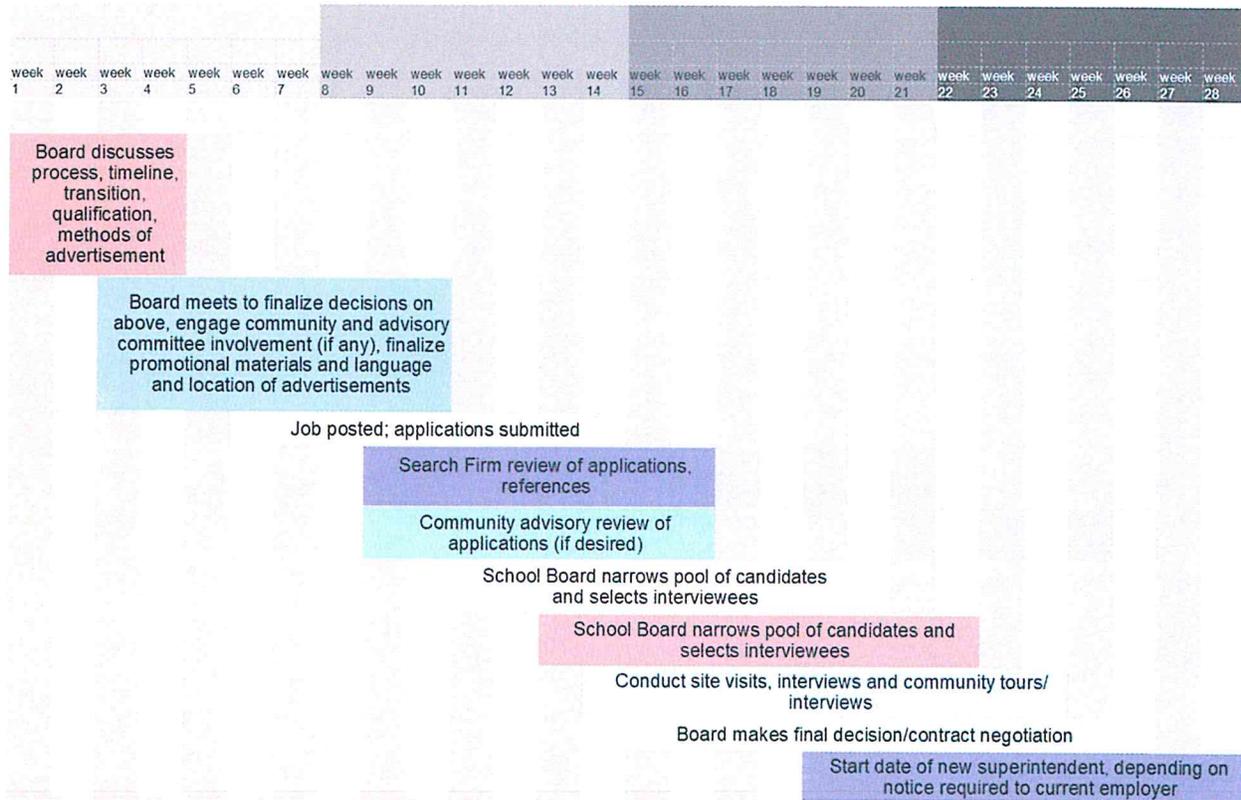
Below are opportunities for internal and external stakeholder involvement. Specific community involvement is determined by each board to best meet the individual needs of the district.

- Preparation of an online community and staff survey as approved by the Board, and hosted on the District website.
- Focus group participation, in person or via electronic means.
- Identify and recommend to the Board characteristics and district areas of need.
  - Identify the high priority needs of the district.
  - Establish the characteristics desired in the new school leader.
- Provide feedback to the School Board after being involved with the candidates during their on-site interviews.
  - Give opportunities for stakeholders to create and offer impressions of the candidates, relative to the Board's clearly articulated desired characteristics, the district's needs, and the community.
  - NOTE: Only the School Board can make the Superintendent selection—it will be made clear from the beginning by the facilitator to the involved Stakeholders that they will not be ranking the candidates, only giving their impressions to the Board.
- Recommended stakeholder groups to be considered:
  - Parents
  - Students
  - Business Representatives
  - Community Leaders
  - Retirees
  - Employees
    - Teachers
    - Non-Certified Employees
    - Administrators
- During candidates' in-county visits:

Information from the various stakeholder groups will be assimilated and given to the Board in writing following each interview so that the Board can use this feedback in their deliberations

## Project Timeline

# FSBA Superintendent Search Timeline



### Timeline:

We work with you to determine your desired hire date and then work backwards from there to schedule all necessary segments of your search. We have conducted a search in as short as 7 weeks and as long as 16 months. Our timeline is predicated on your needs and timeline.

### Phase 1: Pre-search activities

Workshop session(s) with School Board, interview with Superintendent, if desired.

Any search for a school district's chief executive must be custom tailored to meet the needs of each individual school district. A pre-search session will focus on the current status of the district, immediate and pressing issues and long-term considerations that need thoughtful planning. Also, we will discuss protocols presently used by the Superintendent and Board, paying attention to what worked well and what might need special focus when working with another leader. Transition planning is also discussed during this phase.

## **Phase 2: Identify district priorities and strategic goals in relation to needs of the district and the qualities desired in a Superintendent**

An initial Board Work Session, supplemented by input sessions from stakeholders, to gain insight into desired qualities and qualifications for your next district leader, would be held.

Each Board Member and other key education and community leaders identified by the Board, such as administrators, teachers, parents, business leaders, and others, should provide input to determine the perceived needs of the district and the attitudes, abilities, and skills most desired in the new Superintendent.

The results of these input sessions will help to determine the content for the position posting and venues for advertising.

Input sessions can be held through a variety of platforms—roundtable discussions, town hall style meetings, electronic platforms, etc.

## **Phase 3: Determine the extent of community involvement in the process**

FSBA's Superintendent Search Team works with your board to determine the amount and level of desired community engagement.

The Board determines the role of the community in the search process. FSBA will assist in developing guidelines and processes for selected community involvement process which may include but not be limited to community focus groups as addressed above in Phase 2, Community Advisory Committee(s), if desired and applicant screening involvement, if requested.

## **Phase 4: Develop recruitment materials, application procedures, and advertisement plan**

Pursuant to Board input and direction, the FSBA Superintendent Search Team will collaborate with key district staff members to develop appropriate advertising materials that will announce the vacancy, identify required and/or preferred position qualifications, identify a salary range/benefits and length of contract to be offered, outline the application requirements/process and provide a description of the school district.

We will develop application procedures, and an advertisement plan with associated timeline. We will distribute to marketing bases and potential candidates, as identified by district or our team.

## **Phase 5: Develop plan for receiving applications and how they will be processed**

The FSBA Superintendent Search Team will outline a specific plan for how all resume packets and associated materials will be received, processed, shared, documented, and

available to the public. We will, with the board, determine a plan for communicating with applicants regarding material submission and associated questions. We will identify a public records custodian/contact person within the district to ensure that all requests for information are responded to efficiently.

#### **Phase 6: Conduct reference checks, and determine process for selecting candidates for the interview phase**

Under the direction of the School Board, candidates must be screened and references checked. The FSBA Superintendent Search Team will work with the board to determine a process for selecting candidates to be interviewed, and determine if the applicant pool will be filtered through any semi-finalist process.

#### **Phase 7: Interview candidates**

An interview process should be established for the final candidates with Board members and could include representation from the internal education community, the broader community, and other designated parties. FSBA will develop an on-site interview schedule based upon the number of finalists and associated activities including scheduling and scripting of meeting as well as developing custom questions for board use, if desired. The FSBA Superintendent Search Team will be on-site during the candidate interviews to ensure this crucial element of the process runs smoothly.

#### **Phase 8: Select a candidate**

The FSBA Superintendent Search Team will work with the board to determine a process to select the final candidate that best meets the needs of the district. We will provide, with input from your board, a meeting agenda and script for appropriate sections of the selection meeting.

#### **Phase 9: Develop contract and agreements**

The Board, the candidate, and the Board's attorney must establish a final employment agreement, as well as the expectations of the District for the Superintendent's performance and evaluation measurements. The FSBA Superintendent Search Team continues to serve as a resource to assist with the contract language and to develop a transition for the new district leader.

### Minimum of 3 References

Each person listed below served as chair of their board during the FSBA search process

Patrick Canan, St. Johns County School Board Member  
40 Orange Street, St. Augustine, FL 32084  
[patrick.canan@stjohns.k12.fl.us](mailto:patrick.canan@stjohns.k12.fl.us) or (904) 716-3450

Caroline Zucker, Sarasota County School Board Member  
1960 Landings Boulevard, Sarasota, FL 34231  
[Caroline.zucker@sarasotacountyschools.net](mailto:Caroline.zucker@sarasotacountyschools.net) or 941-780-8566

Rob Hyatt, Alachua County School Board Member  
620 East University Avenue, Gainesville, FL 32601  
[Rob.hyatt@gm.sbac.edu](mailto:Rob.hyatt@gm.sbac.edu) or 352-378-9903

Trevor Tucker, Flagler County School Board Member  
1769 East Moody Boulevard, Bunnell, FL 32110  
[Tuckert@flaglerschools.com](mailto:Tuckert@flaglerschools.com) or 386-931-5165

John Craig, former Brevard County School Board Member  
321.271.9705

Carl Persis, Volusia County School Board Chair  
200 N Clara Avenue, Deland, FL 32720  
[cpersis@cfl.rr.com](mailto:cpersis@cfl.rr.com) or 386-316-3600

## Price Proposal

### FSBA Led Superintendent Search Services

The maximum, "not to exceed" base fee for the full search services outlined, including Phases 1 through 9, is \$25,000 for FSBA full member districts.

Total estimated travel and additional on-site expenses determined based on location of district and desired activities for candidate interviews.

Additional expenses to be incurred by the district would include the following:

- Advertising costs.
- Printing, postage and publication costs.
- Board attorney costs to conduct reference checks on finalists and other specific requests of the board.
- District staff time associated with various aspects of process.

Summary Points for Recommended Board Policy Changes - Volume 19, Number 2 & Special Release on School Safety			
Policy #	Policy Title	Summary Points	Owner
100	Definitions	Revised. Bylaw 0100 was revised to remove the definition of "Relative," because Florida law provides for varying definitions of the term "relative" depending on the particular issue. Thus, instead of providing a uniform definition of "Relative," we have cited to the applicable statutory definition of "Relative" when that term is used throughout our policy templates. Clarity is also provided to the definition of "Superintendent" by stating that s/he is a Constitutional Officer under the Florida Constitution and that use of capital "S" "Superintendent" or lower case "s" "superintendent" in policy implies that the Superintendent has authority to delegate his/her responsibilities, unless such delegation is expressly prohibited by law.	Superintendent
123	Standards for Boardmanship	Revised. This bylaw is revised so that the language addressing the standards of boardmanship that are expected of Board members matches that which is set forth in the FSBA Bylaws and Policies.	Superintendent
124	Standards of Ethical Conduct	<b>NEW.</b> Board members and their relatives may not directly or indirectly solicit any gift, or directly or indirectly accept any gift in excess of \$50, from any person, vendor, potential vendor, or other entity doing business with the District. Additionally, the bylaw provides the Board with an option to prohibit Board members from accepting any gift regardless of its value. The bylaw is also revised to include a citation to F.S. 1001.421.	Superintendent
141.2	Conflict of Interest	Revised. Revised to include reference to Bylaw 0124.	Superintendent

**Summary Points for Recommended Board Policy Changes - Volume 19, Number 2 & Special Release on School Safety**

<b>Policy #</b>	<b>Policy Title</b>	<b>Summary Points</b>	<b>Owner</b>
147.1	Travel and Per Diem	<b>NEW.</b> The adoption of Bylaw 0147.1 is intended to address certain limitations on Board member travel. Pursuant to Florida Chapter Law 2018-5, Board members seeking to spend \$500.00 for travel outside their county must obtain prior approval from the Board, confirm that such travel is for official business of the Board, and be in compliance with the rules of the State Board of Education. Additionally, Board members seeking to travel outside of Florida must include an itemized list detailing all anticipated travel expenses including, but not limited to, the anticipated costs of all means of travel, lodging, and subsistence. The public must also be given an opportunity to speak on any Board member's specific travel agenda item prior to the Board taking action on whether to approve or deny the travel request.	Superintendent
9270	Home Education Programs	Revised. Revisions include provisions addressing that the District is not to assign a grade level to a home school student, registration requirements, notification requirements, participation in certain activities, and other minor matters. These revisions are the result of 2018-134. Revisions also Include School Board requested additions to mirror Statute.	Superintendent
1242	Professional Development	Revised. Revisions to these policies (#'s 1242, 3242, & 4242) incorporate amendments to F.A.C. Rule 6A-5.071. In November of 2018, FL DOE amended the rule to rename "Master Inservice Plan" to "Professional Learning Catalog." Other amendments to the rule address the content of Catalogs, review/approval processes, and data maintenance/reporting.	Curriculum & Instruction

Summary Points for Recommended Board Policy Changes - Volume 19, Number 2 & Special Release on School Safety			
Policy #	Policy Title	Summary Points	Owner
2371	Hope Scholarships	Revised. On March 1, 2019, the Florida Department of Education (FL DOE) issued a Memorandum to all School District Superintendents regarding the Hope Scholarship Program. See: <a href="https://info.fl DOE.org/docushare/dsweb/Get/Document-8483/dps-2019-10.pdf">https://info.fl DOE.org/docushare/dsweb/Get/Document-8483/dps-2019-10.pdf</a> . Importantly, FL DOE strongly takes the position that F.S. 1002.40 does not require substantiation of an incident in order for the District to be required to provide notice to a student's parent of the availability of the Hope Scholarship Program. Neola is of the position that the legislative intent expressed in F.S. 1002.40(1) makes clear that the program should only be available to those students who were "subjected to an incident" as opposed to those who simply report an incident. Policy 2371V1 incorporates Neola's interpretation of F.S. 1002.40.	Curriculum & Instruction
2460.01	Least Restrictive Environment	<b>DELETE.</b> Policy 2460.01 contains language very similar to that in Policy 2460. It is, therefore, in our judgment, duplicative, redundant, and unnecessary. It is recommended that this policy be rescinded by Board action.	Curriculum & Instruction
3242	Professional Development	Revised. Revisions to these policies (#'s 1242, 3242, & 4242) incorporate amendments to F.A.C. Rule 6A-5.071. In November of 2018, FL DOE amended the rule to rename "Master Inservice Plan" to "Professional Learning Catalog." Other amendments to the rule address the content of Catalogs, review/approval processes, and data maintenance/reporting.	Curriculum & Instruction

<b>Summary Points for Recommended Board Policy Changes - Volume 19, Number 2 &amp; Special Release on School Safety</b>			
<b>Policy #</b>	<b>Policy Title</b>	<b>Summary Points</b>	<b>Owner</b>
4242	Professional Development	Revised. Revisions to these policies (#'s 1242, 3242, & 4242) incorporate amendments to F.A.C. Rule 6A-5.071. In November of 2018, FL DOE amended the rule to rename "Master Inservice Plan" to "Professional Learning Catalog." Other amendments to the rule address the content of Catalogs, review/approval processes, and data maintenance/reporting. Policy 4242 was also revised to remove references to "teachers" as opposed to "staff members." The policy pertains to staff members, so teachers should not have been included in the policy.	Curriculum & Instruction
5112	Entrance Requirements	Revised. Special Release-School Safety-May 2019. On May 8, 2019, Florida Governor Ron DeSantis approved Senate Bill 7030 ("SB 7030"). SB 7030 (Florida Chapter Law 2019-22), titled "Implementation of Legislative Recommendations of the Marjory Stoneman Douglas High School Public Safety Commission," includes numerous legislative changes related to school safety and security.	Curriculum & Instruction
5225	Absences for Religious Holidays	Revised. District Requested. Changing the dates of the school year.	Curriculum & Instruction
5500	Student Conduct	Revised. Special Release-School Safety-May 2019. On May 8, 2019, Florida Governor Ron DeSantis approved Senate Bill 7030 ("SB 7030"). SB 7030 (Florida Chapter Law 2019-22), titled "Implementation of Legislative Recommendations of the Marjory Stoneman Douglas High School Public Safety Commission," includes numerous legislative changes related to school safety and security.	Curriculum & Instruction
5540	The Schools and Investigations Involving Students	Revised. The revision to Policy 5540 is technical and merely updates the website link for reporting suspected child abuse, abandonment, or neglect.	Curriculum & Instruction
8462	Student Abuse, Abandonment, & Neglect	Revised. District Requested for consistency. The revision to Policy 8462 is technical and merely updates the website link for reporting suspected child abuse, abandonment, or neglect.	Curriculum & Instruction

<b>Summary Points for Recommended Board Policy Changes - Volume 19, Number 2 &amp; Special Release on School Safety</b>			
<b>Policy #</b>	<b>Policy Title</b>	<b>Summary Points</b>	<b>Owner</b>
6233	District Budget	Revised. Policy 6233 was revised as a result of Florida Chapter Law 2018-5 which now requires the superintendent to reduce the District's administrative expenditures if the projected portion of the general fund's ending fund balance not classified as restricted, committed, or nonspendable in the District's approved operating budget falls below three percent (3%) of projected general fund revenues for two consecutive fiscal years.	Finance
6322	Construction Contracting and Bidding	Revised. Policy 6322 was revised to correct a clerical error from the 19-1 release regarding the Board's ability to negotiate directly with a bidder.	Finance
6325	Procurement - Federal Grants/Funds	Revised. Policy 6325 now specifies that the School Board must take affirmative steps to assure that small businesses (in addition to others) are used in accordance with Federal law. Policy 6325 also references AP 6325 which has been revised substantially as addressed infra.	Finance
6480	Expenditures	Revised. This policy was revised to clarify the procedure that must be undertaken by the School Board to amend its budget when it seeks to exceed the amount budgeted by function and object. Additionally, the policy was revised to address spending limitations imposed under Florida law when certain financial conditions exist.	Finance
6550	Travel Expense Reimbursement	Revised. The adoption of Bylaw 0147.1 is intended to address certain limitations on Board member travel. Pursuant to Florida Chapter Law 2018-5, Board members seeking to spend \$500.00 for travel outside their county must obtain prior approval from the Board, confirm that such travel is for official business of the Board, and be in compliance with the rules of the State Board of Education. Additionally, Board members seeking to travel outside of Florida must include an itemized list detailing all anticipated travel expenses including, but not limited to, the anticipated costs of all means of travel, lodging, and subsistence. The public must also be given an opportunity to speak on any Board member's specific travel agenda item prior to the Board taking action on whether to approve or deny the travel request.	Finance

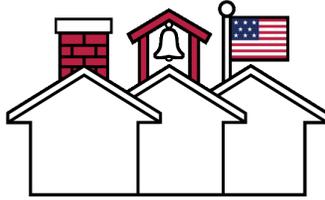
<b>Summary Points for Recommended Board Policy Changes - Volume 19, Number 2 &amp; Special Release on School Safety</b>			
<b>Policy #</b>	<b>Policy Title</b>	<b>Summary Points</b>	<b>Owner</b>
6605	Crowdfunding	Revised. This policy was revised to emphasize that crowdfunding activities must adhere to state and federal laws applicable to student privacy. Additional language was also added to specify that proceeds from crowdfunding activity becomes the property of the District or school and that District personnel are prohibited from accepting cash or equivalent payments. Finally, the definition of "crowdfunding" was slightly modified.	Finance
9211	Parent Organizations, Booster Clubs, and Other Fund-Raising Activities	Revised. The revisions to this policy are intended to more clearly distinguish between school-based and outside support organizations. Moreover, since outside support organizations typically provide financial support to school districts and are involved in school district activities, we included revised policy language that allows school districts to more closely monitor these organizations.	Finance
1130	Appointment, Assignment, Transfer, and Promotion of Administrators	Revised. Revisions to these policies specify that neither the superintendent nor a Board member may appoint or employ a relative to work under their direct supervisions that were required by legislation approved during the 2018 legislative session, and as referenced in Florida Chapter Law 2018-5. These provisions take effect on July 1, 2019. Importantly, these limitations do not apply to employees appointed or employed before the election or appointment of the superintendent or a Board member.	Human Resources
1210	Standards of Ethical Conduct	Revised. Policy 1210 was revised to clarify that the term "administrator" includes the superintendent and "administrative personnel" as those terms are defined in F.S. 1012.01. Language was also added to the policy specifying certain circumstances within which the superintendent may be required to forfeit his/her salary for one (1) year. See, F.S. 1001.42(7).	Human Resources
1590	Personnel File	Revised. Board Requested. Adding Statute language and General Records Schedule reference.	Human Resources

<b>Summary Points for Recommended Board Policy Changes - Volume 19, Number 2 &amp; Special Release on School Safety</b>			
<b>Policy #</b>	<b>Policy Title</b>	<b>Summary Points</b>	<b>Owner</b>
3120	Employment of Instructional Staff	Revised. Revisions to this policy are the result of changes to F.A.C. Rule 6A-1.0503 which now includes a definition for "In-Field." Outdated references to "highly qualified" and "NO CHILD LEFT BEHIND" were also removed.	Human Resources
3130	Appointment, Assignment, Transfer, and Promotion of Instructional Staff	Revised. Revisions to these policies specify that neither the superintendent nor a Board member may appoint or employ a relative to work under their direct supervisions that were required by legislation approved during the 2018 legislative session, and as referenced in Florida Chapter Law 2018-5. These provisions take effect on July 1, 2019. Importantly, these limitations do not apply to employees appointed or employed before the election or appointment of the superintendent or a Board member.	Human Resources
3220	Evaluation of Instructional Personnel	Revised. Policy 3220 was revised to specify that the District "may" as opposed to "shall" measure student learning growth using the formulas approved by the Commissioner and the standards for performance levels adopted by the State Board for courses associated with the Statewide, standardized assessments administered under F.S. 1008.22. See, F.S. 1012.34 (7)(b).	Human Resources
3590	Personnel File	Revised. Board Requested. Adding Statute language and General Records Schedule reference.	Human Resources
4130	Assignments	Revised. Revisions to these policies specify that neither the superintendent nor a Board member may appoint or employ a relative to work under their direct supervisions that were required by legislation approved during the 2018 legislative session, and as referenced in Florida Chapter Law 2018-5. These provisions take effect on July 1, 2019. Importantly, these limitations do not apply to employees appointed or employed before the election or appointment of the superintendent or a Board member.	Human Resources
4162	Drug and Alcohol Testing of Employees Who Perform Safety Sensitive Functions	Revised. Policy 4162 was revised to clarify that individuals who drive vehicles designed to transport 16 or more people (including the driver) are required to have a CDL license.	Human Resources

Summary Points for Recommended Board Policy Changes - Volume 19, Number 2 & Special Release on School Safety			
Policy #	Policy Title	Summary Points	Owner
4590	Personnel File	Revised. Board Requested. Adding Statute language and General Records Schedule reference.	Human Resources
7540	Technology	Revised. Revisions are proposed for Policy 7540 Technology to replace the previous definition of "social media" with a reference to the new definition in Bylaw 0100 and to replace previous language about the use of social media with references to new Policy 7544 which addresses that topic.	IT
7540.02	Web Content, Services, and Apps	Revised. Policy 7540.02 Web Content, Apps, and Services was revised to include an optional section through which the Board can authorize one-way communication with constituents via web content, apps, and services. Additional revisions are proposed for Policy 7540.02 to address the continuing issue of ADA compliance of District websites, web content, apps, and services.	IT
7540.03	Student Technology Responsible Use And Safety	Revised. District Requested for consistency. Changing the title of the responsible staff member.	IT
7540.04	Staff Technology Responsible Use and Safety	Revised. Revisions are proposed for Policy 7540.04 Staff Technology Acceptable Use and Safety so that the language allows Districts to reference the new social media policy and procedure if and when it is adopted.	IT
7544	Use of Social Media	<b>NEW.</b> The purpose of the policy is to provide Districts with a policy that authorizes the Superintendent to establish controls that govern the use of social media in the District.	IT
8330	Student Records	Revised. Special Release-School Safety-May 2019. On May 8, 2019, Florida Governor Ron DeSantis approved Senate Bill 7030 ("SB 7030"). SB 7030 (Florida Chapter Law 2019-22), titled "Implementation of Legislative Recommendations of the Marjory Stoneman Douglas High School Public Safety Commission," includes numerous legislative changes related to school safety and security.	IT

Summary Points for Recommended Board Policy Changes - Volume 19, Number 2 & Special Release on School Safety			
Policy #	Policy Title	Summary Points	Owner
7440.01	Video Surveillance and Electronic Monitoring	<b>NEW.</b> Policy 7440.01 is a new policy intended to address the School Board's use of video surveillance and electronic monitoring. In our experience, including in Florida and other states, most school districts utilize such equipment. Importantly, although not contained in the policy, Districts must be aware that the General Records Schedule (GS1-SL) for State and Local Government Agencies (Item #302) requires that surveillance recordings created to monitor activities occurring inside and/or outside of public buildings and/or public property (including school buses) must be retained for no less than 30 days.	Operations
8405	School Safety and Security	Revised. Special Release-School Safety-May 2019. On May 8, 2019, Florida Governor Ron DeSantis approved Senate Bill 7030 ("SB 7030"). SB 7030 (Florida Chapter Law 2019-22), titled "Implementation of Legislative Recommendations of the Marjory Stoneman Douglas High School Public Safety Commission," includes numerous legislative changes related to school safety and security.	Operations
8407	Safe-Schools Officers	Revised. Special Release-School Safety-May 2019. On May 8, 2019, Florida Governor Ron DeSantis approved Senate Bill 7030 ("SB 7030"). SB 7030 (Florida Chapter Law 2019-22), titled "Implementation of Legislative Recommendations of the Marjory Stoneman Douglas High School Public Safety Commission," includes numerous legislative changes related to school safety and security.	Operations
8420	Emergency Management, Emergency Preparedness, and Emergency Response Agencies	Revised. Special Release-School Safety-May 2019. On May 8, 2019, Florida Governor Ron DeSantis approved Senate Bill 7030 ("SB 7030"). SB 7030 (Florida Chapter Law 2019-22), titled "Implementation of Legislative Recommendations of the Marjory Stoneman Douglas High School Public Safety Commission," includes numerous legislative changes related to school safety and security.	Operations

<b>Summary Points for Recommended Board Policy Changes - Volume 19, Number 2 &amp; Special Release on School Safety</b>			
<b>Policy #</b>	<b>Policy Title</b>	<b>Summary Points</b>	<b>Owner</b>
8431	Preparedness for Toxic Hazard and Asbestos Hazard	Revised. The revisions to this policy is technical and merely deletes "Material" from "Material Safety Data Sheets." SDS (formerly MSDS) is the current industry term. District Requested changes include the addition of hazardous chemical use in classrooms/labs, application of pesticides, and compliance with the Asbestos Hazard Emergency Response Act and OSHA, while applying responsibility for these items to the Assistant Superintendent of Operations.	Operations
8500	Food Service Program	Revised. The revisions to this policy primarily relate to dietary modifications. In particular, Neola has been advised by the United States Department of Agriculture (USDA) that school districts should not wait for medical certification to initially accommodate a student's request for a dietary modification; rather, the school district should approve the request, provide the student with notice that h/she must provide medical certification within so many days and, if no certification is provided, the dietary modification may be discontinued. Moreover, USDA is of the opinion that dietary modifications need to be reviewed and approved by the student's IEP or Section 504 Team.	Operations



Book	Policy Manual
Section	Vol. 19, No. 2 - Revised
Title	Copy of DEFINITIONS
Code	*po0100 SM/bd 06 24 19
Status	
Adopted	August 13, 2013
Last Revised	December 11, 2018

## 0100 - **DEFINITIONS**

Whenever the following items are used in these bylaws and policies, they shall have the meaning set forth below:

### **Administrative Procedures**

A statement, based on policy, usually written, which outlines and/or describes the means by which a policy should be implemented and which provides for the management cycle of planning, action, and assessment or evaluation.

### **Agreement**

A collectively negotiated contract with a recognized bargaining unit.

### **Apps and Services**

Apps and services are software (i.e., computer programs) that support the interaction of wireless communication devices over a network, or client-server applications in which the user interface runs in a web browser. Apps and services are used to communicate/transfer information/data that allow students to perform actions/tasks that assist them in attaining educational achievement goals/objectives, enable staff to monitor and assess their students' progress, and allow staff to perform other tasks related to their employment. Apps and services also are used to facilitate communication to, from, and among and between staff, students, parents, Board members, and/or other stakeholders and members of the community.

### **Board**

The School Board of Indian River County.

### **Bylaw**

Policy of the Board for its own governance.

### **Chairman**

The presiding officer of the Board. (See Bylaw 0163)

### **Compulsory School Age**

All children who have attained the age of six (6) years or who will have attained the age of six (6) years by February 1<sup>st</sup> of any school year or who are older than six (6) years of age but who have not attained the age of sixteen (16) years,

except as otherwise provided in Florida statute, are required to attend school regularly during the entire school term. F.S. 1003.21

### **District**

The School District. When referencing the local School District, School District will be capitalized.

### **District-Based Noninstructional Administrators**

Included in this classification are persons with District-level administrative or policymaking duties who have broad authority for the management of policies and general School District operations related to the noninstructional program. Such personnel often report directly to the Superintendent and supervise other administrative employees. This classification includes assistant, associate, or deputy superintendents and directors of major noninstructional areas, such as personnel, construction, facilities, transportation, data processing, and finance. (F.S. 1012.01(2)(b))

### **Due Process**

The safeguards to which a person is entitled in order to protect his/her rights.

### **Information Resources**

The Board defines information resources to include any data/information in electronic, audio-visual, or physical form, or any hardware or software that makes possible the storage and use of data/information. This definition includes but is not limited to electronic mail, voice mail, social media, text messages, databases, CD-ROMs/DVDs, websites, motion picture film, recorded magnetic media, photographs, digitized information, or microfilm. This also includes any equipment, computer facilities, or online services used in accessing, storing, transmitting, or retrieving electronic communications.

### **Major Tangible Personal School Property**

Means any tangible personal property, of a nonconsumable nature, owned by the Board which has a capitalized value equal to or greater than the value defined in Florida statute and a normal life expectancy of one (1) year or more. (F.S. 274)

### **May**

Is used when an action by the Board or its designee is permitted but not required.

### **Meeting**

Is any gathering which is attended by or open to all of the members of the Board, held with the intent on the part of the members of the body present to discuss or act as a unit upon the specific public business of that body. All meetings shall comply with Florida Laws (Sunshine Law).

### **Minor Tangible Personal School Property**

Those items which are tangible, of a nonconsumable nature, with a life expectancy of one (1) year or more and with a value less than that amount defined in Florida statute. (F.S. 274)

### **Parent**

Means either or both parents of a student, any guardian of a student, any person in a parental relationship to a student, or any person exercising supervisory authority over a student in place of a parent (F.S. 1000.21). Both parents will be considered to have equal rights unless a court of law decrees otherwise.

### **Policy**

A general, written statement by the Board which defines its expectations or position on a particular matter and authorizes appropriate action that must or may be taken to establish and/or maintain those expectations.

### **Principal**

The principal shall be the administrative and supervisory head of the school to which assigned by the Board and shall be responsible for the enforcement of all Board regulations and Florida State statutes which pertain to the office. In policy, "Principal" or "principal" ~~capitalization of Principal~~ implies the authority to delegate ~~delegation of~~ responsibilities to appropriate staff members unless prohibited by law or Board policy. F.S. 1001.41, 1212.28

## Property

All buildings, grounds, and other real or personal school property belonging to, held by, or used by the Board shall be termed to be school property.

## Real Property

That portion which is used as a site or school plant for purposes of carrying out the school program. This includes any equipment which is permanently attached to or is an integral part of the building or site.

## Relative

~~The mother, father, sister, brother, spouse, parent of spouse, child, grandparents, grandchild, or dependent in the immediate household as defined in the negotiated, collectively bargained agreement.~~

## Rule

A statement of general applicability that implements, interprets, or prescribes law or policy, or describes the procedures or practice requirements of the District. As used in this document, the term "rule" and "policy" shall have the same definition.

## School Property Custodian

The custodian of school property is the person to whom responsibility for the custody of property under his/her control has been delegated by the Superintendent or the Board. This is not to be confused with the building custodian who is responsible for cleaning and maintaining the building and grounds.

## Shall

This word is used when an action by the Board or its designee is required. (The word "will" or "must" signifies a required action.)

## Social Media

Social media are online platforms where users engage one another and/or share information and ideas through text, video, or pictures. Social media consist of any form of online publication or presence that allows interactive communication, including, but not limited to, text messaging, instant messaging, websites, web logs ("blogs"), wikis, online forums (e.g., chat rooms), virtual worlds, and social networks. Examples of social media include, but are not limited to, Facebook, Facebook Messenger, Google Hangouts, Twitter, LinkedIn, YouTube, Flickr, Instagram, Pinterest, Skype, and Facetime. Social media does not include sending or receiving e-mail through the use of District-issued e-mail accounts. Apps and web services shall not be considered social media unless they are listed on the District's website as District-approved social media platforms/sites.

## Student

A person who is officially enrolled in a school or program of the District.

## Superintendent

As a Constitutional Officer under the Florida Constitution, the Superintendent is t~~The~~ chief executive officer of the School District. In policy, "Superintendent" or "superintendent" ~~-capitalization of Superintendent~~ implies the authority to delegate~~delegation of~~ responsibilities to appropriate staff members unless prohibited by law.

## Technology Resources

The Board defines technology resources to include computers, laptops, tablets, e-readers, cellular/mobile telephones, smartphones, web-enabled devices, video and/or audio recording equipment, projectors, software and operating systems that work on any device, copy machines, printers and scanners, information storage devices (including mobile/portable storage devices such as external hard drives, CDs/DVDs, USB thumb drives and memory chips), the computer network, Internet connection, and online educational services and apps.

## Textbook

This word is used to describe the learning material duly adopted and required as standard work for the study of a particular subject. It may be bound and printed with a hard or soft cover, or it may be electronic, e.g., computer

software, interactive videodisc, magnetic media, CD ROM, computer courseware, on-line service, electronic medium, or other means of conveying information.

**Vice-Chairman**

The Vice-Chairman of the Board.

**Wireless Communication Devices**

Wireless communication devices ("WCDS") include computers, laptops, tablets, e-readers, cellular/mobile phones, smartphones, and/or other web-enabled devices of any type.

**Work Session or Work Shop**

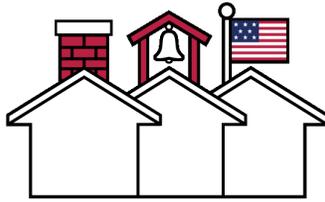
A meeting called by the Board Chairman, Superintendent, or a majority of the Board for the purpose of exploring matters that constitute the business of the District.

Statutory and Code of Notations - **A.** Citations to Florida statute are noted as F.S. **B.** Citations to the rules of the State Board of Education are noted as F.A.C. (Florida Administrative Code) **C.** Citations to the Federal Register are noted as F.R. **D.** Citations to the Code of Federal Regulations are noted as C.F.R. **E.** Citations to the United States Code are noted as U.S.C.

Revised 3/4/14  
Revised 2/14/17  
Revised 12/11/18

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Legal	F.S. 274
	F.S. 1001.21
	F.S. 1001.41
	F.S. 1003.21
	F.S. 1012.01(3)(b)
	F.S. 1012.28



Book Policy Manual  
Section Vol. 19, No. 2 - Revised  
Title Copy of STANDARDS OF BOARDMANSHIP  
Code \*po0123 sm/Bd 06 27 19  
Status  
Adopted August 13, 2013

### 0123 **STANDARDS FOR BOARDMANSHIP**

~~While serving on the School Board, each member shall agree to uphold the following standards:~~

- ~~A. remember that the first and greatest concern must be the educational welfare of all students attending the public schools, regardless of ability, race, creed, sex, or socio-economic status;~~
- ~~B. obey the law of Florida and the United States and bring about desired changes through legal and ethical procedures;~~
- ~~C. respect the confidentiality of privileged information;~~
- ~~D. recognize that as an individual Board member there is no authority to speak or act for the Board;~~
- ~~E. avoid conflicts of interest or the appearance thereof;~~
- ~~F. delegate authority for the administration of the schools to the Superintendent and staff;~~
- ~~G. encourage ongoing communications among Board members, the Board, students, staff, and the community;~~
- ~~H. render all decisions based on the available facts and independent judgment rather than succumbing to the influence of individuals or special interest groups;~~
- ~~I. make a concerted effort to attend all Board meetings and workshops;~~
- ~~J. become informed concerning the issues to be considered at each meeting;~~
- ~~K. improve boardmanship by studying educational issues and by participating in in-service programs;~~
- ~~L. support the employment of staff members based on qualifications and not as a result of influence;~~
- ~~M. cooperate with other Board members and the Superintendent to establish a system of regular and impartial evaluations of all staff;~~
- ~~N. cooperate in assessing the effectiveness of the Board as a whole as well as each Board member;~~
- ~~O. refrain from using the Board position for personal benefit or the benefit of family members or business associates;~~
- ~~P. express personal opinions but, once the Board has acted, accept the will of the majority;~~
- ~~Q. encourage recognition of the achievements of students and staff and the involvement and support of business and community members; and~~

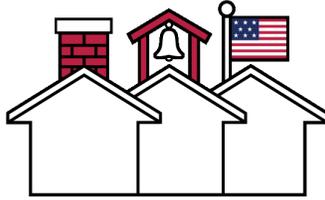
R. ~~comply with all duties and responsibilities set forth in the K-20 Education Code and the Code of Ethics for Public Officers and Employees.~~

As a member of the School Board, each Board member shall promote the best interest of the School District as a whole, and, to that end, each Board member shall adhere to the following educational and ethical standards:

- A. make decisions in terms of the educational welfare of all children, regardless of ability, race, creed, sex, or social standing;
- B. bring about desired changes through legal and ethical procedures, upholding and enforcing all laws, State Board of Education policies, and court orders pertaining to schools;
- C. recognize that decisions must be made by the Board as a whole and that when made, these decisions must be supported by the entire Board;
- D. focus Board action on policymaking, goal setting, planning, and evaluation and insist on regular and impartial evaluation of all staff;
- E. support school personnel in the proper performance of their duties;
- F. hold confidential all matters pertaining to the educational system that may needlessly harm individuals or the system and respect the confidentiality of information that is privileged under applicable law;
- G. attend all scheduled Board meetings and workshops insofar as is possible and become informed on the issues to be considered at these meetings;
- H. work with the Superintendent, neither undermining nor intruding into the areas legally assigned to the school administration;
- I. make policy decisions only after full discussion at public Board meetings and render these decisions based on available facts refusing to surrender that judgment to individuals or special groups;
- J. encourage the free expression of opinion by all Board members and seek systematic communication between the Board and students, staff and all elements of the community;
- K. inform myself about current educational issues through study and participation in appropriate programs and/or workshops;
- L. refrain from using my Board position for personal or political gain;
- M. encourage recognition of the achievements of students and staff and of the involvement of business and community members;
- N. listen to the community and make decisions based on the best interest of the system as a whole;
- O. support legislation and funding which will help to improve the educational opportunities and environment for students and staff;
- P. remember always that my first and greatest concern must be the educational welfare of all the students attending the District and that we must provide appropriate curriculum, facilities, and motivation so that students will be encouraged to love learning, enabling them to achieve their fullest and highest potential.

Pursuant to F.S. 1001.42(7), a Board member may not knowingly sign and transmit to any State official a report of alleged misconduct by instructional personnel or school administrators which affects the health, safety, or welfare of a student which the Board member knows to be false or incorrect, or knowingly fail to adopt policies that require instructional personnel and school administrators to report alleged misconduct by other instructional personnel and school administrators, or that require the investigation of all reports of alleged misconduct by instructional personnel and school administrators, if the misconduct affects the health, safety, or welfare of a student. Violation of these provisions will result in the forfeit of the Board member's salary for one (1) year.

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Book Policy Manual  
Section Vol. 19, No. 2 - Revised  
Title REVISED BYLAW - VOL. 19, NO. 2 - STANDARDS OF ETHICAL CONDUCT  
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NEW

### 0124 - Standards of Ethical Conduct

Members of the School Board recognize their individual duty to promote the best interests of the District. In doing so, members of the Board shall be guided by and adhere to the following ethical principles:

1. Members of the Board value the worth and dignity of every person, the pursuit of truth, devotion to excellence, acquisition of knowledge, and the nurture of democratic citizenship. Essential to the achievement of these standards are the freedom to learn and to teach and the guarantee of equal opportunity for all.
2. Members of the Board share the primary professional concern for the student and for the development of the student's potential. Members of the Board will, therefore, strive for professional growth and will seek to exercise the best professional judgment and integrity.
3. Members of the Board strive to achieve and sustain the highest degree of ethical conduct because they are aware of the importance of maintaining the respect and confidence of their colleagues, of students, of parents, and of other members of the community.

Members of the Board shall strive to fulfill the following obligations:

- A. Obligation to the student requires that members of the Board do what is necessary and appropriate so that:

1. students are protected from conditions harmful to learning and/or to the students' mental and/or physical health and/or safety is protected as well.
2. students are not unreasonably restrained from independent action in pursuit of learning.
3. students are not unreasonably denied access to diverse points of view.
4. subject matter relevant to a student's academic program is not intentionally suppressed or distorted.
5. students are not intentionally exposed to unnecessary embarrassment or disparagement.
6. student's legal rights are not intentionally violated.
7. students are not harassed or discriminated against on the basis of race, color, nationality or ethnic origin, sex (including sexual orientation, transgender status, or gender identity), disability (including HIV,

AIDS, or sickle cell trait), pregnancy, marital status, age (except as authorized by law), national or ethnic origin, political beliefs, or social and family background, military status, ancestry, or genetic information and each student is protected from harassment or discrimination.

- 
8. District staff members, administrators, or officials do not exploit a relationship with a student for personal gain or advantage.
- 
9. personally identifiable information obtained in the course of professional service is kept in confidence, unless disclosure serves professional purposes or is required by law.

B. Obligation to the public requires that the members of the Board do what is necessary and appropriate so that:

- 
1. District staff members, administrators, and officials distinguish between personal views and those of the District.
- 
2. facts concerning an educational matter are not intentionally distorted or misrepresented in direct or indirect public expression.
- 
3. institutional privileges are not used for personal gain or advantage. (see also Bylaw 0141.2, *Conflict of Interest*).
- 
4. District staff members, administrators, and officials do not accept a gratuity, gift, or favor that might influence professional judgment. (see also Bylaw 0141.2, *Conflict of Interest*).
- 
5. District staff members, administrators, and officials do not offer a gratuity, gift, or favor to obtain special advantages. (see also Bylaw 0141.2, *Conflict of Interest*).

C. Obligation to the profession of education requires that members of the Board do what is necessary and appropriate so that:

- 
1. all District staff members, administrators, and official maintain honesty in all professional dealings.
- 
2. a District staff member, administrator, or official is not denied professional benefits or advantages or participation in any professional organization not on the basis of race, color, national or ethnic origin, sex (including sexual orientation, transgender status, or gender identity), disability (including HIV, AIDS, or sickle cell trait), pregnancy, marital status, age (except as authorized by law), religion, political beliefs, or social and family background, military status, ancestry, or genetic information .
- 
3. District staff members, administrators, or officials do not interfere with a District staff member's, administrator's, or official's exercise of political or civil rights and responsibilities.
- 
4. a District staff member, administrator, or official does not engage in harassment or discriminatory conduct which unreasonably interferes with an individual's performance of professional or work responsibilities or with the orderly processes of education or which creates a hostile, intimidating, abusive, offensive, or oppressive environment; and, further, so that each District staff member, administrator, or official is protected from such harassment or discrimination.
- 
5. a District staff member, administrator, or official does not make malicious or intentionally false statements about another District staff member, administrator, or official.
- 
6. a District staff member, administrator, or official does not use coercive means or promises of special treatment to influence professional judgments of a colleague.
- 
7. a District staff member, administrator, or official does not misrepresent one's own professional qualifications.
- 
8. District staff members, administrators, or officials do not submit fraudulent information on any document in connection with professional activities.
- 
9. District staff members, administrators, or officials do not make any fraudulent statement or fail to disclose a material fact in one's own or another's application for a professional position.
- 
10. District staff members, administrators, or officials do not withhold information regarding a position from an applicant or misrepresent an assignment or conditions of employment.

11. a District staff member, administrator, or official does not assist with entry into or continuance in the profession of any person known to be unqualified in accordance with the *Principles of Professional Conduct for the Education Profession in Florida*, other applicable Florida statutes, State Board of Education rules, and Board policies.
  12. a District staff member, administrator, or official self-reports within forty-eight (48) hours to appropriate authorities (as determined by the District) any arrests/charges involving the abuse of a child or the sale and/or possession of a controlled substance. Such notice shall not be considered an admission of guilt nor shall such notice be admissible for any purpose in any proceeding, civil or criminal, administrative or judicial, investigatory or adjudicatory. In addition, Board members shall self-report any conviction, finding of guilt, withholding of adjudication, commitment to a pretrial diversion program, or entering of a plea of guilty or Nolo Contendere for any criminal offense other than a minor traffic violation within forty-eight (48) hours after the final judgment.
  13. a District staff member, administrator, or officials understand their duty to report to appropriate authorities any known allegation of a violation of the Florida School Code or State Board of Education rules as defined in F.S. 1012.795(1).
  14. a District staff member, administrator, or official does not seek reprisal against any individual who has reported any allegation of a violation of the Florida School Code or State Board of Education rules as defined in F.S. 1012.795(1).
- D. Members of the Board shall not have any interest, financial or otherwise, direct or indirect; engage in any business transaction or professional activity; or incur any obligation of any nature that is in substantial conflict with the proper discharge of his/her duties in the public interest. (see also Bylaw 0141.2, *Conflict of Interest*).
- E. All Board members shall adhere to the principles enumerated above.

### **Mandatory Training**

Members of the Board shall complete four (4) hours of ethics training each calendar year that addresses, at a minimum, the constitutional "Sunshine Law" provisions (Article II, Section 8), the statutory *Code of Ethics for Public Officers and Employees* (F.S. Chapter 112, Part III), and the public records and public meetings laws. This requirement may be satisfied by completion of a continuing legal education class or other continuing professional education class, seminar, or presentation if the required subjects are covered.

Members of the Board are also required to complete training annually on the standards of ethical conduct established in this bylaw.

### **Responsibilities Related to Allegations of Misconduct**

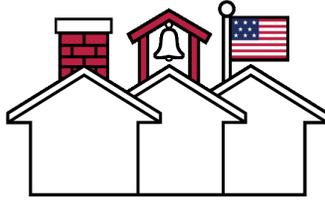
Pursuant to F.S. 1001.42(7), a Board member may not knowingly sign and transmit to any State official a report of alleged misconduct by instructional personnel or school administrators which affects the health, safety, or welfare of a student which the Board member knows to be false or incorrect, or knowingly fail to adopt policies that require instructional personnel and school administrators to report alleged misconduct by other instructional personnel or school administrators, or that require the investigation of all reports of alleged misconduct by instructional personnel and school administrators, if the misconduct affects the health, safety, or welfare of a student. Violation of this provision will result in the forfeit of the Board member's salary for one (1) year.

F.S. 112.312  
F.S. 112.313  
F.S. 112.3142  
F.S. 112.3148  
F.S. 112.3149  
F.S. 1001.42(6)  
F.S. 1001.421  
F.S. 1012.23  
F.A.C. 6A-10.081

[F.S. 112.312](#)  
[F.S. 112.313](#)  
[F.S. 112.3142](#)  
[F.S. 112.3148](#)  
[F.S. 112.3149](#)  
[F.S. 1001.42\(6\)](#)  
[F.S. 1001.421](#)  
[F.S. 1012.23](#)  
[F.A.C. 6A-10.081](#)

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Legal	F.S. 112.312
	F.S. 112.313
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	F.S. 112.3148
	F.S. 112.3149
	F.S. 1001.42(6)
	F.S. 1001.421
	F.S. 1012.23
	F.A.C. 6A-10.081



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Adopted August 13, 2013

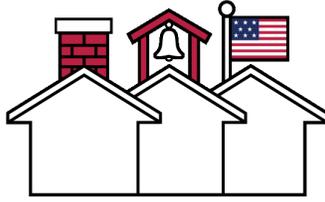
0141.2 **CONFLICT OF INTEREST**

[AIn addition to the provisions of Bylaw 0124, pertaining to conflicts of interests, a](#) School Board member shall not have any direct financial interest in a contract with the School District nor shall s/he furnish directly any labor, equipment, or supplies to the District.

It is not the intent of this policy to prevent the District from contracting with corporations or businesses because a Board member is an employee of the firm. The policy is designed to prevent placing a Board member in a position where his/her interest in the public schools and his/her interest in his/her place of employment may conflict even though such conflict may not exist.

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Legal F.S. 112.311, 286.xx, 1001.42



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Code \*po0147.1 SM/bd 6 27 19  
Status

**NEW BYLAW - VOL. 19, NO. 2**

**0147.1 - TRAVEL AND PER DIEM**

Members of the School Board have a duty to promote the best interests of the District and are expected to engage in meaningful professional development to enhance their leadership abilities and fulfill their responsibilities. In doing so, members of the Board may need to travel from time-to-time in the county, out of the county, and/or out of the State.

Members of the Board seeking reimbursement for travel must utilize District-approved forms.

**In-County Travel**

Travel on official business performed within Indian River County by members of the Board shall be reimbursed at the maximum rate allowed by F.S. Chapter 112.061; said mileage shall be determined by actual odometer reading, if travel performed by personal automobile

Reimbursable in-county travel for members of the Board is defined as that travel performed as part of a Board member's duties.

**Out-of-County Travel (Within the State of Florida)**

Expenditures for travel outside the District are not permitted if any of the financial conditions outlined in F.S. 1011.051, and as set forth in Policy 6233, exist.

If such a financial condition does not exist, when approved in advance, expenses for out-of-county travel for members of the Board members shall be paid at the rate allowed by State law. Copies of receipts for lodging, transportation, tolls, registration fees, and parking must be attached to the traveler's request for reimbursement.

Travel outside the county that exceeds \$500.00 requires prior approval by the Board to confirm that such travel is for official business of the District and complies with rules of the State Board of Education.

**Out-of-State Travel**

Expenditures for travel outside the State are not permitted if any of the financial conditions outlined in F.S. 1011.051, and as set forth in Policy 6233, exist.

If such a financial condition does not exist, when approved in advance, expenses for out-of-State travel for members of the Board shall be paid at the rate allowed by State law.

Any request by a member of the Board member to travel outside of Florida must include an itemized list detailing all anticipated travel expenses including, but not limited to, the anticipated costs of all means of travel, lodging, and subsistence. The public shall have an opportunity to speak on any member of the Board specific travel agenda item prior to the Board taking action on whether to approve or deny the travel request.

## **Travel Costs Paid or Reimbursed from Federal Funds**

Travel payment and reimbursement provided from Federal funds must be authorized in advance and must be reasonable and consistent with the District's travel policy and administrative guidelines. For travel paid for with Federal funds, the travel authorization must include documentation that demonstrates that (1) the participation in the event by the individual traveling is necessary to the Federal award; and (2) the costs are reasonable and consistent with the District's travel policy.

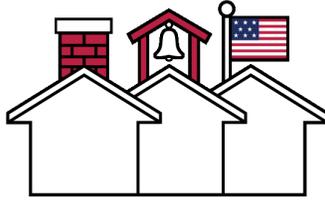
Commercial airfare costs in excess of the basic least expensive unrestricted accommodations class offered by commercial airlines are unallowable except when such accommodations would (1) require circuitous routing; (2) require travel during unreasonable hours; (3) excessively prolong travel; (4) result in additional costs that would offset the transportation savings; or (5) offer accommodations not reasonably adequate for the traveler's medical needs. Instances of commercial airfare cost in excess of the basic least expensive unrestricted accommodations class must be justified and documented on a case-by-case basis.

To the extent that the District's policy does not establish the allowability of a particular type of travel cost, the rates, and amounts established under 5 U.S.C. 5701-11, ("Travel and Subsistence Expenses; Mileage Allowances") must apply to travel under Federal awards.

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Legal

- F.S. 112.061
- F.S. 1001.39
- F.S. 1011.051
- F.A.C. 6A-1.056
- 2 C.F.R. 200.474



Book	Policy Manual
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Code	*po9270 SM/bd 6 27 19
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Adopted	August 13, 2013
Last Revised	April 24, 2018

#### 9270 - HOME EDUCATION PROGRAMS

A "home education program" means the sequentially progressive instruction of a student directed by his/her parent in order to satisfy the attendance requirements set forth in State law 1002.41 (Board) Home school students will not be assigned a grade level by the District.

Home education programs are an available public school choice option for parents of students in the District and are excluded from meeting the day or hour requirements of the school day or school year.

#### Establishment of a Home Education Program

Parents residing in the District seeking to establish a home education program for their child shall notify the Superintendent of their intent to establish and maintain a home education program.

If the student has previously not been enrolled in the District, when making such notification, the parent shall also comply with the residency verification required by State law and Policy 5112 - Entrance Requirements.

The notice ~~must shall~~ be in writing, signed by the parent, and ~~must shall~~ include the full legal names, addresses, and birthdates of all children who shall be enrolled as students in the home education program. If the parent of a child who has been identified as exhibiting a pattern of nonattendance enrolls the child in a home education program, the Superintendent shall provide the parent with a copy of F.S. 1002.41, and a copy of the accountability requirements set forth in F.S. 1003.26(1)(f) with which the parent shall be expected to comply, and a copy of Policy 5200 which sets forth the actions that must be taken for noncompliance. Parents establishing and maintaining a home education program are not required to hold a valid regular Florida teaching certificate.

The notice ~~must shall~~ be filed in the Superintendent's office within thirty (30) days of the establishment of the home education program. The Superintendent shall accept the notice and immediately register the home education program upon receipt of the notice. A parent is not required to submit any additional information or verification unless the student chooses to participate in a District program or service. If the student chooses to participate in a District program or service, s/he will be required to supply the District with the same information that is required of the District's students in order to participate in the program or service.

Home education program students will be provided written notification of the available industry certifications, national assessments, and Statewide, standardized assessments offered by the District. The notice will include the following:

- A. the date, time and locations of the administration of each certification and assessment; and
- B. the deadline for notifying the District of the student's intent to participate and the student's preferred location.

Parents must file a written notice of termination of the home education program shall be filed in the Superintendent's office within thirty (30) days of completion of the home education program. The written notice must also include a copy of the student's Annual Educational Evaluation. ~~after said termination.~~

## Portfolios

Parents who establish a home education program shall maintain a portfolio of records and materials. The portfolio ~~must~~ shall consist of the following:

- A. A log of educational activities that is made contemporaneously with the instruction and that designates by title any reading materials used.
- B. Samples of any writings, worksheets, workbooks, or creative materials used or developed by the student.
- C. The parent shall determine the content of the portfolio, preserve it for 2 years, and make it available for inspection, if requested, by the Superintendent, upon 15 days' written notice. Nothing in this section shall require the Superintendent to inspect the portfolio. (Board)

~~The portfolio shall be preserved by the parent for two (2) years and shall be available for inspection by the Superintendent, if requested, upon fifteen (15) days' written notice.~~ (Board)

## Annual Educational Evaluation

Parents who establish a home education program shall provide for an annual educational evaluation documenting their child's demonstration of educational progress at a level commensurate with his/her ability. The parent shall select the method of evaluation and shall file a copy of the evaluation annually with the Superintendent's office in the District. The annual educational evaluation shall consist of one of the following:

- A. A teacher selected by the parent shall evaluate the student's educational progress upon review of the portfolio and discussion with the student. Such teacher shall hold a valid regular Florida certificate to teach academic subjects at the elementary or secondary level.
- B. The student shall take any nationally normed student achievement test administered by a certified teacher.
- C. The student shall take a State student assessment test used by the District and administered by a certified teacher, at a location and under testing conditions approved by the District.
- D. The student shall be evaluated by an individual holding a valid, active Florida teacher (Board) license pursuant to the provisions of State law; or (Board)
- E. The student shall be evaluated with any other valid measurement tool as mutually agreed upon by the Superintendent and the parent.

The Superintendent's ~~designee~~ shall ~~review and~~ accept the results of the annual educational evaluation of the student in a home education program. If the student does not demonstrate educational progress at a level commensurate with his/her ability, the Superintendent shall notify the parent, in writing, that such progress has not been achieved and request that the parent submit the student's portfolio for review. Pursuant to State law, the parent must submit the portfolio within fifteen (15) days of receiving this notice.

The parent shall have one (1) year from the date of receipt of the written notification to provide remedial instruction to the student. At the end of the one (1) year probationary period, the student shall be reevaluated as specified in State law. Continuation in a home education program shall be contingent upon the student demonstrating educational progress commensurate with his/her ability at the end of the probationary period.

## Home Education Student Participation in Certain Activities

In accordance with Florida law, home education program students may participate in certain activities associated with the District. These activities include, but are not limited to, the following:

- A. ~~i~~nterscholastic extra-curricular student activities;
- B. ~~D~~ual enrollment programs;
- C. District virtual instruction programs;
- D. Career and technical courses and programs when the student enrolls in a public school solely for career and technical courses and programs. (Neola) The school district that provides the career and technical courses and programs shall

report each student as a full-time equivalent student in the class and in a manner prescribed by the department, and funding shall be provided through the Florida Education Finance Program pursuant to s. 1011.62; (Board)

E. Industry certifications, national assessments, and statewide, standardized assessments offered by the District.

Furthermore, home education program students may also enroll in one (1) or more courses provided by the District for students in grades K through 12. The student's enrollment shall be on a space available basis. If the home education program student enrolls in one (1) or more courses, the student shall be subject to the rules and expectations that apply to all other enrolled students.

Academic placement of the child for the current school term will be made by the school, in accordance with the transfer requirements as stated in the current District Student Progression Plan. The specific topic references are: All Transfer Students K-6; Transfer Students, Middle/High Students; and Transfer Students, Senior High School Students.

Parents/Guardians are responsible for the transportation of students in home education/private schools programs both to and from the public school providing the course(s) of interest. The school principal will establish the time and place for the arrival and departure of home education/private school student accepted into the part-time program. All home education/private school students who attend the District on a part-time basis are subject to the same relevant rules and regulations as full-time students.

### **Exceptional Student Education**

Parents of students not enrolled in the District who suspect that their child has a disability should (1) contact the District's exceptional student education office and request that their child be tested and evaluated or (2) contact FLDOE's regional testing and resource center for testing and evaluation and request that their child be evaluated in accordance with State law. If requested to do so by a parent of student suspected of having a disability, the District shall perform testing and evaluation services for the child.

If it is determined that a child meets eligibility requirements for exceptional student education, his/her parent(s) may enroll the child in the District's ESE program to receive a free appropriate public education, choose to educate the child in a home education program, or choose to access other educational options provided by State law, such as Personal Learning Scholarship Account (PLSA), McKay Scholarship Program, or Virtual Education. The District is not obligated to provide services to students with disabilities who are served in any way other than in the District's ESE program.

If the parent of a child with a disability who is currently enrolled in a home education program chooses to enroll the child full time in the District, the District shall provide a free appropriate public education in accordance with the terms of Policy 2460 – Exceptional Student Education, the Individuals with Disabilities Education Improvement Act (IDEIA), Section 504 of the Rehabilitation Act of 1973, and any other applicable Florida and Federal laws.

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Revised 4/24/18

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Legal

F.S. 490.003

F.S. 1001.32(2)

F.S. 1001.41

F.S. 1002.20

F.S. 1002.41

F.S. 1002.45

F.S. 1003.01

F.S. 1003.21

F.S. 1003.26

F.S. 1006.03

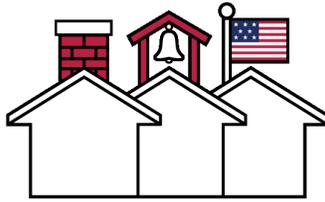
F.S. 1006.15

F.S. 1007.27

F.S. 1007.271

F.A.C. 6A-6.0331, General Education Intervention Procedures, Evaluation, Determination of Eligibility, Reevaluation and the Provision of Exceptional Student Education Services

FLDOE Home Education and ESE Services FAQs



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Adopted	August 13, 2013
Last Revised	April 24, 2018

## 1242 - PROFESSIONAL DEVELOPMENT

### Professional Development System

Pursuant to State law, the School District will work collaboratively with the Florida Department of Education (FLDOE), public postsecondary institutions, State education foundations, teachers, consortia, and professional organizations, and business/community representatives in Florida to maintain a coordinated system of professional development. The purpose of the system is to increase student achievement, enhance classroom instructional strategies that promote rigor and relevance throughout the curriculum and prepare students for continuing education in the workforce.

The District's comprehensive professional development plan will incorporate school improvement plans, will align with the Florida Professional Development System Evaluation Protocol Standards, which support the framework for standards adopted by ~~the Learning Forward National Staff Development Council~~, and will align with the principal leadership training. Furthermore, the results of the performance evaluations of administrators conducted pursuant to State law and Board Policy 1220 will be used when identifying areas for which professional development is needed.

As part of its effort to develop and refine its professional development plan, the District will review and monitor school discipline data; school environment surveys; assessments of parental satisfaction; performance appraisal data of teachers, managers, and administrative personnel; and other performance indicators to identify school and student needs that can be met by improved professional performance.

The Board will provide funding for professional development as required by State law and the General Appropriations Act and will authorize expenditures from other sources to continuously strengthen the District's system of professional development. The plan will also provide for training for each teacher who will use materials that were purchased with funds allocated by the State for instructional materials, provide for in-service credit for the training, and document satisfactory completion of the training by each teacher.

The in-service activities for administrators shall focus on an analysis of student achievement data, the use of the Board-adopted evaluation program for instructional staff, ongoing formal and informal assessments of student achievement, identification and use of enhanced and differentiated instructional strategies that emphasize rigor, relevance, and reading in the content areas, enhancement of subject content expertise, integrated use of classroom technology that enhances teaching and learning, classroom management, parent involvement, and school safety.

The District shall also provide in-service activities and support targeted to the individual needs of new administrators participating in the professional development certification and education competency program.

The Superintendent shall establish and maintain an individual professional development plan for each administrator assigned to a school as a seamless component to the school improvement plans developed pursuant to State law. The individual professional development plan established by the Superintendent shall:

1. define the in-service objectives and specific measurable improvements expected in student performance as a result of the in-service activity;
2. include an evaluation component that determines the effectiveness of the professional development plan;
3. include in-service activities for school administrative personnel that address updated skills necessary for instructional leadership and effective school management;
4. provide for systematic consultation with regional and State personnel designated to provide technical assistance and evaluation of local professional development programs;
5. provide for delivery of professional development by distance learning and other technology-based delivery systems to reach more educators at lower costs;
6. provide for the continuous evaluation of the quality and effectiveness of professional development programs in order to eliminate ineffective programs and strategies and to expand effective ones. Evaluations must consider the impact of such activities on the performance of participating educators and their students' achievement and behavior.

By July 1st of each year and prior to the release of funds for instructional materials, pursuant to statutory requirements, the Superintendent will certify to the Commissioner of Education that the Board has approved a comprehensive professional development plan that requires fidelity of implementation of instructional materials that are in the first two (2) years of the adoption cycle. The report will also include verification that the training was provided.

## **Professional Learning Catalog**

### 1. Components

As part of its coordinated system of professional development, the District will establish a Professional Learning Catalog (catalog) that outlines all professional learning opportunities, referred to as components, for all District employees from all funding sources. For each component, the catalog will include the following:

1. a title;
2. an identifying number assigned in accordance with the Florida Department of Education (FLDOE) Information Database Requirements: Volume II – Automated Staff Information System pursuant to F.S. 1008.385(2) and F.A.C. 6A-1.0014;
3. the maximum number of in-service points to be awarded for successful completion of the component, assigned in accordance with the specifications outlined in F.A.C. 6A-5.071(7);
4. a description of the specific objectives and activities to be completed; and,
5. the component evaluation criteria for determining the effectiveness of professional learning in:
  1. addressing the specific objectives;
  2. increasing educator knowledge and skills;
  3. changing educator dispositions or practice in the educational setting; and,
  4. improving student outcomes.

For each component for which in-service points will be awarded, the catalog will also include a description of any follow-up activities that will be required and support that will be provided to allow for successful completion of the component.

### 2. Review, Amendment, and Submission

Annually, the District shall conduct a review of the previous year's catalog, program, operations, that results in a

determination of its effectiveness in the educational setting as measured by changes in educator practice and student outcomes, and use this information to make decisions about which components to continue, modify, or eliminate.

Based on the results of the review, and by September 1st, annually, the catalog will be updated and approved by the Board.

By October 1st of each year, the District will submit a letter to the Commissioner of Education verifying that the Board has approved the District's catalog and that it meets the criteria set forth in F.A.C. 6A-5.071. Any components of the District's catalog developed or modified after the annual approval of the catalog will be approved as an amendment by the Board.

### 3. Record Maintenance and Data Reporting

The following information will be maintained for each component:

1. dates the component was delivered;
2. names of component leaders;
3. names of participants and performance records;
4. evaluation of the component; and,
5. criteria for successful completion.

The following information will be maintained for each component participant:

1. title and number of the component;
2. dates of participation;
3. satisfactory or unsatisfactory completion; and,
4. number of in-service points to be awarded, eligibility of the points to be used for certification, and expiration date of the educator's certificate(s), if applicable. All requirements for renewal of a professional certificate on the basis of completion of in-service points pursuant to F.S. 1012.585 and F.A.C. 6A-4.0051 shall be met.

The District will report data information for all approved professional learning components through the FLDOE's automated data reporting procedures.

~~As required by State law, the District's comprehensive professional development plan will be updated by September 1<sup>st</sup>, annually. Any substantial revisions to the District's plan will be submitted to the FLDOE for their review for continued approval. The Superintendent will annually recommend for the School Board's consideration and adoption of the updated comprehensive professional development plan so that verification of the adoption can be submitted to the Commissioner of Education not later than October 1<sup>st</sup> of each year.~~

~~The Board will provide funding for professional development as required by State law and the General Appropriations Act and will authorize expenditures from other sources to continuously strengthen the District's system of professional development. The plan will also provide for training for each teacher who will use materials that were purchased with funds allocated by the State for instructional materials, provide for in-service credit for the training, and document satisfactory completion of the training by each teacher.~~

~~The in-service activities for administrators shall focus on the analysis of student achievement data, the use of the Board adopted evaluation program for instructional staff, ongoing formal and informal assessments of student achievement, identification and use of enhanced and differentiated instructional strategies that emphasize rigor, relevance, and reading in the content areas, enhancement of subject content expertise, integrated use of classroom technology that enhances teaching and learning, classroom management, parent involvement, and school safety.~~

~~The District shall also provide in-service activities and support targeted to the individual needs of new teachers participating in the professional development certification and education competency program.~~

~~Additionally, the District shall make available, on a space available basis, in-service activities to instructional personnel who are designated as administrators of nonpublic schools in the District and the State certified teachers who are not employed by the Board on a fee basis not to exceed the cost of the activity per all participants.~~

~~The Superintendent shall establish and maintain an individual professional development plan for each administrator assigned to a school as a seamless component to the school improvement plans developed pursuant to State law. The individual professional~~

development plan established by the Superintendent shall:

- A. ~~define the in-service objectives and specific measurable improvements expected in student performance as a result of the in-service activity;~~
- B. ~~include an evaluation component that determines the effectiveness of the professional development plan;~~
- C. ~~include in-service activities for school administrative personnel that address updated skills necessary for instructional leadership and effective school management;~~
- D. ~~provide for systematic consultation with regional and State personnel designated to provide technical assistance and evaluation of local professional development programs;~~
- E. ~~provide for delivery of professional development by distance learning and other technology-based delivery systems to reach more educators at lower costs;~~
- F. ~~provide for the continuous evaluation of the quality and effectiveness of professional development programs in order to eliminate ineffective programs and strategies and to expand effective ones. Evaluations must consider the impact of such activities on the performance of participating educators and their students' achievement and behavior.~~

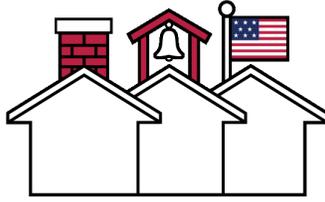
~~By July 1<sup>st</sup> of each year and prior to the release of funds for instructional materials, pursuant to statutory requirements, the Superintendent will certify to the Commissioner of Education that the Board has approved a comprehensive professional development plan that requires fidelity of implementation of instructional materials that are in the first two (2) years of the adoption cycle. The report will also include verification that the training was provided.~~

Revised 7/28/15

Revised 4/24/18

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Legal	F.S. 1001.42
	F.S. 1011.62
	F.S. 1011.67
	F.S. 1012.22
	F.S. 1012.34
	F.S. 1012.98
	F.S. 1012.985
	F.S. 1012.986



Book	Policy Manual
Section	Vol. 19, No. 2 - Revised
Title	Copy of HOPE SCHOLARSHIPS
Code	*po2371 HC/bd 06 27 19
Status	
Adopted	April 23, 2019

### 2371V2 - HOPE SCHOLARSHIPS

Students subjected to an incident of violence or bullying at school have the opportunity to seek a transfer to another District school with capacity or request a scholarship to attend an eligible private school.

#### Eligibility

Contingent upon availability, and on a first-come, first-served basis, a student in grade K-12 is eligible for a Hope Scholarship if ~~it is established that~~ the student was subjected to, and subsequently reported to the Principal, any of the following incidents (as set forth in F.S. 1002.40(3)) at school, on a school bus, at a school bus stop, at a school-related/sponsored program or activity, or at any other school location:

- A. battery;
- B. harassment (see Policy 5517.01 - Bullying and Harassment);
- C. hazing (see Policy 5516 - Student Hazing);
- D. bullying (see Policy 5517.01 - Bullying and Harassment);
- E. kidnapping;
- F. physical attack;
- G. robbery;
- H. sexual offenses (including harassment, assault, or battery) (see Policy 5517.02 - Sexual Violence);
- I. threat or intimidation; or
- J. fighting.

#### Investigation and Parental Notification of Hope Scholarship Program

Upon receipt of a report from a student of any of the incidents set forth herein, the Principal shall provide a copy of the report to the parent of the student and investigate the incident within fifteen (15) days to determine if the incident must be reported to the Florida Department of Education's (FLDOE) Automated Student Information System.

Within twenty-four (24) hours after receipt of the report, the Principal shall provide a copy of the report to the parent of the alleged offender and to the superintendent.

Upon conclusion of the investigation and a finding that the student was subjected to any of the incidents set forth herein, the District shall notify the parent of the existence of the Hope Scholarship Program using the Hope Scholarship Notification Form (Form IEPC-HS1) developed by the FLDOE and offer the parent an opportunity to enroll the student in another public school that has capacity or to request and receive, contingent upon available funds, and on a first-come, first-served basis, a scholarship to attend an eligible private school, subject to available funding.

In the event an investigation is not concluded within fifteen (15) days, the District shall notify the parent of the existence of the Hope Scholarship Program using the Hope Scholarship Notification Form (Form IEPC-HS1) developed by the FLDOE.

#### **Parent Notification of Withdrawal to Eligible Private School**

Parents who elect to attend an eligible private school through the Hope Scholarship Program must inform the District at the time of withdrawal.

#### **Statewide Assessments**

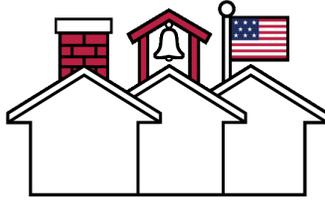
The District will notify any student who resides in the District and receives a Hope Scholarship, and his/her parent, about the locations and times to take all Statewide assessments. Parents shall be responsible for transporting the student to the assessment site.

#### **Term of Hope Scholarship**

A Hope Scholarship shall remain in force until the student graduates from high school.

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Legal                      F.S. 1002.40  
                                    F.A.C. 6A-6.0951



Book	Policy Manual
Section	Vol. 19, No. 2 - Revised
Title	Copy of LEAST RESTRICTIVE ENVIRONMENT
Code	*po2460.01 HC/bd Delete
Status	
Adopted	August 13, 2013
Last Revised	March 4, 2014

**2460.01— LEAST RESTRICTIVE ENVIRONMENT**

~~The administration and delivery of special education programs and services should be within the District and at the school at which a student would regularly attend, unless determined otherwise by a student's Individualized Education Plan (IEP) Team. Further, the Board endorses a commitment to the provision of a continuum of special education programs and services to students with disabilities within the District.~~

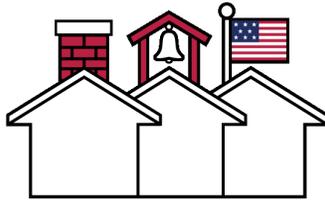
~~Placement options shall follow a continuum of services model to ensure that every student with a disability is provided a Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE). To that end, every attempt will be made to first serve disabled students in the context of a regular education classroom. Segregation of exceptional students will occur only when the nature or severity of the exceptionality is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. Other more restrictive environments such as: resource rooms, self-contained categorical classrooms, or settings outside of a District school will be considered only when placement in the regular classroom has been documented by the IEP Team to be inappropriate for the student's educational needs.~~

~~A more detailed description of the procedures followed in this regard can be found in the District's Exceptional Student Education Plan.~~

~~Revised 3/4/14~~

~~© Neola 2013~~

Legal	F.S. 1001.41, 1001.42, 1003.01(3), 1003.57 20 U.S.C. 1400 et seq.
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Book	Policy Manual
Section	Vol. 19, No. 2 - Revised
Title	Copy of PROFESSIONAL DEVELOPMENT
Code	*po3242 KB/bd 06 03 2019
Status	
Adopted	August 13, 2013
Last Revised	April 24, 2018

## 3242 - PROFESSIONAL DEVELOPMENT

### Professional Development System

Pursuant to State law, the School District will work collaboratively with the Florida Department of Education (FLDOE), public postsecondary institutions, State education foundations, teachers, consortia, and professional organizations, and business/community representatives in Florida to maintain a coordinated system of professional development. The purpose of the system is to increase student achievement, enhance classroom instructional strategies that promote rigor and relevance throughout the curriculum, and prepare students for continuing education and the workforce.

The District's comprehensive professional development plan will incorporate school improvement plans, and will align with the Florida Professional Development System Evaluation Protocol Standards, which support the framework for standards adopted by Learning Forward the National Staff Development Council. Furthermore, the results of the annual needs assessment and performance evaluations of instructional staff members conducted pursuant to State law and Board Policy 3220 will be used when identifying the areas for which professional development is needed. As part of its effort to develop and refine its professional development plan, the District will review and monitor school discipline data; school environment surveys; assessments of parental satisfaction; performance appraisal data of teachers, managers, and administrative personnel; and other performance indicators to identify school and student needs that can be met by improved professional performance.

~~As required by State law, the District's comprehensive professional development plan will be updated by September 1<sup>st</sup> annually. Any substantial revisions to the District's plan will be submitted to the FLDOE for their review for continued approval. The Superintendent will annually recommend for the School Board's consideration and adoption the updated comprehensive professional development plan, so that verification of the adoption can be submitted to the Commissioner of Education not later than October 1<sup>st</sup> of each year.~~

The Board will provide funding for professional development as required by State law and the General Appropriations Act and will authorize expenditures from other sources to continuously strengthen the District's system of professional development. The plan will also provide for training for each teacher who will use materials that were purchased with funds allocated by the State for instructional materials, provide for in-service credit for the training, and document satisfactory completion of the training by each teacher.

The in-service activities for instructional personnel shall focus on analysis of student achievement data, ongoing formal and informal assessments of student achievement, identification and use of enhanced and differentiated instructional strategies that emphasize rigor, relevance, and reading in the content areas, enhancement of subject content expertise, integrated use of classroom technology that enhances teaching and learning, classroom management, parent involvement, and school safety. Additionally, in-service activities will be made available for instructional personnel of nonpublic schools in the District and the State certified teachers who are not employed by the Board on a fee basis not to exceed the cost of the activity per all participants.

The District shall also provide in service activities and support targeted to the individual needs of new teachers participating in the professional development certification and education competency program.

School principals may, but are not required to, establish and maintain an individual professional development plan for each instructional employee assigned to the school. The individual professional development plan must:

- A. be related to specific performance data for the students to whom the teacher is assigned;
- B. define the in-service objectives and specific measurable improvements expected in student performance as a result of the in-service activity;
- C. include an evaluation component that determines the effectiveness of the professional development plan.

### **Professional Development Certification and Education Competency Program**

The District will develop, and implement upon approval of the FLDOE, a competency-based professional development certification program by which members of the District's instructional staff with a State-issued temporary certificate may satisfy the mastery of professional preparation and education competence requirements specified in State law and rules of the State Board of Education.

The program shall include the components set forth in State law, including but not limited to the specification of a minimum period of initial preparation before the participating staff member assumes the duties as the teacher of record, an assessment of teaching performance pursuant to Policy 3220 - Evaluation of Instructional Personnel, and the assignment of an experience peer mentor to each participant. Peer mentors utilized in this program must hold a valid professional certificate pursuant to State law, must have earned at least three (3) years of teaching experience in prekindergarten through grade 12, and must have earned an effective or highly effective rating on the prior year's performance evaluation.

### **Certification of an Approved Comprehensive Professional Development Plan**

By July 1<sup>st</sup> of each year and prior to the release of funds for instructional materials, pursuant to statutory requirements, the Superintendent will certify to the Commissioner of Education that the Board has approved a comprehensive professional development plan that requires fidelity of implementation of instructional materials that are in the first two (2) years of the adoption cycle. The report will also include verification that the training was provided.

### **Professional Learning Catalog**

#### **1. Components**

As part of its coordinated system of professional development, the District will establish a Professional Learning Catalog (catalog) that outlines all professional learning opportunities, referred to as components, for all District employees from all funding sources. For each component, the catalog will include the following:

- 
1. a title;
- 
2. an identifying number assigned in accordance with the FLDOE Information Database Requirements: Volume II – Automated Staff Information System pursuant to F.S. 1008.385(2) and F.A.C. 6A-1.0014;
- 
3. the maximum number of in-service points to be awarded for successful completion of the component, assigned in accordance with the specifications outlined in F.A.C. 6A-5.071(7);
- 
4. a description of the specific objectives and activities to be completed; and,
- 
5. the component evaluation criteria for determining the effectiveness of professional learning in:
  - 
  1. addressing the specific objectives;
  - 
  2. increasing educator knowledge and skills;
  - 
  3. changing educator dispositions or practice in the educational setting; and,
  - 
  4. improving student outcomes.
- 

For each component for which in-service points will be awarded, the catalog will also include a description of any follow-up activities that will be required and support that will be provided to allow for successful completion of the component.

## 2. **Review, Amendment, and Submission**

Annually, the District shall conduct a review of the previous year's catalog program operations that results in a determination of its effectiveness in the educational setting as measured by changes in educator practice and student outcomes, and use this information to make decisions about which components to continue, modify, or eliminate.

Based on the results of the review, and by September 1st, annually, the catalog will be updated and approved by the Board.

By October 1st of each year, the District will submit a letter to the Commissioner of Education verifying that the Board has approved the District's catalog and that it meets the criteria set forth in F.A.C. 6A-5.071. Any components of the District's catalog developed or modified after the annual approval of the catalog will be approved as an amendment by the Board.

## 3. **Record Maintenance and Data Reporting**

The following information will be maintained for each component:

1. dates the component was delivered;
2. names of component leaders;
3. names of participants and performance records;
4. evaluation of the component; and,
5. criteria for successful completion.

The following information will be maintained for each component participant:

1. **title and number of the component;**
2. **dates of participation;**
3. **satisfactory or unsatisfactory completion; and,**
4. **number of in-service points to be awarded, eligibility of the points to be used for certification, and expiration date of the educator's certificate(s), if applicable. All requirements for renewal of a professional certificate on the basis of completion of in-service points pursuant to F.S. 1012.585 and F.A.C. 6A-4.0051 shall be met.**

The District will report data information for all approved professional learning components through the FLDOE's automated data reporting procedures.

Revised 3/4/14  
Revised 4/24/18

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Legal

F.S. 1001.42

F.S. 1011.62

F.S. 1011.67

F.S. 1012.22

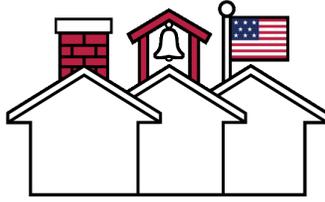
F.S. 1012.34

F.S. 1012.56

F.S. 1012.98

F.S. 1012.985

F.S. 1012.986



Book Policy Manual  
Section Vol. 19, No. 2 - Revised  
Title Copy of PROFESSIONAL DEVELOPMENT  
Code \*po4242 KP/bd 06 03 2019  
Status  
Adopted August 13, 2013

#### 4242 - PROFESSIONAL DEVELOPMENT

##### **Professional Development System**

The School Board believes that training is a prerequisite for continued growth of staff and, therefore, pursuant to State law, requires encourages the participation of support staff members to participate in in-service and other training programs.

By July 1st of each year and prior to the release of funds for instructional materials, pursuant to statutory requirements, the Board shall approve a comprehensive staff development plan that requires fidelity of implementation of instructional materials that are in the first two (2) years of the adoption cycle.

The staff development plan shall provide for training for each staff member who will use the materials in their assignment and require documentation of satisfactory completion of the training by each staff member.

In addition to requiring training about the fidelity of instructional materials for those support staff who may use them, incorporating school improvement plans, and aligning with principal leadership training, tThe District's staff development plan shall require necessary and appropriate training for the various classifications of support staff, including, but not limited to, job-specific skills training, training related to the *School Safety and Security Plan*, and any other training required by State or Federal law

The Superintendent shall annually report to the Board on the implementation of the District's staff development plan.

##### Professional Learning Catalog

###### 1. **Components**

**As part of its coordinated system of professional development, the District will establish a Professional Learning Catalog (catalog) that outlines all professional learning opportunities, referred to as components, for all District employees from all funding sources. For each component, the catalog will include the following:**

1. **a title;**
2. **an identifying number assigned in accordance with the FLDOE Information Database Requirements: Volume II – Automated Staff Information System pursuant to F.S. 1008.385(2) and F.A.C. 6A-1.0014;**
3. the maximum number of in-service points to be awarded for successful completion of the component, assigned in accordance with the specifications outlined in F.A.C. 6A-5.071(7);

4. a description of the specific objectives and activities to be completed; and,
5. the component evaluation criteria for determining the effectiveness of professional learning in:
  1. addressing the specific objectives;
  2. increasing employee knowledge and skills;
  3. changing employee dispositions or practice in the educational setting; and,
  4. improving student outcomes.

For each component for which in-service points will be awarded, the catalog will also include a description of any follow-up activities that will be required and support that will be provided to allow for successful completion of the component.

## **2. Review, Amendment, and Submission**

Annually, the District shall conduct a review of the previous year's catalog program operations that results in a determination of its effectiveness in the educational setting as measured by changes in educator practice and student outcomes, and use this information to make decisions about which components to continue, modify, or eliminate.

Based on the results of the review, and by September 1st, annually, the catalog will be updated and approved by the Board.

By October 1st of each year, the District will submit a letter to the Commissioner of Education verifying that the Board has approved the District's catalog and that it meets the criteria set forth in F.A.C. 6A-5.071. Any components of the District's catalog developed or modified after the annual approval of the catalog will be approved as an amendment by the Board.

## **3. Record Maintenance and Data Reporting**

The following information will be maintained for each component:

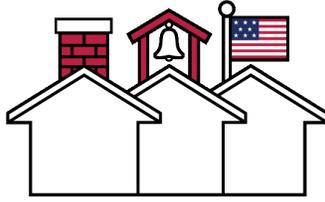
1. dates the component was delivered;
2. names of component leaders;
3. names of participants and performance records;
4. evaluation of the component; and,
5. criteria for successful completion.

The following information will be maintained for each component participant:

1. title and number of the component;
2. Dates of participation;
3. Satisfactory or unsatisfactory completion; and,
4. number of in-service points to be awarded, eligibility of the points to be used for certification, and expiration date of the educator's certificate(s), if applicable. All requirements for renewal of a professional certificate on the basis of completion of in-service points pursuant to F.S. 1012.585 and F.A.C. 6A-4.0051 shall be met.

The District will report data information for all approved professional learning components through FLDOE's automated data reporting procedures.





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Adopted	August 13, 2013
Last Revised	April 23, 2019

### 5112 - **ENTRANCE REQUIREMENTS**

The School Board hereby establishes entrance age requirements for students which are consistent with statute and sound educational practice and requires the equitable treatment of all eligible children.

Pursuant to State law, all children who have attained the age of six (6) years or who will have attained the age of six (6) years by February 1<sup>st</sup> of any school year or who are older than six (6) years of age but who have not attained the age of sixteen (16) years, except as otherwise provided in Florida statute, are required to attend school regularly during the entire school term. Further, all children enrolling in a District school shall meet the immunization requirements set forth in F.S. 1003.22, as well as provide evidence of a physical exam as required by State law.

The Superintendent may require evidence of the age of any child who seeks to enroll in the District or who the Superintendent believes to be within the limits of compulsory attendance as provided by law; however, the Superintendent will not require evidence from any child who meets regular attendance requirements by attending any of the following schools or programs:

- A. a parochial, religious, or denominational school;
- B. a private school supported in whole or in part by tuition charges or by endowments or gifts;
- C. a home education program that meets the requirements of F.S. Chapter 1002; or
- D. a private tutoring program that meets the requirements of F.S. Chapter 1002.

In addition, consistent with rules adopted by the State Board of Education, children with disabilities who have attained the age of three (3) years shall be eligible for admission to the District's special education programs and for related services. Children with disabilities younger than three (3) years of age who are deaf or hard of hearing, visually impaired, dual sensory impaired, orthopedically impaired, other health impaired, who have experienced traumatic brain injury, who have autism spectrum disorder, established conditions, or who exhibit developmental delays or intellectual disabilities may be eligible for special programs and may receive services in accordance with rules of the State Board of Education. The identification of established conditions for children birth through two (2) years of age and developmental delays for children birth through five (5) years of age shall be in accordance rules adopted by the State Board of Education.

Further, as required by F.S. 1003.22 and Policy 5320, Immunization and Health Examination, all children enrolling in a District school shall meet the immunization requirements set forth in State law, as well as provide evidence of a physical exam as required by State law.

### **Kindergarten**

Children entering kindergarten in this District for the first time must comply with F.S. 1003.21 regarding entry age. A child must be five (5) years old on or before September 1<sup>st</sup>, in order to meet the Florida age requirement for kindergarten. A child under

age six (6) who is enrolled in kindergarten will be considered of compulsory school age.

### **First Grade**

Children entering first grade in this District for the first time must comply with F.S. 1003.21. Any child who has attained the age of six (6) years on or before September 1<sup>st</sup> of the school year and who has been enrolled in a public school or who has attained the age of six (6) years on or before September 1<sup>st</sup> and has satisfactorily completed the requirements for kindergarten in a non-public school, or who otherwise meets the criteria for admission or transfer in a manner similar to that applicable to other grades, shall progress according to the District's student progression plan.

Students transferring to first grade from a kindergarten program other than the one offered by the District will need written verification of satisfactory completion of kindergarten from the public or non-public school attended. Home education is not an option. Verification forms are available at each elementary school.

### **Initial Entry**

- A. Children entering the District for the first time must comply with F.S. 1003.21 and with the District's *Student Progression Plan*. Students must have an immunization record on file at the school. Any student who does not have the proper immunization shall be temporarily excluded from attendance until compliance has been documented.
- B. Each child who is entitled to admittance to kindergarten or is entitled to any other initial entrance into a public school in the District must have a certification of a school-entry health examination performed within one (1) year before enrollment in school. Students transferring into the District from a school within the State of Florida who have completed physical examination form as part of their school record need not be re-examined. Examinations taken out-of-state may be accepted if performed within one (1) year of entry and include documentation and reported on the official forms of the physician. A student shall have up to thirty (30) school days to present a certification of a school-entry health examination. Children and youths who are experiencing homelessness and children who are known to the Department as homeless, as defined in F.S. 39.0016, shall be given a temporary exemption for thirty (30) school days. The school health services plan shall contain provisions to assist students in obtaining the health examinations.
- C. A child may be exempt from the required health examination and/or immunization upon written request of the parent or guardian of such child stating an objection to examination and/or immunization on religious grounds or for medical reasons certified by a competent medical authority.
- D. Any student and/or his/her parent(s) who enters the District for the first time must disclose the following information at the time of enrollment:
  - 1. prior school expulsions;
  - 2. arrests resulting in a charge;
  - 3. juvenile justice actions; and
  - 4. any corresponding referrals to mental health services by a school district that the student previously attended.

Any student who discloses any of the above-referenced matters is subject to the provisions of the Code of Student Conduct, Policy 5500, and Policy 5610 relating to disciplinary placement and/or assignment of students.

### **MAXIMUM AGE FOR ATTENDANCE IN THE REGULAR HIGH SCHOOL PROGRAM**

A student reaching the age of twenty (20) years on or before September 1<sup>st</sup> of any year shall be considered ineligible for attendance in high school. The student shall be informed of opportunities to continue his/her education in a different environment, including, but not limited to, adult education and high school equivalency examination preparation. However, exceptional education students may remain in school until the student earns a standard diploma up through and including the school year in which the student turns twenty-two (22) years of age.

- A. Any parent/guardian of a student under the age of eighteen (18) or an adult student when initially enrolling in a District school for the first time shall be required to present:
  - 1. certification of immunization as required by the Department of Health; (An exemption may be granted as provided in F.S. 1003.22)
  - 2. evidence of date of birth pursuant to F.S. 1003.21;

3. evidence of health examination pursuant to F.S. 1003.22;
4. proof of residency in Indian River County; and
5. a report card from the last school attended if the student has previously been enrolled in another school. (In the absence of a report card the student shall be temporarily assigned to the grade deemed appropriate until a copy of the official record is received.)

The person enrolling the student will be required to complete the enrollment form. The form includes a section that identifies the persons authorized to remove the student from school for proper and legitimate purposes other than the students' parents. The number of authorized adults is limited to six (6). Only the person enrolling the student has the right to change the name(s) of the person(s) on the list. Each parent will have the right to pick-up, visit, and meet with his/her student at school, without the need for consent, unless the school has received a certified copy of an enforceable court order that provides to the contrary. A certified copy of an enforceable court order is also required to change names on the enrollment form.

- B. Voluntary Pre-Kindergarten—A student who has attained or will attain the age of four (4) years on or before September 1<sup>st</sup> of the school year shall be eligible for admission to voluntary pre-kindergarten.
- C. Students, who are participating in a home education program in accordance with F.S. 1002.41, may be admitted to the public schools of this District on a part-time basis. Admission consideration is restricted to middle and high schools and the following shall apply:
  1. Students in home education who wish to attend public schools must have met the criteria for a home education program during the entire semester immediately prior to the time of admission, meet the same registration requirement as full-time students, and enroll for and attend at least one (1) regularly scheduled class period at the zoned school. Such students must register prior to the start of the semester they will attend. Students enrolled in public school full time will be given priority in course registration. Homeschooled students who are excluded from a class/course at their zoned school due to space limitation may attend another school if space in that class/course is available and a variance is granted. Students in exceptional student education will be provided services as required by law.
  2. Students enrolled in home education programs who have requested to participate in an extra-curricular activity that requires enrollment in a curricular program will be allowed to register for the program immediately with no requirement for one (1) full prior semester of home education enrollment. The student's eligibility to participate in extra-curricular activities shall be governed by F.S. 1006.15.
  3. The District is not responsible for the transportation of students in a home education program to or from the school. The school Principal will establish the time and place for arrival and departure of home education students. Students who attend school on a part-time basis are subject to all applicable rules and regulations pertaining to full-time students, including required immunization. Attendance on a part-time basis does not entitle the student to participate in non-interscholastic, extra-curricular activities, including graduation events.

#### **Verification of Residence**

Verification of a parent or guardian's residence shall be required at the time the child registers in a District school. Verification of residence may also be required at any other time at the discretion of the Superintendent.

#### **Notification of in Loco Parentis**

In cases in which a student is temporarily not residing with his/her parents or legal guardian for a short period of time, the parent or legal guardian of the student shall designate in writing that adult person with whom the student resides who stands in loco parentis to the student in order for him/her to be admitted or continue in school. This statement shall be notarized and presented to the principal.

Revised 3/24/15  
 Revised 7/28/15  
 Revised 4/12/16  
 Revised 12/11/18  
 Revised 4/23/19

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F.S. 1003.01

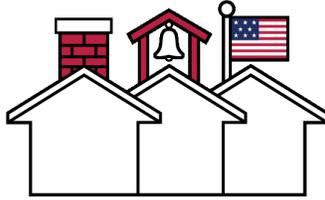
F.S. 1003.21

F.S. 1003.22

F.S. 1006.07

F.S. 1012.584

F.A.C. 6A-1.0985



Book	Policy Manual
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Adopted	August 13, 2013
Last Revised	April 12, 2016

#### 5225 - **ABSENCES FOR RELIGIOUS HOLIDAYS**

It is the policy of the School Board that absences from school for observance of a religious holiday or because the tenets of a student's religion forbid secular activity during a school day or portion thereof shall be excused subject to compliance with this policy.

The following is a list of religious holidays ~~for the 2015-2016 school year~~ for which student absences will be excused:

##### A. August

1. Fast in Honor of the Holy Mother of Lord Jesus (Eastern Orthodox Christian)
2. Lammas (Christian and Wicca)
3. Lughnassad (Northern Hemisphere)/Imbolc (Southern Hemisphere) (Wicca Pagan)
4. Transfiguration of the Lord (Eastern Orthodox Christian)
5. Obon (Shinto)
6. Dormition of the Theotokos (Eastern Orthodox Christian)
7. Feast of the Assumption of the Blessed Virgin Mary (Catholic Christian)
8. Raksha Bandhan (Hindu)
9. Beheading of John the Baptist (Christian)

##### B. September

1. Ecclesiastical Year begins (Orthodox Christian)
2. Krishna Janmashtami - Hindu
3. Nativity of Mary (Christian)
4. The Elevation of the Holy Cross (Eastern Orthodox Christian)

5. Rosh Hashanah\* (Jewish begins sundown)
6. Ganesha Chaturthi (Hindu)
7. Paryushana Parva (Jain)
8. Waqfal Arafa - Hajj (Islam begins sundown)
9. Yom Kippur (Jewish)
10. Mabon (Wicca/Pagan begins sundown on 22<sup>nd</sup>)
11. Ostara (Wicca/Pagan begins sundown on 22<sup>nd</sup>)
12. Eid al Adha - Sacrifice Day (Islam begins sundown)
13. Meskel (Ethiopian Orthodox Christian)
14. Sukkot (Jewish begins sundown)
15. Michael and All Angels (Christian)

#### C. October

1. Saint Francis Day (Christian)
2. Shemini Atzeret (Jewish begins sundown)
3. Simchat Torah (Jewish begins sundown)
4. Navaratri (Hindu)
5. Hijra - New Year (Islam begins sundown)
6. Birth of B'ab (Baha'i begins sundown)
7. Installation of the Scriptures of Guru Granth (Sikh)
8. Dasara (Hindu)
9. Saint George's Day (Christian)
10. Ashura (Islam begins sundown)
11. Reformation Day (Protestant Christian)
12. Milvian Bridge Day (Christian)
13. All Hallows Eve (Christian)
14. Samhain (northern hemisphere)/Beltan (southern hemisphere) (Wicca/Pagan begins sundown)

#### D. November

1. All Saints' Day (Christian)
2. All Souls' Day (Christian)
3. Deepavali (Hindu)
4. Diwali (Deepavali) (Hindu/Jain/Sikh)
5. Birth of Baha'u'llah (Baha'i begins sundown)

6. New Year (Jain)
7. Advent/Nativity Fast begins (Orthodox Christian)
8. Christ the King (Christian)
9. Guru Tegh Bahadur Martyrdom (Sikh)
10. Guru Nanak Dev Sahib birthday (Sikh)
11. Thanksgiving (Interfaith USA)
12. Day of Covenant (Baha'i)
13. Ascension of 'Abdu'l Baha (Baha'i begins sundown)
14. Advent begins (Christian)
15. Saint Andrew's Day (Christian)

#### E. December

1. Saint Nicholas Day (Christian)
2. Hanukkah (Judaism begins sundown)
3. Rohatsu (Bodhi Day) (Buddhist)
4. Immaculate Conception (Christian)
5. Advent Fast begins (Orthodox Christian)
6. Feast Day of Our Lady of Guadalupe (Catholic Christian)
7. Posada Navidenas (Christian)
8. Yule (Wicca (northern hemisphere - begins sundown) and Christian)/Litha (Wicca (southern hemisphere))
9. Mawlid an Nabi (Islam begins sundown)
10. Christmas (Christian)
11. Zarathosht Diso (Zoroastrian)
12. Feast of the Holy Family (Catholic Christian)
13. Holy Innocents (Christian)
14. Watch Night (Christian)

#### F. January

1. Mary, Mother of God (Catholic Christian)
2. Feast Day of St. Basil (Orthodox Christian)
3. Gantan-sai (New Years) (Shinto)
4. Twelfth Night (Christian)
5. Guru Gobind Singh birthday (Sikh)

6. Epiphany (Christian)
7. Feast of Epiphany (Theophany) (Orthodox Christian)
8. Dia de los Reyes (Three Kings Day) (Christian)
9. Nativity of Christ (Armenian Orthodox)
10. Feast of the Nativity (Orthodox Christian)
11. Feast of the Holy Family (Catholic Christian)
12. Baptism of the Lord Jesus (Christian)
13. Maghi (Sikh)
14. Blessing of the Animals (Hispanic Catholic Christian)
15. World Religion Day (Baha'i)
16. Week of Prayer for Christian Unity (Christian)
17. Timkat (Ethiopian Orthodox Christian)
18. Mahayana New Year (Buddhist)
19. Conversion of St. Paul (Christian)
20. Tu B'shvat (Jewish)

#### G. February

1. Clean Monday (Orthodox Christian)
2. Candlemas - Presentation of Christ in the Temple (Christian)
3. Imbolic (Wicca - northern hemisphere)/Lughnassad (Wicca - southern hemisphere)
4. Saint Brigid of Kildare (Celtic Christian)
5. St. Blaze Day (Christian)
6. Setsebun sai (Shinto)
7. Four Chaplains Sunday (Interfaith)
8. Transfiguration Sunday (Christian)
9. Chinese New Year (Confucian, Daoist, Buddhist)
10. Shrove Tuesday (Christian)
11. Ash Wednesday (Christian)
12. Triodion (Orthodox Christian)
13. Vasant Panshami (Hindu)
14. St. Valentine's Day (Christian)
15. Nirvana Day (Buddhist)
16. Intercalary Days (Baha'i)

## H. March

1. St. David of Wales (Christian)
2. Nineteen Day Fast (Baha'i)
3. Orthodox Sunday (Orthodox Christian)
4. Maha Shivaratri (Hindu)
5. Cheesefare Sunday (Orthodox Christian)
6. L. Ron Hubbard's Birthday (Church of Scientology)
7. Ostara (Wicca - northern hemisphere)/Mabon (Wiccan - southern hemisphere)
8. Palm Sunday (Christian)
9. Norooz (New Year) (Persian/Zoroastrian)
10. Naw-Rúz (New Year) (Baha'i)
11. Annunciation of the Blessed Virgin Mary (Catholic Christian)
12. Good Friday (Christian)
13. Easter (Christian)
14. Khordad Sal (Birth of Prophet Zaranthushtra) (Zoroastrian)
15. Mahavir Jayanti (Jain)

## I. April

1. Hindu New Year (Hindu)
2. Ramayana (Hindu)
3. Baisakhi (Vaisakhi) (Sikh)
4. Ramanavami (Hindu)
5. First Day of Ridvan (Baha'i)
6. Hanuman Jayanti (Hindu)
7. Theravadin New Year (Buddhist)
8. Pesach (Passover) (Jewish)
9. St. George's Day (Christian)
10. Lazarus Saturday (Orthodox Christian)
11. Palm Sunday (Orthodox Christian)
12. Ninth Day of Ridvan (Baha'i)
13. Holy Friday (Orthodox Christian)
14. St. James the Great Day (Orthodox Christian)

15. Mahavir Jayanti (Jain)

J. May

1. Pascha (Easter) (Orthodox Christian)
2. Beltane (Wicca - northern hemisphere)/Samhain (Wicca - southern hemisphere)
3. Twelfth Day of Ridvan (Baha'i)
4. Saints Philip & James (Christian)
5. National Day of Prayer (Interfaith USA)
6. Lailat al Miraj (Islam)
7. Yom HaShoah (Jewish)
8. National Day of Prayer (Interfaith USA)
9. Ascension of Jesus (Christian)
10. Yom Ha'Atzmaut (Jewish)
11. Visakha Puja (Buddhist)
12. Pentecost (Christian)
13. Lailat al Bara'ah (Islam)
14. Trinity Sunday (Christian)
15. Declaration of the Bab (Baha'i)
16. Lailal al Bara'a (Islam)
17. Lag B'Omer (Jewish)
18. Corpus Christi (Catholic Christian)
19. Ascension of Baha'u'llah (Baha'i)

K. June

1. Ascension of Jesus (Orthodox Christian)
2. Sacred Heart of Jesus (Catholic Christian)
3. Ramadan begins (Islam)
4. St. Columba of Iona (Celtic Christian)
5. Ascension of Jesus (Orthodox Christian)
6. Shavuot (Jewish)
7. Guru Arjan martyrdom (Sikh)
8. New Church Day (Swedenborgian Christian)
9. Pentecost (Orthodox Christian)

10. Litha (Wicca - northern hemisphere)
11. Yule (Wicca - southern hemisphere)
12. All Saints (Orthodox Christian)
13. Feast Day of Saints Peter and Paul (Christian)

Periodically, the Superintendent may consult with religious institutions and leaders in the community with regard to modification of the above list of religious holidays. The Board, however, is not bound by the information provided to the Superintendent by religious institutions and leaders.

The Superintendent shall establish procedures and time limits to be observed:

- A. by students, teachers, and administrators in making available to each student, so excused, an opportunity to make up any examination, study, or work assignment which has been missed;
- B. by a student's parent(s) or guardian when giving prior notice of the student's intended absence; and
- C. when giving affected students and parents an opportunity to be heard in connection with the decision not to excuse an absence on a day or portion thereof which is not included in the above list of religious holidays.

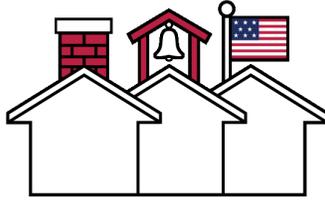
Revised 4/12/16

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F.S. 1003.21

F.A.C. 6A-1.09514



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Last Revised	December 11, 2018

#### 5500 - **STUDENT CONDUCT**

Respect for law and for those persons in authority shall be expected of all students. This includes conformity to school rules as well as general provisions of law affecting students. Respect for the rights of others, consideration of their privileges, and cooperative citizenship shall also be expected of all members of the school community.

Respect for real and personal property; pride in one's work; achievement within the range of one's ability; and exemplary personal standards of courtesy, decency, and honesty shall be maintained in the schools of this District.

The School Board has zero tolerance for conduct that poses a ~~serious~~ threat to school safety. Zero tolerance policies must apply equally to all students, ~~and are not intended to be rigorously applied to petty acts of misconduct and misdemeanors. This zero tolerance policy does not require the reporting of petty acts of misconduct and misdemeanors to a law enforcement agency. Petty acts of misconduct, include, but are not limited to, disorderly conduct, disrupting a school function, simple assault or battery, verbal abuse or use of profanity, cheating, theft of less than \$300, trespassing, and vandalism of less than \$1,000, possession or use of tobacco, and other school-based offenses delineated in the Code of Student Conduct.~~

Florida law requires that students found to have committed one of the following offenses:

- A. bringing a firearm or weapon, as defined in F.S. Chapter 790, to school, to any school function, or onto any school-sponsored transportation, or possessing a firearm at school; or
- B. making a threat or false report, as defined by F.S. 790.162 and 790.163, involving school or school personnel's property, school transportation, or a school-sponsored activity;

shall be expelled, with or without continuing educational services, from the student's regular school for a period of not less than one (1) full year, and shall be referred to mental health services identified by the District and, the criminal justice or juvenile justice system.

The Superintendent may consider the one (1) year expulsion requirement on a case-by-case basis and request that the Board modify the requirement by assigning a student to a disciplinary program or second chance school. The Superintendent's request for modification must be in writing, and may only be presented to the Board for consideration if the student and/or the student's parent(s) agree in writing to accept the Superintendent's recommendation. The Board may approve the request if it is determined to be in the best interest of the student and the school system. If a student committing either of the offenses enumerated above is a student who has a disability, the Board shall comply with applicable State Board of Education rules for discipline of such students.

The District shall enter into agreements with local law enforcement specifying procedures so that acts that pose a ~~serious~~ threat to school safety, whether committed by a student or adult, are reported to a law enforcement agency having jurisdiction.

Those acts that pose a ~~serious~~ threat to school safety include, but are not limited to,:

- A. possession of firearms or other weapons
- B. placing, discharging, or throwing an explosive item or noxious substance or making threats to do so
- C. arson
- D. felony assault
- E. threats of unsafe and potentially harmful, dangerous, violent, or criminal activities

Petty acts of misconduct that are not a threat to school safety do not require consultation with law enforcement.

The following are typically considered petty acts of misconduct, although each act must be examined on a case-by-case basis to determine whether or not the act constitutes a threat to school safety requiring consultation with law enforcement:

- A. disorderly conduct
- B. disrupting a school function
- C. simple assault or battery
- D. verbal abuse or use of profanity
- E. cheating
- F. theft of less than \$300, trespassing, and vandalism of less than \$1,000
- G. possession or use of tobacco

Notwithstanding any other provision of Board policy, pursuant to F.S. 1006.13(5), any student found to have committed an act of assault or aggravated assault, or battery or aggravated battery, on any elected official of the School District, teacher, administrator, or other School District personnel, shall be recommended for expulsion or placement in an alternative school setting, as appropriate, for a minimum period of one (1) year. Upon being charged with such offense, the student shall be removed from the classroom immediately and placed in an alternative school setting pending disposition.

The Code of Student Conduct that is adopted annually shall provide for review of a decision to suspend or expel a student pursuant to this policy and the Code, consistent with F.S. 1006.07.

Furthermore, if the Board receives notice from the Department of Juvenile Justice, as required by law, that a student enrolled in the District has been adjudicated guilty of or delinquent for, or is found to have committed, regardless of whether adjudication is withheld, or pleads guilty or *nolo contendere* to, a felony violation as set forth in F.S. 1006.13(6)(a), the Board shall, pursuant to State law and the adopted cooperative agreement with the Department of Juvenile Justice, require that any no contact order entered by a court be enforced and that all of the necessary steps be taken to protect the victim of the offense, or a sibling of the victim.

Students may be subject to discipline for violation of the Positive Climate and Discipline Code of Student Conduct even if that conduct occurs on property not owned or controlled by the Board but that is connected to activities or incidents that have occurred on property owned or controlled by the Board, or conduct that, regardless of where it occurs, is directed at a Board official or employee, or the property of such official or employee.

The principal shall ~~notify~~~~require that~~ all school personnel ~~are properly informed~~ as to their responsibilities regarding:

1. ~~incident~~~~suspicious activity~~ reporting,
2. that ~~appropriate delinquent acts~~~~acts which pose a threat to school safety~~ and crimes are properly reported to the principal, and
3. that the disposition of the incident is ~~actions taken in cases with special circumstances are~~ properly ~~taken and~~ documented.

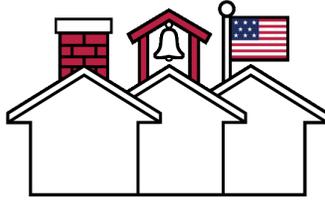
Student conduct shall be governed by the rules and provisions set forth in the Code of Student Conduct which is reviewed and adopted annually in accordance with F.S. Chapter 120.

The Code of Student Conduct shall contain provisions for the assignment of violent or disruptive students to an alternative educational program and/or referral of such students to mental health services identified by the District.

Revised 12/11/18

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	F.S. 1006.13
	F.S. 1012.584



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Code \*po5540 HC/bd 06 12 19  
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#### 5540 - THE SCHOOLS AND INVESTIGATIONS INVOLVING STUDENTS

The School Board recognizes that all employees and agents of the Board have an affirmative duty to cooperate with law enforcement agencies and the Department of Children and Family Services and comply with investigations relating to child abuse, abandonment, and neglect, or an alleged unlawful sexual offense involving a child. As provided herein, Principal may also assist authorities in their investigations of other violations of law in which students are alleged to be involved.

When law enforcement authorities or officials from the Department of Children and Family Services arrive at the school and wish to interview a student or investigate an alleged violation of law, they must contact the Principal indicating the nature of their investigation and expressing their desire to question a student or students.

#### **Investigation of Child Abuse/Neglect Under the Child Protection Act by a Public Children's Service Agency**

Every employee and agent of the Board who, in connection with his/her position, knows or suspects child abuse, abandonment, or neglect must immediately report that knowledge or suspicion to the Department of Children and Family Services or law enforcement agency in accordance with Board Policy 8462, [using the single Statewide toll-free telephone number: 1-800-96-ABUSE \(1-800-962-2873\), or via fax, web-based chat, or web-based report at <https://www.dcf.state.fl.us/service-programs/abuse-hotline/report-online.shtml>.](#)

An official of the Department of Children and Family Services or law enforcement agency may interview a student on school property during school hours in order to investigate a claim of child abuse/neglect involving such student or a member of the student's family. If neither the student nor a member of his/her family is the subject of the child abuse/neglect investigation, such agency shall be encouraged to contact the student during non-school hours and investigate the matter off school property, if at all possible.

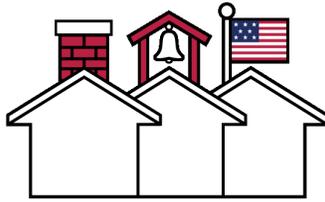
The Principal shall attempt to contact the parent prior to questioning, unless the investigator specifically requests that s/he not make such contact due to potential impact on the investigation.

The Principal or designated guidance counselor will remain in the room during questioning of the student unless prohibited by the agency investigator.

Conversations with or interview by law enforcement officials with students at school shall be governed by interlocal agreements between the School District and the appropriate law enforcement agency, to the extent that such an agreement has been entered into by the School District and the law enforcement agency. Unless modified by a governing interlocal agreement, the provisions of this policy shall apply, and this policy will be implemented by District personnel.

The school resource officers shall not be required to document parent contact prior to interviewing a student suspect, victim, or witness. The school resource officers are not subject to this policy so long as they are performing their job duties at their assigned schools in accordance with law and procedures that apply to the conduct of school resource officers at their assigned schools.





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#### 8462 - **STUDENT ABUSE, ABANDONMENT, AND NEGLECT**

The School Board is concerned with the physical and mental well-being of the students of this District and requires that staff comply with the mandated identification and reporting of cases of child abuse or neglect in accordance with law.

#### **Reporting Suspected Cases**

- A. Any person, including teachers, administrators, support personnel, and other District and school personnel who knows, or has reasonable cause to suspect that a child or a student has been abused, abandoned, or neglected by a parent, legal custodian, caregiver, adult, or other person responsible for the child's welfare or that a child is in need of supervision and care and has no parent, legal custodian, or responsible adult relative immediately known and available to provide supervision and care shall report such knowledge or suspicion to the Department of Children and Families in a manner prescribed by law.

Further any person, including teachers, administrators, support personnel, and other District and school personnel, who knows, or has reasonable cause to suspect, that a child or a student is the victim of childhood sexual abuse or the victim of a known or suspected juvenile sexual offender, shall report such knowledge or suspicion to the Department of Children and Families in a manner prescribed by law.

A person who is required to report known or suspected child abuse, abandonment, or neglect and who knowingly and willfully fails to do so, or who knowingly and willfully prevents another person from doing so commits a felony of the third degree.

- B. The proper procedure for reporting known or suspected cases of child abuse, abandonment, and neglect is:
1. Make a report immediately to the Department of Children and Families central abuse hotline, using the single Statewide toll-free telephone number: 1-800-96-ABUSE (1-800-962-2873), or via fax, web-based chat, or web-based report [at https://www.dcf.state.fl.us/service-programs/abuse-hotline/report-online.shtml](https://www.dcf.state.fl.us/service-programs/abuse-hotline/report-online.shtml). School employees reporting such cases are required to provide their names to the hotline staff. The names of reporters shall be entered into the record of the report, but shall be held confidential and exempt as provided by law.
  2. As soon as practicable after making the report, the school staff member shall inform the principal or supervisor of his/her knowledge or suspicions, and advise that individual that the report has been made.
- C. School employees are to be advised that reporting their knowledge or suspicions of suspected abuse to a principal, or supervisor, or other school or District personnel does not comply with the mandatory reporting requirements of the law. The principal, supervisor, and other school or District personnel who are informed of suspected abuse, abandonment, and neglect likewise have an obligation to report to the central abuse hotline as required by law.

- D. No employee of the District shall be subject to reprisal or discharge because of his/her actions in reporting abuse or neglect pursuant to the requirements of F.S. 39.203.
- E. No Board employee may agree, as a condition of receiving information about child abuse, neglect, or abandonment from a victim, a perpetrator, witness, or other person, that the Board employee will not report this information as required by law and this Board policy.
- F. If the person accused of the abuse or neglect is an employee of the Board and acting in their official capacity:
  1. The principal or the principal's designee will report or cause to be reported suspected cases of child abuse, neglect, or abandonment to the appropriate law enforcement agency that come to the attention of school teachers, other school officials, or personnel. This notification must be made immediately.
  2. The appropriate law enforcement agency is the agency which has law enforcement jurisdiction throughout the municipality (municipal law enforcement) or the unincorporated area (sheriff's department) where that alleged abuse occurred. The law enforcement agency having jurisdiction will issue to the reporter an incident report number to document that reporting notification. Include that incident report number, as well as the date and time of notification, as a reference for school-based documentation.
  3. Immediately after notifying law enforcement, report the suspected Board employee involved case by telephone to the Department of Children and Families central abuse hotline, using the single Statewide toll-free telephone number 1-800-96-ABUSE (1-800- 962-2873). School personnel reporting such cases are required to provide their names to the hotline staff. The names of reporters shall be entered into the record of the report, but shall be held confidential as provided by law.

**False Reports**

A person who knowingly and willfully makes a false report of child abuse, abandonment, or neglect, or who advises another to make a false report, is guilty of a felony of the third degree and may be subject to other penalties in accordance with Florida law.

**Posting of Notices**

Each school in the District shall:

- A. post in a prominent place in each school a notice that, pursuant to F.S. Chapter 39, all employees and agents of the Board have an affirmative duty to report all actual or suspected cases of child abuse, abandonment, or neglect; have immunity from liability if they report such cases in good faith; and have a duty to comply with child protective investigations and all other provisions of law relating to child abuse, abandonment, and neglect;

The notice shall also include the Statewide toll-free telephone number of the central abuse hotline.

- B. post in a prominent place at each school site and on each school's Internet website, if available, the policies and procedures for reporting alleged misconduct by instructional personnel or school administrators which affects the health, safety, or welfare of a student; the contact person to whom the report is made; and the penalties imposed on instructional personnel or school administrators who fail to report suspected or actual child abuse or alleged misconduct by other instructional personnel or school administrators;
- C. post in a prominent place, in a clearly visible location and public area of the school, readily accessible to and widely used by students, a sign in English and Spanish that contains:
  1. the Statewide toll-free telephone number of the central abuse hotline as provided in F.S. Chapter 39;
  2. instructions to call 911 for emergencies; and
  3. directions for accessing the Department of Children and Families Internet website for more information on reporting abuse, neglect, and exploitation.

The notice must be on at least one (1) posted in each school, on a sheet that measures at least 11 inches by 17 inches, produced in large print, and placed at student eye level for each viewing.

**Training**

All teachers and/or instructional staff members in grades K-12 and all school administrators, psychologists, nurses, and social workers are required to participate in the continuing education training provided by the Department of Children and Family

Services on identifying and reporting child abuse and neglect.

### **Liaison**

The Superintendent will act as a liaison to the Department of Children and Families and the child protection team when a case of suspected child abuse, abandonment, or neglect or an unlawful sexual offense involving a child is referred to such a team.

The Superintendent shall also serve, or nominate a designee to represent the District, on the Local Child Abuse Death Review Committee as required by State law. The Superintendent shall also require District staff, who, in a professional capacity, dealt with a child whose death is verified as caused by abuse or neglect, or with the family of the child, to attend any meetings of the local committee at which the child's case is reviewed.

### **Liability**

Employees who report abuse, abandonment, and/or neglect of a student may be entitled to certain statutory liability protections as set forth in F.S. 39.203.

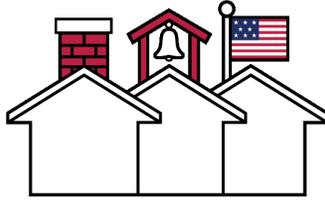
Revised 3/24/15

Revised 4/12/16

Revised 4/23/19

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Legal	F.S. 39.01(47)
	F.S. 39.201
	F.S. 39.202
	F.S. 39.203
	F.S. 39.204
	F.S. 39.205
	F.S. 39.206
	F.S. 39.303
	F.S. 383.402
	F.S. 1001.41
	F.S. 1001.42
	F.S. 1006.061
	F.S. 1012.98



Book Policy Manual  
Section Vol. 19, No. 2 - Revised  
Title Copy of DISTRICT BUDGET  
Code \*po6233 KC/bd 06 12 19  
Status  
Adopted August 13, 2013  
Last Revised April 23, 2019

#### 6233 - **DISTRICT BUDGET**

The Constitution of the State of Florida requires that the District operate under a balanced budget. The School Board understands that there may be unforeseen circumstances that can result in increases or decreases in revenue and/or expenditures. These circumstances would thereby impact the financial stability of the District.

##### **A. Preparation**

The budget shall be prepared and administered in accordance with Florida statutes and in accordance with Policy 6220.

##### **B. Implementation of Budget**

Implementation of the Board adopted budget shall give appropriations and reserves therein the force and effect of fixed appropriations and reserves, and the same may only be altered, amended, or exceeded as authorized by Florida statutes or Board policy.

Expenditures may exceed the amount budgeted by function or object provided the Board approves the expenditures and amends the budget no later than the annual due date established by the State Department of Education for submitting the District's annual financial report.

Pursuant to State law, if the Board finds and declares in a resolution adopted at a regular meeting of the Board that the funds received for any of the following categorical appropriations are urgently needed to maintain Board specified academic classroom instruction, or improve school safety, the Board may consider and approve an amendment to the School District operating budget transferring the identified amount of the categorical funds to the appropriate account for expenditure:

1. funds for student transportation;
2. funds for research-based reading instruction;
3. funds for instructional materials.

Such a transfer can only be recommended by the Superintendent and approved by the Board if all instructional materials necessary to provide update materials aligned to Florida adopted State Standards and benchmarks and that meet statutory requirements of content and learning have been purchased for that fiscal year, and such a transfer is recommended by the Superintendent and approved by the Board no sooner than March 1<sup>st</sup> of the fiscal year. Pursuant to State law, funds for instructional materials available after March 1<sup>st</sup> may be used to purchase hardware for student instruction.

### C. General Fund Ending Fund Balance

Each year the Board's adopted budget shall include a reserve for contingencies of not less than five percent (5%) of the District's general fund revenues. In the event the contingency reserve decreases to less than five percent (5%) of the District's general fund budget, the Superintendent shall prepare for Board approval a financial plan and timeline to restore the unreserved fund balance to the minimum amount set forth herein.

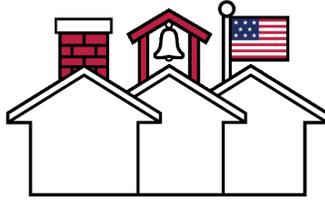
The Superintendent shall provide written notification to the Board and to the Commissioner of Education if at any time the portion of the general fund's ending fund balance not classified as restricted, committed, or nonspendable in the District's operating budget is projected to fall below projected revenues as prescribed by law.

If the projected portion of the general fund's ending fund balance not classified as restricted, committed, or nonspendable in the District's approved operating budget falls below three percent (3%) of projected general fund revenues for two (2) consecutive fiscal years, the Superintendent will reduce the District's administrative expenditures reported pursuant to F.S. 1010.215 in proportion to the reduction in the general fund's ending balance or the reduction in student enrollment, whichever is greater.

Revised 4/23/19

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Legal	F.S. 1001.42
	F.S. 1001.43
	F.S. 1011.01
	F.S. 1011.035
	F.S. 1011.051
	F.S. 1011.62
	F.A.C. 6A-1.002
	F.A.C. 6A-1.006



Book	Policy Manual
Section	Vol. 19, No. 2 - Revised
Title	Copy of CONSTRUCTION CONTRACTING AND BIDDING
Code	*po6322 JC/bd 06 27 19
Status	
Adopted	August 13, 2013
Last Revised	February 14, 2017

#### 6322 - **CONSTRUCTION CONTRACTING AND BIDDING**

All School District construction bids shall be the immediate responsibility of the Superintendent or his/her designee. All applicable laws, State Board of Education State Regulations for Educational Facilities (SREF) regulations, the Florida Building Code, and policies of the School Board shall be observed in school construction bidding. The Superintendent shall develop procedures to implement this policy.

This policy shall generally apply to contracts for construction projects that shall be funded with capital outlay funds or capital grants that relate to new construction, additions, remodeling, renovations, maintenance, or repairs to existing facilities.

This policy shall not apply to acquisition of architectural, engineering, landscape architectural, construction management at risk, design-build, total program management, or surveying and mapping services, which shall be acquired pursuant to Policy 6330 - Acquisition of Professional Architectural, Engineering, Landscape Architectural or Land Surveying Services.

The Board may contract for construction of new facilities, or for additions, remodeling, renovation, maintenance, or repairs to existing facilities, through means including, but not be limited to:

- A. competitive bids;
- B. design-build pursuant to F.S. 287.055;
- C. selecting a construction management entity, pursuant to F.S. 255.103 or 287.055, that would be responsible for all scheduling and coordination of both the design and construction phases, and would be responsible for the successful, timely, and economical completion of the construction project;
- D. selecting a program management entity, pursuant to F.S. 255.103 or 287.055, that would act as the agent of the Board and would be responsible for schedule control, cost control, and coordination in providing or procuring planning, design, and construction services;
- E. proposals to enter into a public-private partnership with a private entity for the acquisition, design, construction, improvement, renovation, expansion, equipping, maintenance, or operation of a qualifying project pursuant to F.S. 287.05712;

The Superintendent shall be responsible for submitting proposed public-private partnership agreements to the Board for consideration, including unsolicited proposals from private entities. The Board shall evaluate and consider all proposed public-private partnership agreements pursuant to the guidelines set forth in F.S. 287.05712.

- F. day-labor contracts not exceeding \$280,000 for construction, renovation, remodeling, or maintenance of existing facilities.

Beginning January 2009, this amount shall be adjusted annually based upon changes in the Consumer Price Index.

For purposes of this policy, "day-labor contract" means a project constructed using persons employed directly by the Board or by contracted labor.

### **Competitive Solicitation Requirements for Construction Contracting**

Contracts governed by this policy shall be approved and executed as set forth below. A "construction project" shall be deemed to include a single contract or group of contracts with the same provider which is directly connected in terms of time, location, or services, such that a reasonable person would consider the services to be provided as a single project.

#### **A. Construction Projects Involving Expenditures of \$0.00 - \$35,000.00**

Contracts for construction projects involving expenditures of \$0.00 - \$35,000.00 shall be approved and executed as follows:

##### **1. Architect/Engineer Services**

Unless otherwise deemed appropriate by the building official, contracts governed by this subsection do not require assistance and services of a registered architect/engineer.

##### **2. Direct Negotiations Authorized**

Unless otherwise deemed appropriate by the Director of Facilities, contracts governed by this subsection do not require solicitation of formal bids. The District may negotiate directly with potential service providers for contracts governed by this subsection. In order to secure the most efficient and effective contracts, the District is encouraged to secure multiple quotes or to negotiate with multiple providers before entering into contracts hereunder.

##### **3. Bonds Not Required**

Unless otherwise deemed appropriate by the Director of Facilities, contractors are not required to submit payment and performance bonds for contracts governed by this subsection.

#### **B. Construction Projects Involving Expenditures of \$35,000.01 - \$50,000.00**

Contracts for construction projects involving expenditures of \$35,000.01 - \$50,000.00 shall be approved and executed as follows:

##### **1. Architect/Engineer Services**

Unless otherwise deemed appropriate by the building official, contracts governed by this subsection do not require assistance and services of a registered architect/engineer.

##### **2. Three (3) Quotations Required**

Unless otherwise deemed appropriate by the Director of Facilities, contracts governed by this subsection do not require solicitation of formal bids. The District may approve and enter into contracts governed by this subsection after securing three (3) written quotes and conducting any further negotiations that may be deemed appropriate, the Superintendent shall recommend that the Board approve a purchase order or execute a contract with the most efficient and effective proposer.

##### **3. Bonds Not Required**

Unless otherwise deemed appropriate by the Director of Facilities, contractors are not required to submit payment and performance bonds for contracts governed by this subsection.

#### **C. Construction Projects Involving Expenditures of \$50,000.01 - \$100,000.00 and Electrical projects \$50,000.01 - \$75,000.00**

Contracts for construction projects, other than electrical projects, involving expenditures of \$50,000.01 - \$100,000.00 shall be approved and executed as follows:

**1. Architect/Engineer Services**

Contracts governed by this subsection shall require assistance and services of a registered architect/engineer.

**2. Three (3) Quotations Required**

Unless otherwise deemed appropriate by the Director of Facilities, contracts governed by this subsection do not require solicitation of formal bids. The District may approve and enter into contracts governed by this subsection after securing three (3) written quotes from qualified providers. After securing the quotes and conducting any further negotiations that may be deemed appropriate, the Superintendent shall recommend that the Board approve a purchase order or execute a contract with the most efficient and effective proposer.

**3. Bonds Not Required**

Unless otherwise deemed appropriate by the Director of Facilities, contractors are not required to submit payment and performance bonds for contracts governed by this subsection.

**D. Electrical Projects Involving Expenditures of \$75,000.01 - \$100,000.00**

Contracts for electrical projects involving expenditures of \$75,000.01 - \$100,000.00 shall be approved and executed as follows:

**1. Architect/Engineer Services**

Contracts governed by this subsection shall require assistance and services of a registered architect/engineer.

**2. Bid Solicitation Required**

Contracts governed by this subsection shall be advertised in conformance with the procedures outlined in this section.

**a. Legal Notice**

The District shall publish notice of projects governed by this section in a local newspaper with general circulation throughout the District for a minimum of once per week for three (3) consecutive weeks with the last publication appearing at least seven (7) days prior to bid opening.

**b. Bid Bonds Required**

Bidders shall submit bid bonds or security equaling five percent (5%) of the base bid. Security shall be in the form of a certified check, cashier's check, Treasurer's check, or bank draft of any national or State bank.

**c. Rejection of Bids/Waiver of Technicalities**

The Board reserves the right in its sole discretion to reject all bids and to waive technicalities in any and all bids.

**3. Bonds Required**

The successful contractor under this subsection shall be required to submit payment and performance bonds prior to issuance of a notice to proceed for this project.

**E. Construction Projects Involving Expenditures in Excess of \$100,000.00**

Contracts for projects involving expenditures in excess of \$100,000.00 shall be approved and executed as follows:

**1. Architect/Engineer Services**

Contracts governed by this subsection shall require assistance and services of a registered architect/engineer.

## 2. Bid Solicitation Required

Contracts governed by this subsection shall be advertised in conformance with the procedures outlined in this section.

### a. Legal Notice

The District will publish notice of projects governed by this section in a local newspaper with general circulation throughout the District for a minimum of once per week for three (3) consecutive weeks with the last publication appearing at least seven (7) days prior to bid opening.

### b. Bid Bonds Required

Bidders shall submit bid bonds or security equaling five percent (5%) of the base bid. Security shall be in the form of a certified check, cashier's check, Treasurer's check, or bank draft of any national or State bank.

### c. Rejection of Bids/Waiver of Technicalities

The Board reserves the right in its sole discretion to reject all bids and to waive technicalities in any and all bids.

## 3. Bonds Required

The successful contractor under this subsection shall be required to submit payment and performance bonds prior to issuance of a notice to proceed for this project.

## F. Construction Projects Involving Fifty Percent (50%) or More State-Appropriated Funds

For a competitive solicitation for construction services in which fifty percent (50%) or more of the cost will be paid from State-appropriated funds which have been appropriated at the time of the competitive solicitation, the Board will not use a policy that provides a preference based upon the contractor's:

1. maintaining an office or place of business within a particular local jurisdiction;
2. hiring employees or subcontractors from within a particular local jurisdiction; or
3. prior payment of local taxes, assessments, or duties within a particular local jurisdiction.

For any such competitive solicitation, the Board will disclose in the solicitation document that any applicable local policy does not include any of the preferences listed above.

G. Contracts for projects involving expenditures in excess of \$300,000.00 shall be approved and executed as follows:

### 1. Architect/Engineer Services

Contracts governed by this subsection shall require assistance and services of a registered architect/engineer.

### 2. Bid Solicitation Required

Contracts governed by this subsection shall be advertised in conformance with the procedures outlined in this section.

#### a. Pre-Qualification

For construction projects in excess of \$300,000 all participating bidders must be pre-qualified in accordance with SREF 4.1.

#### b. Legal Notice

The District shall publish notice of projects governed by this section in a local newspaper with general circulation strict for a minimum of once per week for three (3) consecutive weeks with the last publication

appearing at least seven (7) days prior to bid opening.

#### **c. Bid Bonds Required**

Bidders shall submit bid bonds or security equaling five percent (5%) of the base bid. Security shall be in the form of a certified check, cashier's check, Treasurer's check, or bank draft of any national or State bank.

#### **d. Rejection of Bids/Waiver of Technicalities**

The Board reserves the right in its sole discretion to reject all bids and to waive technicalities in any and all bids.

### **Exception to Construction Requirements**

The Board may, with a supermajority vote at a public meeting that begins no earlier than 5 p.m., adopt a resolution to implement one (1) or more of the exceptions to the educational facilities construction requirements described below.

Before voting on the resolution, the Board will conduct a cost-benefit analysis prepared according to a professionally accepted methodology that describes how each exception selected by the Board achieves cost savings, improves the efficient use of District resources, and impacts the life-cycle costs and life span for each educational facility to be constructed, as applicable, and demonstrates that implementation of the exception will not compromise student safety or the quality of student instruction.

The Board will conduct at least one (1) public workshop to discuss and receive public comment on the proposed resolution and cost-benefit analysis, to begin no earlier than 5 p.m. The workshop may occur at the same meeting at which the resolution will be voted upon.

The Board's resolution may propose implementation of exceptions to requirements of the uniform Statewide building code for the planning and construction of public educational and ancillary plants relating to the following:

- A. Interior non-load bearing walls by approving the use of fire-rated wood stud walls in new construction or remodeling for interior non-load bearing wall assemblies that will not be exposed to water or located in wet areas.
- B. Walkways, roadways, driveways, and parking areas by approving the use of designated, stabilized, and well-drained gravel or grassed student parking areas.
- C. Standards for relocatables used as classroom space by approving construction specifications for installation of relocatable buildings that do not have covered walkways leading to the permanent buildings onsite.
- D. Site lighting by approving construction specifications for site lighting that:
  1. Do not provide for lighting of gravel or grassed auxiliary or student parking areas.
  2. Provide lighting for walkways, roadways, driveways, paved parking lots, exterior stairs, ramps, and walkways from the exterior of the building to a public walkway through installation of a timer that is set to provide lighting only during periods when the site is occupied.
  3. Allow lighting for building entrances and exits to be installed with a timer that is set to provide lighting only during periods in which the building is occupied. The minimum illumination level at single-door exits may be reduced to no less than one (1) foot-candle.

### **Change Orders**

The Board believes that thoughtful planning should minimize the change orders for any construction or renovation project, but recognizes that all circumstances that might necessitate such changes cannot be anticipated. Any and all change order to construction contracts must be in compliance with Florida statutes and the State Requirements for Educational Facilities both in form and content.

### **Opening of Competitive Bids**

Notwithstanding F.S. 119.071(1)(b), in any competitive solicitation for construction or repairs on a Board building or facility, the Superintendent will:

- A. open the sealed bid, or the portion of the sealed bid that includes the price submitted, at a public meeting conducted in compliance with F.S. 286.011 and Board Bylaw 0164 - Notice of Meetings, and Bylaw 0168 - Minutes;

B. announce the name of each bidder and the price submitted in the bid at that meeting; and

C. make available the name of each bidder and the price submitted in the bid, upon request.

### **Receipt of Less than Two (2) Responsive Proposals for Contractual Services**

In the event the Board receives less than the two (2) responsive proposals for contractual services, the Board may negotiate on the best terms and conditions or decide to reject all proposals. The Board shall document the reasons for the decision to negotiate terms and conditions with the sole proposer in lieu of resoliciting proposals.

### **Contract Execution**

Contracts governed by this policy shall be awarded to the lowest responsive and responsible bidder, considering base bid and accepted alternatives; and be executed pursuant to Policy 6320 - Purchasing and Contracting for Goods and Services. Award of bid by the Board shall only represent an identification by the Board that a bid represents the lowest responsible bid received by the District. Award of bid shall not create a binding obligation on the Board, and no obligation shall be created or imposed on the District until such time as the Board Chair/designee executes a contract in a form satisfactory to the District.

Each Board contract for services must include a provision that requires the contractor to comply with public records laws, specifically to:

- A. keep and maintain public records that ordinarily and necessarily would be required by the Board in order to perform the service under the contract;
- B. provide the public with access to its public records on the same terms and conditions as the Board would provide the records, and at a cost that does not exceed the cost provided in Policy 8310 - Public Records;
- C. ensure that any of its public records that are exempt or confidential and exempt from public records disclosure requirements are not disclosed, except as authorized by law;
- D. meet all requirements for retaining public record and, upon termination of the contract, transfer to the Board, at no cost, all public records in its possession and destroy any duplicate public records that are exempt or confidential and exempt from public records disclosure requirements. All records stored electronically must be provided to the Board in a format that is compatible with the Board's information technology systems.

### **Certified Copy of Recorded Bond**

Before commencing the work or before recommencing the work after a default or abandonment, the contractor shall provide to the Board a certified copy of the recorded bond. Notwithstanding the terms of the contract or any other law governing prompt payment for construction services, the Board may not make a payment to the contractor until the contractor has complied with this paragraph. This paragraph applies to contracts entered into on or after October 1, 2012.

Revised 3/4/14  
Revised 11/22/16  
Revised 2/14/17

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Legal

F.S. 255.05

F.S. 255.0516

F.S. 255.0518

F.S. 255.0991

F.S. 1001.43

F.S. 1010.04

F.S. 1010.07(2)

F.S. 1010.48

F.S. 1013.385

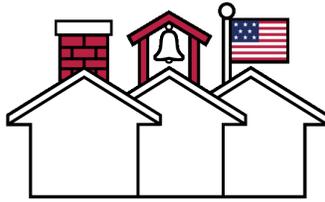
F.S. 1013.45

F.S. 1013.46

F.S. 1013.47

Purchasing Policies, F.A.C. 6A-1.012

Educational Facilities, F.A.C. 6A-2.0010



Book	Policy Manual
Section	Vol. 19, No. 2 - Revised
Title	Copy of PROCUREMENT – FEDERAL GRANTS/FUNDS
Code	*po6325 JC/bd 06 12 19
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Adopted	November 22, 2016
Last Revised	April 23, 2019

#### 6325 - **PROCUREMENT – FEDERAL GRANTS/FUNDS**

Procurement of all supplies, materials, equipment, and services paid for from Federal funds or District matching funds shall be made in accordance with all applicable Federal, State, and local statutes and/or regulations, the terms and conditions of the Federal grant, School Board policies, and administrative procedures.

The Superintendent shall maintain a procurement and contract administration system in accordance with the USDOE requirements (2 C.F.R. 200.317-.326) for the administration and management of Federal grants and Federally-funded programs. The District shall maintain a contract administration system that requires contractors to perform in accordance with the terms, conditions, and specifications of their contracts or purchase orders. Except as otherwise noted, procurement transactions shall conform to the provisions of the District's documented general purchasing Policy 6320, ~~and AP 6320A,~~ and AP6325.

~~The District shall take affirmative steps to assure that minority businesses, women's business enterprises, and labor surplus area firms are used when possible in accordance with 2 C.F.R. 200.321.~~

The District shall take affirmative steps to assure that small and minority businesses, women's business enterprises, and labor surplus area firms are used when possible. Such diversity outreach efforts shall include:

1. placing qualified small and minority businesses and women's business enterprises on solicitation lists;
2. assuring that small and minority businesses and women's business enterprises are solicited whenever they are potential sources;
3. dividing total requirements, when economically feasible, into smaller tasks or quantities to permit maximum participation by small and minority businesses and women's business enterprises;
4. establishing delivery schedules, where the requirements permits, which encourage participation by small and minority businesses and women's business enterprises;
5. using the services and assistance, as appropriate, of such organizations as the Small Business Administration and the Minority Business Development Agency of the Department of Commerce; and
6. requiring the prime contractor, if subcontracts are to be let, to take the affirmative steps listed in paragraphs A through E of this section.

All District employees, officers, and agents who have purchasing authority shall abide by the standards of conduct covering conflicts of interest and governing the actions of its employees, officers, and agents engaged in the selection, award, and administration of contracts as established in Policy 1129, Policy 3129, and Policy 4129 – Conflict of Interest.

The District will avoid acquisition of unnecessary or duplicative items. Additionally, consideration shall be given to consolidating or breaking out procurements to obtain a more economical purchase. And, where appropriate, an analysis shall be made of lease versus purchase alternatives, and any other appropriate analysis to determine the most economical approach. These considerations are given as part of the process to determine the allowability of each purchase made with Federal funds.

To foster greater economy and efficiency, the District may enter into State and local intergovernmental agreements where appropriate for procurement or use of common or shared goods and services.

### Competition

All procurement transactions paid for from Federal funds or District matching funds shall be conducted in a manner that encourages full and open competition and that is in accordance with good administrative practice and sound business judgement. In order to promote objective contractor performance and eliminate unfair competitive advantage, the District shall exclude any contractor that has developed or drafted specifications, requirements, statements of work, or invitations for bids or requests for proposals from competition for such procurements.

Some of the situations considered to be restrictive of competition include, but are not limited to, the following:

- A. unreasonable requirements on firms in order for them to qualify to do business
- B. unnecessary experience and excessive bonding requirements
- C. noncompetitive contracts to consultants that are on retainer contracts
- D. organizational conflicts of interest
- E. specification of only a "brand name" product instead of allowing for an "or equal" product to be offered and describing the performance or other relevant requirements of the procurement
- F. any arbitrary action in the procurement process

Further, the District does not use statutorily or administratively imposed State, local, or tribal geographical preferences in the evaluation of bids or proposals, unless (1) an applicable Federal statute expressly mandates or encourages a geographic preference; or (2) the District is contracting for architectural and engineering services, in which case geographic location may be a selection criterion provided its application leaves an appropriate number of qualified firms, given the nature and size of the project, to compete for the contract.

To the extent that the District uses a pre-qualified list of persons, firms, or products to acquire goods and services that are subject to this policy, the pre-qualified list includes enough qualified sources as to ensure maximum open and free competition. The District allows vendors to apply for consideration to be placed on the list annually.

The District shall require that all solicitations made pursuant to this policy incorporate a clear and accurate description of the technical requirements for the material, product, or service to be procured. Such description shall not, in competitive procurements, contain features which unduly restrict competition. The description may include a statement of the qualitative nature of the material, product, or service to be procured and, when necessary, shall set forth those minimum essential characteristics and standards to which it shall conform if it is to satisfy its intended use. Detailed product specifications should be avoided if at all possible.

When it is impractical or uneconomical to make a clear and accurate description of the technical requirements, a "brand name or equivalent" description may be used as a means to define the performance or other salient requirements of procurement. The specific features of the named brand which shall be met by offers shall be clearly stated; and identify all requirements which the offerors shall fulfill and all other factors to be used in evaluating bids or proposals.

The Board will not approve any expenditure for an unauthorized purchase or contract.

### Procurement Methods

The District shall utilize the following methods of procurement:

- A. Micro-purchases

Procurement by micro-purchase is the acquisition of supplies or services, the aggregate dollar amount of which does not exceed \$10,000. To the extent practicable, the District shall distribute micro-purchases equitably among qualified suppliers. Micro-purchases may be made without soliciting competitive quotations if Superintendent considers the price to be reasonable. The District maintains evidence of this reasonableness in the records of all purchases made by this

method.

## B. Small Purchases

Small purchase procedures provide for relatively simple and informal procurement methods for securing services, supplies, and other property that does not exceed the competitive bid threshold of \$50,000. Small purchase procedures require that price or rate quotations shall be obtained pursuant to School Board Policy 6320.

## C. Sealed Bids

Sealed, competitive bids shall be obtained when the purchase of, and contract for, single items of supplies, materials, or equipment which amounts to \$50,000 and when the Board determines to build, repair, enlarge, improve, or demolish a school building/facility the cost of which will exceed \$50,000.

In order for sealed bidding to be feasible, the following conditions shall be present:

1. a complete, adequate, and realistic specification or purchase description is available;
2. two (2) or more responsible bidders are willing and able to compete effectively for the business; and
3. the procurement lends itself to a firm fixed price contract and the selection of the successful bidder can be made principally on the basis of price.

When sealed bids are used, the following requirements apply:

1. Bids shall be solicited in accordance with the provisions of State law and Policy 6320. Bids shall be solicited from an adequate number of qualified suppliers, providing sufficient response time prior to the date set for the opening of bids. The invitation to bid shall be publicly advertised.
2. The invitation for bids will include product/contract specifications and pertinent attachments and shall define the items and/or services required in order for the bidder to properly respond.
3. All bids will be opened at the time and place prescribed in the invitation for bids; bids will be opened publicly.
4. A firm fixed price contract award will be made in writing to the lowest responsive and responsible bidder. Where specified in bidding documents, factors such as discounts, transportation cost, and life cycle costs shall be considered in determining which bid is lowest. Payment discounts may only be used to determine the low bid when prior experience indicates that such discounts are usually taken.
5. The Board reserves the right to reject any or all bids for sound documented reason.

## D. Competitive Proposals

Procurement by competitive proposal, normally conducted with more than one source submitting an offer, is generally used when conditions are not appropriate for the use of sealed bids or in the case of a recognized exception to the sealed bid method.

If this method is used, the following requirements apply:

1. Requests for proposals shall be publicized and identify all evaluation factors and their relative importance. Any response to the publicized requests for proposals shall be considered to the maximum extent practical.
2. Proposals shall be solicited from an adequate number of sources.
3. The District shall use its written method for conducting technical evaluations of the proposals received and for selecting recipients.
4. Contracts shall be awarded to the responsible firm whose proposal is most advantageous to the program, with price and other factors considered.

The District may use competitive proposal procedures for qualifications-based procurement of architectural/engineering (A/E) professional services whereby competitors' qualifications are evaluated and the most qualified competitor is selected, subject to negotiation of fair and reasonable compensation. The method, where price is not used as a selection

factor, can only be used in procurement of A/E professional services. It cannot be used to purchase other types of services though A/E firms are a potential source to perform the proposed effort.

#### E. Noncompetitive Proposals

Procurement by noncompetitive proposals allows for solicitation of a proposal from only one source and may be used only when one or more of the following circumstances apply:

1. the item is available only from a single source
2. the public exigency or emergency for the requirement will not permit a delay resulting from competitive solicitation
3. the Federal awarding agency or pass-through entity expressly authorizes noncompetitive proposals in response to a written request from the District
4. after solicitation of a number of sources, competition is determined to be inadequate

#### Contract/Price Analysis

The District shall perform a cost or price analysis in connection with every procurement action in excess of \$50,000, including contract modifications. A cost analysis generally means evaluating the separate cost elements that make up the total price, while a price analysis means evaluating the total price, without looking at the individual cost elements.

The method and degree of analysis is dependent on the facts surrounding the particular procurement situation; however, the District shall come to an independent estimate prior to receiving bids or proposals.

When performing a cost analysis, the District shall negotiate profit as a separate element of the price. To establish a fair and reasonable profit, consideration is given to the complexity of the work to be performed, the risk borne by the contractor, the contractor's investment, the amount of subcontracting, the quality of its record of past performance, and industry profit rates in the surrounding geographical area for similar work.

#### Time and Materials Contracts

The District uses a time and materials type contract only (1) after a determination that no other contract is suitable; and (2) if the contract includes a ceiling price that the contractor exceeds at its own risk. Time and materials type contract means a contract whose cost to the District is the sum of the actual costs of materials, and direct labor hours charged at fixed hourly rates that reflect wages, general and administrative expenses, and profit.

Since this formula generates an open-ended contract price, a time-and-materials contract provides no positive profit incentive to the contractor for cost control or labor efficiency. Therefore, the District sets a ceiling price for each contract that the contractor exceeds at its own risk. Further, the District shall assert a high degree of oversight in order to obtain reasonable assurance that the contractor is using efficient methods and effective cost controls.

#### Suspension and Debarment

The District will award contracts only to responsible contractors possessing the ability to perform successfully under the terms and conditions of the proposed procurement. All purchasing decisions shall be made in the best interests of the District and shall seek to obtain the maximum value for each dollar expended. When making a purchasing decision, the District shall consider such factors as (1) contractor integrity; (2) compliance with public policy; (3) record of past performance; and (4) financial and technical resources.

The Superintendent shall have the authority to suspend or debar a person/corporation, for cause, from consideration or award of further contracts. The District is subject to and shall abide by the nonprocurement debarment and suspension regulations implementing Executive Orders 12549 and 12689, 2 C.F.R. Part 180.

Suspension is an action taken by the District that immediately prohibits a person from participating in covered transactions and transactions covered under the Federal Acquisition Regulation (48 C.F.R. chapter 1) for a temporary period, pending completion of an agency investigation and any judicial or administrative proceedings that may ensue. A person so excluded is suspended. (2 C.F.R. Part 180 Subpart G)

Debarment is an action taken by the Superintendent to exclude a person from participating in covered transactions and transactions covered under the Federal Acquisition Regulation (48 C.F.R. chapter 1). A person so excluded is debarred. (2 C.F.R. Part 180 Subpart H)

The District shall not subcontract with or award subgrants to any person or company who is debarred or suspended. For contracts over \$25,000, the District shall confirm that the vendor is not debarred or suspended by either checking the Federal government's System for Award Management, which maintains a list of such debarred or suspended vendors at [www.sam.gov](http://www.sam.gov); collecting a certification from the vendor; or adding a clause or condition to the covered transaction with that vendor. (2 C.F.R. Part 180 Subpart C)

Maintenance of Procurement Records

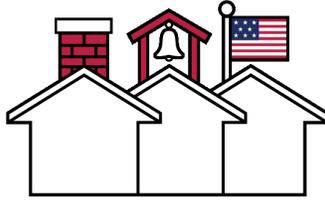
The District maintains records sufficient to detail the history of all procurements. These records will include, but are not necessarily limited to the following: rationale for the method of procurement, selection of contract type, contractor selection, or rejection, and the basis for the contract price (including a cost or price analysis).

Revised 1/23/18

Revised 4/23/19

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Legal	2 C.F.R. 200.317
	2 C.F.R. 200.318
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	2 C.F.R. 200.326



Book Policy Manual  
Section Vol. 19, No. 2 - Revised  
Title Copy of EXPENDITURES  
Code \*po6480 KC/bd 06 27 19  
Status  
Adopted August 13, 2013

#### 6480 - EXPENDITURES

Expenditures from District and all other funds available for the public school program shall be authorized by law and procedures prescribed by the School Board. The Board may permit expenditures to exceed the amount budgeted by function and object, provided the expenditure complies with F.S. 1011.09(4). Such an expenditure may be approved so long as the Board amends the budget and provides a full explanation of any amendments at the next scheduled Board meeting. Furthermore, pursuant to State law, the District, or any person acting on behalf of the District, may not expend public funds (that is, any funds under the jurisdiction or control of the District) for a political advertisement or electioneering communication concerning an issue, referendum, or amendment, including State questions, that is subject to a vote of the electors. This statutory prohibition does not apply to electioneering communications that are limited to factual information.

##### A. Accounts Payable

Payment for goods and/or services shall be made in accordance with the approved budget and pursuant to State statutes.

##### B. Payroll Procedures

1. No payment shall be made except to properly authorized and approved personnel and shall begin at the time employment is authorized.
2. Payments shall be based upon a Board-adopted salary schedule for each position.
3. Salary adjustments shall be made on subsequent payroll periods. Persons terminating shall be paid their full salary or wage balance on the regular payroll period following their termination.
4. Principals and department heads shall be responsible for submitting accurate payroll records in accordance with established time schedules and procedures.
5. Employees may be paid by direct deposit.

##### C. Overtime

Authorization to work overtime requires prior approval in writing by the immediate supervisor.

##### D. Petty Cash Funds

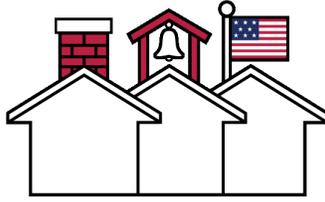
Schools and departments may establish petty cash funds for making expenditures for certain low cost items and services. The Superintendent must approve each fund and the job title of the person having primary responsibility for monitoring these funds. Such funds shall be administered pursuant to regulations approved by the Superintendent.

If any financial conditions exist as set forth in Policy 6233, the Board will not make expenditures for travel outside of the District or for cellular phones, cellular phone service, personal digital assistants, or any other mobile wireless communication device or

service, including text messaging, whether through purchasing, leasing, contracting, or any other method, while the financial conditions exist.

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Legal F.S. 1001.43, 1001.51, 1012.22  
F.A.C. 6A-1.014, 6A-1.057



Book	Policy Manual
Section	Vol. 19, No. 2 - Revised
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Adopted	August 13, 2013
Last Revised	January 30, 2017

## 6550 - TRAVEL EXPENSE REIMBURSEMENT

Authorized travel for officers and employees of the School Board shall be reimbursed as follows:

### A. Authority to Incur Traveling Expenses

1. All travel by employees and authorized persons must be authorized and approved by the Superintendent. The Superintendent shall not authorize or approve such a request unless it is accompanied by a signed statement by the traveler's supervisor stating that such travel is on the official business of the School District and also stating the purpose of the travel.
2. Traveling expenses of employees and authorized persons shall be limited to those expenses necessarily incurred by them in the performance of a public purpose authorized by law and must be within the limitations prescribed by Florida Statutes.
3. When more than one (1) employee is going to the same destination, travel shall be pooled when such is practical.

### B. Reimbursement Policy

1. Reimbursement rates for per diem and subsistence shall be in accordance with the rates established by F.S. 112.061.
2. Employees assigned a vehicle owned by the District will not be eligible for reimbursement for personal vehicle expenses.
3. Employees using their personal vehicles for travel on official School District business may be paid for the use of their vehicles based on the current Internal Revenue Service (IRS) standard business mileage rate.
4. In-District Travel  

The reimbursement for in-District travel mileage shall be at the discretion of the Superintendent, shall be according to the official in-county mileage chart and based on the current IRS standard business mileage rate.
5. Out-of-District Travel but not out of State

All out-of-District travel shall be approved by the Superintendent and be in accordance with the following subsections:

a. One (1) Day Trips

All out-of-District one (1) day trips shall be approved by the Superintendent and based on the current IRS standard business mileage rate. Reimbursement rates for per diem and subsistence shall be in accordance with the rates established by F.S. 112.061; however, meals claimed for one (1) day authorized travel will be taxed and reimbursed through payroll.

b. Overnight Trips

All out-of-District overnight trips shall be approved by the Superintendent and based on the current IRS standard business mileage rate. Reimbursement rates for per diem and subsistence shall be in accordance with the rates established by F.S. 112.061

6. Out-of-State Travel

All out-of-State travel shall be approved by the Superintendent and based on the current IRS standard business mileage rate. Reimbursement rates for per diem and subsistence shall be in accordance with the rates established by F.S. 112.061.

C. **Prohibited Expenditures**

**Expenditures for travel outside the District are not permitted if any of the financial conditions outlined in F.S. 1011.051, and as set forth in Policy 6233 (District Budget), exist.**

D. Travel Costs Paid or Reimbursed from Federal Funds

Travel payment and reimbursement provided from Federal funds must be authorized and must be reasonable and consistent with the District's travel policy and administrative procedures. For travel paid for with Federal funds, the travel authorization must include documentation that demonstrates that (1) the participation in the event by the individual traveling is necessary to the Federal award; and (2) the costs are reasonable and consistent with the District's travel policy.

Commercial airfare costs in excess of the basic least expensive unrestricted accommodations class offered by commercial airlines are unallowable except when such accommodations would (1) require circuitous routing; (2) require travel during unreasonable hours; (3) excessively prolong travel; (4) result in additional costs that would offset the transportation savings; or (5) offer accommodations not reasonably adequate for the traveler's medical needs. Instances of commercial airfare cost in excess of the basic least expensive unrestricted accommodations class must be justified and documented on a case-by-case basis.

To the extent that the District's policy does not establish the allowability of a particular type of travel cost, the rates and amounts established under 5 U.S.C. 5701-11, ("Travel and Subsistence Expenses; Mileage Allowances"), or by the administrator of general services, or by the president (or his/her designee), must apply to travel under Federal awards.

E. Where a common carrier is used, reimbursement will be made only for the most economical class. The expense of common carrier travel may be processed through the District office on a purchase order or by copies of paid bill(s) attached to the employee's travel voucher.

F. Reimbursement may be requested for tolls, taxis, registration fees, and limousine service, storage or parking, and communication expense when properly documented. No reimbursement may be authorized for gratuities. Reimbursement for registration fees shall be reduced by the value of any lodging or meals which are included if such items are claimed elsewhere for reimbursement.

G. **Out-of-State Travel**

Actual expenses for authorized travel by employees, authorized persons, or public officers not to exceed the single occupancy rate shall be reimbursed for lodging and the scheduled amount for meals.

H. The Superintendent shall develop procedures which detail travel reimbursement claims and restrictions.

I. Violations or abuse of District travel policies and/or procedures shall be a basis for employee discipline.

Revised 11/22/16

Technical Change 1/30/17

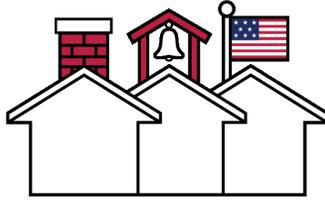
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F.S. 112.061, 1001.39

F.A.C. 6A-1.056

2 C.F.R. 200.474



Book	Policy Manual
Section	Vol. 19, No. 2 - Revised
Title	Copy of CROWDFUNDING
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Adopted	February 14, 2017

#### 6605 - **CROWDFUNDING**

This policy applies to the use of any form of crowdfunding utilizing an online service or website-based platform for the financial benefit or gain of the District – be it a specific classroom, grade level, department, school, or curricular or extra-curricular activity. ~~For purposes of this policy, "crowdfunding" refers to a campaign to collect typically small amounts of money from a large number of individuals to finance a project or fund raise for a specific cause. Through the use of personal networking, social media platforms, and other Internet based resources, funds are solicited or raised to support a specific campaign or project.~~ For purposes of this policy, "crowdfunding" is defined as the solicitation of resources from individuals and/or organizations to support identified activities or projects that enhance the educational program or a specific cause approved by the District. The solicitation is typically from a large number of individuals/organizations utilizing internet-based technologies.

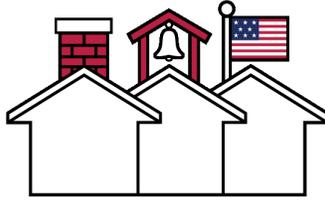
Crowdfunding activities aimed at raising funds for a specific classroom or school activity, including extra-curricular activity, or to obtain supplemental resources (e.g., supplies or equipment) that are not required to provide a free appropriate public education to any students in the classroom may be permitted, but only with the specific approval of the Superintendent.

All approved crowdfunding activities shall protect the privacy of students, children, and young adults in accordance with Board policies and District administrative guidelines and applicable State and Federal law, including FERPA and IDEIA.

Materials, supplies, equipment, and other proceeds of the crowdfunding activity shall become the property of the District or school. Cash or equivalent payment to District personnel is prohibited. All fiscal transactions shall comply with appropriate Board policies.

All crowdfunding activities are subject to AP 6605 and other applicable School Board policies including, but not limited to, Policy 5830 – Student Fund-Raising.

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Book	Policy Manual
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Last Revised	January 23, 2018

#### 9211 - ~~PARENT ORGANIZATIONS,~~ BOOSTER CLUBS, AND OTHER OUTSIDE SUPPORT ORGANIZATIONS

The School Board appreciates the efforts of all organizations whose objectives are to enhance the educational experiences of District students, to help meet educational needs of students and/or provide extra educational benefits not provided for, at the time, by the Board.

##### **Parent Organizations**

~~The Board supports all parents whose objectives are to promote the educational experiences of District students. However, in using the name of the District or its schools and in organizing a group whose identity derives from a school(s) of this District, the parent organization must share responsibility with the Board for the welfare of participating students. Any new parent organization desiring to use the name or offices of the District must obtain the approval of the Superintendent as a prerequisite to organizing.~~

##### **Booster Clubs and Other Outside Support Organizations**

~~Outside support organizations include, but are not limited to, parent organizations, booster clubs, and any other support organization.~~

~~For purposes of this policy, outside support organizations are defined as any registered Florida non-profit entity, group, or other organization formed and operating for the purpose of supporting District programs. Outside support organizations shall obtain their own tax identification number and submit their W-9 and bylaws to the principal for review and approval.~~

~~The Board recognizes that individuals may wish to establish an outside support organization to promote and enhance the educational experiences of, as well as co-curricular and extra-curricular activities, for District students. However, in using the name of the District or any of its schools and in organizing a group whose identity derives from (a) school(s) of this District, the outside support organization must share responsibility with the Board for the welfare of the students who will benefit from the outside support organization's fund-raising activities. Therefore, any outside support organization desiring the use the good name of the District, as well as any logos or other insignia or emblems associated with and/or used to identify the District, school(s), and/or school-sponsored programs and activities, must obtain the approval of the Superintendent as a prerequisite to organizing.~~

~~Outside support organizations shall allow participation by parents, District staff, and members of the community. All meetings should be communicated to the school and be open to the public. Outside support organizations shall not discriminate on the basis of race, color, national origin, sex (including sexual orientation or transgender identity), disability (including HIV, AIDS, or sickle cell trait), marital status, age (except as authorized by law), religion, military status, ancestry, or genetic information which are classes protected by State and/or Federal law (collectively "protected classes"). Persons shall not be excluded from participation in outside support organizations based upon the extent or level of their past participation.~~

Representatives and members of approved outside support~~school-related~~ organizations shall in all circumstances be treated by District employees as interested friends of the schools and as supporters of public education in the School District.

Staff members are encouraged to join outside support organizations~~such organization(s)~~ in their related area(s) of specialization or interest.

The Board will not tolerate any undue pressure, harassment, or intimidation designed to coerce parents or teachers into membership in one (1) organization as opposed to another.

The Board relies upon approved organizations to operate in a manner consistent with public expectations for the schools and reserves the right to withdraw sponsorship from organizations which violate the bounds of community taste.

~~Outside support organizations shall obtain their own tax identification number and submit and W-9 and bylaws to the principal for review and approval.~~

## **Insurance**

Outside support organizations shall indemnify and hold the Board harmless from and against any and all claims and causes of action whatsoever arising out of or related to outside support organization acts and omissions in carrying out their activities.

Outside support organizations shall purchase liability insurance (riders – self-insured) to cover such indemnification and to protect the outside support organization and Board against claims for damage or injury resulting from any act or omission the outside support organization. The amount of insurance coverage shall not be less than \$1,000,000 and the outside support organization shall provide the Board with sufficient documentation demonstrating that the Board is named as an additional insured on the policy.

## **Nondiscrimination**

Outside support organizations shall allow participation by parents, District staff, and members of the community. All meetings should be communicated to the school and be open to the public. Outside support organizations shall not discriminate on the basis of race, color, national origin, sex (including sexual orientation or transgender identity), disability (including HIV, AIDS, or sickle cell trait), marital status, age (except as authorized by law), religion, military status, ancestry, or genetic information which are classes protected by State and/or Federal law (collectively "protected classes").

Persons shall not be excluded from participation in outside support organizations based upon the extent or level of their past participation.

## **Financial Requirements**

By the end of each year, each outside support organization shall submit its participation requirements, dues, fees, tentative goals, and objectives and fund-raising plans for the next school year to the principal for review. Should an outside support organization propose a change to these submittals during the school year, the principal shall be advised before any final revisions are made. This information shall be made available on the school's website at the beginning of each school year.

School employees and Board-approved school volunteers may not be directly compensated in any manner by outside support organizations.

Outside support organizations shall permit the Board to review all financial books and documentation upon request, and shall conduct a financial audit upon request of the Board.

In addition, outside support organization must produce the following documents to the superintendent upon request:

1. A determination letter from the Internal Revenue Service that verifies the organization is a tax-exempt organization in good standing as described in Section 501(c)(3) of the Internal Revenue Code (if applicable).
2. A copy of the articles of incorporation or amended articles of incorporation on file with the Florida Department of State, Division of Corporations (if applicable).

3. A copy of any filing with the Florida Department of State, Division of Corporations and the Florida Department of Agriculture and Consumer Services (if applicable).
4. A copy of the outside support organization's Bylaws and any amendments or any other governance documents.
5. A current list of names, addresses, and titles of each officer. No employee of the District may be an officer of the booster organization in order for the organization to obtain Board recognition.
6. A description of the projects or activities the outside support organization intends to undertake during the ensuing school year and the objective and goals of such projects or activities.
7. The outside support organization's balance sheet together with an accounting of the outside support organization's income and expenses for the preceding calendar year.
8. Copies of State and Federal tax reports for the most recent year, as well as copies of any audit reports.

The activities of outside support organizations shall not involve the use of public funds and the District shall not assume responsibility for any purchases made on behalf of any outside support organization governed by this policy. The School District tax identification number shall not be used for outside support organization purchases.

### **School-Based Organizations**

School-based organizations include, but are not necessarily limited to, clubs, classes and departments, and other school-sponsored groups.

All fund-raising activities must be approved by the principal. The financial transactions of each school organization shall be accounted for in the school internal funds. All funds handled by Board employees during normal working hours shall be included in and become part of the internal funds of the school unless accounted for in the District-level accounting system. All school organizations, or organizations operating in the name of the school, that obtain money from the public shall be accountable to the Board for receipt and expenditure of those funds in the manner prescribed by the Board. If approved by the Board, a school-based, direct-support organization as defined under F.S. 1001.453 may have all financial transactions accounted for in school internal funds.

Funds collected by and used for the benefit of faculty and staff may be exempt from the preceding requirements if authorized by Superintendent.

Student participation in fund-raising activities shall not be in conflict with the program as administered by the Board and shall be in compliance with Policy 5830 - Student Fund-Raising, Policy 6605 - Crowdfunding, and Policy 6610 - School Internal Funds.

Fund-raising activities by a school, by any group within a school, or in the name of a school shall not conflict with programs as administered by the Board.

Funds collected shall be expended to benefit students of the particular school raising funds unless those funds are being collected for a specific documented purpose or are generated by career education production shops. Career education production revenues shall benefit the students or program that generated the funds or the student body. Those internal account funds designated for general purposes shall be used to benefit the student body.

Collecting and expending of school internal account funds shall be in accordance with Chapter 8 of the Financial & Program Cost Accounting & Reporting for Florida Schools, Red Book 2014. Sound business practices shall be observed in all transactions.

Each school organization shall be subject to audit upon request by the District. Audits may be conducted by the District at the District's expense or the school organization may hire an outside CPA to conduct the audit at its expense.

### **Fund-Raising**

The time, date, purpose, location, and conduct of all fund-raisers shall have prior approval of the administration. Outside support organizations are encouraged to communicate their preferred activity dates to the administration as soon as possible as consideration for dates and facilities will be given on a first-come, first-served basis.

Proceeds from outside support organizations fund-raisers shall not be commingled with a student activity or other Board accounts. Board employees who commingle such proceeds with a student activity or other Board account shall be subject to discipline.

Donations from outside support organizations must be made in accordance with Policy 7230 and any accompanying procedures. Donations shall become the property of the Board and used in a manner determined by the Board, in accordance with its policies, procedures, and Florida law.

Outside support organizations shall comply with Board Policy 6605 on crowdfunding and accompanying administrative procedure.

For any fund-raisers by student clubs and organizations, parent groups, or ~~outside support organizations boosters clubs~~ that involves the sale to students of food items and/or beverages that will be consumed on campus, the food and/or beverages items to be sold shall comply with the current USDA *Nutrition Standards for the National School Lunch and School Breakfast Programs*, the USDA *Smart Snacks in Schools* regulations, F.A.C. 5P-1.003, and applicable State law, unless the Principal grants an exception to this requirement pursuant to F.A.C. 5P-1.003. If approved, fund-raisers that involve the sale of food items or beverages to students on campus must be consistent with regulations established in Policy 8550, Competitive Foods, whether those food items and beverages are compliant with, or an exception to, the current USDA *Dietary Guidelines for Americans* and the USDA *Smart Snacks in Schools* regulations.

If an exception is granted to the requirement that food items and beverages available for sale to students on campus between one (1) hour after the last lunch period and thirty (30) minutes after the end of the school day are compliant with the current USDA *Dietary Guidelines for Americans* and the USDA *Smart Snacks in Schools* regulations, the Principal shall also comply with all requirements set forth in F.A.C. 5P-1.003, including the maintenance of required records.

## Other Rules and Procedures

The following additional rules and procedures shall govern the working relationships between the Board, administration, and any approved outside support organization. The Board may revoke formal recognition of any support group that fails to comply with these rules:

1. The Board relies upon approved outside support organizations to operate in a manner consistent with public expectations for the schools and reserves the right to withdraw sponsorship from any outside support organization that violates the bounds of community taste.
2. In addition to parents, membership should be made available to District staff and members of the community.
3. Outside support organizations shall work in cooperation with the principal and other staff members and shall abide by the policies of the Board. It shall be the responsibility of each outside support organization to monitor its activities to assure compliance with Board policy.
4. Outside support organizations are encouraged to set goals that are consistent with those of the particular programs, activities or sports being supported as articulated by the coach/advisor and/or athletic director of such program, activity or sport, to avoid duplication of effort and to maximize the benefit to the organization or group.
5. Outside support organizations must abide by the policies and procedures established for the use of District facilities and grounds. Projects that require any modification or alteration to District property must be pre-approved by the Superintendent.

~~The Superintendent shall develop the administrative procedures so that each group's fund-raising activities are in compliance with Board policies, that the funds are used for school-related projects that have the approval of the Principal.~~

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Revised 1/23/18

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7 C.F.R. 210.11

42 U.S.C. 1779

F.S. 1001.41

F.S. 1001.42

F.S. 1001.43

F.S. 1010.01

F.S. 1010.20

F.S. 1011.07

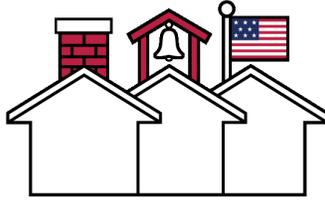
F.A.C. 5P-1.003, Responsibilities for the School Food Service Program

F.A.C. 6A-1.001, District Financial Records

F.A.C. 6A-1.087, School Board Responsible for Internal Funds

F.A.C. 6A-1.091, Purchases from Internal Funds

Chapter 8, Financial and Program Cost Accounting and Property for Florida Schools, 2014



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Last Revised	February 14, 2017

### 1130 - **APPOINTMENT, ASSIGNMENT, TRANSFER, AND PROMOTION OF ADMINISTRATORS**

The School Board believes that the appropriate placement of qualified and competent staff is essential to the success of the District.

#### **Appointment and Assignment**

The Superintendent shall submit written recommendations with regard to the appointment and assignment of administrators for Board action.

The Board shall act not later than three (3) weeks following the receipt of State mandated test scores and data, including school grades, or June 30<sup>th</sup>, whichever is later, on the Superintendent's nominations of supervisors, principals, and members of the instructional staff.

In accordance with State law, the Board may reject the Superintendent's recommendations for initial appointment and assignment, or re-appointment and assignment, for good cause.

The Board authorizes the Superintendent to temporarily reassign employees when the Superintendent determines that it is in the employee's and/or School District's best interest(s). If such reassignment is in excess of fifteen (15) workdays, the Superintendent shall inform the Board.

#### **Promotion and Transfer**

Pursuant to State law, the Superintendent's primary consideration in recommending an individual for promotion must be the individual's demonstrated effectiveness pursuant to F.S. 1012.34.

When need be, the Superintendent shall submit written recommendations with regard to the promotion or transfer of administrative staff for Board action.

In accordance with State law, the Board may reject the Superintendent's recommendation for the transfer or promotion of an instructional staff member for good cause.

#### **Required Reporting**

The Superintendent must annually notify the parent of any student who is assigned to a school with an administrator having two (2) consecutive annual performance evaluation ratings of unsatisfactory, two (2) annual performance evaluation ratings of unsatisfactory within a three (3) year period, or three (3) consecutive annual performance evaluation ratings of needs improvement or a combination of needs improvement and unsatisfactory. The Superintendent shall also comply with all other reporting requirements set forth in State law.

## Duties, Days, and Hours

The Superintendent shall communicate the duties, days, and hours of the various classifications of administrators.

- A. Administrative staff shall perform the duties required by Florida statutes and Board policy, as well as all other generally accepted administrative duties such as supervision of bus loading zones, chaperoning students, and other reasonable duties as may be assigned by the administrator's immediate supervisor. Failure to perform such duties in an acceptable manner shall constitute a violation of an administrator's contract and just cause for disciplinary action.
- B. Administrative staff are responsible for student control and supervision at any location on campus or during school-sponsored activities.
- C. Administrators shall not permit their family or friends by their presence to interfere with performance of their duties during working hours.

## Employment and Supervision of Relatives (Nepotism)

For purposes of this policy, a "relative" is an individual included within the definition of "relative" set forth in F.S. 112.3135, which includes the following individuals: father, mother, son, daughter, brother, sister, uncle, aunt, cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, any in-law relationship, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half-brother, half-sister, or persons who reside at the same residence.

Neither the superintendent nor a Board member may appoint or employ a relative to work under their direct supervision.

These limitations do not apply to employees appointed or employed before the election or appointment of the superintendent or a Board member.

Two (2) or more relatives shall not work in the same school/department except by permission of the Superintendent. In the event that an administrator, due to some unusual circumstance, may have been placed in the same school/department with a close relative, the administrator may continue in the position until reassigned to position of comparable grade, pay, and reasonable personal convenience.

1. Relatives may be employed in the same school/department when specifically recommended by the administrator and approved by the Superintendent on the grounds that it is to the advantage of the District.
2. Under no circumstances shall a person supervise the work of a relative.

Likewise, a Administrators may not nominate for employment, or directly supervise, relatives at the same work location. The administrator of any District entity or office shall disclose to the Superintendent any relative for whom the administrator is responsible with respect to employment decisions, payroll authorization, or job performance evaluations. All employees shall disclose to the Superintendent, the names of all relatives working at the same work location. Failure to immediately make such disclosures shall be grounds for disciplinary action, up to and including termination.

Work location is defined to include payroll cost center or any administrative unit under the direct supervision of a permanent employee of the District.

~~"Relative" means an individual who is related to the supervisor as father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half-brother, half-sister, grandfather, grandmother, grandchild, or persons who reside at the same residence.~~

Technical Change 11/22/16  
Revised 2/14/17

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F.S. 112.3135

F.S. 1001.32

F.S. 1012.22

F.S. 1012.23

F.S. 1012.2315

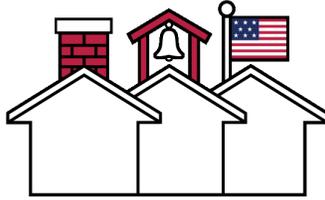
F.S. 1012.27

F.S. 1012.28

F.S. 1012.34

F.S. 1012.795

F.S. 1012.796



Book	Policy Manual
Section	Vol. 19, No. 2 - Revised
Title	Copy of STANDARDS OF ETHICAL CONDUCT
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Adopted	August 13, 2013
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## 1210 - STANDARDS OF ETHICAL CONDUCT

### Definitions

For purposes of this policy, the term "administrator" means those individuals identified in F.S. 1012.01(3), ~~all certificated and non-certificated administrators.~~ Administrative personnel typically perform management activities such as developing broad policies for the District and executing those policies through the direction of personnel at all levels within the District. Administrative personnel are generally high-level, responsible personnel who have been assigned the responsibilities of systemwide or schoolwide functions, including the following:

1. the superintendent;
2. District-based instructional administrators;
3. District-based noninstructional administrators;
4. school administrators;
5. others who perform management activities, such as coordinators and managers.

### Standards of Ethical Conduct

No administrator shall have any interest, financial or otherwise, direct or indirect; engage in any business transaction or professional activity; or incur any obligation of any nature that is in substantial conflict with the proper discharge of his/her duties in the public interest. (see also Policy 1129 Conflict of Interest).

No administrator shall solicit or accept anything of value including a gift (See F.S. 112.312), loan, reward, promise of future employment, favor, or service, based upon an understanding that the vote, official action, or judgment of the administrator would be influenced thereby.

~~Administrators shall be guided by and adhere to the following ethical principles:~~

- A. ~~The administrator values the worth and dignity of every person, the pursuit of truth, devotion to excellence, acquisition of knowledge, and the nurture of democratic citizenship. Essential to the achievement of these standards are the freedom to learn and to teach and the guarantee of equal opportunity for all.~~
- B. ~~The administrator's primary professional concern will always be for the student and for the development of the student's potential. The administrator will therefore strive for professional growth and will seek to exercise the best professional judgment and integrity.~~
- C. ~~The administrator strives to achieve and sustain the highest degree of ethical conduct because s/he is aware of the importance of maintaining the respect and confidence of one's colleagues, of students, of parents, and of other members of the community.~~

~~District administrators shall comply with the following disciplinary principles. Violation of any of these principles shall subject the individual to revocation or suspension of the individual administrator's certificate, or the other penalties as provide by law.~~

~~A. Obligation to the student requires the District administrator shall:~~

- ~~1. make a reasonable effort to protect the student from conditions harmful to learning and/or to the student's mental and/or physical health and/or safety;~~
- ~~2. not unreasonably restrain a student from independent action in pursuit of learning;~~
- ~~3. not unreasonably deny a student access to diverse points of view;~~
- ~~4. not intentionally suppress or distort subject matter relevant to a student's academic program;~~
- ~~5. not intentionally expose a student to unnecessary embarrassment or disparagement;~~
- ~~6. not intentionally violate or deny a student's legal rights;~~
- ~~7. not harass or discriminate against any student on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition, sexual orientation, or social and family background and shall make reasonable efforts to assure that each student is protected from harassment or discrimination;~~
- ~~8. not exploit a relationship with a student for personal gain or advantage;~~
- ~~9. keep in confidence personally identifiable information obtained in the course of professional service, unless disclosure serves professional purposes or is required by law;~~

~~B. Obligation to the public requires that the District administrator shall:~~

- ~~1. take reasonable precautions to distinguish between personal views and those of any educational institution or organization with which the individual is affiliated;~~
- ~~2. not intentionally distort or misrepresent facts concerning an educational matter in direct or indirect public expression;~~
- ~~3. not use institutional privileges for personal gain or advantage; (see also Policy 1129, Conflict of Interest)~~
- ~~4. accept no gratuity, gift, or favor that might influence professional judgment; (see also Policy 1129, Conflict of Interest)~~

~~**(NOTE: No administrator shall solicit or accept anything of value including a gift, loan, reward, promise of future employment, favor, or service based upon an understanding that the vote, official action, or judgment of the administrator would be influenced thereby.)**~~

- ~~5. offer no gratuity, gift, or favor to obtain special advantages; (see also Policy 1129, Conflict of Interest)~~

~~C. Obligation to the profession of education requires that the District administrator shall:~~

- ~~1. maintain honesty in all professional dealings;~~
- ~~2. not on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition if otherwise qualified, or social and family background deny to a colleague professional benefits or advantages or participation in any professional organization;~~
- ~~3. not interfere with a colleague's exercise of political or civil rights and responsibilities;~~
- ~~4. not engage in harassment or discriminatory conduct which unreasonably interferes with an individual's performance of professional or work responsibilities or with the orderly processes of education or which creates a hostile, intimidating, abusive, offensive, or oppressive environment; and, further, shall make reasonable efforts to assure that each individual is protected from such harassment or discrimination;~~
- ~~5. not make malicious or intentionally false statements about a colleague;~~
- ~~6. not use coercive means or promise special treatment to influence professional judgments of colleagues;~~
- ~~7. not misrepresent one's own professional qualifications;~~
- ~~8. not submit fraudulent information on any document in connection with professional activities;~~
- ~~9. not make any fraudulent statement or fail to disclose a material fact in one's own or another's application for a professional position;~~
- ~~10. not withhold information regarding a position from an applicant or misrepresent an assignment or conditions of employment;~~
- ~~11. provide upon the request of a certificated individual a written statement of specific reason for recommendations that lead to the denial of increments, significant changes in employment, or termination of employment;~~
- ~~12. not assist entry into or continuance in the profession of any person known to be unqualified in accordance with these *Principles of Professional Conduct for the Education Profession in Florida* and other applicable Florida~~

~~statutes and State Board of Education rules;~~

- ~~13. self report within forty eight (48) hours to appropriate authorities (as determined by the District) any arrests/charges involving the abuse of a child or the sale and/or possession of a controlled substance;~~

~~Such notice shall not be considered an admission of guilt nor shall such notice be admissible for any purpose in any proceeding, civil or criminal, administrative or judicial, investigatory or adjudicatory;~~

~~In addition, District administrators shall self report any conviction, finding of guilt, withholding of adjudication, commitment to a pretrial diversion program, or entering of a plea of guilty or Nolo Contendere for any criminal offense other than a minor traffic violation within forty eight (48) hours after the final judgment. When handling sealed and expunged records disclosed under this rule, school districts shall comply with the confidentiality provisions of F.S. 943.0585(4)(c) and F.S. 943.059(4)(c);~~

- ~~14. report to appropriate authorities any known allegation of a violation of the Florida School Code or State Board of Education rules as defined in F.S. 1012.795(1);~~
  - ~~15. seek no reprisal against any individual who has reported any allegation of a violation of the Florida School Code or State Board of Education rules as defined in F.S. 1012.795(1);~~
  - ~~16. comply with the conditions of an order of the Education Practices Commission imposing probation, imposing a fine, or restricting the authorized scope of practice;~~
  - ~~17. as the supervising administrator, cooperate with the Education Practices Commission in monitoring the probation of a subordinate.~~
- ~~D. No administrative staff member shall have any interest, financial or otherwise, direct or indirect; engage in any business transaction or professional activity; or incur any obligation of any nature which is in substantial conflict with the proper discharge of his/her duties in the public interest.~~
- ~~E. All District administrative staff members shall adhere to the principles enumerated above.~~

## **Training**

All administrators shall be required to complete training on the standards established herein upon employment and annually thereafter.

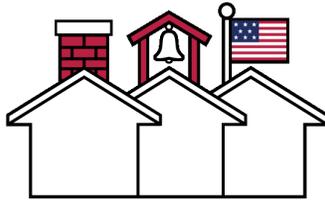
## **Responsibilities Related to Allegations of Misconduct**

Pursuant to F.S. 1001.42(7), the superintendent may not knowingly sign and transmit to any State official a report of alleged misconduct by instructional personnel or school administrators which affects the health, safety, or welfare of a student which the superintendent knows to be false or incorrect, or knowingly fail to adopt policies that require instructional personnel and school administrators to report alleged misconduct by other instructional personnel and school administrators, or that require the investigation of all reports of alleged misconduct by instructional personnel and school administrators, if the misconduct affects the health, safety, or welfare of a student. Violation of these provisions will result in the forfeit of the superintendent's salary for one (1) year.

Revised 4/12/16  
Revised 11/22/16

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Legal F.S. 112.312, 112.313, 1001.42(6), 1001.421, 1006.32, 1012.23  
F.A.C. 6A-10.081



Book	Policy Manual
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Last Revised	April 23, 2019

#### 1590 - **PERSONNEL FILE**

It is necessary for the orderly operation of the School District to prepare a personal information system for the retention of appropriate files bearing upon an employee's duties and responsibilities to the District and the District's responsibilities to the employee.

The School Board requires that sufficient records exist to determine an employee's qualifications for the job held, compliance with Federal, State, and local benefit programs, conformance with District rules, and evidence of completed evaluations. Such records will be kept in compliance with the laws of the State of Florida. Materials relating to work performance, discipline, suspension, or dismissal will be reduced to writing and signed by a person competent to know the facts or make the judgment. The resignation or termination of an employee before an investigation of alleged misconduct by the employee affecting the health, safety, or welfare of a student is concluded must be clearly indicated in an employee's personnel file.

The term personnel file as used in this section shall mean all records, information, data, or materials maintained by a public school system, in any form or retrieval system whatsoever, with respect to any of its instructional staff, which are uniquely applicable to that employee, whether maintained in one (1) or more locations.

Only that information which pertains to the professional role of the employee and submitted by duly authorized school administrative personnel and the Board may be entered in the official record file.

Pursuant to State law, a complaint of misconduct against a District employee, and all information obtained pursuant to an investigation by the District of the complaint of misconduct, are confidential and exempt from inspection or copying until the investigation ceases to be active, or until the District provides written notice to the employee who is the subject of the complaint, in the manner set forth below, that the District has either:

- A. concluded the investigation with a finding not to proceed with disciplinary action or file charges, or
- B. concluded the investigation with a finding to proceed with disciplinary action and/or to file charges. If the investigation results in such a finding, the District shall also file a legally sufficient complaint regarding the misconduct as required by State law and Policy 8141 - Mandatory Reporting of Misconduct by Certificated Employees.

For the purpose of this subsection, a preliminary investigation shall be considered active as long as it is continuing with a reasonable, good faith anticipation that an administrative finding will be made in the foreseeable future. An investigation shall be presumed to be inactive, if no finding relating to probable cause is made within 60 days after the complaint is made. This subparagraph does not absolve the school district of its duty to provide any legally sufficient complaint to the department within 30 days after the date on which the subject matter of the complaint comes to the attention of the school district pursuant to s. 1012.796(1)(d)1., regardless of the status of the complaint.

Materials relating to work performance, discipline, suspension, or dismissal must be reduced to writing and signed by a person competent to know the facts or make the judgment.

The resignation or termination of an employee before an investigation of alleged misconduct by the employee affecting the health, safety, or welfare of a student is concluded must be clearly indicated in the employee's personnel file.

~~Regardless of the status of an investigation, any legally sufficient complaint will be filed in writing with Florida Department of Education (FLDOE) within thirty (30) days after the date on which the subject matter of the complaint comes to the attention of the District pursuant to F.S. 1012.796(1)(d)1. A complaint is legally sufficient if it contains ultimate facts that show a violation has occurred as provided in F.S. 1012.795 and defined by rule of the State Board of Education.~~

Any material that is derogatory to an employee shall not be open to inspection for an additional ten (10) days after the employee has been notified either:

- A. by certified mail, return receipt requested, to his/her address of record; or
- B. by personal delivery. The employee's signature on a copy of the materials to be filed shall be proof that such materials were given to the employee, with the understanding that such signature merely signifies receipt and does not necessarily indicate agreement with its contents.

No record in a personnel file which is confidential and exempt from inspection and copying pursuant to applicable law shall be disclosed except as provided by applicable law.

The Superintendent shall maintain a record in each personnel file of those persons reviewing the files each time they are reviewed.

A copy of each such entry shall be given to the employee upon request.

The employee shall have access to his/her file upon request.

Notwithstanding other provisions of this subsection, all aspects of the personnel file of each employee shall be made available to law enforcement personnel in the conduct of a lawful criminal investigation.

DISCIPLINARY CASE FILES: EMPLOYEES Item #98 This record series documents the investigation of allegations of employee misconduct and/or violation of department regulations or orders, state or federal statutes, or local ordinances. The series may include, but is not limited to, statements by the employee, witnesses, and the person filing the complaint. Cases include both formal and informal disciplinary proceedings relating to allegations that were determined as sustained, not sustained, unfounded, or exonerated. "Formal discipline" is defined as disciplinary action involving demotion, removal from office, suspension, or other similar action. "Informal discipline" is defined as any disciplinary action involving written and verbal reprimands, memoranda, or other similar action. These records are filed separately from the employee personnel file, but the final action summary becomes part of the personnel file. See also "EMPLOYEE CONDUCT COUNSELING RECORDS," "PERSONNEL RECORDS" items, and "STAFF ADMINISTRATION RECORDS." RETENTION: 5 anniversary years after final action.

The related procedures manual is entitled Personnel File Procedures.

Revised 3/4/14  
Revised 4/23/19

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**\*State of Florida General Records Schedule GS1-SL for State and Local Government Agencies**

**EFFECTIVE: August 2017**

**Rule 1B-24.003(1)(a), Florida Administrative Code**

**Florida Department of State**

**Division of Library and Information Services**

**Tallahassee, Florida**

**850.245.6750**

**recmgt@dos.myflorida.com**

**info.florida.gov/records-management**

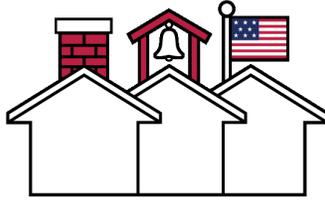
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F.S. 119.011

F.S. 119.07

F.S. 119.071

F.S. 1012.31



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### 3120 - **EMPLOYMENT OF INSTRUCTIONAL STAFF**

The School Board recognizes that it is vital to the successful operation of the District that positions created by the Board be filled with highly qualified and competent personnel. Any person employed in an instructional position requiring certification shall possess a valid certificate issued pursuant to Florida law and shall file the certificate with the District.

For purposes of this policy, instructional staff includes: classroom teachers, librarians/media specialists, guidance counselors, social workers, career specialists, and resource specialists.

The Superintendent shall also conduct employment history checks of all candidates for instructional staff positions. The employment history check shall include, but not be limited to, contacting any previous employer and screening the candidate through the use of the screening tools described in State law. If contact with (a) previous employer(s) cannot be made, the Superintendent shall document the efforts made to do so.

Any instructional staff member's misstatement of fact material to qualification for employment or the determination of salary shall be considered to constitute grounds for dismissal.

A candidate shall be disqualified from employment in any position that requires direct contact with students if the candidate is ineligible for such employment under F.S. 1012.315.

A candidate for appointment may be employed by the superintendent on a conditional basis pending approval by the Board, provided that a complete application and all required employment documents are on file in the Human Resources Department. Employment shall be recommended to the Board no later than one (1) month following such conditional employment. If the conditional employee is not approved by the Board, employment will be terminated immediately. The individual will be paid for the time worked at the regular salary rate for the position.

Upon Board approval of employment, each instructional staff member shall execute a written contract as required by State law and Policy 3128 - Contracts: Instructional Personnel

### **INSTRUCTIONAL PERSONNEL**

Qualifications of instructional personnel shall be as required by law and Florida Administrative Code. To be eligible for appointment in any position in the District, a person must be of good moral character; must have attained the age of 18 years; and must, when required by law, hold a certificate or license issued under rules of the state Board of Education or the Department of Children and Family Services, except when employed pursuant to F.S. 1012.55 or under the emergency provisions of F.S. 1012.24. Previous residence in this State shall not be required in any school of the state as a prerequisite for any person holding a valid Florida certificate or license to serve in an instructional capacity.

### **CERTIFICATION**

**A. State Certification**

For purposes of this policy, "primary instructor" refers to any instructional employee of a Florida public school district who provides direct support in the learning process by planning, delivering, and evaluating instruction, including through virtual or blended environments, for all students during the entire class period.

**B. In-Field**

To be considered "in-field", a primary instructor must meet one of the following qualifications:

-

1. the teacher is assigned to a course covering subject matter for which the teacher holds a certificate per F.S. 1012.55; or
2. demonstrates sufficient subject matter expertise as determined by F.A.C. 6A-1.0503, (2)(a)-(h).

Teachers who teach in classes for which FEFP funds are earned shall be certified teachers as defined in F.S. 1012.56 and the Florida State Board of Education Administrative Rule, F.A.C. 6A-1.0503 and 6A-1.0502.

Teachers who have a minor in a subject area assignment, or who have passed the subject area exam for the subject area assignment or who have demonstrated sufficient subject area expertise in the subject area assignment, may be placed in the field. The procedures for using this provision are found in the *Guidelines For Determining Sufficient Subject Area Expertise if Designating A Teacher In-Field*.

Teachers may meet foreign language certification requirements and demonstrate mastery of subject area knowledge by achieving passing scores on subject area examinations required by State Board rule, or by completion of a bachelor's degree or higher and verification of the attainment of an oral proficiency interview score above the intermediate level and a written proficiency score above the intermediate level on a test administered by the American Council on the Teaching of Foreign Languages for which there is no Florida developed examination. F.S. ~~1021.42~~1012.42

**C. District Certification**

It is the intent of the Board that nondegreed vocational instructional personnel possess the credentials, knowledge, and/or expertise necessary to provide quality education in the School District. The purpose of District certification is to provide evidence of instructional qualifications in order to protect the interest of students, parents, and the public. The requirements for District certification may be found in the Board Nondegreed Vocational Employment and Certification Procedures.

The Board may revoke a District certificate for cause. The application fee for the District Vocational Certificate shall be the same as a State issued Educator's Certificate.

**NONCERTIFICATED INSTRUCTIONAL PERSONNEL**

The Superintendent is hereby authorized to select and recommend noncertificated instructional personnel for appointment, pursuant to State Board of Education Rule F.A.C. 6A-1.0502, in a critical teacher shortage area, as identified by the Board. To be eligible for employment under this provision, such individuals must hold a Bachelor's or higher degree and possess expert skill in or knowledge of a particular subject or talent, but not hold a Florida teaching certificate. Instructional personnel employed under this policy will not be entitled to receive a contract and shall be governed by the criteria found in the Board Noncertificated Instructional Personnel Procedures.

**CERTIFICATED PERSONNEL**

Any person employed in a position requiring certification shall possess a valid certificate issued pursuant to Florida law or issued by the Board and shall file said certificate with the Superintendent.

**LICENSED PERSONNEL**

Speech pathologists, occupational therapists, physical therapists, and audiologists will receive contracts, salary, and benefits. To be eligible for employment these individuals must hold a license to practice in the State of Florida.

**ADDITIONAL REQUIREMENTS FOR CORE AREA TEACHERS**

All core area teachers employed by the District shall be "highly qualified". Core area teachers are defined in State and Federal law to include English, reading or language arts, mathematics, science, foreign languages, civic and government, economics, arts, history, and geography. This also includes Exceptional Student Education teachers who teach core area subjects.

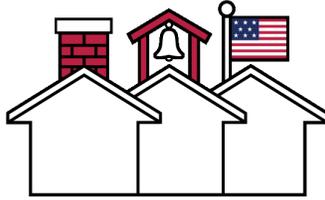
Pursuant to Federal law, the specific requirements to attain "highly qualified" status are established by the Florida Department of Education.

The District must have a plan and show annual progress towards meeting these teacher qualification requirements.

Revised 1/23/18

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Legal	F.S. 1012.01
	F.S. 1012.22
	F.S. 1012.24
	F.S. 1012.27
	F.S. 1012.32
	F.S. 1012.315
	F.S. 1012.33
	F.S. 1021.42
	F.S. 1012.55
	F.S. 1012.56
	F.A.C. 6A-1.0502
	F.A.C. 6A-1.0503
	20 U.S.C. 6301
	20 U.S.C. 7801



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### 3130 - **APPOINTMENT, ASSIGNMENT, TRANSFER, AND PROMOTION OF INSTRUCTIONAL STAFF**

The School Board believes that the appropriate placement of qualified and competent staff is essential to the successful functioning of the District.

#### **Appointment and Assignment**

When developing his/her recommendation for appointments of instructional staff, the Superintendent shall consider nominations for staff appointments submitted by the principals. Further, if the Superintendent intends to recommend placement of a staff member in a school who was not nominated by the principal, the Superintendent will consult with that principal. In accordance with State law, a principal may refuse to accept the Superintendent's proposed assignment of an instructional staff member to his/her school unless that instructional staff member has a performance rating of effective or highly effective under F.S. 1012.34.

After such required consideration and consultation, the Superintendent shall submit written recommendations with regard to the appointment and assignment of instructional staff for Board action.

The Board shall act not later than three (3) weeks following the receipt of State mandated testing scores and data, including school grades, or June 30th, whichever is later, on the Superintendent's nominations of supervisors, principals, and members of the instructional staff.

In accordance with State law, the Board may reject the Superintendent's recommendation for initial appointment and assignment, or re-appointment and assignment, for good cause.

The Board authorizes the Superintendent to temporarily reassign employees when the Superintendent determines that it is in the employee's and/or School District's best interest(s). If such reassignment is in excess of fifteen (15) workdays, the Superintendent shall inform the Board.

#### **Assignment to Schools Graded "D" or "F"**

Pursuant to statutory requirements, the percentage of temporarily certified teachers, teachers in need of improvement, or out-of-field teachers assigned to schools graded "D" or "F" under State law shall not be greater than the District average. Such assignments shall be consistent with the collective bargaining agreement.

A newly hired instructional staff member may be assigned to a school that has earned a grade of "F" in the previous year, or any combination of three (3) consecutive grades of "D" or "F" in the previous years, if the individual:

- A. has received an "effective" or "highly effective" rating in the immediate prior year's performance evaluation;

- B. has successfully completed or is enrolled in a teacher preparation program, is provided with high-quality mentoring during the first two (2) years of employment, holds a professional certificate and holds a probationary contract; or
- C. holds a probationary contract, holds a professional certificate and has successful teaching experience, and if, in the judgment of the school principal students would benefit from the placement of that individual.

The Superintendent will annually certify to the Commission of Education that these requirements are being met. If these requirements are not met and the Superintendent cannot certify, the Board shall be informed immediately.

### **Assignment to Teacher Preparation Programs**

All instructional personnel who supervise or direct teacher preparation students during field experience courses or internships in which candidates demonstrate an impact on student learning growth must have evidence of "clinical educator" training, a valid professional certificate and at least three (3) years K-12 teaching experience and must have earned an "effective" or "highly effective" rating on the prior year's performance evaluation or be a peer evaluator under the District's evaluation system.

All instructional personnel who supervise or direct teacher preparation students during field experience courses or internships in another state, in which a candidate demonstrates an impact on student learning growth, through a Florida online or distance program must have received "clinical educator" training or its equivalent in that state, hold a valid professional certificate issued by the state in which the field experience takes place, and have at least three (3) years of K-12 teaching experience.

All instructional personnel who supervise or direct teacher preparation students during field experience courses or internships, in which a candidate demonstrates an impact on student learning growth, on a United States military base in another country through a Florida online or distance program must have received "clinical educator" training or its equivalent, hold a valid professional certificate issued by the United States Department of Defense or a state or territory of the United States, and have at least three (3) years of K-12 teaching experience.

### **Teachers Teaching Out-of-Field**

**"Out-of-field" means a teacher is assigned to a course covering subject matter outside the field for which the teacher holds a certificate pursuant to F.S. 1012.55 or for which the teacher has not demonstrated sufficient subject matter expertise pursuant to F.S. 1012.42 and as determined by F.A.C. 6A-1.0503, (2)(a)-(h).**

#### **A. Out-of-Field Teacher Plan**

The Superintendent shall prepare a plan to assist any teacher teaching out-of-field with priority consideration to be given in professional development activities.

The plan must include provisions that require out-of-field teachers to participate in a certification or staff development program designed to provide the teachers with the competencies required for their assigned duties.

The plan must also include duties of administrative personnel and other instructional personnel to provide students with instructional services.

The plan shall be reviewed and considered for adoption by the Board during a publicly-noticed meeting.

#### **B. Notification Requirements and Transfer Requests**

When a teacher is assigned instructional duties in a class containing subject matter outside the field in which the teacher is certified, outside the field that was the applicant's minor field of study, or outside the field in which the applicant has demonstrated sufficient subject area expertise, as determined by the State Board of Education rule (F.A.C. 6A-1.0503), the parents of all students in the class shall be notified in writing of such assignment.

The Board shall report out-of-field teachers on the District's website within thirty (30) days before the beginning of each semester.

A parent whose student is assigned an out-of-field teacher may request that their child be transferred to an in-field classroom teacher within the school and grade in which the student is currently enrolled through the process set forth in Policy 5780.

### **Promotion and Transfer**

Pursuant to State law, the Superintendent's primary consideration in recommending an individual for promotion must be the individual's demonstrated effectiveness pursuant to State law.

Before transferring an instructional staff member from one (1) school to another, the Superintendent shall consult with the principal of the school to which the teacher will be assigned and allow the principal the opportunity to review the teacher's records, including student performance demonstrated under F.S. 1012.34, and interview the teacher. If, in the judgment of the principal, students would not benefit from the placement, an alternative placement may be sought. A principal may refuse to accept the Superintendent's assignment or transfer of an instructional staff member who holds a professional teaching certificate to his/her school, unless that instructional staff member has a performance rating of effective or highly effective under F.S. 1012.34.

After the required considerations and consultations, the Superintendent shall submit written recommendations with regard to the promotion or transfer of instructional staff for Board action.

In accordance with State law, the Board may reject the Superintendent's recommendation for the transfer or promotion of an instructional staff member for good cause.

### **Required Reporting**

The Superintendent must annually notify the parent of any student who is assigned to classroom with a teacher having two (2) consecutive annual performance evaluation ratings of unsatisfactory, two (2) annual performance evaluation ratings of unsatisfactory within a three (3) year period, or three (3) consecutive annual performance evaluation ratings of needs improvement or a combination of needs improvement and unsatisfactory.

### **Duties, Days, and Hours**

The Superintendent shall make known through administrative channels the duties, days, and hours of the various classes of instructional personnel.

- A. Instructional staff members shall perform the duties required by Florida statutes, Board policy, and the collective bargaining agreement, as well as other reasonable duties as may be assigned by their immediate supervisor. Failure to perform such duties in an acceptable manner shall constitute a violation of the instructional staff member's contract and just cause for disciplinary action.
- B. Instructional staff members are responsible for student control and supervision at any location on campus or during school-sponsored activities.
- C. Instructional staff members shall not permit their family members or friends by their presence to interfere with performance of their duties during working hours.

### **Employment and Supervision of Relatives (Nepotism)**

~~Instructional staff members may not nominate for employment, or directly supervise, relatives at the same work location. The instructional staff member of any District entity or office shall disclose to the Superintendent any relative for whom the instructional staff member is responsible with respect to employment decisions, payroll authorization, or job performance evaluations.~~ All employees shall disclose to the Superintendent, the names of all relatives working at the same work location. Failure to immediately make such disclosures shall be grounds for disciplinary action, up to and including termination.

Work location is defined to include payroll cost center or any administrative unit under the direct supervision of a permanent employee of the District.

~~"Relative" means an individual who is related to the supervisor as father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half-brother, half-sister, grandfather, grandmother, grandchild.~~ For purposes of this policy, a "relative" is an individual included within the definition of "relative" set forth in F.S. 112.3135, which includes the following individuals: father, mother, son, daughter, brother, sister, uncle, aunt, cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, any in-law relationship, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half-brother, half-sister, or living in the same residence.

Neither the superintendent nor a Board member may appoint or employ a relative to work under their direct supervision.

These limitations do not apply to employees appointed or employed before the election or appointment of the superintendent or a Board member.

Two (2) or more relatives shall not work in the same school/department except by permission of the Superintendent. In the event that an administrator, due to some unusual circumstance, may have been placed in the same school/department with

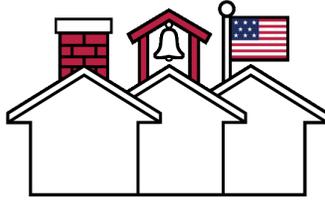
a relative, the administrator may continue in the position until reassigned to a position of comparable grade, pay, and reasonable personal convenience.

1. Relatives may be employed in the same school/department when specifically recommended by the administrator and approved by the Superintendent on the grounds that it is to the advantage of the District.
2. Under no circumstances shall a person supervise the work of a relative.

Revised 3/24/15  
Revised 11/22/16  
Revised 2/14/17

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Legal	F.S. 112.3135
	F.S. 1004.04
	F.S. 1012.22
	F.S. 1012.23
	F.S. 1012.2315
	F.S. 1012.27
	F.S. 1012.28
	F.S. 1012.42



Book	Policy Manual
Section	Vol. 19, No. 2 - Revised
Title	Copy of EVALUATION OF INSTRUCTIONAL PERSONNEL
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Status	
Adopted	August 13, 2013
Last Revised	April 24, 2018

### 3220 - **EVALUATION OF INSTRUCTIONAL PERSONNEL**

Pursuant to State law, evaluations shall be conducted for the purpose of increasing student learning growth by improving the quality of instructional services in the District. The instructional personnel performance evaluation system is a product of negotiations with the Indian River County Education Association (IRCEA). Except for classroom teachers who are newly hired in the District and excluding substitute teachers, a performance evaluation must be conducted for each instructional staff member at least once per year. Newly hired teachers must be observed and evaluated twice during their first year of teaching in the District.

The Principal is responsible for the performance of all personnel employed by the School Board and assigned to the school to which the Principal is assigned. The Principal shall appropriately and effectively apply the personnel evaluation system that has been recommended by the Superintendent and approved by the Board, and approved, as required by State law, by the Florida Department of Education.

#### **Instructional Personnel Evaluation System**

The performance evaluation of instructional personnel must be based upon the performance of students assigned to their classrooms. The performance evaluation system must be based upon sound educational principles and contemporary research in effective educational practices. The District's performance evaluation system is not limited to basing unsatisfactory performance of instructional personnel solely upon student performance, but may include other criteria to evaluate instructional personnel performance, or any combination of student performance and other criteria. All personnel must be fully informed of the criteria, data sources, methodologies, and procedures associated with the evaluation process before the evaluation takes place. Additionally, the Principal shall assist the teachers within the school to use student assessment data, as measured by student learning growth gains pursuant to State law for self-evaluation and improvement.

The evaluation system for instructional personnel will:

- A. be designed to support effective instruction and student learning growth, and performance evaluation results must be used when developing District and school level improvement plans;
- B. provide appropriate instruments, procedures, timely feedback, and criteria for continuous quality improvement of the professional skills of instructional personnel, and performance evaluation results must be used when identifying professional development;
- C. include a mechanism to examine performance data from multiple sources, including opportunities for parents to provide input into employee performance evaluations when appropriate;
- D. identify those teaching fields for which special evaluation procedures and criteria are necessary;
- E. differentiate among four (4) levels of performance as follows:

1. highly effective
2. effective
3. needs improvement or, for instructional personnel in the first three (3) years of employment who need improvement, developing
4. unsatisfactory

F. provide for training and monitoring programs based upon guidelines provided by the Department of Education to ensure that all individuals with evaluation responsibilities understand the proper use of the evaluation criteria and procedures.

## **Evaluation Procedures and Criteria**

Evaluation procedures and criteria must comply with, but are not limited to, the following:

### **A. Performance of Students**

At least fifty percent (50%) of the performance evaluation for instructional personnel must be based upon the data and indicators of student performance of the teacher's students as determined by the District in accordance with F.S. 1012.34(7). The performance of students shall also include growth or achievement data of the teacher's students for at least three (3) years or, if less than three (3) years is available, the years for which data are available. The proportion of growth or achievement data may be determined by instructional assignment.

For classroom teachers of grades and subjects for which their students' performance is assessed by Statewide standardized assessments, the District ~~may~~ shall measure student learning growth using the formulas approved by the Commissioner and the standards for performance levels adopted by the State Board for courses associated with the Statewide, standardized assessments administered under F.S. 1008.22 no later than the school year immediately following the year the formula is approved by the Commissioner (see F.A.C. 6A-5.030 and 6A-5.0411).

For classroom teachers of grades and subjects for which their students' performance is not assessed by Statewide standardized assessments, the District shall use the methodology set forth in the District's evaluation plan that is submitted to and approved by the FLDOE to measure the student's performance upon which to base one-half (1/2) of the performance evaluation.

For instructional personnel who are not classroom teachers, the District shall use the methodology set forth in the District's evaluation plan that is submitted to and approved by the FLDOE to measure the student's performance upon which to base one-half (1/2) of the performance evaluation.

Pursuant to State law, the proportion of growth or achievement data in the District-determined student performance measures may be determined by instructional assignment.

### **B. Instructional Practice**

The remainder of the performance evaluation must be based upon instructional practice. Evaluation criteria used when annually observing classroom teachers, as defined in F.S. 1012.01(2)(a), excluding substitute teachers, must include indicators based upon each of the Florida Educator Accomplished Practices adopted by the State Board of Education. For instructional personnel who are not classroom teachers, evaluation criteria must be based upon indicators of the Florida Educator Accomplished Practices and may include specific job expectations related to student support.

The individual responsible for supervising the employee must evaluate the employee's performance. The evaluation system may provide for the evaluator to consider input from other personnel trained under F.S. 1012.34(2). The evaluator must submit a written report of the evaluation to the Superintendent for the purpose of reviewing the employee's contract. The evaluator must submit the written report to the employee no later than ten (10) days after the evaluation takes place. The evaluator must discuss the written evaluation report with the employee. The employee shall have the right to initiate a written response to the evaluation, and the response shall become a permanent attachment to his or her personnel file.

The evaluation shall be completed and on file in accordance with the time schedule established by the Superintendent. The written report of the evaluation must be on file and provided to the employee within ten (10) days after the evaluation conference. The evaluator must discuss the written evaluation report with the employee. The employee shall have the right to initiate a written response to the evaluation, and the response shall become a permanent attachment to his/her personnel file. The evaluator may amend an evaluation based upon assessment data from the current year if the data becomes available within ninety (90) days after the close of the school year.

If an employee who holds a professional service contract is not performing his/her duties in a satisfactory manner, the evaluator shall notify the employee in writing of such determination. The notice must describe such unsatisfactory performance and include notice of the procedural requirements set forth in F.S. 1012.34(4).

An evaluation shall be submitted at the time an instructional staff member leaves the District if services terminate prior to annual evaluations.

An instructional staff member shall be given a copy of any documents relating to his/her performance that are to be placed in the personnel file.

A portion of each instructional staff member's compensation shall be based on the employee's performance evaluation as required by State law.

In addition, the Superintendent shall annually report the evaluation results of instructional staff members using the four (4) levels of performance set forth in State law to the FLDOE. The results shall be provided by school and shall be disaggregated by classroom teachers, as defined in State law, excluding substitute teachers, and all other instructional personnel, also as defined in State law.

The Superintendent shall also notify the FLDOE of any instructional staff members who receive two (2) consecutive unsatisfactory evaluations, as well as any instructional personnel who are given written notice by the District of intent to terminate or not renew their employment.

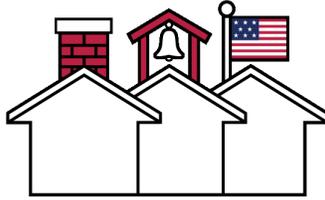
### **Annual Review of District Instructional Personnel Evaluation System**

The Superintendent shall develop procedures for annual review of the instructional staff evaluation system to analyze whether it complies with Florida law and this policy. All substantial revisions to the evaluation system must be reviewed and approved by the Board, upon the recommendation of the Superintendent, before being submitted to the Florida Department of Education for Approval and being used to evaluate instructional personnel. Substantial revisions are those that would cause an amendment to which performance levels would be assigned to instructional personnel.

Revised 3/4/14  
Revised 3/24/15  
Revised 4/12/16  
Revised 11/22/16  
Revised 4/24/18

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Legal	F.S. 1012.01
	F.S. 1012.22
	F.S. 1012.28
	F.S. 1012.31
	F.S. 1012.34
	F.A.C. 6A-5.030
	F.A.C. 6A-5.0411



Book	Policy Manual
Section	Vol. 19, No. 2 - Revised
Title	Copy of PERSONNEL FILE
Code	*po3590 ES/bd 06 19 19 District Requested
Status	
Adopted	August 13, 2013
Last Revised	April 23, 2019

#### 3590 - **PERSONNEL FILE**

It is necessary for the orderly operation of the School District to prepare a personal information system for the retention of appropriate files bearing upon an employee's duties and responsibilities to the District and the District's responsibilities to the employee.

The School Board requires that sufficient records exist to determine an employee's qualifications for the job held, compliance with Federal, State, and local benefit programs, conformance with District rules, and evidence of completed evaluations. Such records will be kept in compliance with the laws of the State of Florida. Materials relating to work performance, discipline, suspension, or dismissal will be reduced to writing and signed by a person competent to know the facts or make the judgment. The resignation or termination of an employee before an investigation of alleged misconduct by the employee affecting the health, safety, or welfare of a student is concluded must be clearly indicated in an employee's personnel file.

The term personnel file as used in this section shall mean all records, information, data, or materials maintained by a public school system, in any form or retrieval system whatsoever, with respect to any of its instructional staff, which are uniquely applicable to that employee, whether maintained in one (1) or more locations.

Only that information which pertains to the professional role of the employee and submitted by duly authorized school administrative personnel and the Board may be entered in the official record file.

Pursuant to State law, a complaint of misconduct against a District employee, and all information obtained pursuant to an investigation by the District of the complaint of misconduct, are confidential and exempt from inspection or copying until the investigation ceases to be active, or until the District provides written notice to the employee who is the subject of the complaint, in the manner set forth below, that the District has either:

- A. concluded the investigation with a finding not to proceed with disciplinary action or file charges, or
- B. concluded the investigation with a finding to proceed with disciplinary action and/or to file charges. If the investigation results in such a finding, the District shall also file a legally sufficient complaint regarding the misconduct as required by State law and Policy 8141 - Mandatory Reporting of Misconduct by Certificated Employees.

For the purpose of this subsection, a preliminary investigation shall be considered active as long as it is continuing with a reasonable, good faith anticipation that an administrative finding will be made in the foreseeable future. An investigation shall be presumed to be inactive, if no finding relating to probable cause is made within 60 days after the complaint is made. This subparagraph does not absolve the school district of its duty to provide any legally sufficient complaint to the department within 30 days after the date on which the subject matter of the complaint comes to the attention of the school district pursuant to s. 1012.796(1)(d)1., regardless of the status of the complaint.

-

Materials relating to work performance, discipline, suspension, or dismissal must be reduced to writing and signed by a person competent to know the facts or make the judgment.

The resignation or termination of an employee before an investigation of alleged misconduct by the employee affecting the health, safety, or welfare of a student is concluded must be clearly indicated in the employee's personnel file.

~~Regardless of the status of an investigation, any legally sufficient complaint will be filed in writing with Florida Department of Education (FLDOE) within thirty (30) days after the date on which the subject matter of the complaint comes to the attention of the District pursuant to F.S. 1012.796(1)(d)1. A complaint is legally sufficient if it contains ultimate facts that show a violation has occurred as provided in F.S. 1012.795 and defined by rule of the State Board of Education.~~

Any material that is derogatory to an employee shall not be open to inspection for an additional ten (10) days after the employee has been notified either:

- A. by certified mail, return receipt requested, to his/her address of record; or
- B. by personal delivery. The employee's signature on a copy of the materials to be filed shall be proof that such materials were given to the employee, with the understanding that such signature merely signifies receipt and does not necessarily indicate agreement with its contents.

No record in a personnel file which is confidential and exempt from inspection and copying pursuant to applicable law shall be disclosed except as provided by applicable law.

The Superintendent shall maintain a record in each personnel file of those persons reviewing the files each time they are reviewed.

A copy of each such entry shall be given to the employee upon request.

The employee shall have access to his/her file upon request.

Notwithstanding other provisions of this subsection, all aspects of the personnel file of each employee shall be made available to law enforcement personnel in the conduct of a lawful criminal investigation.

DISCIPLINARY CASE FILES: EMPLOYEES Item #98 This record series documents the investigation of allegations of employee misconduct and/or violation of department regulations or orders, state or federal statutes, or local ordinances. The series may include, but is not limited to, statements by the employee, witnesses, and the person filing the complaint. Cases include both formal and informal disciplinary proceedings relating to allegations that were determined as sustained, not sustained, unfounded, or exonerated. "Formal discipline" is defined as disciplinary action involving demotion, removal from office, suspension, or other similar action. "Informal discipline" is defined as any disciplinary action involving written and verbal reprimands, memoranda, or other similar action. These records are filed separately from the employee personnel file, but the final action summary becomes part of the personnel file. See also "EMPLOYEE CONDUCT COUNSELING RECORDS," "PERSONNEL RECORDS" items, and "STAFF ADMINISTRATION RECORDS." RETENTION: 5 anniversary years after final action.

The related procedures manual is entitled Personnel File Procedures.

Revised 3/4/14  
Revised 4/23/19

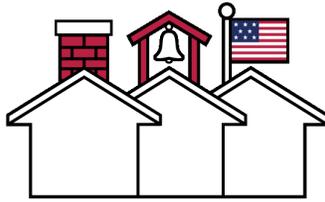
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**\*State of Florida General Records Schedule GS1-SL for State and Local Government Agencies  
EFFECTIVE: August 2017**

**Rule 1B-24.003(1)(a), Florida Administrative Code  
Florida Department of State  
Division of Library and Information Services  
Tallahassee, Florida  
850.245.6750  
recmgt@dos.myflorida.com**

Legal

- F.S. 119.011
- F.S. 119.07
- F.S. 119.071
- F.S. 1012.31



Book	Policy Manual
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Status	
Adopted	August 13, 2013
Last Revised	February 14, 2017

#### 4130 - **ASSIGNMENTS**

The School Board believes that the appropriate placement of qualified and competent staff is essential to the success of the District.

##### **Appointment and Assignment**

When developing his/her recommendation for appointments of support staff, the Superintendent shall consider nominations for staff appointments submitted by the principals. Further, if the Superintendent intends to recommend placement of a staff member in a school who was not nominated by the principal, the Superintendent will consult with that principal.

After such required consideration and consultation, the Superintendent shall submit written recommendations with regard to the appointment and assignment of support staff for Board action.

In accordance with State law, the Board may reject the Superintendent's recommendation for initial appointment and assignment, or re-appointment and assignment, for good cause.

The Board authorizes the Superintendent to temporarily reassign employees when the Superintendent determines that it is in the employee's and/or School District's best interest(s). If such reassignment is in excess of fifteen (15) workdays, the Superintendent shall inform the Board.

##### **Promotion and Transfer**

Pursuant to State law, the Superintendent's primary consideration in recommending an individual for promotion must be the individual's demonstrated effectiveness pursuant to State law.

Before transferring a support staff member from one (1) school to another, the Superintendent shall consult with the principal of the school to which the support staff member will be assigned and allow the principal the opportunity to review the support staff member's records and interview the support staff member.

After the required considerations and consultations, the Superintendent shall submit written recommendations with regard to the promotion or transfer of support staff for Board action.

In accordance with State law, the Board may reject the Superintendent's recommendation for the transfer or promotion of a support staff member for good cause.

##### **Duties, Days, and Hours**

The Superintendent shall make known through administrative channels the duties, days, and hours of the various classes of support staff.

- A. Support staff members shall perform the duties required by Florida statutes, Board policy, and the collective bargaining agreement, as well as other reasonable duties as may be assigned by their immediate supervisor. Failure to perform such duties in an acceptable manner shall constitute a violation of the support staff member's contract and just cause for disciplinary action.
- B. Support staff members are responsible for student control and supervision at any location on campus or during school-sponsored activities.
- C. Support staff members shall not permit their family members or friends by their presence to interfere with performance of their duties during working hours.

**Nepotism**

For purposes of this policy, a "relative" is an individual included within the definition of "relative" set forth in F.S. 112.3135, which includes the following individuals: father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half-brother, or half-sister, or living in the same residence.

**Neither the superintendent nor a Board member may appoint or employ a relative to work under their direct supervision. These limitations do not apply to employees appointed or employed before the election or appointment of the superintendent or a Board member.**

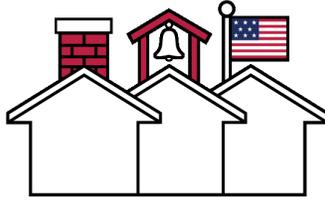
Two (2) or more ~~close~~-relatives shall not work in the same school/department except by permission of the Superintendent. In the event that a support staff member, due to some unusual circumstance, may have been placed in the same working unit with a ~~close~~-relative, the support staff member may continue in the position until s/he can be reassigned to a position of comparable grade, pay, and reasonable personal convenience.

- A. A ~~close~~-relative may be employed in the same school/department when specifically recommended by the administrator and approved by the Superintendent on the grounds that it is to the advantage of the school.
- B. Under no circumstances shall a person supervise the work of a ~~close~~-relative.
- C. ~~"Close relative" means an individual who is related to the supervisor as father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father in law, mother in law, son in law, daughter in law, brother in law, sister in law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, half sister, grandfather, grandmother, grandchild,~~

Revised 2/14/17

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Legal	F.S. 112.3135
	F.S. 1012.22
	F.S. 1012.23
	F.S. 1012.27
	F.S. 1012.28
	F.A.C. 6A-1.070



Book	Policy Manual
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Code	*po4162 ES/bd 06 19 19 JI/bd 06 27 19
Status	
Adopted	August 13, 2013
Last Revised	April 23, 2019

#### 4162 - **DRUG AND ALCOHOL TESTING OF EMPLOYEES WHO PERFORM SAFETY-SENSITIVE FUNCTIONS**

The School Board believes that the safety of students is of utmost importance and is the responsibility of the employee. To fulfill such a responsibility, employees, who perform safety-sensitive functions must be mentally and physically alert at all times while on duty. To that end, the Board has established this policy and others related to employees' and students' health and well-being.

For purposes of this policy and the procedures associated with the policy, the following definitions shall apply.

- A. The term *illegal drug* means drugs and controlled substances, the possession or use of which is unlawful, pursuant to Federal, State, and local laws and regulations.
- B. The term *controlled substance* includes any illegal drug and any drug that is being used illegally, such as a prescription drug that was not legally obtained or not used for its intended purposes or in its prescribed quantity. The term does not include any legally-obtained prescription drug used for its intended purpose in its prescribed quantity unless such use would impair the individual's ability to safely perform safety-sensitive functions.
- C. The term *controlled substance abuse* includes excessive use of alcohol as well as prescribed drugs not being used for prescribed purposes, in a prescribed manner, or in the prescribed quantity.
- D. The term *safety-sensitive functions* includes all tasks associated with the operation and maintenance of Board-owned vehicles and other functions as assigned by the superintendent where impaired judgment puts in jeopardy the safety of employees or students.
- E. The term *CDL holders*, which include full time and substitute bus drivers, staff members who may drive students in Board-owned vehicles or inspect, repair, and maintain Board-owned vehicles, and staff members who drive vehicles designed to transport sixteen (16) or more people (including the driver).
- F. The term *while on duty* means all time from the time the employee begins to work or is required to be in readiness for work until the time s/he is relieved from work and all responsibility for performing work.

The Board requires all employees to comply with Board Policy 4124 on drug-free schools which prohibits the possession, use, sale, or distribution of alcohol and any controlled substance on school property at all times. Further, the Board concurs with the Federal requirement that all CDL license holders should be free of any influence of alcohol or controlled substance while on duty.

The Board directs the Superintendent to establish a drug and alcohol testing program whereby any staff member performing safety-sensitive functions, is tested for the presence of alcohol in his/her system as well as for the presence of the following controlled substances:

A. Marijuana

B. Cocaine

- C. Opioids
- D. Amphetamines
- E. Phencyclidine (PCP)

The drug tests are to be conducted in accordance with Federal and State regulations:

- A. prior to employment (Controlled Substances Only);
- B. for reasonable cause;
- C. upon return to duty after any alcohol or drug rehabilitation;
- D. after any accident;
- E. on a random basis, and
- F. on a follow-up basis.

Candidates shall also be tested for the presence of alcohol in their system prior to employment.

Any staff member who is subject to drug tests in accordance with this policy and who tests positive shall be:

- A. prohibited from performing safety-sensitive functions;
- B. referred to the District's Employee Assistance Program;
- C. subject to discipline, up to and including discharge, in accordance with District procedures and the terms of any applicable collective bargaining agreements.

Furthermore, if during any test the lab determines that an adulterant has been added to the specimen, then the test will be considered positive.

Any staff member who refuses to submit to a test shall be prohibited from performing or continuing to perform his/her safety-sensitive functions and may be subject to disciplinary action up to and including termination.

A staff member who voluntarily discloses that they have an addiction to alcohol or controlled substances may participate in the Employee Assistance Program, and will qualify for the receipt of medical insurance benefits for treatment of alcohol or substance abuse, including follow-up care, to the extent that such benefits are provided for or offered in the Board's health insurance package. Voluntary disclosure of an alcohol or drug addiction by a staff member will not subject the staff member to disciplinary action unless such disclosure is made after the staff member is selected to be tested or immediately prior to the selection of staff members to be tested. Nothing herein shall prevent the Board from disciplining a staff member for misconduct associated with his/her alcohol and/or drug use regardless of whether the employee has disclosed that s/he has an alcohol or drug addiction.

A staff member will be subject to disciplinary action, up to and including termination, for any of the following reasons:

- A. reports for duty or performs work while having an alcohol concentration of 0.02 or greater
- B. reports for duty or performs work while testing positive for using a prohibited drug, or while being under the influence of a prohibited drug
- C. refuses to submit to drug and/or alcohol testing
- D. alters or attempts to alter or unduly influence alcohol and/or drug testing results
- E. fails to remain readily available for post-accident testing (including notifying his/her supervisor of his/her location, if the staff member leaves the scene of the accident prior to the submission of a post-accident test unless the staff member's departure is to obtain necessary emergency medical care)

Prior to the beginning of the testing program, the District shall provide a drug-free awareness program which will inform each employee holding a safety-sensitive position about:

- A. the dangers of illegal drug use and controlled substance and alcohol abuse;

B. Board Policy 4124 - Drug-Free Workplace, Policy 4161 - Fitness for Duty, Policy 4170 - Substance Abuse, and Policy 4170.01 - Employee Assistance Program;

C. the sanctions that may be imposed for violations of Policy 4124.

All time spent undergoing alcohol or controlled substance tests, including travel time, will be paid at the staff member's regular rate of pay, or at his/her overtime rate, if applicable. Any staff member who is not allowed to return to work while awaiting test results will be compensated during the waiting period for all work time lost, including overtime, if applicable. The Board shall pay all costs associated with the administration of alcohol and controlled substance tests. This includes testing of the "split specimen" at a Federally certified laboratory if so requested by a staff member. The Board will not pay for the employee's time while not on duty if the split specimen test results are positive.

Alcohol and drug test results shall be protected as confidential medical records as appropriate under the Americans With Disabilities Act (i.e. test results shall be provided on a right to know basis).

A tested individual, upon written request, will have access to any records relating to his/her use of drugs and alcohol, including any records pertaining to his/her drug and alcohol tests. A tested individual must provide written authorization before his/her test result can be provided to any other person except a government agency specified in the applicable Federal regulations.

All tests shall be conducted in accordance with Federal testing procedures and be performed by a laboratory that is Federally certified (i.e. testing procedures and devices used will be as set forth in 49 C.F.R. Part 40).

The alcohol and drug testing program shall be under the direction of the Superintendent.

The Superintendent shall arrange for the required amount of training for appropriate staff members in drug recognition, in the procedures for testing, and in the proper assistance of staff members who are subject to the effects of substance abuse.

The Superintendent shall submit, for Board approval, a contract with a certified laboratory to provide the following services:

- A. testing of all first and second test urine samples
- B. clear and consistent communication with the District's Medical Review Officer (MRO)
- C. methodology and procedures for conducting random tests for controlled substances and alcohol
- D. preparation and submission of all required reports to the District, the MRO, and to Federal and State governments

The Superintendent shall also select the agency or persons who will conduct the alcohol breathalyzer tests, the District's MRO, and the drug collection site(s) in accordance with the requirements of the law.

#### **Educational Materials Related to Certain Federal Regulations, Board Policies, and Procedures**

CDL license holders and other employees who perform safety-sensitive functions will be provided educational materials at the time of hire or at any time when required to operate a school vehicle. The educational materials shall explain the requirements of applicable Federal regulations and the Board's policies and District's procedures with respect to meeting these Federal regulations. The Board designates the Coordinator of Risk Management as the individual responsible for providing educational materials to CDL license holders and other employees who perform safety-sensitive functions. The educational materials will include, at a minimum, the following:

- A. the contact information for the Coordinator of Risk Management designated by the Board to answer questions about the education materials
- B. a statement that all CDL license holders and other employees who perform safety-sensitive functions are subject to 49 C.F.R. 382.601, which is a Federal regulation that addresses the misuse of alcohol and other controlled substances
- C. information sufficient to make clear to employees the period of the work day during which they are required to comply with the regulations
- D. information concerning prohibited conduct
- E. the circumstances under which employees are subject to testing for alcohol and/or controlled substances
- F. the procedures for testing for the presence of alcohol and controlled substances in order to protect the employee and the integrity of the testing process, to safeguard the validity of the test results, and to confirm the results are attributed to the correct employee, including post-accident information, procedures, and instructions required under Federal regulations

- G. the requirement that staff members must submit to alcohol and controlled substance testing as required by the regulations
- H. an explanation of what constitutes a refusal to be tested for alcohol or controlled substances and the attendant consequences
- I. the consequences of testing positive, including the requirements of immediate removal from safety-sensitive functions, and the procedures regarding referral, evaluation, and treatment
- J. the consequences for a test indicating an alcohol concentration greater than 0.02, but less than 0.04
- K. information concerning the effects of alcohol and drug misuse on an individual's health, work, and personal life; signs and symptoms of an alcohol problem (the employee's or a co-worker's); and available methods of intervening when a drug or alcohol problem is suspected (including confrontation and how to refer someone to an Employee Assistance Program or to management), and
- L. information regarding the requirement that certain personal information collected and maintained under 49 C.F.R. 382.601 be reported to the Commercial Driver's License Drug and Alcohol Clearinghouse

These materials are to be distributed to each staff member upon being hired or transferred into a covered position thereafter. Each staff member must sign a statement certifying receipt of these materials. Each employee (and labor organization representing Board employees) shall receive written notice of the availability of this information, and the identity of the Board's designated representative in charge of answering employee questions about the materials.

**Return-to-Duty (Safety-Sensitive Positions)**

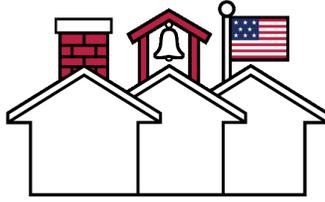
Employees who are removed from performing safety-sensitive functions as a result of this policy must take and pass a return-to-duty test before returning to performing safety-sensitive functions. The return-to-duty test will not occur until after a Substance Abuse Professional (SAP) has determined that the employee has successfully complied with prescribed education and/or treatment. The employee must have a negative drug test result and/or an alcohol test with an alcohol concentration of less than 0.02 before resuming performance of safety-sensitive duties.

Subject to any collective bargaining agreement or other legal requirements, employees who are eligible to return to performing safety-sensitive functions may not do so without the approval of the Superintendent.

Revised 3/24/15  
 Revised 12/11/18  
 Revised 4/23/19

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- Legal
  - F.S. 112.0455
  - F.S. 440.102
  - F.S. 1012.45
  - 21 U.S.C. 812, Schedules I-V of Section 202 of the Controlled Substances Act
  - 21 C.F.R. 1308.11-.15
  - 34 C.F.R. Part 40 (DOT)
  - 49 C.F.R. Part 382
  - 49 C.F.R. Part 391
  - 49 C.F.R. 382.101 et seq.
  - Omnibus Transportation Employee Testing Act, Pub. L. 102-143, Title V



Book	Policy Manual
Section	Vol. 19, No. 2 - Revised
Title	Copy of PERSONNEL FILE
Code	*po4590 ES/bd 06 19 19 District Requested
Status	
Adopted	August 13, 2013
Last Revised	April 23, 2019

#### 4590 - **PERSONNEL FILE**

It is necessary for the orderly operation of the School District to prepare a personal information system for the retention of appropriate files bearing upon an employee's duties and responsibilities to the District and the District's responsibilities to the employee.

The School Board requires that sufficient records exist to determine an employee's qualifications for the job held, compliance with Federal, State, and local benefit programs, conformance with District rules, and evidence of completed evaluations. Such records will be kept in compliance with the laws of the State of Florida. Materials relating to work performance, discipline, suspension, or dismissal will be reduced to writing and signed by a person competent to know the facts or make the judgment. The resignation or termination of an employee before an investigation of alleged misconduct by the employee affecting the health, safety, or welfare of a student is concluded must be clearly indicated in an employee's personnel file.

The term personnel file as used in this section shall mean all records, information, data, or materials maintained by a public school system, in any form or retrieval system whatsoever, with respect to any of its instructional staff, which are uniquely applicable to that employee, whether maintained in one (1) or more locations.

Only that information which pertains to the professional role of the employee and submitted by duly authorized school administrative personnel and the Board may be entered in the official record file.

Pursuant to State law, a complaint of misconduct against a District employee, and all information obtained pursuant to an investigation by the District of the complaint of misconduct, are confidential and exempt from inspection or copying until the investigation ceases to be active, or until the District provides written notice to the employee who is the subject of the complaint, in the manner set forth below, that the District has either:

- A. concluded the investigation with a finding not to proceed with disciplinary action or file charges, or
- B. concluded the investigation with a finding to proceed with disciplinary action and/or to file charges. If the investigation results in such a finding, the District shall also file a legally sufficient complaint regarding the misconduct as required by State law and Policy 8141 - Mandatory Reporting of Misconduct by Certificated Employees.

For the purpose of this subsection, a preliminary investigation shall be considered active as long as it is continuing with a reasonable, good faith anticipation that an administrative finding will be made in the foreseeable future. An investigation shall be presumed to be inactive, if no finding relating to probable cause is made within 60 days after the complaint is made. This subparagraph does not absolve the school district of its duty to provide any legally sufficient complaint to the department within 30 days after the date on which the subject matter of the complaint comes to the attention of the school district pursuant to s. 1012.796(1)(d)1., regardless of the status of the complaint.

-

Materials relating to work performance, discipline, suspension, or dismissal must be reduced to writing and signed by a person competent to know the facts or make the judgment.

The resignation or termination of an employee before an investigation of alleged misconduct by the employee affecting the health, safety, or welfare of a student is concluded must be clearly indicated in the employee's personnel file.

~~Regardless of the status of an investigation, any legally sufficient complaint will be filed in writing with Florida Department of Education (FLDOE) within thirty (30) days after the date on which the subject matter of the complaint comes to the attention of the District pursuant to F.S. 1012.796(1)(d)1. A complaint is legally sufficient if it contains ultimate facts that show a violation has occurred as provided in F.S. 1012.795 and defined by rule of the State Board of Education.~~

Any material that is derogatory to an employee shall not be open to inspection for an additional ten (10) days after the employee has been notified either:

- A. by certified mail, return receipt requested, to his/her address of record; or
- B. by personal delivery. The employee's signature on a copy of the materials to be filed shall be proof that such materials were given to the employee, with the understanding that such signature merely signifies receipt and does not necessarily indicate agreement with its contents.

No record in a personnel file which is confidential and exempt from inspection and copying pursuant to applicable law shall be disclosed except as provided by applicable law.

The Superintendent shall maintain a record in each personnel file of those persons reviewing the files each time they are reviewed.

A copy of each such entry shall be given to the employee upon request.

The employee shall have access to his/her file upon request.

Notwithstanding other provisions of this subsection, all aspects of the personnel file of each employee shall be made available to law enforcement personnel in the conduct of a lawful criminal investigation.

DISCIPLINARY CASE FILES: EMPLOYEES Item #98 This record series documents the investigation of allegations of employee misconduct and/or violation of department regulations or orders, state or federal statutes, or local ordinances. The series may include, but is not limited to, statements by the employee, witnesses, and the person filing the complaint. Cases include both formal and informal disciplinary proceedings relating to allegations that were determined as sustained, not sustained, unfounded, or exonerated. "Formal discipline" is defined as disciplinary action involving demotion, removal from office, suspension, or other similar action. "Informal discipline" is defined as any disciplinary action involving written and verbal reprimands, memoranda, or other similar action. These records are filed separately from the employee personnel file, but the final action summary becomes part of the personnel file. See also "EMPLOYEE CONDUCT COUNSELING RECORDS," "PERSONNEL RECORDS" items, and "STAFF ADMINISTRATION RECORDS." RETENTION: 5 anniversary years after final action.

The related procedures manual is entitled Personnel File Procedures.

Revised 3/4/14  
Revised 4/23/19

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**\*State of Florida General Records Schedule GS1-SL for State and Local Government Agencies**  
**EFFECTIVE: August 2017**  
**Rule 1B-24.003(1)(a), Florida Administrative Code**  
**Florida Department of State**  
**Division of Library and Information Services**  
**Tallahassee, Florida**  
**850.245.6750**  
**recmgt@dos.myflorida.com**  
**info.florida.gov/records-management**

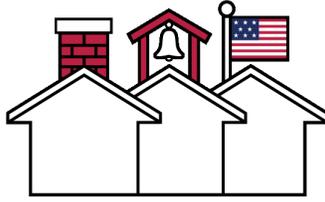
Legal

F.S. 119.011

F.S. 119.07

F.S. 119.071

F.S. 1012.31



Book	Policy Manual
Section	Vol. 19, No. 2 - Revised
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Status	
Adopted	August 13, 2013
Last Revised	January 23, 2018

#### 7540 - **TECHNOLOGY**

The School Board is committed to the effective use of technology to both enhance the quality of student learning and the efficiency of District operations.

Although students' use of Board-owned technology resources (see definition in Bylaw 0100) is required to participate in and benefit from certain aspects of the District's curriculum and to participate in online assessment, unsupervised use of technology resources may be limited or denied if such use is not under the direct supervision of school staff if a student's use of District technology resources is in violation of the District's policy regarding acceptable use. Students and their parents must sign and submit a Student Technology Responsible Use and Safety form annually. (See also, Policy 7540.03)

The Superintendent shall develop, recommend for approval by the Board, and implement a written District Technology Plan (DTP). One of the primary purposes of the DTP is to evaluate new and emerging technologies and how they will play a role in student achievement and success and/or efficient and effective District operations. The Board will financially support, as the budget permits, the DTP, including recommendations to provide new and developing technology for students and staff.

The DTP shall set forth procedures for the proper acquisition of technology. The DTP shall also provide guidance to staff and students about making safe, appropriate, and ethical use of Board approved technology resources, as well as inform both staff and students about disciplinary actions that will be taken if its technology resources are abused in any way or used in an inappropriate, illegal, or unethical manner. (See Policy 7540.03 and AP 7540.03 - Student Technology Responsible Use and Safety, and Policy 7540.04 and AP 7540.04 - Staff Technology Responsible Use and Safety)

The Superintendent shall review the DTP and report any changes, amendments, or revisions to the Board annually.

This policy, along with the Student and Staff Technology Responsible Use and Safety policies, and the Code of Student Conduct further govern students' and staff members' use of their wireless communication devices (see Policy 5136 and Policy 7530.02). Users have no right or expectation of privacy when using Board-owned technology resources (including, but not limited to, privacy in the content of their personal files, e-mails, and records of their online activity when using the Board's computer network and/or Internet connection).

Further, safeguards shall be established so that the Board's investment in both hardware and software achieves the benefits of technology and inhibits negative side effects. Accordingly, students shall be educated about appropriate online behavior including, but not limited to, using social media to interact with others online; interacting with other individuals in chat rooms or on blogs; and, recognizing what constitutes cyberbullying, understanding cyberbullying is a violation of Board policy, and learning appropriate responses if they experience cyberbullying.

~~For purposes of this policy, social media is defined as Internet-based applications that facilitate communication (e.g., interactive/two-way conversation/dialogue) and networking between individuals or groups. Social media is "essentially a category of online media where people are talking, participating, sharing, networking, and bookmarking online. Most social media services encourage discussion, feedback, voting, comments, and sharing of information from all interested parties" (Quote~~

~~from Ron Jones of Search Engine Watch). Social media provides a way for people to stay "connected or linked to other sites, resources, and people". Examples include FaceBook, Twitter, Instagram, webmail, text messaging, chat, blogs, and instant messaging (IM). Social media does not include sending or receiving e-mail through the use of Board issued e-mail accounts.~~

~~Staff may use social media for business related purposes. Authorized staff may use Board owned technology resources to access and use social media to increase awareness of District programs and activities, as well as to promote achievements of staff and students, provided the Superintendent approves, in advance, such access and use. Use of social media for business-related purposes is subject to Florida's public records laws and staff members are responsible for archiving their social media and complying with the District's record retention schedule. (See Policy 8310 - Public Records, AP 8310A - Public Records, and AP 8310D - Records Retention and Disposal)~~

~~Instructional staff and their students may use Board owned technology resources to access and use social media for educational purposes, provided the Principal approves, in advance, such access and use.~~

~~Students must comply with Policy 7540.03, 7540.04, 7544, and Policy 5136 when using Board approved technology resources to access and/or use social media. Similarly, staff must comply with Policy 7540.04 and Policy 7530.02 when using Board owned technology resources to access and/or use social media~~

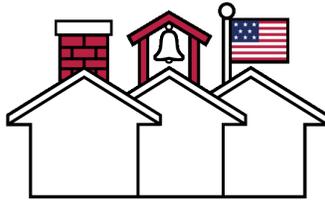
Staff must comply with Policy 7544, 7540.04, and Policy 7530.02 when using District technology resources to access and/or use District-approved social media platforms/sites.

Revised 2/14/17

Revised 1/23/18

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Legal F.S. 1001.43  
F.S. 1011.62



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Adopted	August 13, 2013
Last Revised	February 14, 2017

#### 7540.02 - **WEB CONTENT, SERVICES, AND APPS**

##### **Creating Web Pages/Sites/Services and Apps**

The School Board authorizes staff members and students to create web content, apps, and web services (see Bylaw 0100, Definitions) that will be hosted by the Board on its servers, or servers approved by the Superintendent, and published on the Internet.

The web content, services, and apps must reflect the professional image/brand of the District, its employees, and students. Web content, services, and apps must be consistent with the Board's mission statement and staff created web content, services, and apps are subject to prior review and approval of the Superintendent before being published on the Internet and/or utilized with students.

Student created web content, services, and apps are subject to Policy 5722 ("School Sponsored Student Publications and Productions").

The creation of web content, services, and apps by students must be done under the supervision of an instructional staff member.

The purpose of web content, services, and apps hosted by the Board on its servers, or servers approved by the Superintendent, is to educate, inform, and communicate. The following criteria shall be used to guide the development of such web content, services, and apps:

##### **A. Educate**

Content should be suitable for and usable by students and teachers to support the curriculum and the Board's objectives as listed in the Board's strategic plan.

##### **B. Inform**

Content may inform the community about the school, teachers, students, or departments, including information about curriculum, events, class projects, student activities, and departmental policies.

##### **C. Communicate**

Content may communicate information about the plans, policies, and operations of the Board to members of the public and other persons who may be affected by District matters.

The information contained on the Board's web site(s) should reflect and support the Board's mission statement, educational philosophy, and the school improvement process.

When the content includes a photograph or information relating to a student, the Board will abide by the provisions of Policy 8330—Student Records.

All links included on the Board's website(s) or web services and apps must also meet the above criteria and comply with State and Federal law (e.g. copyright laws, Children's Internet Protection Act, Section 504 of the Rehabilitation Act of 1973 (Section 504), Americans with Disabilities Act (ADA), and Children's Online Privacy Protection Act (COPPA)). Nothing in this paragraph

shall prevent the District from linking the Board's website(s) to 1) recognized news/media outlets (e.g., local newspapers' websites, local television stations' websites) or 2) to websites, services, and/or apps that are developed and hosted by outside commercial vendors pursuant to a contract with the Board. The Board recognizes that such third party websites may contain age appropriate advertisements that are consistent with the requirements of Policy 9700.01, AP 9700B, and State and Federal law.

Under no circumstances is District created web content, services, or apps to be used for commercial purposes, advertising, political lobbying, or to provide financial gains for any individual. Included in this prohibition is the fact no web content contained on the Board's web site may: (1) include statements or other items that support or oppose a candidate for public office; the investigation, prosecution, or recall of a public official; or passage of a tax levy or bond issue; (2) link to a web site of another organization if the other web site includes such a message; or (3) communicate information that supports or opposes any labor organization or any action by, on behalf of, or against any labor organization.

Under no circumstances is staff member created web content, services, or apps, including personal web pages/sites, to be used to post student progress reports, grades, class assignments, or any other similar class related material. Employees are required to use the Board specified student information system, gradebook, or learning management system for the purpose of conveying information to students and/or parents.

Staff members are prohibited from requiring students to go to the staff member's personal web pages/sites (including, but not limited to, their Facebook, Instagram, or Pinterest pages) to check grades, obtain class assignments and/or class related materials, and/or to turn in assignments.

If a staff member creates web content, services, or apps related to his/her class, it must be hosted on Board owned servers or servers approved by the Superintendent.

Unless the web content, service, or app contains student personally identifiable information, Board web sites, services, and apps that are created by students and/or staff members that are posted on the Internet should not be password protected or otherwise contain restricted access features, whereby only employees, student(s), or other limited groups of people can access the site. Community members, parents, employees, staff, students, and other web site users will generally be given full access to the Board's website(s), services, and apps.

Web content, services, and apps should reflect an understanding that both internal and external audiences will be viewing the information.

School website(s), services, and apps must be located on Board owned servers, or servers approved by the Superintendent.

The Superintendent shall prepare administrative procedures defining the rules and standards applicable to the use of the Board's web site and the creation of web content, services, and apps by staff and students.

The Board retains all proprietary rights related to the design of web content, services, and apps that are hosted on Board owned servers, or servers approved by the Superintendent, absent written agreement to the contrary.

Students who want their class work to be displayed on the Board's web site must have written parent permission and expressly license its display without cost to the Board.

Prior written parental permission is necessary for a student to be identified by name on the Board's web site.

### **Instructional Use of Web Services and Apps**

The Board authorizes the use of web services and/or apps to supplement and enhance learning opportunities for students either in the classroom or for extended learning outside the classroom.

The Board requires the Director of Technology Services pre approve each web service and/or app that a teacher intends to use to supplement and enhance student learning. To be approved, the web service or app must have a Family Educational Rights and Privacy Act (FERPA) compliant privacy policy, as well as comply with all requirements of the Children's Online Privacy and Protection Act (COPPA), the Children's Internet Protect Act (CIPA), Section 504 of the Rehabilitation Act of 1973, and the Americans with Disability Act (ADA).

The Board further requires the use of a Board issued e-mail address in the login process.

#### **A. Creation of Content for Web Pages/Sites, Apps and Services**

The School Board authorizes staff members and students to create content, apps, and services (see Bylaw 0100, Definitions) that will be hosted by the Board on its servers or District-affiliated servers and/or published on the Internet.

The content, apps and services must comply with applicable State and Federal laws (e.g., copyright laws, Children's Internet Protection Act (CIPA), Section 504 of the Rehabilitation Act of 1973 (Section 504), Americans with Disabilities Act (ADA), and Children's Online Privacy Protection Act (COPPA)), and reflect the professional image/brand of the District, its employees, and students. Content, apps, and services must be consistent with the Board's Mission Statement and staff-created web content, services and apps are subject to prior review and approval of the Superintendent before being published on the Internet and/or used with students.

Student-created content, apps, and services are subject to Policy 5722 - School-Sponsored Student Publications and Productions.

The creation of content, apps, and services by students must be done under the supervision of a professional staff member.

## **B. Purpose of Content of District Web Pages/Sites, Apps, and Services**

The purpose of content, apps, and services hosted by the Board on its servers or District-affiliated servers is to educate, inform, and communicate. The following criteria shall be used to guide the development of such content, apps, and services:

### 1. Educate

Content should be suitable for and usable by students and teachers to support the curriculum and the Board's objectives as listed in the Board's strategic plan.

### 2. Inform

Content may inform the community about the school, teachers, students, or departments, including information about curriculum, events, class projects, student activities, and departmental policies.

### 3. Communicate

Content may communicate information about the plans, policies and operations of the District to members of the public and other persons who may be affected by District matters.

The information contained on the Board's website(s) should reflect and support the Board's mission statement, educational philosophy, and the school improvement process.

When the content includes a photograph or personally identifiable information relating to a student, the Board will abide by the provisions of Policy 8330 - Student Records.

Under no circumstances is District-created content, apps, and services to be used for commercial purposes, advertising, political lobbying or to provide financial gains for any individual. Included in this prohibition is the fact no content contained on the District's website may:

1. include statements or other items that support or oppose a candidate for public office, the investigation, prosecution or recall of a public official, or passage of a tax levy or bond issue;
2. link to a website of another organization if the other website includes such a message; or
3. communicate information that supports or opposes any labor organization or any action by, on behalf of, or against any labor organization.

Under no circumstances is staff member-created content, apps, and services, including personal web pages/sites, to be used to post student progress reports, grades, class assignments, or any other similar class-related material. Employees are required to use the Board-specified website, app, or service (e.g., CANVAS, FOCUS) for the purpose of conveying information to students and/or parents.

Staff members are prohibited from requiring students to go to the staff member's personal web pages/sites (including, but not limited to, their Facebook, Instagram, Pinterest pages) to check grades, obtain class assignments and/or class-related materials, and/or to turn in assignments.

If a staff member creates content, apps, and services related to his/her class, it must be hosted on the Board's server or a District-affiliated server.

Unless the content, apps, and services contains student personally-identifiable information, Board websites, apps, and web services that are created by students and/or staff members that are posted on the Internet should not be password protected or otherwise contain restricted access features, whereby only employees, student(s), or other

limited groups of people can access the site. Community members, parents, employees, staff, students, and other website users will generally be given full access to the Board's website(s), apps, and services.

Web content, apps, and services should reflect an understanding that both internal and external audiences will be viewing the information.

School web pages/sites, apps, and services must be located on Board-owned or District-affiliated servers.

The Superintendent shall prepare administrative procedures defining the rules and standards applicable to the use of the Board's website and the creation of web content, apps, and services by staff **and students**.

The Board retains all proprietary rights related to the design of web content, apps and services that are hosted on Board-owned or District-affiliated servers, absent written agreement to the contrary.

Students who want their class work to be displayed on the Board's website must have written parent permission and expressly license its display without cost to the Board.

Prior written parent permission is necessary for a student to be identified by name on the Board's website.

### C. **Website Accessibility**

The District is committed to providing persons with disabilities an opportunity equal to that of persons without disabilities to participate in the District's programs, benefits, and services, including those delivered through electronic and information technology, except where doing so would impose an undue burden or create a fundamental alteration. The District is further committed to ensuring persons with disabilities are able to acquire the same information, engage in the same interactions, and enjoy the same benefits and services within the same timeframe as persons without a disability, with substantially equivalent ease of use; that they are not excluded from participation in, denied the benefits of, or otherwise subjected to discrimination in any District programs, services, and activities delivered online, as required by Section 504 and Title II of the ADA and their implementing regulations; and that they receive effective communication of the District's programs, services, and activities delivered online.

The District adopts this policy to fulfill this commitment and affirm its intention to comply with the requirements of Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. 794, 34 C.F.R. Part 104, and Title II of the Americans With Disabilities Act of 1990, 42 U.S.C. 12131 and 28 C.F.R. Part 35 in all respects.

#### 1. Technical Standards

The District will adhere to the technical standards of compliance identified at [www.indianriverschools.org](http://www.indianriverschools.org). The District measures the accessibility of online content and functionality according to the World Wide Web Consortium's Web Content Accessibility Guidelines ([WCAG](#)) [2.1 Level AA](#), and the Web Accessibility Initiative - Accessible Rich Internet Applications Suite ([WAI-ARIA 1.1](#)) for web content. The District will ensure all third-party content providers are aware of our technical standards and online content accessibility policy.

#### 2. Web Accessibility Coordinator

The Board designates its Section 504/ADA Compliance Coordinator(s) as the District's web accessibility coordinator(s). That individual(s) is responsible for coordinating and implementing this policy.

See Board Policy 2260.01 for the Section 504/ADA Compliance Coordinator(s)' contact information.

#### 3. Third Party Content

Links included on the Board's website(s), services, and apps that pertain to its programs, benefits, and/or services must also meet the above criteria and comply with State and Federal law (e.g. copyright laws, CIPA, Section 504, ADA, and COPPA). While the District strives to provide access through its website to online content provided or developed by third parties (including vendors, video-sharing websites, and other sources of online content) that is in an accessible format, that is not always

feasible. The District's administrators and staff, however, are aware of this requirement with respect to the selection of online content provided to students. The District's web accessibility coordinator or his/her designees will vet online content available on its website that is related to the District's programs, benefits, and/or services for compliance with this criteria for all new content placed on the District's website after adoption of this policy.

Nothing in the preceding paragraph, however, shall prevent the District from including links on the Board's website(s) to:

1. recognized news/media outlets (e.g., local newspapers' websites, local television stations' websites), or
2. websites, services, and/or apps that are developed and hosted by outside vendors or organizations that are not part of the District's program, benefits, or services.

The Board recognizes that such third party websites may not contain age-appropriate advertisements that are consistent with the requirements of Policy 9700.01, AP 9700B, and State and Federal law.

#### **D. Regular Audits**

The District, under the direction of the web accessibility coordinator(s) or his/her/their designees, will, at regular intervals, audit the District's online content and measure this content against the technical standards adopted above.

If problems are identified through the audit, such problems will be documented, evaluated, and, if necessary, remediated within a reasonable period of time.

#### **E. Reporting Concerns or Possible Violations**

If any student, prospective student, employee, guest, or visitor believes that the District has violated the technical standards in its online content, s/he may contact the web accessibility coordinator with any accessibility concerns. S/He may also file a formal complaint utilizing the procedures set out in Board Policy 2260 and Policy 2260.01 relating to Section 504 and Title II.

#### **F. Instructional Use of Apps and Web Services**

The Board authorizes the use of apps and services to supplement and enhance learning opportunities for students either in the classroom or for extended learning outside the classroom.

A teacher who elects to supplement and enhance student learning through the use of apps and/or services is responsible for verifying/certifying to their administrator that the app and/or service has a FERPA-compliant privacy policy, and it complies with all requirements of the Children's Online Privacy Protection Act (COPPA) and the Children's Internet Protection Act (CIPA).

#### **G. Training**

The District will provide periodic training for its employees who are responsible for creating or distributing information with online content so that these employees are aware of this policy and understand their roles and responsibilities with respect to web design, documents and multimedia content.

#### **H. One-Way Communication Using District Web Content, Apps and Services**

The District is authorized to use web pages/sites, apps and services to promote school activities and inform stakeholders and the general public about District news and operations.

Such communications constitute public records that will be archived.

When the Board or Superintendent designates communications distributed via District web pages/sites, apps and services to be one-way communication, public comments are not solicited or desired, and the web site, app or service is to be considered a nonpublic forum.

If the District uses an app and web service that does not allow the District to block or deactivate public

comments (e.g., Facebook, which does not allow comments to be turned-off, or Twitter, which does not permit users to disable private messages or mentions/replies), the District's use of that apps and web service will be subject to Policy 7544 – Use of Social Media, unless the District is able to automatically withhold all public comments.

If unsolicited public comments can be automatically withheld, the District will retain the comments in accordance with its adopted record retention schedule (see AP 8310A – Requests for Public Records), but it will not review or consider those comments.

Revised 2/14/17

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Legal

F.S. 104.31(1)(a)

F.S. 110.233(2)

F.S. 110.233(4)

F.S. 112.313(6)

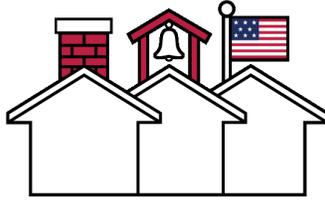
F.S. 1001.32(2)

F.S. 1001.42

H.R. 4577

P.L. 106-554, Children's Internet Protection Act of 2000

People Against Tax Revenue Mismanagement v. County of Leon, 583 So. 2d 1373 (Fla. 1991); Commission on Ethics: In Re: Patty Lynch, Case No. 2068EC (1994)



Book	Policy Manual
Section	Vol. 19, No. 2 - Revised
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Code	*po7540.03 GM/bd District Requested 07 08 2019
Status	
Adopted	August 13, 2013
Last Revised	February 14, 2017

#### 7540.03 - **STUDENT TECHNOLOGY RESPONSIBLE USE AND SAFETY**

Technology has fundamentally altered the ways in which information is accessed, communicated, and transferred in society. As a result, educators are continually adapting their means and methods of instruction, and the way they approach student learning to incorporate the vast, diverse, and unique resources available through the Internet. The School Board provides technology resources (as defined in Bylaw 0100) to support the educational and professional needs of its students and staff. With respect to students, Board-owned technology resources afford them the opportunity to acquire the skills and knowledge to learn effectively and live productively in a digital world. The Board provides students with access to the Internet for limited educational purposes only and utilizes online educational services/apps to enhance the instruction delivered to its students. The Board's computer network and Internet system do not serve as a public access service or a public forum and the Board imposes reasonable restrictions on its use consistent with its limited educational purpose.

The Board regulates the use of Board-owned technology resources by principles consistent with applicable local, State, and Federal laws, the District's educational mission and articulated expectations of student conduct as delineated in the Code of Student Conduct. This policy and its related administrative procedures and the Code of Student Conduct govern students' use of Board-owned technology resources and students' personal communication devices when they are connected to the Board's computer network, Internet connection, and/or online educational services/apps or when used while the student is on Board-owned property or at a Board-sponsored activity (see Policy 5136).

Users are required to refrain from actions that are illegal (such as libel, slander, vandalism, harassment, theft, plagiarism, inappropriate access, and the like) or unkind (such as personal attacks, invasion of privacy, injurious comment, and the like). Because its technology resources are not unlimited, the Board has also instituted restrictions aimed at preserving these resources, such as placing limits on use of bandwidth, storage space, and printers.

Users have no right or expectation to privacy when using Board-owned technology resources (including, but not limited to, privacy in the content of their personal files, e-mails, and records of their online activity when using the Board's computer network and/or Internet connection).

First, the Board may not be able to technologically limit access, through its technology resources, to only those services and resources that have been authorized for the purpose of instruction, study, and research related to the curriculum. Unlike in the past when educators and community members had the opportunity to review and screen materials to assess their appropriateness for supporting and enriching the curriculum according to adopted procedures and reasonable selection criteria (taking into account the varied instructional needs, learning styles, abilities, and developmental levels of the students who would be exposed to them), access to the Internet, because it serves as a gateway to any publicly available file server in the world, opens classrooms and students to electronic information resources that may not have been screened by educators for use by students of various ages.

Pursuant to Federal law, the Board has implemented technology protection measures that protect against (e.g., filter or block) access to visual displays/depictions/materials that are obscene, constitute child pornography, and/or are harmful to minors, as defined by the Children's Internet Protection Act (CIPA). At the discretion of the Board or the Superintendent, the technology

protection measures may be configured to protect against access to other material considered inappropriate for students to access. The Board also utilizes software and/or hardware to monitor online activity of students to restrict access to child pornography and other material that is obscene, objectionable, inappropriate, and/or harmful to minors. The technology protection measures may not be disabled at any time that students may be using Board-owned technology resources, if such disabling will cease to protect against access to materials that are prohibited under the CIPA. Any student who attempts to disable the technology protection measures will be subject to discipline.

The Superintendent or the Assistant Superintendent for [Human Resources & School Administration](#) ~~Technology and Assessment~~ may temporarily or permanently unblock access to websites or online educational services/apps containing appropriate material, if access to such sites has been inappropriately blocked by the technology protection measures. The determination of whether material is appropriate or inappropriate shall be based on the content of the material and the intended use of the material, not on the protection actions of the technology protection measures.

Parents are advised that a determined user may be able to gain access to services and/or resources on the Internet that the Board has not authorized for educational purposes. In fact, it is impossible to guarantee students will not gain access through the Internet to information and communications that they and/or their parents may find inappropriate, offensive, objectionable, or controversial. Parents of minors are responsible for setting and conveying the standards that their children should follow when using the Internet.

Pursuant to Federal law, students shall receive education about the following:

- A. safety and security while using e-mail, chat rooms, social media, and other forms of direct electronic communications;
- B. the dangers inherent with the online disclosure of personally identifiable information;
- C. the consequences of unauthorized access (e.g., "hacking", "harvesting", "digital piracy", "data mining", etc.), cyberbullying, and other unlawful or inappropriate activities by students online; and,
- D. un-authorized disclosure, use, and dissemination of personally identifiable information regarding minors.

Staff members shall provide instruction for their students regarding the appropriate use of technology and online safety and security as specified above. Furthermore, staff members will monitor the online activities of students while at school.

Monitoring may include, but is not necessarily limited to, visual observations of online activities during class sessions; or use of specific monitoring tools to review browser history and network, server, and computer logs.

Building principals are responsible for providing training so that Internet users under their supervision are knowledgeable about this policy and its accompanying procedures. The Board expects that staff members will provide guidance and instruction to students in the appropriate use of Board-owned technology resources. Such training shall include, but not be limited to, education concerning appropriate online behavior, including interacting with other individuals on social media, including in chat rooms, and cyberbullying awareness and response. All users of Board-owned technology resources (and their parents if they are minors) are required to sign a written agreement to abide by the terms and conditions of this policy and its accompanying procedures.

Students will be assigned a school e-mail account that they are required to utilize for all school-related electronic communications, including those to staff members, peers, and individuals and/or organizations outside the District, with whom they are communicating for school-related projects and assignments. Further, as directed and authorized by their teachers, they shall use their school-assigned e-mail account when signing-up/registering for access to various online educational services, including mobile applications/apps that will be utilized by the student for educational purposes.

Students are responsible for good behavior when using Board-owned technology resources - i.e., behavior comparable to that expected of students when they are in classrooms, school hallways, and other school premises and school sponsored events. Communications on the Internet are often public in nature. General school rules for behavior and communication apply. The Board does not approve any use of its technology resources that is not authorized by or conducted strictly in compliance with this policy and its accompanying procedures.

Students may only use Board-owned technology resources to access or use social media if it is done for educational purposes in accordance with their teacher's approved plan for such use.

Users who disregard this policy and its accompanying procedures may have their use privileges suspended or revoked, and disciplinary action taken against them. Users are personally responsible and liable, both civilly and criminally, for uses of Board-owned technology resources that are not authorized by this policy and its accompanying procedures.

The Board designates the Superintendent and the Assistant Superintendent for [Human Resources](#) ~~Technology and~~ [School Administration](#) ~~Assessment~~ as the administrators responsible for initiating, implementing, and enforcing this policy and its

accompanying procedures as they apply to students' use of Board-owned technology resources.

Revised 2/14/17

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F.S. 1001.43

F.S. 1001.51

P.L. 106-554, Children's Internet Protection Act of 2000

47 U.S.C. 254(h),(1), Communications Act of 1934, as amended (2003)

20 U.S.C. 6801 et seq., Part F, Elementary and Secondary Education Act of 1965, as amended (2003)

20 U.S.C. 6777, 9134 (2003)

18 U.S.C. 2256

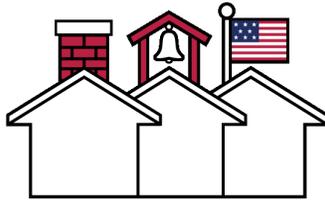
18 U.S.C. 1460

18 U.S.C. 2246

47 C.F.R. 54.500, 54.501, 54.502, 54.503, 54.504, 54.505, 54.506, 54.507, 54.508

47 C.F.R. 54.509, 54.511, 54.513, 54.514, 54.515, 54.516, 54.517, 54.518, 54.519

47 C.F.R. 54.520, 54.522, 54.523



Book Policy Manual  
Section Vol. 19, No. 2 - Revised  
Title Copy of STAFF TECHNOLOGY RESPONSIBLE USE AND SAFETY  
Code \*po7540.04 GM/bd 06 21 19  
Status

**Unless a specific policy has been amended and the date the policy was revised is noted at the bottom of that policy, the bylaws and policies of The School Board of Indian River County were adopted on August 13, 2013.**

#### **7540.04 - STAFF TECHNOLOGY RESPONSIBLE USE AND SAFETY**

Technology has fundamentally altered the ways in which information is accessed, communicated, and transferred in society. As a result, educators are continually adapting their means and methods of instruction, and the way they approach student learning, to incorporate the vast, diverse, and unique resources available through the Internet. The School Board provides technology and information resources (as defined by Bylaw 0100) to support the educational and professional needs of its staff and students. The Board provides staff with access to the Internet for limited educational purposes only and utilizes online educational services/apps to enhance the instruction delivered to its students and to facilitate the staff's work. The Board's computer network and Internet system do not serve as a public access service or a public forum and the Board imposes reasonable restrictions on its use consistent with its limited educational purpose.

The Board regulates the use of Board-owned technology and information resources by principles consistent with applicable local, State, and Federal laws and the District's educational mission. This policy and its related administrative procedures, [Policy 7544 and AP 7544](#), and any applicable employment contracts and collective bargaining agreements govern the staff's use of the Board-owned technology and information resources and staff's wireless communication devices when they are connected to the Board's computer network, Internet connection, and/or online educational services/apps, or when used while the staff member is on Board-owned property or at a Board-sponsored activity (see Policy 7530.02).

Users are required to refrain from actions that are illegal (such as libel, slander, vandalism, harassment, theft, plagiarism, inappropriate access, and the like) or unkind (such as personal attacks, invasion of privacy, injurious comment, and the like). Because its technology resources are not unlimited, the Board has also instituted restrictions aimed at preserving these resources, such as placing limits on use of bandwidth, storage space, and printers.

Users have no right or expectation to privacy when using Board-owned technology and information resources (including, but not limited to, privacy in the content of their personal files, e-mails, and records of their online activity when using the Board's computer network and/or Internet connection).

Staff members are expected to utilize Board-owned technology and information resources to promote educational excellence in our schools by providing students with the opportunity to develop the resource sharing, innovation, and communication skills and tools that are essential to both life and work. The Board encourages the faculty to develop the appropriate skills necessary to effectively access, analyze, evaluate, and utilize these resources in enriching educational activities. The instructional use of the Internet and online educational services will be guided by Board Policy 2520 - Selection of and Adoption of Instructional Materials.

The Internet is a global information and communication network that brings incredible education and information resources to our students. The Internet connects computers and users in the District with computers and users worldwide. Through the Internet, students and staff can access relevant information that will enhance their learning

and the education process. Further, Board-owned technology resources provide students and staff with the opportunity to communicate with other people from throughout the world. Access to such an incredible quantity of information and resources brings with it certain unique challenges and responsibilities.

~~First,~~ the Board may not be able to technologically limit access, through its technology resources, to only those services and resources that have been authorized for the purpose of instruction, study and research related to the curriculum. Unlike in the past when educators and community members had the opportunity to review and screen materials to assess their appropriateness for supporting and enriching the curriculum according to adopted guidelines and reasonable selection criteria (taking into account the varied instructional needs, learning styles, abilities, and developmental levels of the students who would be exposed to them), access to the Internet, because it serves as a gateway to any publicly available file server in the world, opens classrooms and students to electronic information resources that may not have been screened by educators for use by students of various ages.

Pursuant to Federal law, the Board has implemented technology protection measures that protect against (e.g., filter or block) access to visual displays/depictions/materials that are obscene, constitute child pornography, and/or are harmful to minors, as defined by the Children's Internet Protection Act (CIPA). At the discretion of the Board or Superintendent, the technology protection measures may also be configured to protect against access to other material considered inappropriate for students to access. The Board also utilizes software and/or hardware to monitor online activity of staff members to restrict access to child pornography and other material that is obscene, objectionable, inappropriate, and/or harmful to minors. The technology protection measures may not be disabled at any time that students may be using Board-owned technology resources, if such disabling will cease to protect against access to materials that are prohibited under the CIPA. Any staff member who attempts to disable the technology protection measures without express written consent of an appropriate administrator will be subject to disciplinary action, up to and including termination.

The Superintendent or the Assistant Superintendent for Human Resources & School Administration ~~Technology and Assessment~~ may temporarily or permanently unblock access to websites or online educational services/apps containing appropriate material, if access to such sites has been inappropriately blocked by the technology protection measures. The determination of whether material is appropriate or inappropriate shall be based on the content of the material and the intended use of the material, not on the protection actions of the technology protection measures. The Superintendent or the Assistant Superintendent for Human Resources & School Administration ~~Technology and Assessment~~ may also disable the technology protection measures to enable access for bona fide research or other lawful purposes.

Staff members will participate in professional development programs in accordance with the provisions of law and this policy. Training shall include:

- A. the safety and security of students while using e-mail, chat rooms, social media, and other forms of direct electronic communications;
- B. the inherent danger of students disclosing personally identifiable information online;
- C. the consequences of unauthorized access (e.g., "hacking", "harvesting", "digital piracy", "data mining", etc.), cyberbullying, and other unlawful or inappropriate activities by students or staff online; and
- D. un-authorized disclosure, use, and dissemination of personally identifiable information regarding minors.

Furthermore, staff members shall provide instruction for their students regarding the appropriate use of technology and online safety and security as specified above, and staff members will monitor students' online activities while at school.

Monitoring may include, but is not necessarily limited to, visual observations of online activities during class sessions or use of specific monitoring tools to review browser history and network, server, and computer logs.

The disclosure of personally identifiable information about students online is prohibited.

Building principals are responsible for providing training so that Internet users under their supervision are knowledgeable about this policy and its accompanying procedures. The Board expects that staff members will provide guidance and instruction to students in the appropriate use of Board-owned technology resources. Such training shall include, but not be limited to, education concerning appropriate online behavior, including interacting with other individuals on social media, including in chat rooms and cyberbullying awareness and response. All users of Board-owned technology resources are required to sign a written agreement to abide by the terms and conditions of this policy and its accompanying procedures.

Staff will be assigned a school email address that they are required to utilize for all school-related electronic communications, including those to students, parents, and other constituents, fellow and other staff members, and vendors or individuals seeking to do business with the District.

With prior approval from the Superintendent or site administrator, staff may direct students who have been issued school-assigned email accounts to use those accounts when signing-up/registering for access to various online educational services, including mobile applications/apps that will be utilized by the students for educational purposes under the teacher's supervision.

Staff members are responsible for good behavior when using Board-owned technology and information resources - i.e., behavior comparable to that expected when they are in classrooms, school hallways, and other school premises and school sponsored events. Communications on the Internet are often public in nature. The Board does not approve any use of its technology and information resources that is not authorized by or conducted strictly in compliance with this policy and its accompanying procedures and Policy 7544 and its accompanying procedure.

**Staff members use of District technology resources to access or use social media is to be consistent with Policy 7544 and its accompanying procedure.**

~~Staff members may only use Board-owned technology resources to access or use social media if it is done for educational or business-related purposes.~~

An employee's personal or private use of social media may have unintended consequences. While the Board respects its employees' First Amendment rights, those rights do not include permission to post inflammatory comments that could compromise the District's mission, undermine staff relationships, or cause a substantial disruption to the school environment. This warning includes staff members' online conduct that occurs off school property including from the employee's private computer. Postings to social media should be done in a manner sensitive to the staff member's professional responsibilities.

General school rules for behavior and communication apply.

Users who disregard this policy and its accompanying procedures may have their use privileges suspended or revoked and disciplinary action taken against them. Users are personally responsible and liable, both civilly and criminally, for uses of Board-owned technology and information resources that are not authorized by this policy and its accompanying guidelines.

The Board designates the Superintendent and Assistant Superintendent ~~of~~ for Human Resources & School Administration Technology and Assessment as the administrators responsible for initiating, implementing, and enforcing this policy and its accompanying procedures as they apply to staff members' use of Board-owned technology and information resources.

**Social Media Use**

~~An employee's personal or private use of social media may have unintended consequences. While the Board respects its employees' First Amendment rights, those rights do not include permission to engage in conduct that violates Board policies, the Code of Ethics of the Education Profession in Florida, the Principles of Professional Conduct for the Education Profession in Florida, or any other state or Federal laws, and may result in disciplinary action. This warning includes staff members' online conduct that occurs off school property including from the employee's private computer. Postings to social media should be done in a manner sensitive to the staff member's professional responsibilities.~~

In addition, Federal and State confidentiality laws forbid schools and their employees from using or disclosing student education records without parental consent (see Policy 8330). Education records include a wide variety of information; posting personally identifiable information about students is not permitted. Staff members who violate State and Federal confidentiality laws or privacy laws related to the disclosure of confidential student or employee information may be disciplined.

Staff members retain rights of communication for collective bargaining purposes and union organizational activities.

F.S. 847.012, 1001.41, 1012.32  
P.L. 106-554, Children's Internet Protection Act of 2000  
47 U.S.C. 254(h),(1), Communications Act of 1934, as amended (2003)  
20 U.S.C. 6801 et seq., Part F, Elementary and Secondary Education Act of 1965, as amended (2003) 20 U.S.C. 6777, 9134 (2003)  
18 U.S.C. 2256  
18 U.S.C. 1460

18 U.S.C. 2246

47 C.F.R. 54.500, 54.501, 54.502, 54.503, 54.504, 54.505, 54.506, 54.507, 54.508

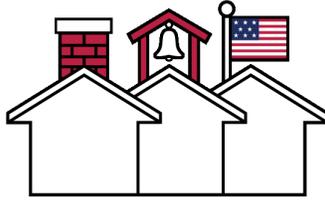
47 C.F.R. 54.509, 54.511, 54.513, 54.514, 54.515, 54.516, 54.517, 54.518, 54.519

47 C.F.R. 54.520, 54.522, 54.523

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Revised 3/4/14 Revised 2/14/17



Book Policy Manual  
Section Vol. 19, No. 2 - Revised  
Title NEW POLICY - SPECIAL UPDATE - MARCH 2018 - SOCIAL MEDIA - USE OF SOCIAL MEDIA  
Code \*po7544 GM/CM/bd 07 3 19  
Status

### **NEW POLICY - SPECIAL UPDATE - MARCH 2018 - SOCIAL MEDIA**

#### **7544 - USE OF SOCIAL MEDIA**

Technology is a powerful tool to enhance education, communication, and learning.

The School Board authorizes the use of social media to promote community involvement and facilitate effective communication with students, parents/guardians, staff, and the general public. Social media is defined in Bylaw 0100.

The Superintendent is charged with designating the District-approved social media platforms/sites, which shall be listed on the District's website.

In designating District-approved social media platforms/sites, the Superintendent shall specify which platforms/sites are appropriate for use at the District-level, the building or department level, for extra-curricular activities, and at the individual level by employees for professional purposes.

It is critical that students be taught how to use social media platforms safely and responsibly. Social media (as defined in Bylaw 0100) are a powerful and pervasive technology that affords students and employees the opportunity to communicate for school and work purposes, and to collaborate in the delivery of a comprehensive education. Federal law mandates that the District provide for the education of students regarding appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, and regarding cyberbullying awareness and response. See School Board Policy 7540.03 – Student Technology Acceptable Use and Safety.

The District recognizes that employees may use social media for personal, as well as professional reasons. The District neither encourages nor discourages employees' use of social media for personal purposes. The District regulates employees' use of social media for purposes related to their District assignment to the same extent as it regulates any other form of employee communication in that regard.

The District uses approved social media platforms/sites as interactive forms of communication.

Each District-approved social media account/site must contain a statement that specifies its purpose(s) and limits those who access the social media account/site to use of the account/site only for that/those purpose(s), and in accordance with any specified procedures and applicable terms of service. Users are personally responsible for the content of their posts.

### **Social Media for Instructional and School-Sponsored Activities**

Staff may, with prior approval/authorization from the Principal, use social media platforms/sites for classroom instruction or school-sponsored activities. When a staff member uses a District-approved social media platform/site for an educational purpose, it will be considered an educational activity and will not be considered a limited public forum. Students' use of District-approved social media platforms/sites must be consistent with the Student Code of Conduct, Policy 5722 – School-Sponsored Student Publications and Productions/AP 5722 - School Publications/Productions, Policy 7540.03/AP 7540.03 – Student Technology Acceptable Use and Safety, the instructor's directions/procedures, and the platform/site's applicable terms of service. Students are prohibited from posting or releasing personally identifiable information about students, employees and volunteers through District-approved social media, without appropriate consent.

Staff members must obtain parental consent for students to participate in the use of social media platforms/sites related to a school-sponsored activity. If a parent refuses to provide such consent, the staff member must arrange for an alternative method of communicating with the participating student concerning the school-sponsored activity.

### **Expected Standards of Conduct on District-Approved Social Media Accounts and Sites**

Employees who access District-approved social media platforms are expected to conduct themselves in a respectful, courteous, and professional manner. Students, parents, and members of the general public who access District-approved social media platforms are similarly expected to conduct themselves in a respectful, courteous, and civil manner.

District-approved social media accounts/sites shall not contain content that is obscene; is vulgar and lewd such that it undermines the school's basic educational mission; is libelous or defamatory; constitutes hate speech; promotes illegal drug use; is aimed at inciting an individual to engage in unlawful acts or to cause a substantial disruption or material interference with District operations; or interferes with the rights of others. The District may exercise editorial control over the style and content of speech on District-approved social media accounts/sites, if reasonably related to legitimate pedagogical concerns. Staff or students who post prohibited content shall be subject to appropriate disciplinary action.

The District is committed to protecting the privacy rights of students, parents/guardians, staff, volunteers, Board members, and other individuals on District-approved social media accounts/sites. District employees and volunteers are prohibited from posting or releasing confidential information about students, employees, volunteers, or District operations through District-approved social media accounts/sites, without appropriate consent (i.e., express written consent from the parent of a student, the affected employee or volunteer, or the Superintendent concerning District operations).

### **Retention of Public/Student Records**

District communications that occur through the use of District-approved social media platforms/sites – including staff members' use of social media with school-sponsored activities, and comments, replies, and messages received from the general public – may constitute public records or student records, and all such communications will be maintained (i.e., electronically archived) in accordance with the Board's adopted record retention schedule and all applicable State statutes. (See AP 8310A – Requests for Public Records).

Staff members cannot rely on social networking platforms (e.g., Facebook, Twitter, etc.) to sufficiently fulfill potential records retention requirements because these platforms, in general, do not guarantee retention and are unlikely to assist in the production of third-party comments and communications that have been edited, deleted, or are otherwise no longer available. Consequently, District employees who use such social media accounts for professional communications must operate them in accordance with the general archiving practices and technology instituted by the District so records remain within the District's control and are appropriately retained.

If a staff member uses District-approved social media platforms/sites in the classroom for educational purposes (i.e., classroom instruction), the staff member must consult with the Principal concerning whether such use may result in the creation of public and/or education records that must be maintained (i.e., electronically archived) for a specific period of time.

### **Employees' Use of District Technology Resources to Access Social Media for Personal Use**

Employees are permitted to use District technology resources (as defined in Bylaw 0100) to access social media for personal use, provided the employee's use during work hours does not interfere with his/her job performance.

They are reminded that the District may monitor their use of District technology resource.

### **Employees' Use of Personal Communication Devices at Work to Access Social Media for Personal Use**

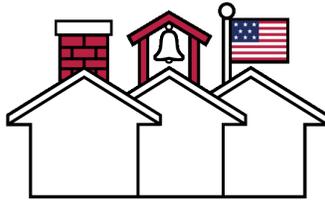
Employees are permitted to use personal communication devices to access social media for personal use during work hours, provided it does not interfere with the employee's job performance.

Employees and District-approved volunteers are prohibited from posting or engaging in communication that violates State or Federal law, Board policies, or administrative procedures. If an employee/volunteer's communication interferes with his/her ability to effectively perform his/her job, or violates State or Federal law, Board policies, or administrative procedures, the District may impose disciplinary action and/or refer the matter to appropriate law enforcement authorities.

This policy and its corresponding administrative procedure will be reviewed and updated as necessary.

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Legal	F.S. Chapter 119 F.S. 1001.41 F.S. 1001.42 F.S. 1001.43 F.S. 1002.221 F.A.C. 6A-10.081 20 U.S.C. 1232g 34 C.F.R. Part 99 Protecting Children in the 21st Century Act, Pub. L. No. 110-385, Title II, Stat. 4096 (2008) Children's Internet Protection Act (CIPA), Pub. L. No. 106-554 (2001)
Cross References	po0100 - DEFINITIONS po5722 - SCHOOL-SPONSORED PUBLICATIONS AND PRODUCTIONS po7540.03 - STUDENT TECHNOLOGY ACCEPTABLE USE AND SAFETY ap5722 - SCHOOL PUBLICATIONS/PRODUCTIONS ap7540.03 - STUDENT TECHNOLOGY ACCEPTABLE USE AND SAFETY



Book	Policy Manual
Section	Vol. 19, No. 2 - Revised
Title	Copy of STUDENT RECORDS
Code	*po8330 GM 06 21 19
Status	
Adopted	August 13, 2013
Last Revised	March 24, 2015

#### 8330 - **STUDENT RECORDS**

In order to provide appropriate educational services and programming, the School Board must collect, retain, and use information about individual students. Simultaneously, the Board recognizes the need to safeguard students' privacy and restrict access to students' personally identifiable information.

##### **Maintenance of Student Records**

The Board is responsible for the records of all students who attend or have attended schools in this District. Only records mandated by the State or Federal government and necessary and relevant to the function of the School District or specifically permitted by this Board shall be compiled by District employees.

Each school shall maintain a permanent cumulative record for each student enrolled in the school which shall contain the data as prescribed by Administrative Rule F.A.C. 6A-1.0955 and this policy. Each student's cumulative record shall include the following types of data:

##### **A. Category A Records, Permanent Information**

1. Student's full legal name.
2. Authenticated birthdate, place of birth, race, ethnicity, and sex.
3. Last known address of the student.
4. Name(s) of the student's parent(s) or guardian(s).
5. Name and location of last school attended.
6. Number of days present and absent, date enrolled, date withdrawn.
7. Courses taken and record of achievement, such as grades, credits, or certification of competence.
8. Date of graduation or date of program completion.
9. Records of requests for access to and disclosure of personally identifiable information from the student's educational records.

##### **B. Category B Records, Temporary Information**

1. Health information, family background data, standardized test scores, State-mandated achievement test scores, educational and vocational plans, honors and activities, work experience reports, and teacher/counselor comments.
2. Reports of student services or exceptional student staffing committees including all information required by F.S. 1001.42.
3. Correspondence from community agencies or private professionals.
4. Driver education certificate.
5. A list of schools attended.
6. Written agreements of corrections, deletions, or expunctions as a result of meetings or hearings to amend educational records.
7. Written requests to waive access to confidential records.
8. Written requests to restrict the release of directory information.
9. Court orders of relevance.
10. Records of major student discipline actions, suspension, and/or expulsion records.
11. Home language survey.
12. Student Limited English Proficiency (LEP) Plans.
13. Such other records of educational importance as the school shall deem necessary.
14. Records designated for retention by the Florida Department of State in General Records Schedule GS7 for *Public Schools Pre-K - 12, Adult and Vocational/Technical*.

Category A and B records shall be maintained in compliance with the approved District records retention schedule.

Individual exceptional student records shall be kept separate from regular cumulative records. These records shall be sent to each succeeding school the student attends in the District and shall be maintained in accordance with the approved District records retention plan.

Periodic review for elimination of outdated information in student records by the custodian or designees shall be made in accordance with F.S. 1001.52, and the approved District records retention plan. The custodian of the student records shall be responsible for maintaining the accuracy of information by purging student records in accordance with the General Records Schedule for Public Schools (GS-7). Explanations placed in the education record and the record of access shall be maintained for as long as the education record to which it pertains is maintained. This procedure must be implemented before records are released to any vocational-technical centers, community colleges, or institutions of higher learning in which the student seeks or intends to enroll.

Type Record	Location	Custodian	Address
Active and inactive student records as specified in the current Student Records Manual for the District	Last school attended	Principal of last school attended	As shown in local directory
Inactive student cumulative records (Category A) as specified in the current Student Records Manual for the District	Central District office	Superintendent or designee	Records Management Educational Services Facility
Individual exceptional student education records as specified in the current Student Records Manual for the District	Last school attended	Principal of last school attended	As shown in local directory
Individual student psychological records as specified in the current Student Records Manual for the District	Last school attended	Principal of last school attended	As shown in local directory

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## **Limitations on Collection and Retention of Certain Information**

The District shall not collect, obtain, or retain information on the political affiliation, voting history, religious affiliation, or biometric information of a student or a parent or sibling of a student. For purposes of this paragraph, the term "biometric information" means information collected from the electronic measurement or evaluation of any physical or behavioral characteristics that are attributable to a single person, including fingerprint characteristics, hand characteristics, eye characteristics, vocal characteristics, and any other physical characteristics used for the purpose of electronically identifying that person with a high degree of certainty. Examples of biometric information include, but are not limited to, a fingerprint or hand scan, a retina or iris scan, a voice print, or a facial geometry scan.

The District shall not maintain any report or record relative to a student that includes a copy of a student's fingerprints.

The Superintendent or designee will be responsible for the privacy and security of records that are not under the supervision of the school principal.

Notwithstanding the provisions of this paragraph, if the District used a palm scanner system for identifying students for breakfast and lunch programs on March 1, 2014, it may continue to use the palm scanner system through the 2014-2015 school year.

## **Access to Student Records**

The rights of students and their parents with respect to education records created, maintained, or used by the District must be protected in accordance with FERPA, State law, and the implementing regulations and rules issued pursuant thereto. Students and their parents have the right to access their education records, including the right to inspect and review those records, have the right to waive their access to their education records in certain circumstances, have the right to challenge the content of education records, have the right of privacy with respect to such records and reports, and receive annual notice of their rights with respect to education records.

In addition to students and their parents and eligible students, student records shall be available only to designated school officials and personnel, to such other persons as the parent or eligible student authorizes in writing, a court of competent jurisdiction or to other individuals or organizations as permitted by law. The term "parents" includes legal guardians or other persons standing in loco parentis (such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the welfare of the child). The term "eligible student" refers to students who are eighteen (18) years of age or older, or who are enrolled in a postsecondary institution, regardless of age.

Schools may, without consent of parents, guardians, or eligible students, provide access to school officials to perform an administrative, supervisory, or instructional task, or to perform a service or benefit for the student or the student's family, and psychologists within the School District providing they have a legitimate educational interest. Support employees may be designated by the principal for the purpose of doing clerical work and maintaining student records. However, such persons shall receive in-service training concerning the confidentiality of student records and work under the supervision and control of an administrative staff member.

Whenever a student has attained eighteen (18) years of age, the permission and consent required of and rights accorded to the parents of the student as to student records maintained by the District, shall thereafter be required of and accorded to the eligible student only, unless the eligible student is a dependent of his/her parents as defined in Title 26 U.S.C. Section 152 of the Internal Revenue Code of 1954. The School District may, in this instance, disclose personally identifiable information from the education records to the parents without the prior consent of the eligible student.

Whenever a student has enrolled in a postsecondary institution, regardless of age, the permission and consent required of and rights accorded to the parents of the student as to student records maintained by the postsecondary institution shall thereafter be required of and accorded to the eligible student only. However, if the student is not eighteen (18) years of age, then the permission and consent required of and rights as to the student records maintained by the District shall be retained by the parents.

The custodian of the student record shall permit the eligible student or the parents or guardians of the student who is or has been in attendance in the School District to inspect and review the education records of the eligible student or student. Provisions for such inspection and review shall be made within a reasonable period of time of the request, but in no case shall be more than thirty (30) days after the request has been made.

The District presumes that the eligible student or either parent of the student has the right to inspect, review, and receive copies of the education records of the student or eligible student unless the Board, its staff, or the individual school has been provided a legally binding instrument or court order governing such matters as divorce, separation, or custody which provides to the contrary.

In instances where records are opened to parents, guardians, or eligible students, schools shall make available a member of the professional staff to interpret the record and shall provide copies, upon request and payment of the current District copy rate, which shall not exceed the maximum rate for copies of public records as set forth in F.S. Chapter 119.

The copy rate will include actual reproduction costs and will not include the labor costs for retrieval.

School officials shall provide requesting parents, guardians, or eligible students an opportunity for a hearing to challenge the content of their child's or the eligible student's school records, to insure that the records are not inaccurate, misleading, or otherwise in violation of the privacy or other rights of students, and to provide an opportunity for the correction or deletion of any such inaccurate, misleading, or otherwise inappropriate data contained therein.

Parents, guardians, and eligible students may waive their right of access to confidential letters or statements of recommendations or evaluation. Such waiver shall be made in writing to the custodian of the records and shall be signed by the parent, guardian, or eligible student. Such waiver shall apply to recommendations or evaluation only if:

- A. the parent, guardian, or eligible student is, upon request, notified of the names of all persons submitting confidential letters or statements; and
- B. such recommendations or evaluations are used solely for the purpose for which they were specifically intended.

The waiver of right of access may be revoked in writing with respect to actions occurring after the revocation.

### **Court Request of Records**

- A. Student records may be disclosed to a court of competent jurisdiction provided that reasonable notification is given in advance to the parents and student. If the principal or his/her designee is unable to notify prior to time for compliance set forth in the court order, s/he shall bring to the court's attention the provision of the Family Educational Rights and Privacy Act of 1974 and comply with the court's instruction.
- B. Student records may be disclosed pursuant to a lawfully issued subpoena, upon the condition that the student, or his/her parent if the student is either a minor and not attending an institution of postsecondary education or a dependent of such parent as defined in 26 U.S.C. 152 (s. 152 of the Internal Revenue Code of 1954), is notified of the order or subpoena in advance of compliance therewith by the educational institution or agency.

The Superintendent may, in writing, authorize access to student records to representatives of the Federal, State, or local educational authorities.

Transcripts of a student's records may be released without written consent from the students' parents, guardians, or eligible student, to any vocational-technical center, community college, or any postsecondary institutions of higher learning in which the student seeks or intends to enroll. A copy of the records may be released to the student's parents, guardians, or eligible student upon request. This policy is also applicable in instances where such a request is in connection with a student's application for, or receipt of, financial aid.

### **Hearing Procedure to Correct Student Records**

Whenever a parent, guardian, or eligible student believes the content of the student record is inaccurate, misleading, or in violation of their privacy, they may request in writing an informal meeting with the custodian of the record for the purpose of requesting the correction, deletion, or expunction of any inaccurate, misleading, or otherwise inappropriate data or material contained in the student record.

If the parties at the informal meeting agree to make deletions, to expunge material, or to add a statement of explanation or rebuttal to the file, such agreement shall be reduced to writing and signed by the parties, and the appropriate school officials shall take the necessary actions to implement the agreement. If agreement is not reached, denial of the request and notification of the right to a formal hearing shall be made in writing to the parent, guardian, or eligible student with a copy to the Superintendent or designee.

Upon the request of a parent, guardian, or eligible student, a formal hearing shall be held. Such hearing shall be requested, in writing, within ten (10) days of the written notice of denial at the informal meeting, to the Superintendent or designee, who shall appoint a hearing officer who shall be any official of the school system with no direct interest in the outcome of the hearing. The hearing officer shall convene and conduct the hearing and shall render a decision in writing to all concerned parties within ten (10) days of the conclusion of the hearing. Such hearing shall be held within a reasonable period of time but in no case shall be held more than thirty (30) days from the date of the written request.

The parents, guardian, eligible student, and officials of the school shall be afforded a full and fair opportunity to present evidence relevant to the issues raised. The hearing shall be recorded and available to all parties. However, the record of such hearings are exempt from disclosure under F.S. Chapter 119.

If the decision of the hearing officer is that the records are not inaccurate, misleading, or otherwise in violation of privacy rights, the parent, guardian, or eligible student shall be allowed to comment in writing on the information in the education record and set forth any reasons for disagreeing with the decision. This written response shall be filed in the education records of the student.

### **Disclosure of Student Record Information**

Notwithstanding any other provision in this policy, student education records shall not be disclosed to any person, public body, body politic, political subdivision, or agency of the Federal government except when authorized by State or Federal law or in response to a lawfully issued subpoena or court order. In accordance with State law, student education records are exempt from the provisions of F.S. Chapter 119.

#### **A. Prior Written Consent**

1. Prior written consent of the parent, guardian, or eligible student shall be obtained prior to disclosing personally identifiable student information other than directory information. The written consent shall include: signature of the parent, guardian, or eligible student; date; specification of records or information to be disclosed; purpose of the disclosure; and the party or class of parties to whom a disclosure is to be made.
2. Disclosures of personally identifiable student information will be made only on the condition that the party or parties to whom the information is disclosed shall not disclose the information to any other party without prior written consent of the parent, guardian, or eligible student, as appropriate. Personally identifiable student information which is disclosed to an institution, agency, or organization may be used by its officers, employees, and agents, but only for the purpose for which the disclosure was made. The District presumes the parent, guardian, or eligible student has the authority to grant permission for disclosure of personally identifiable student information unless the District has been provided with evidence that there is a legally binding instrument or State law or court order governing such matters as divorce, separation, or custody which provides to the contrary.

#### **B. Without Prior Written Consent**

Personally identifiable information or records of a student may be released to the following persons or organizations without the prior written consent of the student or the student's parent or guardian:

1. Officials of schools, school systems, career centers, or public postsecondary educational institutions in which the student seeks or intends to enroll; and a copy of such records or reports shall be furnished to the parent or student upon request.
2. Other school officials, including teachers within the educational institution or agency, who have a legitimate educational interest in the information contained in the records.
3. The United States Secretary of Education, the Director of the National Institute of Education, the Assistant Secretary for Education, the Comptroller General of the United States, or State or local educational authorities who are authorized to receive such information subject to the conditions set forth in applicable Federal statutes and regulations of the United States Department of Education, or in applicable State statutes and rules of the State Board of Education.

The disclosed records must be used to audit or evaluate a Federal or State supported education program, or to enforce or comply with Federal requirements related to those education programs. A written agreement between the parties is required under this exception.

This written agreement must include:

- a. designation of the receiving individual or entity as an authorized representative;
- b. specification of the information to be disclosed;
- c. specification that the purpose of the disclosure is to carry out an audit or evaluation of a government-supported educational program or to enforce or comply with the program's legal requirements;
- d. a summary of the activity that includes a description of methodology and an explanation of why personally identifiable information is necessary to accomplish the activity;

- e. a statement requiring the organization to destroy all personally identifiable information when it is no longer needed to carry out the audit or evaluation, along with a specific time period in which the information must be destroyed; and
- f. a statement of policies and procedures that will protect personally identifiable information from further disclosure or unauthorized use.

Under the audit exception, the District will use "reasonable methods" to verify that the authorized representative complies with FERPA regulations. Specifically, the District will verify, to the greatest extent practical, that the personally identifiable information is used only for the audit, evaluation, or enforcement of a government-supported educational program. The District will also ascertain the legitimacy of the audit or evaluation and will only disclose the specific records that the authorized representative needs. Further, the District will require the authorized representative to use the records only for the specified purpose and not to disclose the information any further, such as for another audit or evaluation. Finally, the District will verify that the information is destroyed when no longer needed for the audit, evaluation, or compliance activity.

4. Appropriate parties in connection with a student's application for or receipt of financial aid, if necessary to determine the eligibility for the aid; determine the amount of the aid; determine the conditions of the aid; and/or enforce the terms and conditions of the aid.
5. Individuals or organizations conducting studies for or on behalf of an institution or a board of education for the purpose of developing, validating, or administering predictive tests, administering student aid programs, or improving instruction, if the studies are conducted in a manner that does not permit the personal identification of students and their parents by persons other than representatives of such organizations and if the information will be destroyed when no longer needed for the purpose of conducting such studies.

In order to release information under this provision, the District will enter into a written agreement with the recipient organization that specifies the purpose of the study.

This written agreement must include: (1) specification of the purpose, scope, duration of the study, and the information to be disclosed; (2) a statement requiring the organization to use the personally identifiable information only to meet the purpose of the study; (3) a statement requiring the organization to prohibit personal identification of parents and students by anyone other than a representative of the organization with legitimate interests; and (4) a requirement that the organization destroy all personally identifiable information when it is no longer needed for the study, along with a specific time period in which the information must be destroyed.

While the disclosure of personally identifiable information without consent is allowed under this exception, it is recommended that whenever possible the administration either release de-identified information or remove the students' names and social security identification numbers to reduce the risk of unauthorized disclosure of personally identifiable information.

6. Accrediting organizations, in order to carry out their accrediting functions.
7. School Readiness programs as provided in State law in order to carry out their assigned duties.
8. For use as evidence in student expulsion hearings conducted by a district school board under F.S. Chapter 120; however, public records of expulsion hearings shall not contain any personally identifiable information.
9. Appropriate parties in connection with an emergency, if knowledge of the information in the student's educational records is necessary to protect the health or safety of the student or other individuals.
10. The Auditor General and the Office of Program Policy Analysis and Government Accountability in connection with their official functions; however, except when the collection of personally identifiable information is specifically authorized by law, any data collected by the Auditor General and the Office of Program Policy Analysis and Government Accountability is confidential and exempt from F.S. 119.07 (1) and shall be protected in a way that does not permit the personal identification of students and their parents by other than the Auditor General, the Office of Program Policy Analysis and Government Accountability, and their staff, and the personally identifiable data shall be destroyed when no longer needed for the Auditor General's and the Office of Program Policy Analysis and Government Accountability's official use.
11. A court of competent jurisdiction in compliance with an order of that court or the attorney of record in accordance with a lawfully issued subpoena, upon the condition that the student and the student's parent are notified of the order or subpoena in advance of compliance therewith by the educational institution or agency.

Student records may be disclosed record pursuant to a lawfully issued subpoena, upon the condition that the

student, or his/her parent if the student is either a minor and not attending a postsecondary educational institution or a dependent of such parent as defined in 26 U.S.C. 152 (section 152 of the Internal Revenue Code of 1954), is notified of the order or subpoena in advance of compliance therewith by the educational institution or agency.

12. Credit bureaus, in connection with an agreement for financial aid that the student has executed, if the information is disclosed only to the extent necessary to enforce the terms or conditions of the financial aid agreement. Credit bureaus shall not release any information obtained under this paragraph to any person.
13. Parties to an interagency agreement among the Department of Juvenile Justice, school and law enforcement authorities, and other signatory agencies for the purpose of reducing juvenile crime and especially motor vehicle theft by promoting cooperation and collaboration, and the sharing of appropriate information in a joint effort to improve school safety, to reduce truancy and in-school and out-of-school suspensions, and to support alternatives to in-school and out-of-school suspensions and expulsions that provide structured and well-supervised educational programs supplemented by a coordinated overlay of other appropriate services designed to correct behaviors that lead to truancy, suspensions, and expulsions, and that support students in successfully completing their education. Information provided in furtherance of such interagency agreements is intended solely for use in determining the appropriate programs and services for each juvenile or the juvenile's family, or for coordinating the delivery of such programs and services, and as such is inadmissible in any court proceedings prior to a dispositional hearing unless written consent is provided by a parent or other responsible adult on behalf of the juvenile.
14. Consistent with the Family Educational Rights and Privacy Act, the Department of Children and Families or a community-based care lead agency acting on behalf of the Department of Children and Families, as appropriate.
15. Parents of a dependent student as defined by the Internal Revenue Service Tax Code of 1986 and in this policy.
16. "Directory information" as specified in this policy.
17. If the District initiates legal action (a lawsuit) against a parent, or if the parent initiates legal action against the District. In such circumstances, the District may disclose to the court, without a court order or subpoena, the education records of the student that are relevant for the District to proceed with legal action as the plaintiff or to defend itself.
18. If the release is to the Attorney General of the United States or to his/her designee in response to an ex parte order in connection with the investigation or prosecution of terrorism crimes specific in Sections 2331 and 2332 of Title 18, U.S. Code.

Under this exception, school officials are not required to record (i.e., on an access log) the disclosure of information from a student's education record when the school makes pursuant to an ex parte order.

Further, an educational institution that, in good faith, produces information from education records in compliance with an ex parte order shall not be liable to any person for that disclosure.

19. If the release is otherwise permitted under Federal law.

### **C. Record of Disclosures**

Record of any requests or disclosures of personally identifiable student information shall be maintained except for disclosures to the parent, guardian, or eligible student; disclosure of directory information; or to any other school officials with a legitimate educational interest. The record of requests for disclosure shall include the following: the parties who have requested or obtained personally identifiable student information, the legitimate interests of the persons requesting or obtaining the information, and date parental/eligible student consent was obtained.

With regard to such disclosures, a "school official" is determined to be any employee of the School Board of Indian River County, Florida, with direct responsibility for providing services to students. A "legitimate educational interest" is determined to mean responsibility for providing direct educational services to students which will include teaching, counseling, psychological services, or other services to students which require access to personally identifiable information and/or those specified in the law.

### **D. Disclosures - Health or Safety Emergencies**

Disclosure of personally identifiable student information may be made by school officials in the event of a health or safety emergency. Such emergency situations shall be declared in writing to the Superintendent by a recognized legal official with authority to declare such emergency. The declaration of a health or safety emergency shall include the need for

specific personally identifiable student information, the time requirements for the information, and the parties to whom the information is disclosed who are responsible for utilizing the information to deal with the emergency.

## **Transfer of Student Records**

When a student, previously enrolled in the District transfers out of the District to another school, public or private, within this State or out of State, the Pprincipal, upon written request of the principal of the receiving school, the parent, guardian, or eligible student, shall, within three (3) school days immediately transfer a copy of the student's cumulative record containing Category A and B information to the requesting school. Pursuant to Federal law, disciplinary records with respect to suspension and expulsion shall be considered "other records of educational importance" and, as a Category B record, shall be transferred to the requesting school. The Board authorizes the administration to forward all Category A and B student records, including disciplinary records with respect to any current suspension and expulsion, upon request to a school or school district in which a student of this District is enrolled, seeks or intends to enroll, or is instructed to enroll, on a full-time or part-time basis, upon condition that the student's parents be notified of the transfer, receive a copy of the record if desired, and have an opportunity for a hearing to challenge the content of the record. The school shall retain a copy of the Category A information in its files. A copy of the Category B (Exceptional Student Education Audit File) records will also be retained. Category B health and testing information shall be retained if it is related to a weighted or categorical program placement which is subject to audit. The files which are retained will be held by the Pprincipal who is custodian of the records for the period of time specified in the Student Records Manual. Category A student records and Category B (Exceptional Student Education Audit File) beyond the specified time after the student leaves the District will be forwarded to Records Management. When a request comes to the school for student records after the files have been sent to Records Management, the written request should be forwarded to Records Management. Based upon reasonable requests, viewers of educational records will receive explanation and interpretation of the records. Records Management will make copies of the student's files at the current the District's copy rate, which shall not exceed the maximum rate for copies of public records as set forth in F.S. Chapter 119.

If applicable, the records to be transferred shall also include:

1. verified reports of serious or recurrent behavior patterns, including threat assessment evaluations and intervention services; and
2. psychological evaluations, including therapeutic treatment plans and therapy or progress notes created or maintained by School District or charter school staff, as appropriate.

The records shall be transferred within three (3) school days of receipt of a written request from the principal of the receiving school, the parent, guardian, or eligible student.

While all reasonable efforts shall be made to collect for damaged or lost library books or textbooks, under no conditions shall the transfer of a student's cumulative record be delayed or denied for failure to pay any fine or fee assessed by the school. Progress reports to parents (report cards) may not be withheld for failure to pay any fine, fee, or an assessment for lost or damaged books.

The Superintendent shall prepare administrative procedures to ensure that students and parents are adequately informed each year regarding their rights to:

- inspect and review the student's educational records;
- request amendments if the parent believes the record is inaccurate, misleading, or otherwise in violation of the student's privacy rights;
- consent to disclosures of personally-identifiable information contained in the student's educational records, except to those disclosures allowed by the law;
- challenge District noncompliance with a parent's request to amend the records through a hearing;
- file a complaint with the Department of Education;
- obtain a copy of the District's policy and administrative procedures on student records.

The Superintendent shall also develop, and update as needed, procedures for:

- the proper storage and retention of records including a list of the type and location of record;
- informing District employees of the Federal and State laws concerning student records.

The District is authorized to use the microfilm process or electromagnetic processes of reproduction for the recording, filing, maintaining, and preserving of records.

No liability shall attach to any member, officer, or employee of this District specifically as a consequence of permitting access or furnishing student records in accordance with this policy and procedures.

Any entity receiving personally identifiable information pursuant to a study, audit, evaluation or enforcement/compliance activity must comply with all FERPA regulations. Further, such an entity must enter into a written contract with the Board delineating its responsibilities in safeguarding the disclosed information. Specifically, the entity must demonstrate the existence of a sound data security plan or data stewardship program, and must also provide assurances that the personally identifiable information will not be re-disclosed without prior authorization from the Board. Further, the entity conducting the study, audit, evaluation or enforcement/compliance activity is required to destroy the disclosed information once it is no longer needed or when the timeframe for the activity has ended, as specified in its written agreement with the Board.

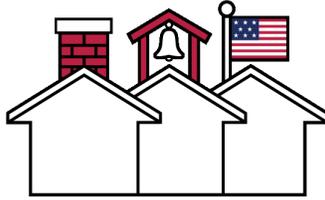
#### **Request for Student Social Security Numbers at Enrollment**

When a student enrolls in a District school, the District shall request that the student provide his/her social security number and shall indicate whether the student identification number assigned to the student is his/her social security number. A student satisfies this requirement by presenting his/her social security card or a copy of the card to a school enrollment official. However, a student is not required to provide his/her social security number as a condition for enrollment or graduation.

Revised 3/24/15

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Legal	F.S. Chapter 119, 1001.41, 1001.52, 1002.22, 1002.221, 1002.222, 1003.25
	F.A.C. 6A-1.0955
	20 U.S.C. Section 1232f through 1232i (FERPA)
	20 U.S.C. 7908
	26 U.S.C. 152
	20 U.S.C. 1400 et seq., Individuals with Disabilities Act
	Privacy Rights of Parents and Students - P.L. 90-247
	No Child Left Behind Act of 2001 - P.L. 107-110



Book Policy Manual  
Section Vol. 19, No. 2 - Revised  
Title NEW POLICY - VOL. 19, NO. 2 - VIDEO SURVEILLANCE AND ELECTRONIC MONITORING  
Code \*po7440.01 BB/bd 6 19 2019  
Status

### **NEW POLICY - VOL. 19, NO. 2**

#### **7440.01 - VIDEO SURVEILLANCE AND ELECTRONIC MONITORING - VIDEO SURVEILLANCE AND ELECTRONIC MONITORING**

The School Board authorizes the use of video surveillance and electronic monitoring equipment at various school sites throughout the District and on school buses. The video surveillance/electronic monitoring equipment shall be used to protect Board property and assets from theft and vandalism, through deterrence and video documentation. The system is not designed nor intended to protect individuals from being victims of violent or property crimes, nor to detect other potentially illegal and undesirable activities that may occur, although information may be used as evidence in such cases.

The monitoring of actions and behavior of individuals who come onto school property is a significant factor in maintaining order and discipline. Video surveillance/electronic monitoring systems serve to complement other means being employed in the District to promote and foster a safe and secure teaching and learning environment for students and staff. The Board recognizes that the use of a video surveillance/electronic monitoring system does not replace the need for the ongoing vigilance of designated school staff to monitor and supervise the school building; rather, the video surveillance/electronic monitoring system serves as an appropriate and useful tool with which to augment or support the in-person supervision provided by staff. The principal is responsible for verifying that due diligence is observed in maintaining general campus security.

The Superintendent is responsible for determining where to install and operate fixed-location video surveillance/electronic monitoring equipment in the District. The determination of where and when to use video surveillance/electronic monitoring equipment will be made in a nondiscriminatory manner. Any unauthorized person who takes action to block, move, or alter the location and/or viewing angle of a video camera shall be subject to disciplinary action.

Any information obtained from video surveillance/electronic monitoring systems may only be used to support the orderly operation of the School District's schools and facilities, and for law enforcement purposes, and not for any other purposes. As such, recordings obtained through the use of video surveillance/electronic monitoring equipment may be used as evidence in any disciplinary proceedings, administrative proceeding or criminal proceeding, subject to Board policy and regulations. Further, such recordings may become a part of a student's education record or staff member's personnel file. The Board will not use video surveillance/electronic monitoring equipment to obtain information for the purpose of routine staff appraisal/evaluation or monitoring.

Recordings of students will be treated as confidential. Consequently, because the Board is bound by Florida's Public Records Act and the Family Educational Rights and Privacy Act (FERPA), copies of video recordings containing personally identifiable information about students shall not be released except to school officials with legitimate educational interests. Parents or guardians of minor students, and students who are eighteen (18) years of age or older, who are charged with disciplinary violations may view relevant portions of any video recording related to the charge, upon written request to the principal, provided that viewing the recording does not violate State and/or Federal law (i.e., the privacy rights of any other students whose images appear on the recording). Likewise, school personnel may view relevant portions of any video relating to any disciplinary charge against them, upon written request to the building principal, provided that viewing the recording does not violate State and/or Federal law (i.e., the privacy rights of any students whose images appear on the recordings). Otherwise, such confidential recordings shall only be released as authorized under or required by State and Federal laws.

Video surveillance/electronic monitoring recordings may be retained beyond the retention period required by law if they are going to be utilized for training purposes or as required by law pursuant to Policy 8315 - Information Management and Administrative Procedure 8315 - Litigation Hold Procedure. This policy does not address or cover instances where school officials record a specific event (e.g., a play, music performance, athletic contest, graduation, or Board meeting) or an isolated instance where a classroom is videotaped for educational or research purposes. Authorized videotaping for educational, instructional and/or research purposes is permitted and is not addressed by this policy.

Video surveillance is to be implemented in accordance with this policy and the related administrative procedures. The Board will not accept or tolerate the improper use of video surveillance/electronic monitoring equipment and will take appropriate action in any cases of wrongful use of this policy.

Periodically, the Superintendent shall conduct a review to verify that this policy and its implementing procedures are being adhered to and report to the Board on the use of video surveillance/electronic monitoring equipment in the District.

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Legal

F.A.C. 1B-24.003(1)(a)

Title I of the Electronic Communication Privacy Act of 1986

18 U.S.C. 2510

18 U.S.C. 2511

18 U.S.C. 2512

18 U.S.C. 2513

18 U.S.C. 2515

18 U.S.C. 2516

18 U.S.C. 2517

18 U.S.C. 2518

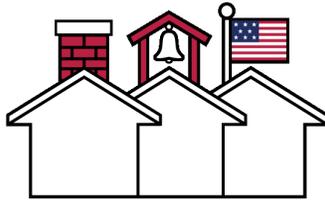
18 U.S.C. 2519

18 U.S.C. 2520

18 U.S.C. 2521

20 U.S.C. 1232g

34 C.F.R. 99.1-99.67



Book	Policy Manual
Section	Vol. 19, No. 2 - Revised
Title	Copy of SCHOOL SAFETY AND SECURITY
Code	*po8405 DR/bd 07 15 2019
Status	
Adopted	August 13, 2013
Last Revised	December 11, 2018

#### 8405 - **SCHOOL SAFETY AND SECURITY**

The School Board is committed to maintaining a safe and drug-free environment in all of the District's schools. The Board believes that school crime and violence are multifaceted problems that need to be addressed in a manner that utilizes all available resources in the community through a coordinated effort of School District personnel, law enforcement agencies, and families. The Board further believes that school administrators and local law enforcement officials must work together to provide for the safety and welfare of students while they are at school or a school-related event or are on their way to and from school. The Board also believes that the first step in addressing school crime and violence is to assess the extent and nature of the problem(s), and then plan and implement strategies that promote school safety and minimize the likelihood of school crime and violence. To that end, the Superintendent shall develop an Emergency Management Plan with input from representatives of the local law enforcement agencies; the local Fire Marshall(s) or his/her designee(s); representative(s) from emergency medical services; building administrators; School Resource Officer(s); and/or other District employees.

Thereafter, the Superintendent shall convene a meeting annually for the purpose of reviewing the Emergency Management Plan, and making modifications as deemed necessary and proper; identifying additional training that might be needed; and discussing any other such related matters as may be deemed to be necessary by the participants. Participants in this meeting shall include the Superintendent; representatives of the local law enforcement agencies; the local Fire Marshall(s) or his/her designee(s); representative(s) from emergency medical services; building administrators; representative(s) from the local emergency management service agency; School Resource Officer(s); and/or other District employees.

The Superintendent, in conjunction with the School Safety Specialist, shall develop a School Safety and Security Plan with input from representatives of the local law enforcement agencies; the local Fire Marshall(s) or his/her designee(s); representative(s) from emergency medical services; teacher(s); student(s); building administrator(s); parents and staff.

Included within the District's School Safety and Security Plan shall be a District Active Assailant Response Plan (DAARP). The DAARP shall include, at a minimum, procedures addressing the following:

1. security assessments;
2. roles and responsibilities of District personnel;
3. roles and responsibilities of Safe-School Officers (Policy 8407 - Safe-School Officers);
4. information sharing;
5. training of District personnel and exercises/drills, including training standards;
6. identification of Safe Spaces and Command Posts;

7. response to the threat of an active assailant;
8. response to the presence of an active assailant on school grounds;
9. communication with law enforcement prior to and after law Enforcement arrives on school grounds;
10. responsibilities prior to law enforcement arrival;
11. responsibilities when law enforcement arrives on school grounds;
12. communication with the public; and
13. post-incident recovery.

The District will adopt its initial DAARP by October 1, 2019, and annually thereafter.

Further, by October 1st of each year, the Superintendent shall certify to the Office of Safe Schools that all school personnel have received annual training on the procedures contained in the District's DAARP.

#### School Safety Specialist

The Superintendent is responsible for designating ~~a school administrator to serve as~~ the District's School Safety Specialist. The School Safety Specialist must be a school administrator employed by the District or a law enforcement officer employed by the Indian River County Sheriff's Office. Prior to appointing a law enforcement officer to serve as the School Safety Specialist, the Superintendent must verify that the law enforcement officer has met all statutory requirements and has been authorized and approved by the Indian River County Sheriff's Office to serve as the School Safety Specialist. The School Safety Specialist is responsible for the supervision and oversight for all school safety and security personnel, policies, and procedures in the District. The School Safety Specialist's responsibilities include, but are not limited to, the following:

- A. reviewing District policies and procedures for compliance with Florida law and applicable rules, including the District's timely and accurate submission of school environmental safety incident reports to the Department pursuant to F.S. 1001.212;
- B. providing necessary training and resources to students and staff in matters relating to youth mental health awareness and assistance; emergency procedures, including active ~~assailant shooter~~ training; and school safety and security;
- C. serving as the District liaison with local public safety agencies and national, state, and community agencies and organizations in matters of school safety and security;
- D. conduct annually, in collaboration with the appropriate public safety agencies, conducting a school security risk assessment ~~in accordance with Florida law~~ at each District school using the Florida Safe Schools Assessment Tool ~~school security risk assessment tool~~ developed by the Office of Safe Schools;

The District will report to FLDOE by October 15th of each year that all public schools within the District have completed the assessment using the Florida Safe Schools Assessment Tool. For purposes of this section, "public safety agencies" means a functional division of a public agency which provides firefighting, law enforcement, medical, or other emergency services.

- E. coordinating with appropriate public safety agencies, as defined in F.S. 365.161, that are designated as first responders to a school's campus to conduct a tour of such campus once every three (3) years and to provide recommendations related to school safety;

Any changes related to school safety, emergency issues, and recommendations provided by the public safety agencies will be considered as part of the recommendations by the School Safety Specialist to the Board.

- F. providing, or arranging for the provision of, youth mental health awareness and assistance training to all school personnel as set forth in F.S. 1012.584;

The training program shall include, but is not limited to, the following:

1. an overview of mental illnesses and substance abuse disorders and the need to reduce the stigma of mental illness;

2. information on the potential risk factors and warning signs of emotional disturbance, mental illness, or substance use disorders, including, but not limited to, depression, anxiety, psychosis, eating disorders, and self-injury, as well as common treatments for those conditions and how to access those risks; and
3. information on how to engage at risk students with skills, resources, and knowledge required to assess the situation, and how to identify and encourage the student to use appropriate professional help and other support strategies, including, but not limited to, peer, social, or self-help care.

The District's School Safety Specialist shall earn, or designate one (1) or individuals to earn, certification as a youth mental health awareness and assistance trainer as set forth in F.S. 1012.584.

#### Recommendations of the School Safety Specialist

Based on the findings of the school security risk assessment, the School Safety Specialist must provide recommendations to the Superintendent and Board which identify strategies and activities that is submitted to the Board for implement in order to address the findings and improve school safety and security. ~~Annually, t~~The Board will review the school risk assessment findings and the recommendations of the School Safety Specialist at a publicly noticed Board meeting to provide the public an opportunity to hear the Board members discuss and take action. The School Safety and Security Plan is however, confidential and is not subject to review or release as a public record.

The School Safety Specialist shall report the school security risk assessment findings and the Board's action(s) to the Office of Safe Schools no later than thirty (30) days after the Board meeting.

As a part of the School Safety and Security Plan, the Board shall verify that it has procedures in place for keeping schools safe and drug-free that include (see also, Form 8330 F15 entitled checklist of policies and guidelines addressing No Child Left Behind Act of 2001):

- A. safety and security best practices;
- B. appropriate and effective school discipline policies that prohibit disorderly conduct, the illegal possession of weapons and the illegal use, possession, distribution, and sale of tobacco, alcohol, and other drugs by students;
- C. security procedures at school and while students are on the way to and from school;
- D. prevention activities that are designed to maintain safe, disciplined and drug-free environments;
- E. a code of conduct or policy for all students that clearly states the responsibilities of students, teachers, and administrators in maintaining a classroom environment that:
  1. allows a teacher to communicate effectively to all students in the class;
  2. allows all students in the class the opportunity to learn;
  3. allows a teacher to communicate effectively to all students in the class;
  4. has consequences that are fair, and developmentally appropriate;
  5. considers the student and the circumstances of the situation; and
  6. is enforced accordingly.

#### Safety and Security Best Practices

The Superintendent shall develop administrative procedures for the prevention of violence on school grounds, including the assessment and intervention with individuals whose behavior poses a threat to the safety of the school community.

#### Persistently Dangerous Schools

The Board has set forth the rules with regard to expected behavior in Policy 5500 - Student Conduct and has established the consequences for violating the policy on student conduct in Policy 5600 - Student Discipline. The Board recognizes that not only Federal, but also State law requires that the District report annually incidents which meet the statutory definition of violent criminal offenses that occur in a school, on school grounds, on a school conveyance, or at a school-sponsored activity, as well as those incidents that would be a Gun-Free Schools Act violation. It is further understood that the Florida Department of Education

will then use the data for the offenses identified in the Department's Unsafe School Choice Option Policy to determine whether or not a school is considered "persistently dangerous".

Pursuant to the Board's stated intent to provide a safe school environment, school administrators are expected to respond appropriately to any and all violations of the Student Code of Conduct, especially those of a serious, violent nature. In any year where the number of reportable incidents of violent criminal offenses in any school exceed the threshold number established in State law, the Superintendent shall discuss this at the annual meeting for the purpose of reviewing the *School Safety and Security Plan* so that a plan of corrective action can be developed and implemented in an effort to reduce the number of these incidents in the subsequent year and/or convene a meeting of the building administrator, representative(s) of the local law enforcement agencies, and any other individuals deemed appropriate for the purpose of developing a plan of corrective action that can be implemented in an effort to reduce the number of these incidents in the subsequent year.

The Superintendent shall make a report to the Board about this plan of corrective action and shall recommend approval and adoption of it.

In the unexpected event that the number of reportable incidents in three (3) consecutive school years exceeds the statutory threshold and the school is identified as persistently dangerous, the Superintendent shall offer parents and eligible students the opportunity to transfer to another school within the District that serves the same grades. If there is another school within the District serving the same grades, the transfer shall be completed in a timely manner. If there is not another school within the District that serves the same grades, then parents and eligible students will be advised that, although Federal and State law provides for an opportunity to transfer, they will be unable to do so.

In addition, the Superintendent shall discuss this at the annual meeting for the purpose of reviewing the *School Safety and Security Plan* so that a plan of corrective action can be developed and implemented in an effort to reduce the number of these incidents in the subsequent year and/or convene a meeting of the building administrator, representative(s) of the local law enforcement agencies, and any other individuals deemed appropriate for the purpose of developing a plan of corrective action that can be implemented in an effort to reduce the number of these incidents in the subsequent year.

If a school in a neighboring district is identified as persistently dangerous and there is not another school or public school academy in that district, the District will admit students from that school in accordance with Board Policy 5113.

### **Victims of Violent Crime**

The Board further recognizes that, despite the diligent efforts of school administrators and staff to provide a safe school environment, an individual student may be a victim of a violent crime in a school, on school grounds, on a school conveyance, or at a school-sponsored activity. In accordance with Federal and State laws the parents or the eligible student shall be offered the opportunity to transfer to another school within the District that serves the same grades. If there is another school serving the same grades, the transfer shall be completed in a timely manner. If there is not another school serving the same grades, the parents or eligible student will be advised that, although they have the right to transfer, they will be unable to do so.

### **Threat Assessment Teams**

The primary purpose of a threat assessment is to minimize the risk of violence at schools. Threat assessment teams are responsible for the coordination of resources and assessment and intervention with individuals whose behavior may pose a threat to the safety of school staff or students consistent with the model policies [and procedures developed by the Office of Safe Schools which addresses early identification, evaluation, early intervention, and student support.](#)

#### **A. Location and Membership**

1. Threat assessment teams are located at each school in the District and composed of individuals with expertise in counseling, instruction, school administration, and law enforcement.
2. The Board authorizes the Superintendent to create procedures for the purpose of:
  - a. identifying team participants by position and role;
  - b. designating the individuals (by position) who are responsible for gathering and investigating information; and
  - c. identifying the steps and procedures to be followed from initiation to conclusion of the threat assessment inquiry or investigation.

## B. Responsibilities and Activities of Threat Assessment Teams

The responsibilities and activities of threat assessment teams include, but are not limited to, the following:

1. identification of individuals in the school community to whom threatening behavior should be reported and provide guidance to students, faculty, and staff regarding recognition of threatening or aberrant behavior that may represent a threat to the community, school, or self;
2. utilizing the Department's behavior threat assessment instrument developed pursuant to F.S. 1001.212;
3. consult with law enforcement when a student exhibits a pattern of behavior, based upon previous acts or the severity of an act, that would pose a threat to school safety;
4. consult with law enforcement when a student commits more than one (1) misdemeanor to determine if the act should be reported to law enforcement;
5. if a preliminary determination is made by the threat assessment team that a student poses a threat of violence or physical harm to himself/herself or others, the threat assessment team will report its determination to the Superintendent;

The Superintendent shall immediately attempt to notify the student's parent or legal guardian. However, nothing in this paragraph shall preclude District personnel from acting immediately to address an imminent threat.

6. if a preliminary determination is made by the threat assessment team that a student poses a threat of violence to himself/herself or others or exhibits significantly disruptive behavior or need for assistance, authorized members of the threat assessment team may obtain criminal history record information pursuant to F.S. 985.04(1), as provided in F.S. 985.047;

Members of the threat assessment team may not disclose any criminal history record information obtained pursuant to this paragraph or otherwise use any record of an individual beyond the purpose for which such disclosure was made to the threat assessment team.

7. create procedures related to engaging behavioral health crisis resources.

## C. Sharing of Information

The District and other agencies and individuals that provide services to students experiencing, or at risk of, an emotional disturbance or a mental illness and any service or support provider contracting with such agencies may share with each other records or information that are confidential or exempt from disclosure under F.S. Chapter 119 if the records or information are reasonably necessary to ensure access to appropriate services for the student or to ensure the safety of the student or others.

## D. Immediate Mental Health or Substance Abuse Crisis

If an immediate mental health or substance abuse crisis is suspected, school personnel shall follow policies established by the threat assessment team to engage behavioral health crisis resources. Behavioral health crisis resources, including, but not limited to, mobile crisis teams and school resource officers trained in crisis intervention shall provide emergency intervention and assessment, make recommendations, and refer the student for appropriate services. Onsite school personnel shall report all such situations and actions taken to the threat assessment team, which shall contact the other agencies involved with the student and any known service providers to share information and coordinate any necessary follow-up actions. Upon the student's transfer to a different school, the threat assessment team shall verify that any intervention services provided to the student remain in place until the threat assessment team of the receiving school independently determines the need for intervention services.

Each threat assessment team shall report quantitative data on its activities to the Office of Safe Schools and shall utilize the threat assessment database developed pursuant to F.S. 1001.212.-

### Referral to Mental Health Services

All school personnel who receive training pursuant to F.S. 1012.584 shall be notified of the mental health services that are available in the District.

### School Environmental Safety Incident Reporting

The superintendent is responsible for ensuring the accurate and timely reporting of incidents related to school safety and discipline in accordance with Florida law and rules promulgated by FL DOE.

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#### Student Crime Watch Program

The Board shall implement a Student Crime Watch Program to promote responsibility among students and improve school safety. Through a Board resolution, the Board will require each school principal to distribute information (including a reference to Policy 8406) at their respective schools notifying students and the community as to how they can anonymously relay information concerning unsafe and potentially harmful, dangerous, violent, or criminal activities, or the threat of these activities, to appropriate public safety agencies and school officials.

#### Promotion of School Safety Awareness

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In furtherance of Policy 8406 (*Reports of Suspicious Activity and Potential Threats to Schools*), the Board shall promote the use of the Florida Department of Education's mobile suspicious reporting tool ("FortifyFL") on the District's website, in newsletters, on school campuses, and in school publications. FortifyFL shall also be installed on all mobile devices issued to students and bookmarked on all computer devices issued to students.

#### **Implementation**

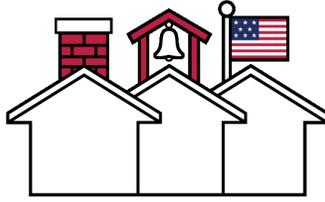
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~~The Superintendent shall develop administrative procedures as needed to enable proper implementation of this policy.~~

Revised 12/11/18

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Legal	F.S. 1006.07
	F.S. 1006.13
	F.S. 1006.1493
	Office of Safe Schools School Security Risk Assessment Tool
	Threat Assessment in Schools: A Guide to Managing Threatening Situations and to Creating Safe School Climates (U.S. Secret Service and U.S. Department of Education)



Book Policy Manual  
Section Vol. 19, No. 2 - Revised  
Title Copy of SAFE-SCHOOL OFFICERS  
Code \*po8407 DR/bd 06 27 2019  
Status  
Adopted December 11, 2018

#### 8407 - **SAFE-SCHOOL OFFICERS**

For the protection and safety of students, school personnel, visitors, and property, the District shall partner with local law enforcement agencies to establish or assign one or more safe-school officers at each school in the District, including charter schools.

Further, the Board will collaborate with charter school governing boards located in the District to facilitate access to all safe-school officer options available pursuant to Florida law.

#### **School Resource Officers (SRO)**

The School Board will enter into cooperative agreements with law enforcement agencies for the provision of school resource officers. School resource officers must be certified law enforcement officers as defined in F.S. 943.10(1) and employed by a law enforcement agency as defined in F.S. 943.10(4). School resource officers shall:

- A. undergo criminal background checks, drug testing, and a psychological evaluation;
- B. abide by Board policies and consult with and coordinate activities through school principals; and
- C. complete mental health crisis intervention training using a curriculum developed by a national organization with expertise in mental health crisis intervention. Such training must be designed to improve school resource officers' knowledge and skills as first responders to incidents involving students with emotional disturbance or mental illness, including de-escalation skills to ensure student and officer safety.

With respect to matters relating to employment, school resource officers shall be responsible to their law enforcement agency, subject to agreements between the Board and law enforcement agency. Activities conducted by school resource officers which are part of the regular instructional program of schools shall be under the direction of school principals.

The powers and duties of law enforcement officers shall continue throughout school resource officers' tenure.

#### Notification of Incidents Involving Safe-School Officer Discipline and Firearm Discharge

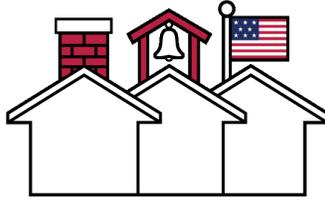
The Superintendent is responsible for notifying the Indian River County Sheriff immediately after, but no later than seventy-two (72) hours after, the occurrence of the following:

1. a Safe-School Officer is dismissed for misconduct or disciplined; and
2. a Safe-School Officer discharges his/her firearm in the exercise of his/her duties other than for training purposes.

Legal

F.S. 30.15

F.S. 1006.12



Book	Policy Manual
Section	Vol. 19, No. 2 - Revised
Title	Copy of EMERGENCY EVACUATION OF SCHOOLS
Code	*po8420 DR/bd 06 27 2019
Status	
Adopted	August 13, 2013
Last Revised	April 23, 2019

#### 8420 - **EMERGENCY EVACUATION OF SCHOOLS**

The School Board recognizes that its responsibility for the safety of students and staff requires emergency management and emergency preparedness procedures for all public schools in the District, including emergency notification procedures for life-threatening emergencies, including, but not limited, active ~~shooter~~ assailant, fires; natural disasters; bomb threats; weapon-use and hostage situations; hazardous materials or toxic chemical spills; weather emergencies, including hurricanes, tornadoes, and severe storms; and exposure as a result of a manmade emergency and that such emergencies are best and that such emergencies are best met by preparedness and planning.

The active assailant situation training for each school must engage the participation of the School Safety Specialist, threat assessment team members, faculty, staff, and students and must be conducted by the law enforcement agency or agencies that are designated as first responders to each school's campus.

Pursuant to Policy 8405 - School Safety and Security, the Superintendent shall develop, and revise as necessary, a School Safety Plan to provide for the safety and welfare of the students and staff, as well as a system of emergency preparedness and accompanying procedures that provide for the following:

- A. a listing of the commonly used alarm system response for specific types of emergencies and verification by each school that drills have been provided as required by law and fire protection codes;
- B. the health and safety of students and staff are safeguarded;
- C. a collaborative effort with community emergency responders;
- D. the time necessary for instructional purposes is not unduly diverted;
- E. minimum disruption to the educational program occurs;
- F. students are helped to learn self-reliance and trained to respond sensibly to emergency situations;
- G. ~~a~~ the system supported by ongoing training that will include practical application and appropriate "drills" as required by F.S. 1001.42;
- H. emergency drills should represent actual emergencies, including, but not limited to firearms, natural disasters, hostage situations, and bomb threats;
- I. drills for active ~~assailant~~ shooter and hostage situations shall be conducted in accordance with developmentally appropriate and age-appropriate procedures at least as often as other emergency drills;
- J. emergency egress and relocation drills (including, but not necessarily limited to, fire drills) in accordance with the requirements of the Florida Fire Prevention Code, the Fire Code (NFPA 1), and the Life Safety Code (NFPA 101);

- K. floor plans of each school must be provided to all community emergency responders in support of evacuation procedures;
- L. ~~a listing of the commonly used alarm system response for specific types of emergencies and verification by each school that drills have been provided as required by law and fire protection codes;~~
- M. assignment of staff responsibilities.

All threats to the safety of District facilities, students and staff shall be identified by appropriate personnel and responded to promptly in accordance with the plan for emergency preparedness. Any aspect of the emergency preparedness plan and/or procedures that are included in the School Safety Plan shall remain confidential and exempt from public records disclosure in accordance with State law.

The school crisis/threat assessment teams will conduct a test of the functionality and coverage capacity of all emergency communication systems to determine, if adequate signal strength is available in all areas of school campuses, and that the District identify the individual(s) responsible for contacting primary emergency response agencies (Senate Bill 7026).

The School Safety Specialist, as part of the development of the emergency preparedness plan and procedures, shall further review and implement Board Policy 7440.

List of Emergency Response Agencies:

The emergency response agencies that are responsible for notifying the District for each type of emergency areas follows:

A. Fires:

Indian River County Fire Rescue

B. Natural Disasters:

Indian River County Department of Emergency Services

C. Bomb Threats:

Indian River County Sheriff's Office

Sebastian Police Department

Fellsmere Police Department

Vero Beach Police Department

D. Weapon-Use and Hostage Situations:

Indian River County Sheriff's Office

Sebastian Police Department

Fellsmere Police Department

Vero Beach Police Department

E. Hazardous Materials or Toxic Chemical Spills:

Indian River County Department of Emergency Services

Florida State Police

Indian River County Sheriff's Office

F. Weather Emergencies, Including Hurricanes, Tornadoes, and Severe Storms:

Indian River County Department of Emergency Services

~~The Superintendent shall develop administrative procedures for the implementation of this policy.~~

~~The information in this section shall be part of the School Safety and Security Plan, and, therefore, confidential.~~

Revised 3/4/14  
Revised 12/11/18  
Revised 4/23/19

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Legal

Florida Fire Prevention Code (F.S. 633.202)

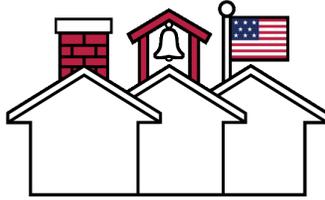
F.S. 1001.43

F.S. 1006.07

F.S. 1013.13

Fire Code (NFPA 1)

Life Safety Code (NFPA 101)



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Adopted August 13, 2013

#### 8431 - **PREPAREDNESS FOR TOXIC HAZARD AND ASBESTOS HAZARD**

The School Board is concerned for the safety of the students and staff members and will attempt to comply with all Federal and State statutes and regulations to protect them from hazards that may result from industrial accidents beyond the control of school officials or from the presence of asbestos materials used in previous construction.

#### **TOXIC HAZARDS**

These hazards exist in chemicals and other substances used in the school setting such as in laboratories, science classrooms, kitchens, and in the cleaning of rooms and equipment.

The Superintendent shall appoint an employee to serve as Toxic Hazard Preparedness (THP) Officer. The THP Officer will:

- A. identify potential sources of toxic hazard in cooperation with material suppliers who shall supply the THP Officer with ~~Material~~-Safety Data Sheets (~~M~~SDSs);
- B. ensure that all incoming materials, including portable containers, are properly labeled with the identity of the chemical, the hazard warning, and the name and address of the manufacturer or responsible party;
- C. maintain a current file of ~~M~~SDSs for every hazardous material present on District property;
- D. design and implement a written communication program which:
  1. lists hazardous materials present on District property,
  2. details the methods used to inform staff and students of the hazards, and
  3. describes the methods used to inform contractors and their employees of any hazardous substances to which they may be exposed and of any corrective measures to be employed;
- E. conduct a training program for all District employees to include such topics as detection of hazards, explanation of the health hazards to which they could be exposed in their work environment, and the District's plan for communication, labeling, etc.
- F. hazardous chemical use in science, art, and technical education classrooms and laboratories
  1. The Assistant Superintendent of Operations shall coordinate and maintain a list of chemicals approved for classroom and laboratory use within the District.
  2. Before any new chemicals are used, it must be approved by the Assistant Superintendent of Operations for instructional use and appear on the authorized use list.
  3. Chemicals not on the authorized use list are prohibited from use. Students and staff members found using unauthorized chemicals shall be subject to disciplinary action.

- G. Application of Pesticides: Any staff member or contractor who applies pesticides on district property shall meet the requirements established by the Florida Department of Agriculture and the Assistant Superintendent of Operations.

In fulfilling these responsibilities, the THP Officer may enlist the aid of county and municipal authorities and, if possible, the owners or operators of identified potential sources of toxic hazards.

## **ASBESTOS**

The District, in its efforts to comply with Asbestos Hazard Emergency Response Act (AHERA) and Occupational Safety and Health Act (OSHA), recognizes its responsibility to:

- A. inspect all district buildings for the existence of asbestos or asbestos-containing materials;
- B. take appropriate actions, in accordance with State law and EPA regulations, based on the inspections;
- C. establish a program for dealing with friable asbestos, if found;
- D. maintain a program for dealing of periodic surveillance and inspection of facilities or equipment containing asbestos;
- E. comply with EPA regulations governing the transportation and disposal of asbestos and asbestos-containing materials.

Pursuant to the Asbestos Hazard Emergency Response Act (AHERA); 15 U.S.C. 2650; 40 C.F.R. 763.93, the Superintendent shall maintain an Asbestos Management Plan for each school, and maintain and update the Plan to keep it current with ongoing operations and maintenance, periodic surveillance, inspection, re-inspection, and response action activities.

The Superintendent shall publish a notification on Management Plan availability and the status of asbestos activities; educate and train School District employees about asbestos and how to deal with it; notify short-term or temporary workers on the locations of the asbestos containing building materials; post warning labels in routine maintenance areas where asbestos was previously identified or assumed; follow set plans and procedures designed to minimize the disturbance of asbestos containing building materials; and survey the condition of these materials every six (6) months to assure that they remain in good condition.

The Superintendent designates the Assistant Superintendent of Operations~~Director of Maintenance~~ as the District's designated Asbestos Program Coordinator. All inquiries regarding the asbestos plan and asbestos-related issues should be directed to the AHERA designated person at 772-564-~~5060~~5082.

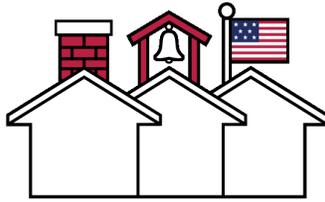
The Superintendent shall appoint the Assistant Superintendent of Operations to develop and implement a District Asbestos-Management Program. Said individual will be responsible for the District's proper compliance with Federal and State laws and the appropriate instruction of staff and students.

The Superintendent shall also require that, when conducting asbestos abatement projects, each contractor employed by the District is licensed pursuant to the Florida Department of Health Regulations.

Nothing in this policy should be construed in any way as an assumption of liability by the Board for any death, injury, or illness that is the consequence of an accident or equipment failure or negligent or deliberate act beyond the control of the Board or its officers and employees.

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Legal                      Asbestos 1910.1001 Subpart Z - Toxic and Hazardous Substances  
                                  F.S. 1013.12  
                                  40 C.F.R. 763.92  
                                  Asbestos Hazard Emergency Response Act of 1986 (AHERA)  
                                  15 U.S.C. 2601, 20 U.S.C. 4022, 20 U.S.C. 4014, 20 U.S.C. 4011 et seq.  
                                  Asbestos School Hazard Abatement Act of 1984  
                                  Asbestos School Hazard Abatement Reauthorization Act of 1990, 20 U.S.C. 4011



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Title	Copy of FOOD SERVICE PROGRAM
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Last Revised	April 23, 2019

#### 8500 - **FOOD SERVICE PROGRAM**

The School Board shall provide cafeteria facilities in all school facilities where space and facilities permit and will provide food service for the purchase and consumption of lunch for all students. The Board shall annually encumber the funds needed to operate the program.

It is the intent of the Board to participate in the National School Lunch and School Breakfast Program and to offer paid, free, or reduced-price meals in accordance with the Child Nutrition Program, the National School Lunch Act, and Florida law. The operation of the food service program shall also be in compliance with the regulations set forth in State law and the Florida Administrative Code.

The Board does not discriminate on the basis of race, color, national origin, sex (including transgender status, sexual orientation, or gender identity), disability (including HIV, AIDS, or sickle cell trait), pregnancy, age (except as authorized by law), religion, military status, ancestry, or genetic information (collectively, "protected classes"), in its educational programs or activities. Students and all other members of the School District community and third parties are encouraged to promptly report incidents of unlawful discrimination and/or retaliation to a teacher, administrator, supervisor, or other District official so that the board may address the conduct. See Policy 2260 – Nondiscrimination and Access to Equal Educational Opportunity.

Students who are eligible for free or reduced-price meals shall be approved and properly accounted for by the Principal in accordance with criteria established by the Child Nutrition Program and National School Lunch Act. The Board requires that the identity of students receiving free or reduced-price meals be safeguarded and kept confidential.

Each elementary, middle, and high school shall make a breakfast meal available if a student arrives at school on the bus less than fifteen (15) minutes before the first bell rings and shall allow the student at least fifteen (15) minutes to eat the breakfast.

The operation and supervision of the food service program shall be the responsibility of the School Nutrition Program Director. The District will adhere to the professional standards for school nutrition personnel who manage and operate the food service program, including the requirements related to hiring and training that are set forth in USDA regulations and AP 8500A.

Further, as required by USDA regulations and upon recommendation of the Superintendent, the Board will annually certify:

- A. the School Nutrition Program Director meets the hiring standards and training requirements set forth in USDA regulations; and
- B. each employee in the food service program has completed the applicable training requirements set forth in USDA regulations.

Breakfast meals shall be available to all students in each elementary, middle, and high school. The Board will do so by participating in the National School Breakfast Program and offering paid, free, and reduced-priced breakfast meals in accordance with USDA Guidelines.

The food service program shall comply with Federal and State regulations pertaining to the selection, preparation, consumption, and disposal of food and beverages, including but not limited to the current USDA Dietary Guidelines for Americans and the USDA Smart Snacks in School nutrition standards as well as to the fiscal management of the program.

The Board shall provide a Federal food service program for students during summer intervention programs that are mandated under Federal law. If the Board determines that it is unable to provide a Federal food service program during the summer, for financial reasons, the Board will communicate that decision to its residents in a manner it determines to be appropriate.

The Board shall approve and implement nutrition standards governing the types of food and beverages that may be sold on the premises of its schools and shall specify the time and place each type of food or beverage may be sold.

In adopting such standards, the Board shall:

- A. consider the nutritional value of each food or beverage;
- B. consult with a dietitian licensed under F.S. 468.509, a dietetic technician registered by the commission on dietetic registration, or a school nutrition specialist certified or credentialed by the school nutrition association;
- C. consult and incorporate to the maximum extent possible the dietary guidelines for Americans jointly developed by the United States Department of Agriculture (USDA) and the United States Department of Health and Human Services; and
- D. consult and incorporate the USDA Smart Snacks in School nutrition guidelines.

No food or beverage may be sold on any school premises except in accordance with the standards approved by the Board.

The Superintendent shall recommend and the Board shall approve the cost of meals for elementary, middle, and high schools annually.

### **Meal Charges**

The Board recognizes that circumstances may result in a student needing to charge for meals if his/her account has an insufficient balance to cover the charge. However, no account will be allowed to exceed a significant negative balance except as established below.

The Superintendent shall develop procedures regarding meal charges, which shall be implemented by the Director of Food and Nutrition Services. This procedure will provide direction so that students Districtwide who are eligible for reduced price or who pay the established price for meals, but do not have funds in their account or in hand to cover the cost of their meal at the time of service are treated consistently, that parents of students who charge meals are notified when a student charges a meal, and that efforts are made to collect the charges made so that the unpaid charges are not classified as "bad debt" at the end of the school year.

A student whose account has a significant negative balance may not charge or purchase "a la carte" items, including extra main course entrees.

If a student has a significant negative lunch account balance, s/he shall be provided an alternate meal recommended by the Superintendent. The parent(s) shall be contacted to collect the outstanding charges. The alternate meal will be a low-cost alternative to the regular reimbursable meal and shall meet USDA nutritional standards or the Smart Snacks in Schools regulations so that it qualifies for reimbursement under the National School Lunch/Breakfast Program.

If the negative balance is not brought to a positive balance within ninety (90) days of these efforts, the School District will take action to collect the unpaid debt.

If a student withdraws or graduates and has a positive balance, the balance may be receipted into the school lunch fund where the school lunch program funds are maintained. If a student withdraws or graduates with a positive balance, parents shall be notified by mail and given the option of receiving a refund. If no response is received within fourteen (14) days, the account will be closed and the funds will no longer be available. Unclaimed balances will be transferred to the school lunch fund where the school lunch program funds are maintained.

If determined appropriate by a student's Section 504 team, substitutions to the standard meal requirements shall be made, at no additional charge, for a student for whom a health care provider who has prescriptive authority in the State of Florida has provided medical certification that the student has a disability that restricts his/her diet, in accordance with the criteria set forth in 7 C.F.R. Part 15b. To qualify for such substitutions the medical certification must identify:

- A. the student's disability and the major life activity affected by the disability;
- B. an explanation of why the disability affects the student's diet; and
- C. the food(s) to be omitted from the student's diet and the food or choice of foods that must be substituted (e.g., caloric modifications or use of liquid nutritive formula).

### Dietary Modifications

A request for substitutions to the standard meal requirements due to food allergies shall be accommodated, when requested by an adult student with a disability or the parent of a student with a disability, without delay and at no additional charge. The adult student with a disability or the parent of a student with disability making such a request of the Food Service Director shall be informed that medical certification that the student has a disability that restricts his/her diet, in accordance with the criteria set forth in 7 C.F.R. Part 15b must be submitted within thirty (30) school days from a health care provider who has prescriptive authority in the State of Florida or the dietary modification may be discontinued until such statement is received.

~~If determined appropriate by a team of qualified individuals including, but not limited to, the principal, school nurse, parent, Director of Food Services, Nutrition Specialist substitutions to the standard meal requirements may be made, at no additional charge, for a student who is not "disabled person", but have a signed statement from a qualified medical authority that the student cannot consume certain food items due to medical or other special dietary needs. To qualify for such consideration and substitutions the medical statement must identify:~~

The medical certification must identify:

- A. the child's physical or mental impairment and why the student's disability or medical conditions necessitates such a restriction of the child's diet ~~medical or dietary need that restricts the student's diet;~~ and
- B. an explanation of why the food service program must do to accommodate the child's disability why the disability affects the student's diet; and ~~the food(s) to be omitted from the student's diet and the food(s) or choice of foods that may be substituted.~~
- C. the food(s) to be omitted from the student's diet and the recommended food or choice of foods that must be substituted (e.g., caloric modifications or use of liquid nutritive formula).

After a request for a dietary modification is submitted to the Director of Food Service, the Director of Food Service shall, in turn, notify the Principal, school nurse, and the members of the student's IEP or 504 Team that the dietary modification shall be made for the student, pending the receipt of the required medical certification.

If deemed necessary by the student's IEP or 504 Team, the dietary modification shall be included in the student's IEP or 504 plan.

An adult student with a disability or the parent of a student with a disability who believes the accommodation requested is not being appropriately addressed may access the processes and assistance described in Policy 2260 and/or Policy 2260.01 by contacting the District's Compliance Coordinator named in those policies.

A request for substitutions to the standard meal requirements due to food allergies shall be accommodated, when requested by an adult student who is not identified as having a disability or the parent of a student who is not identified as having a disability, without delay and at no additional charge. An adult student who is not identified as having a disability or the parent of a student who is not identified as having a disability making such a request of the Director of Food Service shall be informed that a signed medical statement from a health care provider who has prescriptive authority in the State of Florida that the student cannot consume certain food items due to a medical condition or some other special dietary need must be submitted within thirty (30) school days or the dietary modification may be discontinued until such statement is received.

To qualify for continuing consideration and substitutions the medical statement must identify:

- 1. the medical or dietary need that restricts the student's diet;
- 2. the food(s) to be omitted from the student's diet and the food(s) or choice of foods that may be substituted.; and

3. the food(s) to be omitted from the student's diet and the recommended food or choice of foods that must be substituted (e.g., caloric modifications or use of liquid nutritive formula).

The request for such dietary modifications shall be submitted to the Director of Food Service, who shall, in turn, notify the Principal and school nurse that the dietary modification shall be made for the student. Upon request of the parent or adult student, a meeting of a team including the parent, the Director of Food Service, school nurse, and Principal shall be convened to determine the specific substitution(s) that will be made to the standard meal pattern for the student.

For non-disabled Sstudents who need a nutritionally equivalent milk substitute, only a signed request by a parent or guardian is required.

The food service program shall accommodate a student's request for specific substitutions to the standard meal pattern requirements that is based solely on religious or lifestyle choices.

In addition to students, lunches sold by the school may be purchased by staff members and community residents in accordance with administrative guidelines established by the Superintendent. Lunches may be made available, free of charge, to senior citizens who are serving as volunteers to the District.

During all times while the food service program is operating and students are being served food, at least one (1) employee shall be present in the area in which the food is being consumed who has received instruction in methods to prevent choking and demonstrated an ability to perform the Heimlich maneuver.

### **Food Safety Compliance**

In addition, as required by law, a food safety program that is based on the principles of the Hazard Analysis and Critical Control Point (HACCP) system shall be implemented with the intent of preventing food-borne illnesses. For added safety and security, access to the facility and the food stored and prepared therein shall be limited to food service program staff and other authorized persons.

In accordance with Federal law, the Superintendent shall take such actions as are necessary to obtain a minimum of two (2) food safety inspections per school year, which are conducted by the State or local governmental agency responsible for food safety inspections. The report of the most recent inspection will be posted in a publicly visible location, and a copy of the report will be available upon request.

A periodic review of the food-service accounts shall be made by the Auditor General. Any surplus funds from the National School Lunch Program shall be used to reduce the cost of the service to students or to purchase cafeteria equipment. Surplus funds from a-la-carte foods may accrue to the food-service program.

### **Bad Debt**

Meal charges that are not collected in the year when the debt was incurred shall be classified as bad debt.

Bad debt incurred through the inability to collect lunch payment from students is not an allowable cost chargeable to any Federal program.

Once classified as bad debt, non-Federal funding sources shall reimburse the school lunch program account for the total amount of the bad debt. If funds to reimburse the District for this bad debt are not available from another source, such as school or community organizations (like the PTA) or any other non-Federal source, the funds to reimburse the school lunch program shall be transferred from the District's general fund or other State or local funding to make that reimbursement.

Once the uncollectable/delinquent debt charges are converted to bad debt, records relating to those charges must be maintained in accordance with the record retention requirements in 7 C.F.R. 210.9(b)(17) and 7 C.F.R. 210.15(b).

Any related collection cost, including legal cost, arising from such bad debt after they have been determined to be uncollectable are also unallowable.

### **Operation of the Food Service Program**

With regard to the operation of the school food service program, the Superintendent shall require:

- A. the maintenance of sanitary, neat premises free from fire and health hazards;
- B. the preparation of food that complies with Federal food safety regulations;

- C. the planning and execution of menus in compliance with USDA requirements:
- D. the purchase of food and supplies in accordance with State and Federal law, USDA regulations, and Board policy; (see Policy 1129, Policy 1214, Policy 3129, Policy 3214, Policy 4129, Policy 4214, and Policy 6460)
- E. complying with food holds and recalls in accordance with USDA regulations;
- F. the administration, accounting, and disposition of food-service funds pursuant to Federal and State law and USDA regulations;
- G. the safekeeping and storage of food and food equipment pursuant to State and Federal law and USDA regulations;
- H. the regular maintenance and replacement of equipment;
- I. all District employees whose salaries are paid for with USDA funds or non-Federal funds used to meet a match or cost share requirement must comply with the District's time and effort record-keeping policy (see Policy 6116).

The Superintendent will require that the food service program serve foods in the schools of the District that reinforce the nutrition concepts taught in the classrooms.

The District shall serve only nutritious food in accordance with the nutritional standards adopted by the Board in compliance with the current USDA Dietary Guidelines for Americans and the USDA Smart Snacks in School nutrition guidelines. Foods and beverages in competition with the District's food-service program must comply with the current USDA Dietary Guidelines for Americans and the USDA Smart Snacks in School nutrition guidelines, and may only be sold in accordance with Board Policy 8550.

The Superintendent is responsible for implementing the food service program in accordance with the adopted nutrition standards and shall provide a report regarding the District's compliance with the standards at one of its regular meetings annually.

#### **Unnecessary and Duplicative Items**

The District shall avoid acquisition of unnecessary or duplicative items. Consideration will be given to consolidating or breaking out procurements to obtain a more economical purchase. Where appropriate, an analysis will be made of lease versus purchase alternatives, and any other appropriate analysis to determine the most economical approach.

See also AP 8500A.

Revised 3/24/15  
Revised 4/12/16  
Revised 11/22/16  
Revised 1/23/18  
Revised 4/23/19

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Legal

F.S. 595.405

F.S. 1001.41

F.S. 1001.42

F.S. 1001.51

F.S. 1013.12

F.A.C. 5P-1.002

F.A.C. 5P-1.003

F.A.C. 5P-1.004

F.A.C. 5P-1.005

42 U.S.C. 1758

Health, Hunger-Free Kids Act of 2010 and Richard B. Russell National School Lunch Act, 42 U.S.C. 1751 et seq.

Child Nutrition Act of 1966, 42 U.S.C. 1771 et seq.

7 C.F.R. Part 15b

7 C.F.R. Part 210

7 C.F.R. Part 215

7 C.F.R. Part 220

7 C.F.R. Part 225

7 C.F.R. Part 226

7 C.F.R. Part 227

7 C.F.R. Part 235

7 C.F.R. Part 240

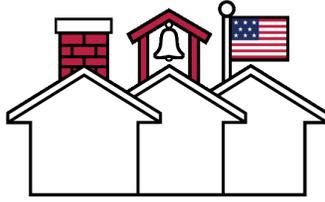
7 C.F.R. Part 245

7 C.F.R. Part 3015

80 F.R. 11077

OMB Circular No. A-87 USDA Smart Snacks in School Food Guidelines (effective July 1, 2014)

SP 32-2015 Statements Supporting Accommodations for Children with Disabilities in the Child Nutrition Programs



Book	Policy Manual
Section	Vol. 19, No. 2
Title	Overview and Comments - Vol. 19, No. 2
Code	1-Overview - Vol. 19, No. 2
Status	From Neola

## FLORIDA LOCAL UPDATE

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### VOLUME 19, NUMBER 2 April 2019

This update includes proposed revisions to twenty-two (22) current policy templates, revisions to two (2) current bylaws, one (1) new bylaw, the addition of two (2) new policy templates, revisions to three (3) current administrative procedures, and the addition of two (2) new administrative procedures. This update also includes administrative procedures correlated to the policies from the Volume 19, Number 1 update that was distributed in September of 2018, which includes revisions to fifteen (15) current administrative procedures and the addition of one (1) new administrative procedures.

This update is the result of legislation enacted during the 2018 Florida Legislative session, our ongoing work with clients during the 2018-2019 school year, and review of Federal and State Law, the Florida Administrative Code, other regulations by Federal and State agencies, applicable court decisions, and Attorney General's opinions.

The Superintendent should recommend the adoption of the new and revised policies and the Board should approve the Superintendent's recommendation so that the Board's policies are legally correct.

Training will be provided by BoardDocs and NEOLA staff and support will be available to those working on this platform prospectively.

## Bylaws and Policies

### **Bylaw 0100 - Definitions (REVISED)**

Bylaw 0100 was revised to remove the definition of "Relative," because Florida law provides for varying definitions of the term "relative" depending on the particular issue. Thus, instead of providing a uniform definition of "Relative," we have cited to the applicable statutory definition of "Relative" when that term is used throughout our policy templates.

Clarity is also provided to the definition of "Superintendent" by stating that s/he is a Constitutional Officer under the Florida Constitution and that use of capital "S" "Superintendent" or lower case "s" "superintendent" in policy implies that the Superintendent has authority to delegate his/her responsibilities, unless such delegation is expressly prohibited by law.

### **Bylaw 0124 - Standards of Ethical Conduct (REVISED)**

Bylaw 0124 was revised as a result of Florida Chapter Law 2018-5 (2018 Regular Session) (<http://laws.flrules.org/2018/5>). This provision requires the School Board to adopt standards of ethical conduct for Board members becomes effective July 1, 2019. In drafting the standards offered for consideration in this bylaw, Neola utilized the *Principles of Professional Conduct for the Education Profession in Florida* as a foundation and modified them to be more relevant to the actions, duties, and obligations of

individual members of the District School Board. As when this bylaw was initially offered, Neola suggests that members of the District School Board should hold themselves to the same standards as District employees are held. If the members of the District School Board would prefer drafting their own, District-specific *Standards of Ethical Conduct*, an option to do that is offered in the revised template.

Pursuant to the law, the revisions to this bylaw also specify that Board members are required to annually receive training on the standards of ethical conduct.

**Bylaw 0147.1 - Travel and Per Diem (NEW)**  
**Policy 6550 - Travel and Per Diem (REVISED)**

The adoption of Bylaw 0147.1 is intended to address certain limitations on Board member travel. Pursuant to Florida Chapter Law 2018-5, Board members seeking to spend \$500.00 for travel outside their county must obtain prior approval from the Board, confirm that such travel is for official business of the Board, and be in compliance with the rules of the State Board of Education. Additionally, Board members seeking to travel outside of Florida must include an itemized list detailing all anticipated travel expenses including, but not limited to, the anticipated costs of all means of travel, lodging, and subsistence. The public must also be given an opportunity to speak on any Board member's specific travel agenda item prior to the Board taking action on whether to approve or deny the travel request.

Since Board member travel and per diem is now addressed thoroughly in Bylaw 0147.1, the duplicate language pertaining to members of the District School Board in Policy 6650 should be deleted (see proposed revisions to Policy 6650 below).

**Policy 1130 - Appointment, Assignment, Transfer, and Promotion of Administrators (REVISED)**  
**Policy 3130 - Appointment, Assignment, Transfer, and Promotion of Instructional Staff (REVISED)**  
**Policy 4130 - Appointment, Assignment, Transfer, and Promotion of Support Staff (REVISED)**

Revisions to these policies specify that neither the superintendent nor a Board member may appoint or employ a relative to work under their direct supervisions that were required by legislation approved during the 2018 legislative session, and as referenced in Florida Chapter Law 2018-5. These provisions take effect on July 1, 2019. Importantly, these limitations do not apply to employees appointed or employed before the election or appointment of the superintendent or a Board member.

**Policy 1210 - Standards of Ethical Conduct (REVISED)**

Policy 1210 was revised to clarify that the term "administrator" includes the superintendent and "administrative personnel" as those terms are defined in F.S. 1012.01.

Language was also added to the policy specifying certain circumstances within which the superintendent may be required to forfeit his/her salary for one (1) year. See, F.S. 1001.42(7).

**Policy 1242 - Professional Development (REVISED)**  
**Policy 3242 - Professional Development (REVISED)**  
**Policy 4242 - Staff Development (REVISED)**

Revisions to these policies incorporate amendments to F.A.C. Rule 6A-5.071. In November of 2018, FL DOE amended the rule to rename "Master Inservice Plan" to "Professional Learning Catalog." Other amendments to the rule address the content of Catalogs, review/approval processes, and data maintenance/reporting.

Policy 4242 was also revised to remove references to "teachers" as opposed to "staff members." The policy pertains to staff members, so teachers should not have been included in the policy.

**Policy 2371V1 - Hope Scholarships (REVISED)**  
**Policy 2371V2 - Hope Scholarships (REVISED)**

On March 1, 2019, the Florida Department of Education (FL DOE) issued a Memorandum to all School District Superintendents regarding the Hope Scholarship Program. See: <https://info.fl DOE.org/docushare/dsweb/Get/Document-8483/dps-2019-10.pdf>. Importantly, FL DOE strongly takes the position that F.S. 1002.40 does not require substantiation of an incident in order for the District to be required to provide notice to a student's parent of the availability of the Hope Scholarship Program. While Neola is of the position that the legislative intent expressed in F.S. 1002.40(1) makes clear that the program should only be available to those students who were "subjected to an incident" as opposed to those who simply report an incident, we understand that some school districts may prefer a policy that adopts FL DOE's position.

Policy 2371V1 incorporates Neola's interpretation of F.S. 1002.40.

Policy 2371V2 incorporates FL DOE's position as outlined in its March 1, 2019, Memorandum.

### **Policy 2460.01 - Least Restrictive Environment (DELETE)**

Policy 2460.01 contains language very similar to that in Policy 2460. It is, therefore, in our judgment, duplicative, redundant, and unnecessary. It is recommended that this policy be rescinded by Board action.

### **Policy 3120 - Employment of Instructional Staff (REVISED)**

Revisions to this policy are the result of changes to F.A.C. Rule 6A-1.0503 which now includes a definition for "In-Field." Outdated references to "highly qualified" and "NO CHILD LEFT BEHIND" were also removed.

### **Policy 3220 - Evaluation of Instructional Personnel (REVISED)**

Policy 3220 was revised to specify that the District "may" as opposed to "shall" measure student learning growth using the formulas approved by the Commissioner and the standards for performance levels adopted by the State Board for courses associated with the Statewide, standardized assessments administered under F.S. 1008.22. See, E.S. 1012.34 (7)(b).

### **Policy 4162 - Drug and Alcohol Testing of CDL License Holders and Other Employees who Perform Safety-Sensitive Functions (REVISED)**

Policy 4162 was revised to clarify that individuals who drive vehicles designed to transport 16 or more people (including the driver) are required to have a CDL license.

### **Policy 5540 - The Schools and Investigations Involving Students (REVISED)**

The revision to Policy 5540 is technical and merely updates the website link for reporting suspected child abuse, abandonment, or neglect.

### **Policy 6233 - District Budget (REVISED)**

Policy 6233 was revised as a result of Florida Chapter Law 2018-5 which now requires the superintendent to reduce the District's administrative expenditures if the projected portion of the general fund's ending fund balance not classified as restricted, committed, or nonspendable in the District's approved operating budget falls below three percent (3%) of projected general fund revenues for two consecutive fiscal years.

### **Policy 6322 - Construction Contracting and Bidding (REVISED)**

Policy 6322 was revised to correct a clerical error from the 19-1 release regarding the Board's ability to negotiate directly with a bidder.

### **Policy 6325 - Procurement - Federal Grants/Funds (REVISED)**

Policy 6325 now specifies that the School Board must take affirmative steps to assure that small businesses (in addition to others) are used in accordance with Federal law. Policy 6325 also references AP 6325 which has been revised substantially as addressed *infra*.

### **Policy 6480 - Expenditures (REVISED)**

This policy was revised to clarify the procedure that must be undertaken by the School Board to amend its budget when it seeks to exceed the amount budgeted by function and object. Additionally, the policy was revised to address spending limitations imposed under Florida law when certain financial conditions exist.

### **Policy 6605 - Crowdfunding (REVISED)**

This policy was revised to emphasize that crowdfunding activities must adhere to state and federal laws applicable to student privacy. Additional language was also added to specify that proceeds from crowdfunding activity becomes the property of the District or school and that District personnel are prohibited from accepting cash or equivalent payments. Finally, the definition of "crowdfunding" was slightly modified.

### **Policy 6830 - External Financial Audits (REVISED)**

As a result of Florida Chapter Law 2018-5, School Boards are required to conduct an audit overview during a public meeting if an audit contains a significant "deficiency or material weakness" (prior statutory language referred to "finding"). The audit overview is also required to describe the corrective action to be taken and a timeline for completion.

### **Policy 7440.01 - Video Surveillance and Electronic Monitoring (NEW)**

Policy 7440.01 is a new policy intended to address the School Board's use of video surveillance and electronic monitoring. In our experience, including in Florida and other states, most school districts utilize such equipment.

Importantly, although not contained in the policy, Districts must be aware that the General Records Schedule (GS1-SL) for State and Local Government Agencies (Item #302) requires that surveillance recordings created to monitor activities occurring inside and/or outside of public buildings and/or public property (including school buses) must be retained for no less than 30 days.

#### **Policy 8141 - Mandatory Reporting of Misconduct (REVISED)**

Policy 8141 was substantially revised in the 19-1 update as a result of multiple bills that passed during the 2018 legislative session (see Florida Chapter Laws 2018-5 and 2018-150). The proposed revision as part of this update deletes language that may be interpreted to require only certificated employees to report matters of misconduct, including convictions of certain crimes, to the Superintendent and Florida Department of Education. It is Neola's interpretation that all employees (certificated and non-certificated) must report misconduct, and convictions of certain crimes, to the Superintendent.

#### **Policy 8431 - Preparedness for Toxic Hazard and Asbestos Hazard (REVISED)**

The revisions to this policy is technical and merely deletes "Material" from "Material Safety Data Sheets." SDS (formerly MSDS) is the current industry term.

#### **Policy 8500 - Food Service Program (REVISED)**

The revisions to this policy primarily relate to dietary modifications. In particular, Neola has been advised by the United States Department of Agriculture (USDA) that school districts should not wait for medical certification to initially accommodate a student's request for a dietary modification; rather, the school district should approve the request, provide the student with notice that h/she must provide medical certification within so many days and, if no certification is provided, the dietary modification may be discontinued. Moreover, USDA is of the opinion that dietary modifications need to be reviewed and approved by the student's IEP or Section 504 Team.

#### **Policy 9211 - Parent Organizations, Booster Clubs, and Other Outside Support Organizations (REVISED)**

The revisions to this policy are intended to more clearly distinguish between school-based and outside support organizations. Moreover, since outside support organizations typically provide financial support to school districts and are involved in school district activities, we included revised policy language that allows school districts to more closely monitor these organizations.

## **Procedures for Vol. 19 No. 2**

#### **AP 3121 - Selection of Instructional Personnel (REVISED)**

The revisions to this procedure incorporate the new definition of "In-Field" and delete outdated references to "highly qualified" and "No Child Left Behind Act of 2001).

#### **AP 3220A - Observation and Evaluation of Substitute Teachers (REVISED)**

This procedure was revised to give school districts the flexibility to decide whether to make evaluations of substitute teachers mandatory or permissive. We also revised the evaluation process to make it more streamlined and appropriate for substitute teachers.

#### **AP 6325 - Procurement - Federal Grants/Funds (NEW)**

The revisions to this procedure are intended to provide further guidance to District personnel regarding the affirmative steps that must be taken to provide small and minority business and women's business enterprises with the opportunity to contract with the District. The procedure also defines "Small Business" and "Minority and Women's Business Enterprises."

#### **AP 6611 - Crowdfunding (NEW)**

In light of the prevalence and growth of crowdfunding, and the challenges these activities pose to Districts, we have created a proposed administrative procedure to provide further guidance to District personnel.

#### **AP 8431 - Written Hazard Communication Program (REVISED)**

Similar to the revisions to Policy 8431 as noted above, the revisions to this procedure are technical and delete "Material" from "Material Safety Data Sheets."

# **Procedures for Vol. 19, No. 1**

Revisions to fifteen (15) administrative procedure templates and one (1) new administrative procedure are included as a supplement to the Volume 19, Number 1 update released in September of 2018. For your convenience, the Overview for the Volume 19 Number 1 Update has been included in this update so staff can review, if necessary the rationale for revising the corresponding policies.

**AP 1590 - Personnel Files (REVISED)**

**AP 3590 - Personnel Files (REVISED)**

**AP 4590 - Personnel Files (REVISED)**

**AP 2371V1 - Hope Scholarship (NEW)**

NOTE: This procedure correlates with the version of the Hope Scholarship policy that reflects Neola's interpretation of the applicable statute.

**AP 2623 - Testing Program (REVISED)**

**AP 2623A - Testing for Students with Disabilities (REVISED)**

**AP 4162A - Handling of Test Results, Record Retention, and Confidentiality (REVISED)**

**AP 5112A - Admission to Kindergarten and First Grade (REVISED)**

**AP 5112C - Appeal for Early Entrance to Kindergarten or First Grade (REVISED)**

**AP 5113 - School Choice Options Provided by Federal Law (REVISED)**

**AP 5200 - Attendance**

**AP 6220 - Budget (Appropriations) Preparation and Publication (REVISED)**

**AP 6320A - Purchasing (REVISED)**

**AP 8420 - Emergency Procedures (REVISED)**

**AP 8462 - Procedures on Child Abuse, Abandonment, Neglect, and Children in Need of Services (REVISED)**

**AP 9270 - Procedure for Educating a Child at Home (REVISED)**

## **Legal Alerts**

### **I. TITLE IX**

On November 16, 2018, the U.S. Department of Education ("USDOE") unveiled its proposed amended regulations implementing Title IX. You may recall that in September 2017, the USDOE withdrew its Title IX guidance on campus sexual assault – specifically its April 2011 Dear Colleague Letter and April 2014 Q&A, – and USDOE's Office for Civil Rights ("OCR") issued a new "Q&A on Campus Sexual Misconduct" ("2017 Q&A" or "interim guidance"). The purpose of the 2017 Q&A was to offer guidance while the USDOE engaged in a lengthy, formal rulemaking process on the topic of schools' Title IX responsibilities concerning complaints of sexual misconduct (including sexual harassment and violence).

The 11/16/2018 Notice of proposed rulemaking states that the proposed regulations seek to clarify and modify existing Title IX regulations, including specifying how covered educational institutions (including public schools) must respond to incidents of sexual harassment. The Notice claims the proposed regulations are intended to promote the purpose of Title IX by requiring recipients to address sexual harassment, assisting and protecting victims of sexual harassment, and ensuring the due process protections are in place for individuals accused of sexual harassment.

The proposed regulations focus on three things: (1) what constitutes sexual harassment for purposes of rising to the level of a civil rights issue under Title IX; (2) what triggers a school's legal obligation to respond to incidents or allegations of sexual harassment; and (3) how must a school respond to such incidents or allegations.

Moving forward, we will continue to monitor the proposed regulations and, when final regulations are issued, we will provide appropriate updates to our policy templates.

### **II. ACTIVE ASSAILANT RESPONSE Policy (Proposed Legislation)**

As of the date of this release, the Florida Legislature is considering legislation that would require School Board's to adopt an Active Assailant Response Policy (SB 7030). The proposed legislation requires, among other things, the School Boards adopt "a well-developed, written, distributed, and trained upon active assailant response policy, which must be recommended by the superintendent." Please rest assured that Neola will closely monitor the legislation and, if it is adopted, move quickly to provide you with a legally compliant policy template.

**Anticipated Release of Volume 20 Number 1**

We anticipate releasing the Volume 20 Number 1 update in September, 2019.

Subject: Special - School Safety - May 2019

# FLORIDA OVERVIEW AND COMMENTS

## **SPECIAL RELEASE - MAY 2019 - SCHOOL SAFETY**

On May 8, 2019, Florida Governor Ron DeSantis approved Senate Bill 7030 ("SB 7030"). SB 7030 (Florida Chapter Law 2019-22), titled "Implementation of Legislative Recommendations of the Marjory Stoneman Douglas High School Public Safety Commission," includes numerous legislative changes related to school safety and security. Due to the importance of school safety in Florida, time is of the essence with respect to addressing the changes outlined in SB 7030. Thus, Districts must carefully and timely review all of the proposed policy revisions contained in this Special Release to prepare policies that the Superintendent can recommend to the Board for adoption.

This special release includes:

**Policy 5112 - Entrance Requirements (Revised)**

**Policy 5500 - Student Conduct (Revised)**

**Policy 8330 - Student Records (Revised)**

**Policy 8405 - School Safety and Security (Revised)**

**Policy 8407 - Safe-School Officers (Revised)**

**Policy 8420 - Emergency Management, Emergency Preparedness, and Emergency Response Agencies (Revised)**

With respect to developing the language for the District's Active Assailant Response Plan set forth in Policy 8405, a number of resources were utilized, including, but not limited to, the following:

<http://www.fdle.state.fl.us/MSDHS/CommissionReport.pdf>

[https://www.dhs.gov/xlibrary/assets/active\\_shooter\\_booklet.pdf](https://www.dhs.gov/xlibrary/assets/active_shooter_booklet.pdf)

<https://www.ready.gov/active-shooter>

<https://www.dhs.gov/sites/default/files/publications/isc-planning-response-active-shooter-guide-non-fouo-nov-2015-508.pdf>

[https://www.ready.navy.mil/be\\_informed/terrorism/active\\_shooter.html](https://www.ready.navy.mil/be_informed/terrorism/active_shooter.html)

Finally, SB 7030 contains revisions to F.S. 1011.62 by adding additional categorical funds from which the Board may transfer funds when urgently needed to maintain Board-specified academic classroom instruction and/or to improve school safety. Neola will be providing proposed revisions to the Policy 6233 template in Volume 20, Number 1 update. In the meantime, District financial personnel should be cognizant of and adhere to the statutory revisions to F.S. 1011.62.

### **Neola Assistance**

As this is a special release, face-to-face consultation with your Neola Associate is not provided routinely; however, consultation may be requested and will be provided at the established additional per hour cost.

Neola will digitally publish the documents the District adopts upon notification by email to [production@neola.com](mailto:production@neola.com) of that adoption.

It should be understood that the revised versions of policies 5112, 5500, 8330, 8405, 8407, and 8420 are the versions that Neola will warrant going forward.

### **District-Specific Material**

Although the proposed new and revised policies included in this collection have been thoughtfully prepared and reviewed by Neola's legal counsel for statutory compliance, it is the responsibility of each District to decide which policies and the specific language to include in its own unique policy collection. If the District makes changes, or substitutes in its entirety policies or other materials of the District's own drafting, those materials should be reviewed by the District's legal counsel to verify compliance. Neola does not review District-specific edits to update materials or District-specific policies for statutory compliance.

If the District chooses to adopt a new policy or guideline or incorporate Districtspecific material into an existing policy or guideline other than what has been proposed by Neola, then the District agrees to hold Neola harmless for those Districtspecific edits and acknowledges that Neola's warranty for legal challenges to that District-specific language in that policy or guideline will not be in effect. In addition, Neola retains ownership of the text from the original policy template that remains in a policy to which District-specific material has been

added. Districtspecific materials include the following:

- A. Materials from the District's existing materials that the District requests be incorporated during the drafting process;
- B. New materials that the District develops in their entirety and exclusive of Neola; and
- C. Revisions or deletions that substantively depart from Neola's templates.

Further, Neola does not recommend the use or incorporation of District-specific materials. Neola will, at the request of the District, incorporate District-specific materials into the licensed materials, with the implicit understanding that the District bears all risks associated with the District's decision to request that such Districtspecific materials be incorporated. Neola reserves the right to, but is not obligated to, advise the District to seek its own legal review of District-specific materials.

If you have questions about any of these special release materials, contact your Neola Associate. All production related materials and questions should be directed to the Coshocton Office at 632 Main Street, Coshocton, Ohio 43812 (phone: 800407 5815, fax: 740 622-2557). Billing and other questions should be directed to the Stow Office at 3914 Clock Pointe Trail, Suite 103, Stow, Ohio 44224 (phone: 330-926-0514, fax: 330 926 0525).

#### Cross References

1 - Overview - Special - School Safety - May 2019

SPECIAL UPDATE - SCHOOL SAFETY - MAY 2019 - Policy Disposition Sheet

po5112 - REVISED POLICY - SPECIAL - SCHOOL SAFETY - ENTRANCE REQUIREMENTS

po5500 - REVISED POLICY - SPECIAL - SCHOOL SAFETY - STUDENT CONDUCT

po8330 - REVISED POLICY - SPECIAL - SCHOOL SAFETY - STUDENT RECORDS

po8405 - REVISED POLICY - SPECIAL - SCHOOL SAFETY - SCHOOL SAFETY AND SECURITY

po8407 - REVISED POLICY - SPECIAL - SCHOOL SAFETY - SAFE-SCHOOL OFFICERS

po8420 - REVISED POLICY - SPECIAL - SCHOOL SAFETY - EMERGENCY MANAGEMENT,  
EMERGENCY PREPAREDNESS, AND EMERGENCY RESPONSE AGENCIES

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# SCHOOL DISTRICT OF INDIAN RIVER COUNTY

2018-2019



# FIVE YEAR STRATEGIC PLAN

- STUDENT SUCCESS
- CULTURE & CLIMATE
- HIGH QUALITY WORKFORCE
- COMMUNICATION & ENGAGEMENT
- STRATEGIC PARTNERSHIPS

## Goal Statement:

Every student receives a high quality education that is grounded in high expectations, personalized to meet his/her needs and interests, and backed by the necessary learning supports.

- **OBJECTIVE 1.1** All students graduate with the skills necessary for college and career success.
- **OBJECTIVE 1.2** All students receive high quality instruction and rigorous coursework
- **OBJECTIVE 1.3** All students are provided the supports needed to ensure their academic success



Goal 1

Student Success

## Goal Statement:

Staff and students thrive in positive learning and work environments where they feel safe, supported, and celebrated.

- **OBJECTIVE 2.1** (Social and Emotional Support) Every school fosters a caring and responsive culture to ensure a positive learning environment for staff and students.
- **OBJECTIVE 2.2** (Physical Safety) Every school provides a safe and secure learning environment.
- **OBJECTIVE 2.3** (Celebrate Success) Every school recognizes and celebrates the accomplishments of students and staff.



Goal 2  
Culture &  
Climate

## Goal Statement:

Employees are at the heart of our students' success, and we will attract, support, and retain a high quality workforce.

- **OBJECTIVE 3.1** (Attracting) We intentionally recruit and employ highly skilled and motivated individuals for every position.
- **OBJECTIVE 3.2** (Supporting) We support all employees with professional learning opportunities to ensure their growth and students' success.
- **OBJECTIVE 3.3** (Retaining) We value our employees and are committed to creating working conditions that support their personal well-being and professional success.



Goal 3

High Quality  
Workforce

## Goal Statement:

The district uses communication and engagement to build awareness and trust, which lead to stronger relationships that benefit student learning.

- **OBJECTIVE 4.1** (Purposeful Communication) We plan our communications, establish common communication protocols, and frequently share the achievements of our students and staff with the community.
- **OBJECTIVE 4.2** (Internal Engagement) We foster engagement with internal stakeholders to build awareness and trust.
- **OBJECTIVE 4.3** (External Engagement) We foster engagement with external stakeholders to build awareness and trust.



Goal 4

Communication &  
Engagement

## Goal Statement:

Building strong partnerships with all stakeholders in our community is vital to our success.

- **OBJECTIVE 5.1** (Families) We engage families as the most important partner in the education of our students.
- **OBJECTIVE 5.2** (Existing Organizations) We strengthen existing partnerships with organizations in our community and seek out opportunities with other organizations.
- **OBJECTIVE 5.3** (Individuals) We embrace and value the contributions of the individuals in our community who volunteer in our schools.



## Goal 5 Strategic Partnerships

**Measure of Success:** Performance of students on assessments in grades K-3  
 Percent of students scoring at or above the 50th percentile on the Spring i-Ready Diagnostic

Grade Level	2017 – 2018	2018 - 2019
Kindergarten	Fall: 43% Winter: 54% Spring: 54%	Fall: 50% Winter: 61% Spring: 64%
1st Grade	Fall: 43% Winter: 47% Spring: 52%	Fall: 51% Winter: 46% Spring: 52%
2nd Grade	Fall: 46% Winter: 55% Spring: 57%	Fall: 49% Winter: 57% Spring: 60%
3rd Grade	Fall: 43% Winter: 48% Spring: 53%	Fall: 48% Winter: 51% Spring: 59%



**Goal 1**

**Student Success**

**Objective 1.1**

**Measures of Success:** Number of students overall and by subgroup scoring at Level 3 or above on state assessments

<b>English Language Arts</b>		
<b>Subgroup</b>	<b>2017 – 2018</b>	<b>2018 - 2019</b>
All Students	51.9%	54.7%
American Indian	32.0%	47.1%
Asian	70.1%	70.8%
Black / African American	30.9%	34.8%
Hispanic	44.3%	46.6%
White	61.6%	64.2%
English Language Learners	18.4%	17.2%
Students with Disabilities	17.9%	20.3%
Economically Disadvantaged	41.3%	44.5%

<b>Math (Math FSA, Algebra 1 EOC, and Geometry EOC)</b>		
<b>Subgroup</b>	<b>2017 – 2018</b>	<b>2018 - 2019</b>
All Students	56.5%	56.7%
American Indian	46.2%	60.0%
Asian	80.4%	80.4%
Black / African American	33.7%	34.5%
Hispanic	51.7%	52.4%
White	65.4%	66.0%
English Language Learners	34.9%	33.7%
Students with Disabilities	26.9%	26.1%
Economically Disadvantaged	47.5%	48.6%



**Goal 1**

**Student Success**

Objective 1.2

Objective 1.3

**Measures of Success:** Number of students overall and by subgroup scoring at Level 3 or above on state assessments

<b>Science (Grade 5 &amp; 8 Statewide Science and Biology EOC)</b>		
<b>Subgroup</b>	<b>2017 – 2018</b>	<b>2018 - 2019</b>
All Students	56.2%	54.9%
American Indian	**	**
Asian	77.8%	67.8%
Black / African American	29.7%	29.5%
Hispanic	48.3%	46.2%
White	67.4%	66.4%
English Language Learners	16.5%	**
Students with Disabilities	21.5%	22.7%
Economically Disadvantaged	44.2%	44.1%

<b>Social Studies (Civics and US History EOC)</b>		
<b>Subgroup</b>	<b>2017 – 2018</b>	<b>2018 - 2019</b>
All Students	67.5%	67.1%
American Indian	**	**
Asian	69.8%	84.6%
Black / African American	47.2%	48.0%
Hispanic	60.9%	59.7%
White	76.9%	76.2%
English Language Learners	27.3%	13.5%
Students with Disabilities	33.1%	32.7%
Economically Disadvantaged	56.6%	56.4%



**Goal 1**

**Student Success**

Objective 1.2

Objective 1.3

## Measures of Success: Graduation rates for all students and subgroups

Subgroup	2016 – 2017	2017 - 2018
All Students	87.1%	92.0%
White	89.9%	95.8%
Hispanic	85.1%	88.2%
Black	79.7%	81.9%
Multiracial	76.2%	94.9%
Asian	95.0%	94.1%



### Goal 1

Student Success

Objective 1.1

**Measures of Success:** Number of students participating in career pathways and earning industry certifications



**Goal 1**

**Student Success**

**Objective 1.1**

Measure	2017 – 2018	2018 – 2019
Number and percent of students participating in Career Pathways*.  *A Career Pathway is a multi-year sequence of courses centered on a career cluster. Typically, only the students in the final year of a Career Pathway will take an Industry Certification Exam.	HS: 2975/4617 = 64.4%	HS: 2543/4848 = 52.5% MS: 559/3549 = 15.8% All: 36.9%
Number and percent of students earning an Industry Certification	291/4617 = 6.3%	TBD (expected July 2019)

## Measures of Success: Number of students participating in accelerated courses

AP or IB Course		
Subgroup	2017 – 2018	2018 – 2019
Asian	**	**
Black / African American	179/855 = 20.9%	109/825 = 13.2%
Hispanic	316/1340 = 23.6%	304/1353 = 22.5%
White	1095/3199 = 34.2%	966/3167 = 30.5%

Dual Enrollment Course		
Subgroup	2017 – 2018	2018 – 2019
American Indian	**	**
Asian	**	**
Black / African American	27/855 = 3.16%	32/825 = 3.9%
Hispanic	70/1340 = 5.22%	76/1353 = 5.6%
White	348/3199 = 10.88%	322/3167 = 10.2%

Level 3 Course		
Subgroup	2017 – 2018	2018 – 2019
American Indian	**	**
Asian	**	**
Black / African American	417/855 = 48.8%	410/825 = 49.7%
Hispanic	777/1340 = 58.0%	816/1353 = 60.3%
White	2276/3199 = 71.1%	2242/3167 = 70.8%



### Goal 1

Student Success

Objective 1.2

Objective 1.3

## Measures of Success: Number of students succeeding in accelerated courses

AP or IB Exams Passed		
Subgroup	2017 – 2018	2018 – 2019
American Indian	**	TBD (expected late July)
Asian	56/109 = 51.4%	
Black / African American	50/194 = 25.8%	
Hispanic	265/525 = 50.5%	
White	1065/1945 = 54.8%	

Dual Enrollment Courses Passed		
Subgroup	2017 – 2018	2018 – 2019
American Indian	**	**
Asian	52/52 = 100%	85/86 = 98.8%
Black / African American	84/86 = 97.7%	98/99 = 99.0%
Hispanic	307/316 = 97.2%	301/306 = 98.4%
White	1374/1416 = 97.0%	1266/1306 = 96.9%

Level 3 Courses Passed		
Subgroup	2017 – 2018	2018 – 2019
American Indian	75/80 = 93.8%	88/90 = 97.8%
Asian	588/588 = 100%	675/683 = 98.8%
Black / African American	2051/2130 = 96.3%	2027/2105 = 96.3%
Hispanic	4013/4106 = 97.7%	4412/4562 = 96.7%
White	13981/14213 = 98.4%	13444/13717 = 98.0%



### Goal 1

Student Success

Objective 1.2

Objective 1.3

## Measures of Success: Student Discipline and Attendance Data

Discipline		
Measure	2017 – 2018	2018 - 2019
Percent of Students with Office Discipline Referrals (Level 3 and above)	19.5%	19.1%
Percent of students with one or more out of school suspension	5.7%	6.2%

Attendance		
Measure	2017 – 2018	2018 - 2019
Average Daily Attendance	92.8%	92.6%
Percentage of students with an Attendance Rate of 90% or higher	77.2%	75.7%



Goal 2  
Culture &  
Climate

Objective 2.1

# Measures of Success: Student, Parent, and Staff Satisfaction

School	Students		Parents		Staff	
	2017 - 2018	2018 - 2019	2017 - 2018	2018 - 2019	2017 - 2018	2018 - 2019
District	B	D	B	B		
ACE	C	B	A	A	A	B
BES	B	B	A	A	A	A
CES	B	B	B	A	B	B
DES	A	B	A	B	B	B
FES	B	B	A	A	B	B
GMS	C	C	A	B	B	C
GES	B	B	A	A	B	B
IRA	B	B	A	A	B	B
LMS	B	B	A	A	B	A
OMS	A	A	A	A	A	B
OsloMS	C	C	B	B	C	B
PIES	B	B	B	B	C	C
RMS	B	B	A	A	A	A
SES	B	B	B	B	C	B
SRHS	C	C	B	B	C	B
SRMS	C	C	B	B	B	B
SGMS	B	C	A	A	B	B
TCES	B	B	A	A	B	B
VBES	B	B	A	A	B	B
VBHS	C	B	B	B	B	B
WS			A	A	A	A



Goal 2

Culture & Climate

Objective 2.1

Objective 2.3

## Measures of Success: Survey Results

Measure		Percent Answering Always or Often	
		2017 - 2018	2018 - 2019
Objective 2.3	Staff: "My school recognizes staff members for the good things they do."	59%	64%
	Students: "Students are recognized for the good things they do."	56%	57%
Objective 3.2	Staff: "In-service programs keep me informed of the latest educational strategies."	49%	46%
Objective 3.3	Staff: "I feel that I have opportunities for advancement."	32%	32%
	Staff: "My school recognizes staff members for the good things they do."	59%	64%
Objective 4.1	Parents: "This school is helpful in letting me know about school events and activities."	87%	86%
	Parents: "I feel that teachers do their best to include me in matters directly affecting my child's progress in school."	84%	81%



Goal 2  
Culture and Climate

Goal 3  
High Quality Workforce

Goal 4  
Communication & Engagement

Objective 2.3  
Objective 3.2  
Objective 3.3  
Objective 4.1

**Measures of Success:** Web, social media, and other news story analytics, parent climate surveys, analysis of technology tools utilization

Media	2017 - 2018	2018 - 2019
Facebook "Likes"	2869	3,730
Twitter Impressions per 91 Days	133.2k	143.7k
YouTube Subscribers	155	755
Employee All Emails	160	312
Community Corner Viewers per Episode	60	70
School Messenger Calls	6500	7,922
School Messenger Push Notifications	NA	47



Goal 4  
Communication &  
Engagement

Goal 5  
Strategic Partnerships

Objective 4.1

Objective 4.2

Objective 5.1

**Measures of Success:** Records of employee retention rates (first year and beyond).

<b>First Year Employees</b>		
<b>Group</b>	<b>2017 - 2018</b>	<b>2018 - 2019</b>
IRCEA	72%	80%
CWA	82%	88%
Non-Bargaining	100%	80%
Total	77%	83%

<b>Employees with One or More Years of Service</b>		
<b>Group</b>	<b>2017 - 2018</b>	<b>2018 - 2019</b>
IRCEA	90%	90%
CWA	92%	92%
Non-Bargaining	92%	90%
Total	91%	90%



Goal 3  
High Quality  
Workforce  
Objective 3.3

**Measure of Success:** Racial demographics of staff in comparison with student populations

2017 – 2018	2018 - 2019
<p>White Staff = 83% Student = 54%</p>	<p>White Staff = 87% Student = 53%</p>
<p>Black Staff = 10% Student = 17%</p>	<p>Black Staff = 10% Student = 17%</p>
<p>Hispanic Staff = 6% Student = 23%</p>	<p>Hispanic Staff = 3% Student = 24%</p>



Goal 3

High Quality  
Workforce

Objective 3.1

**Measures of Success:** Records of inspections identifying any physical deficiencies, safety and security drills, and progress made in addressing physical deficiencies.

Measure	2017 – 2018	2018 - 2019
Percent Reduction in Initial Life Safety Violations	1,243	441
Percent of schools scheduling and completing mandatory safety and security drills.	100%	100%
Percent of completed work orders for each school and facility. **Industry Standard is 95%	12,722 Work Orders Generated/ 11,570 Work Orders Completed = 91%	14,056 Work Orders Generated/ 13,372 Work Orders Completed = 95%



## Goal 2 Culture & Climate

**Measure of Success:** Success of Casual for a Cause

	<b>2017 – 2018</b>	<b>2018 – 2019</b>
<b>Funds Generated for CFC</b>	\$33,724.56	\$42,178.77



Goal 4

Communication  
& Engagement

Objective 4.3

**Measures of Success:** Records of data shared with various organizations

	2017 – 2018	2018 – 2019
Number of Students	1,440	1,388



Goal 5  
Strategic  
Partnerships

Objective 5.3



# SCHOOL DISTRICT OF INDIAN RIVER COUNTY

2018-2019